

ARJE ACCREDITATION PACKET

Revised 2015

ATTACHMENTS:

Application Form

Flow Chart

Accreditation Goals

Step 1: Administrative Checklist

Step 2: Portfolio

ARJE Accreditation Application Form

Please complete those questions in this form which specifically apply. If there is insufficient space to respond to any particular section, please use a separate sheet of paper to complete your reply and attach to this application. Return this entire form to:

**MS. MARLENE MYERSON, M.Ed., RJE
CO-CHAIR, ARJE ACCREDITATION COMMITTEE
37 BANFF ROAD
TORONTO, ONTARIO, CANADA M4S 2V6
Home (416) 484-0014 Fax (416) 482-5177
Email- mmyerson@rogers.com**

Institution _____

Address _____

City, State, Zip _____

Telephone () _____ Fax () _____

Type(s) of Educational Programs in your institution (check all that apply):

____ Early Childhood Education ____ Day School ____ Adult

____ Supplementary Religious Education ____ Camp

Other (specify) _____

Which of these programs are you seeking to accredit?

ARJE
Educator(s) _____

Accreditation Committee
Chairperson(s) _____

Education Committee
Chairperson(s) _____

Institution
President _____

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Please list all other full-time (or primary) professional staff with their titles (i.e. Rabbi, Cantor, and Administrator) and when they started at your congregation:

1. _____
2. _____
3. _____
4. _____
5. _____

Please list all full or part-time administrative or supervisory educational staff, their titles and their areas of supervision:

1. _____
2. _____
3. _____
4. _____

Please answer the following questions in terms of the program(s) you wish to accredit:

Number of families served by your institution _____

Number of students served by your educational program(s) _____

Size of Jewish community in your area _____

Number of teachers _____ Number of youth advisors _____

Number of classrooms _____

Does your educational program utilize multiple sites? _____

How many? _____

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1. Describe the structure of your religious education program (i.e. grades/ages of students, days they meet, hours, location, etc.)

2. What is the approximate amount of your religious education budget, including the Educator's salary and educational staff salaries \$_____

3. What are the responsibilities of your education committee (or equivalent)?

4. What resources does your institution have access to in your congregation or community?

- Central Agency**
- Teacher Resource Center**
- Educators' Council**
- Jewish Family Services**
- Community Teacher Training**
- Jewish College or Jewish Studies Department at local university**
- Local Jewish day school(s)**
- Jewish Day or overnight camps**
- Jewish or Holocaust Museum(s)**
- Other (specify)_____**

5. When examining your program, of what are you most proud?

6. What needs the most improvement?

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Through the Association for Reform Jewish Educators (ARJE), our institution is committing to a self-evaluation study of our religious education program(s) involving synagogue professionals and/or other Jewish professionals, teachers, education committee members, parents and students.

Upon completion of our written study, we would like to apply for Accreditation by the Association of Reform Jewish Educators. This will involve bringing in two (2) ARJE Educators as a visiting team to observe the education program and to meet with staff, institution leaders, parents, and students over a period of approximately two to three days.

We understand that the cost to the institution is \$1500, which includes transportation, meals and lodging of the ARJE visiting team.

Signatures:

ARJE Educator(s) _____

Date _____

Clergy _____

Date _____

Education Committee Chair(s) _____

Date _____

Accreditation Committee Chair(s) _____

Date _____

ARJE ACCREDITATION FLOW CHART

Receive and review packet

Establish process and committee to accomplish ARJE Accreditation requirements.

- **Complete application and mail a copy to Co-Chair of ARJE Accreditation.**
- **Mail a copy of the application and the Accreditation fee of \$1,500 (or \$750, with additional \$750 to be paid prior to Site Visit) to the ARJE Office at 633 Third Avenue, New York, NY 10017-6778.**

Upon receipt of your application, you will be contacted by the ARJE Accreditation Co-Chair who will introduce you to your ARJE Accreditation Mentor. Your Mentor will provide support throughout the ARJE Accreditation process.

