

PEJE

*Partnership for
Excellence in
Jewish
Education*

The Jewish Day School
Head Search Process:
Strategies and Resources

Compiled and Edited by Naava Frank

Preliminary Edition

תורים אלו מלמדי
חיינו באמונה
חרוזים אלו החינוכות

*Teachers and school children —
precious jewels of our community*
MIDRASH RABBAH, SONG OF SONGS

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Preliminary Edition

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Partnership for Excellence in Jewish Education

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183 State Street, Suite 6, Boston, MA 02109
tel: (617) 367-0001 · fax: (617) 367-0029 · info@peje.org
<http://www.peje.org>

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For more information about PEJE and its other publications, contact:

Partnership for Excellence in Jewish Education
183 State Street, Suite 6, Boston, MA 02109
tel: (617) 367-0001 · fax: (617) 367-0029 · info@peje.org
<http://www.peje.org>

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"The leader has to be practical and a realist, yet must talk the language of the visionary and the idealist."

—Eric Hoffer

I. INTRODUCTION

Maximizing the Self-Reflective Opportunities

Embarking on the search for a new educational leader of a Jewish day school is a daunting task, particularly in today's marketplace. Yet the process offers unique opportunities for strengthening the school. Since a school's professional leadership embodies and realizes the educational vision of the school, in taking up the search process, the lay leadership and other school constituencies have an opportunity to re-visit and re-energize the vision that guides the school.

Going through a search process is an important occasion for institutional assessment and review. It is a time to ask: who are we now and who do we hope to be ten years from now? What type of person or persons can lead us there? Clarifying the school's goals, financial circumstances, assets and challenges is a critical prelude to writing a coherent job description that will attract the right candidate to a school.

This publication advocates for maximizing the reflective opportunities afforded by the head search process. It is not intended as a step-by-step guide through the process. There are existing publications (see the bibliography) which cover this ground in depth. This publication attempts to bring together some strategies and key resources that may prove useful to a Jewish day school undergoing a search process.

Confronting the Shortage of Educational Leaders

One of the fundamental problems of the Jewish day school field is the dearth of qualified administrative leaders. This problem is heightened by the recent growth of new Jewish day schools across North America. Accompanying the lack of qualified candidates is a high rate of turnover. Given the rising consciousness of the severe shortage of qualified professionals, PEJE is working to advocate for more quality initiatives to address this shortage. The year 2000 saw the start of two new programs to train Jewish educators, and it is our hope to see the number of initiatives grow. In the meantime, PEJE staff and other strategic thinkers in the field believe that one strategy to tackle the personnel shortage is to address the issue of **retention**. This publication provides resources and advocates for strategies to support a head of school and thereby aid in his or her retention.

The Realities of a Search and Bringing on a New Leader

Given the realities of the market of Jewish professionals, schools will want to keep expectations pragmatic. This may involve strategic thinking about priorities, possible trade-offs, and creative ways to search for, compensate, and support the growth of a future educational leader. No doubt, the search will take more time than expected and may even entail a continued search over a number of years, thereby necessitating an interim solution. There may not be a perfectly matched candidate immediately available, but with hard work and creative thinking, a school can come up with high caliber candidates. Taking into account the possibilities for professional development may broaden the options. This publication offers a number of strategies for a search. PEJE cautions against settling for a head who is not quite right; instead, we encourage a school to look for an interim solution and give the search more time until an appropriate candidate is found.

Capitalizing on New Trends that Open Up New Pools of Applicants

An exciting new trend is the entry of mid-career educators from private and public school into Jewish day school leadership positions. Jews who have been working in general education and are ready for a career change may be energized by the prospect of working in a Jewish day school but may be unaware of such an option. Of course, thoughtful support and professional development on the Judaic side is necessary to enable these educators to lead on both sides of the curriculum. A number of Jewish day schools have found a new pool of strong applicants in their local public and private school superintendents and principals.

A second trend involves searching university-based Jewish studies programs to find candidates who might be interested in positions as directors of Jewish studies or high-level Judaic teachers. These students pursuing masters and doctoral level work at a university have a passion for their subject matter and high-level mastery of texts and languages. A number of day schools have been able to carve out exciting positions that offer a compelling career opportunity. These candidates will also need professional development to build up their pedagogic and administrative expertise.

What the Process Means for Your School

All head searches begin in a context. Sometimes the context is a brand new school, which starts in great anticipation, positive energy, and passion for the cause. Other times, the head search comes in the context of celebrating the retirement of a beloved leader and being forced into a bittersweet transition, making it very difficult for a subsequent candidate to fill the shoes. Still another case is a head search occurring in the context of severe disappointment, even trauma, unpleasantness or uncertainty. These varying contexts affect the mood and energy level of the board and its ability to mobilize for the search effort. Whatever the context, the board will need to educate itself. A board retreat may be an important first step in setting the process in motion and allowing board members time to reflect on their own mood and feelings, assess their strengths, and approve a timetable and search process. PEJE can provide leads to school leaders who have recently undergone a search process and are willing to share their experience. The PEJE web site provides auxiliary documents to support the search process.

Using the Tripod to Strengthen Your School

To maximize the reflective opportunities at this juncture, the board should carefully examine each of the critical elements of the school's infrastructure. PEJE proposes the **tripod** framework to guide the process.

In working with Jewish day schools, PEJE has seen validated time and time again the importance of three key components to school health: the **vision**, the **board** and the **professional leader**. These are referred to as the **tripod** because they serve as a foundation upon which the school builds its programs. If all three legs of the tripod are in healthy working order, the school is poised to be strong. If one leg is weakened, the entire structure can be stressed and potentially compromised. Every school should continually monitor each area of the tripod but undergoing a leadership transition should provoke a careful examination. This publication, includes resources to support each leg of the tripod.

The Importance of Clarity of Vision

A clear, compelling vision as expressed in a school's mission statement informs the day-to-day life of the school in many ways: the design and implementation of curriculum, the creation of school culture, the relationships among staff and between teachers and students, and the culture of the board. All derive from and are shaped by the vision (mission) of the school. The board's responsibility is to develop a clearly articulated vision that will enable the head of school to perform his or her job. The new head has a critically important role to play in embodying, implementing and clarifying the vision. A clear vision will help a school weather the transitions of a shift in leadership and also maintain its continuity and stability.

Board Self-Evaluation

A board should always be monitoring its own effectiveness through reflection and self-evaluation. Embarking on a search process offers an important opportunity to examine board process and look for ways to improve board function. A well-functioning board steers clear of micro-managing or apathy and organizes itself through its committee structure to maximize board members' abilities toward serving the educational goals of the institution. The health of the relationship between the board chair and head of school is a key indicator of a well-functioning school.

Supporting the Head

Part of a board's work in undertaking a search should include examining and improving its ability to support and retain a new head in two domains: performance and morale. The performance of the head is best supported through a strong lay-professional collaboration, professional development opportunities and public support for the head's decisions and performance. A comprehensive and fair evaluation process is also critical to optimizing the head's work.

Boards need to support the morale of the head by showing appreciation in more personal and thoughtful ways, such as notes of thanks for doing a particularly good or difficult job, as well as taking opportunities to make the head of school feel appreciated for his or her hard work.

The Transition Process

A head of school manages a complex system of relationships, competing interests, and diverse personalities among parents, students, staff, board members and educational leadership. The head's role is to maintain the delicate balance of needs of all the constituents while promoting the mission of the school. Leadership transitions can easily set the system off balance, temporarily leaving the school in a precarious position until new relationships, routines and adjustments are made. The transition must be carefully managed. There are at least two elements to a well-managed head transition:

1. A **communication plan** for all constituencies that addresses the political realities;
2. A **management plan** to support the administrative transition.

1. Communication plan: The process of searching, interviewing and selecting candidates should attend to community relations on both a school-wide and city-wide level. A carefully considered communication plan must be in place to announce the departure of the exiting professional and maintain the confidence of all constituents. They should be assured that a representative and competent committee is handling the search and transition process. Since the day school is a major player in Jewish communal life, key communal stakeholders need to be kept informed and brought into the process. It goes without saying that parents, in addition to staff, administration, board, federation, and rabbis, need to be included in the communication effort.

2. Management plan: A management transition involves adapting structures and routines to accommodate new personalities and skills. A school should expect to provide extra support and feedback to a new head during the initial two years. PEJE has seen a number of excellent models of head transitions using an outside consultant or special board committee. One noteworthy school provided the new head with a private consultant to help manage the transition. The consultant helped the school and its community to adjust to the skills, strengths and challenges of a new leader at the helm. A budget might include a line item for transition consulting. Many management consulting firms, including some listed in this publication, offer this type of service.

The Advocacy Goals of This Publication

In addition to providing schools with useful resources, PEJE hopes this publication will advocate for:

1. Maximizing the opportunities for self-evaluation and review as part of the head search.
2. Exploring new strategies for recruitment of educational leadership:
 - Mid-career educators from public and private schools.
 - University Jewish studies students.

3. Using the Tripod (vision, board, head) to examine and strengthen key aspects of the school's infrastructure:

- The importance of a clear vision.
- A board self-evaluation along with careful attention to strengthening the collaboration of the board-head dyad.
- Supporting the new head through professional development and head evaluation.

4. Managing the transition process:

- A communication plan.
- A management plan.

The process of searching for, orienting, and transitioning in a new head of school can infuse new energy into an existing school or bring focus and direction to the process of creating a brand new school. The resources and lessons offered in this publication suggest that with clear goals, realistic expectations, ample support for professional development, and a willingness to imagine, your school can hire someone whose leadership qualities will enhance the school and take it to the next level. We wish schools the best of luck in their head search process and on the process of self-reflection and renewal that can accompany it.

Updates to this Publication

In the compilation of this publication we discovered materials and resources that we believe are valuable but, because of their size and format, we were unable to include in the publication itself. In addition, we are always learning of new material and will no doubt continue to accumulate resources after this volume is published. We therefore plan to make this material available on our website, www.peje.org. We encourage schools to look there for resources. Please also share with us any materials that you find valuable, so that we may post them and share them with others.

II. What Does A Search Process Mean for a School

Running a head search process is extremely labor-intensive and time-consuming. The goal of this publication is not to provide elaborate detail on all of the steps involved, but rather to highlight unique opportunities and challenges and compile resources useful in searching for a head of a Jewish day school. For a more in-depth discussion of the process of search we suggest *The Search Handbook: A Step-by-Step Guide to Selecting the Right Leader for Your School* by Barbara Gilvar. (Visit www.nais.org to order, or call 800-793-6701.)

Outlined briefly below are some of the many steps involved in finding and orienting a new head of school:

1. Board agreement on a process and delegation of responsibility.
2. Formation of head search committee. Chair or president is ex-officio member of search committee.
3. Education of the search committee.
4. Creation of timetable.
5. Communicate to key constituencies departure of former head and plan for head search. May include interim solution for school leadership.
6. Self-reflection and assessment by key stakeholders as groundwork for writing a job description. Make sure job description is congruous with the school vision. Evaluation of subsequent performance is facilitated when the vision and the job description are congruous.
7. Write the job description and put together an information packet.
8. Plan to distribute the job description.
9. Collection and review of resumes.
10. Check of references in person or by phone; (letters mean very little).
11. Interview candidates. When possible, visit the candidate on site in his or her current school.
12. Introduce top candidate to key influential leaders in the community.
13. Make a decision and put together an offer.
14. Negotiate a contract and close the deal.
15. Communicate to all constituencies about the new head.
16. Plan the transition and budget with possible board transition committee and inclusion of former head in transition planning.
17. Graceful exit of former head.
18. Support the new head.
19. Evaluate the new head.

III. First-Hand Advice Culled from Recent Searches

Some of the best resources for planning a search for a head of school are people who have recently gone through the process themselves. Interviews with a number of heads and members of search committees yielded the following advice and suggestions.

A. Definition of Roles and Clarification of Process

- ◆ The board and the head search committee should agree upon the role of the head search committee, including:
 - roles and responsibilities of all of the members of the process.
 - clear definition of the role of the president/ chairman of the board in the process.
 - who may vote on the candidate and who may provide input on the candidate.
- ◆ The head search committee must internally meet to agree on a process for the search and to write up the process, including:
 - timeline for receiving resumes, preliminary interviews, and on-site visits.
 - clearance points.
 - list of community members with whom the candidates will meet.
 - decision about whether the committee will present one candidate to the board for approval or several for the board to decide upon.
- ◆ The head search committee should write out interview questions, screening questions, and reference check questions in advance.

