

LEADER'S GUIDE
for
The Teacher Training Manual:
Six Steps to Success in the Jewish Classroom

By Lisa J. Goldstein

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Project Editor: Terry S. Kaye
© 2007 Behrman House, Inc.
Published by Behrman House, Inc.
Springfield, New Jersey 07081
www.behrmanhouse.com



Behrman House Publishers

Introduction

In a few weeks, the new school year will begin. Many excellent, veteran educators are returning. You have also hired some new teachers. Though a few have little or no experience in the Jewish classroom, you believe they have the potential to become talented members of your faculty.

In the dynamic field of education, where new research and innovative techniques are always being introduced, both new and experienced teachers can benefit from training, development, and guidance. How can you help your teachers create welcoming Jewish classrooms and plan effectively for the year ahead? Develop lesson plans that will stimulate and motivate learners? Recognize students' multiple intelligences and reach those with special learning needs?

This guide will help you make the most of *The Teacher Training Manual: Six Steps to Success in the Jewish Classroom* and will help your teachers build the skills they need to master their many roles.

Tools for Success

Both new and seasoned teachers will benefit from the following support:

- A written curriculum with goals and objectives, sample activities, and guidelines for how much time to spend on each subject.
- Clearly articulated expectations for both students and teachers. What are students expected to master? How will teachers define success? How will teachers know they have achieved their goals?
- Resources and materials, such as books, software, and Web sites, for teachers to learn more about content areas.
- A school calendar noting days off and special programming that may reduce class time.
- Periodic check-ins, such as phone calls or e-mails, classroom observations, and quick conversations before or after class or during a break. In some cases, a peer coach or mentor (such as a veteran teacher on staff) may be particularly helpful to a new teacher.
- Teacher training in a number of areas—including preparing for the start of school, planning lessons, managing the classroom, and individualizing instruction—using tools such as *The Teacher Training Manual*.

By building the skills your teachers need to be successful in the classroom, you will help them find satisfaction in their work—and your students will be the beneficiaries.

Purpose of this Guide

This guide will show you how to use *The Teacher Training Manual: Six Steps to Success in the Jewish Classroom* by Lisa Bob Howard. It will help you train teachers to:

- Recognize that being a teacher is holy work.
- Focus on what makes the Jewish classroom distinctive.
- Prepare thoughtfully for their classes, lay out a calendar for the year, and plan engaging and appropriate lessons.

- Create a respectful and motivating classroom culture that encourages positive interactions among students.
- Understand the different ways students learn and how to tailor lessons to suit those differences.
- Recognize and accommodate students with learning differences.

Using *The Teacher Training Manual*

The Teacher Training Manual consists of six workshops, each on a separate topic:

1. Why Be a Jewish Teacher?
2. Planning for a Great Year
3. Creating Effective and Engaging Lessons
4. Managing the Jewish Classroom
5. How Students Learn
6. Teaching Students with Learning Differences

Each workshop is self-contained and can be used in one training session of approximately sixty to ninety minutes. There are several recurring features in each workshop:

Objectives—Concrete, measurable goals for the workshop

Lesson Launch—A creative and motivating activity to generate a mood of interest and engagement in the topic

The Real World—Real-life case studies from which teachers can extrapolate to their own classrooms.

Focus on Text—Activities inspired by sacred texts that fuse Jewish values and the workshop’s objectives.

Reflections—An opportunity for teachers to review the content of the lesson and consider its practical applications in the classroom.

Three Ways to Use the Manual

You can use the manual in three ways:

1. Group training before the school year starts
2. Group training throughout the course of the school year
3. Self- or partner training
 1. Group training before the school year starts
Structure a one- day retreat for your faculty, or schedule a series of workshops over a period of two or three weeks prior to the start of the school year. This will help teachers begin their year with confidence and a wealth of ideas, including how to create a Jewish classroom environment, how to lay out the classroom effectively, and how to establish procedures such as collecting tzedakah.
 2. Group training throughout the course of the school year
Schedule up to six training sessions over the course of the year. This way teachers can draw upon their own classroom experiences to enrich the lessons in *The Teacher Training Manual*.
 3. Self- or partner training
Distribute a copy of *The Teacher Training Manual* to each teacher at the beginning of the year and allow teachers to work independently; check in with them regularly to see how they are progressing. Or pair new teachers with seasoned teachers and encourage them to work together on the assigned workshop. This provides new teachers with mentors, gives *kavod* (honor) to veteran teachers, and helps build a collegial relationship among faculty members.

If your teachers are working as a group, distribute the manuals at the beginning of each session and collect them at the end of the session for safekeeping. Or invite teachers to take the manuals home with them at the end of each session for review or to complete sections independently. Remind teachers to bring the manuals back the next session.