STEP # 1

Administrative Checklist

Gather the information and materials together for the Administrative Checklist. Complete and submit the ARJE Administrative Checklist to the Mentor to whom you have been assigned.

ARJE Accreditation Mentor and Co-Chairs review results of Administrative Checklist. The Educator is informed of materials that are missing or require clarification. Once those are received, approval is given to begin the next step: The Accreditation Portfolio.

STEP #2

The Accreditation Portfolio

Organize the required materials into separate sections in a binder.

Think creatively. Some sections may lend themselves to being submitted in audio/visual or electronic formats.

Submit to your Mentor. The ARJE Co-Chairs and your Mentor review results of the Accreditation Portfolio. The Educator is informed of materials that are missing or require clarification. Once those are received, approval is given to begin the next step: The Site Visit.

STEP #3

The Site Visit

Site Visit by ARJE Accreditation Team

STEP #4

Approval for Accreditation

OR

**Areas identified which
require further work before
Accreditation can be
granted**

ACCREDITATION GOALS

The ARJE accreditation process helps an institution evaluate and validate its educational program, whose central purpose should be Jewish learning. Jewish education prepares the lifelong learner for a committed and active Jewish life of worship, social action, celebration, observance of *Mitzvot*, relationship with Israel and quest for God. An institution accredited by the Association of Reform Jewish Educators places Jewish learning as the central goal of the entire community, sees itself in partnership with the home and the general community, and reflects in its practices the spirit of Reform Judaism.

The following are the accreditation goals: Shared Vision, Educational Leadership, Resources/Infrastructure, Lifelong Learning, Interaction Among Stakeholders, Culture and Climate, Content Expectations, Planned Curriculum, Effective Teaching/Programmatic Staff, and Self-Evaluation: A Commitment to Process. The ARJE's goal is to have institutions embrace each of these values, which are defined below, through the accreditation process.

Shared Vision

A statement of beliefs and aspirations which guide the educational program, the vision, is constructed by those who have an investment and an interest in the educational program. There is congruence between the vision of the educational program and the broader institution. The vision is communicated to and embraced by the stakeholders. The institution's core purpose is readily apparent to its members and to the outside community.

Educational Leadership

A variety of people provide leadership to the educational program, including Jewish educators, rabbis, teachers, board and committee members, and community members. Leaders are expected to stay abreast of current developments in Jewish education and related fields, and to observe the school.

The Jewish educator exercises leadership in directing educational programs. The Educator supports and supervises teachers and programmatic staff. The Educator and institution make a commitment to the Educator's lifelong learning and personal professional growth.

Resources/Infrastructure

The educational program is provided with sufficient resources to meet the standards articulated in this document. Resources include:

Human: lay and professional leadership, staff and staff support, consultants

Financial: operating budget, endowments, fees, and special funds

Physical Plant: learning spaces, programmatic support areas (i.e. library, office space, and computer lab), furnishings, upkeep and maintenance

Equipment and materials: up-to-date technology such as iPads, computers, smart boards, LED HD projectors, Wi-Fi access, books, supplies, etc.

Lifelong Learning

The institution's constituents show a commitment to a pursuit of lifelong learning as a means of creating a personal connection to God, Torah and Israel. The institution encourages and facilitates self-directed, formal and informal learning opportunities within the institution's walls, its constituents' homes and other appropriate sites.

Interaction Among Stakeholders

The stakeholders of the institution have a vested interest in the institution's educational program. Those stakeholders include: learners, teachers, parents, members, professional staff, board members, committee members, and auxiliary organizations such as NFTY, URJ camps, Israel trips, etc. as well as collaboration with other congregations or with a Central Education Agency. Partnership, the mutual dedication of the stakeholders, may be characterized by their interaction in such things as the articulation of program design, implementation, and evaluation.

Culture, Community and Climate

There is an emphasis on building a strong sense of community. Constituents feel at home in the Jewish setting established by the institution. They feel physically and emotionally safe, while at the same time, feel supported and challenged.

