

# Lookstein Virtual Jewish Academy Presents: Innovation in Schools

**A free webinar series, open to all teachers and administrators, that will provide practical tips for employing varied cutting-edge strategies in today's classroom.**



**Lookstein  
Virtual**

Power up Jewish Learning

# Housekeeping

- Please mute your microphones
- Please chime in using the chat box or “raise your hand” if you have a question or comment
- Hover on the bottom of your screen for controls
- For tech issues, send a private chat to me via the chat function



**Lookstein  
Virtual**

Power up Jewish Learning

# Personalized Talmud

**Lessons Learned & Myths Debunked**

# Learning Vs. Teaching & Personal Needs

ואֵלֶּה הַמִּשְׁפָּטִים אֲשֶׁר תִּשִּׂים לְפָנֵיהֶם:

**אשר תשים לפניהם.** אָמַר לוֹ הַקֹּב"ה לְמַעַשׂה: לֹא תַעֲלֶה עַל דַּעְתְּךָ לֹאמֹר, אֲשַׁנֶּה לָהֶם הַפֶּרֶק וְהַהֲלָכָה ב' אוֹ ג' פְּעָמִים, עַד שֶׁתֵּהִי סְדוּרָה בְּפִיהֶם כְּמִשְׁנֵתָהּ, וְאֵינִי מְטָרִיחַ עַצְמִי לְהַבִּינָם טַעְמֵי הַדָּבָר וּפְרוּשׁוֹ, לְכַךְ נֶאֱמַר אֲשֶׁר תִּשִּׂים לְפָנֵיהֶם – כִּשְׁלֹחַן הָעָרוּךְ וּמוֹכֵן לֶאֱכֹל לְפָנֵי הָאָדָם



# Buffet vs. Pre-fixe meal



## *Valentine's Day*

PRIX FIXE DINNER FOR TWO

### Reception

2 GLASSES OF CHAMPAGNE

*Grandial Blanc de Blanc, France*

### Starter

CHRISTY'S FAMOUS CAESAR SALAD

### Entrée

CHATEAUBRIAND FOR TWO

*Tender center cut of beef tenderloin, flambéed table side and served with gruyere potatoes au gratin and grilled asparagus*

### Dessert

CHOCOLATE BLACKOUT CAKE A LA MODE

\$150 Per Couple  
*(Excluding Tax & Gratuity)*

# **Importance of Cultural & Historical Context**

**What got you here won't get you there...**

**But it's important to know what got you here if want change to be sustainable & Impactful.**

# How did we get here?

- Mid 17th century: Math & Literacy taught by parents in home. Some hire private tutors
- 1642: Towns forced to make a “School” for children of all ages 4-14 to learn in one room with one teacher
- 1837: Horace Mann advocates for Prussian “Factory Model School”
  - Students learn in age-level rooms
  - Reliance on lecture, not active learning and collaboration
  - Brought discipline and structure
  - Only progress from “grade” if proficient by end of year.
- Major reform since then has not taken hold as a definitive change for modern education

# How did we get here?

## Judaic Studies

- **Har Sinai:** Multi-sensory & memorable experience
- **Torah:** The obligation to transmit Torah and Jewish identity falls on the parent - והגדת לבנך ביום ההוא & ושננתם לבנך
- Tannaic Period: בית מדרש was a place for students to explore and expound upon Torah using guided principles and under guidance and leadership of Tanna.
- Colonial Period: Sephardic community hire private tutors or private school
- 1731: First Jewish community school opens in NYC
- Today: Reform discussion around following American (Prussian) system with dual-curriculum vs. Talmud Torah Yeshivot.

