

# *Welcome to Noticing 201*

## *Making Noticing a Regular Part of Planning and Practice*

### Do Now:

- Call: 1-650-479-3208  
Access code: 801 129 610
- Using the chat box, select “everyone” and:
  - Introduce yourself to the group
    - Name
    - Congregation
    - Role, and
    - Share something that you “noticed” in the aftermath of Hurricane Sandy or in following the news from Israel.

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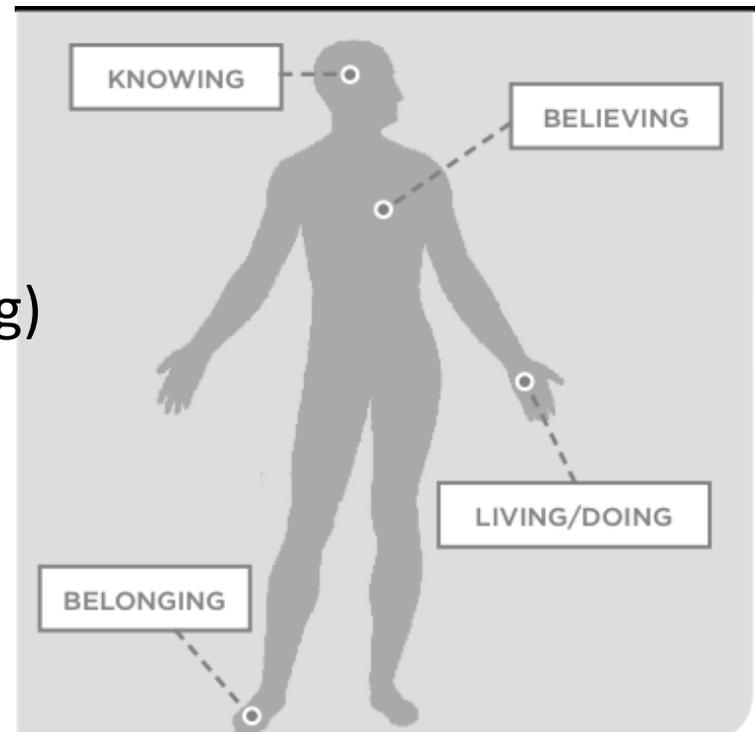
- Moving from VISION to PRIORITY GOAL and that you know your congregation's priority goal



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- **WHOLE PERSON LEARNING**  
(Knowing, Doing/Living, Believing/Valuing, and Belonging)



# What is Noticing 201?

We assume some familiarity with:

- Moving from VISION to PRIORITY GOAL and that you know your congregation's priority goal
- WHOLE PERSON LEARNING (Knowing, Doing/Living, Believing/Valuing, and Belonging)
- Creating NOTICING TARGETS in these domains

<b>Knowing</b>	
<b>Doing</b>	
<b>Believing</b>	
<b>Belonging</b>	

# Noticing Targets for Noticing 201 Series

## Knowing

- Explain in your own words how to use a noticing target, tool, and prompt
- Explain in your own words basic concepts of analyzing noticing data and integrating it into learning design

## Doing

- Design & implement learning with noticing multiple times during the year
- Reflect with a peer on how naming outcomes directs/focuses the learning.

## Believing

- Express the challenge and value added to learning through evaluation by naming outcomes and using tools and prompts.

## Belonging

- Express the value of learning assessment as a member of the CIC
- Be in conversation with PLT members about the value of noticing.
- Offer and receive support in efforts to design learning with noticing.

# MAKE NOTICING A REGULAR PART OF YOUR PRACTICE

– : , .

**Shammai says: Make your study of  
Torah a fixed part of your life.**

**Pirkei Avot 1:14**

# LOMED:

## Learner Outcomes and Measurement for Effective educational Design

A process of bringing a congregation's vision to life



# Priority Goals:

## What learners engage in now and build toward the future

Learners will be on a journey:

- Applying Torah to daily life
- Creating a Spiritual life rooted in Jewish tradition
- Evolving a Jewish moral compass that leads to action
- Developing an ongoing relationship with Am Yisrael and Eretz Yisrael

# What is Noticing?

- Noticing is the process educators use to determine whether learners have achieved identified targets.
- Noticing allows an educator and a learner to witness growth in the whole person (KDBB).



