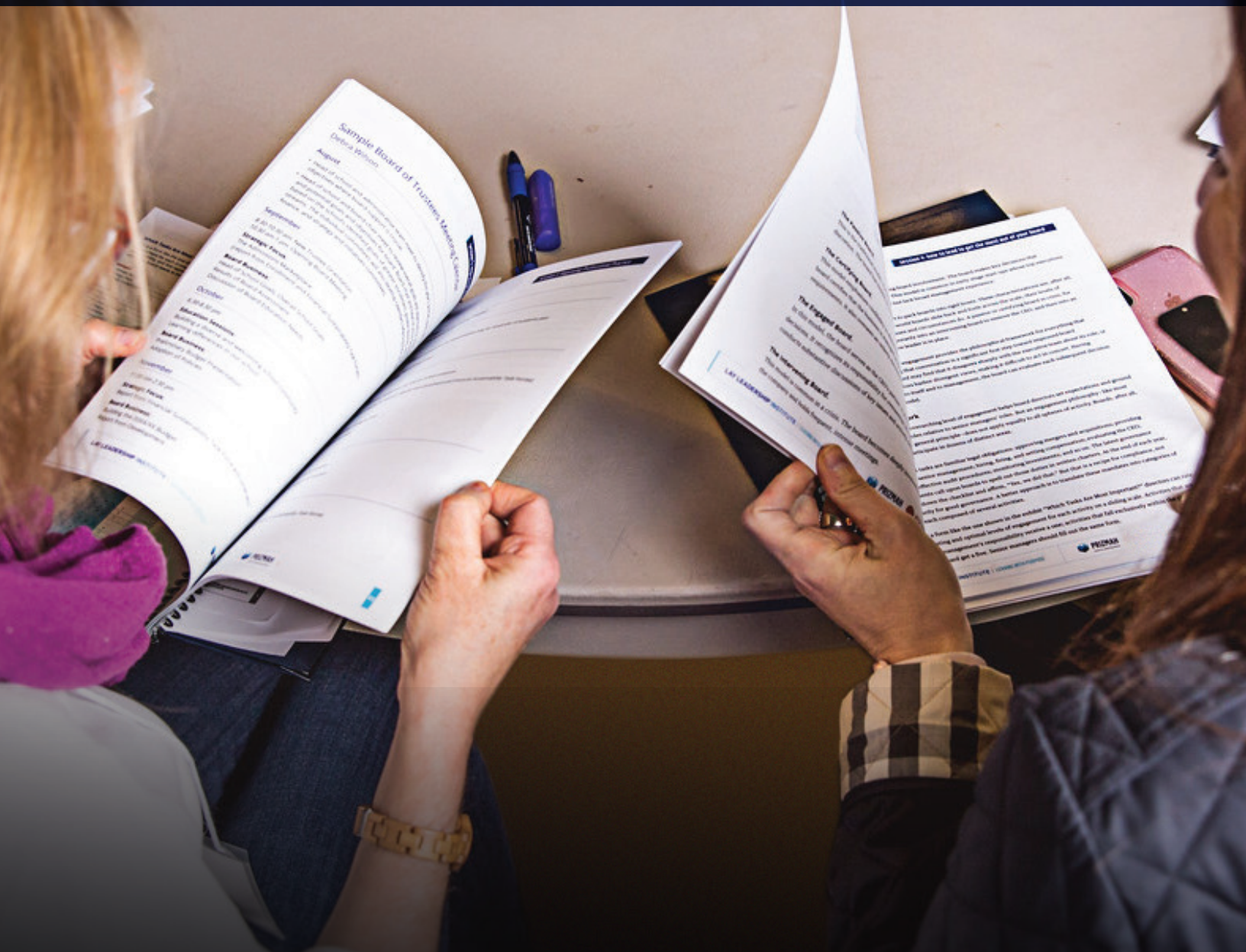


The Learning Leadership Landscape: Experiences and Opportunities for Jewish Day School Personnel



Commissioned by



PRIZMAH

Center for Jewish Day Schools

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The concept of leadership, both as a role and a mode of functioning, is probably one of the most researched ideas in all fields of management. We entrust great resources (monetary and otherwise) to those we call “leader,” and we hold them to enormously high expectations, especially when it comes to their role in schools for our children. The research in this report focuses on professional leadership in Jewish day schools, a segment that Prizmah strives to serve alongside lay leadership and teachers, who remain critical partners in any discussion of school leadership.

We commissioned Rosov Consulting to explore the landscape of leadership learning opportunities for Jewish day school leaders, with the generous support of The AVI CHAI Foundation. Our goal was to know more about how existing programs function and to discover unmet needs. Throughout the research phase, it must be stated, we were extremely impressed by the excellence, depth, and range of these programs. The day school field has grown over the past decades in large part due to these outstanding degree and nondegree leadership programs.

Sharing this report broadly with all those who care about Jewish day schools represents the substance of what Prizmah is about — empowering and strengthening day school leadership. It also points to how we define our role as a thought leader: gathering information, reflecting upon what we learn, and sharing our learnings transparently. First we ask questions and learn what is happening on the ground, and then we explore where and how Prizmah can deliver relevant programs and services. The learnings from this report will inform Prizmah’s work going forward.

It is important to note that we approached our research questions within the conceptual framework of the capacities and dispositions most critical for day school leaders. The complex matrix of skills and styles is in itself a useful tool for discussing leadership in day schools, and we are very grateful to the team of experienced educational leaders who contributed to this construct.

We are extremely grateful to the team of researchers at Rosov who worked with us — Alex Pomson, Frayda Gonshor Cohen, and Sara Smith — to all the program providers who have so generously shared their experiences with the research team, and to those from the field who helped guide and provide insights throughout this process. We also acknowledge with deep appreciation AVI CHAI’s long-term leadership of the Jewish education field, and its instrumental role in nurturing the careers of so many fantastic leaders, past and present, of Jewish day schools.

With best wishes to all who contribute to a healthy day school field for generations to come,

Paul Bernstein

Prizmah Chief Executive Officer

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Introduction

The work of school leadership is challenging and may be getting harder. These challenges are evidenced in extreme turnover at the senior levels of schools. In a recent study of heads and principals from 304 Jewish day schools, just under half of the 437 study participants had been in their current positions for three years or fewer.¹ These patterns are consistent with those in public education, where the average length of a principal's tenure in a moderately performing school is three to four years.²

Although the work of school leadership may be getting harder, there is an accumulating body of research — evidence that the competencies of school leadership can be cultivated over time, through well-designed training and, even more decisively, through reflection on accumulated experience.³ Moreover, research has also shown that the performance of these competencies by school leaders makes a difference in the quality of teaching and learning in schools.⁴ Learning leadership can make a difference.

Today, there are many programmatic opportunities for Jewish day school leaders to develop the capacities and dispositions needed to run schools well, whether in programs that operate under Jewish auspices or delivered by different providers. These opportunities run the gamut from cohort-based, coach-supported programs that run for a two-year period to one-day intensive seminars where participants and providers never connect again following the program's conclusion. Alternatively, they include one-on-one coaching arrangements in which participants don't even need to leave their desks, and internships or apprenticeships structured around off-site learning experiences.

This report, commissioned by Prizmah: Center for Jewish Day Schools, conducted by Rosov Consulting with the generous support of The AVI CHAI Foundation, tries to bring order to this bewildering but critically important field. It addresses two broad sets of questions:

- What leadership learning opportunities exist for Jewish day school leaders, what are their key features, and to what extent are they likely to achieve their goals?
- Which Jewish day school leadership development needs are currently unmet by Jewish day school-specific programs, by relevant general school leadership programs, or by personally organized coaching arrangements?

