

SELF- Study of A Jewish Early Childhood Center Using JECEI'S LENSES, LOGIC MODEL, & INDICATORS

This document explains the vision and principles of the JECEI change model and then provides work sheets that can be used to do a self-study of a Jewish Early Childhood Center. This material can be modified as you wish and the self-study report does not need to reference JECEI.

Foundational to JECEI are ideas and values about Jewish life expressed as the “JECEI Lenses.” The JECEI Lenses are ways of viewing and experiencing our lives and the world:

- *Masa* – (Journey) – reflection, return and renewal
- *B'rit* – (Covenant) – belonging and commitment
- *Tzelem Elokim* – (Divine Image) – dignity and potential
- *K'dushah* – (Holiness) – intentionality and presence
- *Hit'orerut* – (Awakening) – amazement and gratitude
- *D'rash* – (Interpretation) – inquiry, dialogue, and transmission
- *Tikkun Olam* – (Repair of the World) – responsibility

The JECEI Lenses inform our vision and approach to Jewish early childhood education as we integrate them with constructivist, Reggio inspired theories and practices in our work with children, families, and schools.

JECEI LOGIC MODEL, TRICOLON, INDICATORS AND EVIDENCE

The JECEI Logic Model explains the reason that JECEI exists. It articulates what JECEI is setting out to accomplish. The Logic Model both describes the desired outcomes and the main activities for achieving these outcomes. The Logic Model focuses on three areas: Quality Early Childhood Education, Engaging Families in Jewish Living and Learning, and Shared Leadership. These three areas incorporate key ideas including: relationships, vision, and environment.

What does a school look like that achieves these outcomes? The answer to that question is articulated as JECEI Principles of Quality in each of the three areas, a tri-colon: Quality Early Childhood Education, Engaging Families in Jewish Living and Learning, and Shared Leadership.

The 13 JECEI Indicators are broken down into even more concrete observable pieces of evidence specifying what educational excellence looks like in a Jewish early childhood school. The description of these 13 JECEI Indicators makes it possible for a school to adapt these behaviors and provide a basis by which a school can be accredited and then branded as a JECEI school of excellence.

WHAT JECEI ATTEMPTS TO ACCOMPLISH: OUTCOMES AND INDICATORS

| <p align="center">Three Logic Model Areas (Tri-colon)</p> | <p align="center">Indicators (How JECEI Accomplishes its Outcomes)</p> | <p align="center">Logic Model Outcomes (What JECEI accomplishes)</p> |
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| <p>QUALITY EARLY CHILDHOOD EDUCATION</p> | <p>1 Teachers and families are partners in nurturing the social and emotional growth of community members - children, families, and staff.</p> <p>2 The professional leadership (director/2nd tier) facilitates the flow of information and exchange of feedback on the school level and encourages the same between teachers and parents.</p> <p>3a Children (2 – 5 years) - Children take responsibility for themselves and others.</p> <p>3b Infants/Toddlers – Teachers use relationships as the primary way of supporting the development of the infant/toddler’s self-awareness, autonomy, and self-expression.</p> <p>4 Small group project work and documentation are part of the curricular process of teachers engaging students in constructing the learning experience.</p> <p>5 The environment reflects the school’s vision.</p> | <p>-Enhance communication and deepen relationships between parents and teachers</p> |
| <p>ENGAGING FAMILIES IN JEWISH LIVING AND LEARNING</p> | <p>6 Families are partners in the creation of the learning community.</p> <p>7 Jewish living and learning, ideas and values, are part of the everyday learning experiences.</p> | <p>-Engage children and families in Jewish life and learning in the Jewish ECE schools.</p> <p>-Parents value the Jewish ECE school as a place to learn about parenting and to explore Jewish</p> |

