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Leaders and Leadership in Jewish Schools: Different Views of Persistent Realities. Symposium proposal for June 1997 Conference on Research in Jewish Education. Proposal and notes, 1997.

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SYMPOSIUM PROPOSAL

for June 1997 Conference on Research in Jewish Education

LEADERS AND LEADERSHIP IN JEWISH SCHOOLS: DIFFERENT VIEWS OF PERSISTENT REALITIES

leaders version of org. pol Grant

Presenters

Ellen Goldring, Ph.D., Vanderbilt University and the CIJE, "The Challenges of Leadership in Jewish Schools: Are Educational Leaders Prepared?"

Barry Holtz, Ph.D., Jewish Theological Seminary of America and the CIJE, "Educational Leaders as Teacher Educators"

Susan L. Shevitz, Ed.D., Brandeis University and the Boston Bureau of Jewish Education, "Changing the 'Mindscape' of New School Principals: The Challenge of Becoming an Institutional Leader"

Moderator: Rabbi Joshua Elkin, Ed.D., Solomon Schecter Day School and the Partnership for Jewish Education

Purposes of the Symposium

The purposes of this symposium are: 1) to examine what is known about the professional leaders of Jewish schools and 2) to consider different conceptions of educational leadership in the Jewish school setting. This will be done in order to stimulate discussion on issues which relate to communal policy and practice, such as: who should be recruited to positions of leadership? What backgrounds should they have? How ought they be trained? What attributes, skills, knowledge and perspectives ought they have? And, in the absence of sufficient leaders who fit an ideal, what do institutions and the community need to do?

Rationale

As anyone who deals with Jewish education knows, these are not hypothetical questions. They relate to all sectors in the Jewish education world. The shortage of effective Jewish educational personnel is a long-standing characteristic of Jewish life in North America. For many decades the community was focused on the shortage of teachers, regularly calling attention to the "teacher crisis" through conferences, articles and commissions of one kind or another (Shevitz 1986).[1] Over the last decade attention has turned to "school leaders". Not that the teacher shortage has been ameliorated; far from it! Nevertheless, the

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[1] Also see Joseph Reimer (ed.), *To Build A Profession: Careers in Jewish Education* for papers which describe or discuss this problem.

community's attention, influenced by trends in society, is today focused on school leaders. It is assumed that a talented leader will find a way to deal with all sorts of problems and is the key to a school's effectiveness. Rosenblum (1993) asserts that leadership skills for Jewish educators are especially important because of specific conditions of the context in which Jewish education takes place: the community's support for Jewish education is voluntary and ambivalent, resources are limited and sought by other groups in the community and the educational mission is often ambiguous (Rosenblum, 4). A leader in a Jewish school needs to deal with these issues along with the more traditional domains which have always been part of an educational setting: instruction, curriculum and supervision.

Despite recognition of the centrality of the principal, there is little systematic information about the principals or systematic analysis of their roles and responsibilities. The presentations in this symposium will present specific data about principals and look at particular aspects of their work in order to raise conceptual and policy-based questions about professional leadership in Jewish schools.

Procedure

There will be three presentations followed by the respondent's remarks and a group discussion led by the moderator.

Goldring presents data collected from three communities about the educational and Jewish educational backgrounds of school leaders . She explores several questions: 1) Who are the current educational leaders and what background characteristics do they have? 2) To what extent are they prepared for their positions as heads of Jewish schools? These two questions are embedded in a third and more central question: 3) What is leadership in the Jewish educational setting?

Shevitz presents empirical data about new principals of supplementary schools in order to paint a more detailed portrait of the people assuming these leadership positions. Based on quantitative and qualitative data of principals who were selected for a intensive professional development program, she looks at the assumptions and perspectives about leadership with which they began their work and discusses how that changed over time. Her presentation raises questions about the cognitive and affective "mindscapes" of the principals and argues that these professionals need to become aware of their institutional and communal contexts.

Holtz's presentation raises an alternate conception of what is central to the principal's work, and by extension, training. He suggests that we know a lot about the professional development of teachers, though this differs from what often is done. Given the nature of teachers' professional development, school principals have to play a number of important roles vis a vis professional development. They must be sophisticated and knowledgeable enough to argue persuasively for this with faculty and lay leaders. In some cases they may have to have themselves the skills and knowledge to plan and implement such programs. In some schools there should be a professional development specialist. The educational leader needs to understand and further this agenda.