Content Expectations

In a broad sense, God, Torah and Israel form the foundation of the institution's educational program. The institution holds high expectations of the learner and clearly defines and outlines what content the learner should be exposed to while engaged in the educational program. Additionally, a rubric of content understanding by grade level or age level should be created and made available so all stakeholders (student, parent, teacher, professional and lay leadership etc.) know what the content expectations are for the learning program.

Planned Curriculum

The institution devises a master plan for the learning that occurs at each level or program. The master plan takes into account the role this education program plays in each learner's life and lifespan. The institution maintains an openness and ability/flexibility to respond to each learner's educational needs.

Effective Teaching/Programmatic Staff

Teachers model a commitment to a Jewish way of life. They are knowledgeable about their subject areas, the learner, and effective teaching methods. They show their professionalism by working together as a community of learners, preparing for their classes, participating in professional development opportunities, and by supporting the educational program.

The institution provides teachers with sufficient resources for implementing the educational program, continuing their professional development, and encouraging their commitment in the life of the institution.

Self-Evaluation: A Commitment to Process

Planning the educational program is a dynamic and continuous process which involves reflective practice. This requires a willingness to recognize successes, to identify and to work on problems, to grow, to change, and to strive for quality.

STEP 1:

ADMINISTRATIVE CHECKLIST

Instructions:

The checklist includes objective standards that model educational programs should meet.

For each item, you should:

1. Check the item off if it has already been achieved; **or**
2. Set a time frame for the item to be achieved; **or**
3. Explain why the item cannot be achieved.

When completed, send the checklist to the ARJE Accreditation Mentor, including documentation whenever possible (i.e. parent handbook, bulletin articles, samples of progress reports and other record-keeping forms, etc.) and await instructions to begin Step 2.

SHARED AND ARTICULATED VISION

Please enclose copies of the congregation's and school's mission and/or vision statements, school's philosophy and goals, parent handbook, bulletin articles and newsletters as well as links to the school's website.

- _____ The vision of the religious education program reflects the greater vision of the synagogue.
- _____ The Religious School's philosophy, curriculum and purposes have been cooperatively developed and reflect the needs of the congregation and the community.
- _____ The school promotes its programs via parent handbooks, bulletin articles, individual publications and its website. The school informs the congregation concerning its shared and articulated vision.

EDUCATIONAL LEADERSHIP

Please enclose copies of the Religious School Committee guidelines/by-laws, reports to committees, minutes of meetings, agendas, and calendar of committee meetings.

- _____ The school is directed by a member of the Association of Reform Jewish Educators.
- _____ The Educator, as a key member of the leadership team, provides leadership with regard to the institution's long range planning and vision.
- _____ The leaders of the educational programs are involved in furthering their own Jewish education.
- _____ The congregation encourages its Educator to achieve an even higher degree of professional competence in Jewish school administration and supervision, if possible. The congregation helps with budgetary and other provisions for attendance at the annual gathering of the Association of Reform Jewish Educators and other professional conferences; and, if the educator is elected to the ARJE Leadership, it provides for attendance at the scheduled meetings. It encourages participation in programs of the URJ, the local central Jewish agency and other recognized agencies engaged in educational innovation and support.
- _____ Teachers are encouraged to grow professionally and take on leadership roles by creating educational materials, conducting workshops and demonstrations for other teachers, carrying on experimental programs, and writing articles for educational publications.
- _____ The Religious School Committee/Lifelong Learning Council operates under a clearly formulated set of by-laws, mission statement or goals.
- _____ The Religious School Committee meets quarterly or as often as deemed necessary.
- _____ The Religious School Committee establishes educational policy, and engages in planning and visioning with the Educator (and rabbi).
- _____ The Religious School Committee is involved in the budget process.
- _____ The Religious School Committee receives regular reports from the Educator on the school's progress and problems.
- _____ The Religious School Committee conducts an on-going study and evaluation on the school, its objectives, its curriculum, its personnel and its achievements.