B. Job Description

- ◆ Formulate the job description by drawing on the mission statement and philosophy of the school.
- ◆ Consider the long-term goals of the school as well as the school's specific needs at that time.
- ◆ Conduct a brainstorming session in which each member lists all of the qualities he or she is looking for in a head of school. Next, narrow the list to include five to seven qualities, and use that list as a standard against which to measure candidates.
- ◆ Define the responsibilities, knowledge, and skills you are looking for.
- ◆ Clearly state the variety of roles the candidate will play and the full extent and complexity of the job.
- ◆ A consultant may be helpful in writing an accurate job description.
- ◆ Use the job description as a guideline when screening the candidates.

For sample job descriptions please see Appendix A.

C. Search Committee

- ◆ The search committee should reflect the diversity of the school, including people with different perspectives and involvements with the school, but should also be able to reach consensus.
- ◆ Include professional educators on the search committee who can provide expert advice about what to look for in candidates. Ideally these educators can be volunteer members of the committee from either Jewish community schools or secular independent schools.
- ◆ Teachers should be well-represented on the committee.
- ◆ A rabbi or community leader should sit on the committee.
- ◆ The existing head of school should not sit on the search committee.
- ◆ Maintain complete confidentiality, both to facilitate open discussion among committee members and to protect the candidates.

D. Outside Help

- ◆ Outsiders can help in several stages of the process, including writing a job description, finding candidates, and screening candidates.
- ◆ Turn to educators and laypeople outside of your school, including people who have expertise in the areas of Jewish education, general education, and business (so that you can conduct your search in an efficient, businesslike manner, and not in a haphazard manner).
- ◆ Seek outside training from personnel professionals.
- ◆ Learn the legal issues involved in interviewing, such as which questions are legal and which are not.
- ◆ Headhunter firms that specialize in independent schools and have experience working with Jewish schools are often the most helpful resources in terms of finding candidates.

E. Marketing/Where to Look

- ◆ Go beyond the traditional methods of advertising, such as placing ads in national newspapers and magazines.
- ◆ Seek people out by networking through agencies like JESNA and organizations affiliated with individual movements.
- ◆ Take advantage of informal networks of family and friends who live in different cities or who are involved in Jewish education.
- ◆ Utilize a consultant or search firm.
- ◆ Prepare an appropriate, professional-looking marketing packet that will sell your school and community to the candidates.

- ◆ Seek professional expertise for the creation of a marketing packet if you feel it will be helpful.
- ◆ Broaden your search beyond the Jewish world and be flexible with the number of people you hire. It can be difficult to find one person capable of running a school effectively and heading Judaic Studies, consider searching for two people especially for high schools.

F. Screening Candidates

- ◆ Be diligent in pursuing all references and referrals.
- ◆ Dig deep, beyond the references provided by the candidate, by talking to members of the candidate's community, including parents and board members from the candidate's former school. If necessary, send a member of the search committee to the candidate's community to talk to as many people as possible.
- ◆ When screening a candidate by phone, use scripted questions and be conscious of what ideas you are listening for.
- ◆ In the actual interview, ask the candidate to present a strategic plan for the school based on what she or he has seen so far.
- ◆ Ask specific, issue-oriented questions at the interview, rather than broader philosophical questions, and ask the candidate to respond to specific scenarios.
- ◆ Make the most of a candidate's visit by getting feedback from as many people as possible. For example, if a candidate visits a classroom, ask the teacher for feedback.
- ◆ Invite the candidate for more than one visit to the school in order to observe the candidate's interaction with various members of the school and community.
- ◆ Treat the candidate like a guest. Pick the candidate up and escort him or her places, take him or her out for meals, and host him or her with a family rather than at a hotel. Besides hopefully impressing the candidate, this will allow you the opportunity to interact with him or her more informally as well.

For sample screening and interview questions please see Appendix B.

G. Miscellaneous

- ◆ Talk to other schools who are conducting or have just conducted searches. Get advice, sample job descriptions, interview questions, and reference check questions.
- ◆ Recognize that the pool of qualified educators is small and you are in competition with other Jewish day schools. Be courteous and above-the-board when dealing with these other schools.

IV. Resources to Support the Search Process

There are at least four major strategies to follow when taking on a search for a new head of school:

- A. Using In-House Resources for the Search
- B. Hiring a Firm to Train the Search Committee
- C. Working with the Jewish Denominational Placement Agencies
- D. Hiring a Search Agency / Headhunter

A. Using In-House Resources for the Search

Running a search process in-house requires the appropriate volunteer resources and know-how. The process, done well, is intensive and time-consuming. Constituting the search committee with the appropriate expertise and people with time to give is key.

PEJE is aware of schools that have recently undertaken a head search and transition process and would be willing to share their experiences with other schools. In light of the new applicant pool coming from general education, we also have names of school leaders who have come from the outside into Jewish day school leadership and would be willing to speak with others. PEJE staff will do their best to connect school leaders from comparable schools. Please call the PEJE office (617-367-0001) or e-mail info@peje.org.

B. Hiring a Firm to Train the Search Committee

Providing training for the search committee is a cost-effective way to support the process. It increases the committee's knowledge base and expertise without contracting out the entire process. The training can also be stimulating and rewarding for committee members involved. We have listed two qualified firms who provide this service and have worked with Jewish day schools, but this service is available from other sources as well.

Gilvar & Associates

Gilvar and Associates has assisted independent schools with head searches. The firm offers comprehensive services including organizational analysis and development; identifying, interviewing and evaluating candidates; extensive work with the search committee, board, and the community.

Gilvar and Associates also offers customized search training to schools that feel they cannot afford a professional headhunter. Barbara Gilvar is the author of the "The Search Handbook" published by NAIS.

Gilvar & Associates' involvement breaks down into the following:

- Institutional Assessment
- Portraying the School Well
- Preparation for the Search Committee
- Developing an Outreach Plan
- Preliminary Evaluations - Screening Resumes
- Interview Procedures - Learning the Most from Interviews
- Conducting Comprehensive Reference Checks
- Decision-Making and Transition Planning

Gilvar and Associates

29 Concord Square, Boston, MA 02118

Phone: (617) 437-0850 (Barbara Gilvar)

Fax (617) 437-0841

E-mail: bgilvar@world.std.com

www.gilvar.com

ISM Consulting: Head Search Training

While some schools hire a full-service search firm to find a new head, others choose to utilize their board and other school resources to carry out the search, saving the school significant amounts of money. ISM can train your search committee to conduct an effective head search.

During the workshop, the ISM consultant will work with your search committee on the following:

- Defining characteristics of the ideal head to lead your school into the future.
- Developing effective advertisements and planning placement in appropriate publications and journals.
- Communications with applicants.
- Preliminary screening techniques.
- Interviewing techniques.
- Generation of a time-line for action, including identification of the role of each committee member

Independent School Management

1316 N. Union St.

Wilmington, DE 19806-2594

Phone: (302) 656-4944

Fax: (302) 656-0647

E-mail: ism@isminc.com

<http://www.isminc.com/>

C. Working with the Jewish Denominational Placement Agencies

Each school movement has institutional and educational membership and considers it part of its mission to make matches between educators and schools within their movement. Although most of the movements require an exclusive listing, most of the movements' placement personnel work together, keeping each other informed of openings and candidates. In this way the collaboration among denominations operates to broaden the pool of candidates.

Non-Denominational

JESNA - Jewish Education Service of North America

As part of JESNA's educator recruitment and development initiatives, the Joint Personnel Committee (JPC) works with non-denominational schools and Jewish communal agencies to match up appropriate candidates who are seeking careers in Jewish education. Paul Flexner provides advice, guidance and direction to both the educational institutions and the candidates. JESNA works with the Council for Jewish Education to place Jewish educators in JCCs and BJE's. There is no fee for institutions. There is a small registration fee for candidates.

Paul A. Flexner, Ed.D.
Jewish Education Service of North America
111 Eighth Avenue 11th Flr.
New York, NY 10011-5201
Phone: (212) 284-6879
Fax: (212) 284-6951
E-mail: Flex@jesna.org
www.jesna.org

Reform

NATE - National Association of Temple Educators

NATE is the professional association of approximately 1,000 Reform Jewish educators from Australia, Canada, England, Israel, the Republic of South Africa and the United States. These men and women are responsible for providing the leadership in Reform Jewish Religious Education for congregations, day schools, pre-schools, camps affiliated with the Union of American Hebrew Congregations and central agencies of Jewish Education.

NATE conducts a placement service, at no charge, to meet the needs of those congregations and day schools affiliated with the Union of American Hebrew Congregations who are seeking an educator. This service includes assisting with developing a job description for an educator, providing resumes of qualified educator candidates, advising congregations during contract negotiations, and supplying information on compensation and benefits.

Rabbi Stanley Schickler, RJE

NATE

633 Third Avenue - 7th Floor

New York, NY 10017-6778

Phone: (212) 452-6510

Fax: (212) 452-6512

nateoff@aol.com

<http://rj.org/nate/>

Conservative

United Synagogues Conservative Movement Educators

The placement service of United Synagogue, working with the Joint Committee on Educator Placement, places Jewish Educator Assembly members and others in positions of educational leadership in synagogue schools and Solomon Schechter Day Schools.

Rabbi David Blumenfeld

United Synagogues Conservative Movement Educators

5th Avenue

New York, NY 10010

Phone: (212) 533-7800 x2612

Modern Orthodox Day Schools and Yeshiva High Schools

The Education Administration Placement Office at the Max Stern Division of
Communal Services of the Rabbi Isaac Elchanan Theological Seminary,
an Affiliate of Yeshiva University.

The office works to match educational administrators and schools. Rabbi Levin personally interviews all candidates and checks their references in order to make the best recommendation. When a school calls looking for a new educational leader, a team is convened to work on finding the best candidate. Their web site, <http://www.yu.edu/riets/MSDCS/Placement/administration.htm>, posts administrative positions including

head of school, assistant principals and heads of Jewish studies in an anonymous format. The web site posts complete information about faculty positions.

Rabbi Mark Levin

The Education Administration Placement Office

Max Stern Division of Communal Services

Yeshiva University

500 West 185th Street Suite 413

New York, NY 10033

Phone: (212) 960-5212

Fax: (212) 960-5228

E-mail: amlevin@ymail.yu.edu

<http://www.yu.edu/riets/MSDCS/Placement/administration.htm>

Orthodox

Torah U'mesorah

Individual schools are invited to retain the Torah U'mesorah Bureau of Personnel Resources to act as their agent in the recruitment of Jewish Studies teachers, principals and executive personnel with a strong background in yeshiva/day-school education. The bureau represents the school in all phases of the recruitment process, from search through hiring and beyond. The bureau conducts a full-scale candidate search through the North American network. In addition, it holds two job fairs for Jewish educators in the spring and conducts an annual recruitment tour to Israel in February. These latter enterprises recruit a fresh pool of young talent from yeshivot and kollelim each year.

Rabbi A. Moshe Possick

160 Broadway

New York, NY 10038

Telephone: (212) 227-1000 x29

Fax: (212) 406-6934

E-mail: Umesorah@aol.com

D. Hiring a Search Agency/Headhunter

Hiring a head hunting or search agency is a costly but highly effective way to conduct a search. In addition to conducting the search, these firms will provide support for the process of self-reflection and assist in the creation of a job description, guide the negotiation, control development problems, write an appropriate job description, and finalize the contract details. Some firms will provide services to assist in the transition of the new head.

Below you will find a list of agencies that will contract with you to conduct the search. The industry standard fee is one-third of the salary for the first year. Their service begins with a visit to the school to get to know the school culture, history, mission, vision and leadership. In working with the search committee, they will help craft a job description and will assemble resumes for the committee to review. Support will be provided for interviewing, reference checking, and contract signing. All the firms listed below have had experience doing a head search for a Jewish day school. PEJE does not endorse any of the agencies listed in this publication but encourages you to contact them directly and evaluate their suitability to assist you.

Development Resource Group (DRG)

DRG is a nationally known and respected executive search and consulting firm that has been working solely in the nonprofit sector since 1987. DRG is particularly well known for its work with Jewish communal organizations, including boards of Jewish education, day schools, foundations, Jewish federations, synagogues, universities and other agencies involved with formal and informal Jewish education. In addition, DRG's clients include prominent organizations in human service, public policy, foundations, education and healthcare. They are committed to helping institutions and organizations in the non-profit sector meet their professional leadership challenges by helping them organize and manage their search process and by introducing them to groups of diverse and talented individuals that they might not have otherwise met.

Mr. Daniel Ripps
104 East 40th Street, Suite 304
New York, NY 10016
Phone: (212) 983-1600, ext. 117
Fax: (212) 983-1687
E-mail dripps@drgnyc.com
www.drgnyc.com

Mark I. Berger and Associates

Since 1987, Mark Berger has conducted over 125 searches for chief executive officers of non-profit organizations, including Jewish day schools. He consults to organizations, boards, and staff on strategic planning, organizational change, management and workplace effectiveness, annual fund, capital fund and endowment development. He has led numerous board and staff retreats.

