

2015-16 Revised SOE Rubric

by Admin huc

Overview & Instructions

Overview & Instructions

The program-level skills of the Schools of Education MA programs are divided into the following categories:

1. Jewish Tradition in Contemporary Jewish Life
2. Educational Leadership
3. Communication

There are only two time-bound levels of learning in the rubric: Beginning (corresponding with the Year-in-Israel or the first year in a program) and Achieved (the level to which we hope all students achieve at the point of graduation). The rubric includes two middle levels of learning to account for different levels of growth, and an "Aspirational" level for those students who display a truly exceptional grasp of a program-level skill.

Please rate the same artifact for every student in your course. Artifacts can include, but are not limited to:

- Research projects
- Final papers
- Presentations
- Group discussions
- Oral presentations

For any questions, don't hesitate to contact Bobby Covitz at rcovitz@huc.edu

2015-16 Revised SOE Rubric

Rubric

	Beginning (1.000 pt)	Developing (2.000 pts)	Intermediate (3.000 pts)	Achieved (4.000 pts)	Aspirational (5.000 pts)
Jewish Tradition in Contemporary Jewish Life: Navigating Primary & Secondary Jewish	Repertoire of textual knowledge is limited to familiar and frequently used short texts from biblical and	Demonstrates some facility in locating texts, commentaries, and historical resources through print and on-line	Demonstrates facility in locating texts, commentaries, and historical resources through print and on-line	Can locate, translate and interpret Jewish sources through the identification and use of both primary and	Can locate, translate and interpret a rich range Jewish sources with confidence through the identification

Sources (1.000, 7%)	well-known rabbinic sources (such as Pirkei Avot).	resources in English.	resources in English and Hebrew.	secondary sources.	and use of both primary and secondary sources.
Jewish Tradition in Contemporary Jewish Life: Interpretation and Application of Classical Sources to Contemporary Contexts (1.000, 7%)	Cites a limited number of texts and sources with minimal or no knowledge of context and varying interpretations. Relies on others to make classic sources relevant to contemporary realities.	Can make basic connections between text study and contemporary issues.	Can draw upon classical texts and contemporary sources to demonstrate how text study can be applied to contemporary issues.	Can interpret and apply a range of sources from classic to contemporary for current realities, reading both into (eisegesis) and out of (exegesis) the text.	Routinely exhibits deep expertise in interpreting and applying a rich array of classic and contemporary sources for current realities.
Jewish Tradition in Contemporary Jewish Life: Embodies Jewish Life in Personal Commitments & Actions (1.000, 7%)	Minimally engaged in Jewish life outside of professional responsibilities.	Experiments with a variety of Jewish and religious stances, beliefs and practices, often as a result of, and in interaction with, expanding exposure to stances of others.	Articulates and enacts informed commitments to core values and ideas that are at the heart of Judaism and Jewish life.	Navigates the tensions of contemporary North American Jewish life. Wrestles with and works to resolve personal-professional conflicts of Jewish practice with Jewish depth and creativity.	Routinely refers to a well-thought through, integrated vision for Jewish life and embodies this vision in both personal practice and in educational exchanges with learners and with peers.
Jewish Tradition in Contemporary Jewish Life: Vision for Jewish Life (1.000, 7%)	Vision for Jewish life is based unreflectively on family upbringing. Unable to fully articulate core values and ideas at the heart of Judaism and Jewish life that might inform a vision. Lacks any connection to Jewish writings or thinking.	Demonstrates beginning capacity to translate core values and ideas at the heart of Jewish life into a rudimentary vision using a limited and recurring number of Jewish writings (such as Pirkei Avot).	Able to describe a vision for Jewish life that embodies informed commitments to core values and ideas that are at the heart of Judaism and Jewish life and based on interaction with a growing range of contemporary and ancient Jewish sources.	Can articulate a well thought-through, integrated vision for Jewish life, including questions of Jewish practice and belief, and commitment to the Jewish people and the State of Israel. Can draw upon a growing body of traditional and modern Jewish religious thought and texts in doing this.	Vision includes a broad range of elements of Jewish life and incorporates a similar range of ancient and contemporary Jewish writings.
Educational Leadership: Curriculum	Creates somewhat random learning	Creates competent and complete lesson	Can design and implement coherent,	Can apply all design tools in fully aligned,	Can create new models of teaching, and