# Why do we notice?

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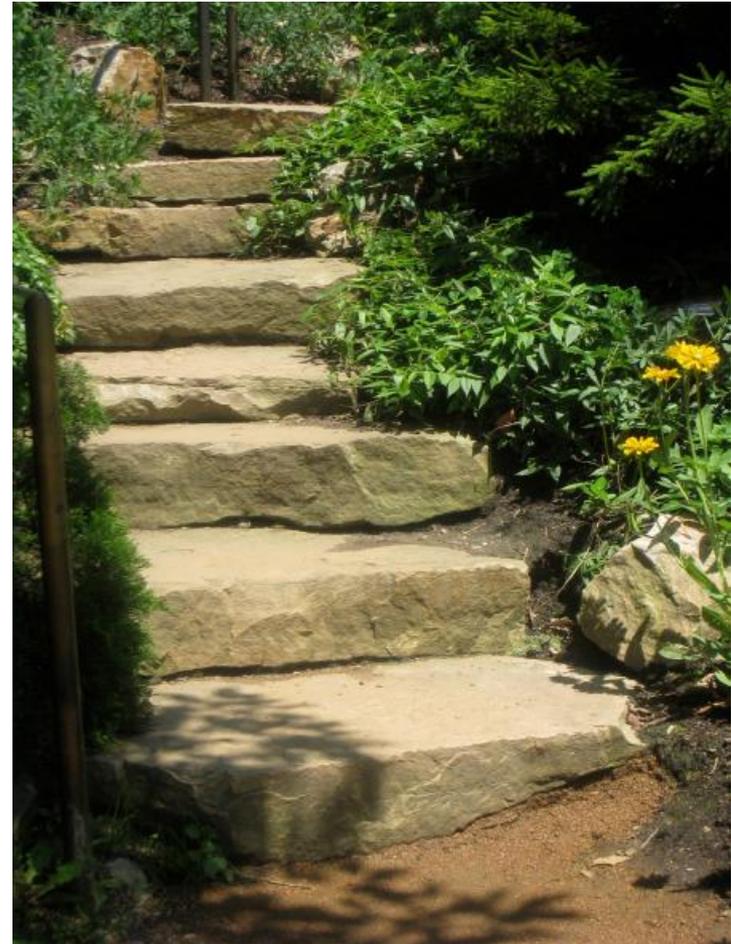
3:

# Why do we notice?

- To help learners know how they've grown and to set new goals for themselves
- To inform parents about learners' growth, to engage them in the process of goal setting for their children
- To improve our practice as teachers
- To deepen collaboration with colleagues
- To figure out what's working and to advocate for continued professional learning and innovation

# NOTICING TARGETS: KDBB IN ACTION

Noticing targets are small(ish), observable, and measurable steps or outcomes in the areas of Knowing, Doing, Believing and Belonging.



# Noticing in 3 Concrete Steps

**Select 4 targets (one from each whole person learning area)**

**Develop a question/task/prompt for each target**

**Select the tool(s) in which learners can respond to the questions/task/prompt**

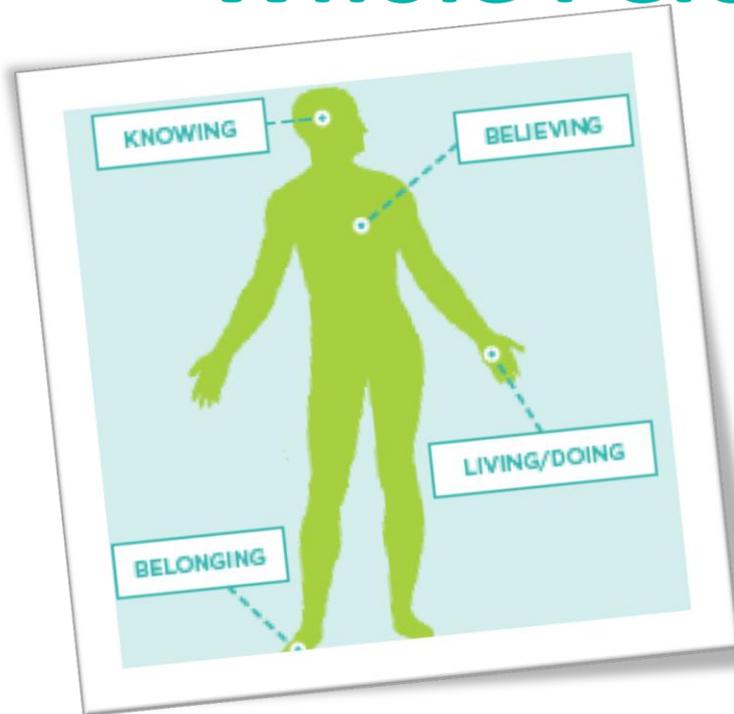
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# Whole Person Learning