Workshop Techniques

Workshop One: Why Be a Jewish Teacher? Pages 5–14

A. Advance Preparation

1. Schedule this workshop in a classroom. You will need:
 - A large flip-chart-sized pad
 - Markers
 - 3" x 3" Post-It notes (several pads)
2. Prepare two large sheets in advance. On one sheet, write the headline “Opportunities”; on the other, write the headline “Challenges.”
3. Create a handout listing Jewish values. Include the Hebrew term and/or its transliteration and translation, and an explanation of the value; for example: *Hachnasat Orhim*, hospitality—welcoming guests into your home and offering them food and drink.
4. Purchase journals or composition notebooks for participating teachers.

B. Introduction

Thank teachers for being there and for making such an important contribution to the school. Explain that, while they are teachers, they are also learners, and they model the importance of lifelong learning for their students. Tell them that teaching is holy work and that you hope that over the course of the year they will derive much satisfaction from their jobs.

C. Putting the Workshop into Practice

Lesson Launch (page 5–6)

Ask teachers to look around the room. What items do they notice? As teachers respond, write their answers on a large pad in two columns *without headings*. In one column write Jewish items, such as an *alef-bet* chart or a map of Israel; in the other column list secular items, such as a chalkboard, pencils, and desks.

When you have a number of responses, ask the group to identify the two categories. Ask teachers if there are other specifically Jewish items they see and would like to add.

Goals of Religious School Education (page 6)

Ask the group how teaching in a Jewish school is different from teaching in a secular school. Encourage teachers to include intangibles such as passing on our tradition and inculcating Jewish values. Share with them how supplemental religious education has changed over the past fifty years and how those changes impact on our role as Jewish teachers.

A Challenging Environment (page 7)

As a group, brainstorm a list of challenges in teaching religious school. Write the list on the sheet with the headline “Challenges.” Post the sheet where it is visible.

Ask teachers to find a partner. Assign each pair one or two of the challenges and give them a pad of Post-It notes. Ask each pair to come up with possible solutions for their challenges and to write each solution on a separate Post-It note. When they are done, share the solutions with the group. Post the “Solutions” sheet next to “Challenges” and invite teachers to attach their Post-It notes next to the appropriate challenges.

Follow the same procedure with “Opportunities” and “Strategies.” Ask teachers how we can turn some of our challenges into opportunities.

Creating a Jewish Environment (page 9)

If someone identified “creating a Jewish environment in the classroom” as a strategy, take a minute to emphasize it. If not, add it to the list.

Ask teachers what they might do to create a Jewish environment in the classroom. Encourage them to consider decorations, bulletin boards, ritual items, Hebrew labels, music, blessings, games, puzzles, books, and worksheets—things students might see as well as activities students might do.

Teaching with Jewish Values (page 10)

Participants may have mentioned teaching Jewish values as an opportunity or a strategy. If not, explain to teachers the importance of promoting Jewish values and *midot* (virtues). Give teachers the handout of Jewish values that you have prepared. Encourage them to use the Hebrew terms with their students. Ask teachers what they could do in the classroom and what you collectively might do as a school to promote these values. For example, you might invite parents into the classroom, hold a community seder for those who need one, collect toys for a toy drive, or prepare food at a soup kitchen.

Family Learning (page 12)

Remind teachers that religious school education is a partnership between the school and the home. Family learning can take place in any number of ways: you can bring parents into the classroom, and you can take the classroom into the home.

Bringing parents into the classroom:

- Invite parents to read a Jewish story to the class and lead a discussion or supervise an art project based on the story.
- Create a Torah scroll or a Megillah with your class of pre-writers by asking parents to “take dictation” as the children explain their illustrations.
- Cook or bake together. While the cooking project is underway, be sure to share some Jewish text or content related to the project. For example, if you are baking round *hallot* for Rosh Hashanah, explain the significance of the roundness—some say the circular shape symbolizes the cyclical nature of the year— and teach the blessing over bread.
- Conduct a tzedakah fair where the students teach their parents about different organizations serving those in need.

Taking the classroom into the home:

- E-mail a weekly or monthly newsletter with the following headings:
 - This week/month, we learned about... (fill in broad topic)
 - Some things we learned were... (fill in specifics)
 - Some questions you may want to ask your child are... (give suggestions for factual and open-ended questions)
- Send home information about upcoming Jewish holidays. Include family activities and recipes.
- Every so often, forward a link with an interesting Jewish Web site to parents.

Ask each teachers to share at least one other idea for including parents in their children’s learning. Such ideas may include:

- Send students and parents on a treasure hunt in and around their homes to find items of Jewish interest.
- Ask students to interview their parents about times they’ve had to make difficult ethical decisions in their work situations. How did they make the decision? Did Judaism play any role? If so, how?
- Ask parents to share a Jewish memory with their children, for example, a favorite Pesach seder. Such stories help make the learning personal and bring it to life.