RESOURCES

Please enclose copies of your school's budget, a list of faculty with their teaching assignments, and salary schedule.

- ___ Size, number, and type of rooms and furnishings are sufficient to meet the needs of the educational program.
- ___ Rooms are available for special activities and programs, i.e., social hall, library, art, music.
- ___ Working space for clerical services is appropriate.
- ___ Equipment (computers, photocopy equipment, filing cabinets for student and teacher records) is available and in good working condition.
- ___ Storage (supplies, books, audio-visual equipment) is sufficient.
- ___ The Educator's office is appropriate and private.
- ___ Facilities are clean, sanitary, and adequate, and are up to state and local codes.
- ___ First Aid supplies are adequate and readily accessible.
- ___ An emergency preparedness plan is in place in the event of a lockdown, fire, tornado, etc.
- An appropriate library (of resources) is available to learners and teachers.
- ___ Textbooks, materials, computers, projectors, and other equipment reflect the best in current educational practice and are subject to periodic evaluation.
- ___ Materials and supplies, texts, instructional materials, and audio-visual equipment are accessible, available and in good condition.
- ___ A regular inventory of books and materials is maintained.
- ___ The Educator prepares a budget that reflects the needs of the school, and that is consistent with the fiscal reality of the congregation.
- ___ The faculty includes specialists in some or all of the following: technology, art, music, dance, drama, library and media.
- ___ Teachers are compensated in accordance with a defined salary schedule which takes into account certification status, previous teaching service, and in-service educational growth with automatic annual increments up to a specified maximum.
- ___ Funds are provided for attendance of the Educator at area in-service meetings and at the annual ARJE gathering and if elected to ARJE Leadership, for attendance at meetings.
- ___ Personnel whose principal income is derived from service to the school are provided with the following benefits, as recommended in the Guidelines for Educator-Congregational Relationships.

- | | |
|--|--|
| 1. Social Security. | 5. Unemployment insurance |
| 2. Retirement or pension plan. | 6. Family Leave |
| 3. A program of health, hospitalization, and disability insurance. | 7. Adequate vacation schedule |
| 4. Professional Dues | 8. Written contract or letter of agreement |

LIFELONG LEARNING

Please enclose copies of Adult Education brochures or listing of offerings.

- _____ The congregation offers programs addressing the educational needs of learners of all ages.
- _____ There is a standing committee for Adult Continuing Education/Lifelong Learning Committee.
- _____ The Educator is involved in planning for adult and continuing education.
- _____ The congregation provides opportunities and funding and financial aid where possible, for informal, multi-faceted, Jewish learning experiences such as field trips, retreats, Jewish camping, Israel experiences, alternative workshop experiences, family education, senior programming.

INTERACTION AMONG STAKEHOLDERS

Please enclose samples of school-parent and teacher-parent communications, and teacher bulletins.

- _____ The Religious School Committee membership includes the rabbi(s) and Educator.
- _____ The faculty is represented on the Religious School Committee by (a) teacher delegate(s).
- _____ The Educator seeks the active participation of teachers as well as parents and students in the visioning of school programming and planning of school policy.
- _____ The Educator is a member of the temple board or maintains close contact with the board through the Religious School Committee chairperson.
- _____ There are avenues for parents, students and congregants to have input into the curriculum process.
- _____ There is a forum for constituent groups to meet together to integrate the educational programs of the congregation.
- _____ The school keeps teachers and parents informed of calendar, policy matters, student programs, etc.
- _____ A close school/home relationship is encouraged and practiced.
- _____ There is mutual support and respect amongst individuals and all constituent bodies.

CULTURE, COMMUNITY AND CLIMATE

Please enclose copies of traffic procedures, state fire code certification, policies for attendance, life cycle events and behavior, and calendar (including assemblies, holiday celebrations, worship services, class hours, etc.).