Elkin will synthesize the information by making explicit the shared themes and the different assumptions which are in the presentations. He will then frame the questions to be discussed and will moderate the discussion on educational leaders and leadership in the Jewish school.

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The Challenges of Leadership in Jewish Schools: Are Educational Leaders Prepared?

Ellen B. Goldring, Peabody College, Vanderbilt University
Adam Gamoran, University of Wisconsin-Madison
Bill Robinson, Council for Initiatives in Jewish Education

Purpose

Following a barrage of national reports that called attention to failing American schools, the field of educational administration began to reassess itself, asking how to best prepare principals to lead our schools into the 21st century (Murphy, 1992). Deliberations and reports have served as a catalyst for practitioners and professors in educational administration to reconceptualize leadership preparation progrmas. Thus, for example, the National Council for Accreditation of Teacher Education (1996) has set forth new curriculum guidelines for principal preparation programs.

Similarly, there has been a renewed focus on leadership in the quest to improve Jewish education (Rosenblum 1993). For example, the National Commission on Jewish Education has recommended that one of the avenues to strengthen educating institutions is to build and develop a profession of Jewish education (Commission of Jewish Education in North America, 1990).

Leadership in Jewish educational settings is complex and challenging, encompassing numerous roles. Educational leaders must inspire vision, supervise and evaluate teachers, implement

curriculum and instructional strategies, and monitor student development and achievement. They motivate, coordinate, and legitimize the work of their teachers and other staff. Leaders also serve as the link between the school and the community including parents, lay leaders, rabbis, and other educators.

How can leaders be prepared for these challenging roles? The purpose of this paper is to stimulate discussion about the development of preparation programs for leaders of Jewish educational institutions. What types of professional preparation programs should be developed for these roles? This research describes the educational backgrounds, training experiences, and professional growth opportunities of educational leaders in Jewish schools. The report presents information about educational leaders in day schools, supplementary schools, and pre-schools in three Jewish communities in North America. The data presented help identify components needed to develop comprehensive pre-service and in- service programs.

Methods

The research reported in this paper is part of a larger study of teachers and leaders in Jewish schools (Gamoran, et. al., 1996; Goldring, et. al., 1995). A survey of educational leaders was conducted in Atlanta, Baltimore, and Milwaukee, the three Lead Communities of the Council for Initiatives in Jewish Education (CIJE). The survey was administered to all directors of day schools, supplementary schools, and pre-schools, as well as other administrators in these schools below the rank of director, such as vice-principals, directors of Judaic studies,

and department heads. A total of 100 surveys were administered, and 77 persons responded. As additional support for the survey analyses, data are presented from in-depth interviews with 58 educational directors from the three communities.

Results

The results suggest that most of the educational leaders have some type of professional training in the field of general education, but only half have collegiate and professional backgrounds in Judaic content areas. The large majority of educational leaders do not have formal preparation in school administration, supervision or leadership. Furthermore, there are very limited professional development opportunities targeted specifically to educational leaders. The implications of these findings are discussed, raising questions regarding the nature of preparation programs for school leaders in Jewish schools.

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"EDUCATIONAL LEADERS AS TEACHER EDUCATORS"

Symposium session presentation by Barry W. Holtz

Based on a forthcoming paper by:

Barry W. Holtz, Gail Zaiman Dorph, Ellen B. Goldring

Introduction

At the heart of contemporary educational reform is the effort to transform the practice of teaching and learning in the classroom. Ideas about teaching's subtle difficulties replace simpler conceptions of teaching as the transmission of knowledge. Indeed, the more that current thinkers reflect upon teaching, the more complex they discover it to be. In the words of McLaughlin and Talbert (1993): "This vision of practice signals a sea change in notions of teaching and learning.... In this view of teaching and learning, teachers' central responsibility is to create worthwhile activities and select materials that engage students' intellect and stimulate them to move beyond acquisition of facts to sense making in a subject area" (p. 2). Simultaneously, as they point out, this new conception "assumes substantial new learning on teachers' part; it requires change not only in what is taught, but also in how it is taught" (p. 2).

