

Component	Description	Not implemented	Implemented to some degree	Implemented according to the expectation described	Implemented to a high degree	Not possible to observe in this learning activity
DP 1: Learning will be anchored in caring and purposeful relationships		1	2	3	4	N/A
B. Sense of community among learners	<p>Social connections The educator works to ensure that all learners are socially connected, no one is isolated and social groups are fluid. <i>For example, the educator may ensure that learners learn with different people over the course of the learning experiences.</i></p>					
	<p>Caring community Learners have the opportunity to learn about and participate in caring relationships, and can demonstrate or express caring. <i>For example, the educator may structure rituals, learning or programs so that when someone is sick, or when there is something to celebrate, people, reactions and structures are in place to meet the emotion and needs of the moment. Similarly, a vocabulary of caring-explicit values may be apparent, in use by educators/ learner, in subject matter, or appearing throughout the space.</i></p>					

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	<p>Multifaceted building of community Community building is observed between the educator and learner, among learners, and across age-groups; within the parameters of learning activities and outside of them.</p> <p>Learners' interaction with one another In learning activities, learners interact with one another, and not just with the educator. <i>This may be seen in the differential ways learners are grouped, or through the kind of debriefing.</i></p>					
C. Social interaction of learners	Recreational activities build new <i>and/or</i> deepen the existing relationships through the social interaction of learners. There is intentionality in unstructured time.					
D. Positive affect	Educator sets a positive tone during learning.					
	Learners appear to be enjoying their learning.					
E. Breaking down the silos of Jewish life	Congregational learning seeks to build bridges between learners and their families and others activities, programs and institutions within the congregation.					
	Congregational learning seeks to build bridges between learners and their families, and the Jewish community at large .					
	Congregational learning finds points of integration and collaboration with the community at large more broadly.					
F. Family engagement in learning experiences	The family unit is part of congregational learning. <i>This may mean that learning experiences are geared toward the whole family at once, or that families participate in parallel learning experiences for different ages or interest groups.</i>					

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G. Extending learning to the home	Learning is extended into the home through any of a variety of strategies: <i>learner work, the use of technology, etc.</i>					
	Learners report bringing learning from educational experiences facilitated by the congregation to the home context. <i>This may happen through behaviors at home and reported back to the educator, or reported at-home conversation about the content of learning.</i>					
H. Learners' involvement	Learners are consistently involved in educational experiences.					
I. Developing purposeful relationships	Learning experiences are designed so that relationships develop through learners working together toward shared goals					
J. Role models	Role models (peers, near-peers, elders, etc.) demonstrate relationships as essential of learning.					
K. Designing learning experiences	Learning plan integrates the design principle					
DP 2: Learning will seek the answers to the questions, challenges and meaning of everyday life		1	2	3	4	N/A
A. Content/ topics studied are relevant to learners' lives	The content/topics studied in educational experiences are connected to the learner's lived experience. This requires some knowledge of the learners, their everyday lives, and their learning environment. <i>Educators access the questions and stories of learners to inform content (the moving from live to Torah, then from Torah to life)</i>					
B. Transfer of learning to everyday life	Learning is designed to be applied in daily life.					
	Educators use assessments to determine if learning has been applied/experimented with in daily life.					

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C. Real-life or real-time experiences	Learning experiences are situated in a meaningful, life-relevant context. <i>For example: doing service learning is part of learning about tikun olam, or praying is part of learning about prayer.</i>					
D. Opportunities to reflect upon the learning experience	Through structured and unstructured learning experiences, (planned or spontaneous) learners reflect on their learning during and/or after the experiences. <i>Reflection may be observed by inquiry in a follow-up learning experience, by over-hearing student-talk, or through conversation with parents.</i>					
E. Making decisions about the direction of learning	In collaboration with educators, learners play a role in determining the subject areas or content to be explored.					
F. Learning in “real life” places	Learning takes place where “real life” takes place. Learning is not only in places that “step out” of life, but learning takes place where life takes place.					
G. Designing Learning Experiences	Learning plan integrates the design principle					
DP 3: Learning will enable individuals to construct their own meaning through inquiry, problem solving, and discovery		1	2	3	4	N/A
A. Role of educator as guide	Note: educator’s role shifts from the ‘sage on the stage’ to the ‘guide on the side’. This entails inquiry-based activities, as well as problem solving and discovery oriented. Questions asked by educator					

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educator as guide	The questions asked by the educator build skills of problem solving, discovery and/or inquiry. The questions asked reflect higher order cognitive activities (appropriate to learners' age)					
B. Meaning making through experience and reflection	The educator facilitates reflection on experiences that enable individuals to construct their own meaning. <i>This may happen synchronously or asynchronously.</i>					
	Interpersonal engagement and co-construction of meaning Educators stimulate ongoing conversation amongst learners and with the educator as a way to encourage co-construction of meaning					
C. Question-asking by learner	Learners ask questions that demonstrate their own work in meaning making. The questions asked reflect higher order cognitive activities such as analysis and evaluation. <i>This may happen by drawing on personal examples, or making explicit connections between different pieces of learning. (Note: questions are only one aspect of meaning making. Other forms may be cognitive, and therefore un-observable without using specifically designed assessment tools)</i>					
D. Transfer from learning to life	The learner is given the skills, practice and capacity to transfer his/her learning to the breadth of life. <i>This may be seen in the kind of practice activities learners engage in, or the way learning is framed by the educator.</i>					
E. Modalities	Modalities are diverse and engaging, making use of multiple senses and learning styles.					

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F. Use of space	The use of space is intentionally considered as a tool for provoking and supporting learners in making their own meaning. <i>This happen within a traditional learning environment (i.e. a classroom) or by the use of non-normative spaces (e.g. outdoors, field trip, non-classroom congregational places)</i>					
G. Designing learning experiences	Learning plan integrates the design principle					
DP 4: Learning will be content rich and accessible		1	2	3	4	N/A
A. Jewish content	The content of learning is rooted in Jewish sources. (classical through contemporary)					
	Learning activities hold rich content and engage learners in creative ways.					
B. Content rich and accessible.	Content, whether from Jewish sources or not, is rich and accessible. It challenges the learner, and has the capacity to change them.					
C. Alignment of content	Content is aligned with the vision and culture of the congregation.					
D. Individualized learning	Content variety The content and process of learning experiences address different varieties of learners' knowledge and interest.					
	Learning product The products of learning are differentiated, so there is more than one way for learners to show their interest, or what they know.					

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E. Extensions of learning	Further learning, beyond structured learning experiences, is encouraged and supported.					
F. Multiple layers	Challenge Learning involves materials and activities that are cognitively or emotionally challenging to the learners.					
G. Learning is developmentally appropriate	Learning activities, content, products and methodologies are appropriate to the developmental level, knowledge & skills of learners.					
H. Outside providers and resources	The congregation has engaged outside providers or internal specialists who support and empower local educators to enhance learning experiences, or add an element to the learning activity designed by congregational educators which the educator themselves could not provide.					
	Resources created outside of the congregation are integrated into learning experiences					
I. Designing learning experiences	Learning plan integrates the design principle					