Focus on Text (page 13)

As partners in a child’s education, it is helpful for parents and teachers to know what each expects of the other. Ask teachers to write bulleted points about what they think parents should be able to expect from their child’s teacher—for example, well-planned lessons and good communication with the home—and what teachers want (and expect) from the parents of their students—for example, delivering their children to class regularly and on time, and attending and participating in family programs.

D. Enrichment

Explain what “a reflective educational practitioner” is—an educator who continually and thoughtfully examines his or her own teaching methods and determines what works best for students.

Encourage teachers to become reflective practitioners by giving each a journal or composition notebook. Suggest that teachers take a few minutes to write a reflection after each training session—and after each class. When reflecting on each lesson, ask them to consider the following:

- What went especially well?
- What did I do that contributed to its success?
- What didn’t go well, or what didn’t go according to plan?
- What would I do differently next time?

Have teachers complete the “Reflections” activity on page 14. Ask for volunteers to read selections from their writings.

E. Resources

- For an excellent list of Jewish values, see *Teaching Jewish Virtues* by Susan Freeman, A.R.E. Publications, 1999.
- For information on reflective educational practice, see “Becoming a Reflective Practitioner” on the University of Maryland Teacher Education Web site:
http://www.education.umd.edu/teacher_education/sthandbook/reflection.html

Workshop Two: Planning for a Great Year Pages 15–26

A. Advance Preparation

1. Schedule this workshop in a classroom.
2. Prepare a Teacher Bingo sheet (see page 23 for a description of “Classmate Bingo using characteristics that you know are represented among the teachers. Include items such as: planned a wedding, planned a bar/bat mitzvah, moved recently, and went on a big trip.
3. Prepare and copy suggestions for icebreakers that are appropriate for different grades in your school. For examples of icebreakers, visit <http://www.behrmanhouse.com/pdfs/icebreakers.pdf>
4. Copy the school calendar for each teacher.

B. Introduction

Greet teachers personally as they arrive. Play a short Teacher Bingo game and quickly review the answers.

Ask teachers who planned an event recently to describe their planning process. What kinds of organizational strategies did they use? What worked and what didn’t?

Emphasize that teaching requires careful planning and lots of organization. Explain that the most successful teachers plan in advance for the entire year. Ask teachers for examples of activities that might need to be planned or organized in advance. Examples may include: a school-wide *zimriyah* (song festival), the Purim carnival, grade-level *Shabbatonim* and retreats, family programs, Yom Hashoah and other holiday observances, and school vacations.

C. Putting the Workshop into Practice

Creating a Master Calendar (*page 16*)

Provide teachers with a calendar that shows the days religious school is in session, including when holidays, family education days, field trips, and special programs will occur.

Group teachers according to commonality in scheduling. For example, you may want to have primary, intermediate, and middle/high school teachers work in their groups, or all those teachers who work on a Sunday morning, or all the Hebrew teachers in grades 4–6. Take fifteen to twenty minutes to begin the process of mapping out the year.

Gather the teachers together. Ask them what the challenges are and what additional information you can provide to help them accomplish the task of mapping out the year. For example, they may need more direction about who is required to attend special programs. You may decide instead to answer each group’s questions separately.

Discuss with teachers how to plan textbook use throughout the year, including how long it should take them to complete a book—whether a few weeks for a back-to-school refresher, one semester for a mini-course, or a full year for a complete textbook. Help teachers divide up the number of sessions available by the number of chapters in the book in order to ensure they complete the material in the available amount of time.

Setting Up Your Classroom (*page 17*)

Remind teachers of the discussion from the previous workshop about creating a Jewish environment in the classroom. When setting up the classroom, teachers should consider the age of

their students, the kinds of activities they plan to do, their students' learning needs, and the subject matter they will be teaching.

Ask teachers to look around the room and consider the choices involved in setting up the desks and chairs, the placement of the teacher's desk, the storage of supplies, and the hanging of posters and other decorations.

Creating Dynamic Bulletin Boards (page 17)

Ask teachers to close their eyes and try to picture a bulletin board from anywhere in the school. What stands out about it? How would they describe the purpose of that bulletin board?

There are many different kinds of bulletin boards, each with a different function. Some are decorative or provide information, while others are more dynamic and can be incorporated in lesson planning.

Have teachers read "Creating Dynamic Bulletin Boards" on page 17. Ask them to describe some of the ways dynamic bulletin boards can be used as a teaching tool. Ask teachers to think of one or two ways each type of bulletin board could be used with their own curriculum. Have each group share their ideas with all participants.

Creating Systems for Success (page 19)

It is important for teachers to consider how they will organize their class and what procedures they will establish for routine activities. Teachers also need to consider how they will organize their day and what procedures they will establish for routine activities.

As a group, create a sample schedule. Write the schedule on the board. Prompt teachers with questions such as:

- What will students do when they arrive?
- How will you take attendance? Collect tzedakah?
- How will you communicate the day's schedule to the class?
- How will you get from place to place within the building?
- How can you transition quickly and smoothly between activities?
- How will you distribute and collect materials?