Mark Berger
P.O.Box 19585
San Diego, CA 92159-0585
Phone: (619) 303-1200
Fax: (619) 303-1201
E-mail: mberger@iname.com
<http://members.home.net/mberger/>

Independent Educational Services

IES is a national nonprofit organization whose central mission is independent school personnel recruitment and placement. A twenty-member board of trustees governs the organization, most of whom are school heads representing NAIS schools around the country. They have worked with schools and boards in leadership searches and transitions, strategic planning and board/head relationships.

Edes P. Gilbert, Acting President
1101 King St. Ste. 305
Alexandria, VA 22314
Phone: 800-257-5102 or (703) 548-9700
Fax: (703) 548-7171
<http://www.ies-search.org/>

Wickenden Associates, Inc.

Wickenden Associates provides a range of services designed to help independent schools flourish in an increasingly complex world and to support school leaders in pursuit of excellence. These services include searches for heads of schools and other key administrators, as well as consulting in the areas of strategic planning and institutional research, board development, admissions and marketing, and college counseling.

James W. Wickenden, President
1000 Herrontown Rd.
Princeton, NJ 08540
Phone: (609) 683-1355
Fax: (609) 683-1351
www.wickenden.com

Gilvar and Associates

See pages 5-6 for more information on this organization.

V. Writing the Job Description and Broadcasting the Position

A. Writing the Job Description

Clarifying the school's goals, financial circumstances, strengths and weaknesses is a critical prelude to writing a job description that will attract the right candidate to your school. Characteristics of a good job description packet include:

- Clear identification of the major areas of responsibility and reporting structure.
- Information about the unique history, mission and culture of your school including basic school publications such as brochures, handbooks and PR materials.
- Comprehensive description of your school and its community.
- Clear articulation of the Jewish vision of the school.

If possible, relate the attributes to the school's goals for the next stage of development. Be sure to specify minimum requirements and dates the job is available.

We have included in the Appendix a number of sample job descriptions from schools that are diverse in student population, denomination, location, size and age of school. Since the administrative structure of your school may include a principal of general studies as well as a coordinator or principal of Jewish studies, we have included a sample job description for each of these. Section V, D lists internet sites with job postings. Scanning these sites may be useful when writing your job description.

B. Posting the Job

For schools conducting the head search independently, you will need to select appropriate places to post the job opening. The list below is not exhaustive but emphasizes the prominent national educational sites and does not include local venues. Achieving maximum exposure is important. If your school is considering a candidate coming from outside of the field, a great deal of energy should be put into creating a distribution plan for the job posting. The Internet has become the prime method for posting job opportunities. Other venues include newspaper advertisements and direct mail. Each venue may require a slightly different presentation of your job description. In addition to the sites listed below, many of the professional development opportunities listed in Section VI-D may be worthwhile places to post a job description.

A growing trend is hiring educators who are Jewish and are looking for a mid-career change from local independent and public schools. These people are bringing important credibility, experience and credentials into a vastly underdeveloped field. However, they must be supported with in-house Judaic expertise and professional development.

This publication will not elaborate on the screening and interviewing process since there are many publications and resources (some listed below and in the appendix and bibliography) which perform that function.

C. Contacting the Jewish Training Institutions

The past few years have seen the growth of a number of institutions devoting themselves to the training of Jewish educational leaders. An early stop in your search would be to contact the institutions that have certification programs for educators new to the field to explore the graduating cohort for current and future years.

Day School Administration Certification Programs

1. Jewish Theological Seminary

Day School Leadership Training Institute

Dr. James Hyman

3080 Broadway

New York, NY 10027

Phone: (212) 678-8873

E-mail: Jahyman@jtsa.edu

www.jtsa.edu

2. Loyola University and the Jewish Education Leadership Institute

Jewish Educational Leadership Institute

Julie Lennon

333 W. Wacker Suite 2750

Chicago, Illinois 60606

Phone: (312) 332-4172

Fax: (312) 332-2119

E-mail: info@jeli.org

www.jeli.org

Loyola University Academic programs

Janice Fine

1041 Ridge Rd

Wilmette IL 60091

Phone: (847) 853-3000

Fax: (847) 853-3375

www.luc.edu

D. Internet and Email Resources for Broadcasting a Position

The Internet has become a prime vehicle for broadcast of professional opportunities. The sites below are a combination of general and Jewish educational sites. These sites can also be used while writing a job description.

Virtual Resource Center For Jewish Education - Lookjed Announcements

Rabbi Joseph H. Lookstein Center for Jewish Education in the Diaspora at Bar Ilan University sponsors a web page with an announcements section for posting job openings as well as other opportunities in Jewish education.

<http://lookstein.biu.ac.il/ICJI/lookstein/forum/ann.html>

Independent School Management - Career Corner/Management Mart

Independent School Management (ISM) offers Career Corner and Management Mart as an online way to advertise your positions.

Independent School Management

Michelle Pelletier

1316 North Union St.

Wilmington, DE 19806-2694

Phone: (302) 656-4944

Fax: (302) 656-0647

E-mail: ismmart@isminc.com

www.isminc.com

HireEd.Net

HireEd.net is an online job bank and resume posting service sponsored by the Association for Supervision and Curriculum Development (ASCD). If you are an employer with one or many positions within your school, district, or other education organization that you want to fill, you can use HireEd.net for a small fee in three ways:

- You can post positions on HireEd.net and be sure that educators from all over the United States and the world will see them.
- You can search the HireEd.net resume database and find candidates who meet all your requirements.
- You can get HireEd.net to search the resume database automatically on a regular basis and send information about qualified candidates directly to you via e-mail even when you're too busy to search yourself.

www.HireEd.net

Independent School Listserv – ISED

ISED-L is the listserv group for independent school educators. ISED-L serves as a forum for the needs and interests of the independent school community. It is a vehicle for faculty, staff, and administrators to seek advice, to establish new friendships, to locate collaborators for online and offline projects, and to post conference, employment, and other announcements. You must subscribe to the list before you can post a job, but you can unsubscribe at any time. The ISED list may be a useful resource for many purposes other than posting a job. You may want to subscribe and try it out to make connections in the independent school world.

To subscribe to ISED-L send a message to listserv@listserv.syr.edu.

In the body of the message, type:

subscribe ISED-L YourFirstName YourLastName.

JewishJobFinder.com

JewishJobFinder.com: Recruiting the next generation of Jewish professionals is a website for people seeking employment in Jewish Education and Jewish Communal Leadership. JewishJobFinder.com will offer information on diverse career paths and professional opportunities in the areas of Jewish education and Jewish communal leadership and will feature sections on resume-writing and posting, job posting, career counseling and profiles of employees in various areas of the field.

www.JewishJobFinder.com

Judaic Studies Email Newsletter

The Jewish Studies Newsletter includes positions & events in academic Jewish studies. It is published by H-Judaic: The Jewish Studies Network.

Mailing address:

310 Auditorium Building

Michigan State University

East Lansing, MI 48824 USA

Phone: (517) 355-9300

Fax: (517) 355-8363

<http://h-net.msu.edu/~judaic>.

Melton Senior Educators Program

The Melton Center for Jewish Education hosts a program called Senior Educators that enables a select group of Jewish educators from around the world to experience a year of professional development, enrichment, and study at the largest academic center in the world for both Jewish studies and Jewish education - the Hebrew University of Jerusalem and its Melton Center for Jewish Education. They have an e-mail list for graduates of the program called mb-bogrim that is widely distributed in Jewish educational circles. Contact the program coordinator to post a listing.

The Melton Center for Jewish Education
The Hebrew University of Jerusalem
Mandy Huglin
Mount Scopus, Jerusalem 91905 ISRAEL
Phone: 972-2-588-2033
Fax: 972-2-532-2211
E-mail: msmelton@mscc.huji.ac.il
www.site.huji.ac.il/melton

Jerusalem Fellows Program

A two-year, full-time fellowship program for senior educational leaders dedicated to advancing Jewish education in communities worldwide.

Jerusalem Fellows
POB 10613
Jerusalem 93553 Israel
Phone: 02-568-8818
Fax: 02-673-5229
E-mail: jfadmissions@mandelschool.org.il
www.mandelschool.org.il

E. Mailing Lists

You may want to buy mailings lists from professional organizations, such as the rabbinic organizations or those listed in the section below to broadcast a position very widely.

Association of the Institutions of Higher Learning for Jewish Education

See the Appendix for this list of 13 institutions that offer programs in Jewish education. A job description could be mailed to this list for posting and selective phone calls could be made.

Association for Jewish Studies Mailing

Searching for educators who can teach or direct high levels of Judaic studies is challenging. One strategy is to canvas the departments of Jewish studies for masters and doctoral level students who may be interested in pursuing a career in a Jewish day school. This is a list of approximately 2000 professors of Jewish studies at universities nationwide. To rent their membership mailing list contact:

A.B. Data Information Management and Marketing Services, Ltd.

Kelly Gardner

8050 N. Port Washington Road

Milwaukee, WI 53217

Phone: (414) 352-4404 or (414) 540-4905 or (800) 558-6908

Fax: (414) 352-3994

E- mail: kgardner@abdata.com

VI. Supporting the New Head

A. Compensation and Contract

Outlining a compensation package is linked to the process of writing the job description, budgeting and long term planning. The budget must allow for flexibility depending on the candidates' experience, skills and needs for professional development. Competitive compensation packages for head positions have been increasing steadily in the past few years. The package will vary by size of school and location. Checking with your local independent schools is a good way to gauge what a competitive salary would be in your area. Some common features in a competitive package include:

- Signing bonus
- Moving expenses
- Parsonage allowance in clergy

Our thanks to Bruce Powell, a PEJE Madrikh, for the outline of the contract below:

- Base salary*
- Duration of contract
- Health insurance
- Dental insurance
- Disability insurance
- Life insurance (rare cases)
- Professional liability insurance
- Dues to professional organizations
- Retirement benefits--carefully articulated and portable, typically 5-10% of salary
- Conference(s) allowance plus travel stipend. Allowance for required professional development experiences
- Housing stipend or a house in very expensive areas
- Vacation stipulation plus holidays (at least one full month)
- Clause on renegotiation dates prior to end of contract

* You may want to include opportunities for salary increases after one, two, three, and four years of successful leadership.

- Severance agreement done in advance
- Tuition for head's children (usually in full)
- A clearly articulated evaluation template
- Head should be the board's only employee
- Job description with specific tasks that can be evaluated

B. Professional Development Resources

All executives have gaps in their experience and newly hired heads of school are no exception. Providing time and resources for the new head to receive coaching, instruction and other professional development supports should be a high priority for the board.

Since a search will involve setting priorities and making trade-offs, finding a candidate who is open to professional growth will broaden the options and introduce new possibilities. A good leader will feel renewed and engaged in his or her work and therefore may stay longer if he or she can continue to grow professionally. The board and head should jointly establish a culture where learning is valued and mistakes are seen as opportunities for learning. Being a head of school is, as is often said, "lonely at the top." Encouraging the head of school to find a mentor or network with peers can be a very powerful professional development experience

C. The Novice Head

Sometimes a lay leader, rabbi or other professional without direct experience is recruited as head of school. There is no substitute for the experience of having led a school, but with very careful attention to professional development, these novice heads can grow into talented and credible leaders who enrich the field as a whole. PEJE encourages the influx of new leadership into the field as long as it is accompanied by adequate and close attention to appropriate mentoring, support and professional development.

Some schools hire a consultant-coach for the neophyte or experienced school head who is moving into a major league school or one with menial challenges.

Below, we have included a number of resources that are appropriate for either training new heads or professional development for standing heads of school. The first section is for gaining professional skills in educational leadership, and the second is for gaining Judaic skills for those entering the field from general education.

D. Professional Development Opportunities for Educational Leadership Skills

The Principal's Center at Harvard University Graduate School AVI CHAI

Applicants from a Jewish day school who are accepted to the Harvard summer program are eligible for a subsidy from the AVI CHAI foundation, which sponsors up to 24 day school educators to participate in two of the summer institutes: The Art and Craft of the Principalship (for new heads) and Leadership: An Evolving Vision. AVI CHAI will pay for tuition, room and two meals daily, with participants responsible for travel and all other expenses. Interested applicants must apply to The Principal's Center. Please write the words "AVI CHAI" on the top right corner of the application.