1. Kidron, Y., Greenberg, A., & Schneider, M. (2016). "Leadership in Context: The Conditions for Success of Jewish Day School Leaders." American Institutes for Research.

2. Béteille, T., Kalogrides, D., & Loeb, S. (2012). "Stepping Stones: Principal Career Paths and School Outcomes." *Social Science Research*, 41(4), 904-919.

3. Clark, D., Martorell, P., & Rockoff, J. (2009). "School Principals and School Performance." Working Paper 38. *National Center for Analysis of Longitudinal Data in Education Research*. Coelli, M. & Green, D.A. (2012) "Leadership Effects: School Principals and Student Outcomes." *Economics of Education Review*, 31(1), 92-109.

4. Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2012). *Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals* (No. w17803). National Bureau of Economic Research. Seashore Louis, K., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the Links to Improved Student Learning: Final Report of Research Findings*. New York, NY: The Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>.

The report concludes by recommending strategies with which the leadership of Prizmah can enhance the quality and effectiveness of day school leadership in a systematic and sequenced fashion, through investment and support of specific kinds of intervention and learning opportunities.

Project Design

The report draws on data collected over the course of three phases of activity.

Developing a Conceptual Compass. Following review of the extensive literature on school leadership and interviews with six key informants in the field, we developed a conceptual framework of the domains most pertinent to day school leadership. We intended this framework to help us categorize and organize the data we subsequently collected from various professional leadership programs about the most important domains of leadership in Jewish day schools.

Sketching the Landscape. To construct a map of opportunities for day school personnel to learn leadership, we conducted an extensive online search of publicly available information about the goals, scope, content, and reach of leadership learning programs and frameworks. We then conducted semistructured interviews with a senior educator or administrator at 21 different programs to more fully understand their program's goals, approaches, and marketplace. We also conducted a focus group and follow-up interviews with deans at three graduate programs in Jewish education. Overall, these interviews helped provide a better sense of issues that don't appear in public literature about programs, such as the challenges that programs face in implementing their educational vision and the perception of program leaders of how their program offerings and aspirations are distinguished from those with whom they compete.

With the data gleaned from the field scan and from interviews, we developed a **low-resolution map** of what is being offered in the field, by whom, to personnel at what career stages, by which primary means, and toward what ends. We then developed a **high-resolution map** more fully documenting the aspects of leadership that programs seek to address, their animating theories of leadership, what specific pedagogies and program structures they employ, and the audiences they engage.

Mining the Landscape. To understand what day school personnel learn from these programs and what learning needs they still have, we conducted semistructured interviews with 32 current day school leaders. This sample was selected from among alumni of four cohort-based programs currently supported by Prizmah and/or the AVI CHAI Foundation (Day School Leadership Training Institute, Head of School Professional Excellence Project, YOULead, and Harvard Principals' Center Summer Institute). Our immediate goal was to find out not only about the learning generated by these particular programs, but also about other learning opportunities these individuals have utilized. Interviewees

were sampled to include a representative balance of gender, school denomination, and seniority. The sample was also structured to include a significant minority who had participated in multiple programs to enable the exploration of similarities, differences, and interactions between programs.

These data were supplemented by interviews with five day school leaders who had not participated in any of Prizmah's cohort-based programs. We wanted to learn from this group why they had not taken up such opportunities and if/how they have advanced their own professional capacities. Finally, to enhance the robustness of our data, we interviewed six senior colleagues and coaches who have worked alongside or supervised day school heads so as to learn from this group what they perceive as having been changed for participants in these programs and for the schools from which they came.

Project Scope

The two data collection phases of this study help paint a vivid picture of why individuals do and do not participate in different forms of leadership learning opportunities. They reveal what programs offer aspiring and current principals and heads in terms of leadership learning and professional growth, and they indicate what program participants believe they have gained from such experiences and from other opportunities to learn leadership. The data do not yield a full assessment of the outcomes produced by individual programs or by certain types of program, and they do not assess the extent to which the learning that leaders believe they have gained has indeed been applied in schools. Ascertaining such outcomes was not the purpose of the study. The interview samples were not large enough to support such project goals, and the qualitative data were not validated through surveys of program alumni or of the broader day school field.






The findings generated during different phases of the study were submitted to strong forms of peer review. They were tested at two in-person consultations with leadership coaches, former and current school leaders, and by foundation staff deeply engaged in this field. Emergent data were regularly reviewed with a small group of expert project advisors. These data — in the hands of a research team made up of individuals who themselves have over the past 25 years engaged in, taught about, and researched school leadership — allow us to make strong, empirically defensible claims about the field and to reach robust conclusions and recommendations. These conclusions should not be seen as the last word from an empirically objective research project. They constitute the carefully weighed and peer-reviewed insights of a team of “connoisseurs” invested in the field and sufficiently distant from it to render fresh, insightful, and occasionally challenging judgments.

Conceptual Framework

Process

There are so many ways to conceive of the tasks and priorities for school leadership. Programs to develop school leaders are shaped by widely different assumptions about the competencies and dispositions needed to accomplish those tasks, let alone about how such competencies or dispositions can be learned. To enable the comparison of highly divergent program orientations, and to make possible some form of general analysis of the ways in which school leaders think of their own capacities and functioning, we started our work by developing a conceptual framework of Jewish day school leadership (Exhibit 1) — one that would accommodate different assumptions about the demands of leadership in Jewish schools.

We reviewed an extensive literature on school leadership, Jewish educational leadership, and leadership in general with the goal of identifying a small number of commonly identified leadership dimensions. (See Appendix A for a list of the literature reviewed.) We tested our emerging framework and modified some aspects of it through progressive rounds of conversation — first in interviews with leading educational thinkers, then through ongoing deliberation with the study’s advisory group, and finally through two rounds of consultation with specially convened groups of educators and consultants.

CONCEPTUAL FRAMEWORK					
CAPACITIES					DISPOSITIONS
					
Vision / Direction Setting	Personnel Development and Empowerment	Organizational Management	Instructional Leadership	Community Building, Inside and Out	
<ul style="list-style-type: none"> • Setting vision / priorities • Setting and maintaining culture • Acting as role model for this vision • Communicating the vision • Involving others in the vision • Tying the vision to the Jewish aspect of the school (knowledge of Jewish language, values, culture, etc.) • Assessing the efficacy of the vision 	<ul style="list-style-type: none"> • Developing the capacities of others • Providing opportunities for growth • Giving critical feedback to staff • Communicating with staff • Creating relationships of trust • Creating opportunities for collaboration • Empowering others • Fostering an environment for risk taking 	<ul style="list-style-type: none"> • Managing school operations and administration • Organizing, scheduling, coordinating • Managing complex projects • Supporting and managing change • Building and implementing organizational structures • Budgeting / financial management 	<ul style="list-style-type: none"> • Promoting rigorous content, curriculum and best practices in teaching, learning and assessment • Supervising, mentoring, coaching teachers • Creating culture of teaching and learning • Enabling educators to impact Jewish lives • Exemplifying model teaching 	<ul style="list-style-type: none"> • Being the face of the school and the vision in the community • Promoting the school within the community • Integrating the school within the community and its institutions • Building a culture of care and community within the school • Managing community expectations in the school • Navigating politics and the interests of stakeholders / managing conflict • Promoting the well-being of students 	<ul style="list-style-type: none"> • Self-awareness / reflection • Humility • Self-management • Time management • Strategic thinking • Curiosity — inquiry stance • Lifelong learning • Creativity • Ambition • Leadership presence • Honesty — trust building • Integrity — ethical / moral • Emotional Intelligence / empathy • Clear communication • Calling and commitment to the Jewish people

Product: Capacities and Dispositions

The resulting framework makes a fundamental distinction between **capacities** and **dispositions**: between *what leaders can do*, or their skills as professionals, and *who leaders are*, or their values and temperaments as people. This distinction does not imply that only the former can be taught while the latter must be either developed through personal experience or is instinctive. It is evident that certain dispositions can in fact be coached (self-awareness, an inquiry stance, or empathy, for example), even if many seem deeply personal and even intuitive. Moreover, certain dispositions facilitate the enactment of the capacities. For example, empathy and listening help enact community building.⁵

Leadership capacities, in this framework, include five dimensions: Vision or direction setting; personnel development and empowerment; organizational management; instructional leadership; and community building. The first four of these dimensions are widely identified across the conceptual and empirical literature on educational leadership. The fifth dimension — community building — is less common; but, as day school practitioners told us, it is a critical aspect of Jewish day school leadership in a context where heads of school carry a great burden of responsibility for nurturing kinship and a collective spirit within their walls, as well as between the young people and families in their schools and those beyond.