# Question: Is our current system ideal for learning?

- Fixed Time
- Fixed Grouping by Age
  - Often Fixed Subgrouping by track / Grades
- Fixed Curriculum and standards (at best)
- Fixed Teacher-Directed Lesson Plans
- Students learn by listening/watching
- Letters or Numbers reflect achievement
  - Typically achieved through formal assessments on fixed date in fixed design

# Let's take a look

- Four Parts to Teaching
  - Standards / Goals
  - Grading & Data
  - Lesson Planning
    - Time
    - Learning Activities
    - Use of Data
  - Communication & Feedback

# The Path

## PART A: Class Circles

\* Fill in Golden Circles for each of the following:

1. Yearly Goal: A goal for your entire class that runs throughout the entire school year
2. Lesson Goal: A specific goal for one lesson in a class

### YEARLY GOAL

WHY?

WHAT?

HOW?

**FEEDBACK & COMMUNICATION**

Concretized Goals

Quantify Success

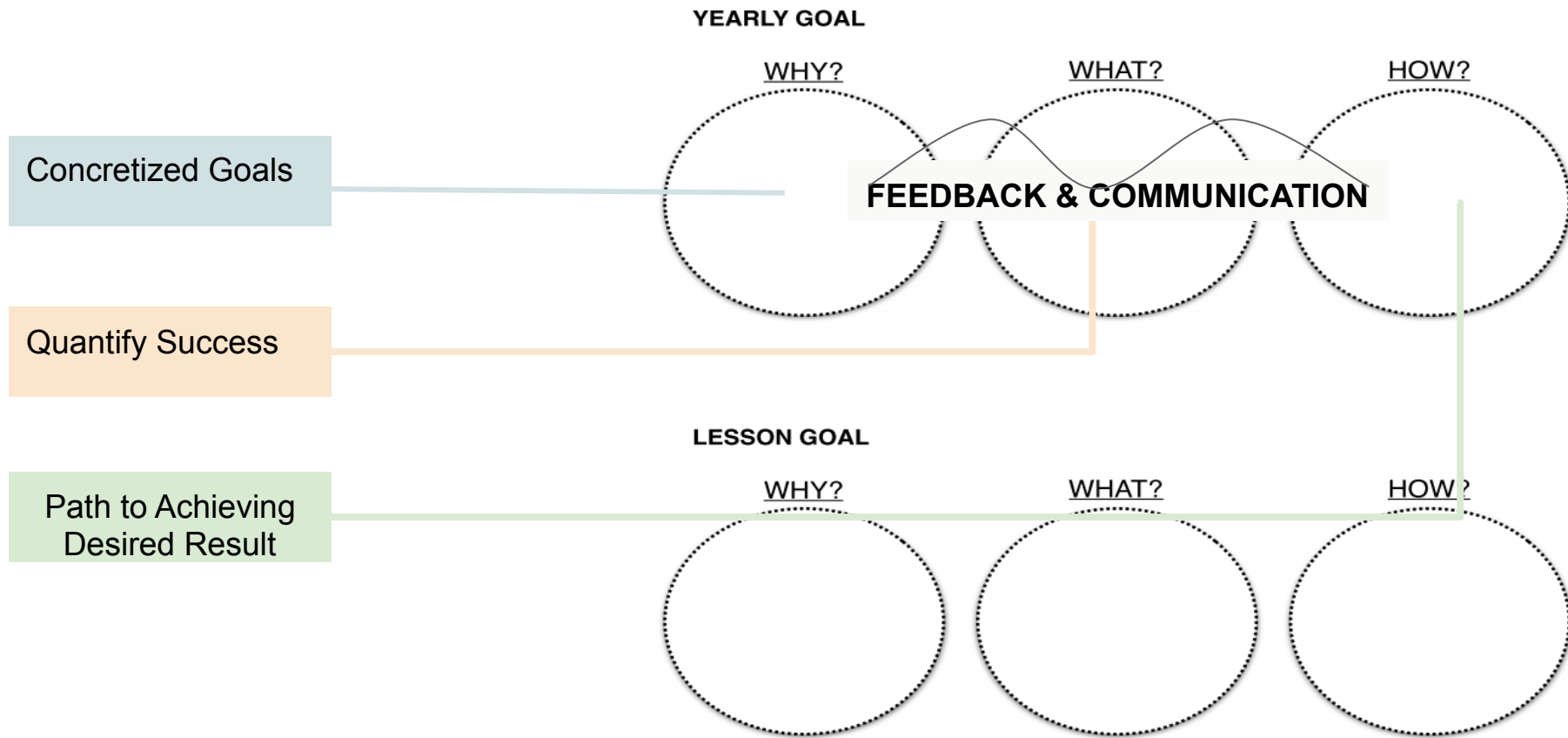
### LESSON GOAL

WHY?