<p>Design & Teaching Practice (1.000, 7%)</p>	<p>experiences not grounded in rationales, enduring understandings, or objectives. Activity oriented planning rather than goal oriented. Has a general idea of the subject. Minimal planning time, defaults to limited range of modalities (e.g. discussions and role-playing only). Does not yet think in terms of assessment.</p>	<p>plans that follow a template. Writes behavioral objectives sometimes, but not consistently. Objectives and core concepts, and assessments are not fully aligned with the activities. Invokes several models of teaching. Can plan for basic classroom management strategies effectively.</p>	<p>creative, content-rich lesson plans, but not yet for multi-unit learning (with rationales and enduring understandings) . Writes clear, measurable and observable objectives consistently and aligned with larger design vision. Uses a variety of teaching techniques and models that fit with the learning goals.</p>	<p>developmentally appropriate, realistically timed learning experiences that invoke varied teaching models and learning modalities for lessons and also across units. His/her lesson plans can be used with ease by others. Creates authentic assessments that capture the imagination and investment of learners. Studies primary and secondary sources extensively to ground content knowledge. Can select from a range of teaching and curricular theories which best suit the needs at hand.</p>	<p>articulate those models so others can replicate them. Engages in extended in-depth research to ground content knowledge. Invited by others to consult on curriculum design and revision and/or offer classroom management workshops. Master teacher worthy of portraiture.</p>
<p>Educational Leadership: Supervision (Teacher Education) (1.000, 7%)</p>	<p>Identifies with perspective of a teacher; takes first leaps to imagine oneself in role of supervisor (teacher of teachers).</p>	<p>Able to shift to supervisory role in theory and can describe and analyze the key components of supervision - observation, fostering teacher growth, and teacher evaluation - on paper.</p>	<p>Can help one or a few specific kinds of teachers to grow and improve student learning using a few favored and comfortable models/styles.</p>	<p>Can supervise educators at any level in differentiated ways, using disciplined combinations of supervisory models, as part of larger creation of a professional learning community.</p>	<p>Engages in grounded experimental practice and shares insights with colleagues at conferences or informally. Supervises supervisors.</p>
<p>Educational Leadership: Reading Educational Cultures as a Change Agent (1.000, 7%)</p>	<p>Compares new educational settings to those in which that s/he grew up. Artifacts that distinguish that culture as</p>	<p>Can describe various frames for reading cultures and analyze how others have applied them successfully</p>	<p>Identifies some relevant artifacts independently and can interpret their meanings relative to that</p>	<p>Can interpret and assess the areas for change in an education culture through the artifacts it produces and</p>	<p>Consciously and deliberately designs artifacts to shape a culture that become embedded in the organic life</p>

	unique are invisible (blend in with what s/he accepts as the status quo).	and unsuccessfully (in case studies). When provided with a list of key artifact types to look for, s/he can spot and analyze them in case studies and in practical settings.	culture. Uses multiple frames to determine key traits and patterns of an educational culture.	the use of multiple frames.	of its community.
Educational Leadership: Connoisseurship of Jewish Educational Excellence (as informed by the social sciences, philosophy, and other relevant research) (1.000, 7%)	Defaults to personal experiences for criteria for excellence, either seeking to replicate highlights or counter negative experiences.	Able to reject or affirm worth of what s/he has personally experienced based on careful reading of instructor selected scholarship.	Develops own set of criteria for what constitutes excellent Jewish education and educators from research in the field. Engages in critical selections of an array of scholarly conceptions of excellence to reflect one's own priorities and values.	Well-versed in existing scholarship and keeps current with new research to devise one's own unique iteration of excellence. Reflects on that knowledge collaboratively with colleagues to sharpen stable but also ever-emerging categories and measures for excellence in Jewish education.	Engages in action research to develop new categories and measures for excellence in Jewish education.
Educational Leadership: Organizational Growth & Change (1.000, 7%)	Focuses on leaders more than on leadership as an activity and body of behaviors. Views change as a linear process. Struggles to identify opportunities for change and to articulate potential areas of growth within a given organization. Views change as linear process and leadership of	Growing body of knowledge about change theories and ability to apply them to case studies of change. Now able to view change as dynamic process rather than unidirectional and consider roles of multiple stakeholders. Demonstrates growing capacity to see possibilities for organizational growth and	Identifies two or more insights into one's leadership self that affect his/her own leadership style. Able to articulate how adaptive leadership nuances static or charismatic notions of leadership. Readily able to apply change theories to cases that arise in practice. Demonstrates the ability to see possibilities for	Able to articulate and reflect upon the productive tension between maintaining institutional stability and of generating positive innovations and change. Is not fazed by the risk of potential failure seeing it as part of the change process. Views one's leadership as maintaining a productive tension between	Can build a culture where risk taking is normative practice. Reads current leadership literature. Reflective practice is consciously embedded in his/her leadership stance. Knows precisely what s/he needs from mentors and others and seeks those people out. Mentors others. Guides