The Principals Center at the Harvard Graduate School of Education
336 Gutman Library, 6 Appian Way
Cambridge, MA 02138
Phone: (617) 495-1825
Fax: (617) 495-5900

The Lookstein Center for Jewish School Leadership: Principal's Seminar at Bar Ilan University

A two-week intensive seminar for a select group of up to thirty Jewish day school educators from the Diaspora. The seminar will focus on the development of leadership skills and will equip participants with the tools and approaches that are needed to deal effectively with the challenges that are particular to Jewish day schools.

The Center for Jewish School Leadership
Bar-Ilan University
Ramat Gan 52900, Israel
Phone: 972 3 5318111
Fax: 972 3 5351912
E-mail: feldme@mail.biu.ac.il

Klingenstein Center at Teachers College of Columbia University

The mission of the Klingenstein Center is to improve the quality of independent school education by developing and strengthening leadership among teachers and administrators who work in and with independent schools. The Center aims to attract educators who have demonstrated outstanding accomplishment or potential for excellence. The aim is to equip these educators with the knowledge, skills and values necessary for informed practice using the resources of Columbia University and drawing upon a wide range of experts in education.

The Klingenstein Center for Independent School Education
204 Main Hall, Box 125
Teachers College, Columbia University
525 West 120th Street
New York, New York 10027-6696
Phone: (212) 678-3156
Fax: (212) 678-3254
<http://www.klingenstein.org/index.htm>

ISM Summer Workshops for Heads

ISM offers 28 workshops for administrators in private-independent schools

Donna Blunt, Workshop Coordinator
Independent School Management
1316 N. Union St.
Wilmington, DE 19806-2594
<http://www.isminc.com/workshop/si/summerinstitute.html>

Professional Development Opportunities for Judaic Education for Heads of School

To our surprise and disappointment we found no resources specifically for heads of school to list under this heading.

VII. Using the Tripod to Strengthen the School

The following section brings together resources to support the board's process of reflecting on the three foundational elements of the school known as the tripod of the school: the vision, the board, and the professional leader.

A. Resources for Strengthening the Vision of a School

Abramson, Robert. "Kedusha as an Integrative Focus: The Implementation of a Vision." Curriculum, Community, Commitment: Views on the American Jewish Day School. Daniel J. Margolis and Elliot Salo Schoenberg, editors. West Orange, NJ: Behrman House, 1992.

After defining Kedusha and its power to serve as a vision's guiding focus, Abramson describes a staff development process to help teachers understand and use Kedusha in their classrooms.

Angelica, Emil. Creating Effective Mission & Vision Statements. Minnesota: Amherst H. Wilder Foundation, 2001.
This guide includes step-by-step instructions on developing and revising mission and vision statements, as well as clear strategies to engage the staff and board in the mission and vision of a non-profit.

Aron, Isa. Becoming a Congregation of Learners: Learning as a Key to Revitalizing Congregational Life. Vermont: Jewish Lights Publishing, 2000.

In her new book, Aron explores the importance of learning as a congregational activity. She includes exercises, text study, stories, and a specific process to develop a learning community.

Barth, S. Roland. "Coming to a Vision." Journal of Staff Development 14 (Winter 1993): 6-11.

Barth addresses the importance of school vision, what it takes to create it, and the routes schools can take to achieve it.

Elkin, Joshua. "Developing a School Mission Statement." Jewish Education News (Spring 1993): 15-17.

Elkin provides practical advice on how to write a mission statement. To Order: Coalition for Advancement of Jewish Education (CAJE), 261 W. 35th St Floor 12A, NY, NY 10001, 212-268-4210.

Fox, Seymour and William Novak. Vision at the Heart. Council for Initiatives in Jewish Education, 1997.

A case study of the Conservative movement's Ramah Camp network. This pamphlet explores vision's power to shape educational initiatives.

Herman, Jerry. "Site Based Management: Creating a Vision." National Association of Secondary School Principals Bulletin 73 (1989): 79-83.

Herman discusses the whys and hows of creating a vision and developing an outcome-based mission statement.

Heschel, Abraham Joshua. "Existence and Celebration." Moral Grandeur and Spiritual Audacity. New York: Noonday Press, 1996.

Part of a recent collection of essays edited by Heschel's daughter, this piece provides a powerful resource for stimulating visionary thinking on Jewish life, Jewish study, and Jewish practice.

Pekarsky, Daniel. "The Place of Vision in Jewish Educational Reform." Journal of Jewish Education. 63.1-2 (Winter/Spring 1997): 31-40.

Pekarsky argues that an inspiring vision which informs the educational process has the highest practical value.

Rogus, Joseph. "Developing a Vision Statement: Some Considerations for Principals." National Association of Secondary School Principals Bulletin 74 (February 1990): 6-11.

Rogus outlines procedures to help a principal develop a precise school vision, foster faculty ownership of this vision, communicate its meaning to concerned constituents, and develop organizational trust in its potential.

Saphier, Jon and John D'Auria. How to Bring Vision to School Improvement Through Core Outcomes, Commitments and Beliefs. Carlisle, MA: Research for Better Teaching, 1993.

A how-to booklet about unifying a school around a few core outcomes for all students.

Schiff, Alvin. "The Day School." What We Know About Jewish Education. Torah Aura Productions, Los Angeles, 1992.

A succinct overview of the Jewish day school world from the perspective of one of its key researchers.

Developing a Mission Statement for the Middle Level School. Reston: National Association of Secondary School Principals' Council on Middle Level Education, 1987.

A guide for creating functional mission statements that serve school and community well. This book also describes how to use a mission statement effectively in a school's daily life. A clear, concise guide.

B. The Head Evaluation Process

In order to strengthen and ensure the performance of the head of school, feedback mechanisms need to be in place. PEJE strongly advocates for a productive and fair head evaluation process to be instituted in all schools. (Unfortunately there are many schools in which this does not take place.) A productive head evaluation should:

- Focus on aligning the head and board around the board's annual goals
- Be keyed to the job description of the head
- Provide an opportunity for the head to evaluate his/her own performance
- Afford an opportunity for reflection and learning for the whole institution
- Be performed by an appropriate board committee
- Not be motivated by any single agenda or individual
- Take place annually in the fall
- Elicit feedback from a variety of constituents
- Be accompanied by a board self evaluation

Self-Assessment Tool Kit for Jewish Day Schools. Boston, MA: Partnership for Excellence in Jewish Education 2000.

Contains survey and self-assessment measures for board, heads, teachers and parents. For ordering information, contact the PEJE office or visit the PEJE website. The Appendix to this publication includes a sample Head Evaluation Protocol from the Solomon Schechter Day School of Boston, which was not included in the PEJE Self Evaluation Toolkit.

Heifetz, Ronald A. Leadership Without Easy Answers. Cambridge: Belknap Press, 1994.

Heifetz outlines a practical philosophy of leadership, and provides an orienting set of questions and options for confronting the hardest problems.

Barth, Roland S. Run School Run. Cambridge: Harvard University Press, 1980.

A nuts-and-bolts study of one school's rocky but ultimately successful transition toward pluralistic education, written by the Harvard Principals' Center's founder.

Bolman, Lee G. and Terrence E. Deal. Reframing Organizations: Artistry, Choice and Leadership. San Francisco: Jossey-Bass, 1991.

Intended for managers and future managers, this book explains important elements of organization theory and research. Lee and Deal illustrate how each situation in an organization can be viewed from four directions: structural, human resource, political, and symbolic. Each perspective yields valuable insights for leaders.

Educational Leadership. 39. 5 (February 1982). [entire issue]

This issue's topic is "developing leadership."

Educational Leadership. 49 (February 1992). [entire issue]

This issue's topic is "transforming leadership."

Educational Leadership. 55. 7 (April 1998). [entire issue]

This issue's topic is "reshaping school leadership."

The Head's Letter.

This periodical contains articles written by and for heads of school. To subscribe, contact: Educational Directions Incorporated, PO Box 768, Portsmouth, Rhode Island, 02871, TEL: 800-647-2794 (Subscription: \$47).

Heller, Gary S. "Teacher Empowerment-Sharing the Challenge: A Guide to Implementation and Success." National Association of Secondary School Principals Bulletin. 77 (February 1993): 94-103.

Heller believes that principals advocating the benefits of collaborative decision making must show tolerance and encourage a wide variety of management, problem-solving, and decision-making abilities. He explains how staff development can aid the site-based management process.

Kotter, John P. "What Leaders Really Do." Harvard Business Review. 90 (May-June 1990): 103-112.

This article examines the differences between leadership and management. To order, contact: Harvard Business Review Publications, Operations Dept., Harvard Business School, Boston, MA 02163.

Senge, Peter. "The Leader's New Work: Building Learning Organizations." MIT Sloan Management Review. 32 (Fall 1990).

Senge's article, based on his book The Fifth Discipline: The Art and Practice of Learning Organizations, describes new roles, skills and tools for leaders who wish to develop learning organizations. It discusses how to build organizations in which continuous learning occurs, and how to determine which people will best lead them.

Leadership Resources for Non-Profit Professionals

Jossey-Bass Publishers

350 Sansome St., San Francisco, CA 94104

TEL: 800-965-7739 FAX: 800-605-2665

WEB: www.josseybass.com

The International Network of Principals' Centers
Harvard Graduate School of Education
6 Appian Way, 336 Gutman Library, Cambridge, MA 02138
TEL: 617-495-9812
E-MAIL: Inpec@hugse1.harvard.edu

SCHOOLS-ADMIN-L

A newsgroup dealing with school management and administration issues. To subscribe, address an e-mail in the following way:

to: MAILSERV@ECC.TASED.EDU.AU

SUBSCRIBE SCHOOLS-ADMIN-L

firstname lastname

C. Maintaining a Strong Lay-Professional Relationship

A well functioning board steers clear of micro-managing or apathy and organizes itself through its committee structure to maximize board members' talents and abilities toward serving the educational goals of the institution. One key indicator of a well functioning board is the health of the relationship between the board chair and head.

"Ongoing lay-professional interaction is indispensable to the effective functioning of these institutions. When these working relationships are progressing smoothly, a calm, productive atmosphere prevails. When there is evidence of friction or disharmony, however, the entire institution and all the individuals associated with it suffer." (Elkin, Josh, "Lay - Professional Collaboration in the Jewish School" in Curriculum, Community, Commitment: Views on the American Jewish Day School. Daniel J. Margolis and Elliot Salo Schoenberg, eds. West Orange, NJ: Behrman House, 1992, p. 208.)

The critical dyad that safeguards this function is the relationship between head of school and board chair. "This fundamental relationship should be characterized by mutual respect and trust; however, the friendship pitfall must be avoided. An honest and candid sharing of perspectives is in the best interest of the day school" (Elkin, *ibid.*, p. 212).

A successful board-head dyad is characterized by:

- Regular face-to-face meetings
- A clear mutual understanding of roles that allows for division of responsibility and collaboration
- Joint setting of goals and agendas
- An evaluation process for both head and board

Hiring a new head affords an opportunity and a challenge to reflect on, renew and strengthen this lay-professional bond. There are numerous frameworks (publications, conferences, web sites) for learning how to maximize this relationship. Below are PEJE "favorites."

The Board Building Cycle: Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members (With Diskette) by Sandra R. Hughes, Berit M. Lakey, and Marla J. Bobowick. 52 pages. 2000.

Trustee Handbook: A Guide to Effective Governance for Independent School Boards, 7th Edition by Mary Hundley DeKuyper, NAIS. You can order a copy at <https://www.nais.org/secure/publications/index.cfm> or through the Order Department at 800-793-6701.

NCNB website www.ncnb.org

NCNB offers services and publications to strengthen boards in a variety of areas. Services include workshops, customized governance consulting, and an information clearinghouse. NCNB publications are frequently recommended by PEJE.

ISACS <http://www.isacs.org/>

ISACS is a membership organization for independent schools in the Midwest. In addition to member services, ISACS offers professional development opportunities and resources. The website features monographs covering a wide variety of topics that can be read online.

Governance Through Partnership

National Association of Independent Schools www.nais.org/nais/

Held throughout the year, on site, at participating schools. A team of specially trained volunteer board chairs and heads of schools runs this tailor-made program. Working with the GTP program director and the volunteer facilitators, participating schools devise the ideal workshop curriculum for their board retreat by combining segments from the following options: the healthy and effective board, partnership in action, partnership goal setting, evaluation of the partnership, a smooth transition, trustee development, timelines, and crisis management. There are many possible configurations for this service. NAIS also has a referral service for other types of consultation.

For more information, please contact: Tina Wood (wood@nais.org). To get more information on the NAIS Partnership conference please call: Caroline Tringali: 202-973-9700

Bubis, Gerald B. and Jack Dauber. "The Delicate Balance: Board-Staff Relations." Journal of Jewish Communal Service. 63 (Spring 1987): 187-196.

