

Welcome to Noticing 301

Integrating Noticing into Your Educational Planning & Practice

Do Now:

- **Call in number 1-650-479-3208**
Access code: 802 570 238
- Find the chat box and select everyone
- Introduce yourself to the group with your name, congregation, role, and list something that you already “noticed” about 5773.
- Feel free to reach out to someone new and make their acquaintance!



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The Experiment in Congregational Education
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Leadership Institute
FOR CONGREGATIONAL SCHOOLS, EDUCATORS

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PREAMBLE

This webinar is for education directors & teachers who sometimes practice noticing and redesigning learning around noticing, but may not have integrated it into their regular practice.

A Quick Review of LOMED while standing on one foot...



Vision

Priority Goal

Whole Person Learning
(KDBBB)

Noticing Targets

Tools & Prompts

Educational Vision

We assume some familiarity with:

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



Priority Goals Turn Vision into Action

- The priority goal becomes an overarching focus for education in your congregation.
- It helps educators make critical decisions about what and how to teach.
- Priority goals assure that learners will have a deep real life Jewish experience now that can help them shape their Jewish journey in the future.

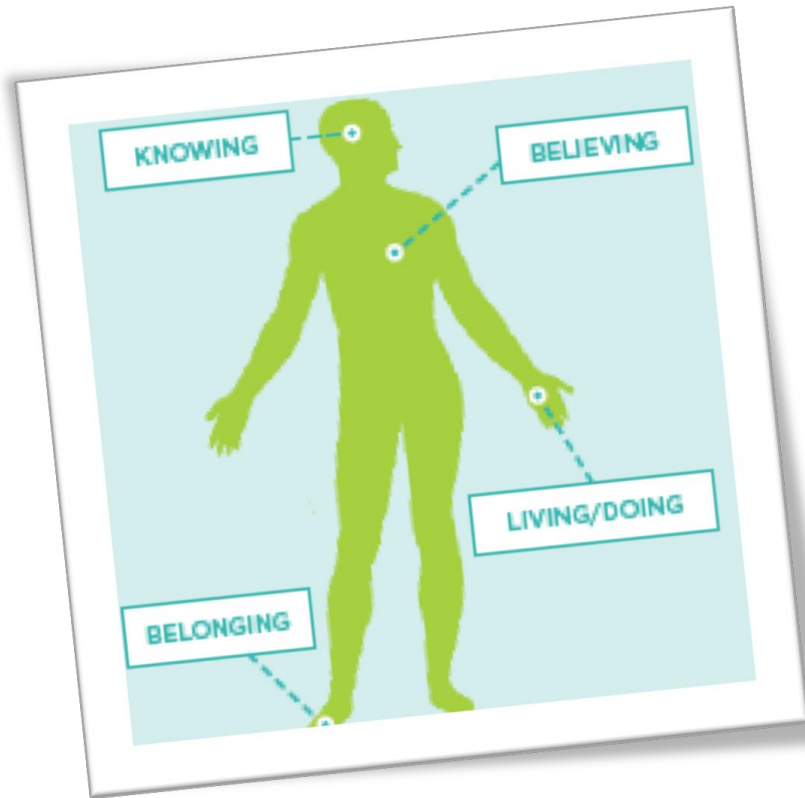
Priority Goals:

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

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 believe/value?
- In what way(s) will learners feel a sense of **belonging**?

KDBB Allows Educators To:

1. Name Success in the Whole of a Person
2. Direct and Design Learning Experiences for the Whole of a Person
3. Collect Data on the Growth of the Whole Learner

Noticing Targets: KDBB in Action

Noticing Targets are smaller, observable, and measurable steps that can be reached by learners at the end of a unit.

Within the context of a specific curricular area, you select or create noticing targets from the four areas of whole person learning –

Knowing, Doing, Believing & Belonging

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

Qualities of Noticing Targets

- Suited to the strengths of the individual teacher
- Align with the congregational vision & priority goal
- Fit the nature of the learners – what targets are most appropriate developmentally?
- Cohere across the four domains of whole person learning (KDBB)

Noticing Targets are observed through the use of Tools & Prompts

Tools & Prompts enable:

- Learners to reflect on experience and learning, to “make meaning”
- Educators to document learning
- Educators to gather information about learning for the learner, teachers, parents

TOOLS

Journal

Photo Essay

Blog

Recorded
Interview

Video

Scrapbook

Newspaper
article

Something
else you
dream up

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.