How are teachers going to make such changes? Providing opportunities for teachers to grow in new understandings of their practice and developing support for such changes demands radical change in the kinds of professional development planned and offered to teachers. It also requires the field to think in different ways about the role of the educational leader and the leader's connection to issues of teaching and learning.

The term "educational leader" encompasses a variety of roles and activities. Typically, the phrase denotes the school principal, and as instructional leader the principal can play an important role in improving the quality of teaching and learning (Hallinger and Murphy, 1987). Instructional leadership was originally defined in terms of three dimensions of principal job behavior: defining the school mission, managing the instructional program, and promoting a positive school learning climate (Hallinger, 1985). More recently, however, the concept has been expanded to include a broader view of leadership that focuses on establishing and promoting a school context in which teaching and learning can flourish. These new roles for principals include (Goldring and Rallis, 1993):

1. motivating teachers through establishing a problem-solving climate, consensus building and goal setting;
2. incorporating participatory decision-making mechanisms;
3. establishing opportunities for collegial peer contacts and communication;
4. providing recognition and rewards; and,

5. obtaining the necessary resources and supports to sustain processes that enhance teaching and learning.

As I will discuss in our symposium, an effective instructional leader, encompassing new roles that focus on teaching and learning, must provide professional development for teachers. The presentation will discuss a program for developing educational leaders as *teacher educators*, those who plan and provide professional development for classroom teachers. In our conception teacher educators themselves may be school principals, but they can also be master teachers in schools or supervisors located in universities or school boards or districts.

The program that we describe-- the Teacher Educator Institute (TEI) of the Council for Initiatives in Jewish Education-- has as its goal the development of a leadership cadre which is generally missing within the system of Jewish education in North America.

In recent years a new consensus has been evolving about the nature and purposes of professional development for teachers. The program that we will discuss is based on some of the underlying premises of that view and before we look more closely at the model we have been developing, we will review the conception of professional development that has emerged in the literature of the past fifteen years. In the symposium session we will then turn to the issue of the implications of such an approach to issues of Jewish educational leadership. (In the full paper itself there is a description of the specifics of the TEI program itself which will not be presented at the symposium.)

TEI and Educational Leadership

We have termed TEI as a program in leadership development for Jewish education. We see this happening in two different ways. First, we would argue that the person responsible for professional development in schools, in communities, or nationally, is or should be considered an educational leader, as much as a school principal or superintendent is. In Jewish education professional development typically is led by individuals in a number of different positions: the school principal, a lead teacher, a BJE professional, a representative from a national denominational movement or a commercial publisher of curriculum materials. In our view there is also room for the creation of a new position in schools-- *the professional development resource person* (PDR), a position parallel to the curriculum resource person sometimes employed by schools.

Such a person may be a lead teacher or, depending on the size and structure of the school, he or she may have few or no current teaching responsibilities. Freed from many of the obligations of classroom teaching, the PDR would also have none of the managerial or fiscal responsibilities that so often inhibit the school principal from finding time to organize or lead

professional development. By being a member of the school's staff, the PDR would have the first hand knowledge of the school's culture that the BJE or nationally-based teacher educator may lack.

In addition, the view of professional development articulated in TEI– based around the concept of inquiry and study group– helps make such a locally based notion of PDR possible as well. If professional development is no longer seen as the outside expert "doing a workshop," but rather as a shared inquiry among the faculty, there is more of a possibility to base the work in the school itself, organized and developed by the school's own PDR.

Nonetheless, we recognize that not all schools will be able to support such a position, both financially and in terms of available personnel. Given the difficulties of finding qualified professionals in Jewish education, locating PDRs for school may present an insurmountable challenge. We also recognize that there *are* advantages in having outside expertise to conduct professional development-- but it is crucial in our view that new modes of preparing these outside experts (along with potential PDRs) be developed.

The issue of leadership affects professional development in a second way as well. No matter who specifically designs and leads the work with teachers, school leaders-- specifically principals-- must desire, understand, support, advocate for these new forms of professional development. In Jewish education this means that principals need to be able to articulate a position backing professional development to their lay leadership and in the case of supplementary schools to the rabbinic leadership of their congregations. The school leader needs to be a champion for professional development within his or her institution. And they need to back up their advocacy through the hard currency of restructuring schools in order to allow time for teachers' professional development and securing funding to help launch both in-service programs and opportunities for teacher development through curriculum projects, experiments in videotaping and researching an individual teacher's own practice and chances for outside study and travel.