School Plant and Facilities

- ___ The building in which the school is housed complies with state and local building and fire codes.
- ___ Adequate fire drill procedures are conducted as required by the fire department.
- ___ An emergency preparedness plan is in place in the event of a lockdown, fire, tornado, etc.
- ___ Traffic safety procedures are established and carried out.
- ___ Frequent inspection of safety factors is made with constant updating of information.
- ___ The synagogue is accessible to people with disabilities and/or specific needs such as learning styles, food allergies, physical challenges, etc.

Learning Environment

- ___ The educational program meets individual needs of all learners (gifted, adult, special needs, etc.).
- ___ The Religious School has written policy and/or standards for attendance, life cycle events, and behavior.
- ___ Learning hours are consistent with the philosophy and goals of the appropriate program.
- ___ The school actively engages children and their parents in order to develop relationships and create a caring community.
- ___ Community spirit is promoted through assemblies, worship services and holiday celebrations.
- ___ Personal growth in the areas of self-discipline and academic achievement is encouraged.
- ___ Classrooms reflect that grade's/level's course of study.
- ___ Student work is displayed in classrooms and throughout the school.

CONTENT EXPECTATIONS

Please enclose copies of progress report forms and any other related materials.

- ___ Standards for enduring understandings and content achievement are set for each grade level.
- ___ Achievement is recognized publicly.
- ___ Standards have been established and are achieved in attendance, effort and achievement.
- ___ Standards in written form are made available to parents and pupils.

PLANNED CURRICULUM

Please enclose a copy of your school's curriculum.

- ___ A written curriculum is available and provides a clear statement of overall philosophy, big ideas/enduring understandings of each educational program, as well as specific enduring understandings and goals for each level.
- ___ Financial resources are available for initiatives in finding appropriate curriculum or for curriculum development.
- ___ The curriculum provides for:
 - ___ A plan of study for learners of all ages.
 - ___ A course of study in Hebrew as an integral part of the curriculum.
 - ___ Avenues for developing rich, multi-faceted Jewish lives. This could include computer use, curricular and extracurricular activities such as choir, art, cooking, dance, etc.

EFFECTIVE TEACHING STAFF

Please enclose a list of professional growth opportunities offered to faculty, schedule of faculty meetings and agendas, lesson plan forms.

- ___ The School strives to employ certified teachers. Teachers may be certified by any local, national or international education agency recognized by ARJE, or any secular certification.
- ___ Teachers reflect Reform Jewish ideology in their teaching and at other appropriate times.
- ___ The Religious School Committee has a written policy and program for teacher growth.
- ___ There is a focus on professional learning and teacher development.
- ___ Programs for teacher growth and mentoring are offered.
- There is time available on a regular basis for teacher collaboration.
- ___ Teachers are encouraged to attend workshops, seminars, and pedagogic conferences when offered.
- ___ Teachers learn about and explore the implications of the educational program's vision.
- ___ Orientation and staff meetings are held regularly.
- ___ Lesson plans are prepared and reviewed by and with the Educator.
- ___ The Educator makes regular visits to the classrooms for the purpose of observing the teachers, the students, and the curriculum. The goals of the observations are for the enhancement of instruction, and for the mentoring and growth of the teacher.

SELF- EVALUATION & COMMITMENT TO PROCESS

Please enclose copies of registration forms, cumulative records and attendance records.

- _____ Curriculum development and visioning is an on-going, cooperative process which includes parents, teachers, students, Religious School Committee, rabbi, educator, and where available, consultants from the local central Jewish agency.
- _____ Periodic evaluation takes place in which those mentioned above play an active role. Revisions are introduced as a result of actual experience, along with new developments in Jewish education.
- _____ Evaluation of student progress and achievement is a regular practice in the school.

The school maintains the following essential records:

- _____ Student records, including cumulative records of each child, data regarding personal characteristics, Individual learning needs, special medical history, pertinent information concerning the family, as well as a record of achievements in each grade, attendance, a cumulative record of periodic reports made to parents (progress reports, parent/teacher email correspondence, etc.), and pertinent data concerning parent conferences.
- _____ A continuing file of curricula used each year, together with evaluations, reactions, suggestions for changes and improvements.
- _____ A permanent personnel file and records for each staff member.
- _____ A record of special events, *tzedakah* activities, assemblies, festival celebrations and programs.
- _____ Minutes of Religious School Committee meetings, agendas, etc.
- _____ A record of budgetary data for each school year.
- _____ Enrollment/attendance.

