

# Reform Rabbinical Rubrics

	Beginning	Exploring	Sustaining	Inspiring
<b>CARE</b>				
<b>Teach and Counsel</b>	<i>Plan events</i>	<i>Conceive learners</i>	<i>Plan understandings</i>	<i>Create transformative environments</i>
	Confuse anecdote teaching with text-based knowledge. Tie planning to a gimmick or exercise.	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 lessons including enduring understandings; appropriate experiences for ages, styles, and contexts; and management of strategies.	Connect educational models and concepts to create rich learning environments and plan care while monitoring engagement, learning and transformation.
<b>Gender &amp; sexuality</b>	<i>Insular</i>	<i>Tolerant</i>	<i>Understanding</i>	<i>Proactive</i>
	Avoid people with different sexual orientations than themselves. Assert that tradition demands no other interpretation than anatomy and the power it enables.	Have varied types of social contact with people having different gender and sexual orientations from themselves. Consider their condition determined. Try to simplify everyone to the most common anatomy.	Understand multidimensional development to learn what life is really like for people who are unlike themselves, whether in gender, sexuality, disability (including deafness), or emotional stability. Celebrate diversity. Seek benefit for all humans in interactions.	Create new ways to transform deterministic thinking and acting, including ways that change Jewish traditions to serve all members better.
<b>Life cycle events</b>	<i>Standards-based</i>	<i>Acknowledging</i>	<i>Connecting</i>	<i>Commemorating</i>
	Relies on siddurs. Has no other context.	Get to know congregants, family, needs, relationship to other family member and to Judaism.	Know and hear about highs and lows in everyone's lives, even if they are not frequent attendees. Likely to call individuals who rarely come in order to keep in touch.	Helps to create, or creates new liturgy for life-cycle events, e.g. engagement; graduations; moving to a new home; starting a new job; suffering a still birth or miscarriage; changing gender; making Aliyah to Israel; beginning of menstruation, menopause; or any other milestones not covered by traditional liturgy.
<b>COMMUNICATE</b>				
<b>Discourse</b>	<i>Artificial</i>	<i>Fluent</i>	<i>Polished</i>	<i>Connecting</i>
	Impersonate someone without differentiating acting from preaching or communication from performance.	Talk in own words, fluently enough to not disrupt understanding.	Produce polished speaking appropriate to settings and audiences using method acting, breath management, tension release, body centering, and vocal diversity.	Authentically represent self to touch, connect to, and teach people. Optional Comments on Discourse.
<b>Write</b>	<i>Muddled</i>	<i>Conventional</i>	<i>Coherent</i>	<i>Generative</i>
	Regurgitate facts and platitudes with grammar and spelling errors, disorganized construction, muddled arguments and lacking effective illustrations or emotional spurring.	Acknowledge contradictory sources and evidence and spur emotions, but write conventionally using chronologies, heuristics, topic sentences and undeveloped arguments.	Write concisely and coherently with multiple perspectives and themes, using research, logical development, and critical discussion.	Use interdisciplinary research, unstructured evidence, and contrasting emotions to generate innovative, replicable, Jewish knowledge.
<b>Use Hebrew Language</b>	<i>Phonological</i>	<i>Dependent</i>	<i>Comprehending</i>	<i>Multilingual</i>
	Know alphabet and try to sound out words.	Understand simple written and spoken texts relying on inter-language dictionaries, Sustaining guides and translations.	Read, comprehend, and translate simple unvocalized texts with limited use of lexical aids.	Sight read multiple forms of ancient and modern Hebrew without multilingual aids.

	Beginning	Exploring	Sustaining	Inspiring
<b>EDUCATE</b>				
Interpret Texts	<i>Literal</i>	<i>Preconceived</i>	<i>Purposeful analysis</i>	<i>Combining frames</i>
	Read at face value.	Seek data fitting their preconceptions.	Read for inspiration and identify important ideas.	Combine lenses, connect texts, expand boundaries, reframe, and apply to new contexts.
Understand Contexts	<i>Decontextualized</i>	<i>Influential surroundings</i>	<i>Cultural climate</i>	<i>Intertwined histories</i>
	Disconnected from knowledge of the past.	Read and describe influential surroundings in space and time, ± a few centuries.	Describe the writer's culture including time, place, community, ideology, economic situation, liturgy, and use of Jewish texts.	Connect multiple concepts through the ages simultaneously.
Critique	<i>Summarize</i>	<i>Ask questions</i>	<i>Apply methods</i>	<i>Engage developmentally</i>
	Summarize text and identify questions it is trying to solve.	Answer who would be interested in a topic, what it teaches, and what habits might produce resistance to it.	Apply and describe the history of methodologies for comparing passages and resolving contradictions.	Adjust messages to audiences; consider Jewish identity concerns; and engage all developmental levels with an author.
Use Sources	<i>Secondary</i>	<i>Supported primary</i>	<i>Interdisciplinary</i>	<i>Method combining</i>
	Read only in translation. Overgeneralize or repeat details without seeing the differences.	Read with supporting translations, dictionaries, on-line databases.	Use multiple interdisciplinary sources found independently.	See a topic's relevance, frame it, and find the requisite sources. Apply critical analysis, primary source comparison and multidisciplinary approaches.
Apply Theology	<i>Self-referent</i>	<i>Categorical</i>	<i>Disciplinary</i>	<i>Evolving coherence</i>
	Ask, "What does this text mean for my life?"	Use categories of Jewish belief to offer rationales beyond preferences.	Ask and respond to enduring theological questions.	Engage philosophy and theology to form coherent and evolving personal beliefs.
<b>BUILD ORGANIZATION</b>				
Organize	<i>Join</i>	<i>Conceptualize</i>	<i>Effect change</i>	<i>Build community</i>
	Try to join a community.	Identify key concepts of institutional systems, processes, organizational behavior.	Effect change using leadership, vision and organizational best practices.	Gradually impart to congregations a vision of building community by drawing people into meaningful Jewish life.
Cultivate Jewish Identity	<i>Parochial</i>	<i>Presupposing</i>	<i>Facilitating</i>	<i>Regenerating</i>
	Accept those like them. Uncomfortable with people changing in ways that challenge themselves.	Recognize others' humanity but try to make them more like themselves.	Listen attentively to others' spiritual, emotional, and intellectual needs. Stitch together Jewish social relations.	Contribute to others' transformations with empathy, authenticity and sensitivity to group and community dynamics.
Committees and board	<i>Assertive</i>	<i>Partnering</i>	<i>Representing</i>	<i>Collaborating</i>
	Come in with their own agenda and expectations so are very dominating and assertive.	Know the individuals, their families and friends. See them as partners working on the same team.	Shows a knowledge and interest in what the congregation would expect relating to any decision. Sequential interview with separate groups and asks as well as answers questions.	Shares programming with other Jewish congregations. Project for immigrants. ESL. Job assistance. Holocaust education. Supporting federation.
Serve Reform Judaism & Klal Yisrael	<i>Hesitant</i>	<i>Identified</i>	<i>Persuasive</i>	<i>Constructive</i>
	Hesitate to act. Instead, hear lectures or explanations of sites and later discuss the experience with peers.	Demonstrate strong ties and personal identification with Reform Jewish life.	Articulate their personal relationship with Reform Judaism, its institutions, and its Jewish imperatives of social responsibility.	Commit to Reform Judaism, its ideals, community, and family needs, aspirations, and challenges, while personally connecting with klal Yisrael.