This article examines several significant factors affecting lay and professional collaboration, including shared and disparate values, skills and knowledge, role expectations in the formulating policy, and the nature of organizational functioning.

Chait, Richard. How to Help Your Board Govern More and Manage Less. Washington D.C.: National Center for Non-Profit Boards, 1994.

A best-seller by one of the most respected voices in non-profit governance, this booklet helps board members distinguish between shaping policy and hands-on management. It also includes specific procedures to help strengthen a board's capacity to govern.

Elkin, Joshua. "Lay - Professional Collaboration in the Jewish School." Curriculum, Community, Commitment: Views on the American Jewish Day School. Daniel J. Margolis and Elliot Salo Schoenberg, eds. West Orange, NJ: Behrman House, 1992.

Synthesizing the best practices in lay-professional collaboration from both the Jewish community and the independent school world, Elkin discusses how to foster better partnerships. He draws special attention to the key relationship between board chair and school principal.

Johnson, Eric W. Evaluating the Performance of Trustees and School Head. Washington, D.C.: National Association of Independent Schools, 1986.

A guide to evaluation as a bridge to effective board-head relations and to showing people how to perform at their best.

Kahn, William. "On Working With the Agency Board: A Sometimes Neglected Skill." Journal of Jewish Communal Service. (1978).

Kahn, a prominent executive in the Jewish Community Center world, shares his hard-earned wisdom on what makes for successful lay-professional collaboration.

Kurshan, Alisa Rubin. Vocation and Avocation: A Case Study of the Relationship Between Jewish Professionals and Volunteer Leaders in Jewish Education. Diss. Jewish Theological Seminary of America, 1996.

This doctoral study examines the relationship between professionals and volunteer leaders in a Jewish day school. Kurshan finds, through both theoretical research and a useful case study, that commitment to the institution, clarity of roles, confluence of vision, and communication are keys to success.

Lynes, David and Leonard E. Opdycke. Notes on Trusteeship. Washington, D.C.: National Association of Independent Schools.

Lynes and Opdycke discuss the concerns that arise in schools where parents constitute the corporation and board of trustees, and offer advice on developing cooperative working relationships.

VIII. Conclusion

As a school progresses through the process of searching for, vetting, hiring and supporting a new educational leader, there are multiple opportunities for reflection and renewal. Taking advantage of these opportunities is a key to strengthening an institution and moving it toward the next stage of its development.

We know that vision-driven schools attract parents, students, high quality personnel and financial resources because they aim for excellence. Keeping a vision of the institution five to ten years in the future will guide choices toward the desired outcome.

Foremost among the challenges in bringing vision to reality is the personnel shortage, which will not be resolved easily in the foreseeable future; therefore, resourceful and creative thinking is required. Collaboration with Federation, independent schools, college campuses, and universities can help produce new candidates.

Stability and long-term leadership for an institution are a consequence of attention to retention as a critical strategy. Collaboration, evaluation and professional development are ways to keep and grow a valuable leader. A board's clarity of boundaries, capacity for self-evaluation, ongoing attention to leadership development, and growth and reflection will keep its governance role healthy and strong in support of the institution and its educational leader. Ongoing adult learning for lay and professional leaders is a key to maximizing the excellence of an institution.

The PEJE staff welcome feedback on this publication so it can be useful to those facing similar challenges.

IX. Bibliography

Educational Vision

Creating Vision and Mission Statements

See section VII, A on pages 26 and 27 for bibliographic resources on creating vision & mission statements.

Effective Boards

Governance

Carver, John and Miriam Mayhew Carver. Reinventing Your Board: A Step-by-Step Guide to Implementing Policy Governance. San Francisco: Jossey-Bass, 1997.

Taylor, Barbara E., Richard P. Chait, and Thomas P. Holland. "The New Work of Non-Profit Boards." Harvard Business Review. (September - October 1996): 4-11.

The Trustee's Letter.

To subscribe, contact: Educational Directions Incorporated, PO Box 768, Portsmouth, Rhode Island, 02871, TEL: 800-647-2794 (Subscription: \$47).

Hughes, Sandra R., Berit M. Lakey, and Marla J. Bobowick. The Board Building Cycle: Nine steps to Finding, Recruiting, and Engaging NonProfit Board Members. Washington, D.C.: National Center for Nonprofit Boards, 2000.

Head of School Search

Gilvar, Barbara, editor. The Search Handbook: A Step-by-Step Guide to Selecting the Right Leader for Your School. Washington, D.C.: National Association of Independent Schools, 1997.

Hughes, Sandra R., Berit M. Lakey, and Marla J. Bobowick. The Board Building Cycle: Nine steps to Finding, Recruiting, and Engaging NonProfit Board Members. Washington, D.C.: National Center for Nonprofit Boards, 2000.

Karsten, Robert. "Search, but Not Destroy: A Head-Hunting Guide." Independent School. Fall 1998: 64-9.

Responsibilities

Ingram, Richard T. Ten Basic Responsibilities of Non-Profit Boards. Washington D.C.: National Center for Non-Profit Boards, 1988.

Stanton, Barbara Hadley. Trustee Handbook. Washington, D.C.: National Association of Independent Schools, 1989.

The 'Strategic' Board of Trustees: A Compendium of Ideas and Perspectives Articles. Wilmington, DE: Independent School Management, 1997.

Wright, George B. Beyond Nominating: A Guide to Gaining and Sustaining Successful Not-for-Profit Boards. Portland, OR: C3 Publications, 1996.

Organizations and Catalogs

The Association of Governing Boards of Universities and Colleges
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Independent School Management
1316 North Union Street, Wilmington, Delaware 19806-2594
TEL: 302-656-4944 FAX: 302-656-0647

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Leadership Resources for Non-Profit Professionals

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Professional Development

Articles and Publications

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Summer Institutes

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Appendix A: Sample Job Descriptions

1. Generic Job Description of Headmaster

There is a distinction to be made between the job of Head and of Principal. The Head is responsible for all tasks “outside” the school. i.e. public relations, board work, fund raising, mission, vision, philosophy, management, hiring of “inside” management personnel and so forth; the Principal is responsible, for tasks “inside” the school, i.e. faculty supervision, parent contacts, student contacts, etc.

The reality is that in most of our schools, depending on their size and complexity, the Head does both Principal and Head work. In a school of a 100, one Principal may be able to succeed. However, in larger schools the job can be overwhelming and even counter-productive to the success of the institution.

The position of Headmaster will include the following tasks and responsibilities:

- Represent the school’s mission, philosophy, and policies to the Jewish Community;
- Represent the school to the Board of Trustees;
- Guide the Board on development of all policies and procedures;
- Implement the policies and strategic plan of the Board;
- Create and implement all operational policies;
- Determine and evaluate all school programs and functions;
- Recruit staff, define roles, and ensure the quality of all school personnel;
- Guide and inspire faculty to understand and implement the school’s mission;
- Supervise, guide, and evaluate all administrative personnel within the school;
- Design the budget and allocate resources as approved by the Board;
- Guide the Board in its execution of the annual fund campaign;
- Develop strong parent support for the school;
- Develop parent educational programs;
- Develop strong and positive student leadership;
- Develop the school’s presence and reputation within the private school and university community;
- Supervise and manage all day-to-day operations of the school;
- Serve as an educational leader in the eyes of the parents, students, and faculty;
- Guide the Board in thinking about the future needs of the school;
- Create an overall school environment that is safe, imaginative, and rich with positive values;
- Nurture a school climate consistent with the mission of the school.

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2. Head of School Descriptions

a. Conservative Day School, K-8: Solomon Schechter Day School of Greater Boston, MA

AUTHORITY:

The Head of School operates under the authority of The Board of Trustees and reports to the President of The Board of Trustees. The President of the Board of Trustees and his/her designees conduct annual performance and compensation review of The Head of School. The Head of School is a voting member of The Board of Trustees.

RESPONSIBILITIES:

The Head of School is responsible for implementing the mission of The School, and for implementing the plans and policies of The Board of Trustees.

1. THE BOARD OF TRUSTEES

- The Head of School represents the professional staff and employees of The School to the Board of Trustees and represents The Board of Trustees to the professional staff and employees of The School.
- In conjunction with The Board of Trustees, The Head of School will develop, review, and periodically revise the short and long range plans of the The School.
- The Head of School will consult and advise The President and Officers of The Board on the operation and development of The Board.
- Together, The President of The Board and The Head of School will ensure the appropriate and productive relationship between Governance and Operation.

2. ADMINISTRATION

- The Head of School is responsible for the organization, direction, supervision, and review of the staff and employees of The School.
- He/she is responsible for the efficient and effective implementation of the policies and objectives of The School.
- The Head of School is responsible for the efficient and appropriate utilization of The School's resources. He/she will ensure that financial records, audit procedures, budgets, and financial planning meet the needs and standards of The School's operation.
- He/she is responsible for the productivity and morale of staff and employees.

3. ACADEMIC

- The Head of School is responsible for the achievement of the academic goals of The School.
- He/she will ensure that the most effective curricula available are being appropriately used in all subjects of general and Judaic studies.
- Faculty relations, professional development, competency, and supervision are the responsibility of the Head of School.
- The communication of The School's academic mission and vision to the faculty, students, parents, administration, and wider community is the responsibility of the Head of School.

- The Head of School will develop and maintain knowledge of and relationships with other independent schools and relevant education institutions and associations.
- He/she will continue the process of integration of all general, Judaic, and Hebrew curricula.
- He/she will be responsible for the continued accreditation of The School.

4. DEVELOPMENT

- The Head of School in conjunction with The Board of Trustees will take a leadership role in all aspects of school development.
- The development goals will include: Enrollment, Annual and capital fund drives, alumni development, communications and public relations, Board development, and community development.
- He/she will serve as spokesperson for The School.

5. ENVIRONMENT

- The Head of School is the administrative, educational, and spiritual leader of The School community.
- He/she will ensure an environment of trust, cooperation, and respect conducive to personal, professional, spiritual, and academic growth.

Reprinted with permission of the Solomon Schechter Day School of Greater Boston

b. Reform, Synagogue Based School, K-6 (expanding to K-8): Beth Am Day School, Miami, FL

The Head of School oversees the day-to-day operations of the Beth Am Day School and serves as a liaison between the school and Temple administration and related departments with regard to the management and operations of the school. This includes but is not limited to governmental agencies and other educational organizations. The Day School Director functions within the operational organizational chart as approved by the Board of Directors.

Supervision:

Overall supervision of the following Administrative Personnel, including Preschool Director, Assistant Director, Judaic Studies Director, Office Secretaries, School Faculty.

Schedules and presides at regular school administrative staff meetings.

Defines parameters for student acceptance and resignation.

Selects and finalizes class placement of each student.

Maintains and develops an ongoing long range plan and program to meet the future needs of Beth Am Day School in conjunction with the Temple.

Development and supervision of General Studies curriculum.

Management of the integration of the Judaic and General Studies curricula.

Overseeing proper integration of all curriculum areas.

Staff assignment and scheduling.

Supervise teacher lesson plans and oversee the implementation of lesson plans.

Continuing educational programs and new-teacher training oversight including the maintenance of proper teacher certification or other requirements that may be mandated from time to time by related oversight and licensing agencies.

Hiring and dismissal of all school personnel in consultation with the Executive Director.

Coordinating and directing special projects, e.g., Yearbook, Fairs, Jewish and secular holiday events, concerts, field trips, graduation, etc.

Develop, implement, maintain school code of conduct and oversee all disciplinary matters.

Responsible for the cost effective purchase, use, and maintenance of all school supplies and equipment.

Development and implementation of educational philosophy and practices as an integral part of Temple Beth Am in partnership with the Senior Rabbi.

Develop, implement, and maintain appropriate teacher standards to include regular observations and evaluation of classroom teaching and activities including regular in class observations and documented evaluations.

Administrative:

Defining job descriptions and matters of policy relating to school staff.

Budget preparation, overseeing, maintenance, and supervision of expenditures together with the Temple Executive Director and School Board.

Work in conjunction with the School Board in setting school policies.

Maintaining and overseeing records dealing with progress of each student regarding testing and placement including tracking the performance and progress of each student in the school.

Maintaining standards of education to assure readiness of all students including awareness of the programs in the local middle and high schools to assure the proper readiness of all students in Beth Am Day School.

Supporting and representing the school at professional meetings, conferences, workshops, and accreditation bodies.

Accessible to parents and guardians to meet and counsel.

Develop and maintain school safety standards.

Work closely with PATIO (Parents' Association) officers, assist and support PATIO projects and support Temple wide fund raising projects.

