

# LOMDEI'S BLENDED & PERSONALIZED (BPL) PROFESSIONAL DEVELOPMENT & COACHING PROGRAM

## BLENDING & PERSONALIZED LEARNING IN THE LIMUDEI KODESH CLASSROOM

*Lomdei's Professional Development & Coaching Program's mission is to enhance Jewish education by training Limudei Kodesh teachers in the planning, implementation, and sustaining of practices in Blended and Personalized Learning. Lomdei seeks to maximize its impact in Limudei Kodesh by tailoring its courses and trainings to the specific needs and culture of a frum learning environment, without schools needing to compromise their Hashkafic positions.*

*If you would like to learn more about our course packages, how to access your Title dollars, or would like to speak to schools that have joined Lomdei's Professional Development and Coaching program, please contact Raphael Alter at [Ralph@lomdei.com](mailto:Ralph@lomdei.com) or visit [www.lomdei.com](http://www.lomdei.com).*

# LOMDEI'S CUSTOMIZED PD ADVANTAGE

## THE NEED FOR BLENDED AND PERSONALIZED LEARNING TAILORED FOR LIMUDEI KODESH

In recent years, the benefits of Blended and Personalized Learning have become clear to an ever-increasing number of educators and educational institutions across the spectrum. While there are many professional development companies that offer training in Blended and Personalized Learning, **very few of them are familiar with the specific needs and methods of *Limudei Kodesh* (Jewish studies)**. As a result, a *rebbe* or *morah* (Judaic teacher) who strives to develop knowledge and expertise in this new educational method is often left stranded as they struggle to apply this method without guidance or examples specifically geared to Torah study. Additionally, these professional development companies may not appreciate a yeshiva's specific religious values, such as the need to limit, or eliminate, the use of the internet or computer technology in general.

**Lomdei is here to fill that gap.**

### Class Activity


Username	Items Viewed	Quizzes Completed	Quiz Attempts	First Score	Last Score	High Score
SUMMARY	29.8	29.6 <small>Increases by 1 each time a Quiz is completed for the first time.</small>	54.6	73.9	92.2	93.0
Avraham Avraham	36	36	89	71.9	99.5	100.0
Avraham Avraham	36	36	106	62.1	95.9	97.5
Avraham Avraham	36	36	66	83.6	100.0	100.0
Avraham Avraham	0	0	0	0	0	0
Avraham Avraham	36	36	51	94.8	100.0	100.0
Avraham Avraham	36	36	53	71.8	100.0	100.0
Avraham Avraham	36	36	51	93.7	100.0	100.0
Avraham Avraham	36	36	62	91.2	96.9	100.0
Avraham Avraham	36	36	61	94.0	100.0	100.0
Avraham Avraham	20	20	41	58.4	95.0	100.0
Avraham Avraham	36	36	66	82.9	100.0	100.0
Avraham Avraham	34	31	31	72.9	72.9	72.9
Avraham Avraham	36	36	65	68.3	100.0	100.0
Avraham Avraham	3	3	5	0.0	0.0	0.0
Avraham Avraham	36	36	55	90.4	99.1	100.0
Avraham Avraham	36	36	118	49.4	91.9	96.9
Avraham Avraham	36	36	52	87.9	100.0	100.0
Avraham Avraham	28	27	46	77.0	99.8	100.0
Avraham Avraham	36	36	69	63.3	100.0	100.0


## BENEFITS OF LOMDEI'S PROFESSIONAL DEVELOPMENT & COACHING PROGRAM IN BLENDED AND PERSONALIZED LEARNING


Lomdei's background in, and familiarity with, *frum* learning environments makes it particularly equipped to introduce the methods of Blended and Personalized Learning to schools who teach *Limudei Kodesh* and who aim to impart the Torah's rich values and lifestyle. Lomdei's program is developed and implemented by teachers with many years' experience teaching a range of subjects in *Limudei Kodesh*, along with the training necessary to implement Blended and Personal-


ized Learning in the class. Our intimate **familiarity with *Limudei Kodesh*** allows us to provide specific, concrete, and complete **examples of lesson units** in all areas of *Limudei Kodesh*. Additionally, we are able to provide specific, concrete, and personal **support** to each *rebbe* and *morah* as they plan and implement their lessons using Blended and Personalized Learning. These **concrete examples** and **specific support** are often crucial to becoming comfortable and familiar with the goals and the implementation of new educational methods such as Personalized or Blended Learning. Furthermore, we are able to understand and identify with the many nuanced cultural and religious considerations of *frum* schools, and are more able to find solutions that fit these considerations and needs.