WHAT?

HOW?

Path to Achieving  
Desired Result

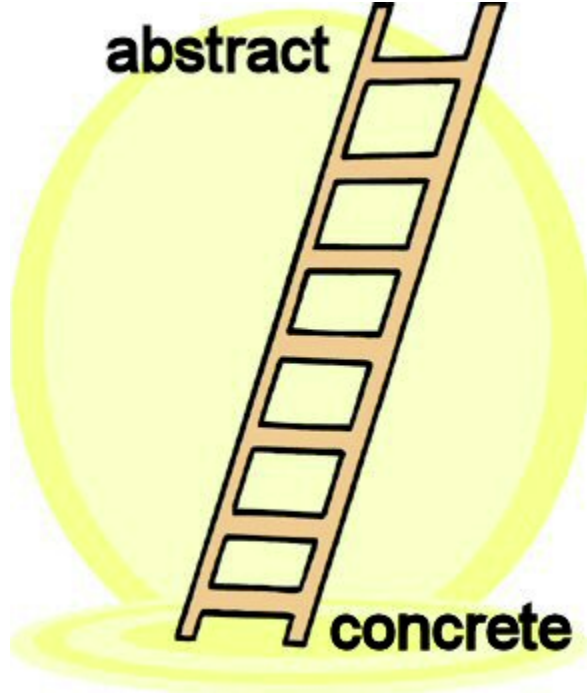


# **#1: Goals in Judaic Studies**

Poll: go to [pollev.com/yonifein708](https://pollev.com/yonifein708) on your phone and provide an example of a learning goal in Talmud or Tanakh class.



# Not all Goals Created Equal



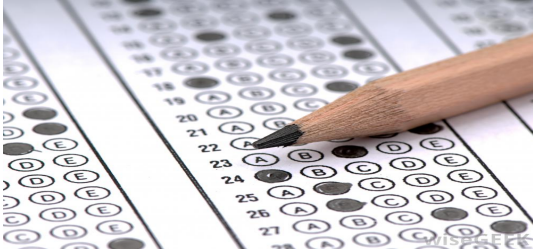
# The Why: Goals - Not an All or Nothing Principle

- Gap in Progress between GS and JS in this area
- Formalize primary and peripheral domains and substandards
  - Concretize & Prioritize Goals
  - Performance vs. Content Standards

- Whiteboard Debate for Talmud

PRIMARY	PERIPHERAL
Content Knowledge	Navigation
Reading	Historical Context
Vocabulary	Halachik Application
Functional Structures	

