

## JECEI CENTER VISIT REPORT

The Center Visit report is created by the consultant(s) after their consultation with a Center. The reports help the project coordinator and the consultant review the change work in order to ensure that the desired outcomes are being achieved. The reports also contain key information that is included in Progress Reports prepared for donors.

The components of the Center Visit Report include the following:

- Basic Information
- Annotated Agenda
- Highlights of Work done arranged by the Principles of Excellence and Indicators.

### **BASIC INFORMATION**

Center Name

Location

Visit (Month, Days, Year) with starting and ending times

JECEI Staff Member(s) and/or Consultants present

Report Submitted by

Date Submitted

Attendance sheet to be completed and submitted with this report (See Appendix A)

### **ANNOTATED AGENDA**

Date Beginning Ending	Agenda Item	Names and Role of Participants	Intended Outcome: What you want to accomplish?	Action Steps: What are you going to do to achieve your outcomes?
-----------------------	-------------	--------------------------------	--	--

Times				

**MATERIALS AND HANDOUTS**

Please attach electronically any material or handouts used or meeting notes taken including but not limited to: power points, video clips, articles, worksheets, write-ups even if you originally got it from JECEI. Please use full citations on materials – author, title, publication, year, page numbers (as applicable), website address, etc. Any JECEI material should have on it the logo and copyright.

**HIGHLIGHTS**

Please describe your work with the Center by indicator. The indicators are connected to the outcomes from the JECEI Logic Model and MOU for each location. You need only include the highlights of the indicators that you focused on. In other words, you can write about some and leave the others blank. You may complete the chart using bullets.

Some things to consider in selecting what you include:

- a) what growth or changes occurred since your last visit
- b) what were the most important things that happened
- c) what, if any, issues emerged
- d) in what ways the lenses are being used
- e) any other important comments.

Principles of Excellence and Outcomes	Indicators by Number	What did you find or work on in relation to the indicators:
<b>Relationships</b> <i>Enhance communication and deepen relationships among parents, teachers, and children</i>	Indicator #1: Teachers and families are partners in nurturing the social and emotional growth of community members – children, families, and staff. 1) be family centered?	
	Indicator #2 – The professional leadership (director/2 <sup>nd</sup> tier) facilitates the flow of information and exchange of feedback on the Center level and encourages the same between teachers and parents. 2) facilitate the flow of information and exchange of feedback among all stakeholders? between teachers and parents?	
<b>Vision</b> <i>Center begins to operate in consonance with the JECEI model.</i>	Indicator #3 – Key stakeholders in the community are involved in creating a vision integrating the JECEI Lenses and Principles of Excellence. 3) Implement the school’s vision?  3) integrate Jewish ideas and values (the JECEI lenses) with Constructivist, Reggio inspired practices in the school?	

<p><b>Learning Community</b>  <i>Engage children and families in Jewish life and learning in the Jewish ECE school.</i></p> <p><i>-Parents value the Jewish ECE Center as a place to learn about parenting and to explore Jewish life.</i></p> <p><i>-Parents begin to connect with other parents.</i></p>	<p>Indicator #4 – Families are partners in the creation of the learning community  4) involve parents in planning and leading as well as participating in adult Jewish study?</p>	
	<p>Indicator #5a: Children (2-5 years) –  Children take responsibility for themselves and others.  5a) (children 2 – 5) facilitate children’s growth as competent, responsible, and caring individuals?  Indicator #5b (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>	

	5b) (children 0 -2) support infant/toddlers' development?	
	Indicator #6 – Jewish living and learning, ideas and values, are part of the everyday learning experiences. 6) engage children in exploring Jewish life? Use Jewish ideas and values (JECEI Lenses) in this exploration?	
	Indicator #7 – Small group project work and documentation are part of the process of teachers engaging students in constructing the learning experience. 7) use small groups' projects work and documentation in the learning process?	
<i>Increase competency of teachers in Jewish learning and early childhood education.</i>	Indicator #8 – Professional leadership and teachers grow in their identity, skills, and knowledge as professionals working in Jewish ECE. Indicator #9 – The Center and host institution support educators' professional growth as aligned with the Center vision. 8) and 9) provide opportunities for educators to continue to grow as quality professionals working in Jewish ECE?	

<p><b>Shared Leadership</b>  <i>Increase competency of lay people as leaders and partners</i></p>	<p>Indicator #10 – Lay Leadership in the Center 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>10) cultivate and involve lay leadership in the ongoing pursuit of excellence in Jewish ECE?</p> <p>10) engage the host institution at all levels in supporting and furthering the work of the Jewish ECE Center and increasing community support for Jewish ECE?</p>	
	<p>10) provide ways for families to learn about current and future ways of engaging in Jewish living and learning?</p>	
<p><i>-Increase competency of Center and central agency for Jewish education Jewish ECE professionals to lead and effect change</i></p>	<p>Indicator #11 – Professional Leadership designs and maintains structures that support daily operations in alignment with the school’s vision.</p> <p>11) refine and maintain structures that support daily operations to align with the vision?</p> <p>11) enhance the performance of the Director and 2nd tier leaders as a team?</p> <p>Indicator #12 – Professional Leadership partners with teachers to carry out the vision of the school.</p> <p>12) provide opportunities for teachers</p>	

	to take responsibility for carrying out the Center vision?	
<b>Environment</b> <i>-Center begins to operate in consonance with the JECEI model.</i>	Indicator #13 - The environment reflects the school's vision. 13) create an environment that furthers the Center vision?	

**PREPARATION FOR NEXT VISIT** (Please submit this section within a week of the visit you are reporting on).

Please describe your plans for the next visit including topics or areas to work on as well as the visit dates.

---

The materials that appear on the JECEI website (except those for which reprint permission must be obtained from the primary sources) may be freely reproduced for educational/training activities. There is no requirement to obtain special permission for such uses. We do, however, ask that the following statement appear on all reproductions:

Copyright © 2011 by Jewish Early Childhood Education Initiative