Featured Content


  
 משנה


  
 כתובים


  
 נביאים

  
 חומש


  
 פרשת השבוע


  
 ימים טובים


  
 ידיעות כלליות


  
 גמרא


פרשת שמות


  
 פרשת שמות  
translations


  
 פרשת שמות  
Answer בלשון הפסוק

  
 פרשת שמות  
Answer בלשון רשי

  
 פרשת שמות  
activities

  
 פרשת שמות  
list

  
 פרשת שמות  
מי-מה מתי

  
 פרשת שמות רשי  
Translations

# LOMDEI'S PROFESSIONAL DEVELOPMENT & COACHING IN ACTION

Lomdei's coaches and facilitators are Limudei Kodesh teachers themselves, who have been trained and coached in the methods of Blended and Personalized Learning. They have implemented Blended and Personalized Learning in their own classrooms through years of trial and error and reflection of best practices. They have then moved on to be facilitators, coaches, and mentors for other Limudei Kodesh teachers striving to do the same in their own classrooms. Schools will select a cohort of motivated teachers who will likely succeed in implementing Blended and Personalized Learning. Lomdei's professional development program includes group training sessions over the course of the school year as well as one-on-one coaching sessions along the way to ensure an optimal chance for success. Participants will walk away with the knowledge and know-how to begin to create a Blended and Personalized Learning (BPL) environment after the initial workshops at the start of the school year. Ongoing support through our personalized coaching program will ensure that all knowledge gained in the ongoing workshops is implemented in each classroom, in a consistent and strategic manner. Teachers will gain increased confidence in their practice and implementation of BPL.



## GROUP TRAINING

The group training sessions provide the cohort of selected teachers with the **knowledge and the ability to implement Blended and Personalized Learning in their classrooms.** Blended and Personalized Learning theories will be explored and modeled throughout the training sessions. Teachers will be able to walk away from the training sessions with **specific, and relevant techniques, tools, and examples of lessons and units** (that have been implemented in real *Limudei Kodesh* classrooms) that can be used immediately in their own classrooms. Additionally, all teachers in the cohort will be provided with ongoing support and guidance in planning lessons that are tailored specifically to the required grade level and subject area that they are teaching.



## ONE-ON-ONE COACHING SESSIONS

During our one-on-one coaching sessions, a coach meets with our trainees individually to support their ongoing implementation of Blended and Personalized Learning. During these sessions, the coach and *rebbe* or *morah* reviews successes and challenges they have had, discusses ways to improve and grow, and plans for future teaching units.

# 1

## WORKSHOP #1

### DEFINING BLENDED & PERSONALIZED LEARNING (4 HOURS)

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#### DRIVING QUESTIONS:

- *What is Blended & Personalized Learning?*
- *What can Blended & Personalized Learning look like in my Limudei Kodesh classroom?*

#### LEARNING OBJECTIVES:

- Participants will research various practices and key components of Blended & Personalized Learning and summarize findings.
- Participants will explore the various models of Blended & Personalized Learning with a focus on the Station Rotation Model for the Kodesh Classroom.

#### LEARNING OUTCOMES:

- Participants will define and understand the key components of a BPL in a Limudei Kodesh environment.
- Participants will describe what a BPL Kodesh classroom looks like.
- Participants will create an outline for a Station Rotation Model to be applied in their own Kodesh classrooms.