POTENTIAL

The framework was developed as a means by which to distinguish between the emphases and assumptions of programs for developing school leadership. Additionally, as we have found during the course of consultations to refine the framework's component parts, it can serve as a valuable self-reflection tool for individuals and for schools. While we do not conceive of the framework as a checklist — and we do not expect any individual to exhibit all of the itemized capacities and dispositions — in synthesizing so many different conceptions of leadership, the framework can serve as an especially powerful means by which to identify ways for individuals to grow as leaders and for schools to pinpoint how they might construct teams that can, collectively, perform the functions delineated.

5. There is a strong resemblance between three of these capacities and three of Thomas Sergiovanni's five "forces of leadership": the technical, human, and educational/clinical forces. Significantly, our framework parts ways from Sergiovanni's inclusion of symbolic and cultural forces. These forces are not directly equivalent to vision/direction setting, a prominent component of more recently developed conceptions of school leadership, or to community building, which, we argue, has special importance in the day school sector.

Mapping the Program Landscape

LOW-RESOLUTION MAP

		Leadership Capacities					Leadership Dispositions		
		Vision	Personnel Development	Organizational Management	Instructional Leadership	Community Building	Self-Management	Curiosity	Emotional Intelligence
Current Prizmah/AVI CHAI Partners	YOULead								
	HOSPEP								
	DSLTI								
	Harvard/AVI CHAI								
Potential Partners	Jewish New Teacher Project Principal Mentoring								
	Brandeis Teacher Leader Program								
	Mayberg Center, GWU*								
	Certificate In JL, Spertus								
	MTEI								
	NAIS								
	ISM								
	Penn Graduate School of Education								
Potential Models	KIPP Academy								
	New Leaders for New Schools								
	Center for Creative Leadership								
	ACE								
	Leading Edge CEO Onboarding								
	Principals' Leadership Academy of Nashville								

*At the time of the study, the program was being launched, and the full range of program offerings had not yet been determined.

Product

A Low-Resolution Map

Following a process of separation and synthesis, we translated the data gathered into what we characterize as a low-resolution map (pp. 12-13 above), a generalized sketch of programs identified as potential partners or potential models for Prizmah in terms of three main features: goals or learning content, signature pedagogies, and target populations. Viewed in this summative fashion, we note the following features of the programmatic landscape for learning Jewish school leadership.

Goals/Content

Leadership learning programs, whether or not under Jewish auspices, focus almost exclusively on developing capacities rather than dispositions. It seems that the design of programs is predicated on the notion that dispositions can't be taught, no matter how critical they are to the effectiveness and endurance of school leaders.

The capacities (within our conceptual framework) most commonly cultivated by leadership-learning programs are concerned with organizational management and instructional leadership. Not surprisingly, perhaps, vision figures more prominently in the programs associated with a strong or particular ideological orientation. Community-building is barely cultivated outside Jewish programs.

Prizmah's current program partners are not very diversified in terms of the capacities they seek to cultivate. In fact, one can infer from the map that, **collectively, the programs conceive of the ideal Jewish day school head as a visionary, community-building manager.**

Pedagogy

Leadership learning programs draw on a common bank of pedagogies and learning modalities, with no pedagogy figuring much more prominently than others. Most striking, perhaps, is that of the 18 programs included in the map, just four employ all three pedagogic or structural forms we looked at (coaching, a cohort design, and case-based learning). This may be a healthy phenomenon, creating space for alternative learning (and teaching) styles, or it may imply a lack of opportunities for day school leaders to experience the most powerful forms of leadership learning within one single program framework.

Completely absent from Jewish programs, but a special feature of a small number of highly regarded programs in general education, **is the phenomenon of learning through apprenticeship.** This medium enables individuals to learn leadership within a different school from their own in a scaffolded framework of support. This form of learning has become a centerpiece of the New Leaders for New Schools program and is a key ingredient in programs at the Penn Graduate School of Education. The approach has not yet been attempted within Jewish frameworks.

Target Populations

Prizmah's current partners focus primarily on recruiting individuals who have already assumed positions of leadership. In this sense, the programs have a strong in-service orientation. The programs investigated beyond the Jewish community are concerned with cultivating leadership from a much earlier stage in individuals' career paths, and in doing so may deepen the pool of potential leaders in the system. They help launch a career path toward senior leadership.

A High-Resolution Map

Mining the same data we employed to create the low-resolution map, we constructed a much more textured portrait of the programs investigated in this inquiry, in the form of what we characterize as a high-resolution map. While the low-resolution map blurs the differences between programs to reveal general patterns, the high-resolution map indicates the ways in which programs differ from one another. The map brings into view special emphases in program content and special features of their pedagogy, the educational theories that inform their approaches, and ultimately the needs that programs seek to address. By definition, the high-resolution map resists broad generalizations; it draws attention to differences between programs. Nevertheless, certain valuable insights are derived from a close reading of the map. (See Appendix D for a copy of the map.)

Content

Whatever their differences, the shared starting point for all of these programs is the notion that possessing a robust set of dispositions is not enough to succeed as a head of school or principal. School leaders need structured opportunities to learn a multifaceted professional craft. The components of that craft are variously understood, as is their relative importance, but typically they cannot be developed intuitively.

A related assumption is that the experiences gained in the earlier phases of one's career, whether in school or in some other professional setting, do not adequately foster the know-how or competencies to succeed as a principal or head of school. It's not only that experience does not teach by itself, but that many of the tasks of school leadership are categorically different from functions called for at less senior levels of the system. There are few opportunities to learn essential leadership skills on the job within more junior positions or outside schools, and so these skills constitute the core curriculum for professional learning programs.

Pedagogy

The high-resolution map reveals that while programs share common pedagogic scaffolding (coaching, case study, and cohorts), the programs are in fact especially diverse in how they stimulate

participants to better understand the extent of their own capacities and their institutions' needs. These stimuli include, for example, 360-degree evaluations (NAIS, Leading Edge, Center for Creative Leadership), formative assessments systems (JNTP), job-embedded coaching (New Leaders, Teachers21), guided practice (Brandeis Teacher Leader Program), and group level assessment (MTEI). We cannot determine whether any of these stimuli is more effective than any other.

Regnant Theories

Listening to how leaders of these programs talk about their missions or goals and the needs they seek to address, and seeing also which leadership theories buttress their efforts, confirms that serving as a school leader today is hard, continually shifting work. At the heart of this work is the task of helping schools cope with — or even thrive — during periods of change.