	change as one of direction, without understanding of the dynamics of change processes and the roles of multiple stakeholders.	change in a given organization. Not yet able to develop a strategy for accomplishing change or to identify and community strategy to others.	organizational growth and change contextualized by an understanding of the potential risks involved in any change or change process.	maintaining institutional stability and of generating positive innovations and change.	successful change processes and educates other members of the institution about change. Shares knowledge of effective leadership with colleagues.
Educational Leadership: Articulating & Implementing Shared Vision (1.000, 7%)	Speaks autobiographically about Jewish education and its purposes, informed mostly by emotions. Description of purpose does not rise to the level of vision.	Displays rudimentary grasp of the potential role of a vision of Jewish education in decision-making, is able to point to compelling visions articulated by others and express a reasoned preference for a particular vision. Describes implementation of vision through individual programmatic, not systemic, change.	Using multiple sources, frames a vision for Jewish education that relies on those sources but is further developed using the student's own understanding of the context. Shares that vision with others seeking input and ideas for implementation. Describes leadership as an activity with behaviors that emerge from a variety of individuals in a group or organization. Articulates how one's leadership behaviors in group settings and how one's core leadership vision need to be integrated with the values and visions of others. Is able to receive feedback about her/his leadership.	Articulates a vision for community that includes collaboration with others while remaining grounded in one's own personal visionary stance as a leader, and to demonstrate a growing ability to realize that vision. Recognizes and creates shared leadership models for an organization. Has clear vision for leadership. Is able to receive feedback about one's leadership, as well as offer feedback to others in ways they can hear it.	Uses deep knowledge of self in one's leadership, as expressed in the vision even as the vision is negotiated with others. Combines passion with scholarship to produce bold, well-reasoned, and compelling visions for Jewish education. Is able to share potential visions with others and engage a community in a sophisticated visioning process that includes a strategy for actualizing the vision.
Communication Written	Writing style is disorganized and difficult to	Able to formulate a thesis, but tends	Writing style is fluid, with a variety in	Substance of written work is lucid, coherent,	Communication includes an elegance of

Communication (1.000, 7%)	follow with grammatical inconsistencies and extensive use of passive voice.	to present arguments that are more or less self-evident. Is able to compare main ideas from different sources and is basic analysis and synthesis of information.	sentence structure and word choice, is in active voice, proofread, and grammatically correct; Can identify main idea in an argument and evaluate it, and compare to other positions.	contains a thesis or argument grounded in textual proof or other evidence and, as appropriate, demonstrates originality of thought.	style: fluidity and variety in sentence structure; keen word choices, a use of language that demonstrates a sense of eloquence or artistry; originality of insight that is buttressed with textual proof or other evidence; effective openings and closings indicating an awareness of their effect on readers/listeners; a convincing, insightful and innovative thesis or argument that is presented coherently.
Communication Oral Communication (1.000, 7%)	Listeners struggle to understand thrust of the idea, requiring multiple clarifications. Presentations are difficult to follow with no clear central idea.	Can orally communicate basic ideas but has difficulty supporting one's point of view. Presentations follow a basic outline.	Oral communication is coherent and ideas are well-developed and conveyed. Uses technology as a support mechanism but might be over-reliant on it.	Able to adapt oral communication tools including technology in a manner that is appropriate for the setting and audience. Demonstrates enthusiasm and draws in the listeners.	Use verbal and non-verbal language to convey succinct, memorable, clear ideas; captivates large and small groups with differentiated speaking techniques.
Communication Communication Using Social Media (1.000, 7%)	Does not communicate via social media.	Acknowledges the value of communication via social media but does not take advantage of it.	Uses one or two social media vehicles. Messages and posts are relevant and well-written.	Displays facility with social media and current forms of technology and is able to use them to connect and communicate with a range of audiences using platform appropriately.	Provides leadership in how social media can be most effectively deployed, distinguishing between audiences and appropriate applications and platforms. Suggests new potential social media

					platforms. Composes and broadcasts posts that are crisp, clear and appropriate for the given platform.
--	--	--	--	--	--



Created with LiveText - livetext.com