# 2

## WORKSHOP #2

### EXPLORING THE FOUR KEY COMPONENTS OF BLENDED & PERSONALIZED LEARNING (4 HOURS)

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#### DRIVING QUESTION:

- *Considering the Four Key Components of the BPL Classroom - Flexible Content & Tools, Targeted Instruction, Student Reflection & Ownership, and Data Driven Decisions - which strategies should be consistently implemented in my Kodesh classroom to ensure an optimal Blended & Personalized Learning environment?*

#### LEARNING OBJECTIVES:

- Participants will research each of the four components of BPL and summarize their findings.
- Participants will explore practical strategies for all four components of BPL to implement in their Kodesh classrooms.

#### LEARNING OUTCOMES:

- Participants will define and understand the 4 key components of BPL.
- Participants will apply their knowledge and create customized strategies for each of the four components to be implemented in their own Kodesh classrooms.

# 3 WORKSHOP #3

## BUILDING THE FOUNDATION FOR BLENDED & PERSONALIZED LEARNING IN THE CLASSROOM (2 HOURS)

### DRIVING QUESTION:

- *What procedures, tools, and management techniques will I implement in my Limudei Kodesh classroom to ensure a highly effective Blended and Personalized Learning environment?*

### LEARNING OBJECTIVES:

- Participants will research classroom management tools and behavioral systems for the Blended and Personalized Learning classroom and summarize their findings.
- Participants will brainstorm and create a behavioral plan to implement in their Limudei Kodesh classrooms to ensure that all components of their BPL environment can run effectively.

### LEARNING OUTCOMES:

- Participants will analyze the benefits and challenges of BPL in their classrooms.
- Participants will evaluate the research from BPL veterans to learn how to tackle the challenges happening in their classrooms.
- Participants will apply their knowledge and design a personalized and effective behavioral plan for their Kodesh classrooms.

# 4 COACHING

## REFLECTION & GROWTH IN THE IMPLEMENTATION OF BPL

**Basic Package:** Eight one-on-one half hour coaching sessions  
**Advanced Package:** Sixteen one-on-one half hour coaching sessions

### DRIVING QUESTIONS:

- *How will I continue to strengthen and improve the BPL environment in my Limudei Kodesh classroom to ensure increased student engagement, learning, and productivity?*
- *How will I begin to share my knowledge and coach other teachers at my school so that they can also begin to create a BPL environment in their own classrooms?*

### LEARNING OBJECTIVES:

- Participants will reflect upon and analyze their teaching practices and student outcomes with their coaches to improve upon the BPL environment.
- Participants and coaches will implement the following alliance building model to optimize the coaching experience: Observation, Model, Performance Feedback (This can take place remotely [Basic package] or in person [Advanced Package]).
- Participants will work with coaches to create a presentation at the end of the year to showcase one component of their Limudei Kodesh BPL classroom.

### LEARNING OUTCOMES:

- Participants will grow their practice to create an effective BPL Kodesh classroom as they meet monthly or bi-monthly with their coaches.
- Participants will showcase their growth and the highlights of their BPL Limudei Kodesh classroom with colleagues with the sharing of a presentation that was created with the guidance of the coach.

# BLENDED AND PERSONALIZED LEARNING AND ITS BENEFITS

## PERSONALIZED LEARNING AND ITS BENEFITS

Personalized Learning characterizes **educational methods that are optimized toward the students as individuals, rather than as a group**. It is designed to respond, to the greatest extent possible, to each student's learning needs and interests by encouraging students to be reflective about their learning and to take responsibility for their learning paths. Personalized Learning allows for feedback to be provided to both the teacher and student, via ongoing data collection, to further direct the student's learning and to personalize the teacher's instruction.

There are several significant **advantages** of Personalized Learning. Each student approaches their learning with unique strengths and weaknesses, interests and inclinations, and levels of motivation. Personalized Learning can be tailored to these differences to promote improved student learning.

Additionally, Personalized Learning is more engaging for students, who are more likely to feel appropriately challenged and are more likely to receive timely and specific feedback. Personalized Learning promotes active learning by requiring students to take an active role in their learning process. Active learning is itself more engaging to students and more effective in their growth. **Classroom management is often significantly easier when students are actively engaged in the learning process, which can make the job of the *rebbe* or *morah* easier and more enjoyable.**

Personalized Learning can create more opportunities for the *rebbe* or *morah* to meet with their students in small groups or in one-on-one settings. They can get to know their students better and develop **deeper, more meaningful relationships** with them.