# The What: Quantify Success



## Part of a Traditional Report Card

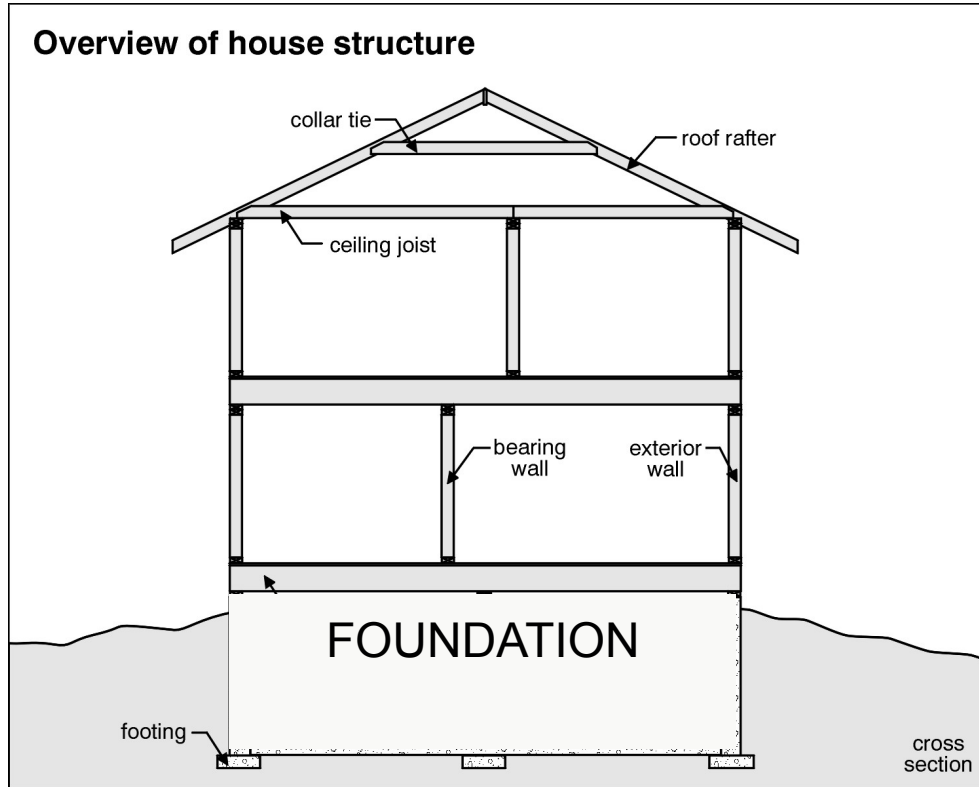


<b>English</b>	<b>B</b>
<b>Mathematics</b>	<b>C</b>
<b>Science</b>	<b>F</b>
<b>Social Studies</b>	<b>A</b>
<b>Phys Ed</b>	<b>A</b>
<b>Music</b>	<b>D</b>

# Simplified Evaluation



# Sal Khan's House Analogy



What would happen if we set deadlines for each level and progressed to build the next level no matter how much of the foundation was completed?

# From Numbers to Substance

- How do we quantify proficiency?
  - Level of proficiency achieved for a set skill
    - 1: Mastery
    - 2: Advanced Proficient
    - 3: Proficient
    - 4: Approaching Proficiency
    - 5 Needs Remediation
- Compartmentalized & Reliable Assessments
  - Identify proficiency in each domain in addition to overall score
  - Add “Share Your Thoughts” Section for data on learning process
- Data Input
  - Shared Google Sheets
  - Data Card

# Data Cards

NAME: Sample Student A (Real Scores)			
	Percentage	Proficiency	Notes
GRADE	87	2 - Advanced	
Content	86	3 - Proficient	
Functional Structures	100	1-Mastery	
Vocabulary	79	4 - Approaching Proficiency	

Name: Sample Student B (Real Scores)			
	Percentage	Proficiency	Notes
GRADE	77	4- Approaching Proficiency	
Content	82	3 - Proficient	
Functional Structures	43	5 - Needs Remediation	
Vocabulary	100	1 - Mastery	

# Formative Data

BlendSpace

Student ▾

Overall

1: The new group of 70 Rabbis who helped enforce the תורה שבעל פה was called the:

2: Which two leaders of the Jewish people worked together in pairs (otherwise known as זוגות)?

3: How many different זוגות (pairs of Jewish leaders of the Sanhedrin) were there?

4: True or False: Hillel and Shammai, the last of the זוגות, argued. We follow the opinion of Shammai because he was the נשיא

5: After the end of the זוגות, and after the destruction of the Bet Hamikdash, the leaders of teaching the Torah Shebaal Peh were...

2 / 5

✓

✗

✗

✗

✓

3 / 5

✓

✓

✗

✓

✗

4 / 5

✓

✓

✓

✗

✓

5 / 5

✓

✓

✓

✓

✓

0 / 5

?

?

?

?

?

