

MADAF L'Tochnit DeLeT

The DeLeT Book Shelf

Revised June, 2018

A Beginning Bibliography for Aspiring Jewish Day School Teachers

DeLeT promotes the idea that teachers are lifelong learners who affirm that professional practice is rooted in a deep understanding of the content they are teaching. Jewish day school teachers who strive for excellence continually deepen their own knowledge of Jewish tradition, culture, and values. They seek out opportunities to discover new ideas about teaching and learning as a way to improve their practice.

"MADAF L'Tochnit DeLeT" (*The DeLeT Book Shelf*) represents some of the books that we have identified as the beginning of a professional library that Jewish day school teachers might consider owning as they start out on that journey of lifelong learning, and that mentors might consider reading as part of their journey.

Of course, any Jewish library begins with **Tanach** and **Siddur**. We suggest that each DeLeT fellow own a Tanach (Bible) that contains the entire Hebrew and English version of the Torah. The (Jewish Publication Society) JPS translation provides an accessible English text. Similarly, we suggest that each DeLeT fellow own a traditional weekday Siddur (prayer book) with Hebrew and English. Because siddurim reflect ideological expressions of Judaism, careful selection of a siddur is very important.

The books listed below represent a spectrum of areas of Jewish content and a variety of aspects of teaching and learning. Books that are required reading in one of the DeLeT seminars are indicated as required (additional required books may be added during the year).

Required Books for Summer

Please purchase during Summer Institute to read in August

Charney, Ruth. *Teaching Children to Care: Management in the Responsive Classroom*

https://www.amazon.com/Teaching-Children-Care-Classroom-anagement/dp/1892989085/ref=dp_ob_image_bk

Charney provides a theoretical framework for elementary school teaching and specific guidelines and techniques to put that theory into practice. She shows how to organize classrooms, develop appropriate curricula, and most importantly, develop social competence. The book focuses on classroom management that is respectful to children and compatible with a reflective and intellectually-focused classroom.

Required Books for Fall Semester

DLT 502 – Teaching & Learning Seminar (T&L)

Berger, Ron. *An Ethic of Excellence*

https://www.amazon.com/Ethic-Excellence-Building-Craftsmanship-Students/dp/0325005966#reader_0325005966

Drawing from his own remarkable experience as a veteran classroom teacher (still in the classroom), Ron Berger gives us a vision of educational reform that transcends standards, curriculum, and instructional strategies. He argues for a paradigm shift – a school-wide embrace of an "ethic of excellence." A master carpenter as well as a gifted teacher, Berger is guided by a craftsman's passion for quality, describing what's possible when teachers, students, and parents commit to nothing less than the best. Berger is not just idealistic, he's realistic – he tells exactly how this can be done, from the blackboard to the blacktop to the school boardroom.

Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiated Instruction and Understanding by Design*
https://www.amazon.com/Integrating-Differentiated-Instruction-Understanding-Design/dp/1416602844#reader_1416602844

In this book the two models converge, providing readers fresh perspectives on two of the greatest contemporary challenges for educators: crafting powerful curriculum in a standards-dominated era and ensuring academic success for the full spectrum of learners. Each model strengthens the other. *Understanding by Design* is predominantly a curriculum design model that focuses on what we teach. *Differentiated Instruction* focuses on whom we teach, where we teach, and how we teach. Carol Ann Tomlinson and Jay McTighe show you how to use the principles of backward design and differentiation together to craft lesson plans that will teach essential knowledge and skills for the full spectrum of learners.

Levine, Mel. *A Mind at a Time* **Do not purchase yet!**

https://www.amazon.com/Mind-Time-Mel-Levine-M-D/dp/0743202228/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&psc=1&refRID=E485GBYGYJRP3RREHS1Y

Levine presents a view of education in which recognizing each child's intellectual, emotional, and physical strengths – and teaching directly to these strengths – is key. He incorporates scientific research to show readers how eight “neuro-developmental constructs” evolve, interact, and contribute to a child's success in school. Based on his work with children who have learning or behavioral problems, Levine has isolated eight areas of learning (the memory system, the language system, the spatial ordering system, the motor system, etc.). He provides chapters describing how each type of learning works and advises teachers on how to help children struggling in these areas. Levine emphasizes that all minds have some areas of giftedness and pleads for educators to “make a firm social and political commitment to neuro-developmental pluralism.”