Once teachers establish procedures for routine activities, they will need to communicate them to the students and implement them consistently. They will also need to plan in advance for activities that are not part of the regular routine, for example, school-wide assemblies.

Working With Madrichim (page 20)

Read the case study in "The Real World." Tell teachers that madrichim are an invaluable tool in the classroom. Together create a list of ways teachers are currently using madrichim in their classrooms. Brainstorm additional ways to enlist the help of madrichim. Keep in mind the age of the students, class activities, curriculum, knowledge and ability levels of the madrichim, and the talents of the individual madrich or madrichah.

Remind teachers that in order to utilize madrichim effectively, they need to plan exactly what they want their madrich or madrichah to do each week, then communicate those plans clearly to the madrichim.

The First Day of School (page 23)

Ask teachers if they can remember how you started today's workshop. If necessary, remind them about greeting them as they arrived. Tell them that what they do on the first day of religious school will set the tone for the entire year. On the first day, they should:

- organize an [icebreaker](#) so students can get to know each other and feel at ease in the classroom.
- begin learning every student's name and something about each child.
- review (or create together) class rules and procedures.
- teach content, so students begin to understand that every day matters.
- establish their role as the authority figure in the classroom.

Focus on Text (page 25)

Have teachers complete "Focus on Text." Suggest an analogy to baseball and tennis, in which we are told to "keep your eye on the ball." In the case of Jewish teachers, the "ball" is Torah in the broadest sense of Jewish learning and practice.

D. Resources

- For more information about how to make the most of your *madrachim* program, see *The Madrichim Manual* by Lisa Bob Howard, Behrman House, Inc., 2006; and "Working with Teen Assistants" (chapter 55) by Patti Kroll in *The Ultimate Jewish Teacher's Handbook*, A.R.E. Publications, 2003.
- For innovative ways to promote learning in the classroom, see "Creating a Learning Environment" (chapter 18) by Rivkah Dahan and Nachama Skolnik Moskowitz in *The Ultimate Jewish Teacher's Handbook*, A.R.E. Publications, 2003
- For ideas of new and fun icebreakers, visit the following Web sites:
 - http://www.education-world.com/a_lesson/lesson/lesson131.shtml
 - <http://712educators.about.com/cs/icebreakers/a/icebreakers.htm>
 - http://www.educationworld.com/a_lesson/lesson/lesson242.shtml

Workshop Three: Creating Effective and Engaging Lessons

Pages 27–36

A. Advance Preparation

1. Prepare and photocopy for each participant a lesson that illustrates the traditional model of lesson planning and one that illustrates Understanding by Design.
2. Prepare examples of instructional objectives, enduring understandings, and essential questions.

B. Introduction

Write on the board or a flipchart, “A good lesson is like a good book because it...” As teachers arrive, ask them to complete the sentence in at least three ways. Invite teachers to share their responses.

Explain to teachers that today you are going to work on creating effective and engaging lessons. You will focus on two different models of lesson planning; one is a more traditional model that has been used for many years, while the other is a newer approach.

C. Putting the Workshop into Practice

The Traditional Model (page 27)

Hand out copies of the lesson you prepared based on this model. Ask teachers what they notice about how it is organized. This model begins with instructional objectives, then a variety of activities, including a set induction and conclusion, to support the objectives, and finally assessment.

Explain how to write instructional objectives—precise statements that indicate what you intend to teach (for example, students will be able to read Yotzer Or with three or fewer mistakes) and how you will determine whether you have accomplished your goals (for example, listen to students read the prayer and mark errors).

Ask teachers to write three or four instructional objectives based on their own classes and curricula. Have teachers share one of their objectives. Suggest modification as needed and explain why you made the change(s).

The next step is to plan a set induction—how you will introduce the lesson in a way that grabs students’ attention. Remind teachers of how you started today’s session. Ask them if it was an effective way of getting their attention. Why or why not?

Give examples of effective set inductions. For example, for a lesson on the significance of the shofar on the High Holy Days, ask students, Who plays an instrument? For those who play instruments, ask which one, and what the instrument requires in order to produce a sound. Answers may include piano keys and pedals, clarinet reeds, and drum sticks. Ask what a shofar requires in order to produce a sound. (Just the breath of the person blowing it.)

Brainstorm set inductions on a number of lesson topics you provide. For example, what is a good set induction for a lesson on V’Ahavta?

Remind teachers that they will need to determine if they have achieved their objectives in the classroom. Encourage teachers to think about experiences that will allow students to apply what they have learned to real-life situations. For example, following a lesson on Abraham and Sarah and hospitality, invite another class to join you for a project and encourage your class to treat the other class in a way that would make Abraham and Sarah proud. This is one way of assessing the lesson. A worksheet about ways in which

students and their families welcome guests into their homes is another way in which to assess the effectiveness of a lesson about the hospitality of Abraham and Sarah.

