**SELF-ASSESSMENT FOR JUDAIC STUDIES LEADERS**

**STANDARDS AND BENCHMARKS INSTRUCTIONAL LEADERSHIP INSTITUTE**

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|  | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** |
| **Core area: the writing of standards-based units** | *I can guide/ facilitate/ lead*  *a discussion or exercise about or on this topic* | *I can lead a discussion about this topic but need some support to do so* | *I can apply this subject to my own curricular units* | *I understand this subject* | *I do not yet fully understand this subject* |
| The goals of the Standards and Benchmarks Project for our school |  |  |  |  |  |
| The rationale for assessment-driven curriculum and instruction |  |  |  |  |  |
| Generic Unwrapping |  |  |  |  |  |
| Text-specific unwrapping |  |  |  |  |  |
| Big Ideas |  |  |  |  |  |
| Essential Questions |  |  |  |  |  |
| Performance Assessments |  |  |  |  |  |
| Scoring Guides |  |  |  |  |  |
| Alignment |  |  |  |  |  |
| Pacing (calendaring a unit) |  |  |  |  |  |
| Lesson-planning |  |  |  |  |  |

Please use the space below for comments and reflections:

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|  | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** |
| **Core area: Collaborative Culture** | *Weekly* | *Biweekly* | *Once a month approx* | *Once or twice per semester* | *Never* |
| Hold regular faculty meetings in grade levels |  |  |  |  |  |
| Hold regular faculty meetings between different grade levels |  |  |  |  |  |
| Set up physical space in conducive ways |  |  |  |  |  |
| Use protocols to facilitate discussions |  |  |  |  |  |
| Create and follow agenda |  |  |  |  |  |
| Conducts text study in faculty meetings |  |  |  |  |  |
| Meetings are instructionally focused (not administrative) |  |  |  |  |  |
| Teachers communicate with each other in positive ways |  |  |  |  |  |
| Teachers share and help each other in their instructional goals |  |  |  |  |  |
| Conduct discussions so that teachers share airtime |  |  |  |  |  |
| Delegate and share leadership with teacher leaders |  |  |  |  |  |
| Teachers seek opportunities to collaborate outside of formal meeting times |  |  |  |  |  |
| Individual teachers feel that the group is a safe space |  |  |  |  |  |
| Individual teachers feel that the meeting time is useful |  |  |  |  |  |

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|  | ***1*** | ***2*** | ***3*** | ***4*** |  | ***A*** | ***B*** | ***C*** | ***D*** |  | **א** | **ב** | **ג** | **ד** |
| **Core area: Coaching and Mentoring** | *With all of my teachers* | *With many of my teachers* | *With one or two of my teachers* | *With none of my teachers* |  | *On a weekly basis* | *On a monthly basis* | *Once or twice a semester* | *Never* |  | *I do this effectively and independently* | *I do this well but need support* | *I can only do this when supported closely* | *I struggle to do this at all* |
| Meet with individual teachers on their work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Walk through classrooms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Develops trust |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of mediational language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of clarifying language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of probing language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Offer constructive feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provides timely written feedback to teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conversations with teachers are focused on student learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Active listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Helps teachers set instructional goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Monitors progress towards those goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gives honest bad news when appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Holds teachers to stated commitments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | ***1*** | ***2*** | ***3*** |
| **Core area: Scope and Sequence** | *Embedded in the school’s culture and practice* | *Working at it and making progress* | *Beginning the process* |
| Develops timetables for writing and teaching standards-based units |  |  |  |
| Develops a coherent curriculum at each grade level together with faculty and other stakeholders |  |  |  |
| Develops a coherent curriculum across grade levels together with faculty and other stakeholders |  |  |  |
| Curriculum planning is an ongoing, long-term process |  |  |  |
| Scope and sequence are regularly reviewed |  |  |  |
| Future steps are planned and scheduled |  |  |  |
| Aligns curriculum with selected standards and benchmarks |  |  |  |
| Monitors particular benchmarks, big ideas, and/or EQs through multiple grades |  |  |  |
| Curriculum is documented and shared with a variety of stakeholders |  |  |  |

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