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CHANGING THE 'MINDSCAPE' OF A NOVICE PRINCIPAL: THE CHALLENGE OF BECOMING AN INSTITUTIONAL LEADER

Susan L. Shevitz

Despite widespread recognition of the importance of the principal in a school setting, there is little systematic and no comprehensive information about the principals of Jewish schools. In 1990 the Commission on Jewish Education in North America issued a paper which showed the small numbers of people being trained as professionals for the field of Jewish Education but did not document their characteristics or backgrounds (Davidson). A 1995 report on applicants to the Wexner Foundation' s Graduate Fellowship Program, looking at people interested in careers in the rabbinate, Jewish communal service, Jewish education, and Jewish studies, found some distinctive patterns among people interested in Jewish education. For example, more Jewish education applicants had themselves a high level of Jewish education than those preparing for the other fields and they began their involvement at young age (Cohen, Fishman, Sarna and Liebman: 25-27). These applicants are among the better candidates for advanced degrees in Jewish education and they aspire to leadership positions. They are probably not typical of the field as a whole. The CIJE data, compiled and analyzed by Goldring, et. al. and discussed in her symposium presentation, provide another view of the backgrounds and needs of school leaders (defined in that study as day and supplementary school principals and heads of Jewish pre-school programs). A paper being prepared by Krasner and Shevitz (forthcoming), discusses the training and background of principals in different regions of North America and also points to facts well known by even casual observers of the Jewish educational scene: there are more positions than qualified personnel available to fill them; there are diverse routes to the principal's chair; many of these routes do not have a consensually agreed upon set of requisite experiences and/or training along the way.

These realities present a set of challenges when we consider what kind of preparation and support will be helpful to those many people who become principals without formal training for the position. Competing claims can be justified by alternate views of Jewish educational leadership. The centrality of subject matter knowledge, pedagogy or administration can each be asserted. While these areas are not mutually exclusive, of course, in programs with limited time the choice of a focus is highly significant. The Jewish community is a long way from systematically providing interlocking series of

professional development opportunities so that over time a principal could really acquire all the perspectives, skills and knowledge needed to work effectively.[1]

This presentation suggests that basic to any work with principals who have not been prepared for their roles is the need to redefine the professional sense-of-self and broaden the perspective from which they operate. Theoretically this is based on a constructivist understanding of leadership which emphasizes the leader's need to make meaning in a situation within the context of the organization and community. It is a view which places as central the ability to work with others in collaborative modes. (See, for example, Schein and Drath and Paulus.) The discussion will be based, however, on specific data from a study of 38 novice principals (defined as between 1 and 5 years of experience) who participated in an intensive institute in Jewish educational leadership which was cosponsored by JESNA and Brandeis University's Hornstein Program in Jewish Communal Service.[2] The study investigated the principals' perspectives, or what Sergiovanni has called *mindscape,* about their professional responsibilities. As he defines it, "a mindscape is composed of a person's mental image, view, theory, that orient that person to problems, help to sort out the important from the unimportant, and provide a guiding rationale for guiding actions and decisions. (Sergiovanni 1987: 117)

What professional functions did they see as important? Manageable? Satisfying? Which functions remained invisible or out-of-focus? Initially the questions were generated to provide information to help faculty plan the program. But as the data suggested a particular theme, we focused more on that theme: the institutional and communal contexts in which a principal works.[3]

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[1] See Woocher's article in the *Proceedings of the Consultation on Professional Leadership in Jewish Education* (Shevitz and Shavelson, eds.) for some ideas about this.

[2] The structure of the institute was 4 1/2 days in a residential summer program; 3 in a winter program which built on the work done during the summer; and monthly contact with a mentor from the end of the summer institute through the ensuing school year. (See Shavelson [1997] and Tammivarra (1996) for a full discussion.] None of the principals had training in educational administration from a Jewish or secular institute of higher learning.