Wiggins, Grant and Jay McTighe, *Understanding by Design* (Expanded 2nd Edition) ISBN 0-13-195084-3

<https://www.gettextbooks.com/isbn/9780871203137/>

ISBN-10: 0-87120-313-8 / 0871203138 Paperback

Do not purchase yet!

McTighe and Wiggins present an approach to curriculum design called “backward design” as an alternative to coverage and activity-oriented plans. Though backward from habit, this approach brings more focus and coherence to instruction. The book also describes six “facets” of understanding which combine with backward design to provide a powerful, practical framework for designing curriculum, assessment, and instruction. Beyond its theories, *Understanding by Design* offers practical design tools, including criteria for selecting “big ideas” worthy of deep understanding, strategies for framing units of study around essential questions, a continuum of assessment methods for determining the degree to which students understand, and the WHERETO framework, which enhances student engagement and “rethinking”.

Optional

Grennon Brooks, Jacqueline, Brooks, Martin G. *In Search of Understanding: The Case for Constructivist Classrooms* ASCD 1999

Instructors MAY require the books below for the Fall and Spring

DLT 527 – Math Methods

Carpenter, Thomas P., Fennema, Elizabeth, Franke, Megan L., Levi, Linda, Empson, Susan B. *Children's Mathematics, Second Edition: Cognitively Guided Instruction*
ISBN-10: [0325052875](#) ISBN-13: [978-0325052878](#)

DLT 521 + 522 – Reading, Language & Literature

Course Reader: Available through University Readers www.universityreaders.com.

This is a collection of course materials for Reading, Language, and Literature which should be purchased directly from the printer and brought to each class session.

DLT 556 – Day School and Society (DSS)

Bruner, Jerome. *The Culture of Education* Noted psychologist Jerome Bruner recognizes that education must help students find meaning within a cultural context. Bruner scours the research reports of pioneering psychologists to explain the significance of that cultural context, yet he insists that everyone – not just the researcher – shares responsibility for defining the social and political meanings that educators reinforce. Bruner identifies the wise educator as the one who helps students piece together authentic narratives about themselves and their society.

Building a DeLeT Bookshelf

The books below are recommended reading and are books we encourage you to consider purchasing for your personal teaching and professional bookshelf.

Brooks, Jacqueline Grennon. *Schooling for Life: Reclaiming the Essence of Learning*, ASCD 2002

Calkins, Lucy. *The Art of Teaching Writing* (DLT 520B)

The Art of Teaching Writing has major new chapters on assessment, thematic studies, writing throughout the day, reading/writing relationships, publication, curriculum development, nonfiction writing and home/school connections.

Coles, Robert. *Spiritual Life of Children*

Coles shows us children – Christian, Moslem, Jewish, secular – face-to-face with the idea of God. He interviews children alone and in groups, listening and participating in their reflections and conversations.

Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*

The framework for teaching described in this book identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities.

Dewey John. *Democracy and Education*

The key to democracy is education that promotes criticism, self-education, and constant growth. Since life is best lived as growth (the unexamined life is not worth living), and democracy is the best way to deal with the constant changes that all societies face, an education that helps children love learning and change is essential to a democratic society. Unfortunately, many societal constructs are educative in a narrow sense, and allow us to be complacently self-satisfied and rigid in our habits. Dewey warns against the business mind that, since the writing of this book, has thoroughly permeated many institutions, including the university. Children naturally are inquisitive and love growth, but many societal constructs, such as traditional schooling or dogmatic religious practices, dampen this curiosity.