Tell teachers that brain research demonstrates that students remember best what they hear first and second best what they hear last. This suggests that a closure activity is almost as important as the set induction. Brainstorm some closure exercises, including quick and easy “walking-out-the-door” activities. For example, give each student a 3” X 3” Post-It Note at the end of the lesson. Ask students to write one new thing they learned that day and to stick it on the door or a designated bulletin board as they leave the classroom. Post-Its should remain in place until the next lesson, when students can review what they and others have written.

Understanding by Design (page 31)

Distribute the second lesson plan you prepared. Explain that this model focuses on enduring understandings—those big ideas that you want students to internalize and retain long into the future. Understanding by Design is also known as backward design because it reverses the traditional design model. Teachers first determine the enduring understandings they wish to transmit to students, then decide how they will measure students’ understanding of the big ideas. Only at the end of this design process do they actually plan the activities.

Explain how to write enduring understandings—insights and big ideas that have many layers and need “uncovering.” Give some examples. These ideas go beyond factual knowledge. For example, instead of simply enumerating the Ten Commandments, students can be taught to appreciate that as a free people, the Israelites needed laws that would help them to exist as a society.

Ask teachers to take a few minutes and write two enduring understandings based on their own class and curriculum. Help teachers modify them as needed and explain why you recommend the changes.

Remind teachers that in this model, essential—open-ended, thought-provoking—questions take the place of instructional objectives. Share some examples and have teachers practice writing essential questions based on the two enduring understandings they have written.

Below are two examples of enduring understandings and essential questions:

1. Enduring Understanding:

Torah gives us a framework for living an ethical and meaningful life.

Essential Questions:

How does our connection to Torah lead to our living an ethical and meaningful life?

How does Torah connect us to God?

How is Torah God’s gift to the Jewish People?

How does Torah shape our identity?

What role do the Jewish holidays play in framing our lives?

How does ritual give meaning to our lives?

How do familial relationships in the Torah help us learn how to relate within our own families?

2. Enduring Understanding:

The Jewish people’s connection to Israel is physical, emotional, and spiritual.

Essential Questions:

As Jews, how are we tied to Israel?

Why do the Jewish people need a homeland?

What is a spiritual center?

Why is this particular piece of land important to Jews?

Why is there such a strong emotional and spiritual connection between all Jews and Israel, even if they have never been there?

Why is it important for Jewish people to visit Israel?

What can we do to support Israel?

What happens when the political situation doesn't reflect the "ideal Israel"?

Next, the teachers must determine what evidence they will need to demonstrate that students have acquired the knowledge, skills, and understandings they have identified. (This is similar to the Assessment portion of the traditional model.) Then teachers must develop activities and plan experiences that will allow students to apply what they have learned to real-life situations.

Below are two examples of evidence of understanding:

1. Prayer: Have your class lead a service for the religious school (or for the congregation).
2. Tzedakah: Host a tzedakah fair and invite parents and other congregation members to attend. Have one booth where students teach about Maimonides' ladder of tzedakah, and several other booths that highlight a number of organizations.

Activities that Engage and Teach (page 33)

Ask teachers to describe a learning activity that stands out in their memory. It could be one they taught or one they experienced as a learner. What about it stands out? What makes a learning activity a good one? Generate a list on the board. Make sure that "supports the objectives/essential questions" is on the list. Remind teachers that all activities should be purposeful and serve to help achieve their goals.

Discuss the various ways in which children learn (auditory, visual, verbal, kinesthetic). The most successful lessons contain a variety of activities that appeal to the various learning modalities.

Divide teachers into groups of two to four. Give each group a topic, such as "main cities in Israel" or "order of the prayers in the Shabbat morning service," and ask its members to create a list of different activities that would help them teach that topic. Have the group share their ideas.

Below are examples of activities to teach Israel to fourth graders.

- Look at a topographical map of Israel and discuss the challenges of the natural environment (desert, mountains, etc).
- Look at travel posters from Jerusalem, Haifa, Eilat, Tiberias, and Tsfat, and discuss what you can learn about each of these cities from the posters. Fill in important information about each city that cannot be surmised from the posters.
- Learn some Israeli dances.
- Listen to modern Israeli music.
- Build a model *kotel* out of painted sugar cubes.
- Email letters to Israeli pen pals describing what life is like for you in America. Ask questions about what it is like to grow up in Israel.

Tell teachers that every class requires presentation of content often derived from the class's textbook. Presentation can take different forms such as frontal teaching, group work, discussion, and individual seat work. Discuss the advantages and disadvantages of each and appropriate times to use each. For example, in presenting background to a prayer, the teacher may use frontal teaching, but students may work on an activity about the theme of the prayer in groups or individually.

Focus on Text (page 36)

Remind teachers that one of our responsibilities as religious school teachers is to model Jewish values. Consider having teachers share with each other the most difficult questions they had been asked by students and how they responded—or how, looking back, they wish they had responded.