Against this backdrop, it is instructive, although not surprising, that two concepts of leadership are most widely shared by the programs in this map: the concepts of **distributed leadership** and **adaptive leadership**. Distributed leadership conceives leadership practices taking shape in the interaction of leaders, followers, and their situations. This concept underlines how no single person can be responsible for the implementation of all facets of school leadership.⁷ Adaptive leadership assumes that leadership is, at its essence, about influencing change that builds and enables the capacity of individuals and organizations to thrive. Leadership is the practice of mobilizing groups of people to tackle tough challenges and to thrive.⁸

POTENTIAL

As we have repeatedly cautioned, these maps are not comprehensive. They are selective renderings. They have been shaped by extensive, occasionally heated, discussion about what to include and what to leave out. The landmarks on these maps (the programs) are also not represented as a result of full-scale program evaluations. They have been sketched using qualitative methods: interviews and document analysis. And yet, we believe, both the low-resolution and high-resolution maps can be of great value to funders of school leadership learning, emergent and current school leaders, and the programs themselves.

FOR FUNDERS: A close reading of the maps prompts the question whether, in some respects, the day school field faces an overabundance of supply. The maps depict a congested landscape. The high-resolution map highlights the differences between programs; the low-resolution map makes plain that such differences are far from fundamental. Some programs look very much like others.

At the same time, the maps reveal a problem of undersupply. They reveal how poorly served in the earlier stages of their careers are emergent leaders, the individuals who have potential to be school principals and heads in five or ten years' time. In the day school system, such individuals are not well served or well nurtured.

FOR EMERGENT SCHOOL LEADERS: In general, a useful map makes clear, before you get somewhere, where you need to go, how you can get there, and how to do so in the most expeditious fashion. These maps vividly indicate what school leaders need to learn if they are to be successful. By giving schematic shape to a confusingly chaotic field, they can help aspiring school leaders identify what there is to learn and where to do so.

FOR THE PROGRAMS: The most common, unprompted response from program providers when interviewed for this project was to ask when they could see a copy of the emergent map. They were intensely curious about where they were located in relation to others engaged in complementary work. It became evident that few had the opportunity to think of themselves as part of a larger landscape. While they might not be fully comfortable with how we have rendered them, they sense the opportunity to sharpen their own purposes and practices through comparison with others.

7. Spillane, J.P. & Diamond, J.B., eds. (2007). *Distributed Leadership in Practice*. New York: Teachers College Press.

8. Heifetz, R., Grashow, A., & Linsky, M. (2009). *The Practice of Adaptive Leadership*. Boston, MA: Harvard Business Press.

Sites of Learning

In this next section, we shift the focus from programs to individuals, from maps of the landscape to what day school leaders learn in the course of traversing that landscape. As explained above, it has been just as important to get a sense of what current day school leaders perceive they have learned from programs as it has been to identify what the programs say they teach.

Process

Rather than randomly select day school leaders so as to inquire about their professional learning and growth, our team focused our attention on a selection of alumni from the four leadership programs that currently partner with Prizmah (32 interviewees). On the one hand, this was a purposeful sample from which we could learn about the outcomes of interventions that Prizmah or the AVI CHAI Foundation currently support.⁹ On the other hand, this group also functioned as an opportunity sample from which we could learn not only about specific program experiences, but also about other ways in which school heads learn to lead.

In this second respect, the data proved especially valuable, and were further supplemented by interviews with two additional, but smaller, samples of individuals: five school leaders who did not

participate in any of the four programs and six individuals who served as supervisors, coaches, or consultants to day school leaders. Taken together, these 43 interviews allow us to gain a thick sense of the various ways in which day school heads and principals learn leadership, what they believe they still need to learn, and what they identify as the greatest challenges in the course of exercising school leadership. (See Appendix E for a copy of the interview protocol.)

Product – A Composite Model

Drawing on these interview data, we propose that school leaders most commonly learn leadership within five formally distinct “sites” — that is, apart from whatever they learn during the course of informally reflecting on day-to-day experience. These five sites include degree-granting graduate programs, cohort-based professional programs, continuous coaching relationships, “boot camp” experiences, and clinical visits to schools and other educational institutions.¹⁰ We describe below the structural advantages and disadvantages characteristic of these sites as opportunities for learning leadership, and what kinds of learning outcomes are most commonly associated with each of them.

9. In an internal report to Prizmah and the AVI CHAI Foundation, we share findings about these four programs and what their alumni report having learned.

10. Although conferences are an essential venue for professional development among day school leaders, they did not surface among our respondents as a means for learning the skills needed for day school leadership the way that these five sites did.

EXHIBIT 3: OVERVIEW OF LEADERSHIP LEARNING SITES

	Grad School	Cohort-based Programs	Coaching	Boot Camp	Clinical Visits
PROS	<ul style="list-style-type: none"> • Time to go deep • Exposure and access to experts in the field • Development of cohort (Mentorship through internship) 	<ul style="list-style-type: none"> • Cohort • Mentoring • Access to experts 	<ul style="list-style-type: none"> • Personalized attention • Problem-based learning • Highly convenient 	<ul style="list-style-type: none"> • Narrow focus • Time to go deep • Time commitment • Network building • Exposure to experts 	<ul style="list-style-type: none"> • Reduce isolation • Develop professional communities • Real-world experiences
CONS	<ul style="list-style-type: none"> • Cost • Time needed • Admissions requirements • Challenging to access during the year • Nonpersonalized curriculum 	<ul style="list-style-type: none"> • Time commitment • Cost (if unsubsidized) 	<ul style="list-style-type: none"> • Isolation (no cohort) • Cost • Finding a good coaching match 	<ul style="list-style-type: none"> • Narrow focus • Cost • Lack of follow-up • Lack of cohort connection • Lack of applicability to JDS 	<ul style="list-style-type: none"> • Logistics • Finding time • Limited local opportunities
TYPICALLY DEVELOPED	<ul style="list-style-type: none"> • Vision • Instructional leadership • Personnel development and empowerment • Dispositions 	<ul style="list-style-type: none"> • Organizational management • Vision • Instructional leadership • Personnel development • Dispositions 	<ul style="list-style-type: none"> • Vision • Organizational management • Dispositions 	<ul style="list-style-type: none"> • Organizational management • Instructional leadership 	<ul style="list-style-type: none"> • Vision • Instructional leadership • Personnel development and empowerment
TYPICALLY UNDERDEVELOPED	<ul style="list-style-type: none"> • Organizational management • Community building 	<ul style="list-style-type: none"> • Community building (showed up a few times in our data only) • Dispositions 	<ul style="list-style-type: none"> • Personnel development and empowerment • Instructional leadership • Community building 	<ul style="list-style-type: none"> • Vision • Personnel development and empowerment • Community building • Dispositions 	<ul style="list-style-type: none"> • Organizational management • Community building • Dispositions

Graduate Programs

Graduate (master's and sometimes doctoral-level) programs typically cater to individuals in the early stages of their careers, although, increasingly, mid-career, executive-style programs are appearing, especially at the doctoral level. At least two-thirds of interviewees had completed a graduate degree in education or some other discipline.

Advantages: Graduate programs socialize participants among peers who share their aspirations to develop professionally. They enable participants to acquire a shared lexicon of educational and leadership concepts. The great strength of these programs is that they offer an opportunity to go deep into an educational or school-related topic. They often expose participants to field experts, in person or through their writings. In some frameworks, the learning is deepened through internship components.

Disadvantages: It can be very expensive to enroll in a graduate program, especially outside Jewish institutions whose degree programs tend to be heavily subsidized through tuition reductions or scholarships. These programs call for a sustained investment of time, and those that operate year-round can be experienced as exceptionally demanding or simply hard to physically access. Seen by many as a gateway to career advancement, programs can draw together challengingly diverse cohorts, including many individuals who are less interested in intellectual growth than in acquiring a certificate of completion.