Levi helps us think about our learners as people, rather than as vessels to be filled with pieces of knowledge or skills.

Using Levi as a guide for lesson planning allows us to consider who our learners are, and how we want to guide them on their journey of Jewish living.

Levi asks us to consider: At the end of this lesson or unit...

- What will my learners **know**?
- What will my learners be able to **do**?
- What will my learners **value/believe**?
- In what way(s) will the learners feel a sense of **belonging**?

# 2 Samples of Noticing Targets

<b>Knowing</b>	Defines vocabulary of Jewish values ( <i>ha lachma anya, ma'achil re'evim</i> )	Learners will translate key vocabulary in the Shema; Learners will explain the mitzvot of tzitzit, mezuzah, and tefillin
<b>Doing</b>	Acts out the value of <i>ma'achil re'evim</i> in the local community	Learners will “live the Shema” by becoming active listeners
<b>Believing</b>	Expresses a sense of responsibility to help others (without adequate food)	Learners will value the Shema as a gateway to connection with other individuals, with their prayer community, and with the global Jewish community
<b>Belonging</b>	Develops relationship with other community members through <i>tikkun olam</i> work	Learners will articulate a sense of connection to other Jews through the shared ritual of Shema through time and space

# Creating Noticing Targets

**When creating noticing targets, keep in mind:**

- Alignment with congregational vision/priority goal
- Nature of the learners- which targets seem most appropriate for them?
- Subject matter, content/domain of learning
- Strengths of teacher
- Relationships between targets in different domains; there should be coherence

# Your turn to practice creating noticing targets

**BIG IDEA:**

**Knowing**

**Doing**

**Believing**

**Belonging**

# Recap

Based on what we've learned so far:

How would you convince a colleague of the importance of noticing and noticing targets?

# Noticing in 3 Concrete Steps

Select 4 targets (one from each whole person learning area)

Develop a question/task/prompt for each target

Select the tool(s) in which learners can respond to the questions/task/prompt

# What are Prompts?

If I wanted to find out if learners had reached a particular target what question(s) could I ask them?

**Prompts** are questions, sentence starters, or instructions created by educators so that learners can express their growth and learning over time.



# Sample of Noticing Targets & Prompts

<b>Knowing</b>	Defines vocabulary of Jewish values ( <i>ha lachma anya, ma'achil re'evim</i> )
	What do <i>ha lachma anya</i> and <i>ma'achil re'evim</i> mean? How do the volunteers at the food shelf carry out the mitzvah of <i>ma'achil re'evim</i> ?
<b>Doing</b>	Acts out the value of <i>ma'achil re'evim</i> in the local community
	Create a skit that describes your experience going to the food shelf with your team.
<b>Believing</b>	Expresses a sense of responsibility to help others (without adequate food)
	What did it feel like to do the mitzvah of <i>ma'achil re'evim</i> ? What responsibility do we have as Jews to feed the hungry? Why?
<b>Belonging</b>	Develops relationship with other community members through <i>tikkun olam</i> work
	Describe what it was like to go with other members of your temple/class/family to perform the mitzvah of <i>ma'achil re'evim</i> .

# Sample of Noticing Targets & Prompts

## Knowing

Learners will translate key vocabulary in the Shema; Learners will explain the mitzvot of tzitzit, mezuzah, and tefillin.

