

## **CORE PURPOSE**

### **Serve children Jewishly**

Our core purpose is to serve children.

All conversations and actions must be consistent with this purpose.

## **BELIEFS**

1. We believe that each child and member of our community is created in the image of G-d, and charged with the obligation to bring *tzedek* and Torah values into our world.
2. We believe that our diversity of practice and thought - guided by Mitzvot - shapes our individual and collective Jewish identities.
3. We believe that our unique formal and informal education are at the forefront in the development of our students' Jewish identity, and critical to the future of the Jewish people.
4. We believe in the inextricable bond with the Jewish people – past, present, and future. A strong personal and ongoing relationship with Israel, its history, people, and culture.

## **Beliefs about Effective Teaching**

- We believe we teach children, not curriculum.
- We believe every educator requires unique, differentiated and ongoing strategies; this is best achieved when collaborating with other educators.
- We believe every person has the capacity for personal and professional growth.
- We believe that ongoing, consistent feedback is critical to growth and mastery.
- We believe that school culture directly impacts student learning.

## **Norms for Effective Teaching**

- We design classroom spaces around the needs of all students
- We design lessons, assignments, homework and assessments around the needs of all students
- We learn each child, and design learning goals for each child to reach his/her potential.
- We collaborate with teachers to create SMART goals for ongoing, individualized professional development
- We facilitate a Professional Learning Community (PLC) model that offers a safe space for peer collaboration and coaching
- We meet with teachers on a consistent basis to praise and celebrate professional growth and milestones, and offer ongoing feedback and support
- We all contribute positively to the overall school culture

## Behaviors for Effective Teaching

- Teachers design the classroom with flexible workspaces for students, including spaces for quiet individual work, small and large group work, and group instruction.
- Teachers utilize furniture in ways that would maximize different learning tasks and that match the learning goal.
- Teachers present the material in a variety of ways to engage the many types of learners in a classroom. Teachers plan lessons to address a wide range of needs and strengths. ***(Please see Appendix A for a template lesson plan)***
- Teachers assign homework that is relevant to, and is responsive to the needs of, each individual student. ***(Please see Appendix B for Homework Policy)***
- Teachers draft SMART goals each year that are relevant to the educational, religious and social-emotional mission and vision of the school. ***(Please see Appendix C for SMART Goals template)***
- Teachers participate in, and contribute to, a Professional Learning Community (PLC) with peers that are working on similar SMART goals. ***(Please see Appendix D for PLC guidelines, Appendix E for the PLC Meeting Record Form and Appendix F for the PLC Individual Reflection Form)***
- Teachers meet a minimum of 3x per year with their Principal to review progress and milestones on the SMART goals and other relevant data. ***(Please see Appendix G for meeting template)***

### **Beliefs about How Students Learn**

- We believe that *purpose* is critical to transformational (internalizing and actualizing) learning
- We believe children develop new ideas, opinions and skills by articulating their own meaning of content and experiences
- We believe that children need to utilize their own God-given curiosity and creativity to realize their own unique talents and skills
- We believe that children need a safe space in order to take risks and tackle challenges, and must have an active role in creating that safe and respectful space
- We believe that students should be creators and curators of content -- not passive receptacles.
- We believe that failure, perseverance and risk taking are vital to maximizing one's potential
- We believe that no two children will get to a destination in the same exact way and that different children may have a different destination altogether

### **Norms to Maximize Student Learning**

- We articulate essential questions for each unit to guide student learning
- We measure what students can DO with what they know, not simply what they know
- We allot purposeful time for students to explore, and develop, their own interests
- We offer students time each day to reflect on what worked and didn't work for them, as well as potential solutions
- We give students various opportunities to express their understanding
- We *develop* talent, and help every student reach mastery
- We help students design their own SMART goals with ongoing check-ins to review milestones
- We empower students to develop class "norms" that will create an environment conducive for learning, predicated on trust and respect amongst all members of the class community
- We conduct teacher-student conferences
- We measure student growth over time

## Behaviors to Maximize Student Learning

- Teachers post, and refer to, the learning goals and essential questions for specific lessons in the classroom, and encourages students to refer to the learning goal as well throughout the lesson/unit.
- Teachers design assessments that promote and measure application of knowledge and skills, not memorization of content.
- Teachers schedule sacred time each week for students to explore their own interests. Teachers actively learn about each student's interest, and provide the necessary resources and technology to best facilitate the exploration. During this time, teachers are to serve as guides - not editors.
- Teachers schedule the last 10 minutes of each day as "plus-delta" time. ***(Please see Appendix H for the Plus-Delta guidelines)***
- Teachers allow students to choose from several assignment options, and mediums, to showcase mastery of content.
- Teachers provide opportunities for a "re-do" on assessments and restore any lost points.
- Teachers and students work together to set individual learning goals and the process to achieving those goals. Teachers offer students ongoing, consistent feedback about the individual learning goals.
- Teachers schedule and facilitate conferences 3 times per year with each individual student. ***(Please see Appendix H for guidelines for successful teacher-student conferences)***
- Teachers write anecdotal report cards that highlight the academic, social and behavioral expectations, and communicate the child's progress for each.
- Teachers develop a system for student portfolios as evidence of learning and as tools to track growth and mastery. ***(Please see Appendix I for guidelines for productive, informative student portfolios)***