D. Resources

- For information on lesson planning, writing instructional objectives, and lesson presentation skills, see *Classroom Teaching Skills*, edited by James M. Cooper et al., D.C. Heath and Company, 1982, chapters 2-4.
- For information about backward design curriculum planning, see *Understanding by Design* by Grant Wiggins and Jay McTighe; ASCD, 1998
- To see how backward design, or Understanding by Design, can be utilized in the Jewish classroom, see “Curriculum Planning: A Model for Understanding” (chapter 24) by Nachama Skolnik Moskowitz in *The Ultimate Jewish Teacher’s Handbook*; A.R.E. Publications, 2003.
- For ideas of learning activities that engage, see *The Jewish Lights Book of Fun Classroom Activities* by Danielle Dardashti et al., Jewish Lights Publishing, 2004.

Workshop Four: Managing the Jewish Classroom

Pages 37–46

A. Advance Preparation

Prepare several scenarios for role-play on behavioral intervention—how you handle classroom management issues related to behavior. One should be an easier situation to resolve, one difficult, and one or two moderate. For each scenario, write the role of each person on a separate piece of paper so each participant knows only what his or her role is.

Below are examples of scenarios for role-play on behavioral intervention:

Easy:

Students are playing a game of “Around the World.” They are excited and are calling out the answers when it’s not their turn.

Moderate:

Jonathan comes to class without his books and having not done the homework—again.

Difficult:

Susan is having trouble getting along with the other students in class. You find out that a group of four students in your class is bullying her before and after class, and teasing her when you are not watching.

B. Introduction

Using the list on page 37, rank the classroom management strategies from most important (1) to least important (7). In groups of three, discuss the similarities and differences in your rankings

C. Putting the Workshop into Practice

Creating a Culture of Respect (page 38)

Ask teachers to think of someone they respect and to share how that person earned their respect. Tell teachers that respect is an essential element of successful classroom management. In order to earn the students’ respect, a teacher must first show the students that he or she cares about and respects every student. Ask teachers how they might demonstrate this.

Motivating Students (page 39)

Another effective classroom management technique is motivating students to stay on task, participate, and behave appropriately. In pairs, discuss ways of achieving this. Write the ideas on the flip chart. Make sure they include tangible items (giving out stickers and other small rewards such as playing a game), intangible items (making your expectations clear, posting the rules of the class, offering praise,) and, if necessary, negative consequences (calling home, taking away a privilege).

Effective Teaching as a Strategy for Managing the Classroom (page 41)

Share the effective teaching strategies from Edmund Emmer and Carolyn Evertson.

Managing Misbehavior (page 42)

Ask for volunteers to role-play behavior intervention. Hand out the prepared roles for the easy scenario. One volunteer acts as the teacher; the others act as the students. Have the “students” act out the scenario and the “teacher” try to resolve the problem. At the end, discuss the re-enactment. Ask if there are other, perhaps better, ways to respond.

Repeat this procedure with the remaining scenarios.

Creating a Values-Based Classroom (page 44)

Remind teachers about “keeping their eye on the ball.” In a Jewish school, we especially want to promote classroom management through Jewish values. Ask which Jewish values they think are applicable. On a flip chart, write the values your teachers cite in Hebrew and/or transliteration and English. Ask teachers to choose one and share with the group how they might go about incorporating that value into their class culture. Below are examples:

1. *Bikkur Cholim* (visiting the sick)—When a student is absent and you know he or she is ill, call him or her from class so classmates can wish a *refu'ah sh'leimah*. Or make a card that everyone signs and mail it the next day.
2. *Kavod* (respect)—Encourage students to show respect for peers, teacher, and themselves by waiting their turn, raising their hands to answer a question, supporting each other during class, and showing good sportsmanship when playing games

Focus on Text (page 45)

In order to be successful, a teacher has to establish his or her authority in the classroom. Explain to teachers that it is essential that they establish their authority from the first minute of the first day of class. Remember that authority does not mean focusing only on rules; it means maintaining a confident, calm, and controlled demeanor, and speaking with quiet assuredness.

D. Resources

- For strategies on classroom management, including case studies, see *Classroom Management That Works* by Robert J. Marzano et al., ASCD, 2003.
- To better understand the behaviors and characteristics of effective teachers, read *Qualities of Effective Teachers, 2nd Edition* by James H. Stronge; ASCD, 2007.
- For a practical approach to discipline that helps raise the level of student responsibility, see *Teaching with Love & Logic* by Jim Fay and David Funk, The Love and Logic Press, Inc. 1995
- To help students become responsible decision makers, see *Discipline with Dignity, Revised Edition* by Richard L. Curwin and Allen N. Mendler, ASCD, 1999.
- For practical strategies for implementing “Discipline with Dignity,” see *What Do I Do When...? How to Achieve Discipline with Dignity* by Allen N. Mendler, Solution Tree, 1992.
- For tools and strategies for dealing with many classroom situations, see *Classroom Discipline Problem Solver: Ready-to-Use Techniques & Materials for Managing All Kinds of Behavior Problems* by George Watson, John Wiley and Sons, 1998.

