



Yeshiva University
AZRIELI GRADUATE SCHOOL OF JEWISH
EDUCATION AND ADMINISTRATION

**Professional Enhancement
Practicum (PEP)**
Student Handbook

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Contents

Introduction	3
About PEP	3
PEP Requirements	4
Student Teachers Only.....	4
Student Teachers and Full Time Teachers	4
Summary Overview.....	5
Non-Conventional PEP Situations	6
Assistant Teacher.....	6
Out of New York Area.....	6
Continuing Non-Cohort Students.....	6
Professional Standards	7
Appendix: Observation Form	8

∞ INTRODUCTION ∞

As of the fall of 2014 the Master's programs at Azrieli have undergone some important changes. The most significant of these changes is the move to a cohort-based model, in which students complete the program according to a set schedule. You can access all of the details of the new program in the handbook, found at http://www.yu.edu/uploadedFiles/Academics/Graduate/Azrieli_Graduate_School/Handbooks_and_Forms/MS%20Student%20Handbook%2013.14.pdf.

PEP, Azrieli's Professional Enhancement Practicum, will be changing along with the rest of the program. In the sections below you will find an overview of the new PEP program.

∞ ABOUT PEP ∞

PEP is a 6-credit practicum that extends over the course of the full academic year (3 credits each semester). The two major components of PEP are teaching experience and an Azrieli seminar.

Teaching Experience: Students in the full time 1-year program, as well as students in the Smicha program, take classes during the day on Mondays and Tuesdays, and are placed in an elementary or high school classroom to student-teach the remainder of the week. Students who are already full time teachers participate in the 2-year part time program; they take classes in the evening, and teach at their regular jobs during the day. Both groups are observed and assessed by Azrieli staff up to four times a year.

Students must fill out a PEP intent form prior to PEP. Student teachers will have the opportunity to choose from one of a number of cooperating schools, and can list their subject and age interests, as well as any special constraints they may have. There is no guarantee, however, that students will be matched with their first choice. Full time teachers will indicate where they teach, what subjects, and how often; this will allow us to better arrange Azrieli supervision in an efficient manner.

Seminar: The seminar is a yearlong course that helps students connect their Azrieli experiences with their practice in the classroom. There are 14 meetings unevenly spaced over the course of the year, in which students endeavor to put the knowledge and skills they acquire in Azrieli classes into practice in their day school classrooms. In addition to structuring this transition to practice, the seminar provides a forum for students to reflect on their experience in day school classes.

☞ PEP OBJECTIVES ☞

Over the course of PEP students must demonstrate that they are capable of applying the knowledge, skills, and dispositions they have acquired at Azrieli to the day school classroom. In particular, we would like to see growth and ultimately competency in the abilities described on the observation rubric, attached in the Appendix. These are divided into four categories, briefly described here:

1. **Planning the class:** Students are expected to be able write lesson plans that have clear objectives, and describe appropriate activities and assessments.
2. **Classroom Climate:** Students should be able to manage and respond to student behavior, implement classroom routines, and promote a caring and positive environment.
3. **Instruction:** Students should engage day school students in the learning process using clear explanations, varied instructional strategies, connections to prior knowledge, and sufficient knowledge of the subject matter content.
4. **Dispositions:** Students should maintain a professional demeanor, be receptive to critical feedback, and display thoughtful reflection.

These are the primary areas in which students will be assessed. Supervisors will both assess and provide constructive feedback to help students develop their capacities in these areas over the course of the year.

☞ PEP REQUIREMENTS ☞

The PEP experience is slightly different for students who are student teaching and are placed in a day school, than for students who are already employed as full time teachers.

Student Teachers Only

Student teachers will be placed in a Jewish day school and will be assigned a cooperating teacher in that school who will mentor the student throughout the year. Students will meet with the cooperating teacher prior to the school year and are expected to join the day school class from the very beginning of the school year (regardless of when Azrieli begins). Students are expected to be in the classroom Wednesday through Friday.

The general progression throughout the year depends heavily on the cooperating teacher, the grade, and the subject matter. However, students can expect the cooperating teacher to include them in the lesson planning and curriculum

development from the very beginning, and to be available to discuss issues of classroom management and instruction with them. After a few months student teachers are expected to start teaching individual lessons under the cooperating teacher's guidance, slowly increasing the frequency and duration of their lessons as the year progresses.

Summary:

Students must be in the school Wednesday through Friday throughout the entire year. Students will have a mentor in the school who will guide them, allowing them to teach more and more as the year progresses.

Student Teachers and Full Time Teachers

All students will be assigned to an Azrieli PEP supervisor. Unlike the cooperating teacher in a placement school, these supervisors are Azrieli employees who will assess your progression throughout the year and determine whether you are able to successfully pass PEP.

Each Azrieli supervisor will be assigned to a cohort of five students, and will meet as a group with those students at the outset of the year to review the expectations for the year—in short, what the student will need to demonstrate in order to pass PEP. The supervisor will arrange to observe each student teaching a lesson four times throughout the year. Each observation will provide the supervisor with an opportunity to assess the student's ability, as well as to offer constructive feedback for further growth.

Observation Overview:

Each observation will include a pre- and post-observation conference with the student's supervisor. The pre-observation conference will provide the student with an opportunity to share lesson plans and discuss the upcoming class. In particular, students should provide:

1. Lesson plans
2. Worksheets and handouts that accompany the lesson
3. A seating chart

In the post-observation meeting the supervisor will help students reflect on the lesson and may provide students with helpful feedback for the future. After this conference students will write a brief reflection that provides an overview of the lesson, details of the post-observation conference, and final reflections. These can include answers to questions such as "what did you learn about yourself or your students through this lesson and subsequent discussion?" "How do you plan to build upon this discovery to help you grow as a teacher?" "How do you plan to build upon what you learned in your next lesson?"