STEP 2:

PORTFOLIO

Instructions:

To help organize the "who does what" part of the process, please refer to Chart C on the last page.

It is recommended that as many individuals as possible be involved in completing the portfolio. For example, for each item that asks teachers to respond, you should involve different teachers. The more people you involve in the process, the more invested your educational community will be in the process, as well as in the outcome.

When you complete Step 2, you should call the ARJE Accreditation Mentor for instructions as to where to send completed Portfolio materials. These materials should be organized in a binder and separated into sections by dividers. Your Portfolio will be reviewed and you will then be asked to provide any items that are missing or require clarification. Following final approval of your completed Portfolio materials, you will be contacted to schedule an on-site visit.

ACCREDITATION PORTFOLIO

PREAMBLE:

- 1 Highlight three of the families touched by your educational program. Ask the families to provide an example of a learning experience that connected the institution to their homes. What has the institution contributed to the partnership?

NOTE: You may present this answer in the form of a written statement or photo presentation. You may also submit the answers as a PowerPoint presentation, video essay, or YouTube video – these can be submitted on a USB device. (Photo and/or video essays need not be of professional quality.)

2. Complete Chart A (in the appendix) identifying how your educational program(s) prepare(s) your learners for a committed and active Jewish life.

SHARED VISION

1. Provide a copy of the vision statements of your institution and educational programs.
2. Ask the following stakeholders each to describe how the institution's mission statement is reflected in its educational program: a teacher, a student, an education committee member, a board member, a community member, two senior staff members.

EDUCATIONAL LEADERSHIP

Give an example of a risk you took. Why did you take it? How did you handle the response? What did you learn from the experience for the future?

NOTE: This exercise should be answered by each of the following individuals:

- a) The Educator
- b) A member of the Religious School Committee
- c) A teacher

RESOURCES/INFRASTRUCTURE

1. Ask three teachers to describe the resources (human, financial, physical plant, equipment and materials) provided to them by the institution which enable them to be effective. What three additional things would they like to have that would contribute to their effectiveness?
2. Describe the top five items on the Religious School Committee's wish list for potential donors. Items could include human, financial, physical plant, equipment and material resources.

LIFELONG LEARNING

Provide copies of brochures and/or other publications that demonstrate your institution's commitment to lifelong learning.

INTERACTION AMONG STAKEHOLDERS

Describe a policy that your institution recently developed. Who had a voice in the process? What resources were used? How were different perspectives solicited? How were differences of opinion resolved?

CULTURE, COMMUNITY AND CLIMATE

1. During a typical week, who visits and learns in your institution? Create a photo essay that captures the answer to this question; caption your pictures. Ask 3-5 people to write a paragraph to supplement their photo caption explaining what they gained by being there that day.
2. Ask **ten** (10) people of different ages to complete these sentences:

My synagogue is like a home because . . .

My home is like a synagogue because . . .

You may present the responses to this question in **any creative way you wish**.

CONTENT EXPECTATIONS

1. Provide an outline of your curriculum, sample lesson plans, your educational program brochure, and a list of the expectations you have for your learners.
2. Provide work samples and assessments from students in your educational program; be sure these broadly represent your learners. For each, write a brief analysis of how it is an example of your educational program's high expectations.

PLANNED CURRICULUM

Describe the steps you would take to revise your curriculum. Consider in your response both procedure and content.