Attend and/or arrange for representation of the School at all significant Temple meetings and events.

Work with the School Board and the Temple Board on matters of publicity and public relations.

Arrange the school calendar to synchronize with the calendars of both the Temple and local public school district including attention to both Jewish holidays, special events, state mandated requirements, teacher training workshops and conferences.

Curriculum:

Development, implementation, and supervision of curriculum. Evaluating current curriculum and implementation of new trends in education to maintain excellence in General and Judaic studies.

Supervision of integration of the Judaic and General Studies Curricula.

Staff development with regard to new trends in education and maintaining curriculum changes to meet new standards in education.

Keeping au courant with trends and developments in education.

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c. Brand New Community High School, 9-12 – New Jewish High School of Boston, MA

Guidelines for the Head of School

The Head of School is a professional leader imbued with visionary qualities and Jewish commitment that will establish the school as a community high school that provides its students with "knowledge about their dual heritage; appreciation of critical scholarship; and commitment to leading Jewishly-informed and enriched lives."

(Extracted with changes from Mission and Philosophy of the school)

Summary of Job Description

The Head of School will supervise, direct and administer all the programs of the school. He/She will be responsible for supervising the development of both the General Studies and Judaic Studies curricula and activities that promote Jewish traditions and values. The Head of School is the primary educational and administrative official of the School ultimately accountable to the Board of Directors. The Head of School is responsible for the implementation of the school policies, programs and ancillary activities. He/She will carry out the policies and by-laws established by the Board. His/Her responsibilities and duties include, but are not necessarily limited to, the following:

Personal Qualities

- Being a Jewish role model for students

Vision

- Leading the school community in developing a coherent vision for the Academy
- Articulating the vision both internally within the school and externally in the community at large

Educational / Administrative and support personnel

- Recruitment, hiring and firing of staff
- Regular supervision and written evaluation of personnel
- Providing opportunities for staff development including internal and external in-service opportunities, staff meetings, workshops and conferences
- Participation in on-going personal, professional growth and development

Curriculum

- Developing the curriculum of the school
- Once curriculum is in place, leading the way to continually improving the curriculum
- Assisting all personnel in the implementation of the instructional program
- Giving special attention to the intersection, interaction and whenever possible, integration of Jewish and General studies

Development

- Working cooperatively with other agencies
- Maintaining visibility within a community
- Serving as spokesperson for the school within the community
- Participating in the fundraising efforts of the school

Parent-School Relations

- Developing procedures to facilitate appropriate communication among parents, teachers, support staff and students
- Carrying out procedures developed

Supervision of Students

- Developing and maintaining educationally sound procedures with regard to admissions, retentions and withdrawals, placement, record keeping, evaluation, special services, recruitment, health and safety codes, advising, college placement

Budget

- Formulating, implementing and monitoring an annual operating budget in conjunction with a board committee
- Expenditure on the budget

Board and Committees

- Contribute to leadership development to insure continuity
- Provide guidance to lay organization
- Attend meeting with a clear Head's agenda
- Work with the board to develop short and long range goals

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3. Two Person Administrative Team

a. Head of School: Community School, K-5 (expanding to K-8): Columbus Jewish Day School, OH

Reports To: Executive Committee of the Board of Trustees

Summary: The Head of the Columbus Jewish Day School (CJDS) will lead and represent a progressive, growing independent school where academic excellence and commitment to Jewish tradition are integrated in a supportive, positive learning environment. In partnership with the board of Trustees, the Director's vision, leadership and management skills will successfully guide CJDS into its next stage of institutional development and beyond by building upon the strong foundation established in its first three years of operation.

Established in 1998, CJDS currently serves students in grades Kindergarten through 5, with plans to add additional classes through 8th grade in the upcoming academic years.

Primary Responsibilities:

The ideal candidate will have sufficient experience and capabilities to:

- Serve as primary visionary, spokesperson and advocate to all school constituencies, as well as to the local and national Jewish and general communities as required. This includes successfully managing public/community relations and student and staff recruitment, and playing a key role in fundraising activities.
- Guide the development and delivery of educational, religious and extra-curricular policies and practices that support CJDS' four central principles of academic excellence, integration, pluralism and egalitarianism as outlined in its Mission Statement and Statement of Educational Philosophy.
- Continue the ongoing development of a comprehensive, consistent set of written curricula in all secular and Judaic subjects in accordance with these central principles.
- Cultivate an environment that promotes cooperative interaction, critical thinking, discovery, invention and problem solving.
- Ensure effective communication among and between faculty, staff, parents, lay leaders, volunteers, funders, and community partners, utilizing both formal and informal means.
- Recruit and retain top-quality faculty, administrative staff members and specialists who will thrive and grow in the CJDS environment.
- Supervise, evaluate and provide professional development opportunities for faculty and other staff members, both individually and as a team, making changes as required. Promote the development of diverse methods of instruction to ensure the success of all students.
- Direct the screening, recruitment, enrollment and retention of students.
- Establish policies and procedures for student support and oversight that maximize the academic and behavioral developments of each student.
- Develop and administer an annual budget, subject to the approval of the Executive Committee, and manage the school according to sound fiscal practices.

- Establish and monitor policies and procedures that ensure safety, security and effective emergency planning.
- Develop successful community partnerships that advance CJDS' educational, extra-curricular and social action missions.

Knowledge and Skills:

The ideal candidate will be able to demonstrate the following:

- Ability to communicate effectively and persuasively across a wide range of audiences and situations.
- Can articulate and discuss CJDS' vision in a way that inspires and motivates students, faculty and staff, parents, funders and others.
- Demonstrates essential understanding of Jewish beliefs and practices and is sensitive to the diversity of Jewish practice in the CJDS school community.
- Experienced in curriculum and developmental needs of children in grades K-8.
- Strong managerial and organizing skills consistent with the multiple demands of this dynamic, growing educational institution.
- Experience in building and managing successful teams and utilizing collaborative models.
- Strong interpersonal skills: relates well to all kinds of people; builds constructive and effective relationships; can diffuse even high-tension situations comfortably.
- Skilled at understanding, motivating and developing others, both individually and in groups.
- Excellent at setting priorities, using time effectively and efficiently, and implementing good decisions in a timely fashion.
- Excels at innovation management: bringing forth the creative ideas of others, understanding which ideas will work, and facilitating their successful implementation.
- Comfortable with and open to change; learns quickly when faced with unfamiliar issues; willing to try new ideas.
- Understands technology: how it can support the management of the school; provide tools to teachers; and its importance as a component of the curriculum.
- Has working knowledge of state and federal regulations pertaining to non-public schools, as well as areas of the law pertinent to school administration (e.g., faculty contracts).

Direct Reports:

- Director of Judaic Studies and/or General Studies
- Administrator/s
- Development Officer
- Budget and Finance Manager
- Faculty

Professional Credentials:

- One or more graduate degrees in education, educational administration, Jewish education and/or Jewish studies.

- Five or more years of professional leadership experience in elementary and/or middle school settings.
- Appropriate certification and/or licensure.
- Teaching experience.

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**b. Director of Judaic Studies: Community School, K-5 (expanding to K-8):
Columbus Jewish Day School, OH**

Reports to: Head of School

Summary: CJDS is a progressive, growing independent Jewish day school where academic excellence and commitment to Jewish tradition are integrated in a supportive, positive learning environment. CJDS seeks to develop in its students a fully integrated sense of self, a deep appreciation of how the values, teachings, and practices of Judaism are central to modern life, and a sense of warm intimacy and direct linkage with Judaism as it has been lived over thousands of years.

The Director of Jewish Studies will play a leading role in the achievement of these goals by guiding the development and delivery of Jewish education and religious practices consistent with CJDS' four central principles of academic excellence, integration, pluralism, and egalitarianism.

Established in 1998, CJDS currently serves students in grades Kindergarten through 5, with plans to add additional classes through 8th grade in the upcoming academic years.

Primary Responsibilities:

The ideal candidate will have sufficient education, experience and capabilities to:

- Recruit and retain top-quality Jewish educators who will thrive and grow in the CJDS environment.
- Supervise, evaluate and provide professional development opportunities for Jewish Studies faculty members in all areas of Jewish study. Promote diverse and age-appropriate methods of instruction to ensure the success of all students.
- Lead the ongoing development of a comprehensive written Jewish Studies curriculum that emphasizes children's spirituality along with academic excellence. This curriculum will include Hebrew language arts, classic Jewish texts, tefillah, observance and other areas, will recognize and celebrate Jewish diversity and will foster a connection to the land of Israel.
- Select teaching materials and textbooks that reflect the educational ideas and philosophy of CJDS and allow consistency and continuity throughout the school.
- Guide and provide resources to faculty regarding the successful integration of Jewish Studies and General Studies curricula.
- Serve as Judaic leader of the school, organizing all holiday celebrations, rituals and special events. Work with Education and Religious Policy Committee of the Board of Trustees to establish policies and guidelines for tefillah and Jewish practice throughout the school.

- Cultivate an environment that promotes cooperative interaction, critical thinking, discovery, invention and problem solving.
- Participate in the screening, recruitment, and retention of students.
- Develop opportunities for parents to engage in Jewish learning consistent with the mission and philosophies of the school.
- In partnership with the Head of School, represent CJDS within and /or outside of the central Ohio Jewish and general communities as appropriate.
- Participate in developing successful community partnerships that advance CJDS' educational, extra-curricular and social action missions.

Knowledge and Skills:

The ideal candidate will be able to demonstrate the following:

- Recognizes and respects diverse religious practices and traditions among CJDS' student body.
- Hebrew language fluency, and strong knowledge of Jewish texts, observance, practice, and history.
- Experience in teaching Jewish text in the original Hebrew at the elementary and /or middle school level.
- Experience in the supervision and professional development of teachers.
- Experience in Jewish Studies curriculum development.
- Strong interpersonal skills.
- Ability to communicate effectively and persuasively across a wide range of audiences and situations.
- Skilled at understanding, motivating and developing others, both individually and in groups.
- Excellent at setting priorities, using time effectively and efficiently, and implementing good decisions in a timely fashion.
- Excels at innovation management: bringing forth the creative ideas of others, understanding which ideas will work, and facilitating their successful implementation.
- Comfortable with and open to change; learns quickly when faced with unfamiliar issues; willing to try new ideas.
- Can articulate and discuss CJDS' vision in a way that inspires and motivates students, faculty and staff, parents, funders, and others.

Direct Reports:

- All Jewish Studies faculty members.

Professional Credentials and Qualifications:

- One or more graduate degrees in Jewish studies and /or Rabbinic ordination with relevant experience.
- Three or more years of experience in a Jewish elementary day school and /or middle school.

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4. Division Heads

a. Secular Studies Principal: Modern Orthodox Day School, 7-12

A coed Orthodox Jewish day school with 650 students, K-12, seeks a Principal for Secular Studies, grades 7-12, for September, 2001. The Principal supervises faculty, staff and curriculum, is responsible for student welfare and parent relations and shares general administrative duties with Head of School. There are approximately 325 students in grades 7-12.

In creating the school the founder envisioned a school that would sustain traditional Torah life in the modern world. He founded a center of traditional Torah learning, identity and culture receptive to the best in the world of science, technology and humanities. Unique in style, the school has also distinguished itself in substance. It has brought life to the classroom – Torah life and contemporary life. The school perpetuates traditional Torah teachings, and also emphasizes the value of an excellent liberal arts education.

The beautiful four-acre campus includes students from dozens of communities throughout the area seeking an intensive traditional Torah education and a secular education of remarkable quality. More than 1000 students have graduated since the first high school class of 1953. Twenty-five percent have enrolled in Ivy League colleges. And a good many have graduated from Yeshiva University. Over the last five years more than 30 % of the graduating class has won National Merit recognition.

However, there is more to the school than academic achievement and prestigious universities. There is an indelible connection to Jewish tradition, and a life-long commitment to perpetuating that tradition. We are particularly proud of the 60-70% of graduates deferring college matriculation to spend a year in Torah study in Israeli yeshivot. Many become active in Jewish organizations on campus, then in the community.

The Principal for Secular Studies will be an education leader, not a technician. He/she will have strong academic credentials and demonstrate distinction in teaching and administration, exceptional communication skills as well as the personal qualities of integrity, empathy and humor. The Principal will be sympathetic to the goals of the school, enjoy interaction with adolescents and their parents, and have the ability to coordinate individual strengths of the faculty while encouraging collective purposes.

Compensation and benefits for this position are generous and competitive with those in other day schools. All inquiries will be kept in the strictest confidence.