Learning Outcomes: Participants graduate from programs — and especially from those providing degrees in education — with an enhanced understanding of **instructional leadership** and **personnel development**. They invariably develop a more sophisticated educational **vision** too, having been prompted to think in new ways about the goals and purposes of education. Called to engage in critical thinking, inquiry, and introspection — the hallmarks of a humanistically oriented graduate education — participants find their **dispositions** being refined, too. Unless twinned with a specialization in administration or business, these programs do not typically cultivate the capacities of organizational management or community building.

Cohort-Based Professional Programs

In this category are professional, certificate-granting programs, yearlong or more, serving a cohort of peers and often including a coaching or mentoring component. As we have seen, the programs operating under Jewish auspices cater heavily to individuals about to start or having just started a first senior school position. All of our interviewees had participated in one such program, which is how they came to be in the sample. Forty percent had participated in two programs.

Advantages: The mix of cohort-based learning and one-on-one mentoring provided by these programs is potent. The programs forge a strong sense of shared professional identity among participants at very similar career stages as well as with previous cohorts in the same program. At the same time, individual mentors provide

the personalized attention participants seek. In the programs staffed by current or former day school heads, participants gain access to the most immediately relevant expertise they can wish for.

Disadvantages: While the programs that currently partner with Prizmah are heavily subsidized, those that are not are expensive. If third-party financial support is not available, the programs are hard for participants to access. Designed to deliver on an ambitious curriculum, these programs call for a significant investment of time, especially during the summer vacation months. For emergent school leaders, many of whom have young families, time is a scarce commodity.

Learning Outcomes: In the best of circumstances, these programs constitute a kind of rite of passage. If associated with prestigious institutions, like Harvard, they enhance the participants' credibility in the eyes of their stakeholders, and in their own eyes, too. This might be the first time that participants truly think of themselves as day school leaders. In content terms, these programs tend to be action oriented. Most of all, they enhance organizational management skills and personnel development skills, as well as — in some programs — instructional leadership skills and vision. Dispositions may be enhanced, but more as a serendipitous or collateral outcome. Surprisingly, given the parochial design of these programs, our data indicate that the enhancement of community building is not a strong program outcome.

Coaching

Some heads are required to work with a coach as part of the terms and conditions of their work. Others have to fund such relationships from their own financial resources. Either way, a wide variety of professional coaches offer their ongoing services to heads of school at every phase of their careers, including life or personal coaches, executive or leadership coaches, and systems coaches. They might be hired with a specific purpose in mind or as a general sounding board. The coaches might be former school heads themselves, therapists who have transitioned into different fields, or simply seasoned professionals. More than half of the interviewees had worked one-on-one with a coach independent of any specific program requirements.

Advantages: The two great advantages of a coaching relationship are total convenience and personalized attention. When school leaders carry heavy workloads, they can schedule coaching conversations at precisely those times that work best for them, and they can apply that time to the issues of greatest importance to them. In the latter respect, the learning is problem based; it starts with the questions a head of school is asking herself at a given moment in time.

Disadvantages: The flip side of personalized attention is isolation. The head interacts with just one other person who, by definition, is not a near-peer. That can result in a distorted perspective and might exacerbate loneliness, which can be a terrible burden of senior leadership. Good coaches are expensive, and if a head has to pay out of her own pocket, the cost can be prohibitive. It can also take time to find a good match. Chemistry is neither a given nor instant.

Learning Outcomes: The learning that heads derive from these relationships is heavily dependent on what they seek. In that sense, the curriculum is emergent or self-generated. Typically, these relationships serve two broad purposes. They enable a head of school to keep an eye on the big picture beyond day-to-day challenges, while helping sustain or sharpen a vision. Alternatively, they help school leaders work through some of the most mundane or practical aspects of their work as organizational managers. Placing individual needs at the center, they help cultivate personal dispositions, too. Our interviewees report that these relationships don't help much with cultivating personnel development skills or instructional leadership skills. And, again, perhaps because community building tends to fall off the list of urgent tasks for heads, related capacities are not usually enhanced.

Boot Camps

There is an extensive market offering heads of school opportunities for intense learning focused on the development of knowledge and skills concerned with discrete topics of importance. Typically running for one to three days, these experiences are often packaged as a commercial service, either with a remedial orientation, enabling a head to address a specific skill deficiency, or promising a chance to get ahead of the game and learn about some new, cutting-edge method or theory. While there is a sizeable industry offering such services to leaders of public or private schools, very few of our interviewees availed themselves of such opportunities.¹¹ It is striking, as well, that few such experiences are being offered by Jewish providers.

Advantages: The boot camp market has flourished because of special features in these experiences. Boot camps are highly focused and provide a chance to go deep with the guidance of experts. At the same time, they don't call for an extensive investment of time. By bringing together people with shared interests, they also promise quick access to a useful network of contacts and colleagues.

Disadvantages: The flip side of being so focused is that boot camps can feel too narrowly framed. They address only one central need at a time. When they are costly to attend, this narrowness can feel limiting. Another problem is lack of follow-up: as one-shot experiences, they leave participants on their own once they go home. Finally, because there are few boot camp programs that directly serve the Jewish day school market, their content typically does not take into account the particularities of the Jewish school context.

Learning Outcomes: Boot camps are heavily focused on two sets of leadership capacities, **organizational management** and **instructional leadership** — perhaps the capacities most generic to the work of school leadership. They rarely engage the contextually specific particulars of personnel development or the deep and sometimes abstract work of vision development. They are not at all concerned with cultivating dispositions, unless the learning experience is not about school but is dedicated to exploring one's self or one's personal qualities. And, as in so many of the other learning sites, these programs don't address community-building capacities.

POTENTIAL

In a final section, we make explicit the systemic implications of this model and of the kinds of learning associated with the different sites it includes. These implications can help bring about a more diversified and more strategic approach to nurturing day school leadership. For the moment, it's worth highlighting the potential usefulness of this model for individual school leaders.

The concept of a model has two distinct linguistic meanings. A model can distill complex phenomena into a simpler, more easily viewed form, as we have tried to do here. A model can also offer an example. It can demonstrate and even inspire. We're hopeful that this can be the case here, too. By sketching out the diverse sites wherein principals and heads can learn leadership, and the outcomes associated with those sites, we hope to inspire emergent and current school leaders to explore new avenues for systematic self-development. From our interviews with school leaders, it is clear to us that many were unaware of all of these opportunities.

11. This pattern may reflect the fact that, as alumni of cohort-based programs, our interviewees did not see the need for the kind of remedial services offered by many of these boot camp programs.

Clinical Visits

When we launched our interviews with school leaders, we fully anticipated learning about the four sites of learning described so far. We were surprised to hear about a further set of diverse experiences, which we collectively characterize as site-based clinical visits. Independent of cohort-based programs or of coaching relationships, these experiences involve a wide variety of opportunities, such as sitting on an accreditation committee, shadowing,¹² residencies, and internships.¹³ These experiences all possess a single common denominator: They provide opportunities to observe and reflect on leadership practices in other settings within a scaffolded framework of learning. Jewish school leaders typically experience only the first two such experiences, but occasionally, incoming heads have had the opportunity to serve an apprenticeship in their own institution before taking up their appointments.

Advantages: The special appeal of clinical visits is that they reduce isolation and broaden a school leader's sense of the possible in a facilitated fashion that can be meaningful at all stages of one's career. These opportunities enable the development of professional communities in the context of real-world experiences, and not just in the lecture room. Last but not least, they cost little to implement.