Looking at the underlined phrases, explain what they mean in the content of the Shema; **Explain or show how you would teach someone else to fulfill these mitzvot.**

## Doing

Learners will “live the Shema” by becoming active listeners.

**Tell about a time when you practiced active listening to a person.**

## Believing

Learners will value the Shema as a gateway to connection with other individuals, with their prayer community, and with the global Jewish community.

Do you think reciting the Shema is an important way to connect to local and global Jewish communities? Why or why not?

## Belonging

Learners will articulate a sense of connection to other Jewish through the shared ritual of Shema through time and space.

Describe how saying the Shema connects you to other people (individuals, prayer community, global Jewish communities.)

# Create Your Own Prompts

<b>Knowing</b>	
<b>Doing</b>	
<b>Believing</b>	
<b>Belonging</b>	

# Noticing in 3 Concrete Steps

Select 4 targets (one from each whole person learning area)

Develop a question/task/prompt for each target

Select the tool(s) in which learners can respond to the questions/task/prompt

# Noticing Tools

Journal

Photo Essay

Blog

Recorded  
Interview

Video

Scrapbook

Newspaper  
article

Something  
else you  
dream up

# Some Things to Consider When Selecting Your Noticing Tool

- Go for simplicity by using one noticing tool that captures KDBB for a unit of learning.
- Tools should be well-suited to the targets & prompts.
- Be mindful of different learning styles.
- Consider having learners select their own noticing tool.
- Depending on the age of learner, consider a noticing tool that can include parents.
- In a Shabbat setting, if no writing is permitted, consider a noticing tool that can be done at home or other settings.

# The Benefits of Noticing Tools

- Provide an opportunity for students to reflect on their experience and learning, to “make meaning”
- Document learning
- Provide information to the learner and educator about learning
- Provide assistance to the educator in future planning
- Communicate with parents about child’s growth
- What else?

# From Targets to Design

(Lesson Plan Excerpts)

## ***Modeh/Modah Ani: Living with Gratitude***

A Five Session Unit for Families

<b>Priority Goal</b>	Learners will be on a spiritual journey that enriches their daily life.
<b>Age level</b>	Eleven year olds and families
<b>Noticing Tool(s)</b>	A journal (families can select if they want to use a photo journal, writing, and/or art) Journal entries capture individual and shared responses.
<b>Content Area: (Big Idea to be explored)</b>	Living with Gratitude

## Noticing Targets (for a 5 session unit) for family

<b>Know:</b>	The words and melody to Modeh/Modah Ani; Jewish use as a morning ritual of gratitude.	
	Prompt	Select the key Hebrew words of the prayer and define them with your own words, illustrations, or photographs
<b>Do:</b>	Uses words of prayer (your own or the Modeh/Modah Ani) and your own words regularly to express gratitude. Create and use a family verse for times of gratitude.	
	Prompt	How do you express gratitude toward your families and how does your family express gratitude to you?
<b>Believe/ Value</b>	Explores value of family ritual and prayer marking times of gratitude.	
	Prompt:	Describe a time when a family ritual or prayer helped you appreciate other people in your family and express gratitude to them.
<b>Belong:</b>	Increases connection with other families in group.	
	Prompt:	Share selections from your journal with two or three other families in a setting of your choosing. Collect a story/photo/image from other families to keep in your journal.

# Session One (of Five)

## Focus on Noticing Targets:

<b>Believe/Value:</b>	Explores value of family ritual and prayer marking times of gratitude.
<b>Belong:</b>	Increases connection with other families in group.

In Session One, families—in groups of three—gather on a Sunday morning in one family’s home to recite *Modeh/Modah ani* and then celebrate *havdalah*. Each family has already selected their journal and made a first entry.

Also each family has met with a congregant who will be a “guide” for them during the course. These guides spent a summer session with the rabbi preparing to be guides/resources to families.

The guide has asked the family to: identify a family question that they want to pursue throughout the unit (this can be about gratitude, or ritual or their spiritual life). The guide will be a resource to the family.

# Session Two (of Five)

## Focus on Noticing Targets:

<b>Know:</b>	The words and melody to <i>Modeh/Modah ani</i> ; Jewish use as a morning ritual of gratitude
<b>Do:</b>	Uses words of prayer (your own or the <i>Modeh/Modah ani</i> ) to regularly to exploring/expressing gratitude. Create and use a family verse for times of gratitude.