4 / 5

✗

✓

✓

✓

✓

3 / 5

✓

✗

✓

✗

✓

5 / 5

✓

✓

✓

✓

✓

5 / 5

✓

✓

✓

✓

✓

5 / 5

✓

✓

✓

✓

✓

5 / 5

✓

✓

✓

✓

✓

5 / 5

✓

✓

✓

✓

✓

5 / 5

✓

✓

✓

✓

✓

3 / 5

✗

✓

✓

✓

✗



# Formative

Edulastic



Dashboard / Student Responses



## Unit 5: Reading & Content Practice

(Due on 12 May, 2017)

Grade Released

Requires Explicit Grade

[View Responses >](#)

[View Responses >](#)

[View Responses >](#)

[View Responses >](#)

J

GRADE RELEASED

PERFORMANCE

9.38/10 93.8%

QUESTION RESPONSES



[View Responses >](#)

[Profile Icon]

GRADE RELEASED

PERFORMANCE

8.3/10 83%

QUESTION RESPONSES



[View Responses >](#)

[Profile Icon]

GRADE RELEASED

PERFORMANCE

8.85/10 88.5%

QUESTION RESPONSES



[View Responses >](#)

[Profile Icon]

GRADE RELEASED

PERFORMANCE

5.5/10 55%

QUESTION RESPONSES



[View Responses >](#)

[Profile Icon]

GRADE RELEASED

PERFORMANCE

8.18/10 81.8%

QUESTION RESPONSES



[View Responses >](#)

[Profile Icon]

GRADE RELEASED

PERFORMANCE

8.18/10 81.8%

QUESTION RESPONSES



[View Responses >](#)

[Profile Icon]

GRADE RELEASED

PERFORMANCE

8/10 80%

QUESTION RESPONSES



[View Responses >](#)

[Profile Icon]

ABSENT

PERFORMANCE

-/10 -

QUESTION RESPONSES



[View Responses >](#)

# Triple A Data

Data must be...

Accurate toward the targeted skill

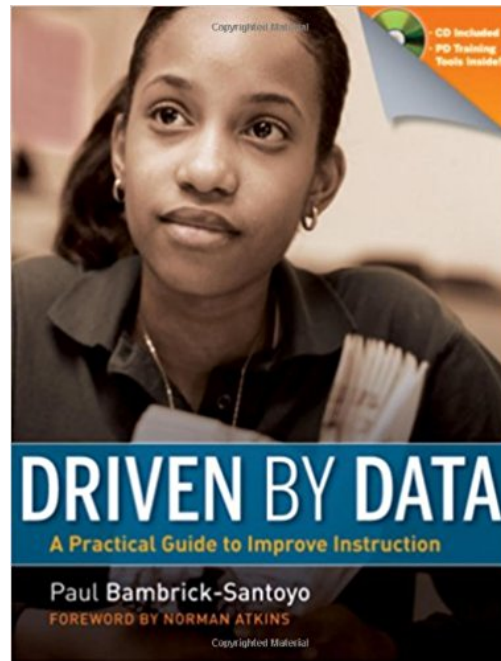
Actionable

Accessible

# If Data isn't collected does it exist?

“How do we use data to drive instruction?”

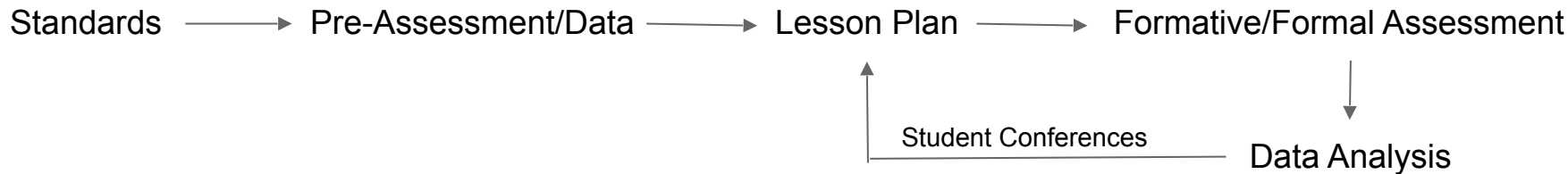
“How do we use data to  
drive **LEARNING?**”