Disadvantages: These experiences are difficult for individuals to initiate on their own. They need the support of a "matchmaker" or some other facilitator who can make appropriate connections. In the Jewish communal context, where there might be few day schools in the same region, gaining access to other Jewish schools is challenging, although there may be as much to learn from visits to other types of schools or other Jewish communal institutions. Finally, if these experiences are to be valuable, they require stepping away from one's work for two days or more at a time.

Learning Outcomes: The professional relationships nurtured by clinical visits can be especially powerful because they give people a chance to walk in someone else's shoes. Veteran heads who experienced such opportunities early in their careers describe them as having been particularly formative and enduring.¹⁴ The capacities developed on such occasions can include every aspect of the leadership framework, given that there is an opportunity to learn about the full scope of a head of school's work in real time. How deep that learning goes is heavily dependent on having opportunities to reflect on what is being observed.

12. See note 14.

13. Such residencies and internships exist in the charter school sector.

14. In one of our consultations, we learned about a now-defunct framework within the Schechter Day School Network that provided opportunities for new heads to visit one another's schools in a structured fashion. Those who had participated in this program, which operated in the 1980s, still regard it today as one of the most formative experiences in their careers. A similar opportunity was built into RAV-SAK's leadership program Project Sulam.

Additional Findings

Interviews with day school heads and principals about what they gained from different sites of learning also provided an occasion to hear, first, what they felt they still had most to learn as school leaders, and, second, what they continued to experience as the greatest challenges in their work. Ultimately, we were curious whether what they identified in response to this second question could be addressed by superior or different kinds of leadership-learning experiences.

What School Leaders Need to Learn

We asked the heads of school and principals we interviewed to reflect on what they wish a leadership learning program might provide that they had not yet experienced and what they would include if they were designing their own day school leadership learning program. Their responses revealed a wide array of needs and aspirations as well as some common themes.

Many of the respondents suggested that they needed more training in the organizational management side of their work, specifically with managing the budgets, finance, and marketing side of leadership. Board governance, communications with parents, and community building were also frequent themes. We heard from several respondents that transitioning from the instructional leadership side of schoolwork (where training and experience is often strongest) to the administrative aspect is quite daunting. Relatedly, participants articulated a need for a pipeline and/or an apprenticeship model that might help aspiring leaders gain on-the-job real-time experiences that might help them adapt to their roles.

Many interviewees spoke of feeling isolated and proposed that cohort experiences are critical for heads of Jewish schools, even as they see their particular schools as unique. This sense of isolation and of hunger for community seems linked with other desires, such as the need for ongoing inspiration or cheerleading, self-care, and burnout prevention.

What Makes the Work of Day School Leadership So Challenging?

It is ironic that as opportunities for learning school leadership have proliferated, and as the number of day school leaders participating in leadership-learning programs has steadily increased, the work of day school leadership seems to have become more challenging. Senior-staff turnover remains stubbornly high, and there is increasing anecdotal evidence of able individuals turning down senior appointments because of the corrosive effect such work has on the quality of their personal and family lives.

While the bulk of our efforts have been focused on understanding how day school leaders do and might learn the capacities and dispositions of school leadership, we shouldn't overlook what features of the contemporary day school context make this work so challenging for school leaders, no matter their efforts to prepare themselves to cope or thrive. These features surfaced in our interviews with depressing regularity, and they certainly encourage a sober estimation of the extent to which improved leadership-learning opportunities will make a difference to the effectiveness and endurance of school leaders.

It's hard, high-stakes work. These are two challenges, really. Schools often operate on the edge in terms of finances and enrollment. Many are tremendously unstable, and being the senior professional in this situation is stressful. If, for example, a few families leave a school from one year to the next, that can have a decisive impact on school finances and on long-term prospects.

This connects to the second challenge. Even if the departure of those families is entirely unrelated to the quality of the school and due to extraneous circumstances, the head of school is frequently seen as responsible. In this respect, the stakes are high not only for the school but for the school's senior hire as well. The job is also high stakes in the sense that heads of school feel responsible for the Jewish identity outcomes for their students. Providing a quality education has an existential quality to it, too.

Toxic board cultures. As demographic and financial pressures have increased over the last decade, there is evidence of growing impatience with school change, and ever higher expectations from parents and board members who want instant gratification and response. The digital generation demands constant accessibility through email and text; that goes for many boards and their heads. If there used to be a sense of loyalty between school leadership and the board community, that now seems quite rare. There is today an expectation of perfection from the school that many observers believe was not there before. This expectation is a consequence of an unfortunate vicious circle: The more heads of school are paid in order to help make these challenging positions attractive, the more board expectations increase, to levels where no normal person can meet them. The result is an ever-shorter cycle of hiring and firing.

Concentrated rather than distributed leadership in schools.

Contributing to this instability is a widespread phenomenon whereby everything that happens in school is assumed to be related to, if not dependent on, the functioning of one individual. The head is expected to be an able business manager, a skilled instructional leader, a wise steward of human relations, and a forceful communicator who can mobilize the school community around a compelling educational vision. In the larger schools, there is a recognition that these are functions that, collectively, a senior team can be expected to perform in a distributed fashion. In small schools, and even in some bigger ones, it is expected that these qualities cohere in one single person. Such expectations fly in the face of the most compelling contemporary theories of organizational leadership and of common sense.

"It's the Wild West out there." A last, but hardly new, challenge for day school leaders is the lack of widespread norms in this system. As private, independent institutions, sometimes sustained through the largesse of a single generous family, day schools function as independent territories where there are few shared standards and expectations. These circumstances make it challenging for new leaders, especially, to build stable and predictable relationships. At any moment, a parent, teacher, board member, or student might overstep the mark, challenge authority, make trouble, and upset the environment — and possibly be immune to sanction. The work is unpredictable, and success is, essentially, ineffable. Lacking agreed and contextually sensitive benchmarks, heads can never really know how well they're doing. In a sense, they always face the pending charge of "could do better."

Conclusions & Recommendations

Conclusions

Day school leadership is both exquisitely challenging and exquisitely rewarding. In this study, we paid limited attention to the rewards, but they should not be overlooked. Those rewards account for why able people continue to enter this field. Day school leadership provides an opportunity to make a difference in the lives of many individual children, parents, and educators, and in the life of the Jewish community. Senior positions are also well compensated financially.

This study makes clear five things:

The work of day school leadership is multidimensional and multivalent, and it can be learned, effectively, in a tremendous variety of settings.

This tremendous variety contributes to a sense of chaos. The maps we have produced help navigate that chaos and indicate where there is extensive overlap and important gaps.

Our interviews with school leaders make clear that they have derived great value from participating in cohort-based programs, especially those led or facilitated by seasoned Jewish educators.

These interviews also indicate that school leaders have found it beneficial to learn leadership in other sites and not only by reflecting on their own experience.

We submit that there would be tremendous value in considering how to better knit these sites together in a coordinated approach to learning leadership.

Recommendations

This study was commissioned in order to explore how to enhance the opportunities for day school heads to learn leadership. While we have identified ways to address this aspect of the school leadership conundrum, we have also accumulated evidence indicating that successful day school leadership depends on addressing other challenges in the day school context, challenges that are both systemic and wickedly difficult to resolve. Acknowledging the challenging features of the broader day school context, we nevertheless make a number of suggestions about how to make progress within one dimension of the leadership field that might be receptive to improvement.

There has been great progress in recent years in creating new frameworks for day school principals and heads to learn leadership. Given the interdependent quality of the head of school's relationship with his or her board, it is also vital to develop leadership-learning frameworks in which heads of school can develop their capacities alongside and together with those of their chairs.

The boot camp framework is a highly effective one for addressing individual learning needs. This framework can be extended in strategic ways to serve the needs of individual leaders and of the day school system as a whole.

