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**RESEARCH
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The Leaders Report:

A Portrait of

Educational Leaders

in Jewish Schools

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Mandel Foundation

The Mandel Foundation was established by Jack, Joseph and Morton Mandel, of Cleveland, Ohio. Its mission is to help provide outstanding leadership for the nonprofit world. The Foundation supports leadership education programs in its own institutions and in selected universities and organizations.

The Foundation has three areas of priority: Jewish education and continuity; the leadership and management of nonprofit organizations; and urban neighborhood renewal.

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Introduction

Leadership in today's schools is complex and challenging, encompassing numerous roles. Educational leaders inspire vision, supervise and evaluate teachers, implement curriculum and instructional strategies, and monitor student development and achievement. They create the conditions that allow those working in their schools to accomplish goals with a strong sense of personal efficacy. 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.

The importance of leadership has been recognized in the popular press by such well-known best-sellers as *In Search of Excellence* (Peters and Waterman, 1982), and *Leaders: The Strategies for Taking Charge* (Bennis and Nanus, 1985). General educational literature also affirms the crucial role of the *educational* leader (Goldring and Rallis, 1993; Sergiovanni, 1992) for achieving excellence in education. It is not surprising that the field of Jewish education is turning its attention to its leaders. A 1997 conference, "Professional Development for Jewish Educational Leaders," highlighted the shortage of Jewish educational leaders and emphasized the inadequate preparation of many of our school leaders (see Shevitz and Shavelson, 1997, for details). A resounding theme of the conference was that "the challenges facing today's Jewish educational institutions are complex and require new thinking which is rooted in effective professional practice" (p. 3).

There are important questions to address in considering future educational leadership for our Jewish institutions. What is effective professional practice in a Jewish educating institution? How can Jewish educational leaders be prepared for effective professional practice? What experiences help provide knowledge and skills for effective leadership? These are complex issues; single, straightforward answers are not obvious. For those who guide policy and program planning for leadership development, one way to begin deliberations on these key questions is to understand the background and characteristics of educational leaders in the field.

This report presents information about educational leaders in day schools, supplementary schools, and pre-schools in three Jewish communities in North America: Baltimore, Atlanta, and Milwaukee. The purpose of the report is to stimulate discussion and planning for the professional growth and development of educational leaders in Jewish schools. The report considers three main questions:

1. What are the training experiences and professional growth opportunities for educational leaders?

This section describes the background, training, and professional growth experiences of the educational leaders. How adequate is their training in the field of education? How extensive are their backgrounds in Jewish studies? Do they engage in continual professional growth activities? The data presented provide a catalyst to discuss potential models for comprehensive pre-service and professional development programs for Jewish educational leaders.

2. What are the career tracks of educational leaders?

This second section describes the career paths and recruitment modes of educational leaders in Jewish schools. What types of previous educational experiences do educational leaders have? How committed are they to a career in Jewish education? The data provide background information about leaders' past professional endeavors and future career goals that can be helpful in planning professional development opportunities. In addition, a description of the way in which leaders are recruited for their positions can help address questions about how institutions can increase their qualified pool of applicants to leadership positions.

3. What are the work conditions of the educational leaders?

The third section of this report explores the work conditions of educational leaders. Are the educational leaders given professional work conditions? Do they work full-time? How adequate are their salaries and benefits? This section provides information for a discussion of remuneration issues. The data can provide background information on the role of incentives in both the recruitment and retention of educational leaders.

About the Study and its Participants

Methods

A survey of educational leaders was conducted in Atlanta, Baltimore, and Milwaukee, the three Lead Communities of the Council for Initiative in Jewish Education (now the Mandel Foundation). During the fall and spring of 1993 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; 77 people responded. Survey forms were delivered by mail or in person. The forms were either picked up at the school or returned by mail to a local research administrator.

Although the survey sample is broadly inclusive and highly representative of educational leaders in the three communities, the numbers are small, particularly when respondents are divided by setting (day school, supplementary school, and pre-school). Moreover, the overall response rate of 77% varied by setting: 90% in day schools, 85% in supplementary schools, and 53% in pre-schools. Inferential statistics (e.g., t-values) are not presented because the respondents constitute almost the whole population, but readers should not give great weight to small differences in percentages. Because of the small number of respondents, data from all three communities were combined for all analyses, and data were divided by setting (or in other ways) only when that was essential for understanding the responses.

As additional support for the survey analyses, we include data from in-depth interviews with 58 educational directors from the three communities. The interviews, which concerned educators' backgrounds, were designed and conducted by Roberta Louis Goodman, Claire Rottenberg, and Julie Tammivaara. All quotations in this report come from those interviews.

Respondents

The majority of educational leaders who responded to the survey are principals or directors of their schools (77%). The remaining 23% hold administrative or supervisory positions below the top leadership positions in their school. Thirty-six percent of the educational leaders work in day schools, 43% in supplementary schools, and 21% in pre-schools.

Thirty-one percent of the educational leaders work in Orthodox schools; twenty-two percent work in schools affiliated with the Conservative movement and the same percentage are with schools

connected to the Reform movement. Eleven percent of the respondents are leaders in schools that are designated as community schools, while 7% indicated that their schools are traditional, and 4% reported their schools are located within Jewish community centers. The remaining 4% stated that their schools are independent or have no affiliation.

The educational leaders work in schools with a wide range of student enrollments: Pre-schools vary from 8 to 250 students, supplementary schools range in size from 42 to approximately 1000 students, and the day schools have student enrollments from 54 to about 1075 students.

Two thirds of the educational leaders surveyed are women, including all the pre-school directors, 61% of supplementary school leaders, and 52% of day school administrators. Ninety-five percent of the educational leaders are married; their median age is 44. The educational leaders are predominantly American-born (88%). Seven percent were born in Israel, and 5% in other countries.

The educational leaders identify with a variety of religious denominations. Thirty-three percent are Orthodox, and 12% call themselves traditional. Twenty-eight percent identify with the Conservative movement, 26% see themselves as Reform, and the remaining 1% as Reconstructionist. Almost all (97%) belong to a synagogue.

Professional Preparation

This section describes the formal training background and the professional development activities of the educational leaders in the three communities. What types of early Jewish education did the leaders receive? What types of collegiate backgrounds do they have? Are the leaders professionally prepared for educational leadership positions? What kinds of professional development activities do they undertake?

EARLY JEWISH EDUCATIONAL BACKGROUND

Table 1 indicates that the large majority of educational leaders had formal Jewish schooling before the age of 13; only 8% of all educational leaders had no Jewish schooling before the age of 13. However, 19% of pre-school educational leaders did not receive any Jewish education before the age of 13. In all settings, more leaders went to supplementary schools than day schools or schools in Israel before age 13.

Table 1. Pre-Collegiate Jewish Educational Backgrounds of Educational Leaders

SETTING	BEFORE AGE 13			
	None	1 Day per Week Only	2 Days or More Days per Week	Day School, School in Israel or Cheder
Day School	11%	7%	46%	36%
Supplementary	—	25%	47%	28%
Pre-School	19%	31%	25%	25%
TOTAL	8%	20%	42%	30%

SETTING	AFTER AGE 13			
	None	1 Day per Week Only	2 Days or More Days per Week	Day School, School in Israel or Cheder
Day School	18%	14%	29%	39%
Supplementary	19%	28%	22%	31%
Pre-School	33%	27%	16%	27%
TOTAL	21%	23%	23%	33%

Note: Rows may not sum to 100% due to rounding.

After the age of 13, 21% of the educational leaders had no formal Jewish schooling and as many as 33% of the pre-school educational leaders had no Jewish pre-collegiate schooling after bat/bar-mitzvah age. There is also a small group of day and supplementary school

leaders, 18%, who did not have any Jewish education after age 13. Among those who did receive Jewish schooling post bat/bar-mitzvah, most participated at least 2 days per week. A minority of pre-school and supplementary educational leaders attended Sunday school only.

Although a few educational leaders received no formal Jewish education as children, this percentage is much below the national average as reported by Dr. Barry Kosmin and colleagues in *Highlights of the CJF 1990 National Jewish Population Survey* (Kosmin, Goldstein, Waksberg, Lerer, and Scheckner, 1993). They reported that 22% of males and 38% of females who identify as Jews received no Jewish education as children; the analogous figures for the educational leaders are just 4% for males and 10% for females when childhood education both before and after age 13 are considered.

Sixty-seven percent of the educational leaders reported that they attended Jewish summer camp as children, with an average attendance of 4 summers. Day school leaders attended 5 summers on average, supplementary school leaders 3, and pre-school leaders went to Jewish summer camp for approximately 4 summers. Moreover, 86% of the leaders have been to Israel, and 43% of those who have been to Israel have lived there for 3 months or more. Leaders in all settings were equally likely to indicate they have visited Israel, but pre-school leaders were the least likely to have lived in Israel. Only 23% of pre-school educational leaders have lived in Israel for more than three months as compared to 46% of day and 50% of supplementary school educational leaders.

COLLEGIATE BACKGROUND

This section presents the formal educational background of the educational leaders in our study. According to one

model followed in public school education, the standard of professional training for educational leadership positions would include preparation in three distinct areas: 1) General education and pedagogy; 2) a subject matter (a Judaic content area, for example); and 3) educational administration. In the case of Jewish education, this model would suggest that all leaders have formal backgrounds in content areas that include Jewish studies, Hebrew or related fields. In addition, all leaders in educational settings would have strong backgrounds in pedagogy and education. Third, educational leaders would have training in administration and supervision.

The State of Georgia implements this model of professional training. Educational leaders must be professionals certified to serve as educational leaders. Professional certificates are obtained by

meeting three initial requirements: a master's degree in administration and supervision, three years acceptable prior experience (i.e., teaching), and a teaching license. These requirements are valid for up to 5 years. After 5 years, the credentials must be renewed through continued professional development. Other states require a master's degree in a content area and additional graduate courses in administration and supervision. This is the model followed by the Jewish Theological Seminary and Hebrew Union College-Jewish Institute of Religion.

The majority of educational leaders in the three communities are formally trained in general education and pedagogy. Table 2 shows that 53% of all educational leaders are certified in general education, and 68% have a degree in education.

Table 2. Collegiate and Professional General Education Background of Educational Leaders

SETTINGS	Formal Preparation in General Education*	Certification in General Education	Degree in Education
Day School	74%	54%	67%
Supplementary	77%	53%	69%
Pre-School	74%	50%	69%
TOTAL	76%	53%	68%

*Formal preparation in general education is defined as being certified in general education and/or having a degree in education.

Across all settings, the large majority of leaders have completed formal degree programs in education. Pre-school educational leaders are less likely to have college degrees in education than leaders in other settings. Eighteen percent of pre-school educational leaders who have formal training in education received their training from teachers' institutes (mainly one- or two-year programs in Israel or the U.S.). In total, 76% of all educational leaders are trained in general education.

Most educational leaders do not hold degrees in Jewish studies from a college, graduate school or rabbinic seminary. Furthermore, most educational leaders are not certified in Jewish education. Thirty-seven percent of all leaders are certified in Jewish education, and 36% hold post-secondary degrees in Jewish studies (see Table 3). Although supplementary and day school leaders are the most likely to hold certification and/or degrees in Jewish education, 44% of day school and 48% of supplementary school leaders are certified in Jewish education, and similar numbers hold degrees

in Jewish studies. No pre-school educational leaders hold degrees in Jewish studies, and 12% are certified in Jewish education. A total of 49% of all educational leaders have formal backgrounds in Jewish studies.

Table 3. Collegiate and Professional Jewish Studies Backgrounds of Educational Leaders

SETTING	Formal Preparation in Jewish Studies*	Certification in Jewish Education	Degree in Jewish Studies
Day School	52%	43%	48%
Supplementary	66%	44%	41%
Pre-School	12%	12%	—
TOTAL	49%	37%	36%

* Formal preparation in Jewish studies is defined as being certified in Jewish education and/or having a degree in Jewish studies.

Educational leaders in Jewish schools have very little formal preparation in the areas of education administration or supervision (*see Table 4*). We define formal preparation in administration as either being certified in school administration or holding a degree with a major in administration or supervision. These preparation programs cover such topics as leadership, decision-making, organization theory, planning, and finance.¹

Table 4. Collegiate and Professional Administration Background of Educational Leaders

SETTING	Formal Preparation in Educational Administration*	Certification in Administration	Degree in Educational Administration
Day School	41%	36%	19%
Supplementary	19%	19%	9%
Pre-School	25%	25%	—
TOTAL	27%	25%	11%

* Formal preparation in educational administration is defined as being certified in administration and/or having a degree in educational administration.

As presented in Table 4, 25% of all the leaders are certified as school administrators, and 11% hold degrees in educational administration. Day school educational leaders are the most likely to

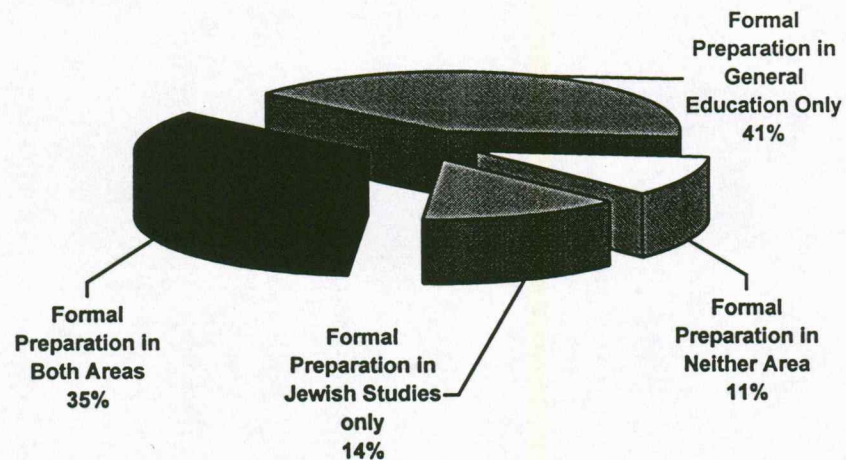
¹ We have not counted a master's in Jewish education as formal preparation in administration, although we consider these Jewish education degrees as training in Jewish subject matter and education. Advanced degrees in Jewish education often include a number of courses in school administration and supervision, and some even have an internship program, but the emphases and intensity are not equivalent to a complete degree with a major in administration or supervision.

have formal preparation in education administration. Forty-one percent of day school leaders, compared to 19% of supplementary and 25% of pre-school educational leaders, have a formal background in educational administration. In total, 27% hold degrees or certification in education administration. Of the rest, 35% received some graduate credits in administration without receiving a degree or certification, but the study did not explore how intensive their studies were.

PREPARATION FOR EDUCATIONAL LEADERSHIP POSITIONS

We explored the extent to which educational leaders are formally trained simultaneously in 1) general education, 2) Jewish subject matter, and 3) educational administration. Thirty-five percent of the educational leaders have formal training in both education and Judaic studies (*see Figure 1*). Another 41% have formal preparation in education only, and 14% have formal preparation only in Jewish studies. Eleven percent of the educational leaders do not have either collegiate or professional degrees in education and Jewish studies.

Figure 1. Extent of Professional Training in General Education and Jewish Studies



Note: Figures may not sum to 100% due to rounding.

Forty-eight percent of supplementary school leaders have formal backgrounds in both education and Jewish studies compared to 33% of the leaders in day school settings. More extensive formal training among supplementary school leaders is most likely a result of programs in Jewish education offered by some of the institutions of higher learning affiliated with denominational movements.

The pre-school educational leaders have the least amount of training in education and Jewish content (*see Table 5*). A total of 25% of pre-school educational leaders have neither professional nor collegiate degrees in education or Jewish studies. Even in day schools, where we might expect high levels of formal preparation, only 33% of the educational leaders are trained in both education and Jewish studies.

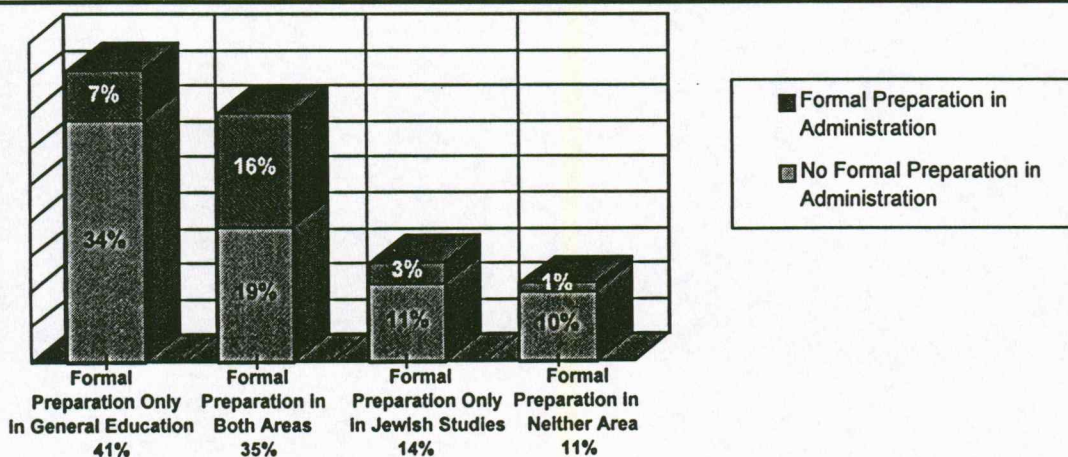
Table 5. Extent of Professional Training of Educational Leaders in General Education and Jewish Studies

SETTING	Formal Preparation in Education Only	Formal Preparation in Both Areas	Formal Preparation in Jewish Studies Only	Formal Preparation in Neither Area
Day School	41%	33%	19%	7%
Supplementary	29%	48%	16%	6%
Pre-School	62%	12%	--	25%
TOTAL	41%	35%	14%	11%

Note: Rows may not sum to 100% due to rounding.

Sixteen percent of educational leaders hold professional or university degrees in education (pedagogy), Jewish studies and educational administration (*see Figure 2*). An additional 10% are trained in educational administration and either Jewish studies or education, but not all three. In summary, a total of 84% do not have one or more parts of their formal preparation for leadership positions. An important qualification to these findings is that they emphasize formal schooling and credentials; Jewish content and leadership are not learned only in formal settings.

Figure 2. Extent of Professional Training in General Education, Jewish Studies, and Administration

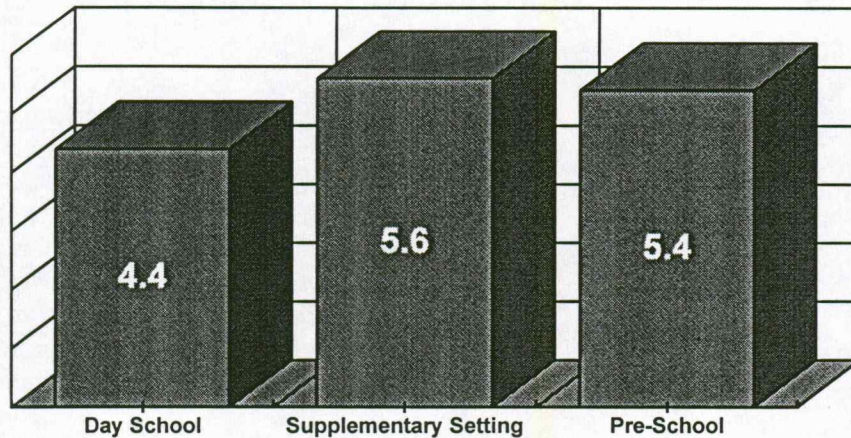


Note: Figures may not sum to 100% due to rounding.

PARTICIPATION IN PROFESSIONAL GROWTH ACTIVITIES

The educational leaders reported attending, on average, 5.1 workshops over a two-year period. As shown in Figure 3, supplementary and pre-school administrators attended more workshops than did day school leaders. If we assume a workshop lasts 3 hours on average, 5 workshops over a two-year period is approximately 37.5 hours of workshops over 5 years.

Figure 3. Average Number of Workshops Attended Over a Two-Year Period



Note: Figures may not sum to 100% due to rounding.

This level of professional development is much less than is required in many public educational systems. For example, in the State of Georgia, a principal must upgrade an initial certification within 5 years by pursuing an additional 30 quarter hours of graduate credit in the field of administration and supervision and obtaining an Education Specialist credential. Administrators maintain certification by participating in 10 Self Development Units (SDU) over a five-year period if they are not pursuing additional graduate-level course work. One SDU is equivalent to 10 workshops, so that administrators in Georgia must attend 100 hours of workshops over a five-year period to remain certified.

Besides workshops, about one third of the respondents said they attended a class in Jewish studies or Hebrew at a university, synagogue, or community center during the past year. Notably, 75% reported participating in some form of informal study, such as a study group or reading on their own.

Other opportunities for professional growth include participation in national conferences and organizations. Some educational directors belong to national denominational networks and attend annual meetings, such as Jewish Educators Assembly (Conservative), Torah U'Mesorah (Orthodox), and National Association of Temple Educators (Reform). Other educational leaders are members of general education professional organizations such as Association for Supervision and Curriculum Development (ASCD) and The National Association for Education of Young Children (NAEYC). These national professional organizations provide the leaders with avenues for staying abreast of changes in the field of education through journals, newsletters, and curricula.

An additional type of professional growth is achieved through informal and formal networking with other educational leaders in the same community. Some leaders participate in their local principals organization as a mechanism to share ideas, network, learn about resources, and brainstorm. However, even with these organizations, some educational leaders reported infrequent help and support from colleagues within their communities. Supplementary school educational leaders indicated the highest level of collegial support; pre-school leaders reported the lowest. As one supplementary school director commented about the Synagogue Educational Directors Council, "There's a study period and a professional section to the meeting where we'll sit and discuss ideas. We wind up sharing ideas that have proven successful to ourselves in our particular schools. And so we learn a lot from each other."

Although they attend few in-service workshops, many respondents generally think their opportunities for professional growth are adequate. Over two thirds (68%) said that opportunities for their professional growth are adequate or very adequate, including 74% of day school administrators, 59% of supplementary school leaders, and 75% of pre-school directors.

Some educational leaders are less satisfied with their professional growth opportunities. They specifically expressed a desire for an evaluation process that would help them grow as professionals and provide them with constructive feedback. For example, two pre-school education directors stated that they would like a peer, someone in the field, to comment on their work. In describing such peers and elaborating on their role, one director said, "They would be in many ways superiors to myself—who have been in the field, who understand totally what our goals are and who can help us grow." Another educational director said:

I'd like to be able to tell people what I consider are strengths and weaknesses. I'd like to hear from them whether I'm growing in the areas that I consider myself weak in. And I'd like to hear what areas they consider that there should be growth.

SUMMARY AND QUESTIONS FOR CONSIDERATION

The data suggest that the educational leaders have backgrounds in general education, but that most do not have formal backgrounds in Jewish content areas. They do not have formal preparation in educational administration. Supplementary school educational leaders have a stronger background than their counterparts in other settings while pre-school educational directors have the greatest need for further training. The pre-school educational leaders are notably weak in the area of Jewish studies.

Many of the educational leaders reported that opportunities for professional development are adequate. Yet they do not participate very frequently in activities in local universities, national organizations, and other programs offered both in and outside of their communities. Furthermore, although many reported that they receive financial support for professional growth activities, 31% of those who are offered financial support for professional development choose not to avail themselves of the funding. This is primarily the case for educational leaders who work in Orthodox school settings.

These findings raise important questions for consideration:

1. What are frameworks for the preparation of Jewish educational leaders?

Are public education standards appropriate for Jewish education? What standards should be implemented for the training of educational leaders? What knowledge base is necessary for Jewish educational leaders? What models and curricula of leadership preparation are unique to *Jewish* educational leadership?

2. How can a context for increased professional development be fostered?

What types of systematic, comprehensive professional development opportunities should be offered? What incentives should be offered for continual professional development?

3. What are possible roles for national movements, professional organizations, institutions of higher Jewish learning, and local communities in providing professional preparation and continual professional growth for educational leaders?

Careers in Jewish Education

This section describes the professional experience of the educational leaders. What types of past professional experiences in education do the leaders have? How are leaders recruited? How long have they worked in Jewish education? What are their future career plans? A better understanding of the career paths and prior work experiences of the educational leaders can help educators assess the types of professional development activities that will assist them in their roles.

PAST PROFESSIONAL EXPERIENCES IN EDUCATION

As Table 6 illustrates, the educational leaders of the three communities show considerable diversity of experience in their educational careers. All the respondents have previous experience in formal or informal education before assuming their current positions, and there is considerable movement among settings. Sixty-one percent have worked in general education. Eighty-seven percent have taught in a Jewish day, supplementary, and/or pre-school, and more than half (52%) have worked in a Jewish camp or youth group. The large majority of educational leaders (83%) have had experience as teachers or administrators in a school setting (i.e., day, supplementary, or pre-school) other than the one in which they are currently employed. However, there are important differences among educational leaders from the different settings.

Table 6. Diversity of Experience of Educational Leaders

PRIOR EXPERIENCE	CURRENT SETTING			TOTAL
	Day School	Supplementary	Pre-School	
General Education	64%	55%	69%	61%
Day School Teacher	68%	30%	12%	40%
Supplementary School Teacher	61%	79%	31%	62%
Pre-School Teacher	4%	12%	81%	23%
Camps	54%	39%	31%	43%
Adult Education	43%	52%	12%	40%
Youth Groups	25%	45%	12%	31%
Jewish Community Center	14%	27%	12%	19%

Among day school educational leaders, 68% have taught in a day school prior to assuming their current administrative position. Sixty-one percent of day school educational leaders have taught in a supplementary setting, while only 4% have taught in a pre-school.

Among supplementary educational leaders, 79% have taught in a supplementary school before assuming their current position. Whereas almost two thirds of day school leaders have taught in supplementary schools, only 30% of supplementary school leaders have taught in day schools. Few supplementary school leaders have taught in a pre-school.

Among pre-school educational leaders, 81% have taught in a pre-school prior to assuming their current position. Thirty-one percent of pre-school educational leaders have taught in supplementary settings. Only 12% have taught in day schools.

Compared to their colleagues currently working in day and supplementary settings, pre-school educational leaders have relatively separate career paths. Among pre-school leaders, 44% have had experience as teachers or administrators solely in a pre-school setting during their career in Jewish education, while this can be said of only 11% of day school leaders and 9% of supplementary school leaders. Moreover, while 61% of day school educational leaders have taught in a supplementary setting and 30% of supplementary school educational leaders have taught in a day school, only 4% and 12% (respectively) have taught in pre-schools.

RECRUITMENT OF EDUCATIONAL LEADERS

Most educators have moved from (at least) one city to another during their career in Jewish education. Thirty-six percent of educational leaders have spent all their years in Jewish education in the current community, including 56% of pre-school leaders, 36% of day school leaders, and 27% of supplementary school leaders. When asked if they had moved to the community in order to take their current position, 38% percent of day school and 28% of supplementary school educational directors had moved to the community in order to take their current position. In contrast, none of the pre-school educational directors had moved to the community in order to take their current position. This may be the case because pre-schools are not recruiting outside their local communities. Furthermore, women are more likely than men to have always worked in their current community, and over 90% of the women did not move to the community to take their current position.

As shown in **Table 7**, the majority of educational leaders (63%) found their current positions through recruitment efforts by individual schools. Nineteen percent of all educational leaders found their current job through personal contacts with a friend or mentor. Only 14% found it through recruitment efforts by other institutions beyond the school (i.e., central agency, graduate

school placement, national professional association). Even among those who moved to a new community to take their current position, only 43% found their position through institutions other than the school. These recruitment patterns are similar across all denominational affiliations. The remaining 4% (all employed in pre-schools) found their positions through other means, such as by being a parent of a child in the school. None of the pre-school educational leaders found a position through recruitment efforts by institutions other than the school.

Table 7. How Educational Leaders Found Their Current Positions

MEANS	Day School	Supplementary	Pre-School	TOTAL
Recruitment Efforts by School	52%	68%	69%	63%
Friend or Mentor	30%	13%	12%	19%
Recruitment Efforts by Institutions Other than Schools (i.e., central agencies, graduate schools, etc.)	17%	19%	—	14%
Other (e.g., being a parent of a child in the school)	—	—	19%	4%

Note: Columns may not sum to 100% due to rounding.

The large majority of educational leaders did not value the extrinsic, material aspects of their job as very important factors in their decision to work in the school in which they are currently employed. As indicated in Table 8, opportunity for career advancement was considered a very important factor by only 27% of educational leaders. Also, the hours available for work (25%), salary (21%), and their spouse's work (14%) were rated by comparably few educational leaders as very important considerations in choosing their current place of employment. Instead, the religious affiliation of the school (62%) and the community in which the school was located (53%) were rated as very important considerations by the highest percentage of educational leaders.

Among educational leaders who work in schools affiliated with a religious movement (i.e., Orthodox, traditional, Conservative, Reform), almost all the educational leaders have a personal affiliation that is either the same or more observant than the affiliation of the school where they work. For instance, 81% of educational leaders who work in schools identified with the Conservative movement personally identify themselves as Conservative. The remaining 19% identify themselves as traditional. Sixty-four percent of supplementary school educational leaders work in the synagogue to which they belong.

Table 8. Reasons Educational Leaders Chose to Work in their Current Schools

REASON	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant
Religious Affiliation	62%	22%	12%	4%
Community	53%	35%	7%	5%
Reputation of the School	42%	36%	12%	9%
Rabbi or Supervisor	37%	29%	12%	22%
Opportunities for Career Advancement	27%	42%	21%	10%
Hours Available for Work	25%	27%	27%	21%
Salary	21%	44%	19%	16%
Spouse's Work	14%	13%	14%	59%

Note: Rows may not sum to 100% due to rounding.

Only 36% of those working in day and in supplementary schools rate the reputation of the school as a very important reason for taking a particular position. In contrast, 62% of pre-school leaders said this was a very important consideration. The rabbi or supervisor was rated by 45% of supplementary school educational leaders as a very important consideration in choosing a school by 31% of day school educational leaders and by 29% of those that work in pre-schools. Religious affiliation and geographic mobility may create career track constraints for educational leaders. The interviews suggested that some educational leaders, especially women, are limited in their choices of positions because they are not geographically mobile. In addition, most educational leaders are committed to an institutional ideology or affiliation. Therefore, they do not easily move from one institution to another.

LENGTH OF CAREER IN JEWISH EDUCATION

In addition to the diversity of their careers, most of the educational leaders of the three communities have worked in the field of Jewish education for a considerable length of time.

As Table 9 indicates, 78% of the educational leaders have been working in Jewish education for more than 10 years. Thirty percent have been employed in Jewish education for over 20 years, while only 9% have 5 years experience or less. Thus, for example, one educational director began his career in Jewish education by tutoring Hebrew at the age of 14. From tutoring, he moved on to teaching in a congregational school while in college. A rabbi suggested that he pursue a seminary degree, which he did. Upon graduation he spent 14 years as educational director of various supplementary schools. Now he directs a day school.

Table 9. Stability and Continuity of Educational Leaders

TOTAL YEARS OF EXPERIENCE IN JEWISH EDUCATION				
	Day School	Supplementary	Pre-School	TOTAL
1 year or less	--	--	--	--
2 to 5 years	4%	15%	6%	9%
6 to 10 years	7%	12%	25%	13%
11 to 20 years	57%	39%	50%	48%
More than 20 years	32%	33%	19%	30%

TOTAL YEARS OF EXPERIENCE IN POSITIONS OF EDUCATIONAL LEADERSHIP				
	Day School	Supplementary	Pre-School	TOTAL
1 year or less	--	7%	--	3%
2 to 5 years	29%	43%	56%	41%
6 to 10 years	33%	13%	31%	24%
11 to 20 years	25%	23%	12%	21%
More than 20 years	12%	13%	--	10%

TOTAL YEARS OF EXPERIENCE IN THEIR CURRENT COMMUNITY				
	Day School	Supplementary	Pre-School	TOTAL
1 year or less	4%	--	--	1%
2 to 5 years	32%	36%	6%	29%
6 to 10 years	11%	24%	50%	25%
11 to 20 years	39%	27%	25%	31%
More than 20 years	14%	12%	19%	14%

TOTAL YEARS OF EXPERIENCE IN THEIR PRESENT SETTING				
	Day School	Supplementary	Pre-School	TOTAL
1 year or less	4%	9%	--	5%
2 to 5 years	39%	56%	44%	47%
6 to 10 years	14%	16%	19%	16%
11 to 20 years	36%	16%	25%	25%
More than 20 years	7%	3%	12%	7%

Note: Columns may not sum to 100% due to rounding.

The educational leaders in the three communities have less experience in positions of Jewish educational leadership than they have in Jewish education overall. Forty-five percent have worked as educational leaders for over 10 years, while 44% have worked in positions of educational leadership in Jewish schools for 5 years or less. Pre-school leaders demonstrate the least amount of experience in leadership positions, with only 12% having worked as an educational leader for

more than 10 years. Thirty-seven percent of supplementary school leaders and 38% of day school leaders have more than 10 years of experience as leaders in Jewish schools.

Although most of the educational leaders have substantial experience in their current communities, some are comparatively new. Forty-five percent have worked in their current communities for over 10 years, while 30% have worked in their current communities for 5 years or less. Pre-school educational leaders have worked in their communities the longest, with only 6% having worked in the community for 5 years or less.

After moving to their current communities, the majority of educational leaders (54%) have remained in the same setting. Nevertheless, due in part to moves from one community to another, most of them (53%) have only worked in their current setting for 5 years or less. Thirty-two percent have worked for over 10 years. Only 7% of the educational leaders have worked for over 20 years in their current setting. Day school educational leaders show the highest degree of stability in their current settings, with 43% having worked in the same setting for 5 years or less and 43% having worked in their current setting for over 10 years. Pre-school educational directors show a similar degree of stability, with 44% having worked 5 years or less and 38% having worked for over 10 years in the same setting. Only within the supplementary school setting has the majority of educational leaders (66%) worked in their current settings for 5 years or less. Only 19% of supplementary school educational leaders have worked in their current settings for over 10 years.

FUTURE CAREER PLANS

While most of the educational leaders have spent 5 years or less in their current setting, 95% of the educational leaders indicate that Jewish education is their career. Furthermore, as illustrated in Table 10, the large majority of educational leaders (78%) plan to remain as administrators or supervisors in the same school in which they are currently employed. A slightly higher percentage of day school educational leaders (86%) want to remain in their current schools, compared to supplementary (73%) and pre-school (75%) educational leaders. In total, only 6% plan to become educational leaders in a different school; none of the educational leaders want to work in any other type of Jewish educational institution (such as a central agency); and only 1% plan to leave the field of Jewish education. Nine percent of education leaders are unsure about their future plans. The remaining 5% plan to pursue avenues such as returning to teaching or retirement.

Table 10. Future Plans of Educational Leaders

	Day School	Supplementary	Pre-School	TOTAL
Continue as an Administrator in the Same School	86%	73%	75%	78%
Administrative Position in a Different Jewish School	4%	9%	6%	6%
Work in an Educational Institution Other than a School (i.e., central agency)	--	--	--	--
Seek a Position Outside of Jewish Education	--	3%	--	1%
Other (e.g., retirement, go back to school)	4%	3%	12%	5%
Undecided	7%	12%	6%	9%

Note: Columns may not sum to 100% due to rounding.

SUMMARY AND QUESTIONS FOR CONSIDERATION

The educational leaders in the three communities are extremely committed to an ongoing career in Jewish education, as evidenced by their overall long tenure in the field of Jewish education, diversity of past experiences in both formal and informal Jewish education settings, and plans to remain in their current positions. Ninety-five percent of the educational leaders consider Jewish education to be their career and plan to remain in the field. Although most of the educational leaders have extensive experience in the field of Jewish education, they have much less experience in leadership positions. There also seems to be considerable turnover in these positions. The leaders have moved from one setting to another and from one community to another during their careers. Most educational leaders were recruited directly by the individual school in which they are employed.

These findings raise important questions:

1. Whereas 78% of educational leaders plan to remain in their current positions, 52% have been in their positions for 5 years or less. What are possible explanations for the turnover rates? Are leadership preparation and professional development a contributing factor?
2. How can the stability of educational leaders be increased?
3. What recruitment strategies can enlarge the potential pool of candidates for educational leadership positions?

4. What services can help local schools in their recruitment efforts to locate and hire qualified candidates?

5. What are the implications for professional development, given the varied experiences of educational leaders across settings?

Conditions of Work

What are the conditions of employment for the educational leaders? What earnings and job benefits do they receive? How satisfied are they with their salary and benefits? What other supports are available to education leaders? These questions are important as they suggest possible levers by which to enhance the willingness of educational leaders to engage and involve themselves in their work, including continual professional growth activities.

CONDITIONS OF EMPLOYMENT

Almost 83% of the educational leaders are employed in a single Jewish educational setting (either a day, supplementary, or pre-school). Sixteen percent are employed in two settings, and only 1% in more than two settings. (These figures did not differ much across settings.) Of the 17% who work in more than one Jewish educational setting, two thirds do so in order to earn a suitable wage. Of this same 17%, the large majority (70%) work only 6 hours or less per week in their second setting.

Seventy-eight percent of the educational leaders indicated that they are employed full-time as Jewish educators. Ninety-six percent of day school educational leaders reported being employed full-time, as did 81% of pre-school educational leaders. In contrast, only 61% of educational leaders working in a supplementary setting work full-time in Jewish education. Of the supplementary school leaders who work part-time, half would rather be working full-time in Jewish education, while the other half prefer their part-time status.

Of those leaders who work in only one setting, 78% are full-time, while 22% are not. (Full-time is defined according to the leaders' self-reports.) The large majority of those who work in more than one setting, 77%, also work full-time in Jewish education.

SALARY

As Table 11 indicates, despite the predominantly full-time nature of the work, one third of the educational leaders earn less than \$30,000 per year. Another 37% earn between \$30,000 and \$59,999, and 30% earn \$60,000 or more per year.

Earnings among day school educational leaders are considerably higher than those for their colleagues in the other two settings. Among those employed in day schools, only 7% earn less than \$30,000 per year, while 58% earn \$60,000 or more per year. Forty-seven percent of

supplementary school educational leaders earn less than \$30,000 per year, and only 20% earn \$60,000 or more. Among pre-school educational leaders, 50% earn less than \$30,000; none of them reported earning \$60,000 or more per year.

Table 11. Educational Leaders' Earnings from Jewish Education

	Less than \$30,000	\$30,000 to \$59,000	\$60,000 or More
Day School	7%	35%	58%
Supplementary	47%	33%	20%
Pre-School	50%	50%	—
TOTAL	33%	37%	30%

Note: Rows may not sum to 100% due to rounding.

When only those who work full-time are considered, earnings from day schools are still highest, although the contrasts are not quite as great. Only 4% of full-time day school leaders earn less than \$30,000, while 62% earn over \$60,000. In contrast, 20% of full-time supplementary leaders still earn less than \$30,000, and only 30% earn more than \$60,000. None of the full-time pre-school leaders reported earning over \$60,000; 36% earn less than \$30,000.

For the majority of educational leaders, the salary they earn from Jewish education accounts for more than half their family income. For day school educational leaders, roughly 85% derive half or more of their family income from their work in Jewish education. Among those who work in supplementary schools, about half have family incomes based mostly on their earnings from Jewish education. For pre-school educational leaders, roughly one quarter earn the majority of their family income from their employment in Jewish education. (The pattern of findings is the same when only those who work full-time are considered.)

As shown in Table 12, only 9% of all educational leaders reported that they are very satisfied with their salaries. Fifty-five percent indicated being somewhat satisfied, while 36% percent reported being either somewhat or very dissatisfied. The day school educational leaders indicated the most satisfaction, with 14% being very satisfied and 54% being somewhat satisfied. Only 4% of day school educational leaders reported being very dissatisfied. Among those working in supplementary schools, only 3% reported being very satisfied while 21% indicated that they are very dissatisfied. Pre-school educational leaders displayed the widest range, with 12% being very

satisfied and 19% being very dissatisfied. However, almost half (44%) of pre-school educational leaders indicated being either somewhat or very dissatisfied. It should be noted that although some educational leaders express dissatisfaction with their salary, this was not an important consideration to them when they entered the field of Jewish education.

Table 12. Educational Leaders' Satisfaction with Their Salaries

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Day School	14%	54%	29%	4%
Supplementary	3%	61%	15%	21%
Pre-School	12%	44%	25%	19%
TOTAL	9%	55%	22%	14%

Note: Rows may not sum to 100% due to rounding.

BENEFITS

As Table 13 indicates, benefits differ widely by setting. Many educational leaders do not receive substantial benefits packages if one takes into account the fact that most work full-time in their positions. Day school educational leaders seem to receive the most benefits. Seventy-nine percent of day school educational leaders are offered health benefits and 71% have access to pensions, while only 18% have the benefit of synagogue privileges (such as High Holiday tickets). Only 48% of supplementary educational leaders are offered health benefits and 42% pensions, while 58% are offered synagogue privileges. Among supplementary leaders who work full-time, however, the figures for health and pension benefit availability (75% and 65%, respectively) are more comparable to those found in day schools. This contrasts with the situation in pre-schools where, although 81% work full-time, only 44% are offered health benefits, 38% pensions, and 25% synagogue privileges. Finally, 86% of day school, 76% of supplementary school, and 81% of pre-school educational leaders are offered some financial support for professional development.

While benefits may be offered, not every educational leader chooses to accept each type of benefit. Some leaders may receive a better benefit package from their spouse's employment. In other cases, the quality of the benefit may not make it worthwhile. For instance, 47% of the educational leaders who are offered health benefits elect not to receive them. Thirty-one percent of those who are offered financial support for professional development choose not to avail

Table 13. Availability of Benefits for Educational Leaders: Percentage of educational leaders who are offered various fringe benefits

BENEFITS	Day School	Supplementary	Pre-School	TOTAL
Financial Support for Professional Development	86%	76%	81%	81%
Free Tuition for Child	89%	58%	88%	75%
Free or Reduced Membership (Synagogue or JCC)	64%	79%	44%	66%
Health	79%	48%	44%	58%
Pension	71%	42%	38%	52%
Synagogue Privileges	18%	58%	25%	36%
Free Tuition for Adult Education	11%	24%	31%	21%
Day Care	7%	15%	31%	16%
Sabbatical Leave	7%	3%	--	4%

themselves of the funding (mostly in Orthodox schools). Twenty-one percent of the educational leaders who are offered synagogue privileges do not accept them, and 15% of those who are offered pensions choose not to take them.

As shown in Table 14, only 20% of the educational leaders reported being very satisfied with their benefits. Twenty-three percent indicated that they are somewhat satisfied. The majority of the educational leaders (57%) reported that they are either very or somewhat dissatisfied with their benefits. The numbers across settings range from 59% of supplementary school educational leaders who are dissatisfied to 54% of pre-school educational leaders. Among those employed in day schools, 57% indicated being either very or somewhat dissatisfied. The level of satisfaction with benefits expressed by the educational leaders is dependent primarily upon the availability of two types of benefits: synagogue privileges and pensions. That is, educational leaders would be more satisfied with their benefits package if they were offered synagogue privileges and pensions. For those educational leaders working in a supplementary school setting, health care and financial support for professional development are also important determinants of their level of satisfaction with their benefits packages.²

² Educational leaders were asked how satisfied they are with their overall benefits package. They also were asked to indicate which types of benefits are available to them. A regression analysis was done to ascertain whether the availability of various benefits accounts for differences in the leaders' reported levels of satisfaction.

Table 14. Educational Leaders' Satisfaction with Their Benefits

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Day School	25%	18%	32%	25%
Supplementary	19%	22%	40%	19%
Pre-School	13%	33%	27%	27%
TOTAL	20%	23%	35%	23%

Note: Rows may not sum to 100% due to rounding.

OTHER AVAILABLE SUPPORTS

In general, educational leaders found the juggling that is necessary in their roles to be very difficult. They often have to take on roles they did not anticipate and for which they were not prepared. One leader commented:

Education, that's my field, but then you have to be a psychologist, psychiatrist, social worker, administrator, bookkeeper, computer expert. You have to know how to fix every kind of imaginable equipment because you can't get people out on time, deal with people, run budgets, run meetings. It's everything and anything beyond what principals must have done years ago.

Beyond the complexity of the role, complaints include the demanding nature of administrative tasks, taking time away from curriculum development and nurturing relationships with students. When asked what would enhance their overall effectiveness, more than 50% of the educational leaders indicated additional funding for programs. Almost half of the supplementary and pre-school leaders expressed a desire for additional support staff.

Other resources that could support educational leaders in their roles include local universities, central agencies, and the national movements. About 70% to 75% of educational leaders seldom or never receive support from a local university. Similarly, across all settings, half or more of the educational leaders seldom or never receive support from their national movements. In total, only 5% receive support frequently. In contrast, most (61%) of educational leaders receive frequent or occasional support from central agency personnel. Supplementary school educational leaders receive the most support and day school leaders the least.

SUMMARY AND QUESTIONS FOR CONSIDERATION

Overall, educational leaders in Jewish schools are overwhelmingly employed full-time in one school. Many think their salaries are adequate. Similarly, benefits are seen as satisfactory by many. However, reported levels of benefits for pre-school educational leaders seem especially meager, and many pre-school educational directors expressed dissatisfaction with both their salaries and benefits packages. This dissatisfaction is notable since the large majority of pre-school educational leaders (81%) work full-time. Day school educational leaders receive more benefits and the highest salaries compared to leaders in other settings; this holds whether all leaders or only those working full-time are considered.

Questions for discussion include:

1. Given the long tenure of educational leaders in the field of Jewish education, what system of incentives can be put in place to ensure continual professional development and commitment?
 2. Should salary and benefits be connected to background and professional growth or to other performance assessments?
 3. Should full-time educational leaders in a community be compensated similarly?
 4. What other types of supports should be available for educational leaders?
-

Conclusions

The role of educational leadership is paramount. This report describes professional backgrounds, careers, and conditions of work of educational leaders in Jewish schools in three communities in North America. It is designed to stimulate discussion and provide a basis for planning for the professional development of educational leaders in Jewish schools.

CRITICAL FINDINGS

1. Many educational leaders are inadequately prepared in Jewish content. Only half of the leaders have post-secondary training in Jewish content, and only 35% of the educational leaders have training in both education and Jewish studies.
2. The educational leaders have little formal preparation in administration and supervision. Only 27% of all the leaders are trained in educational administration, while only 16% have preparation in education, Jewish content, and administration.
3. Although many educational leaders reported that opportunities for professional growth are adequate in their communities, they do not participate in widespread professional development activities. Most educational leaders indicated receiving little or no support from local universities and national movements.
4. The majority of educational leaders reported that they have a career in Jewish education and work full-time in one school setting.
5. Educational leaders have a long tenure in the field of Jewish education across various settings, but they have less seniority in leadership positions.
6. There is large turnover among educational leaders. Fifty-three percent have been in their current setting for 5 years or less.
7. Educational leaders are not completely satisfied with their salary and benefits packages. Pre-school educational leaders are the least likely to have access to health and pension benefits.

These findings raise a number of important issues for schools, local communities, and the continental Jewish community as a whole. Below are examples of types of questions that are raised by the data presented in this report.

LOCAL COMMUNAL LEVEL

1. Most educational leaders work full-time and view Jewish education as their career, but many have limited professional preparation. What levels of professional development should be expected? How can the ongoing professional development of educational leaders be supported? What type of community-level professional development opportunities should be implemented for educational leaders?
2. Educational leaders have experience in various settings. Day school leaders have taught in supplementary schools and vice versa. The only exception seems to be pre-school leaders, who have much less experience in other settings. What implications does this have for community-level professional development activities?
3. Educational leaders report the need to interact with their colleagues across all settings for networking, support, and feedback. What communal process can enhance opportunities for shared learning and support?
4. What level of salary and fringe benefits should be offered to educational leaders? This question is perhaps most pressing in pre-schools, where the large majority of educational directors work full-time but are not offered health or pension benefits. Should benefits and salaries be linked to standards and accountability? Should there be substantial differences among full-time educational leaders across different settings?

The findings in this report also suggest implications for each school setting.

Day Schools

Over half of the educational leaders in day schools are not trained in Jewish content areas. They do not hold degrees or certificates in Jewish education, Jewish studies, or related subjects. Day school educational leaders also lack formal preparation in educational administration. They fall far below expected standards for public school leaders. Such training is usually available in most communities through local colleges and universities.

Given the lack of training in Jewish content areas, what type of preparation programs and professional growth activities should be available for day school leaders? What standards should be upheld in both the quantity and quality of professional development experiences?

The majority of day school leaders (74%) indicated that opportunities for their professional growth are adequate, and yet they do not participate in widespread professional activities. How can local communities heighten the awareness of their leaders about the importance of ongoing professional development?

Supplementary Schools

The majority of educational leaders in supplementary school settings (66%) have worked in their current setting for 5 years or less, but they plan to remain in their current setting over the next few years. They are relatively new to their jobs. They have the highest level of formal training in Judaic content (66% of the leaders have either a degree, such as master's of Jewish education, or certification). However, virtually none of the leaders are trained in educational administration. Most likely, they have been recruited only recently into administration from teaching. However, unlike the role of teacher in supplementary schools, many of the educational leaders work full-time. How can the need for professional growth and training for supplementary school educational leaders be filled? What are important implications of the part-time nature of some of the educational leadership positions in supplementary schools? What salary and benefits are appropriate? What are appropriate expectations for training and continual professional growth?

Pre-Schools

Pre-school educational leaders are severely lacking in Jewish subject matter preparation. Only 12% of the pre-school leaders are trained in Jewish studies, and they have the lowest levels of Jewish education both before and after age 13 when compared to other educational leaders in Jewish schools. In addition, pre-school educational leaders are overwhelming untrained in administration and are relatively new to their settings. Forty-four percent have been working in pre-schools for fewer than 6 years. Pre-school educational directors have limited experience in other Jewish educational settings and are relatively isolated from colleagues in the field of Jewish education in their communities. What are appropriate models of trained Jewish educational leaders for pre-schools?

Pre-school educational leaders are usually recruited locally, although they work in full-time positions. Compared to their counterparts in other full-time Jewish education settings, they receive relatively fewer benefits and lower salaries. However, they are committed to a continuous career in Jewish education and attend more in-service workshops than other educational leaders. Given this commitment to Jewish education and professional growth, how should local

communities provide appropriate salaries, benefits, and support for educational leaders in pre-school settings?

NATIONAL LEVEL

Educational leaders have limited post-secondary training for leadership positions. Many educational leaders have limited Jewish content knowledge and most lack training in areas of administration and supervision. What role can national institutions of higher Jewish learning play?

Most educational leaders are recruited directly by local institutions. What types of national networks can be developed to help recruit and place highly trained educational leaders?

The baseline data presented in this report can serve as a catalyst for serious deliberations to create a blueprint for action: a blueprint that will address the need for leadership preparation, development, and support in our Jewish educating institutions.

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① Skills → dispositions
② Tasks of leadership.

To: Colleagues
From: Ellen Goldring

In order to further our discussions about our perspective for a JEWEL pilot program, I have attempted to summarize the discussion from our last planning meeting in September. We will use this as a jumping off point for our meeting on Monday.

PILOT PROGRAM FOR PROFESSIONAL JEWISH INSTITUTIONAL LEADERS: Course of Study

Personal Vision of Good Jewish Education: Participants will develop a guiding *personal* vision of good Jewish education. They will explore such questions as, What can defining characteristics of "good Jewish education" be? What are core beliefs, values and attitudes that can guide Jewish education? What is a personal vision? Why is a personal vision important anyway? Clarification of individual guiding principles will be a central part of study. What are the core beliefs, values and attitudes for each participant, etc. What is the distinctive 'Jewish' aspect of a personal vision for JEWISH education, beyond the obvious? Both the aims and processes of Jewish education will be addressed.

****For each topic in our course of study, we said we would draw upon the following domains. We acknowledged that we did not want to force categories, nor make artificial decision. Thus, these domains serve as guides for choosing materials, curricula, etc.

What should a leader know?

KNOWLEDGE: Jewish: text study, history, Jewish thought,
Education: Great educational visions (Dewey), great practitioners with guiding visions (Roland Barth)
Management/Leadership-Visions of Great Leaders, role of personal vision in organizations, examples and principles
P/H:

What should a leader be able to do?

SKILLS: We have defined the core competences or skills as:

- Communicating
- Conceptualizing
- Problem Solving
- Making Value Judgements/Decisions
- Interacting

↓ Explore other

Arbitrary
1) what are they?
2) same across context
3) Teaching

***We need to clearly define and articulate what we mean by each one.

We need to decide two things:

1) Are we committed to a developmental approach (the Alverno College model)? That is, can we clearly articulate, operationalize, and measure different levels of each of these competences?

2) Can we and do we want to articulate different aspects of the core competences for each of the "parts" of the course of study? For example, do we believe that there are specific skills in communicating a personal vision, conceptualizing a personal vision, that would be different than, let's say, communicating an institutional vision, or a change process (different 'parts' of the course of study)?

What should a leader be?

Dispositions: We have defined the key dispositions as: (TAKEN FROM HARVARD DOCUMENT)

- Ethical Commitment
- Commitment to Continuous Personal Improvement
- Self Esteem
- Orientation to Action

Embody vision

***We need to reaffirm our commitment to these. [We spent less time on this]. We need to ask ourselves what is/should be distinctly Jewish about them and incorporate this into our articulations and definitions.

We need to ask ourselves if these are also developmental and whether they are general or differ according to different 'parts' of the program.

Institutional Visions of Good Jewish Education: Participants will understand the elements and importance of a powerful institutional vision. They will translate personal visions of good Jewish education into institutional visions. How can an institution express its Jewish outlook, goals, aims? What are the elements of an institutional vision? How can institutional visions be evaluated, assessed and compared? What is the role of the educational leader in guiding institutions toward an institutional vision? How are stakeholders involved?

Knowledge:

Skills:

Dispositions:

Theories of Change: Participants will explore change processes and strategic planning models to understand and design implementation strategies for change. They will plan the implementation of their personal and institutional visions of good Jewish education. What is the role of the educational leader in institutional change? What are different models for achieving educational and institutional change? What are Jewish perspectives on change? The centrality of vision will be stressed throughout.

Knowledge:
Skills:
Dispositions:

Implementation: Participants will manage and implement a major change project in their institutions. They will set in motion the process of implementing their personal and institutional visions for Jewish education.

Knowledge:
Skills:
Dispositions:

Research and Evaluation: Is the implementation successful? Have goals been achieved? How can success be measured? What is the role of research and evaluation in monitoring institutional transformation? How can research and evaluation inform decision making? What are feedback loops for revising personal and institutional visions?

Knowledge:
Skills:
Dispositions:

My suggestion would be to take one of these modules (personal vision, institutional vision, change, etc) and design a problem based learning experience to test out the general model/ideas.

**Council for Initiatives
in
Jewish Education**

Fax Cover Sheet

Date sent: 23 Aug 95 Time sent:

No. of Pages (incl. cover): 10

To: Daniel Pe Karsky

From: Alan D. Hoffman

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Members of the Steering Committee

From: Alan D. Hoffmann

Date: August 23, 1995

Re: Educational Leaders in Jewish Schools: A Study of Three Communities

As you will recall, Ellen and Adam have been analyzing the data on the CIJE Study of Educators that deals with the findings on the educational leaders in Jewish schools. We will be discussing these findings at Friday's Steering Committee meeting.

Attached you will find the introduction and conclusion of this document. We are enclosing both (although there is some overlap in the information) in order to give you some additional background for our discussion.

Council for Initiatives in Jewish Education

EDUCATIONAL LEADERS IN JEWISH SCHOOLS: A STUDY OF THREE COMMUNITIES

OVERVIEW

In its landmark report *A Time to Act* (1990), the Commission on Jewish Education in North America concluded that developing the profession of Jewish education was essential for improving Jewish education as a means of preserving Jewish continuity. Without doubt, the development of a cadre of professional educational leaders for Jewish schools is essential for realizing this goal.

This report presents a study of educational leaders of Jewish schools in three communities: Atlanta, Milwaukee and Baltimore—the Lead Communities of the Council for Initiatives in Jewish Education (CIJE). These communities chose to participate in the study as part of a process to develop a plan of action for enhancing the profession of Jewish education. The study is based upon results from a survey of 77 leaders and 58 in-depth interviews.

This study examines the professional backgrounds, careers and sentiments of the educational leaders in day schools, supplementary schools and pre-schools. The study identifies aspects of strength as well as areas that need dramatic improvement.

Summary of Findings

1. Educational leaders in Jewish schools fall well short of the highest standards for the preparation of professional school leaders. Although 65% have university degrees in education, only 49% are trained in Judaic content areas. Moreover, only 27% of the leaders are trained in educational administration. Overall, a scant 16% of educational leaders are professionally prepared in all three areas (education, Jewish content, and administration).
2. Jewish school leaders also fall short of commonly accepted standards for professional growth. For example, educational leaders in the state of Georgia spend about 100 hours in workshops over a five-year period to remain certified; by contrast, we estimate that the leaders in our survey participate in about 37.5 hours of workshops in the same time span, even though most are not formally prepared for their leadership roles.
3. Most educational leaders view Jewish education as their career. They work full-time in a single school setting. The leaders have extensive experience in Jewish education: 78% said they had worked in Jewish education for more than 10 years. However, they have less seniority in educational leadership positions. The vast majority plan to remain in the field.

4. Over the course of their careers, leaders in day schools often have experience in supplementary schools and supplementary school leaders have often worked in day schools, but pre-school leaders have mainly worked only in pre-schools. When asked whether they had moved to their current community to take their leadership positions, 36% of day school leaders and 27% of supplementary school leaders said they had, but this was not the case for any of the pre-school leaders.

5. Although 78% of the leaders work full-time in Jewish education, 33% earn less than \$30,000 per year. Another 37% earn between \$30,000 and \$59,999, and 30% earn \$60,000 or more per year. Only 9% reported they were very satisfied with their salaries, but 55% said they were somewhat satisfied, while 36% said they were somewhat or very dissatisfied.

6. More dissatisfaction was expressed over benefits: 57% said they were somewhat or very dissatisfied with benefits. For full-time workers, benefits packages seem slim. For example, 79% of day school leaders were offered health benefits, and 71% were offered pensions. Even more severe is the situation in pre-schools: although 81% work full-time, only 44% were offered health benefits, and pensions were available only to 38%.

7. On the whole, the educational leaders report substantial support and involvement from rabbis and supervisors. However there is a small group (about 10%-20% across all settings) who indicate that such support is not forthcoming. Some educational leaders also lamented that they lack status in their communities.

Implications

These findings highlight a number of issues pertaining to the professional development of educational leaders in Jewish schools.

- a. The finding that only one-half of the educational leaders are formally trained in a Jewish content area (i.e., through a degree in Jewish studies or certification in Jewish education) is a matter of great concern. Leaders of Jewish schools are symbols of Jewish learning and role models for Jewish schooling. Serving in this capacity requires Jewish scholarship. Moreover, given the limited Judaica backgrounds of many teachers in Jewish schools, educational leaders with strong Judaica backgrounds are needed to provide instructional leadership in schools.
- b. The lack of formal training in educational administration is also an important shortcoming. Leadership in today's schools is complex, involving many different roles and responsibilities. Training in administration can help the leaders of Jewish schools become more effective.
- c. In light of background deficiencies, one might have expected educational leaders to engage in extensive professional development. This is not the case. There do not appear to be standards for professional growth.

- d. Educational leaders are experienced and highly committed to their work. This suggests that investment in improving the knowledge and skills of educational leaders who are currently at work can have substantial impact in the future.
- e. Most leaders are satisfied with their earnings, although some are not, and salaries for pre-school leaders appear relatively low. Almost half the leaders are dissatisfied with their benefits packages. This is not surprising since many are not offered health or pension benefits, especially in pre-schools.