Workshop Five: How Students Learn Pages 47–56

A. Advance Preparation

1. Prepare handouts with the Stages of Development from pages 49 and 50 in *The Teacher Training Manual*.
2. Prepare several examples of activities to illustrate each of the Multiple Intelligences. Below are examples:
 - Visual-Spatial Intelligence—Timelines, videos, art projects
 - Verbal-Linguistic Intelligence—Reading from textbook or storybooks, computers, storytelling
 - Mathematical-Logical Intelligence—Computers, sequencing
 - Bodily-Kinesthetic Intelligence—Using manipulatives, art projects (particularly using clay), movement, *alef-bet* yoga
 - Musical Intelligence—Learning songs, reading in rhythm
 - Intrapersonal Intelligence—Independent work, writing in journals
 - Interpersonal Intelligence—Assemblies, drama, board games
 - Naturalist Intelligence—Nature walks, field trips
3. On a flip-chart-size Post-It pad, prepare sheets that have a topic across the top and the intelligences written down the left-hand side of the sheet, with room to write. Topics might include: tzedakah, the Tower of Babel, Shema, Pesach.
4. Create and copy a list of questions that follow Bloom's Taxonomy (one question per level) but are in random order. The level or competence in parentheses is for your information and need not be included in the list. Examples are:
 - Who is the prime minister of Israel? (Knowledge)
 - What is the main idea of the prayer Ahavat Olam? (Comprehension)
 - Using the *b'rachah* formula, what might be a good blessing for getting a new pet? (Application)
 - Why do you think God created Eve from Adam's rib? (Analysis)
 - What might your life be like if you were a Jewish teenager in the former Soviet Union? (Synthesis)
 - Do you agree with Hillel that on the first night of Hanukkah we should light one candle, on the second night, two candles, and so on, increasing the light on each night of the holiday? Or do you agree with Shamai that on the first night of Hanukkah we should light eight candles, on the second night, seven candles, and so on, decreasing the light each night? (Evaluation)

B. Introduction

Ask teachers to think about when they were in school. What were some of the things they did to help them learn, for example, creating mnemonics or songs to help them remember facts?

C. Putting the Workshop into Practice

Learning Styles (page 48)

Ask teachers to fill out the chart on page 47.

Review the results (p. 48) and the different learning modalities. Was anyone surprised by their results? Why or why not?

Stages of Development (page 49)

Ask teachers to think about the grade(s) they teach. One by one (or grade by grade), ask teachers what they know about the developmental level of their students. As teachers mention characteristics, have them check off the items on the handouts you have distributed.

Ask specific questions to check teachers' understanding of the developmental stages. (At what age do children...?)

Discuss with teachers why it is so important to know about the developmental stages of students.

Multiple Intelligences (page 52)

Explain that in addition to the different learning modalities discussed earlier, Howard Gardner's theory of Multiple Intelligences suggests that everyone has a dominant way of relating to the world, and this affects how they learn. Some people think in pictures, others in words, and still others in complex logical sequences. Gardner suggests that how we learn depends on how we relate most often to the world around us. Gardner calls the way we relate to the world an intelligence and goes on to explain that most people have more than one intelligence.

Review the chart of Multiple Intelligences on page 52. For each one, give examples of activities that illustrate that intelligence; linguistic intelligence, for example, is used when working on crossword puzzles or creative writing, while visual-spatial intelligence is used when solving puzzles or creating art.

Divide teachers according to grade levels. Give each group a flip-chart sheet that has a topic on the top and each of the intelligences written along the side. Using the given topic (for example, tzedakah, the Tower of Babel, Shema), have the groups create one age-appropriate activity for each of the intelligences. Post the sheets and give the entire group a few minutes to review the ideas.

Bloom's Taxonomy (page 54)

Hand out the list of questions you have prepared. Ask teachers to rank the questions from the most simple (1) to the most complex (6).

Refer to the chart on page 54. Review the levels, and the characteristics and key question words for each level.

Ask each teacher to choose a topic from their curriculum and create a list of questions following Bloom's Taxonomy. Review a few questions together.

Focus on Text (page 55)

Encourage teachers to consider the students in their own classes in light of the four children in the Haggadah. Each has his or her own way of learning, or they may simply be at different developmental stages. Our tradition teaches us that we need to instruct our children according to their ability to learn, taking into consideration differences in age, learning styles, and developmental stages.

