**Goals for Instructional Leaders**

**Guiding and Developing Judaic Studies Curricula**

* Guides curricular decisions from an articulated vision of teaching and learning of TaNaKH and/or Rabbinics
* Explains the rationale for using a standards-based approach for developing Judaic Studies curricula
* Instructs faculty on each element of the standards-based curriculum design
* Guides and teaches faculty how to create learning activities and performance assessments aligned with the department’s vision and mission for teaching subject matter
* Develops standards-based curriculum and units
* Guides faculty developing lesson plans and strategies
* Leads faculty in selecting content and texts aligned with priority standards
* Applies a standards-based approach with existing curriculum such as Tal Am and MaToK
* Works towards developing a coherent scope and sequence
* Develops a strategic plan for on-going sustained in-school professional development
* Develops timetables for applying standards-based units
* Reviews curriculum regularly to ensure alignment with current school priorities
* Communicates and publicizes work and progress with appropriate stakeholders

 **Coaching and Mentoring Judaic Studies Faculty**

* Builds trusting relationships with faculty
* Shares vision for teaching and learning
* Observes each faculty member frequently and regularly
* Provides effective feedback and listens thoughtfully
* Uses language to support teacher learning and collaboration
* Recognizes individual faculty learning in adopting new developments for instruction and learning
* Encourages teacher growth and learning
* Plans for and conducts coaching conversations
* Facilitates faculty reflection on their pedagogic goals

**Creating Collaborative Faculty Learning Communities**

* Creates a calendar of meetings for teams
* Plans and facilitates instructionally focused faculty meetings
* Designs and guides faculty text study on selected texts for units
* Analyzes data with faculty to inform instruction and curriculum design
* Facilitates “looking at student work” and other protocols with faculty
* Fosters the collaborative development of lesson plans and performance assessments
* Develops with faculty a coherent curriculum with a well defined scope and sequence