[3] Data were collected in several ways: telephone interviews, essays and surveys from each participant before the institute; essays from each participant after the summer program and in the middle of the ensuing year; group discussions during the summer and winter programs; evaluative questionnaires at the end

Descriptive data about the participants will be summarized at the symposium in order to gain a sense of who these principals are and how they are and are not prepared for their positions. This includes: formal training in education, Jewish studies, Jewish education, educational administration; formal training in related fields (rabbinate, Jewish communal service, cantorate, social work); own Jewish educational backgrounds (schooling, Israel trips or study, camping, adult education); prior experience in Jewish educational settings (teacher, youth group leader, camp staff, etc.); prior experience in other related professional settings; and prior experience in related avocational or volunteer settings. [Note: these data will be reported in the fuller write-up for the moderator and respondent.]

At the outset of the institute, when first asked about their dilemmas and what they felt they most needed to study, participants focused almost exclusively on matters most directly related to the teaching/learning process; such areas as curriculum development, dealing with teachers, dealing with students. Almost no consideration was given to what might be seen as institutional leadership functions, whether --as framed by Bolman and Deal-- political, symbolic, structural or human resource (1991). Taken at face value, one might have concluded that the principals had all effectively developed coalitions of support for their schools, worked collaboratively with lay people, maintained appropriate relationships with other congregational professionals, and figured out how to advocate for Jewish education within their institutions and the wider community!

The reality, uncovered in discussion about their work situations, was quite different. This aspect of their work had not even entered many principals' screens. It remained either invisible or out-of-focus for two reasons which over time we better understood. Most principals had not made a shift from a teacher's classroom perspective to a leader's institutional perspective. All the new principals had been classroom teachers; several still worked as teachers. Their perspectives were formed by the regularities of classroom life and they focused, therefore, on the aspect of the school which they most knew and from which they hoped to derive satisfaction. [Interview and survey data to corroborate.] This is a pattern faced by administration programs in the general education where new principals (and other administrators) must widen their lenses to encompass the range of institutional concerns which need attention in order to support teaching and learning. (Daresh) This

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of the summer and winter programs; and evaluative questionnaires and telephone interviews conducted by an external evaluator one and two years after the institute had ended.

entails unfreezing previous views and values and retraining and socializing the professional into the new roles, responsibilities and relationships. (White).

A second, complementary explanation is that the new principals felt profoundly isolated in their work[4]. Most did not readily turn to others within their settings with dilemmas, questions or the request to work collaboratively. For some this was an issue of self-protection: aware of what they did not know, they were fearful of their weaknesses being exposed. Some did not recognize that others within the setting (whether rabbi, school committee chair, president, etc.) had direct relevance to the school and could become important allies. In Argyris's terms, this created self-sealing behavior: as the principals acted unilaterally, looking to others such as the school committee for agreement, they felt more alone with the increased pressure of running the school. The "big picture" of the institution's mission and goals was not recognized as the demands of day-to-day operations took priority. Most significantly, as the principals began to report during the course of the institute, these big picture issues had not been seen as part of their jobs! The mindscape of the novice principals was one of embattled or confused individualism with a focus on individual students and teachers.[5]

As the institute proceeded there were changes in several areas directly related to professional self-definition: 1) increase in self-esteem which led to 2) more openness about underlying issues and dilemmas; 3) cognitive recognition of the wider context within which supplementary schooling takes place and 4) understanding that principal needs to influence the system in order to develop commitment to Jewish education; and 5) the competencies to influence the system. These competencies include particular skills, for example: communication, working with a lay committee or negotiating conflict. They also include changed perspectives: what is deemed important. As Deal and Peterson put it, principals need both "cognitive templates and action repertoires" (113). These elements are central to developing a mindscape of institutional and communal leadership in which the principal recognizes his or her responsibility to and for Jewish education in the institution and in the community. This shift of the principal's perspective seems fundamental to integrating the

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[4] Though we were aware that many felt alone, the depth of their feelings of isolation were not fully known until the summative evaluation took place. At that time the principals talked more openly about the "before" picture (though this is subject, no doubt, to historical revisionism!).

[5] Of course this varied somewhat according to the background and circumstances of the individual principals though we were surprised by the pervasiveness of these issues.

content of any professional development program in a way which will help the school and not a few individuals within it. Whether this shift must precede the other professional development areas (e.g. content knowledge, pedagogy, etc.) or can be integrated with it, is a tactical question. But without attention to this personal/professional development, it is hard to imagine how a principal will be an educational leader.

[Note descriptions, based on the essays and transcripts, will make these assertions more complete in the full paper.]