## **Beliefs about Relationships**

- We believe that everyone has an innate need for connection
- We believe that belonging is the foundation for meaningful and productive relationships
- We believe that our shared common purpose is a cornerstone of our relationships
- We believe that every relationship is an opportunity for transformational growth
- We believe that collective knowledge contains far more wisdom than individual knowledge
- We believe that everyone in our community must feel safe

### Norms to Develop and Facilitate Relationships

- We place the needs of children at the core of every conversation and decision
- We actively seek feedback from the people around us
- We mine for diversity of opinions and experiences
- We create a culture of inclusiveness through our words and actions
- We honor each other's vulnerabilities and keep what is shared in confidence
- We build each other's capacity

### Behaviors to Develop and Facilitate Relationships

- We begin every meeting and conversation with the intended impact on children and to articulate a common goal (common purpose belief)
- We actively check in during meetings and conversations to understand and honor what others are feeling. (collective knowledge, feel safe)
- We end every meeting and conversation with a recap/check for understanding, action items and timeline
- We actively offer genuine compliments and positive praise to at least two people per week.
- We offer each other open, constructive feedback in the form of Plus-Delta
- We make everyone feel included through words and actions.
- Norm about belonging?
  - *Note peoples value, acknowledge their contribution to me, culture of being missed when out of school, celebrating/acknowledging life events, we spend time with each other.*
  - *Not about assessment or judging*
- We begin each conversation with genuine curiosity - "how is this going for you?" - before offering our own feedback or input
  - *What is the role of validation in this context? Is curiosity enough?*
- We actively create venues and forums to solicit feedback and council from all members of our community (would love to say "see exhibits x,y,z)
- We honor confidentiality of individuals and the group.

- We respect norms of our teams
- We provide anecdotal “report cards”, and other forms of communication, that offers parents meaningful information about each child

## APPENDIX A – LESSON PLAN TEMPLATE

<b>Lesson Plan</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <b>Developed by:</b>  <b>Date:</b>  <b>Subject:</b> </div> <div style="width: 45%;"> <b>Grade:</b>  <b>Unit:</b> </div> </div>	
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<b>Outcomes</b>	<b>Materials</b>
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	<b>Technology</b> <i>Check all that apply</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher laptop</li> <li><input type="checkbox"/> SMART Board</li> <li><input type="checkbox"/> LCD projector</li> <li><input type="checkbox"/> SMART Senteos (class set)</li> <li><input type="checkbox"/> Computers</li> <li><input type="checkbox"/> iPad or tablet</li> <li><input type="checkbox"/> iPod or mp3 player(s)</li> <li><input type="checkbox"/> Webcam</li> <li><input type="checkbox"/> Digital camera</li> <li><input type="checkbox"/> Document camera</li> <li><input type="checkbox"/> Digital microscope</li> <li><input type="checkbox"/> Video camera</li> <li><input type="checkbox"/> Scanner</li> <li><input type="checkbox"/> Colour printer</li> <li><input type="checkbox"/> Calculators</li> <li><input type="checkbox"/> FM system</li> </ul>
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<b>Prior Learning Connections</b>
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<b>Differentiation/Accommodations</b>
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<b>Special Concerns</b>  (Classroom management items, medication information, etc).
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<b>Assessment</b>  <b>Formative Assessments</b>  <b>Summative Assessment</b>
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<b>Procedure</b>	
<b>Before the lesson</b>	



<b>During the lesson</b>		<b>UDL Guidelines</b>  See <a href="http://www.udlcenter.org/aboutudl/udlguidelines">http://www.udlcenter.org/aboutudl/udlguidelines</a>
<b>After the lesson</b>		

<b>Notes/Reflections</b>
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## APPENDIX B - SMART GOAL TEMPLATE

S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and to help you determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

**Initial Goal** (*Write the goal you have in mind*):

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**1. Specific** (*What do you want to accomplish? Who needs to be included? Why is this a goal?*)

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**2. Measurable** (*How can you measure progress and know if you've successfully met your goal?*):

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**3. Achievable** *(Do you have the skills and/or resources required to achieve the goal? If not, can you obtain them?)*

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**4. Relevant** *(Why am I setting this goal now? Is it aligned with overall objectives?):*

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**5. Time-bound** *(What's the deadline and is it realistic?):*

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**S.M.A.R.T. Goal** *(Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed):*

## APPENDIX B - SMART GOAL TEMPLATE

### MAPPING MY SMART GOAL “THE HEAVY LIFTING”

Goal	Steps to be Taken	Target Date	Steps Taken	Indicators of Success

## **APPENDIX C**

### **Professional Learning Community**

#### **Beliefs**

- We believe in a “growth mindset” and that ongoing, consistent feedback is critical to growth and mastery.
- We believe that people need opportunities for collaboration to learn new strategies
- We believe that people need a safe space to maximize their personal and professional development

#### **Professional Learning Communities (PLC):**

A PLC is a group of professionals who come together for the purpose of collaboration, professional growth, and professional development.