Drake, Susan M. *Semester Planning Integrated Curriculum: The Call to Adventure* ASCD 1993

Van de Walle, John A., Karen S. Karp and Jennifer M. Bay Williams. *Elementary and Middle School Mathematics Teaching Developmentally* "It is fun to figure out the puzzle of how children go about making sense of mathematics and then how to help teachers help kids" wrote John A. Van de Walle, late of Virginia Commonwealth University. This is the philosophy behind *Elementary and Middle School Mathematics: Teaching Developmentally*. John A. Van de Walle wrote this book to help students understand mathematics and become confident in their ability to teach the subject to children in kindergarten through eighth grade. Although he could not have foreseen the changes in mathematics teaching over the last three decades, he was at the forefront of the movement towards a constructivist view of teaching, or teaching developmentally. Constructivism says that children construct their own knowledge. They are not blank slates waiting to absorb whatever the teacher tells them. Teachers must understand both mathematics itself and how students learn mathematics in order to teach it effectively.

Dewey, John. *Experience and Education*

Dewey was the pre-eminent educational theorist of the twentieth century. In this concise book he presents an approach to education that respects all sources of experience and is both historical and social, both orderly and dynamic.

Fried, Robert. *The Passionate Teacher: A Practical Guide*

Every teacher could be a passionate teacher--one who engages young people in the excitement of learning and ideas--if teaching were not being undermined by the ways we do business in schools. *The Passionate Teacher* draws on the voices, stories, and success of teachers in urban, suburban, and rural classrooms to provide a guide to becoming, and remaining, a passionate teacher despite day-to-day obstacles. A new afterword speaks to special challenges facing first-year teachers.

Greenberg, Irving. *The Jewish Way: Living the Holidays*

Greenberg explains and interprets the origin, background, ceremonial rituals, and religious significance of all the Jewish holidays. Giving detailed instructions for observance – the rituals, prayers, foods, and songs – he shows how celebrating the holy days of the Jewish calendar not only relives Jewish history but puts one in touch with the basic ideals of Judaism and the fundamental experience of life.

Henry, Marcia. *Unlocking Literacy, Effective Decoding and Spelling Instruction*

This book outlines key research in the area of English spelling/reading patterns. It delves deeply into the etymological roots of the English language, showing how modern English developed predominantly from the Anglo Saxon, Latin, Greek and French languages. This practical, detailed book is an asset to elementary, middle school and high school teachers who want to aid their students in developing a love of linguistics.

Hoffman, Lawrence. *The Art of Public Prayer: Not for Clergy Only*

Hoffman examines how and why religious ritual works – and why it often doesn't work. In *The Art of Public Prayer*, he uses psychology, social science, theology and common sense to explain the key roles played by ritual, symbolism, liturgy and song in services. Each chapter features "conversation points" designed to get readers thinking about your own worship patterns – where they succeed, and where they need improvement.

(DLT 550) Hoffman, Lawrence. *The Way into Jewish Prayer* (Jewish Lights, Vermont, 2000) Available on Amazon.com

(DLT 550) Holtz, Barry. *Back to the Sources: Reading the Classic Jewish Texts*

This is a collection of articles/essays that will be required for both DLT 510A and DLT 510B. Holtz provides a superb introduction to the classic Jewish texts: the Bible, Talmud, Midrash, medieval Bible commentaries (legal codes are discussed in the chapter on Talmud), medieval philosophical works, Zohar and other Kabbalistic works, Hassidic teachings, and the prayer book. Each chapter is written by a different scholar, who is an expert in the text or texts at hand. Available on Amazon.com.

Bible, Hebrew-English Tanakh (required for the whole year) Jewish Publication Society Translation.

Holtz, Barry. *Textual Knowledge: Teaching the Bible in Theory and in Practice*

Holtz explores the largest issues involved in Bible teaching: What are our purposes? What are the outcomes that we are looking for? How do we conceptualize the Bible as the subject matter? How do we develop theories of Bible teaching? And how do we move from theory to practice? Rather than suggesting single answers to these questions, Holtz offers a variety of alternative scholarly conceptions of the Bible and explores answers based on each of the conceptions.