# The Big Question..Now How?

- Commitment to the “Why”
  - Meeting the needs of all students
  - Quality over Convenience
  - Data-Driven

- Shape the Path



# Lesson Planning

- Designing Learning Activities For Skill Proficiency
- Multi-Modal & No Fillers
  - Independent- Choice Boards, Guided Learning Worksheets
  - Collaborative - Chavruta Learning, Choice Boards
  - Digital - Blendspace, Voicethread, Screencasts
  - Teacher-led: Targeted, personalized, small group instruction
- Data-Driven - What the students need
- Formative Assessments - Accountability & Feedback

## 1. GROUPS

M	S	B	C	S
J	N	S	E	A
R	E	E	L	S
J	L	E	A	

## 2. AGENDA

Rotation					
#1	Teacher Led	Content	Reading	Vocabulary	Functional Structures
#2	Content	Reading	Vocabulary	Functional Structures	Teacher Led
#3	Reading	Vocabulary	Functional Structures	Teacher Led	Content
#4	Vocabulary	Functional Structures	Teacher Led	Content	Reading
#5	Functional Structures	Teacher Led	Content	Reading	Vocabulary

## Teacher-Led Schedule

11:25 AM: Group 1A

11:35 AM: Group 1B

11:45 AM: Group 2

12:05 AM: Group 3

12:20 AM: Group 4

- Differentiated activities within each domain/skill
- Learning pathway for fluid progress
- Teacher Led Schedule to maximize value of teacher instruction
- Rubrics, exit tickets, and detailed instructions attached separately

<p><b><u>Functional Structures</u></b></p> <p>Create a story that incorporates all of the 11 FS's from the exam effectively and appropriately.</p> <p>The story must make sense both in regard to the usage of the FS as well as the overall flow of the story.</p> <p>FS should be written in Hebrew. If you do not have Hebrew font, you can leave a space and fill it in by hand when you print.</p> <p>(Suggested minimum of 250 words total)</p>	<p><b><u>Content for Group 2</u></b></p> <p><b>After the teacher-led station is complete...</b> Choose one project from the choice board on Haiku to demonstrate full mastery of the content of this sugya.</p> <p>Use creativity and be sure to show accuracy in the content you are including.</p> <p>Your project <b>must</b> incorporate the following items:</p> <ul style="list-style-type: none"> <li>- The machloket between Rabbah and Rava regarding the status of a trampled siman</li> <li>-The difference in how Rabbah and Rava explain the two Mishnayot (i.e - 1) bundles in public you can keep and 2) bundles in private you must announce</li> <li>-The machloket between Rabbah and Rava on whether or not location can serve as a siman</li> <li>• Be sure to include how Rabbah and Rava's machloket can be applied to a modern case in 2017. You can create your own case. Be creative and accurate.</li> </ul>	<p><b><u>Next Steps for Group 5</u></b></p> <p><b>Reflection Project:</b> Complete the end-of-year reflection activity which can be found on Google Classroom. Make sure to take your time, think and reflect before writing, as this is an important component to your learning process.</p> <p><b>Once complete...</b> Go to the library and work on your reading of Unit 5. You will need to submit a Voicethread recording to me by the end of the week as your "reading final"</p>
<p><b><u>Vocab</u></b></p> <p>Take practice tests on Quizlet. Target is to get 3 100's on separate practice tests. When ready, you can take the <u>re-test</u> on vocab.</p>	<p><b><u>Content for Group 3</u></b></p> <p>Put the 6 Text boxes in their appropriate order as they appear in the Gemara. You can use your Gemara for this. Then, for each text box, explain what the box means, in your own word, (not just literal translation) and what it contributes (its function) to the overall sugya.</p>	