#### **Implementation**

- Every staff member has 2 SMART goals for the school year for professional growth. One goal is school wide and one is self-selected, based on BMA’s Education Philosophy
- Staff is grouped with peers that selected a similar SMART goal relating to BMA’s educational philosophy
- PLCs meet on an ongoing basis to exchange ideas, strategies and research related to their professional goal following specific protocols and guidelines.
- Individual and Group Record sheets are submitted following each PLC for the purposes of feedback and documentation.
- Teachers have “check-in” meetings 3x per year to discuss progress on the SMART goals.

## APPENDIX D - PLC Group Meeting Record Form

### Instructions:

1. Each PLC group hands in one form for all members of the group at the conclusion of each PLC meeting. Forms are submitted to the appropriate Principal.
2. Each PLC should appoint a notetaker for that meeting. The notetaker fills out the form for the group.
3. Group norms should be agreed upon during the first PLC meeting for each group. Those norms should be briefly reviewed at the beginning of each meeting.
4. The “notes” section for each action item should reflect responses from the group and should indicate individual names if there are different responses and opinions.

<b>Team Members</b>		<b>Meeting Date:</b>	<b>Group Norms:</b>
Facilitator:			
Notetaker:		<b>SMART Goal:</b>	

ACTION ITEMS	TIME	NOTES
<b>Strategies that Worked:</b> Each member shares evidence of an effective strategy implemented in a classroom setting since last meeting.	5 min	
<b>Challenges:</b> What was the most urgent concern, problem or obstacle to progress and better results?	5 min	
<b>Proposed Solutions:</b> What are some concrete, practical solutions to these problems?	8-10 min	
<b>Action Plan:</b> What solutions would be best for this PLC group to focus on between now and the next meeting?	10 min	

## APPENDIX E - PLC Individual Reflection Form

Each individual from a PLC group must fill out and submit an individual reflection form at the conclusion of each PLC meeting. Form should be submitted to the appropriate Principal.

<b>Name:</b>	<b>Date:</b>
<b>What did I personally take away from this PLC meeting?</b>	
<b>In what ways is this PLC helping me achieve my goals?</b>	
<b>In what other ways can this PLC (either the group or the method) help me achieve my goals?</b>	
<b>What other resources do I need to achieve my goal?</b>	

## APPENDIX F - MILESTONE MEETING TEMPLATE

**DATE:**

1. **Review of SMART Goal** (2 minutes)
2. **Success Story** (5 minutes):
  - A. Please provide a meaningful success story related to your SMART Goal so that we can celebrate your work. What do you feel has gone well?
3. **PLC Observations/Collaborations** (10 minutes):
  - A. Have you had the opportunity to observe and collaborate with a peer/colleague as part of the PLC?
  - B. Which teacher(s) did you observe or collaborate with?
  - C. What was a key take-away for you from the observation/collaboration?
  - D. Have you tried to implement anything new in your practice based on your observation/collaboration?
  - E. How did that new initiative go? Successes? Challenges?
4. **Reviewing SMART Goal milestones** (20 minutes)
  - A. Have you been able to meet your intended milestones?
  - B. If so, was there something in the process that you were most excited about or surprised by?
  - C. If not, what are some of the hurdles that may have kept you from meeting your milestones? What type of support may you need to help you meet those milestones?
  - D. If not, how might we need to recalibrate the rest of your milestones to set you up for success and to make this an attainable goal?
5. **Action Items** (5 minutes): Please list action item followed by person responsible
  - A.
  - B.
  - C.
6. **Plus/Delta** (3 minutes): Please provide feedback on what worked well for you during this meeting (Plus), what didn't work well for you in this meeting (Delta) and what possible, viable solutions you think I can implement to make it a better meeting for you next time (Rx).
  - Plus:
  - Delta:
  - Rx:

## **APPENDIX H**

### **TEACHER-STUDENT CONFERENCES**

SYSTEMS, SCHEDULES, SUPPLIES/RESOURCES

WHAT MUST I DO (and my Principals) TO ENSURE THIS IS HAPPENING?

LEADERSHIP/MANAGEMENT

- --Faculty should explore engagement approaches, methods, successes and challenges across departments and grade levels
- Staff should view themselves as constantly improving, re-assessing, and adjusting--we are all works in progress and need to change with an ever-changing world
- --We believe intentional collaboration is necessary among the Judaic and General Studies departments in the school

#### Differentiation:

- We believe in meeting the academic, social emotional, religious, and spiritual needs of all students in different ways.
- We believe we are nurturing the development of integrating minds - making connections across all disciplines.
- <http://abbyhunting.tripod.com/id8.html>
- We believe that a home-school relationship is best built around a common and clear purpose
- We believe that faculty should run into the building as excited and as happy as a Kindergarten student.