Prizmah can construct a calendar of boot camp opportunities offered by general education providers and curate these for day school leaders, identifying those that can be most useful for whom and when.

In the context of the interconnected system that Prizmah supports, it is possible to develop a form of scaffolding that provides opportunities for post-program follow-up, typically absent from the boot camp approach.

Generally, in the public education sector, cohort-based programs serve individuals at much earlier stages in their careers than is the case in the Jewish day school system. There are some especially sophisticated programs serving day school educators at earlier stages in their careers, such as the Mandel Teacher Educator Institute (MTEI) and the Brandeis Teacher Leader Program. If programs such as these were closely integrated with the ladder that advances the careers of potential school leaders, they can prime the leadership pump in valuable ways.

Promising leaders need resources and counseling to help build a pathway to successful leadership. The maps developed as part of this study indicate not only what learning opportunities currently exist, they help establish what emergent leaders need to learn and when.

At the moment, there are very few opportunities for school leaders to learn the skills of community building within existing leadership learning programs or sites. In a community-based school system, this is surely a critical deficit. Prizmah should systematically engage program providers to consider how they incorporate such skills into their curricula.

One of the most dramatic findings of our study is of the untapped potential in developing a more systematic approach to clinical visits. This framework is cheap to support, and if skillfully facilitated can be of tremendous value at any stage of an individual's career. Prizmah could partner with local federations to curate such experiences for school leaders and for directors of other community agencies.

The extent of the overlap among the main areas of content offered by the cohort-based programs currently associated with Prizmah is striking. There is a good reason for Prizmah leadership to consider if it is efficient or strategic to continue supporting all of the programs with which it currently has a relationship.

During the course of our work, we have been excited to see how resonant the conceptual framework of leadership we developed has been for interviewees and consultants to this project. Prizmah should launch an educational campaign utilizing the framework as a means for schools to think about the skills distributed across their leadership teams, and for cohort-program providers to reflect on what capacities they are not cultivating.

There is an ambiguous relationship between graduate programs in Jewish education and the Jewish day school system. Day school personnel make up the majority of students in these programs, and in turn the programs inculcate in their students a body of knowledge that is foundational to the well-being of the day school enterprise. The diversity of these programs and of the student populations they recruit leave few opportunities for developing a coordinated approach to leveraging graduate education as a springboard or even portal to school leadership. The best that might be expected is a continuation of the current situation, with educators continuing to appreciate what they can gain from these programs, and the programs, each in their own ways, forging relationships with individual schools or groups of schools.

This study has helped us to better understand some vitally important dimensions of what is involved in learning school leadership. At the same time, the study has also prompted new questions that lend themselves to further research:

What are the capacities and dispositions of those who have stayed in the field, and in their positions, for a long time? What is it about these people, and what is it about their workplaces, from which others might learn?

To what extent is head of school turnover related to student outcomes? Our study is predicated on the assumption that high turnover is deleterious to student learning. This is an assumption that should be examined.

Are some sites of learning more educative than others, and in what ways?

Appendices

Appendix A: Literature Review

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Appendix B: Program List

Potential Partners

- YOULead
- Head of School Professional Excellence Project
- Day School Leadership Training Institute
- Harvard Principals' Center Summer Institute, Sponsored by AVI CHAI
- Jewish New Teacher Project Principal Mentoring
- Brandeis Teacher Leader Program
- National Association of Independent Schools
- Independent School Management
- Mandel Teacher Educator Institute
- Mayberg Center for Jewish Education and Leadership at The George Washington University
- Certificate in Jewish Leadership, Sponsored by Spertus Institute and Northwestern University

Potential Models

- KIPP Academy
- New Leaders for New Schools
- Center for Creative Leadership
- Accelerated Christian Education
- New Teacher Center Principal Coaching
- Leading Edge CEO Onboarding
- Principals' Leadership Academy of Nashville

Of Interest

Degree-Granting Programs

- Vanderbilt University EdD
- University of Michigan
- Hornstein Jewish Professional Leadership Program at Brandeis University
- HUC-JIR Education Degrees
- Zelikow School of Jewish Nonprofit Management at HUC-JIR
- JTS Executive Doctorate
- YU MA/Doctoral Program
- Gratz College EdD in Educational Leadership
- Columbia – Klingenstein Center for Independent Schools
- Harvard Ed.L.D in Educational Leadership

Nondegree Programs

- Wexner Graduate Fellowship
- Foundation for Jewish Camp Leadership Programs
- Ruskay Institute for Jewish Professional Leadership (UJA-Federation of New York)
- I-LEAD (Jewish Federations of North America)
- Schusterman Fellows
- Broad Foundation
- Teachers21
- Cambridge Leadership Group
- Machar Fellowship (Gann Academy)
- Adaptive Leadership Lab (Jewish Agency for Israel)
- Selah Leadership Program (Bend the Arc)
- Lekhu Lakhem (FJC)

Appendix C: Interview Protocol with Program Providers

ACF Leadership Landscape Study

Phase I PLP Data Gathering

Open-ended Interview Protocol

Introduction:

Thank you for taking the time to speak with me today. Rosov Consulting has been asked by AVI CHAI and Prizmah to map and analyze the terrain of opportunities for learning leadership for day school leaders. The goal of the effort is to help Prizmah determine how it can most effectively shape, reshape, and support the experience of such opportunities, and, if necessary, launch new opportunities. Our guiding questions are, What leadership learning opportunities exist for which kinds of Jewish day school leaders? What are their key features? To what extent are they likely to achieve their goals?

Our work involves:

- i. Identifying professional leadership programs (PLPs), both inside the Jewish field and beyond, that currently and/or might serve professional leaders for Jewish day schools at different stages of their careers or that might provide examples that can inform the revision or development of Jewish day school leadership programs;
- ii. documenting PLP goals, scope, content, and reach of these identified programs individually and, where relevant, as part of the Jewish day school leadership program landscape;
- iii. locating and pinpointing leadership goals not currently addressed by existing programs and leadership program designs or methodologies not currently utilized;
- iv. recommending a strategy by which the leadership of Prizmah can enhance the quality and effectiveness of day school leadership in a systematic and perhaps sequenced fashion.

We are currently learning about PLPs and gathering information about goals, scope, and content of a variety of leadership programs in the field. The conversation should last about 45 minutes. Do you have any questions?

1. What need (in the field of leadership, or for educational leaders) do you/does your program seek to address?
2. What theories of leadership inform and animate your program?
3. What are the areas of leadership that you seek to cultivate through your program?
4. How do you define the goals of the program — the outcomes you are trying to achieve?
5. Who is your target audience (private v. public, location, role)? Why? How do you recruit/how do people learn about you?
6. What would you describe as the “signature pedagogy” that you use to achieve your goals (structure of the program, time commitment, location, etc.)?
7. What is the one piece — curricular, pedagogical, etc. — that without it, your program would be lacking?
8. Are there other programs in the field that you look to for inspiration? Are there others that compete with you in terms of recruitment? If so, who are they and why?
9. Has your program participated in or commissioned any evaluation or research reports? If so, can we access these?