# BLENDSPACE

[Standards](#) [Subject](#) [Play](#) [Print](#) [Share](#)

**Learning Goals: The Learner Will know** 1

A) The purpose and makeup of the סנהדרין

B) The concept of יוגות

C) The relationship between the אב בית דין and נשיא

[Lesson Plan](#) [Edit resource](#)


**Sanhec** 4

[OU Staff](#)

February 5, 2014

[Who were the Sanhedrin?](#) [Edit resource](#)

**Bet Din** 2




[Lesson 2: Zugot and Tann...](#) [Enter description/notes](#)

**take QUIZ** 3

[Did You Get It?](#) [Edit quiz](#)

**Visual of Sanhedrin Chamb..** 5



[Visual of Sanhedrin Chamb..](#) [Enter description/notes](#)

**The Sanhedrin** was an assembly of wise scholars appointed in every city in the Land of Israel. The Great Sanhedrin was made up of a Chief/Prince/Leader called Nasi (at some times this position may have been held by the Kohen Gadol), a Chief Justice ( known as Av Beit Din), and sixty-nine general members. 6

[Zugot](#) [Edit resource](#)

TES Resources Search [Show: All Files](#)


[Search](#)


How it works:

1 Find resources

2 Open results

3 Drag & drop







This alt-assessment activity is designed for students to have voice and choice in their demonstration of mastery using Howard Gardner's multiple intelligences; also providing opportunities for creativity and collaboration.

## Unit #2 Choice Board

<b>Verbal/Linguistic</b> <ul style="list-style-type: none"><li>• Write instructions</li><li>• Create a poem</li><li>• Create crossword puzzle</li><li>• Write a short story</li></ul>	<b>Logical / Math</b> <ul style="list-style-type: none"><li>• Convert Real Examples</li><li>• Create an outline of the steps of the Gemara</li><li>• Design a timeline</li></ul>	<b>Visual / Spatial</b> <ul style="list-style-type: none"><li>• Draw Contrast of Perspectives</li><li>• Create a comic strip</li><li>• Create a poster</li><li>• Create a visual diagram</li></ul>
<b>Interpersonal</b> <ul style="list-style-type: none"><li>• Design a Game</li><li>• Interview/Survey others</li><li>• Create a skit</li></ul>	<b>FREE CHOICE</b>	<b>Digital</b> <ul style="list-style-type: none"><li>• Create a Blendspace lesson</li><li>• Make a video</li><li>• Object Scavenger Hunt</li></ul>
<b>Musical / Rythmic</b> <ul style="list-style-type: none"><li>• Create a rap or slam poetry</li><li>• Write a song</li></ul>	<b>Naturalist</b> <ul style="list-style-type: none"><li>• Label &amp; Classify everyday objects</li><li>• Social Experiment</li></ul>	<b>Intrapersonal</b> <ul style="list-style-type: none"><li>• Record a personal journal</li><li>• Share a personal experience</li><li>• How would it feel to...</li><li>• Imagine in the future...</li></ul>

# the myths of the weebies

- Everything has to change. Why change what's working?
- I already differentiate
- I am not good with technology so I can't
  - Computers can't replace teachers, I have to teach whole-class instruction

# What Changed?

WEEBIE MYTHS	PERSONALIZED LEARNING
Everything has to change	Change is purposeful/ Not Everything has to change
I already differentiate	Differentiation is not a goal, it is a process. Personalized learning is a deeper form of differentiation.
I'm not good at technology	You don't need to be. Personalized Learning can be done with simple, free tools
Computers can't replace teachers	Correct. But they can and should replace aspects of teacher workflow, letting teacher have more "value time" for each student.