**Goals:** Support families in their spiritual journey and in living with gratitude.

Pre-lesson: All participants were asked to bring an object that represents their morning rituals (e.g. a pillow, toothbrush, alarm, etc.).

In Session Two, all families meet together in the congregation.

**Welcome:**

Sing together *Modeh/Modah ani* (already introduced in the first session)

**Connection:** Each person is asked to share in their *havurah* (3 families) grouping their morning ritual object.

How do you use the object in the morning?

In what way does this object or practice help you in the morning?

## Core Discussion One:

Jewish tradition offers another ritual for waking in the morning that can shape the time you wake up. It holds the potential to influence other parts of the day.

You might use a guided meditation to help participants see themselves in bed before the alarm goes off. Have them feel the moments from the alarm going off until they are out the door in the morning.

In groups of four (not with their own family members), participants share:

- How might a morning ritual influence the rest of your day?
- What is a ritual you do, or would like to do, that influences your day?

## Text Study

מוֹדָה מוֹדָה אֲנִי לְפָנֶיךָ	I thank You, God,
מֶלֶךְ חַי וְקַיִם	Eternal One,
שֶׁחָזַרְתָּ בִּי נִשְׁמָתִי בְּחֶמְלָה	for lovingly restoring my soul to me,
רַבָּה אֱמוּנָתְךָ.	filled with Your eternal trust.

Direct participants to turn to the person next to them and to say something you appreciate about them. Your partner should then respond by saying “Thank you” in Hebrew. Partners should then switch, so that each person expresses appreciation and says “Thank you” in Hebrew.

Call on five volunteers to come to the front of the room. Give each volunteer one of the following letters:                   . (Each letter is enlarged and mounted on a ½ sheet of posterboard.) As you distribute the letters, whisper to the volunteers that they should—in a fun way—pretend to be the letters as they try to arrange themselves to spell a Hebrew word for “thanks.” Encourage       and       to push each other around (gently). After a minute, ask the letters to stop what they are doing and to arrange themselves as       and then as       . Explain that       is the noun and       is the verb for thanks.

Sing *Modeh/Modah ani*. Ask:

- What are some words in this prayer that you already know?
- What do these words tell us about the prayer?
- How does this prayer express gratitude?
- How might saying this prayer as a morning ritual set your day?



## **Core Discussion Two:**

As a family create a family verse for times of gratitude. Include the words *Modeh*, *Modah* or *Todah*. Have families share their verses with their *havurah*.

## **Reflection:**

What is something you learned or felt when you heard another family's verse.

Sing *Modeh/Modah ani*.

## **Lived Next Steps:**

- Next time we come together, we will ask you to share a time that you said your family verse of gratitude and/or *Modeh/Modah ani*. Have families return to their journal and write responses to the following prompts. They will be invited to share them in the next session.

## **Prompts:**

- Select the key Hebrew words of *Modeh/Modah ani* and define them with your own words, illustrations, or photographs.
- Describe how you express gratitude toward your families and how your family expresses gratitude to you.

# What Comes Next?

In the spring 2011 webinar, we will learn to **examine the data** collected so that teachers and learners can **see growth more clearly** and use that information to effectively **guide Jewish learning for a life well lived.**

# At the Spring Webinar, we will look at the results of your Noticing efforts

- Develop One Powerful Learning Unit Plan including Noticing Targets in 4 domains, prompts and tools;
- Collect data (student work) one-to-two times for the unit;
- Post your plan and the data you collect online.
- We will examine the evidence from 3 learners from these noticings.

***Submit Documentation by: January 25, 2013***

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## Belonging

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- Be in conversation with PLT members about the value of noticing.
- Offer and receive support in efforts to design learning with noticing.

# Appreciations

- My colleagues at LOMED for collaborating on this webinar.
- Shaina Wasserman who shepherded this process and provided her expertise in running this webinar.
- All of you participants for your presence, participation, ongoing role as learning innovators who are committed to documenting learner progress toward established targets.

# **Looking Forward to Our Spring Webinar When We Continue Our Journey**

**Questions?**