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b. Coordinator/Principal of Jewish Studies: Reform Day School, K-8: Davis Academy, Atlanta, GA

Reports to: Head of School

Liaison With:

- Committee on Judaism
- Education Development Committee
- Long Range Planning (Ad hoc)
- Student Services Committee (Ad hoc)
- Israel Committee

Duties: The Coordinator of Jewish Studies reports directly to the Head of School and has the following responsibilities:

1. Administrative responsibilities:

- Develops, implements, coordinates and evaluates the scope and sequence for Hebrew language, prayer, Torah, religious practices, general Judaic Studies, and holiday curriculum for all grade levels.
 - *curriculum reviewed December / June
- Develops, implements, coordinates, and supervises integrated curriculum with Secular Principal
- Interviews and makes recommendations for hiring Hebrew / Judaic studies faculty to the Head of School. Coordinates Judaic Studies programming and assists the Head of School and Secular Principal in supervising and evaluating teachers.
 - *twice yearly – December and March
- Monitors weekly lesson plans of all faculty regarding Hebrew / Judaic Studies
 - *meets at least once a month with grade level teachers
 - *meets at least twice a month with Hebrew-Judaic staff
- Creates and implements a disciplinary program based on Jewish values
- Prepares the instructional materials budget for the Hebrew / Judaic Studies program and orders materials with approval of Head of School, maintaining budget guidelines: and keeps an inventory of materials for programs.
- Prepares and distributes weekly newsletter to parents regarding all aspects of Hebrew / Jewish Studies program. (Friday)
- Supervises and conducts communication with parents and teachers regarding progress of students in Hebrew / Judaic Studies program.
- Organizes and coordinates daily tefila for all grade levels.
- Responsible for instruction and integration of new students into Hebrew language program and for organizing Hebrew tutorials after school. He/She is a member of the Child-Study team.
- Plans and coordinates parent education and family education programs including adult Hebrew program.
- Organizes and implements instruction in Torah trope.

- Plans and organizes programming activities with Reform community congregations.
- Oversees creation and maintenance of Hebrew / Judaic bulletin boards throughout the building, including one related to weekly Torah portion.

2. Teaching Responsibilities:

- Plans, organizes and leads holiday and other special programs for students and parents including weekly Kabbalat Shabbat.
- Plans, organizes and leads parent education (adults only) and family education (student-parent) programs.
 - *Siddur workshops (parents)
 - *Adult Hebrew
 - *Holiday (student-parent)
 - *Other
- Provides instruction for weekly Torah service (Monday and Thursday) for all grades beginning at Grade 3 and visits each K-2 class twice monthly to model/supplement parsha instruction by classroom teachers.
- Provides staff development programs and support to all faculty.
- Provides instruction in Hebrew as needed and acts as substitute teacher in Judaic Studies.
- Provides instruction in Judaic Studies (prophets, religious practices, etc. – regular or mini courses) – approximately 8 hours per week.

3. Other Responsibilities:

- Assists in admissions programs (tours, Open House, interviews, etc.)
- Serves as an advisor for at least one student program, such as yearbook, student council, etc. and serves as Advisor in advisory program.
- Develops annual school calendar and daily schedule with other administrative staff
- Organizes and coordinates Extended Day Program (responsibilities include directing staff and maintaining DHR requirements.
- Assists in preparation of accreditation materials including self-study.
- Assists with Public Relations of Hebrew / Judaic Studies and Family Education programs through the Development Office.
- Participates in community events through JES and Federation.
- Works with librarian to develop Hebrew / Judaic resources for computer and text materials.
- The Coordinator of Judaic Studies shall also perform those additional duties designated by the Head of School.

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Appendix B: Sample Interview and Reference Check Questions

Columbus Jewish Day School Reference Checking Form

Candidate Name:

Position:

Reference Name:

Date of Reference:

Instructions: Introduce yourself and describe your involvement with the CJDS search. Explain that (Candidate) submitted your name as a reference related to his/her candidacy for the position of _____ at CJDS. Ask if (Reference) has 15 minutes or so to talk with you, or if he/she would prefer to schedule a more convenient time.

1. How long have you known (Candidate)?
2. In what capacity did you know / work with (Candidate)?
3. Can you give me some examples of experiences that highlight (Candidate)'s strengths?
4. In your experience, what kinds of people worked well with (Candidate)? Didn't work well?
5. Can you give me an example demonstrating how (Candidate) responds to high-pressure or high-stress situations?
6. What are (Candidate)'s strengths and limitations as a supervisor? How well does he/she develop others, particularly teachers and other professionals?
7. Can you give me an example that illustrates (Candidate)'s ability to learn new skills outside of his/her areas of expertise?
8. What are (Candidate)'s strengths and limitations as a communicator?
9. What do you think are (Candidate)'s primary areas for additional development?
10. (Describe the position, then ask . . .) Would you recommend (Candidate) for this position? Why or why not?

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Columbus Jewish Day School Executive Search Committee Screening Interview

Goal: To assess the candidacy as CJDS administrator based upon his/her fit with the criteria for the position.

Tactic: Through our questions, we will solicit evidence from the candidate's professional history demonstrating that s/he has the skills, characteristics and beliefs required to succeed as the administrator of CJDS.

Suggestions:

Be objective.

Listen at least 80% of the time.

Critically assess the answers, noting positives as well as red flags.

Sample Questions:

What We Want to Know:	Questions:	Listen for:
Can candidate operate successfully within CJDS' mission, educational philosophy and model?	<ol style="list-style-type: none"> 1. How would you describe your educational philosophy to parents? To teachers? 2. Can you describe some challenges you've faced in the expression of your educational philosophy, and how you've managed them? 3. What are the challenges in implementing CJDS' integrated curriculum, and what in your background has prepared you for these? 	<ul style="list-style-type: none"> • Real understanding of CJDS' integrated philosophy • The ability to articulate and generate excitement about the model (for recruiting, soliciting and other outreach) • The ability to implement integration successfully
Has candidate demonstrated a leadership style consistent with the requirements of a leader in CJDS' highly collaborative model?	<ol style="list-style-type: none"> 1. Can you give us some examples that illustrate your style as a leader and manager? 2. What kind of people do you work well with? How do you successfully relate with people whose styles are more of a challenge for you? 3. Can you describe a failure you've experienced, and what you learned from it? 	<ul style="list-style-type: none"> • Collaborative style • Thrives on chaos • Can handle ambiguity • Can deal successfully with all kinds of people • Self-aware • Adaptable
How well has candidate assessed the current situation? Can s/he establish the right priorities and implement appropriate solutions?	<ol style="list-style-type: none"> 1. What is the closest you've come to leading in circumstances similar to CJDS'? How did you manage? 2. What do you see as the critical challenges facing CJDS in both the immediate and longer term? How would you address these challenges? 	<ul style="list-style-type: none"> • Successful experience with other "turnarounds" or similar situations • Goal orientation with appropriate understanding of process • Inclusion of others in success description
Does candidate understand what is required of him/her to be successful in the role at CJDS and has she assessed her candidacy well?	<ol style="list-style-type: none"> 1. How would you assess your fit in the job of administrator of CJDS? What do you see as the strengths? What do you see as the risks? 	<ul style="list-style-type: none"> • Independent school setting? • Classroom teaching experience?

The following list of interview questions has been compiled from sample questions submitted by Solomon Schechter Day School of Greater Boston, Cohen Hillel Academy, and Jewish Community High School of the Bay. Some of these questions are more appropriate for first round interviews while others are more appropriate for second round interviews. Some are geared towards Jewish candidates for head of school, others for non-Judaic candidates. Some relate to founding a school while others relate to heading existing schools. The questions are arranged loosely into categories (some of which overlap), but please use them as a guide and select any questions that you feel are appropriate to your particular search.

I. Curriculum and The Educational Experience

1. How would you go about creating a general studies curriculum that is competitive with the best high schools in this area? What experience do you have in this area?
2. When teaching Jewish texts, how would you balance covering a large quantity of material needed to give the students a breadth of knowledge (i.e. knowing the "story" of significant portions of the Tanakh) with covering certain material in greater depth so that students acquire textual analytic skills to enable them to continue studying texts on a sophisticated level for the rest of their lives? Which Jewish texts (i.e. Chumash, Neviim, Mishnah, Talmud) do you think a student graduating from this high school should know thoroughly? Do you feel they should be studied in Hebrew or translation?
3. Name your favorite Jewish novels (defined any way the candidate likes -Jewish author, Jewish theme, Jewish characters, etc.) for high school students. Why did you make this selection? Name your favorite general novels.
4. How would you develop a "text" based Judaic curriculum? How would you "sell" it to a family that does not want the school to be "too Jewish"?
5. What would you identify as key characteristics of adolescents of high school age, particularly as they influence the methods by which they should be taught? What experience do you have in working with high school age adolescents, specifically in the area of education?
6. Share with us your philosophy of education, particularly with regard to what constitutes a successful educational experience for each student.
7. How would you set admissions policies, seek accreditation, and set forth college guidance procedures?

II. Faculty – Relationship to and Management of Faculty

1. Characterize the ideal faculty-Head relationship in a school you would head. What would the faculty mix be like? What type of experience and styles would you seek?
2. Describe your faculty evaluation system, and tell us how you handle a weak teacher. How would you reward the particularly outstanding teacher? Do you believe in merit pay? If so, how would you implement a fair system?
3. Have you ever had to fire anyone? If so, how did you handle the situation? What steps would you take in deciding whether a staff or faculty member should be terminated?
4. Describe any past experience in school administration (heading a school, hiring/firing/disciplining teachers, disciplining students, seeking accreditation, etc.). Do you have other administrative experience?
5. How would you envision your relationship with the Head of Judaic Studies?

6. Discuss your experience in hiring faculty or staff. What significant things do you look for when making hiring decisions? Discuss an effective evaluation process for your staff.
7. Describe your management style and philosophy. Give examples of effective management on your part.
8. Do you delegate much responsibility to subordinates? How and when do you feel comfortable doing so?
9. How do you view power, authority, and delegation of responsibility in the administrative/educational process?
10. Describe a situation in which you have motivated and/or supported your staff.
11. If you could hire a second administrator to complement your strengths in founding the school, what type of administrator would you hire (i.e. Head of Judaic Studies, Head of General Studies, Counselor, Expert in Creating Curriculum, etc.)?

III. Development

1. What are your past experiences with fundraising?
2. How do you set an example and tone of fiscal prudence within an organization?
3. What experience and responsibility have you had in the preparation and implementation of operating and capital budgets?
4. What are your past experiences in management and the budgeting process?
5. Are you currently involved in development activity with your current employer?

IV. Vision

1. What would be your goals and priorities for your first year as head? How would you judge whether or not you were successful?
2. As head you must have a vision for the future and direction of the school. How would you implement your vision and what would you do about resistance to change?
3. What do you expect a student who has spend 9 years (K-8) at this school to have in the way of his/her Jewish education?
4. Describe your vision of the type of school you would like to head, particularly your vision of a Jewish Day High school.
5. Give your response to the parent with a child who has just completed primary school at a Jewish day school, who says that now it is time to "mainstream" their child, that going from K through 12th grade in a Jewish school would not provide someone with the well-rounded background that someone needs for college.
6. Having spent time visiting the school, what specific things impressed you and what did you see that you might want to change?
7. If you had a totally subservient Board of Directors and School Committee and you had unlimited resources, what would you do with the school?

V. Teaching – Relationship with Students

1. How would students with whom you have worked describe you?
2. What is your greatest achievement as an educator?
3. How have you intervened in situations where students had academic problems?
4. Discuss your experiences as a teacher. Do you think the Head should teach? Why?

VI. Negotiating Relationships with Parents, Board and Larger Community

1. In a multi-constituent environment (including faculty, administration, students, parents, and community), how do you prioritize your time and simultaneously accomplish your goals?
2. What is your ideal model for how the Board, Head, administrative staff and faculty should work together?
3. What relationship would you hope to achieve here with the Board of Governors? With the parents? With other administrators? With the students?
4. It is the beginning of the next school year and you are starting your job as head. What are the various constituencies that you must address? How will you get to know them? What will you say to them?
5. What do you believe the role of the head should be in relation to the Board of Directors?
6. Describe a difficult interaction between a parent and a staff member and how you handled it.
7. What experience have you had in disciplining students? How have you dealt with angry parents?
8. Think of a situation with a parent or student that was particularly difficult to handle and where the outcome was not what you thought it should be. How would you handle the situation if it came up again? What did you learn from this experience?
9. What is your view of the Jewish Day School within the greater Jewish community?
10. How would you go about becoming involved in this community? How has your current school developed links with the community?