Personalized Learning can be implemented **with or without the use of computer technology**. A *rebbe* or *morah* can design and implement "low-tech" personalized learning and data collection opportunities in their *Limudei Kodesh* classroom in a way that engages their students and promotes student growth.

## BLENDED LEARNING AND ITS BENEFITS

Personalized Learning is often facilitated by the implementation of computer technology in the classroom which can be "blended" with more traditional and lower-tech methods of learning ("Blended Learning"). Blended Learning often facilitates, augments, and enhances, student learning in several important ways.

Computer technology increases access to learning resources beyond what any one teacher can offer on their own. For example, a *rebbe* or *morah* can direct students to instructional videos, learning websites, platforms, and apps, that can enable **enrichment for advanced students, remediation for weaker students, and a deeper learning experience for all**. These resources can be generated or curated by the *rebbe* or *morah*, or by anyone else.

Blended Learning facilitates multiple modalities of learning, which is often more engaging and effective for students.

For example, students can use the computer's voice recorder to record themselves reading text. This allows more students to practice reading more text aloud, simultaneously, and even send the recordings easily to the teacher. Student engagement can also be promoted by high-interest activities such as a video or educational game.

Additionally, technology gives students the ability to create higher quality presentations, such as slideshows, drawings, cartoons, pictures, and videos. This often affords students the ability to be creative in ways that could not be accomplished without the use of computer technology. Students can display and share their creativity with a wider audience, such as the whole class (via the class' Smartboard or projector), or the parents or wider school community (via various computer sharing mechanisms).

Technology often facilitates a tighter "feedback-loop," which can be crucial for student success. For example, a student can practice a skill such as interpreting a Hebrew text and receive timely feedback on his work; he can then edit his work using the feedback he receives, and continue to get more feedback, until mastery is achieved. Attempting this process of multiple revisions is typically too difficult using paper.



# EXAMPLES OF BPL IN A LIMUDEI KODESH CLASSROOM

Below are several examples of Blended and Personalized Learning that have proven to be effective in a *Limudei Kodesh* classroom setting. In each of the following examples, the personalized

or “blended” nature of the activity facilitates advantages that could be attained only with great difficulty, if at all, in a more traditional classroom setting.

It’s worth noting that the first two examples can be implemented without any use of computer technology.

**1 Station Rotation Model:** *Students rotate through multiple stations that each offer a different learning activity. Some activities can be teacher-led, such as small-group instruction, or student-led, such as completing an assignment. Students can plan for, and follow, their progress on individual checklists. Teaching in small groups, the rebbe or morah can often give students more personalized attention than they would when teaching the entire class. While technology can be utilized in this model, the model can work well without it.*

**2 Chavrusa Reading:** *Students can sit in pairs to read and listen to each other. The listener can provide feedback to help his or her chavrusa improve. They can chart their progress on paper and include accountability measures such as listing words they found most challenging. This opportunity allows for peer reflection and personal reflection, encouraging students to be accountable for their growth and progress in learning.*

If a *rebbe* or *morah* decides to “blend” the use of computer technology, several additional options become available, as can be seen in the following examples.

**1 Kriah practice:** *Students can practice reading out loud by recording themselves on a device. They can submit these recordings easily, creating accountability, and the recordings can be reviewed by a teacher, who can send feedback and offer remediation if necessary.*

**2 Skill Building Formative or Summative Assessments:** *Students can utilize apps, such as the Lomdei app, to practice their knowledge of the translation or deeper meaning of the Hebrew Chumash text. Students receive instant feedback that engages and motivates them while helping them hone their skills. Teachers receive a report on the students’ progress that gets updated in real time.*

**3 Deeper knowledge of the text:** *Using the Lomdei app, students can answer questions by matching the questions with specific words and phrases from the pesukim.*

**4 Self-paced class:** *Students learning about tefillah can choose which tefillah to focus on; they can watch short videos to learn content about those tefillos; they can then answer questions based on that content and submit them easily, online; they can choose from a range of creative projects to work on.*