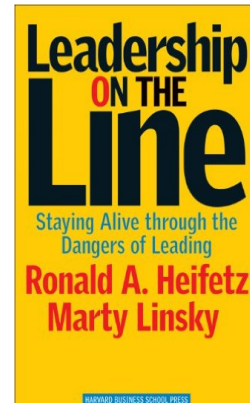
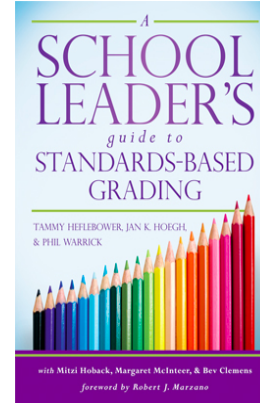
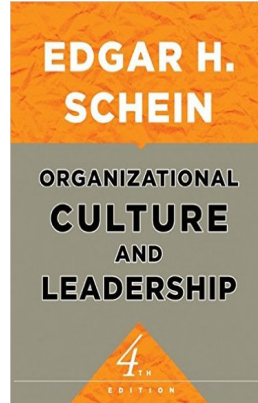
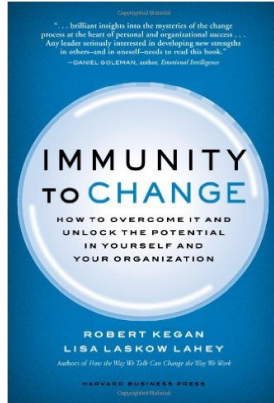
# What Changed?

TRADITIONAL	PERSONALIZED LEARNING
Fixed Time	<b>Pace adapts</b> to student need. Learning is a constant process with <b>progress based on achievement, not time.</b>
Fixed Grouping By Age	While grades can still exist by age, subgroupings within a personalized classroom are <b>determined by data</b> . They can be <b>flexible</b> and based on learning needs, styles, and even socio-emotional need.
Fixed curriculum/standards	While grade-level standards are fixed, they are used as benchmarks to assess student growth and achievement. The <b>PACE and PATH of the curriculum is flexible</b> to meet student need.
Fixed Teacher-Directed Lesson Plan	Lesson plan includes <b>learning pathways, consisting of varied &amp; differentiated activities</b> for students by <b>unit</b> . Teacher-Led instruction has targeted data-driven plan that helps students progress through the standards
Fixed Testing Date	Summative Assessment is based on grade-level standard. However, the <b>assessment is also used as data</b> followed by <b>student conferences</b> and <b>personalized remediation</b> . <b>Tests can, and should be retaken</b> , if necessary, until proficiency is met.
Students <b>Learn By Listening/Watching</b>	Students do learn from listening and watching teacher, when that modality is needed based on <b>data</b> . However, significant time is spent learning through <b>doing, exploring</b> , and also in <b>collaboration</b> with other students.
<b>Grade/Letter</b> Reflect Achievement	Report cards are replaced with standards-based reporting, reflecting level of proficiency on grade-level standards. Data is communicated on a daily basis, not just a few times a year. Data is compartmentalized for specific standards. Formative feedback is concrete, actionable, and accessible to close the feedback loop and help the child meet potential.

# What Changed?

- Words used to describe this model from students, teachers, and observers: Self-esteem, confidence, growth mindset, student agency, active learning, reflective learners, collaboration, engagement, enjoyment, rigor,
- Increase in student agency, active learning, and creativity
- No Students Fall Through Cracks
- Focus on Learning and Not Grades
- Mindset shift from teaching to learning - reinvigorating
- Slightly increased Prep, learning curve

# Leadership - Being an agent of change





SOMETIMES  
THE SMALLEST STEP  
IN THE RIGHT DIRECTION  
ENDS UP BEING THE BIGGEST  
STEP OF YOUR LIFE.  
TIP TOE IF YOU MUST,  
BUT TAKE  
THE STEP.

# Questions



**Lookstein  
Virtual**

Power up Jewish Learning



# **For Further Information About Innovation in Schools...**

**Thank you for joining our Innovation in Schools webinar!**

**For information on upcoming webinars or if you have an innovative classroom idea that you would like to share with the world, please contact us at [looksteinvirtual@lookstein.org](mailto:looksteinvirtual@lookstein.org).**



**Lookstein  
Virtual**

Power up Jewish Learning