EFFECTIVE TEACHING

1. Provide an annotated list of the professional growth and learning opportunities your staff has participated in during the last three years (e.g. workshops, classes, NewCAJE, committee meetings, planning processes, subscriptions, organizational membership).
2. Ask three (3) teachers to describe ways they have grown professionally over the last three years. Who or what assisted them?
3. Considering your role in the institution, of what are you most proud? Each senior staff member, three (3) education committee members and three (3) teachers should answer this.
4. Interview a number of learners, asking them to describe their most memorable learning experiences in your program. (If the learners are too young--i.e., early childhood--supplement with parent answers).
5. Ask at least three (3) Religious School Committee members to observe in classrooms, filling out Chart B, including grade and name of teacher for each class. All classes should be observed by at least one person.

SELF-EVALUATION

This process has taken you, the Educator, through a rather intensive self-evaluation. Involve a wide variety of stakeholders to analyze the Accreditation Portfolio you developed and to respond to the following questions: What have you learned about your educational program? What areas do you wish to target for future work and development?

CHART A: PREPARING LEARNERS TO LEAD COMMITTED JEWISH LIVES

LEARNERS	WORSHIP	SOCIAL JUSTICE	CELEBRATION	OBSERVANCE OF MITZVOT	ISRAEL	QUEST FOR GOD
PRE-SCHOOL						
RELIGIOUS/ HEBREW SCHOOL						
FAMILIES						
ADULTS/ PARENTS						
CAMP						
AUXILIARIES						

CHART B: CLASSROOM OBSERVATION FORM

Date _____ Room _____ Grade _____

Time _____ Observer _____

Teacher _____

Rate each bullet point with a check mark ✓	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
Facility				
<ul style="list-style-type: none"> • Temperature • Lighting • Cleanliness & Maintenance • Furnishings • Safety & Security • Use of Space • Storage • Instructional Technology 				
Instruction				
<ul style="list-style-type: none"> • Teacher Engagement • Instructional Strategies • <i>Derech Eretz</i> (Respect) • <i>Shalom Bayit</i> (Peace) • Inclusiveness • Age appropriate • Lesson Plan • Assistant Role (If Applicable) 				
Students				
<ul style="list-style-type: none"> • <i>Derech Eretz</i> (Respect) • Student Engagement • Joy in Jewish Learning 				
<p>Notes and comments on what you saw or heard during the observation. Continue on the back if necessary.</p> 				

CHART C: PORTFOLIO CHART

The following chart outlines who should complete each part of the portfolio. The horizontal rows related to the section, or goal, from the Portfolio, while the vertical columns indicate the specific stakeholders. Example: Under the goal of Resources, members of the Religious School Committee will itemize the top 5 wish list items.

	ARJE EDUCATOR	R.S.COMMITTEE	LEARNERS	TEACHERS	OTHERS – BOARD/PARENTS
PREAMBLE					FAMILY (3) DESCRIBE PARTNERSHIPS
SHARED VISION	DESCRIPTION	MISSION STATEMENT DESCRIPTION	DESCRIPTION	DESCRIPTION	BOARD MISSION STATEMENT DESCRIPTION
EDUCATIONAL LEADERSHIP	RISK TAKING EXPERIENCE WHAT PROUD OF?	RISK TAKING EXPERIENCE		RISK TAKING EXPERIENCE	
RESOURCES		TOP 5 WISH LIST ITEMS		RESOURCES PROVIDED & WISH LIST	
LIFE-LONG LEARNERS	BROCHURES				
INTERACTION AMONG STAKEHOLDERS		POLICY DEVELOPMENT SAMPLE			
CULTURE/CLIMATE		1 WEEK PHOTO ESSAY ... METAPHOR EXPERIENCE			
CONTENT EXPECTATIONS	SAMPLES		WORK SAMPLES	REACT TO SAMPLES	
PLANNED CURRICULUM		STEPS NEEDED TO REVISE CURRICULUM			
EFFECTIVE TEACHING		CLASSROOM OBSERVATIONS	A MEMORABLE LEARNING EXPERIENCES (SEVERAL)	HOW YOU HAVE GROWN/WHO/WHAT ASSISTED? WHAT PROUD OF?	
SELF-EVALUATION		DEVELOP SELF- EVALUATION			