Appendix D: High Resolution Map

	Name	Aspect of Leadership That Program Seeks to Address	Conceptual Framework Leadership Capacities
Current	YOULead	Change management, reflective leadership, working with boards, leading faculty, effective hiring, supervision and evaluation, school finance, Israel education, transitioning from teacher to leader	
	HOSPEP	Strengthening the school's Judaic mission, guiding and working with a board, improving financial planning, effective fundraising, establishing endowment, admissions — recruitment, retention, tuition assistance — changing school culture, applying Jewish lens to leadership and decision making	
	DSLTI	Jewish worldview, learning theories and school culture, leadership skills: communication, budget and finance, development, recruitment and retention, marketing, board relations, organizational change	
	Harvard/ AVI CHAI	Instructional leadership, school culture, supervision and evaluation, time management, philosophy of education	
Potential Partners	Jewish New Teacher Project Principal Mentoring	Instructional leadership	
	Brandeis Teacher Leader Program		
	Mayberg Center, GWU*		
	Certificate In Jewish Leadership, Spertus	Apply principles from Jewish tradition to leadership, contemporary leadership principles, supervisory, conflict resolution and change management skills, teach effective collaboration, team building, and communication skills, change management, collaboration	
	MTEI	Goal is to develop teacher leaders who can create PD opportunities for teachers in their own institutions	
	NAIS	Align actions with values, inspire others to share a common vision, experiment with innovation, build collaboration and teamwork (SLI), crisis management, practical leadership, constituents, culture and mission, building a team, governance, marketing, advancement (INH)	
	ISM	Depends on program	
	Penn Graduate School of Education	More detailed information could not be gathered during the course of our study. However, given that the graduate program already partners with schools (there is currently a cohort of 10 independent schools), this program would merit close attention	
Potential Models	KIPP Academy	Vision and goals, plan and prioritize, hire and retain, instructional leadership, build relationships, manage people	
	New Leaders for New Schools	Instructional leadership, teacher supervision, relationship building, school culture, managing difficult conversations, feedback	
	Center for Creative Leadership	Depends on client	
	ACE	Instructional leadership, executive management, school culture, culture of learning	
	Leading Edge CEO Onboarding	Israel, leadership, landscape of the Jewish community	
	Principal's Leadership Academy of Nashville		

LEADERSHIP CAPACITIES: Vision | Personal Development | Organizational Management | Instructional Leadership | Community Building

*At the time of the study, the program was being launched, and the full range of program offerings had not yet been determined.

Program Length and Structure	Signature Pedagogies Employed to Achieve Those Outcomes	Target	Theories of Leadership	Needs Addressed	Cohort Size
8 months – weekly online learning modules, monthly mentor meetings, biannual in-person gatherings	Content and cohort	Any leader at any stage, often aspiring administrators	Distributed leadership	Superstar charismatic leaders lacking skills	30–40 total, each level 10–12
12 months	Mentoring and coaching, peer network	New HOS		High attrition rates of HOS	10–14
15 months – 2 three-week summer sessions and a series of three-day retreats	Mentoring, cohort	New and aspiring HOS	Adaptive leadership, distributed leadership, etc.	Ill-prepared HOS	15ish
1 week summer institute, change implementation throughout the year	Reflection	New principals and veteran HOS	Distributed leadership	Improve the quality of school leaders to motivate them (to help leaders apply Harvard learning to JDS milieu)	10–18
Depends. One model is 2 years with a combination of in-person meetings and forums, and one-on-one coaching. Another model is 10-14 on-site face-to-face coaching sessions	Mentoring, cohort	New teachers (first or second year), mentors, veteran teachers, new principals	Distributed leadership	Skill acceleration at various spots along the pipeline	Depends
On-site seminars and online content, 2-day intensive seminar and 3 other modules	Diagnostic assessment tools, expert instructors, cohort, mentoring	Regional areas: Chicago, Cincinnati. Piloting a national blended model	Behavioral leadership	When people move up in organizations, the skills they need eclipse their training	12–22
2 years– 6 seminars, and assignments throughout	Cultivating curiosity	Those responsible for others who deal with teaching and learning	Instructional leadership	Lack of professional training for educational leaders	40ish
School Leadership Institute– 4 day intensive; INH - 5 days	Case studies, small-group work, 360 leadership inventory	Aspiring independent school leaders (SLI)			
4 weeks– summer institute in Wilmington, DE, academies, webinars	Action plans, peer group	Private independent schools	Their own research	Maximize student experience	
	Cohort				
Summer induction for one week and yearlong sessions and coaching	Job-embedded coaching	Teacher-leaders, coaches, assistant principals, principals (in low-income schools)		Access to quality training for principals	
Depends	360-degree evaluation, experiential education		Distributed leadership	Building teachers' skills so they can be effective leaders	10–14 for aspiring principals, 30–35 for emerging leaders
25-month graduate program	2 summer intensives and online classes	At University of Notre Dame, prepares future principals		Lots of change in Catholic education and need good leaders	30-45
12 months, including 3-day convening and Israel trip	Executive coach, training at Center for Creative Leadership, exposure to major leaders, Israel experience, 360 evaluation		Adaptive leadership	No support for CEOs	10–15
One year with a two-week-long institute in the summer. In-person meetings twice a month	Mentor, cohort	Public school aspiring principals, sitting principals, and experienced in Nashville		Escalating demands on principals and other school administrators	35

Interview Protocol with Program Alumni

Prizmah Leadership Landscape Study

Alumni Interview Protocol

May 2017

Introduction:

Thank you for taking the time to speak with me today. Rosov Consulting has been asked by AVI CHAI and Prizmah to map and analyze the terrain of opportunities for learning leadership for day school leaders. The goal of the effort is to help Prizmah determine how it can most effectively shape, reshape, and support the experience of such opportunities, and, if necessary, launch new opportunities. Our guiding questions are, What leadership learning opportunities exist for which kinds of Jewish day school leaders? What are their key features? To what extent are they likely to achieve their goals?

Because you are an alum/former participant in XXX program, we are interested in learning about your experience with the program and what you've taken away from it.

1. What position did you hold when you entered the program?
2. How did you come to participate in the program?
3. How would you describe the goals of the program?
4. What aspects of leadership did you learn most about? How did you learn them?
5. What was the most valuable piece of the program?
6. How would you describe your own participation, investment, and engagement in the program?
7. How might you improve upon the program itself?
8. How might you have improved upon your experience in the program?
9. What was your experience in your school after having finished the program? Can you share specific examples of what changed for you? Did the program affect your position/career?
10. Have you been individually coached? How was this program different from your experience with coaching?
11. Have you had any other leadership learning experiences? What was their impact on your leadership? How do they compare?
12. What do you wish a leadership program could provide you that you have not yet experienced?
13. If you were to create leadership programs for day school leaders, what would you focus on? Why?

For HOSPEP

1. Please talk about the coaching aspect of the program.
2. Please talk about the cohort aspect of the program.
3. (How) Did HOSPEP prepare you to lead schools as organizations?
4. How did HOSPEP bring a Jewish lens to the work?

For YOULead

1. Please talk about the cohort aspect of the program. What can you say about cohort building that is virtual versus face to face?
2. To what extent did you find the online modules helpful? Explain.
3. What role did mentoring play in your experience?
4. How did YOULead bring a Jewish lens to the work?
5. (How) Did YOULead prepare you to lead schools as organizations?
6. Have you changed positions since YOULead? If so, what was that path? How did YOULead play a role there?

For DSLTI

1. Please talk about the mentoring aspect of the program.
2. Please talk about the cohort aspect of the program.
3. To what extent were the short-term modules effective in your learning experience?
4. How did DSLTI bring a Jewish lens to the work?
5. (How) Did DSLTI prepare you to lead schools as organizations?
6. What did you learn about managing change?

Harvard Principal's Center Summer Institute (Sponsored by AVI CHAI)

1. How was instructional leadership addressed? What did you learn/take away?
2. How was managing change addressed? What did you learn/take away?
3. How did Harvard Principal's Center Summer Institute bring a Jewish lens to the work?
4. (How) Did Harvard Principal's Center Summer Institute prepare you to lead schools as organizations?



PRIZMAH

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