



Policies and Procedures for NY School of Education

Introduction:

Course of Study:

A. COURSE OF STUDY

The graduate Education MARE Program is a three-year full-time program, beginning with a year spent at the Jerusalem School of the College-Institute. The remaining two years of study are divided between prescribed (core) and elective courses necessary for all candidates for graduation and ordination.

Clinical Education:

Clinical Education is an integral part of MARE Program of the New York School of Education, and the Internship is its focus. Each student is assigned to a responsible position at a clinical education site, outside the academic setting of Hebrew Union College, either a religious school or another educational agency. This mode of learning emphasizes the acquisition of knowledge and specific skills through practice, direct observation and analysis of professional activity. It works in tandem with the student's academic coursework to strengthen the potential for professional growth and development.

Goals

Clinical Education enables students to:

1. Confront the realities of Jewish education in different settings;
2. Acquire a more fully-developed concept of the role of the Jewish educator;
3. Gain an awareness of personal strengths and weaknesses;
4. Develop the expertise required as a professional Jewish educator;
5. Develop insight into the culture and structure of synagogues and Jewish educational institutions.

Objectives

In their internships, students can:

1. Experiment with personal styles of teaching, supervision and administration;
2. Apply knowledge and methodologies learned in academic coursework to practical situations;
3. Observe and analyze different teaching and administrative models;
4. Reflect on and discuss their concerns and progress with the assigned Clinical Faculty Mentor and with their Academic Faculty Advisor from HUC.

Academic Advising:

Students are assigned a faculty advisor to help guide students and to help them scaffold the learning journey. Students are also assigned a capstone advisor to support the process of a capstone project.

Yomei Iyun and Alan A. Kay Alumni Day of Learning:

Each year the education students participate in a unique day of learning along with SOE Alumni. Various programs include topics that are not part of the regular course of learning.

Kallah:

The academic year on the NY campus begins with a two-day *kallah*, offsite, starting the Sunday afternoon of the first week of the fall semester. The *kallah* is an important community-building experience of the campus and includes thematic programs, the first two days of classes, tefillot and social opportunities. All students and faculty are expected to attend.

Leading Tefillot and Dvar Torah:

Daily morning services generally are conducted by rabbinical, cantorial, and educational students. The assignment of responsibilities is made by the Dean of Students. All education students are required to lead a week of services during their second year; students may also be assigned a Dvar Torah to deliver in their third year.

Students are obligated to meet with the faculty synagogue advisors before, during, and after their week of conducting services.

Capstone:

The capstone experience is meant to be an in-depth academic experience that enhances the students' knowledge of the process of curriculum development. MARE students and Rabbinic students pursuing the education degree in concert with their rabbinical school program have the option of either completing a separate education capstone project or of adding an education component to their rabbinic thesis.

The Capstone product will be a substantive curriculum guide that covers a semester in a congregational school, a year-long family education program, an 8-week module in a day school or adult education class, or a 4-week summer camp session. The purpose of the project is to demonstrate the student's ability to translate content knowledge into rich learning experiences through curriculum planning and design. Below are the guidelines for preparation of the capstone project.

The completed curriculum guide is due at the end of the spring semester.

It should include:

- a. Title
- b. Table of Contents
- c. Introduction and Curriculum rationale
 - Description of the topic selected
 - setting and model (e.g. a retreat model, a museum model)
 - rationale describing the worthiness of the unit
 - the intended learners
 - guide for the educator: background and framing/recommended skills required of educator
- d. Outcomes
 - Mission of Organization:
 - Select Priority Goal(s) for Learners.
 - Enduring Understandings (1-3) and Essential Questions (1-3)
 - Learner outcomes in terms of know, do, believe/value, belong, Describe the process to engage learners in determining outcomes
 - Identify tools and prompts to collect data that enables reflection and shows growth throughout the unit.
 - Learning Experience reflects 21st century Design Principles

In what ways will there accessible and rich content?

In what way(s) does the learning build caring purposeful relationships?

In what ways does the learning allow for inquiry, reflection and meaning making?

In what ways does the learning speak to the questions of the learner and to daily life?

- e. An annotated list of resources for students and teachers for planning and teaching this curriculum
- f. An eight-lesson outline following the UBD methodology
- g. Three fully scripted lesson plans with detailed learning experiences
- h. Annotated bibliography

Senior Education Practica:

Each third year student will present their capstone project to the larger SOE community. The presentation will include:

- a. An introduction to the study and summary of the pedagogic reasoning behind the selection and significance of this topic in Jewish education;
- b. Teaching a 20-minute lesson or segment; and
- c. A student facilitated discussion of the presentation. (10 minutes)

After the practicum, students will meet with their capstone advisor to view the video of the presentation and debrief the session together. Student will then submit a two-page reflection sharing what they have learned from the process.

iCenter Fellows

The iCenter's Masters Concentration in Israel Education provides RHSOE and New York School of Education students, along with master's level students at five other institutions of Jewish education, the opportunity to grapple with the challenging issues involved in Israel education. Students participate in three seminars over 15 months, receive a stipend for short-term study in Israel, receive mentorship from an Israel educator in the field, and prepare a project on Israel education.