So far you have....

- Established noticing targets
- Created tools to determine if learners reached the targets; you gave the learners prompts and they used the tools to respond to them

NOW WHAT?

How do I know
if my learners
have reached
the target I set
for them?



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Preparing to Look at Learners' Work

1. Copies of your learners' work
2. A copy of your powerful learning lesson plan.

This allows you to:

- Review the priority goal
- Re-read your targets in the areas of Knowing, Doing, Believing and Belonging
- Re-Read the prompts you created



Look at each learner's work

- Read through all the student responses one domain at a time.
- Categorize the responses as *close*, *middle* or *far* from the noticing target you created.

What is Close, Middle and Far?

Close indicates the learner answered the question and demonstrates evidence of hitting or coming quite close to the noticing target.

Middle indicates the learner partially answered the question and is making progress toward the noticing target.

Far indicates the learner has not really answered the question and is making little or no progress toward the noticing target

Examples

Noticing Target: Explains personal connections to Jewish history, Israel or the world Jewish community.

Age of Learners: Grades 6-8

Prompt (Believing/Valuing): Why do you think it is important for you to learn about the *Shoah*, an event that happened many years ago on another continent?

Tool: Journal

Sample Responses:

- A. I think it is important to me to learn about the *Shoah* because it helps me remember to try to never let anything like it happen again.

- B. It is important because it shows us that we want to prevent things like it.

Examples

Noticing Target: Constructs an action response to an issue facing the Jewish community.

Age of Learners: Grades 6-8

Prompt (Doing): Please list two things you can do in the future to prevent an event like the Shoah from happening again.

Tool: Journal

Sample Responses:

A. Being non-prejudice against other races; choose leaders that will make equal rights

B. I will stand up for the rights of the minorities or smaller groups.

Examples

Noticing Target: Uses vocabulary of values related to peoplehood.

Age of Learners: Grades 6-8

Prompt (Knowing): What does it mean to “remember” and why this is such an important value in Judaism?

Tool: Journal

Sample Responses:

A. Remembering is such an important concept in Judaism because it allows us to take good things out of things that happened in the past. For example, when somebody dies, you shouldn't mourn, but remember the good times you had with that person.

B. Remembering means to know things that happened in the past and still values the rules and traditions.

Examples

Noticing Target: Creates stronger relationships with classmates.

Age of Learners: Grades 6-8

Prompt (Belonging): Please describe how learning about an event that happened to our people in the past, has connected you to your Jewish friends and classmates today.

Tool: Journal

Sample Responses:

A. Learning about an event that has happened to our people in the past connects me to my Jewish friends by making me more comfortable around them.

B. When we were listening to the Holocaust survivor speak I felt more connect to the people around me because most of our ancestors were in the same situation.

Next Step

Using the chart, record whether your learners were close, middle or far in each of the learning domains—
K/D/B/B



Sample Chart

Learner	Knowing	Doing	Believing	Belonging	Comments
Abe	Close	Close	Middle	Close	
Betsy	Far	Close	Middle	Close	
Charlie	Middle	Middle	Far	Middle	
Dina	Close	Middle	Far	Close	
Ellie	Close	Close	Middle	Close	
Gabe	Close	Middle	Middle	Middle	
Hillary	Close	Close	Middle	Middle	

Communicating What You Learn

Who are the audiences for the information you gather about student learning?

- Learners
- Parents
- Education Director
- Colleagues

Learners

- Help them reflect on their own growth
- Set goals for themselves



Parents

- Inform them about student growth
- Engage them in the process of goal setting for their children



Directors of Education



- Know what's working
- Share information with decision-makers
- Advocate for continued professional learning with lay leadership

Colleagues

- Think together about the progress of all learners
- Anticipate the learners they will teach in the future,
- Solicit input, support, feedback in thinking about your teaching



Ourselves



- Reflect on what we did that contributed to learning
- Consider ways to strengthen the experiences we shape for learners
- Recognize and address the needs of individual learners

Reflection

What is one thing you learned today that you will be able to apply to your practice in the next few months?

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 one-to-two times for the unit;
- Review the powerful learning plan and student work, using the chart to assess for Close/Middle/Far

Submit Documentation by: January 25, 2013

Looking Forward to Our Spring Webinar When We Continue Our Journey

Questions?