VII. Dealing with Diversity

1. How do you relate to the range of Jewish observance found in our student body from reform to observant and how does this integrate with your own level of personal observance?
2. Given the wide range of religious observance among our school families, what guidelines or standards do you consider to be important for the school to establish?
3. What is the best way to accommodate a wide variety of backgrounds in formal Jewish education among students entering from Day Schools, afternoon Hebrew and Religious schools, and public and secular private schools?

VIII. Personal Strengths and Weaknesses; Past Achievements and Experience

1. What interests you about the (founding) Head of School position at this school?
2. Why do you feel you are qualified for this position? What are your greatest strengths? What are your greatest weaknesses?
3. What do you consider your most important accomplishment to date in your career and why? How did you achieve it?
4. What has been your greatest contribution to your current employer?
5. What do you think are the greatest differences between your current position and the position of head of this school? What will be your greatest challenge in this role?
6. What was the most important lesson you learned from your last place of employment? What was the toughest lesson you learned? If we asked your Board President/lay leadership the same questions, how would they answer?

7. Describe your past experiences in school administration. What were your principal duties? What aspects of the positions did you most enjoy? What did you least enjoy?
8. Have you had any involvement in founding a school? How would you use your knowledge and experience as a school administrator and educator in founding a new school?
9. Why would you be interested in leaving your current job?
10. What are your three most important concerns regarding any employment situation?

IX. Logistics

1. What would be your timing?
2. How would living here be different from your current location? How does your family feel about a possible move?
3. Is there anything you would like to ask us?

Appendix C: Association of Institutions of Higher Learning for Jewish Education

(AIHLJE)

Board Mailing List

Dr. Dean Bell
Spertus Institute
618 Michigan Ave.
Chicago, IL 60605
P: (312) 922-9012
F: (312) 922-6406
Dbell@spertus.edu

Dr. Eric Caplan
Jewish Teacher Training Program
McGill University
3700 McTavish St.
Montreal, PQ H3A 1Y2
Canada
P: (514) 398-6544
F: (514) 398-4679
Ecapla@po-box.mcgill.ca

Dr. Aryeh Davidson
Jewish Theological Seminary
3080 Broadway
New York, NY 10027
P: (212) 678-8030
F: (212) 678-8947
ArDavidson@JTSA.edu

Dr. Paul A. Flexner
JESNA
111 8th Ave, 11th Fl.
New York, NY 10001
P: (212) 284-6879
F: (212) 284-6951
Flex@jesna.org
PAF20@columbia.edu

Dr. Reba Geffen
Baltimore Hebrew University
5800 Park Heights Ave.
Baltimore, MD 21208
P: (410) 578-6968
F: (410) 578-6940
Goldman@bhu.edu

Prof. Sara S. Lee
Hebrew Union College
3077 University Ave.
Los Angeles, CA 90007-3796
P: (213) 749-3424
F: (213) 747-6128
Slee@huc.edu

Prof. Jo Kay
Hebrew Union College
(213) 824-2213

Prof. Alex Pomson
York University
Faculty of Education
4700 Keele St.
Toronto, Ontario M3J 1P3
Canada
P: (416) 736-2100
Ext. 88762
F: (416) 736-5913
Apomson@edu.york.ca

Dr. Joe Reimer
Hornstein Program, MS- 037
Brandeis University
Waltham, MA 02454-9110
P: (781) 736-2994
F: (781) 736-2070
Reimer@binah.cc.brandeis.edu

Ms. Lois Rothblum
 University of Judaism
 15600 Mulholland Dr.
 Los Angeles, CA 90077
 P: (310) 476-9777 Ext. 240
 F: (310) 421-3657
 Lrothblum@uj.edu

Dr. Lifsa Schachter
 Cleveland College of Jewish Studies
 26500 Shaker Blvd.
 Beechwood, OH 44133
 P: (216) 464-4050
 F: (216) 464-5827
 Lschachter@ccjs.edu

Dr. Alvin Schiff
 Yeshiva University
 185th and Amsterdam Ave.
 New York, NY 10033
 P: (212) 340-7705
 F: (212) 340-7787

Dr. Harvey Shapiro
 Hebrew College
 43 Hawes St.
 Brookline, MA 02246
 P: (617) 278-4942
 F: (617) 734-9769
 Hshapiro@lynx.neu.edu

Dr. Saul Wachs
 Gratz College
 Old York Road and Melrose Ave.
 Melrose Park, PA 19126
 P: (215) 635-7300
 P: (610) 645-5387
 F: (215) 635-7320
 WachsB5@aol.com

Dr. Jonathan Woocher
 JESNA
 111 8th Ave. 11th Fl.
 New York, NY 10011
 P: (212) 284-6888
 F: (212) 284-6951
 Jwoocher@jesna.org

New York University
 Mr. Ben Jacobs
 82 Washington Square East
 New York, NY 10003-6680
 (212) 998-5007
 ed.jewishstudies@nyu.edu

A joint doctoral program between the Skirball
 Department of Hebrew and Jewish Studies
 and the School of Education. There are 3
 tracks: administrative, curriculum, and
 `academics/research.

Appendix D: Head Evaluation Protocol

Solomon Schechter Day School of Greater Boston Headmaster Performance Review

Introduction

On a periodic basis the Board of Trustees performs a review of the Headmaster's performance. The review process has several important purposes:

For the Headmaster:

1. To provide an opportunity to engage in self-evaluation;
2. To receive candid feedback of his performance and clear direction for his/her professional development.

For the School:

1. To provide an opportunity to have an objective appraisal of this vital function;
2. To make mid-course corrections;
3. To learn of problems;
4. To improve Board support and understanding of the position;
5. To document the implementation of the school's policies and objectives.

In order to carry out the review, the review team, appointed by the President, requires the input from a number of individuals who have different perspectives on the Headmaster's performance. This board input provides the depth and breadth of information necessary for a fair analysis of all the areas of the Headmaster's responsibility. Thus your completion of this questionnaire in a thoughtful and timely fashion is critical.

Each section has a main heading followed by action descriptors that help to define more clearly what one should consider when assessing the performance of the Headmaster in that area. If there are other aspects of a main heading (i.e., Management) that identify strengths and areas of improvement, try to be as specific as possible and include examples where appropriate. If you cannot evaluate in a certain area, leave it blank. The review team may request further clarification from a specific individual complete this form.

The individual identities of those who complete the review form are kept confidential.

**Solomon Schechter Day School of Greater Boston
Headmaster Performance Review**

Relations:

Student:

- a. Demonstrates a genuine concern about students' welfare;
- b. Inspires confidence and trust;
- c. Supports students in difficulties;
- d. Seeks and listens to ideas and concerns of students;
- e. Handles student problems in a constructive manner;
- f. Communicates clearly;
- g. Provides resources and teaching which promotes spiritual and Judaic growth;
- h. Helps to promote behavior among children commensurate with their age level expectations, and within a framework of Jewish values.

Strengths:

Areas for Improvement:

Suggestions for ways to improve:

Faculty:

- a. Inspires confidence and trust;
- b. Is visible and accessible to faculty;
- c. Supports teachers in difficulties;
- d. Seeks and listens to opinions and ideas of faculty;
- e. Actively promotes professional development;
- f. Involves faculty appropriately in decision-making;
- g. Promotes effective, timely supervision and fair evaluations;
- h. Provides opportunities for spiritual and Judaic growth;
- i. Promotes healthy communication between faculty and parents.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Parents:

- a. Inspires confidence and trust;
- b. Makes self available;
- c. Is helpful in difficulties;

- d. Deals effectively with disagreements between parents and teachers and/or campus directors;
- e. Works effectively with difficult parents;
- f. Promotes healthy communication between faculty and parents;
- g. Promotes timely feedback on any concerns raised;
- h. Serves as a resource for Judaic and spiritual growth;
- i. Keeps parents well-informed of school programs and activities;
- j. Promotes parental involvement in the life of the school;
- k. Promotes parent/family education.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Board:

- a. Inspires confidence and trust;
- b. Clearly defines the educational priorities of the school and a plan to achieve them;
- c. Keeps trustees appropriately informed;
- d. Helps the Board develop sound policies;
- e. Carries out the educational policy set by the board;
- f. Supports and aids trustees in the performance of their role as a governing body;
- g. Provides Judaic and spiritual inspiration;
- h. Participates constructively in the Head evaluation process (Performance Review) and follows through on recommendations;
- i. Helps to identify and cultivate potential lay leaderships.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Management I.

- a. Actively ensures a high quality staff (administrative and educational);
- b. Administrative staff has a clear sense of what their objective, responsibilities and priorities are;
- c. Helps to develop and oversee operating plans for each operating unit/committee of the school.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Management II

- a. Works effectively with teams;
- b. Motivates staff to want to perform well;
- c. Creates a supportive work environment;
- d. Fosters professional growth of the administrative staff;
- e. Delegates responsibility and authority effectively;
- f. Meets schedules and deadlines;
- g. Gives clear directions.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Decision-Making:

- a. Maintains a good balance between giving attention to the long-range goals and plans for the school and shorter term issues;
- b. Establishes priorities;
- c. Makes decisions effectively both for longer term planning and more urgent problems;
- d. Follows through effectively on decisions;
- e. Accepts responsibility for decisions;
- f. Involves administrative staff, Board and faculty appropriately in decision-making;
- g. Consistent, not erratic in judgment or making decisions.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Communication:

- a. Communicates decisions and rationale for decisions effectively;
- b. Gives clear directions;
- c. Is accessible to others;
- d. Communicates with groups and public;
- e. Communicates well on a one-to-one basis;
- f. Is articulate;
- g. Good listener;
- h. Has an open mind.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Evaluation

- a. Develops measure of quality and effectiveness based on clearly articulated objectives;
- b. Develops systems and mechanisms for collecting feedback on the quality of the school's program;
- c. Ensures that this feedback is reviewed by the professional staff and that the Board is kept apprised;
- d. Ensures that the needs of the student body are re-evaluated on a regular basis.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Development:

- a. Helps to establish and articulate development objectives consistent with the overall goals of the school;
- b. Cultivates and solicits major donors;
- c. Oversees the content and tone of communication to SSDS and the larger community;
- d. Supervises department personnel;
- e. Projects importance of funding to the school's continued growth.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Financial/Fiscal:

- a. Provides a budget based on clear definitions of objectives and how those objectives will be accomplished;
- b. Operates within the budget;
- c. Works effectively with Finance Committee.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Educational Policy/Programs/Curriculum:

- a. Oversees the development of the Jewish and general studies curriculum commensurate with the mission of the school and within the policy framework established by the board;
- b. Oversees the implementation of the curriculum;
- c. Oversees the evolution of the curriculum;
- d. Promotes changes in the curriculum when warranted;
- e. Makes use of the talents and ideas of the faculty in improving curriculum;

- f. Develops and implements educational policies that promote the school's mission;
- g. Promotes innovative educational approaches;
- h. Deals effectively with the diverse needs of the student body.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Role of Rabbi:

- a. Inspires confidence and trust;
- b. Creates an atmosphere in the school that promotes respect and love for Jewish role model;
- c. Serves as a Jewish role model;
- d. Schedules opportunities and settings for teaching Judaic text;
- e. Fosters Jewish intellectual and spiritual growth of faculty and students.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Time management:

- a. Uses time effectively.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Personal Professional Development:

- a. Has a clear understanding and articulates his own areas in need of professional growth.

Strengths:

Areas for improvement:

Suggestions for ways to improve:

Personal Characteristics:

- a. Is accurate and thorough;
- b. Acuteness: Is alert; understands instructions, explanations, unusual situations;
- c. Flexibility: Adjusts easily to changing situations, copes with unexpected;
- d. Sociability: Makes friends easily, works "comfortably" with others, has sincere interest in people;
- e. Humor: Has an appropriate sense of humor;

- f. Attitude: Is enthusiastic, constructive, loyal; has good orientation to school, position, associates;
- g. Initiative: Is self-starting; sees and acts on new opportunities;
- h. Drive: Is not easily discouraged; has basic urge to get things done;
- i. Self-confidence: Has assurance, inner security;
- j. Motivation: Willingly assumes greater responsibility, realistically ambitious;
- k. Intellectual ability: Adapts to new situations, can analyze and make judgments;
- l. Human relations skills: Can motivate people, get them to work together;
- m. Sensitivity: Is considerate; has a "feel" for people;
- n. Resilience: learns from mistakes; can handle setbacks maturely;
- o. Developing others: Recognizes others and encourages them to grow;
- p. Integrity: Is honest in dealing with people;
- q. Receptive: Handles criticism well; open to new ideas;
- r. Creative: Inquiring mind, fresh approaches;
- s. Stamina: Capacity for hard work.

Please comment on particular strengths or weaknesses: