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Prepare Jewish educators for leadership positions. Proposal for intensive professional development program for new day school leaders, Circa 2003.

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THE MANDEL FOUNDATION

TRANSFORMING EDUCATIONAL LEADERSHIP

A PROPOSAL FOR AN INTENSIVE PROFESSIONAL DEVELOPMENT PROGRAM FOR NEW DAY SCHOOL LEADERS

Introduction

The establishment and planning of new day schools in North America have presented an exciting opportunity and challenge for the Jewish community. On the one hand, it indicates increasing commitment on the part of Jewish families to provide their children with meaningful and substantive Jewish learning. On the other hand, it further exacerbates the problem of finding qualified Jewish day school leaders. An additional challenge is the fact that school heads have an average tenure of just less than six years, creating both leadership and fiscal crises for institutions forced to seek new candidates for the role of lead professional. The Mandel Foundation proposes the creation of a leadership program targeted at developing a cadre of outstanding Jewish day school leaders. Participants will be encouraged to develop their own visions for education and to translate those visions into feasible strategies, and upon graduation, to implement those strategies in day schools throughout North America.

The research on school effectiveness and school change points to the Head of School as the single most pivotal factor in the success of any educational enterprise. According to the well-documented findings on school effectiveness, the ingredients most crucial to running a top-notch school all center around the role of the head of school, whose powerful vision must drive the staff and inspire the community. Leaders shape the values, belief structures, and practices of a school, and can transform people and organizations. The development of day school leadership calls for integrating innovative thinking and deliberate action. This training program will be rooted in a conception that places the educator's vision at the center of leadership development. Especially in times of rapid change and challenge, the educator's vision provides a conceptual map for resourceful, pioneering strategic thought and action. "Vision then is inherently both dynamic and flexible. . . A great vision will inspire educators to creativity and even to the invention of new kinds of institutions. Goals certainly matter, but by themselves they're not sufficient. And they are often so pedantic as to leave no room for vision. A vision that is intelligible and worthwhile is guided by great ideas that will survive periods when those ideas are out of favor." (Seymour Fox with William Novak. *Vision at the Heart*. Mandel Foundation, 2000, p. 10.) Effective leaders inspire through vision grounded in both Jewish and educational philosophy, while at the same time possess the management skills to effect change and move the institution toward fulfillment of that vision. Leadership and management are related, but not synonymous. If our best institutional leaders are those who can articulate an inspiring vision for their institutions, then it is invaluable for a training program to challenge new leaders to engage in a serious and

thoughtful engagement with philosophical sources within both Judaism and education. The key here is one of integration: bringing the theory and philosophy of education and Judaism into the applied arena of the day school leader.

What are the Working Assumptions and Principles of the Leadership Program?

What are the pedagogical principles which should guide the programmatic component of this kind of a leadership development program? Four key areas emerge as central to effective program development. They are:

1. **Experiential, concrete.** Although theory must play an important role in the work of professional development, research indicates that participants in programs—particularly leadership programs that assume a high level of experience among the students—need to be both experiential and related to the real-world situations of participants. This concept also suggests the educational techniques that might be most effective, such as case study and action research (with the participants being “researchers” themselves).

2. **Grounded in inquiry, reflection, driven/led by the participants themselves.** The program needs to draw upon the strengths and experience of the participants. Participants need to take responsibility for leading aspects of the program and for using this as an opportunity to think reflectively about their own current work.

3. **Collaborative.** This means that professional development involves a sharing of knowledge among the educators in the program. It assumes that group work is an important element of the educational practice in the seminars.

The formal or structural characteristics of good professional development should reflect the following ideas.

Professional development must be:

Sustained-- not given in one-shot workshops.

Systematic-- not a hodgepodge of unconnected events.

Differentiated-- according to experience and roles of participants.

Supported by mentoring, modeling and coaching.

Connected to other aspects of school or institutional change.

4. **Reflective practice.** A key component of this endeavor, which is rarely available elsewhere, will be the ability to reflect on the work experience. The more competent professionals are, the more active they are in their schools. But that often means there is no time to spend reflecting on one's work because there is so much to do. This program will

create a space so that those who are participating can do their own introspection on their lives, their careers, their work, what it is they would like to see sustained and what it is they would like to see changed.

THE MANDEL DAY SCHOOL LEADERSHIP PROGRAM

Vision of the Ideal Graduate

Graduates of the Mandel Educational Leadership program will have the professional training that will qualify them for lead professional roles in Jewish day schools. They will represent a new kind of educational leader, professionals who understand the power and potency of the philosophy of Jewish education and can develop sophisticated visions of their institutions.

Bulletin better

Educators who can step into the role of community leader, able to draw on Jewish philosophy and thought to nurture their minds and souls as educational leaders. They will understand the role of leader as teacher and as student, committed to the ongoing process of Jewish learning that has informed generations of Jews and stimulated thinking and writing about what it means to be a Jew. These leaders will engage in a sophisticated and free wheeling exploration of the nature of Judaism and its role in the Jewish day school as an institution and in terms of specific aspects of the curriculum. From this work and commitment graduates will develop the ability to articulate a clear Jewish educational vision and communicate it effectively. They will understand how to build "Schools of Excellence" in both secular and Judaic studies infusing a powerful Jewish vision into all aspects of the school's culture. Graduates will demonstrate the ability to work to inspire and stimulate faculty and staff to reach their highest potential and foster curricular and faculty integration in the areas of Jewish and general studies. Through a sophisticated understanding of child development these educational leaders will be able to develop institutions which are rich and meaningful for students, ones that will not only offer students the ability to attain outstanding academic qualifications as a result of a in depth understanding of the nature of the subject matter which will be taught, but will in addition enrich their lives as Jews in the modern world. They will understand the role of a board and will be able to work with members of the board to effect change in institutions. Graduates will have the ability to advocate for the school in the broader community and work towards a common agenda as a leader in the community at large. The program will create the foundation for a network of outstanding educational leaders able to form a fellowship of like-minded professionals who can support and use each other as valuable resources, all dedicated to the success of Jewish day school education in North America.

Target Audience

Sequence

At the outset, programming will focus on emerging leaders - those who recently assumed or are about to assume positions of school headship. This focus is based on our belief that emerging leaders are more eager and open to the kinds of leadership development programming we can offer. With this group we have a unique opportunity to have a transformative impact on the values, vision and social networks which these new leaders will bring to their professional roles. Therefore, they are most open for instruction and input from others. In addition, emerging leaders

pre-emptive assumption

at these transition points are experiencing professionally the challenges that are specifically going to be addressed by the leadership programming that we offer. They are entering into unknown waters professionally. In addition to the skills and knowledge they will learn, they will have the opportunity to work closely with others who are precisely at that transition stage which allows them to feel a sense of collegiality and strength that they wouldn't otherwise have. It will create a support group for them. In addition, they will be exposed to existing senior leaders with extensive experience with the kinds of challenges that they are facing. So this combination of skills and knowledge and the development of a strong collegial support system grounded upon a sophisticated vision of the educated Jew should have a sustained impact on them, far beyond the parameters of the programming that the program offers.

Projected Outcomes

The educational leaders completing this program will demonstrate the ability to:

1. develop a sophisticated vision of the educated Jew and use this to create a personal vision of Jewish educational leadership;
2. engage in the study of Jewish and general philosophical sources in order to inform their vision of Jewish educational leadership;
3. build "Institutions of Excellence" infusing Jewish life in all aspects of institutional culture;
4. work to inspire and stimulate the staff and community to reach their highest potential;
5. foster innovation in curricular and faculty development;
6. advocate for the institution in the broader community and work towards a common agenda.

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Evaluation

A Taxonomy of Leadership Skills

Our program should encompass a broad spectrum of characteristics of good leadership. Below is a taxonomy of leadership characteristics that would need to be included in the program in order for it to successfully achieve the outcomes listed above. Four curricular focal points are commonly found in leadership programs. The key to our success will be to adapt them to the particular beliefs and principles to which the Foundation is committed, while at the same time addressing the more applied aspects of such a framework:

1. **Vision:** This area delineates approaches that help participants conceptualize and articulate a vision for their institutions grounded upon philosophical sources. It also includes helping participants learn about implementing that vision within an institutional framework.
2. **Skills:** All programs recognize that leadership includes a certain set of skills that participants need to learn. There is, of course, a range of skills that might be possible to offer. These might include technical skills like budgeting, accounting,

translating and

to vision

technology usage, etc. or more complex matters such as problem-solving, negotiation skills and the skills of working with teams or supervising employees.

3. Knowledge: This arena overlaps with skills of course (for example, one needs knowledge about supervision in order to do supervision), but here the curricular focus is more on matters of theory and other related matters. Different settings require different kinds of specialized knowledge. In the case of school leadership, for example, it includes knowledge of the curriculum content taught in the school, certain legal issues relevant to schools, and child development.

4. Dispositions: This area delineates the personal qualities that are required by leaders. This would include developing ethical commitments; it would encompass values, ideals and inspirational qualities, and focus intensively on interpersonal skills as a key to successful leadership.

Ans 1 - 4) are related

Program Content

Based on this taxonomy the four central foci of the program are:

- ▶ Visionary Leadership: Developing a vision for education and Jewish identity, the ability to translate vision into feasible strategies, and to implement those strategies in Jewish day schools *Practice*
- ▶ Judaism: How a Jewish world view informs educational theory and practice; how understanding human development can be used to strengthen Jewish knowledge and commitment; how meaningful Jewish experience can inform all aspects of school life.
- ▶ Education: Curriculum development; assessment; theory and practice of adult learning; professional development; child development; teacher supervision and professional growth; school and faculty culture.
- ▶ Leadership: Organizational development and the process of change; communication; conflict management; the centrality of relating and relationships in the success of a school head; the nature of moral leadership and the head as role model; the power of a clear and coherent vision; understanding parental needs and expectations.

*Don't separate them
vision*

Program Structure¹ (15 participants)

- ▶ Two 10 day seminars at the Mandel Foundation in Jerusalem
- ▶ Two-four week summer institutes held in consecutive years in New York

¹See page 11 for project time-line.

- ▶ Three two-day (Sunday-Monday) retreats: one held prior to the first summer and two held during the intervening year
- ▶ Coaching during intervening year (by phone and computer network).
- ▶ Vision seminar work through regional conference calling throughout 18 months
- ▶ Annual alumni workshop and ongoing regional conference calling network

A Note on Pedagogy: The pedagogy of the entire program should model the kinds of diversity derived from research on adult education and prescribed above in reference to effective leadership development programs. There should be a rich blend of everything from lectures to independent and small group work. Ample time should be structured into the curriculum for the informal processing of concepts and ideas. Case studies will be particularly salient, both with regard to the larger weekly themes and with respect to the content of individual sessions.

Summer Institute

The leadership program will include two intensive summers and an intervening year of field work. Each summer institute will consist of four weeks in residence in New York. Three types of learning experiences will constitute the program: formal courses; workshops and seminars on special topics; as well as regular small group meetings with coaches.

Two core courses will be offered each summer:

1. **Vision at the Heart** will provide an in depth exploration of Jewish and educational philosophy as it pertains to educational leadership in the day school context. This will build on the work initiated in the opening seminar and will form a philosophical foundation for the more applied aspects of the program. This course will be taught by academics from the Foundation.
2. **Leading the Day School** will provide a framework for integrating a vision-based philosophy into the applied world of day school leadership. The actual classroom activities will be highly interactive, with case studies and problem-based learning as the main approach. The case studies will be designed specifically to facilitate the translation of philosophical theory into practice. It will focus on the skills, knowledge and dispositions that comprise the crucial practical components of the work. This course will be taught primarily by principal-coaches and Foundation faculty.

First Summer Curriculum:

Core Courses -

- 1. Vision at the Heart**
 - a) Jewish Philosophy and Leadership
 - b) Philosophy of Education and the Day School Leader

- 2. Leading The Jewish Day School**
 - a) Leadership & Vision
 - b) Leadership & School Culture
 - c) Leadership & Classroom Culture
 - d) Leadership & Faculty + Administration;

Additional Course -

- 3. School Finance**
 - a) Vision Driven Budgeting
 - b) Resource Allocation

Second Summer Curriculum:

Core Courses -

- 1. Vision at the Heart**
 - a) Jewish Philosophy and Leadership
 - b) Philosophy of Education and the Day School Leader

- 2. Curriculum Development**
 - a) Leadership and Institutional Advancement; Leadership and Assessment; Leadership and Transition and Change Building a shared vision infused with Jewish
 - b) Using Jewish sources to shape school culture
 - c) Approaches to teaching and learning
 - d) Instructional leadership

Workshops and Seminars

A broad range of workshops will be offered each summer on important topics that do not lend themselves to a full course of study. These programs will typically be of shorter duration than a course, running from one to two sessions to a week or more. Instructors will be drawn from both academic experts and demonstrated school leaders.

(Summer 1): Jewish educational theory; child development; identity formation

(Summer 2): Designing staff development programs and opportunities; team building; problem solving

Academic and Professional Staff

Staffing this program will require two separate categories of professionals. First, an academic faculty drawn from the Foundation. This faculty will be primarily responsible for communicating the vision and philosophical constructs that lay at the heart of the Foundation's mission. In addition to both the Israeli and American-based faculty that have worked with the Foundation over the years, this would provide us with an opportunity to attract other academics who might be helpful to the work and interested in the goals of the Foundation.

The second category will comprise professional day school heads. We believe that central to successful in-service leadership training is the school head/coach--an outstanding veteran day school principal who is a superb practitioner and teacher. Seven coaches/school heads will form the backbone of our applied leadership training staff. Each coach will be teamed with 2 participants and work with them at summer institutes, retreats, and maintain contact during the training year and through students' first years of employment. Coaches will help participants to synthesize and apply the theory to the practice. They will attend all American-based components of the program enabling them to effectively facilitate the integration of all aspects of the learning experiences. In addition, their job will be to form intensive professional relationships with program participants, share their knowledge and wisdom regarding school leadership, and function as both a support and an ongoing resource for all participants in the program. This staff will be drawn from three categories. The first will be graduates of the Jerusalem Fellows, already conversant with the beliefs and vision driven philosophy of the Foundation and who are now heads of Jewish day schools. The second will be those day school heads who are fully immersed in Jewish and educational philosophy and who will have a natural affinity for the work of the Foundation. The third category will be those who have not engaged in the philosophical literature but who have the intellectual curiosity and capacity to not only gain a deep understanding of the Mandel Foundation's conception of vision, but also have the interest and ability of applying this to their work in day school leadership. By working closely with the academic faculty the coaching staff should function as the critical bridge between the theory and practice for the participants.

Intervening Training Year

Throughout the year, each student will be required to keep a reflective practice journal that will be shared weekly with his or her coach. Thematic prompts will be given to the participants relating their work to the theoretical aspects of the curriculum which have been studied. Participants will also be required to shadow both their coach, and one other school administrator in their geographic area, preferably in a Jewish day school, but if not available, in an alternative independent school setting.

2-ten day seminars at the Mandel Foundation in Jerusalem. This part of the program will expose participants to the institutional culture of the Foundation as well as some of its key faculty members. The programmatic content of these seminars will be directed largely at the themes of vision and philosophy that lay at the cornerstone of the Foundation's work. In addition, some

exposure to other aspects of Israeli society, particularly with regard to the field of formal education, will be arranged.

Two three-day retreats will focus heavily on the challenges of translating vision into practice. They will be structured around case studies supplied by participants' real experiences or constructed by staff from their experience. Intense deliberations and alternative strategies for dealing with these cases will be the focus of these retreats. Further bonding with coaches and between participants will enable us to create a strong cohort to serve as a support network as participants assume leadership positions.

Each semester study groups will be delineated and conference calls will be set up following a specific protocol to be determined at the initial retreat. These conference calls will be structured around particular readings and will focus most intensively on philosophic and vision driven themes. Representatives of both the academic and coaching staff will participate.

Individual Project: from Theory to Practice

The final component of the field work will be the fulfillment of a customized project developed by the participant during his/her first summer of study. The purpose of the project is to explore a particular aspect of vision and carry out its practical application to the real world of the day school. This project will be a key vehicle for translating theory into practice. Time during the summer program will be spent by the participant meeting with a coach, academic faculty and the project director to assess potential areas that could be explored. The final product would include the materials developed specifically for the project as well as a written paper explaining the theory and its practical application as well as the process of translation.

Alumni Retreats

The maintenance of relationships developed between the participants and the coaches, and among the participants themselves, will provide the most substantive hope for a professional cohort to evolve. This cohort would be immersed in common philosophic and vision driven principles. Members would speak the same language across cohorts, and solidify and deepen the learning process of all. The goals of this work would be to strengthen and expand the learning that has taken place in the past and to deepen the philosophical world view of the alumni. In addition, we will continue to explore the critical area of translating theory to practice, bringing the realm of vision into the day to day work of these professionals. This growing network will provide us with crucial information and insights on the full range of concerns which school heads encounter. It will also expand the professional support system. Academic and school head/coaches from different cycles would serve as staff.

Recruitment and Selection:

1. Requirements:
 - a) A minimum of five years teaching experience.

- b) Three years of administrative experience in a school setting [may overlap with a)].
- c) Jewish practice and literacy - textual facility, Hebrew language.
- d) Strong ability for reflective practice and high personal standards.
- e) Demonstrated potential to achieve program goals as evidenced in career achievements and recommendations.
- f) All candidates should have a Masters degree or equivalent in some area of education or subject matter knowledge.
- g) In exceptional cases one or more of the above criteria may be waived.

Evaluation

An internal program evaluation including both formative and summative components will be conducted. Formative evaluations will take place at the end of each week of the summer and at the completion of each retreat and seminar. In the summer, the results will be communicated to the director by early the following week. In this manner we can adjust the program as the need arises and any potential areas of concern can be addressed quickly. In addition, a summative evaluation will be prepared with more in-depth programmatic recommendations at the end of each summer institute covering such areas as coaching experiences, participant journals, staffing models etc.

In addition, we propose designing research instruments that will evaluate the various parts of the program and identify areas of strength and weakness. Over time, program graduates will also provide us with the opportunity to conduct research that will increase our understanding of the field as a whole. By tracking our graduates, and “profiling” them as they progress through the field, we can more fundamentally understand the needs of educational leaders at various points in their careers. How successful have we been in facilitating the translation of theory to practice for program participants? What vehicles might enable us to be more successful in this arena? Have we created leaders who are more successful and are able to maintain their positions for longer periods of time? What are the major challenges at various career stages, and what extra support might be needed? This information would clearly have an impact on future development of training and support programs for educational leadership. Further, we can develop a better understanding of what helps contribute to successful leadership functioning in the field. What are the key skills and competencies being called upon by leaders at various stages? How might school characteristics (large vs. small, urban vs. suburban, etc.) call different competencies into play? Finally, we can explore how leaders manage the various roles which they are called upon to play. For example, how do leaders keep sight of their broader vision for their schools while at the same time attending to the administrative minutia of their jobs? Again, understanding this issue can help us better prepare leaders who are able to successfully shift among the multiple “hats” they must wear.

Project Timeline

March 1, 2004

Director begins work developing plans, materials, recruitment strategies and materials, hiring coaching staff, reserving space, etc.

June 2004

Recruitment publicity begins

July 2004-October 1, 2004

Application, selection process, staff hiring completed; course preparation begins

January 2005

First Israel Seminar

May 2005

First Retreat

June 2005

4 Week Summer Institute

November 2005

Fall Retreat

January 2006

Second Israel Seminar

April 2006

Winter Retreat

July 2006

4 Week Summer Institute
Director's program evaluation, wrap up.

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here is one of integration: bringing the theory and philosophy of education and Judaism into the applied arena of the day school leader.

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- 2. Grounded in inquiry, reflection, driven/led by the participants themselves. The program needs to draw upon the strengths and experience of the participants. Participants need to take responsibility for leading aspects of the program and for using this as an opportunity to think reflectively about their own current work.
- 3. Collaborative. This means that professional development involves a sharing of knowledge among the educators in the program. It assumes that group work is an important element of the educational practice in the seminars. The formal or structural characteristics of good professional development should reflect the following ideas. Professional development must be:
 - Sustained not given in one shot workshops.
 - Systematic not a hodgepodge of unconnected events.
 - Differentiated according to experience and roles of participants.
 - Supported by mentoring, modeling and coaching.
 - Connected to other aspects of school or institutional change.
- 4. Reflective practice. A key component of this endeavor, which is rarely available elsewhere, will be the ability to reflect on the work experience. The more competent professionals are, the more active they are in their schools. But that often means there is no time to spend reflecting on one's work because there is so much to do. This program will create a space so that those who are participating can do their own introspection on their lives, their careers, their work, what it is they would like to see sustained and what it is they would like to see changed.

What's the vision here?

THE MANDEL DAY SCHOOL LEADERSHIP PROGRAM Vision of the Ideal Graduate Graduates of the Mandel Educational Leadership program will have the professional training that will qualify them for lead professional roles in Jewish day schools. They will represent a new kind of educational leader, professionals who understand the power and potency of the philosophy of Jewish education and can develop sophisticated visions of their institutions. Educators who can step into the role of community leader, able to draw on Jewish philosophy and thought to nurture their minds and souls as educational leaders. They will understand the role of leader as teacher and as student, committed to the ongoing process of Jewish learning that has informed generations of Jews and stimulated thinking and writing about what it means to be a Jew. These leaders will engage in a sophisticated and free wheeling exploration of the nature of Judaism and its role in the Jewish day school as an institution and in terms of specific aspects of the curriculum. From this work and commitment graduates will develop the ability to articulate a clear Jewish educational vision and communicate it effectively. They will understand how to build "Schools of Excellence" in both secular and Judaic studies infusing a powerful Jewish vision into all aspects of the school's culture. Graduates will demonstrate the ability to work to inspire and stimulate faculty and staff to reach their highest potential and foster curricular and

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A Taxonomy of Leadership Skills Our program should encompass a broad spectrum of characteristics of good leadership. Below is a taxonomy of leadership characteristics that would need to be included in the program in order for it to successfully achieve the outcomes listed above. Four curricular focal points are commonly found in leadership programs. The key to our success will be to adapt them to the particular beliefs and principles to which the Foundation is committed, while at the same time addressing the more applied aspects of such a framework:

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and articulate a vision for their institutions grounded upon philosophical sources. It also includes helping participants learn about implementing that vision within an institutional framework.

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4. Dispositions: This area delineates the personal qualities that are required by leaders. This would include developing ethical commitments; it would encompass values, ideals and inspirational qualities, and focus intensively on interpersonal skills as a key to successful leadership. Program Content Based on this taxonomy the four central foci of the program are:

- ▶ Visionary Leadership: Developing a vision for education and Jewish identity, the ability to translate vision into feasible strategies, and to implement those strategies in Jewish day schools
- ▶ Judaism: How a Jewish world view informs educational theory and practice; how understanding human development can be used to strengthen Jewish knowledge and commitment; how meaningful Jewish experience can inform all aspects of school life.
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- ▶ Vision seminar work through regional conference calling throughout 18 months
- ▶ Annual alumni workshop and ongoing regional conference calling network

A Note on Pedagogy: The pedagogy of the entire program should model the kinds of diversity derived from research on adult education and prescribed above in reference to effective leadership development programs. There should be a rich blend of everything from lectures to independent and small group work. Ample time should be structured into the curriculum for the informal processing of concepts and ideas. Case studies will be particularly salient, both with regard to the larger weekly themes and with respect to the content of individual sessions. Summer Institute

The leadership program will include two intensive summers and an intervening year of field work. Each summer institute will consist of four weeks in residence in New York. Three types of learning experiences will constitute the program: formal courses; workshops and seminars on special topics; as well as regular small group meetings with coaches. Two core courses will be offered each summer:

1. Vision at the Heart will provide an in depth exploration of Jewish and educational philosophy as it pertains to educational leadership in the dayschool context. This will build on the work initiated in the opening seminar and will form a philosophical foundation for the more applied aspects of the program. This course will be taught by academics from the Foundation.

2. Leading the Day School will provide a framework for integrating a vision based philosophy into the applied world of day school leadership. The actual classroom activities will be highly interactive, with case studies and problem based learning as the main approach. The case studies will be designed specifically to facilitate the translation of philosophical theory into practice. It will focus on the skills, knowledge and dispositions that comprise the crucial practical components of the work. This course will be taught primarily by principal coaches and Foundation faculty.

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| First Summer Curriculum: | Core Courses |
| 1. Vision at the Heart | a) Jewish Philosophy and Leadership |
| | b) Philosophy of Education and the Day School Leader |
| 2. Leading The Jewish Day School & Vision | a) Leadership & Classroom Culture |
| | b) Leadership & School Culture |
| | c) Leadership & Faculty + Administration; |
| | d) Leadership & Faculty + Additional Course |
| 3. School Finance | a) Vision Driven Budgeting |
| b) Resource Allocation | Second Summer Curriculum: Core Courses |
| 1. Vision at the Heart | a) Jewish Philosophy and Leadership |
| 2. b) Philosophy of Education and the Day School Leader | 2. a) Leadership and Curriculum Development |
| | Assessment; Leadership |
| Institutional Advancement; Leadership and and Transition and Change Building a shared vision infused with Jewish | |
| b) Using Jewish sources to shape school culture | c) |
| d) Instructional leadership | |

Workshops and Seminars A broad range of workshops will be offered each summer on important topics that do not lend themselves to a full course of study. These programs will typically be of shorter duration than a course, running from one to two sessions to a week or more. Instructors will be drawn from both academic experts and demonstrated school leaders.

(Summer 1): Jewish educational theory; child development; identity formation

(Summer 2): Designing staff development programs and opportunities; team building; problem solving Academic and Professional Staff

Staffing this program will require two separate categories of professionals. First, an academic faculty drawn from the Foundation. This faculty will be primarily responsible for communicating the vision and philosophical constructs that lay at the heart of the Foundation's mission. In addition to both the Israeli and American based faculty that have worked with the Foundation over the years, this would provide us with an opportunity to attract other academics who might be helpful to the work and interested in the goals of the Foundation. The second category will comprise professional day school heads. We believe that central to successful in service leadership training is the school head/coach an outstanding veteran dayschool principal who is a superb practitioner and teacher. Seven coaches/school heads will form the backbone of our applied leadership training staff. Each coach will be teamed with 2 participants and work with them at summer institutes,

retreats, and maintain contact during the training year and through students' first years of employment. Coaches will help participants to synthesize and apply the theory to the practice. They will attend all American based components of the program enabling them to effectively facilitate the integration of all aspects of the learning experiences. In addition, their job will be to form intensive professional relationships with program participants, share their knowledge and wisdom regarding school leadership, and function as both a support and an ongoing resource for all participants in the program. This staff will be drawn from three categories. The first will be graduates of the Jerusalem Fellows, already conversant with the beliefs and vision driven philosophy of the Foundation and who are now heads of Jewish day schools. The second will be those day school heads who are fully immersed in Jewish and educational philosophy and who will have a natural affinity for the work of the Foundation. The third category will be those who have not engaged in the philosophical literature but who have the intellectual curiosity and capacity to not only gain a deep understanding of the Mandel Foundation's conception of vision, but also have the interest and ability of applying this to their work in day school leadership. By working closely with the academic faculty the coaching staff should function as the critical bridge between the theory and practice for the participants.

Intervening Training Year
Throughout the year, each student will be required to keep a reflective practice journal that will be shared weekly with his or her coach. Thematic prompts will be given to the participants relating their work to the theoretical aspects of the curriculum which have been studied. Participants will also be required to shadow both their coach, and one other school administrator in their geographic area, preferably in a Jewish day school, but if not available, in an alternative independent school setting.

Two ten day seminars at the Mandel Foundation in Jerusalem. This part of the program will expose participants to the institutional culture of the Foundation as well as some of its key faculty members. The programmatic content of these seminars will be directed largely at the themes of vision and philosophy that lay at the cornerstone of the Foundation's work. In addition, some exposure to other aspects of Israeli society, particularly with regard to the field of formal education, will be arranged. Two three day retreats will focus heavily on the challenges of translating vision into practice. They will be structured around case studies supplied by participants' real experiences or constructed by staff from their experience. Intense deliberations and alternative strategies for dealing with these cases will be the focus of these retreats. Further bonding with coaches and between participants will enable us to create a strong cohort to serve as a support network as participants assume leadership positions. Each semester study groups will be delineated and conference calls will be set up following a specific protocol to be determined at the initial retreat. These conference calls will be structured around particular readings and will focus most intensively on philosophic and vision driven themes. Representatives of both the academic and coaching staff will participate.

Individual Project: from Theory to Practice

The final component of the field work will be the fulfillment of a customized project developed by the participant during his/her first summer of study. The purpose of the project is to explore a particular aspect of vision and carry out its practical application to the real world of the day school. This project will be a key vehicle for translating theory into practice. Time during the summer program will be spent by the participant meeting with a coach, academic faculty and the project director to assess potential areas that could be explored. The final product would include the materials developed specifically for the project as well as a written paper explaining the theory and its practical application as well as the process of translation.

Alumni Retreats The maintenance of relationships developed between the participants and the coaches, and among the participants

themselves, will provide the most substantive hope for a professional cohort to evolve. This cohort would be immersed in common philosophic and vision driven principles. Members would speak the same language across cohorts, and solidify and deepen the learning process of all. The goals of this work would be to strengthen and expand the learning that has taken place in the past and to deepen the philosophical world view of the alumni. In addition, we will continue to explore the critical area of translating theory to practice, bringing the realm of vision into the day to day work of these professionals. This growing network will provide us with crucial information and insights on the full range of concerns which school heads encounter. It will also expand the professional support system. Academic and school head/coaches from different cycles would serve as staff.

Recruitment and Selection: 1. Requirements:

- a) A minimum of five years teaching experience.
- b) Three years of administrative experience in a school setting [may overlap with a)].
- c) Jewish practice and literacy textual facility, Hebrew language.
- d) Strong ability for reflective practice and high personal standards.
- e) Demonstrated potential to achieve program goals as evidenced in career achievements and recommendations.
- f) All candidates should have a Masters degree or equivalent in some area of education or subject matter knowledge.
- g) In exceptional cases one or more of the above criteria may be waived.

Evaluation An internal program evaluation including both formative and summative components will be conducted. Formative evaluations will take place at the end of each week of the summer and at the completion of each retreat and seminar. In the summer, the results will be communicated to the director by early the following week. In this manner we can adjust the program as the need arises and any potential areas of concern can be addressed quickly. In addition, a summative evaluation will be prepared with more in depth programmatic recommendations at the end of each summer institute covering such areas as coaching experiences, participant journals, staffing models etc.

In addition, we propose designing research instruments that will evaluate the various parts of the program and identify areas of strength and weakness. Over time, program graduates will also provide us with the opportunity to conduct research that will increase our understanding of the field as a whole. By tracking our graduates, and "profiling" them as they progress through the field, we can more fundamentally understand the needs of educational leaders at various points in their careers. How successful have we been in facilitating the translation of theory to practice for program participants? What vehicles might enable us to be more successful in this arena? Have we created leaders who are more successful and are able to maintain their positions for longer periods of time? What are the major challenges at various career stages, and what extra support might be needed? This information would clearly have an impact on future development of training and support programs for educational leadership. Further, we can develop a better understanding of what helps contribute to successful leadership functioning in the field. What are the key skills and competencies being called upon by leaders at various stages? How might school characteristics (large vs. small, urban vs. suburban, etc.) call different competencies into play? Finally, we can explore how leaders manage the various roles which they are called upon to play. For example, how do leaders keep sight of their broader vision for their schools while at the same time attending to the administrative minutiae of their jobs? Again, understanding this issue can help us better prepare leaders who are able to successfully shift among the multiple "hats" they must wear. Project Timeline

March 1, 2004 Director begins work developing plans, materials, recruitment strategies and materials, hiring coaching staff, reserving space, etc. June 2004 Recruitment

publicity begins July 2004
October 1, 2004 Application, selection process, staff hiring
completed; course preparation begins January 2005
First Israel Seminar May 2005
First Retreat June 2005
4 Week Summer Institute November 2005
Fall Retreat January 2006
Second Israel Seminar April 2006
Winter Retreat July 2006
4 Week Summer Institute
Director's program evaluation, wrap up.