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| | | life. -Parents begin to connect with other parents. |
| SHARED LEADERSHIP | <p>8 Key stakeholders in the community are involved in creating a vision integrating the JECEI Lenses and Indicators of Excellence.</p> <p>9 Professional leadership and teachers grow in their identity, skills, and knowledge as professionals working in Jewish ECE.</p> <p>10 The school and host institution support educators' professional growth as aligned with the school vision.</p> <p>11 Lay Leadership in the school and host institution partners with Professional Leadership to champion the JECEI change process to create schools of excellence and engage families in Jewish learning and living.</p> <p>12 Professional Leadership designs and maintains structures that support daily operations in alignment with the school's vision.</p> <p>13 Professional Leadership partners with teachers to carry out the vision of the school.</p> | <p>-Increase competency of lay people as leaders and partners</p> <p>-Increase competency of school and central agency for Jewish education Jewish ECE professionals to lead and effect change</p> <p>-Increase competency of teachers in Jewish learning and early childhood education.</p> <p>- School begins to operate in consonance with the JECEI model.</p> |

5-YEAR PLAN TO CONTINUE TO ENHANCE THE QUALITY OF THE JEWISH Early Childhood Education Center

Instructions: Please complete both columns of the chart and answer the questions listed below the chart to develop your 5-Year Plan. The process to develop the 5-Year Plan should include a broad range of school and host institution stakeholders.

| Logic Model Three Categories and Outcomes | What will you continue to do to... | What will you begin to do in the next 5 years to... |
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| <p>Quality Early Childhood Education</p> <p><i>Enhance communication and deepen relationships between parents and teachers</i></p> | <p>1) be family centered? 2) facilitate the flow of information and exchange of feedback among all stakeholders? between teachers and parents? 3a) (children 2 – 5) facilitate children’s growth as competent, responsible, and caring individuals? 3b) (children 0 -2) support infant/toddlers’ development? 4) use small group projects work and documentation in the learning process? 5) create an environment that furthers the school vision?</p> | |
| <p>Engaging Families in Jewish Living and Learning</p> <p><i>Engage children and families in ongoing Jewish life and learning in the Jewish ECE school. Parents value the Jewish ECE school as a place to learn about parenting and to explore Jewish life. Parents begin to connect with other parents.</i></p> | <p>6) involve parents in planning and leading as well as participating in adult Jewish study? 7) engage children in exploring Jewish life? Use Jewish ideas and values (JECEI Lenses) in this exploration?</p> | |

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| <p>Shared Leadership <i>-School begins to operate in consonance with the JECEI model.</i> <i>Increase competency of teachers in Jewish learning and early childhood education.</i></p> <p><i>Increase competency of lay people as leaders and partners</i> <i>-Increase competency of school and central agency for Jewish education Jewish ECE professionals to lead and effect change</i></p> | <p>8) implement the school's vision?</p> <p>9) integrate Jewish ideas and values (the JECEI lenses) with Constructivist, Reggio inspired practices in the school?</p> <p>10) provide opportunities for educators to continue to grow as quality professionals working in Jewish ECE?</p> <p>11) cultivate and involve lay leadership in the ongoing pursuit of excellence in Jewish ECE?</p> <p>12) engage the host institution at all levels in supporting and furthering the work of the Jewish ECE school and increasing community support for Jewish ECE?</p> <p>13) provide ways for families to learn about current and future ways of engaging in Jewish living and learning?</p> <p>14) refine and maintain structures that support daily operations to align with the vision?</p> <p>15) enhance the performance of the Director and 2nd tier leaders as a team?</p> <p>16) provide opportunities for teachers to take responsibility for carrying out the school vision?</p> | |
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1. Describe the process used to develop the 5-Year Plan. Please include the range of stakeholders tapped.
2. Please identify the following:
 - a) Challenges that the school needs to address in implementing the 5- Year Plan
 - b) Resources needed for the 5-Year Plan
 - c) How the school plans to orient new teachers, parents, and lay leaders to learn about and implement the JECEI approach
 - d) Other

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