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Leaders - Network Pres

Following a barrage of nat rpts that called attn to troubles in Am s.wks field of ed admin began to reassess self
- new test to lead s.wks into 21st c
- these delibs catalyst for practs + progs to reconcept, progs of leadship prep
- similarly, renewed focus on leadship in T ed
  - eg - Nat Commiss on T Ed rec enhancing the prof of ted
    - emph on sr leadership

Leadership in T ed settgs is complex + challenging
- ed leaders must inspire vision, suggest + eval ts, implem C+I strategy, monitor ss devel + quality, motiv, coord, legit workgrps + other staff
- also link schl + community - par, tcleaders, tcbbs, others

How prep?
- this pres, I raise 3 q's
  - who are ed leaders in T s.wks
  - what is their formal bks & prep?
  - what prof devel do they engage?

Data

- survey of ed leaders in 3 communities
- sponsored by Cand Inst Ed in collab w/ the 3 comms
  - Lead Comms - Atl, Balt, Milw 92-93
- part of a larger study of ~~ed~~ educators
  - incl ts a/w/q leaders
  - incl in this a/w/q surv
- for this pres - surveys of leaders ~~only~~
  - admin by community-based staff, analyz by CIST staff
  - to all d.rs of d, s, p schls,
    + other admins eg Dicamms, d.r Ndaiq, etc.
  - 100 surveys admin, 77 resp = 77%
    - 28 d schl, 33 s-ppl, 16 preschl
    - 95% married, 88% US born, 66% women

Who Are the Ed Leaders?

TABLE Vast majority are full time
- almost all ds, most ps, even sps

Also - ~~most~~ virtually all view J ed as a career

- contrast w/ teachers,
  - 32% ft, 59% career
- more professionalized, embedded ~~in~~ in the field

Chart — highly exper
- 3/4 > 10 yrs exper in JTED
- newer to lead sup pos.ts; still lots of exper

CHART
survey S-SS stable
- actual reality was less

Overall - not committed grp of leaders

What is formal bks? (highest stds for leaders in Ts.Hs valid.w/ credent. in one view - 3 ~~components~~ - gen ed content; admin/s-per)
- this is model of public sch ed
- eg Georgia - Prof Cert.ts: MS in Admin/s-per 3 yrs t exper + cert.t
- other states - MS in content area add.t grad coursework in admin/s-per
- this is model followed by JTS, HUC
- both offer prin cert.t pgms

TABLE CHART — How much formal trng in ed?
- lots
- comparable across settings
- much higher than Ts

TABLE — How much trng in J stds?
- less - espec pres.bl
- more than Ts - below stds

- might ask - why formal bks in J stories?
  - don't have to have pgm w/ part. content area
- resp - this is J school - unique class, mission - leadership req J content

FIGURE

combin J stories + educ
35% both, 11% neither

TABLE

How often admin?
- fairly most day
- little in pre-appl

CHART

Combine w/ ed, Judaica
- only 16% have formal prep equiv to highest sts!

What sort of process growth?

CHART

Few workshops

About 1/3 attended class in Judaica or Hebrew at univ, syn, ccenter

About 3/4 partic in informal study
- less in preschl

TABLE

Other opps - nat confs & nat orgs
- informal & formal networking
- impt to some - local mtgs & orgs

Despite limited partic, many saw opps as adeq
- less of s-ppl

TABLE

those not satsf
- oft expressed desire for eval process that would provide constructive feedbk, gen'l norms

These findings suggest great challenges + yield of Jed
- Jed leaders committed to serving profession, J community
  - commitment of service
- but low levels of formal prep comp to common profess stds

One conclusion - upgrade by, new partic in preservice, in service in sch admin
- partic in assoc, systematic mot-dev activities, networks

not clr that model from gen ed fits
unique char of J ed
- however, many of goals call for sim qualities
  - instruc leaders
  - transformat leaders
  - change agents
  - devel moral culture supp, inquiry

- in addit, J ed insts have goals deeply rooted in J content + meaning
  - how best to prep?
    - seriously in J studies scholarship
    - rich study of Torah, other texts, history
    - to infuse J content into values + symbols of culture of schools

notes for Network leaders pres

one view of ed leader prep
- admin/super
- pedagogy
- Jewish studies