Write-ups must be submitted to student supervisors within one week of the observation. Supervisors will schedule subsequent observations after the lesson write-up has been submitted and approved. After students' fourth and final observation, students will submit a final reflection their PEP experience and their professional growth over the course of the year.

Summary:

Students will have supervisors who will meet with them as a small cohort at the beginning of the year and will observe and assess them four times throughout the year. The observations will involve pre- and post- meetings with the supervisor and reflective essays on the experience.

SUMMARY OVERVIEW

- Student is placed in a day school classroom and assigned a cooperating teacher to mentor her, *or* student is a full time teacher taking classes in the evening
- Student enrolls in a seminar that runs throughout the year and completes seminar assignments
- Student is observed and assessed by an Azrieli supervisor four times over the course of the year

☞ NON-CONVENTIONAL PEP SITUATIONS ☞

There are a number of variations of the model of PEP described above that may apply to some students. Below students will find the details that apply to these situations.

Assistant Teacher

In order to qualify for PEP in the event that a student has a job as an assistant teacher, the position must fulfill the minimum requirements of our placement positions. This means that the student must have at least a full 2 days (preferably 3) in the classroom; must not jump from class to class throughout the day, but be assigned to a particular class and teacher; must be involved in the educational aspects of classroom life (not just getting coffee); and must have the opportunity to occasionally teach the class, in line with the expectations for student teachers. If these conditions are not met, the job will not be an acceptable forum to complete PEP.

Out of the New York Area

This category applies to students who are in the online program or are continuing our earlier non-cohort based programs (see more below) and have moved out of New York prior to taking PEP. The same placement and teaching requirements apply to these students: students can be placed or have jobs already; the requirements of the placement and jobs are the same; the general trajectory of the year remains the same. Seminar classes will be taken online, and we will endeavor to make supervision arrangements locally.

Continuing Non-Cohort Students

Students who have already started Azrieli prior to the transition to the cohort model will generally take PEP after having completed the bulk of their coursework. As with the non-New York students, all of the same requirements apply. In addition, it is imperative that students fill out a PEP intent form in the spring semester, prior to entering PEP the following fall. In particular, if the PEP intent form is not submitted in the spring, student teachers may not be placed in a day school, and full time teachers may not be registered in the appropriate PEP seminar.

☞ PROFESSIONAL STANDARDS ☞

The Azrieli student teaching experience is a rigorous program that will measurably enhance students' teaching proficiency. Participation in the program depends on students' ability to incorporate reflectiveness, objectivity, and professionalism in their teaching careers. In particular, we expect students to engage with their supervisors, cooperating teachers, and host administration in a thoughtful and respectful manner, to be on time and limit absences as much as possible, to dress appropriately, and to seek constructive feedback from supervisors when confronting classroom dilemmas.

APPENDIX

This observation form is filled out by the PEP supervisor each of the four times he or she observes the student teacher.

Teacher's Name _____

Observation Form

Reflections on Teaching	Evidence/Comments
1. Planning and Preparation	
A. The teacher plans the lesson around clear objectives or goals.	
B. The teacher's plan reflects knowledge of the content.	
C. The teacher's plan reflects instructional practices appropriate for the discipline.	
D. The teacher's lesson includes appropriate use of materials, resources, and/or technology.	
E. The teacher designs learning activities aligned to the goals.	
F. The teacher's plan differentiates where appropriate to meet students' needs, abilities, and interests.	
G. The teacher's plan includes formative and/or summative assessment that addresses the goal, uses clear criteria, and is appropriate to the needs of the students.	
2. Classroom Environment and Climate	
A. The teacher promotes high standards and expectations for student achievement and communicates belief in the students' ability to achieve these goals.	
B. The teacher shows caring, respect, and	

fairness for students and builds relationships with them.	
C. The teacher fosters positive interactions among students and a positive social-emotional climate.	
D. The teacher has established clear procedures, routines, and policies.	
E. The teacher manages and responds to student behavior appropriately.	
F. The teacher creates a climate of respect, dignity, and <i>kedusha</i> that honors and conveys respect for Torah study.	
3. Instruction	
A. The teacher makes learning goals clear to students.	
B. The teacher presents the material clearly, using explanations and examples and making connections to prior knowledge and experiences.	
C. The teacher engages the students by using varied instructional strategies that promote active learning.	
D. The teacher demonstrates use of good questioning techniques, which include wait time and require analytical thinking and participation by all students.	
E. The teacher demonstrates knowledge of the content and uses instructional practices appropriate to the discipline.	
F. The teacher regularly checks for understanding and uses assessments to guide instruction.	
G. The teacher aims to ensure the successful learning of all students, adjusting the lesson plan as needed to accommodate student questions, needs and interests.	
4. Professional Dispositions	
A. The teacher demonstrates professional demeanor and maintains appropriate boundaries.	

<p>B. The teacher accepts critique gracefully and demonstrates receptivity to new ideas and suggestions for improvement.</p>	
<p>C. The teacher reflects thoughtfully on his/her teaching practice and follows through on suggestions for change.</p>	

Summary:

Strengths of the Lesson	Areas for Growth	Focus for Next Observation

Teacher's Signature

University Supervisor's Signature

Date_____