

MADAF L'TOCHNIT DELET The DeLeT Bookshelf – 2019 – 2020
A Beginning Bibliography for Aspiring Jewish Day School Teachers

DeLeT believes that teachers are lifelong learners who affirm that professional practice is rooted in a deep understanding of the content they are teaching. Jewish day schoolteachers 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 Bookshelf*) represents some of the books that we have identified as the beginning of a professional library that Jewish day schoolteachers 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 a *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 *Siddur* (prayer book) with Hebrew and English. Because siddurim reflect ideological expressions of Judaism, selection of a siddur is very personal, but owning a variety of siddurim with different perspectives can offer rich options for learning and teaching about prayer. The books listed below represent a spectrum of areas of Jewish content and a variety of aspects of teaching and learning. We encourage you to begin purchasing for your personal teaching and professional bookshelf.

Fall 2019

DLT 502 – Teaching and Learning II – Professor Ben Daniel

Required – *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8*, Revised Edition, Charney, Ruth Sidney,
ISBN: 13: 978-1892989086

DLT 527 – Teaching Math – Professor Dolinka

Required – *Mathematical Mindsets*, 1st Edition, Boaler, Jo, Jossey-Bass Publishers,
ISBN – 13: 978-0470894521

DLT 556 – Day School and Society – Professor Zeldin – No Books Required

DLT 521 – Reading, Language and Literature II – Professor Sergant

Required – *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*, Serravallo, Jennifer

Required – *The Art of Teaching Reading*, Calkins, Lucy McCormick

DLT 550B – Introduction to Jewish Texts 1 – Professor Strok

Required – *Teaching Jewish Values*, Susan Freeman, ARE Publishing,
ISBN: 0-86705-045-4

BOOKS THAT ARE REQUIRED READING IN DELET COURSES WILL BE INDICATED IN THE COURSE SYLLABI.

CHILD DEVELOPMENT

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.

Wood, Chip. *Yardsticks: Children in the Classroom Ages 4-14.*

Drawing on decades of educational experience and a wealth of research, *Yardsticks* invites every adult who teaches or cares for children to celebrate the incredible developmental journey that occurs from ages four through fourteen.

TEACHING AND LEARNING

Chen, Milton. *Education Nation.*

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.

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.

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.

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.

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

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;

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed Ability Classrooms.*

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.

Ritchhart, Ron., Church, Mark. Morrison, Karin. *Making Thinking Visible.*

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.

Smith, Rick. *Conscious Classroom Management.*

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.

Wagner, Tony. *Creating Innovators.*

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.

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.

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.

JEWISH LITERACY

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.

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.

Hoffman, Lawrence. *The Way into Jewish Prayer*.

(Jewish Lights, Vermont, 2000) Available on Amazon.com

Holtz, Barry. *Back to the Sources: Reading the Classic Jewish Texts*.

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.

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.

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.

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.

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

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.

CORE SUBJECTS

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.

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

Van de Walle, John A., Karen S. Karp and Jennifer M. Bay Williams. *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.

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