

Azrieli Fall 2025 Course Descriptions

- **Models of Teaching 1**
 - This course integrates three major components of effective classroom pedagogy: instructional strategies, behavior management strategies and instructional design strategies. Students leave the course with a deep understanding of lesson planning, active and cooperative learning strategies, research-based questioning techniques, and best practices for effective classroom management. This is a practical, hands-on course that aims to ensure foundational skills and knowledge related to teaching. As a final product, students plan, prepare and deliver a complete lesson that integrates research-based strategies and techniques.
- **Big Ideas in Contemporary Jewish Education**
 - What does it take to be a great Jewish educator? This course explores some of the big ideas in Jewish education, including motivation for teaching, traits of an effective teacher, teacher-student relationships, teaching the whole child, teaching every child, professionalism, and self-care. Students study traditional Jewish texts and modern scholarship, and both double as springboards for self-reflective practice. Weekly assignments combine readings, journaling, discussion boards, and/or guided notes. More substantive assignments incorporate biography presentations and meta-reflections
- **Science and Practice of Teaching Hebrew Reading**
 - All Jewish educators who teach texts in Hebrew are teaching literacy and to do that effectively, they need to learn its science. This course examines the nature of reading and writing. Consideration is given to the acquisition and role of language (first and second) and to the emerging intellectual and emotional needs of children, particularly within a Jewish community. The facts and misconceptions concerning language learning, literacy development as it relates to bilingualism, various approaches to reading and writing instruction, assessment of reading and writing, and interventions for “at-risk” readers, are studied. Each student works individually with a child, observing, trying out methods and materials, and developing firsthand awareness of the reading and writing process, especially the role of the teacher and child in that process.
 - *Prerequisite: EDU 5120 Models of Teaching*
- **Fish Center Holocaust Electives** – See separate page of course descriptions.
- **PEP I (Student Teaching)**
 - PEP (Student Teaching) is a 6-credit practicum *that extends over the course of the full academic year*. PEP includes a seminar course that meets approximately 15 times over the course of entire academic year to reflect on teaching and learning and discuss practical teaching challenges and applications, in a collaborative environment. In addition to the seminar, students in PEP are observed and mentored by an Azrieli supervisor in their actual classrooms a few times over the course of the academic year. The PEP experience is closely tied to the students’ actual teaching experience and is highly personalized to the growth needs of the individual teacher. The course requires that students serve as head teacher, assistant teacher, or intern (non-paid placement by Azrieli) in a formal Jewish educational setting.

- **Curriculum Internship I**

- For students who are in school leadership positions or who are heavily involved in curriculum development in their schools.

The Curriculum Internship is a 2 semester course offered to students who are interested in learning about curriculum in depth as an alternative to the PEP (student teaching) experience. Students acquire the necessary skills for curriculum analysis and development. Course topics include philosophy of education, curriculum models, curriculum design and implementation, alignment to mission and values, assessment alignment, standards and benchmarks in Jewish education, and big ideas and essential understandings in the Judaic Studies subject.

- **Educational Psychology and Jewish Learning**

- Basic concepts in educational psychology are presented with particular attention to theory, research and practical applications for the educator. A wide range of topics related to the application of psychology to the classroom include a review of the psychology of motivation, instilling values, and the role of educators in promoting a healthy self-concept. A basic overview of the major theories of child development is provided in the context of recent research findings, Judaic perspectives, and implications for educators working in Jewish schools.

- **Curriculum and Assessment**

- This course familiarizes the student with the theoretical foundations of curriculum design and student assessment, along with the practical skills necessary to develop a coherent Jewish studies curriculum and varied assessments. It focuses on identifying learner-centered curricular goals for a Jewish educational domain, designing experiences that will successfully implement these goals, and devising a range of assessments to determine the extent to which the desired learning is taking place. Students in this course design a complete Jewish studies unit curriculum, with learning activities and unit assessments.
- *Prerequisite: EDU 5120 Models of Teaching*

- **Teaching Bible: Navi**

- Maximizing the use of Nevi'im Rishonim (in elementary school) and Nevi'im Aharonim (in secondary school) as educational resources through the analysis of student motivation, learning styles and development, and the selection of appropriate texts and commentaries. Various instructional and assessment modalities are analyzed.

- **Teaching Israel and Zionism**

- Curricular and instructional development in religious Zionism and modern Israel, including multi- and inter- disciplinary approaches; studying current events and promoting Israel advocacy; integration of Israel education into Jewish and general studies curricular, co-curricular and extra-curricular options.

- **Teaching Parshanut (Biblical Exegesis)**

- The objective of this course is to obtain an in-depth knowledge of the substantive and methodological characteristics of medieval Biblical exegesis (Parshanut Hamikra') and a pedagogical awareness of how to best utilize it in teaching Tanakh. We shall focus, initially, on those parshanim who appear in the Mikra'ot Gedolot: Rashi, Rashbam, Ibn Ezra, Radak and Ramban.

Next, we will look at the uses to which these (and other) parshanim have been put in contemporary Bible study, focusing on the contributions of Nehama Leibowitz and the Da`at Mikra series. We will also explore several of the online data bases that provide information and direction for teachers of Tanakh, including: data.ac.il; alhatorah.org; hatanakh.com; mgketer.org; and the VBM.

Students will be required to submit a detailed plan of a Tanakh lesson they would teach to a class of their choice. This plan should delineate their objectives in terms of both the text (content) and the students (skills, beliefs, dispositions), the difficulties they present, the strategies they will employ to overcome those difficulties, and the role to be played by parshanut in the process.

- **Teaching Gemara**

- By examining models and engaging in their own application, students will explore the multifaceted goals of learning and teaching Talmud. They will experience and discuss approaches to teaching text, developing skills, choosing content, building content knowledge, teaching critical analysis, integrating classic Talmudic commentaries, and facilitating meaning making and motivation for students. Students will prepare Talmudic sources for assignments and in-class activities. The course will culminate in the preparation and presentation of a unit and lesson plan.

- **Portfolio**

- Taken in the last semester before graduation, students are required to submit a Professional Portfolio demonstrating their growth and learning at Azrieli and the requisite knowledge, skills, and dispositions of a Jewish educator. After an introductory module explaining the nature and requirements for the portfolio, students compile their portfolio in a self-paced manner and submit by a noted deadline. Portfolio is graded on a Pass/Fail basis, with extensive feedback offered by the instructor.