D. Resources

- To learn more about child development, including cognitive, psychosocial, and moral and faith development, read "Developmental Psychology" (chapter 11) by Roberta Louis Goodman in *The Ultimate Jewish Teacher's Handbook*, A.R.E. Publications, 2003.
- To better understand Multiple Intelligences theory and its practical implications, see *Multiple Intelligences: New Horizons in Theory and Practice* by Howard Gardner, Perseus, 2006.
- For more Multiple Intelligences theory and its application to the classroom, visit the following Web sites:
 - http://www.thomasarmstrong.com/multiple_intelligences.htm
 - <http://www.ldpride.net/learningstyles.MI.htm>
 - http://www.newhorizons.org/strategies/mi/front_mi.htm
- For background and practical application of questioning skills, see *Classroom Teaching Skills*, edited by James M. Cooper et al., Houghton Mifflin, 2002; Chapter 5.

Workshop 6: Working with Students with Disabilities Pages 57–63

A. Advance Preparation

1. Print out a glossary of basic terms used to describe children with learning differences and special needs from <http://www.behrmanhouse.com/fortheed/itc/inclusive/learn101.pdf>
2. Write out a long, complicated set of instructions for something unrelated to religious school, for example, how to make an origami swan. Change a few words or phrases to a different language, and mix up the order of the instructions. Even write out a few words backwards. This will help teachers experience what it's like for a child with special needs. For example, write the following on the board or on a flip chart:

No the irfst yad Gdo ceradet the hveaen nad hte eraht.

B. Introduction

Have teachers try to read the sentence on the board. Explain that people with dyslexia or visual processing disorders often don't see exactly what is printed. They may see letters in the wrong order.

C. Putting the Workshop into Practice

Learning Disabilities (*page 58*)

Explain that some children face these challenges every day because of learning disabilities. It's important to know which of your students have learning disabilities—and what they are—so you can make appropriate accommodations that will help them succeed.

There are different kinds of learning disabilities. The most common is ADHD.

ADHD (*page 58*)

Ask teachers what they know about ADHD. What symptoms characterize ADHD? Differentiate between true ADHD—when a child displays all three major symptoms continually for more than six months in a way that is excessive for his or her age and creates hardship in at least two areas of his or her life—and a child who is bored or restless.

Ask teachers what strategies they might use for students with ADHD. Add any strategies that are not mentioned.

Remind teachers that it is important to be nonjudgmental about parents' choices about whether or not to medicate their child for religious school. If a child takes Ritalin in the afternoon, it may mean that the child won't eat or sleep well that night. If he or she doesn't take the medication, the child will likely have a harder time controlling his or her actions in religious school.

Break into two groups. Give each group one of the situations on page 60. In their groups, have teachers discuss what steps they would take to remedy the situation.

Other Learning Challenges, Working with Parents (*page 61*)

Give teachers the printout with special needs terminology. Explain that they will often hear learning disabilities discussed by their acronyms, such as LD (learning disability), ED (emotional disorder), BD (behavior disorder), and PDD (pervasive developmental disorder). Many students with special needs can be very successful in the average classroom with some minor accommodations. Others need more extensive accommodations.

Remind teachers that parents are important partners in this endeavor. If parents have shared their children's diagnosis with you, don't hesitate to ask about the strategies that have worked for their children in secular school or at home. If the parents do not feel they can help, ask if they will sign a release that will allow the secular school teacher to share successful strategies with you. Religious school teachers who have had the child in past years can also be wonderful resources.

Let teachers know that if they suspect a child has a learning disability but have not been informed of it, they should discuss it with you or another administrator. Remember that some strategies and accommodations intended for students with learning disabilities may help other students as well, for example, allowing students extra time to take a quiz or complete an activity.

Focus on Text (page 62)

Ask teachers to describe some of the challenges students might face in the religious school classroom. Understanding the challenges that individual students face will help you remove those obstacles so that all students can be successful learners.

Conclusion (page 64)

Remind teachers of the topics that were covered in these workshops. Ask each teacher to share one way in which something they learned will impact on what they do in the classroom.

D. Resources

- For a wealth of information, practical suggestions, and sample lessons to help you meet the needs of students with learning disabilities, see *Complete Learning Disabilities Handbook, 2nd Edition* by Joan M. Harwell, Jossey-Bass, 2001.
- Find practical techniques, strategies, and interventions for helping children with ADHD in *How to Reach and Teach ADD/ADHD Children* by Sandra F. Rief; The Center for Applied Research in Education, 1993.
- For extensive information on the range of learning disabilities, behavioral and emotional disorders, and neurological and developmental disorders and disabilities, visit <http://specialed.freeyellow.com/>.
- For eight ways to build an inclusive religious school program for students who learn differently, visit <http://www.behrmanhouse.com/fortheed/itc/inclusive.shtml>

Additional Resources

- For an excellent resource on how to help your teachers succeed, see *Leadership for Learning: How to Help Teachers Succeed* by Carl D. Glickman, ASCD, 2002.
- For a myriad of ideas and techniques for starting the school year on the right foot, written by teachers and presented with humor, see *The First Days of School: How to Be an Effective Teacher* by Harry K. Wong and Rosemary T. Wong, Harry K. Wong Publications, 1991.