Rabbinical Praxosystem from Interviews of HUC-JIR Faculty 2009-2013.

Dimension	Beginning	Exploring	Sustaining	Inspiring
Interpret Texts	Literal (Beginning) - Read at face value.	Preconceived (Exploring) - Seek data fitting their preconceptions.	Purposeful analysis (Sustaining) - Read for inspiration and identify important ideas.	Combining frames (Inspiring) - Combine lenses, connect texts, expand boundaries, reframe, and apply to new contexts.
Understand Contexts	Decontextualized (Beginning) - Disconnected from knowledge of the past.	Influential surroundings (Exploring) - Read and describe influential surroundings in space and time, ± a few centuries.	Cultural climate (Sustaining) - Describe the writer's culture including time, place, community, ideology, economic situation, liturgy, and use of Jewish texts.	Intertwined histories (Inspiring) - Connect multiple concepts through the ages simultaneously. Optional Comments on Understand Contexts
Use Hebrew Language	Phonological (Beginning) - Know alphabet and try to sound out words.	Dependent (Exploring) - Understand simple written and spoken texts relying on inter-language dictionaries, Sustaining guides and translations.	Comprehending (Sustaining) - Read, comprehend, and translate simple unvocalized texts with limited use of lexical aids.	Multilingual (Inspiring) - Sight read multiple forms of ancient and modern Hebrew without multilingual aids.
Apply Theology	Self-referent (Beginning) - Ask, "What does this text mean for my life?"	Categorical (Exploring) - Use categories of Jewish belief to offer rationales beyond preferences.	Disciplinary (Sustaining) - Ask and respond to enduring theological questions.	Evolving coherence (Inspiring) - Engage philosophy and theology to form coherent and evolving personal beliefs.
Discourse	Artificial (Beginning) - Impersonate someone without differentiating acting from preaching or communication from performance.	Fluent (Exploring) - Talk in own words, fluently enough to not disrupt understanding.	Polished (Sustaining) - Produce polished speaking appropriate to settings and audiences using method acting, breath management, tension release, body centering, and vocal diversity.	Connecting (Inspiring) - Authentically represent self to touch, connect to, and teach people. Optional Comments on Discourse.
Write	Muddled (Beginning) - Regurgitate facts and platitudes with grammar and spelling errors, disorganized construction, muddled arguments and lacking effective illustrations or emotional spurring.	Conventional (Exploring) - Acknowledge contradictory sources and evidence and spur emotions, but write conventionally using chronologies, heuristics, topic sentences and undeveloped arguments.	Coherent (Sustaining) - Write concisely and coherently with multiple perspectives and themes, using research, logical development, and critical discussion.	Generative (Inspiring) - Use interdisciplinary research, unstructured evidence and contrasting emotions to generate innovative, replicable, Jewish knowledge.
Critique	Summarize (Beginning) - Summarize text and identify questions it is trying to solve.	Ask questions (Exploring) - Answer who would be interested in a topic, what it teaches, and what habits might produce resistance to it.	Apply methods (Sustaining) - Apply and describe the history of methodologies for comparing passages and resolving contradictions.	Engage developmentally (Inspiring) - Adjust messages to audiences; consider Jewish identity concerns; and engage all developmental levels with an author.

Dimension	Beginning	Exploring	Sustaining	Inspiring
Use Sources	Secondary (Beginning) - Read only n translation. Overgeneralize or repeat details without seeing the differences.	Supported primary (Exploring) - Read with supporting translations, dictionaries, on-line databases.	Interdisciplinary (Sustaining) - Use multiple interdisciplinary sources found independently.	Method combining (Inspiring) - See a topic's relevance, frame it, and find the requisite sources. Apply critical analysis, primary source comparison and multidisciplinary approaches.
Organize	Join (Beginning) - Try to join a community.	Conceptualize (Exploring) - Identify key concepts of institutional systems, processes, organizational behavior.	Effect change (Sustaining) - Effect change using leadership, vision and organizational best practices.	Build community (Inspiring) - Gradually impart to congregations a vision of building community by drawing people into meaningful Jewish life.
Cultivate Jewish Identity	Parochial (Beginning) - Accept those like them. Uncomfortable with people changing in ways that challenge themselves.	Presupposing (Exploring) - Recognize others' humanity but try to make them more like themselves.	Facilitating (Sustaining) - Listen attentively to others' spiritual, emotional, and intellectual needs. Stitch together Jewish social relations.	Regenerating (Inspiring) - Contribute to others' transformations with empathy, authenticity and sensitivity to group and community dynamics.
Serve Reform Judaism & Klal Yisrael	Hesitant (Beginning) - Hesitate to act. Instead, hear lectures or explanations of sites and later discuss the experience with peers.	Identified (Exploring) - Demonstrate strong ties and personal identification with Reform Jewish life.	Persuasive (Sustaining) - Articulate their personal relationship with Reform Judaism, its institutions, and its Jewish imperatives of social responsibility.	Constructive (Inspiring) - Commit to Reform Judaism, its ideals, community, and family needs, aspirations, and challenges, while personally connecting with klal Yisrael.
Teach and Counsel	Plan events (Beginning) - Confuse anecdote teaching with text-based knowledge. Tie planning to a gimmick or exercise.	Conceive learners (Exploring) - Distinguish self from other learners using educational and counseling concepts, like constructivism, Bloom's taxonomy, differentiated instruction, loss and recovery, systems theory, and personality theory.	Plan understandings (Sustaining) - Plan lessons including enduring understandings; appropriate experiences for ages, styles, and contexts; and management of strategies.	Create transformative environments (Inspiring) - Connect educational models and concepts to create rich learning environments and plan care while monitoring engagement, learning and transformation.

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