Kushner, Harold. *When Children Ask About God: A Guide for Parents Who Don't Always Have All the Answers*

Kushner helps parents understand their children's fears and fantasies, and offers advice on answering their questions about religion, the Bible, illness, and bereavement. Offering general commonsense advice from a liberal Jewish perspective, Kushner offers an alternative understanding of what we mean by God, one that is free from superstition and supernaturalism.

Lawrence-Lightfoot, Sara. *The Essential Conversation: What Parents and Teachers Can Learn from Each Other*

On the surface, this book is about that most ordinary of human encounters—the parent/teacher meeting—that takes place more than 100 million times a year, usually in uncomfortable, undersized chairs. Beneath the smooth surface of this mostly polite exchange, according to Harvard education professor Lawrence-Lightfoot, lurk ancestral ghosts and ancient psychological themes, a turbulent mix of fears, anxieties, drives and biases that both parties bring to the table. Add to this the vectors of race, class, gender, culture and language, and you have a set of complex and passionate dynamics that often have as much to do with the adults' desires and needs as with those of the children. Parents and teachers' essential conversations are a crucial if neglected aspect of children's educational success.

Leu, Donald J. et al. *Phonics, Phonemic Awareness, and Word Analysis for Teachers* (recommended for RICA)

This practical self-study guide provides a strong foundation for phonemic awareness, phonics, and word analysis—and enables future and practicing teachers to update their knowledge, prepare for teacher certification, or study for competency tests. Learners are able to go through the text on their own and master the concepts and terminology of word analysis, and then demonstrate their knowledge by passing a short test on its contents. The book provides important information about a wide range of word analysis including phonic generalizations with high utility, morphemic and structural analysis, and using a dictionary. It also examines sound-letter relationships, the spelling patterns of language, and the language processing strategies useful to children.

Miller, Donalyn. *The Book Whisperer: Awakening the Inner Reader in Every Child*

Miller tells the personal story of how she learned to teach reading in an authentic manner, and gives teachers structured guidance about how to create this highly successful, individualized reading program.

Mogel, Wendy. *The Blessing of a Skinned Knee: Using Jewish Teachings to Raise Self-Reliant Children*

Mogel distills the ancient teachings of the Torah, the Talmud, important Jewish thinkers, and contemporary psychological insights into nine blessings that address key parenting issues such as: determining realistic expectations for each child, respect for adults, chores, mealtime battles, coping with frustration, developing independence and self-control, resisting over-scheduling and over-indulgence.

Paley, Vivian. *You Can't Say You Can't Play*

Paley examines the moral dimension of classroom life by introducing a new rule – “You can't say you can't play” – to her kindergarten students. The book illustrates how the teacher's art can shape the moral climate of a classroom.

Parker, Palmer. *The Courage to Teach: Exploring the Inner landscape of a Teacher's Life*

This book is for teachers who have good days and bad - and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts, because they love learners, learning, and the teaching life." - Parker J. Palmer

Ritchart, Ron, Church, Mark, Morrison, Karin. *Making things Visible*, Jossey Bass 2012

Rosenthal, Donna. *The Israelis: Ordinary People in an Extraordinary Land*

How does Israel look to Israelis? The answers are varied, and they have been brought together here in one of the most original books about Israel in decades. From battlefields to bedrooms to boardrooms, discover the colliding worlds in which an astounding mix of 7.2 million devoutly traditional and radically modern people live. You'll meet "Arab Jews" who fled Islamic countries, dreadlock-wearing Ethiopian immigrants who sing reggae in Hebrew, Christians in Nazareth who publish an Arabic-style Cosmo, young Israeli Muslims who know more about Judaism than most Jews of the Diaspora, ultra-Orthodox Jews on "Modesty Patrols," and more. Interweaving hundreds of personal stories with intriguing new research, *The Israelis* is lively, irreverent, and always fascinating.

