



## Course Outline – Fall 2023

**Course Title: Creating a Student-Centered Judaic Studies Classroom**

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**Course Description:** Teachers in this course will learn the purpose and benefits of a student-centered learning approach and how to plan and implement lessons using student-centered strategies. Teachers will learn techniques to shift the responsibility of work from the teacher and empower students. Teachers will become facilitators of learning while students navigate their learning journey. This will occur by learning and implementing the four principles of student-centered learning: student voice and choice, competency-based progression, and continuous monitoring of student needs. These four ideas will be embedded into the topics learned each week. The ten topics listed below are core concepts to becoming a successful teacher.

### **Syllabus:**

#### **A. Planning and Preparing – What are students learning?**

##### **1. What is Student-Centered Learning, and Why is it Beneficial? (Unit 1 - *synchronous session*)**

Learning the concepts of student voice and choice, competency-based progression, and continuous monitoring of student needs and looking at examples of how teachers can incorporate these into Judaic Studies classes.

##### **2. Content - Writing Observable and Measurable Objectives (Unit 2)**

Determining the critical Tanach/Talmud text skills and content for each perek/sugya and learning how to write goals for the chosen skills and topics.

##### **3. Differentiating Content (Unit 3)**

Conducting lessons by differentiating content according to readiness, interest, and learning profile and including these elements to meet all students' needs in Judaic Studies classes.

#### **B. Student Learning – How are students learning?**

##### **1. Engagement - All Students Learning All the Time (Unit 4)**

Incorporating principles of autonomy, belonging, competence, purpose, fun, and curiosity in Judaic Studies classes to engage all students.

**2. Planning Activities and Differentiating Process (Unit 5)**

Implementing strategies so students do more work more of the time. Planning differentiated activities through a student strength lens that builds Judaic Studies knowledge and skills through engaging activities that advance student capacities.

**C. Assessing – Product: How do students demonstrate their learning?**

**1. Product and Assessments - Making Student Learning Visible (Unit 6)**

Student production will demonstrate learning of Judaic Studies content and skills based on carefully crafted differentiated assessments that connect to the objectives. This data will be used to collect information about student learning and progress.

**2. Use of Data - How to Analyze Data and Adjust Instruction (Unit 8)**

Collecting, recording, and mining important data and determining learning gaps. Designing activities to adjust instruction to meet the needs of all students.

**3. Student Self-Assessment - Students Monitor Their Progress and Growth (Unit 7)**

The word assess comes from the Latin *assidere*, which means to sit beside. Designing methods for students to monitor and chart their progress and growth in Judaic Studies and determine their next steps.

**D. Building Classroom Community**

**1. Social-Emotional Learning - The CASEL Framework (Unit 9)**

Explore the CASEL framework and structure. Match Jewish values to the SEL structure and incorporate them into the lessons.

**2. Relationships - Creating a Positive Class Culture and Environment (Unit 10)**

Using Chavruta time and group work to deliberately teach relationship and social awareness skills through Torah sources.

**E. Assessment/Consolidation - Create and share a Lesson Plan  
(Units 11 & 12 - *synchronous session*)**

1. Participants will create a lesson plan implementing the ideas and strategies learned in this course.
2. Participants will share their lesson plan with other participants, provide feedback and have a chance to edit and revise.

**Bibliography:**

CASEL: *Advancing Social and Emotional Learning*, <https://casel.org/>

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