The results of this study suggest changes are needed in the preparation, professional growth, and remuneration of educational leaders as the Jewish community strives to build the profession of Jewish education.

CONCLUSIONS: LEARNING AND LEADING

The role of educational leadership in school improvement efforts is paramount. This report describes professional backgrounds, careers, and sentiments of educational leaders in Jewish schools in three communities in North America. It is designed to stimulate discussion and provide a basis for planning for the professional development of a cadre of educational leaders in our Jewish schools.

Critical Findings

- 1) Many educational leaders are inadequately prepared in Jewish content. Only half of the leaders have post-secondary training in Judaic content, and only 35% of the educational leaders have training in both education and Jewish studies.
- 2) The educational leaders have little formal preparation in administration and supervision. Only 27% of all the leaders are trained in educational administration, while only 16% have preparation in education, Judaic content, and administration.
- 3) Although many educational leaders report that opportunities for professional growth are adequate in their communities, they do not participate in widespread professional development activities. Most educational leaders indicated receiving little or no support from local universities and national movements.
- 4) The majority of educational leaders report they have a career in Jewish education, and they work full-time in one school setting.
- 5) Educational leaders have long tenure in the field of Jewish education across various settings, but they have less seniority in leadership positions.
- 6) The large majority of educational leaders plan to stay in their current positions.
- 7) Educational leaders are not completely satisfied with their salary and benefits packages. Pre-school educational leaders are the least likely to have access to health and pension benefits.
- 8) Educational leaders would like to be more involved in communal decisions and to receive more support in their work. Pre-school educational leaders receive the least amount of support from rabbis and lay leaders.

These findings suggest a number of important implications for schools, local communities and the continental Jewish community as a whole.

School Level

Educational leaders would like the participation and support of teachers, rabbis, and lay leaders. The boards of schools, congregations, and JCC's may want to consider a process whereby roles and relationships can be explored to ensure a high level of support and involvement from all partners in the educational process.

Educational leaders should be supported in their efforts to work with teachers and other staff to implement changes, mobilize resources, and develop programs. The teacher-leader relationship should not be bound by teacher contract hours. A culture that promotes on-going collaboration and group problem solving should be encouraged. Training and professional growth activities should be supported at each school. Furthermore, professional development programs should be attended by teams of professionals from the same school.

Local Communal Level

Since most educational leaders work full-time and view Jewish education as their career, and many have limited professional preparation, it seems that higher levels of professional development can be expected. Furthermore, given their long tenure in the profession, ongoing professional growth is important.

Educational leaders have experience in various settings. Day school leaders have taught in supplementary schools and visa versa. The only exception seems to be pre-school leaders who have much less experience in other settings. Therefore, it seems that if high standards of pre-service training are in place, community-wide professional growth activities can be very beneficial. In addition, once educational leaders have adequate preparation for their positions in Jewish education they should be a valuable resource in the community for teacher in-service as well.

Educational leaders need opportunities to interact with their colleagues across all settings for networking, support, and feedback. All educational leaders should be highly involved in developing individual and community-wide professional growth plans.

The educational leaders have expressed interest in increasing their knowledge and skills in both Jewish content areas and administration and supervision. All educational leaders need to increase their knowledge in Judaic subject matter. It is important to note the complete lack of formal training in Judaica among pre-school educational leaders.

Communities may want to consider the level of fringe benefits offered to educational leaders. This is perhaps most pressing in pre-schools where the large majority of educational directors work full-time but are not offered health or pension benefits. Communities may want to consider linking certain benefits, such as sabbaticals, and merit pay to participation in professional growth activities.

Educational leaders desire more involvement and status in the Jewish community.

Although they feel that Jewish education is respected by others, they do not feel very empowered as participants in decision-making. Lay leadership should become more involved in Jewish education. Community institutions may want to consider ways of expanding the participation of educational leaders in these organizations.

The findings in this report also suggest implications for each school setting.

DAY SCHOOLS:

Over half of the educational leaders in day schools are not trained in Jewish content areas. They do not hold degrees or certificates in Jewish education, Jewish studies, or related subjects. This is a serious deficiency in the cadre of educational leaders in these schools. Day school educational leaders must begin to address this deficiency by attending summer programs, institutions of higher Jewish learning, and exploring other opportunities for raising the level of Judaic knowledge, such as distance learning.

Day school educational leaders also lack formal preparation in educational administration. They fall far below expected standards for public school leaders. This type of training is usually readily available in most communities through local colleges and universities.

Given these areas of needs, professional growth activities should be required of all day school leaders. Standards must be upheld in terms of both the quantity and quality of professional development experiences. The majority of day school leaders (74%) indicated that opportunities for their professional growth are adequate, but yet they do not participate in widespread professional activities. Local communities will need to heighten the awareness of their leaders to the importance of ongoing professional development.

Many day school educational leaders have a wealth of experience in their current settings as well as long tenure in the field of Jewish education. Similarly, a large majority of day school educational leaders desire to remain in their current schools. They are committed to the field of Jewish education. If their credentials are upgraded and they are successful participants of professional growth activities, they can serve as future mentor-leaders for other educational leaders in day schools. They can serve as the professional guides for less experienced educational leaders in their communities.

SUPPLEMENTARY SCHOOLS

The majority of educational leaders in supplementary school settings (66%) have worked in their current settings for 5 years or less, but they plan to remain in their current setting over the next few years. Consequently, there is a great need for professional growth and training for supplementary school educational leaders. They are relatively new to their jobs. They have very limited backgrounds in Judaic content and virtually no training in educational administration. They are most probably recently recruited into administration from teaching. However, unlike their roles as teachers in supplementary schools, many of the educational leaders are full-time. Therefore, it must be expected that they upgrade their professional knowledge and credentials.

In addition, it would be important to address the part-time nature of some of the educational leadership positions in supplementary schools. If supplementary school educational leaders are full-time and are held to high standards of professional preparation, they could serve important roles in the school and the community.

An important aspect of changing the culture of the Jewish supplementary school should include the involvement of teachers in decision making and increasing the interactions of educational leaders with teachers about issues of pedagogy even though many teacher work part-time. Educational leaders should be encouraged to see themselves as staff developers in their schools, and as facilitators in building collaborative school cultures.

PRE-SCHOOLS

Pre-school educational leaders are severely lacking in Judaic subject matter. Only 12% of the pre-school leaders are trained in Jewish studies, and they have the lowest levels of Jewish education both before and after age 13 when compared to other educational leaders in Jewish schools. There is an urgent need to increase the Judaic content knowledge of pre-school educational directors.

In addition, pre-school educational leaders are overwhelming untrained in administration, and are relatively new to their settings. Forty - four percent have been working in pre-schools for less than six years. Pre-school educational directors have limited experience in other Jewish educational settings, and are relatively isolated from colleagues in the field of Jewish education in their communities. They experience limited involvement and support from lay leaders, rabbis and other educational professionals. There is an urgent need to increase the professional development activities of pre-school educational directors which address their isolation, limited background in Judaic content, and lack of formal preparation for leadership positions.

Pre-school educational directors are usually recruited locally, although they work in full-time positions. Compared to their counterparts in other full-time Jewish education settings, they receive relatively fewer benefits and lower salaries. However, they are committed to a continuous career in Jewish education and attend more in-service workshops than other educational leaders. Given this commitment to Jewish education and professional growth, each community should begin to design high quality professional support for educational leaders in pre-school settings.

National level

Educational leaders have very limited post-secondary training in Jewish content. Therefore, substantial thought and resources should be placed on developing comprehensive pre-service and in-service programs that can greatly improve the Jewish knowledge base of all educational leaders. In addition, most educational leaders do not have preparation for their leadership roles in the areas of administration and supervision. National institutions of higher learning must address this void and provide programs that join both Jewish content and the latest thinking about leadership development which meet high standards. For example, the Jewish

Theological Seminary and Hebrew Union College-NY do offer a principal certification program. At JTS this program requires 15 credit hours in administration and supervision beyond the Masters degree in Jewish Education.

As national institutions emerge to prepare and certify educational leaders, a wider network may be developed to advertise and recruit highly trained educational leaders for local institutions.

Learning and Leading

Recently, Roland Barth, founder of the Harvard Principal's Center said:

"School principals have an extraordinary opportunity to improve schools. A precondition for realizing this potential is for principals to put on the oxygen mask--to become learners. In doing so, they telegraph a vital message: Principals can become learners and thereby leaders in their schools. Effective leaders know themselves, know how they learn, know how they affect others, and know they can't do it alone".

The findings in this report suggest that many of our educational leaders in Jewish schools are not learning. It is urgent that local and national partnerships, and the educational leaders themselves, begin to act to strengthen the leading and learning of all educational leaders.