Senge, Peter. *The Fifth Discipline...*

Peter Senge's vision of a learning organization as a group of people who are continually enhancing their capabilities to create what they want to create has been deeply influential. There are five disciplines he sees as central to learning organizations and some issues and questions concerning the theory and practice of learning organization: Systems thinking; Personal mastery; Mental models; Building shared vision and Team learning;

Telushkin, Joseph. *Jewish Literacy: The Most Important Things to Know About the Jewish Religion, Its People and Its History*

In 1988, Rabbi Joseph Telushkin undertook a mission to heal "Jewish ignorance," an affliction whose symptoms include the ability to name the three components of the Trinity, coupled with an inability to explain *mitzvah*. Telushkin's contribution to the cure is his wide-ranging, entertaining *Jewish Literacy*. First published in 1991, *Jewish Literacy* contains almost 350 entries on subjects ranging from the Ten Commandments to *The Protocols of the Elders of Zion*. Entries are numbered (for easy, encyclopedia-style reference) and organized topically (to smooth the experience of reading each page straight through). And the revised edition contains several new entries (including articles about the assassination of Yitzhak Rabin and the vice-presidential nomination of Joseph Lieberman) as well as numerous corrections, enlargements, and updates.

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed Ability Classrooms* (2nd ed.)

Differentiated instruction provides multiple approaches to content, process, and product; and it is a blend of whole-class, group, and individual instruction. In this book, Tomlinson explains the rationale for differentiated instruction. She also provides practical guidance in addressing the diverse needs of students in mixed-ability classrooms.

Wagner, Tony. *Creative Innovators: The Making of Young People who will Change the World*, 2012

Wood, Chip. *Yardsticks: Children in the Classroom Ages 4-14* ISBN 978-1-892989-19-2 3^d edition, 2012

Zarrillo, James J. *Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment*, Third Edition (RICA DLT 520A)

This book offers prospective teachers the information they need in order to pass the written version of the California Reading Instruction Competence Assessment (RICA) examination. This book offers a comprehensive review of all thirteen of the content areas that the RICA tests, along with a sample test with answers for practice. The introduction includes an overview of the test, plus tips and clues for pre-test study, pointers for how to structure essay answers, hints for how to "think like the test preparers," and more.

Smith, Rick. *Conscious Classroom Management* 2004

Indispensable for new teacher induction or regular staff development, this resource incorporates meaningful stories, insights, humor, and invaluable strategies for what really works in the classroom.

Chen, Milton. *Education Nation* 2010

As a result of constant innovation learning is no longer limited by traditional confines and we're moving beyond students tied to their chairs, desks, textbooks and teachers locked away in classrooms. In *Education Nation* author Milton Chen draws from extensive experience in media – from his work on Sesame Street in its nascent years to his role as executive director of the George Lucas Educational Foundation, to support a vision for a new world of learning.

Ritchhart, Ron. LChurch, Mark. Morrison, Karin. *Making thinking Visible 2011*

Visible Thinking is a research-based approach to teaching thinking, begun at Harvard's Project Zero that develops students' thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, Visible Thinking is a sequence of steps as well as the documentation of student thinking. Using this process, thinking becomes visible as the students' different viewpoints are expressed, documented, discussed and reflected upon.

Wagner, Tony. *Creating Innovators 2012*

Tony Wagner provides a powerful rationale for developing an innovation-driven economy. He explores what parents, teachers and employers must do to develop the capacities of young people to become innovators. In profiling compelling young American innovators such as Kirk Phelps, product manager for Apple's first iPhone, and Jodie Wu, who founded a company that builds bicycle-powered maize shellers in Tanzania, Wagner reveals how the adults in their lives nurtured their creativity and sparked their imaginations, while teaching them to learn from failures and persevere. Wagner identifies a pattern – a childhood of creative play leads to deep-seated interests, which in adolescence and adulthood blossom into a deeper purpose for career and life goals.

Note: *Most annotations adapted from Amazon.com reviews.*