

Portfolio 4

Indicator 11 - Professional leadership designs and maintains structures that support daily operations in alignment with the school's vision.

Directions for Indicator 11 –

- 1) Please list the ways in which 11.2.1 occurs
- 2) Provide support for at least 7 pieces of evidence for
 - a) 11.1 and
 - b) 11.2 (other than 11.2.1)

11.1 The school's vision informs a wide range of practices:

- 11.1.1 Lay leadership making decisions about policies and funding.
- 11.1.2 Professional leadership making decisions about personnel, professional development, and resource allocation.
- 11.1.3 Marketing
 - The vision statement is the first page of the new ECE brochure
 - marketed as more than just a preschool but a place for life-long learning, build on relationships, sense of community, partnership...
 - the idea of *masa*, "your child's journey begins here..." on the front cover of the brochure and used in advertising text
 - **evidence:** ECE brochure
- 11.1.4 The intake/enrollment process
 - Vision statement is shared on tours; each section is highlighted by way of the lenses, use of the lens cards so that prospective parents begin the process of learning from and with each other; brochure
 - **evidence:** lens cards (put in colored set)
- 11.1.5 Orientation of new families and staff.
 - working on vision statement was part of the 2009 staff training
 - becoming familiar with the Big Ideas was part of the New Parent Orientation
 - On two separate occasions, one with new parents at the New Parent Orientation and one with teachers, groups worked with natural materials—wire, glass beads, metal, paper, raffia, etc. to work in teams to create artistic representations of their thoughts in grappling with the Big Ideas (based on the text above) of what will become the vision statement.
 - **evidence:** photos of artistic representations—see evidence for indicator 13.1
 - the new vision statement will replace the ECE mission statement in future parent and staff handbooks
- 11.1.6 Teachers planning and practice.
- 11.1.7 Interactions among children and adults.
- 11.1.8 Involvement with the Jewish and local communities.
- 11.1.9 Program design and learning experiences for children, families, and teachers.
- 11.1.10 How to engage families and lay leaders

11.1.11 The relationship with the host institution.

11.2 The school has the following structures in place:

11.2.1 Professional Leadership along with teachers facilitate the process of informing, encouraging, and linking families, both children and adults, to lifelong learning opportunities and community building experiences and resources.

- Professional leadership works closely with the Parent Association to plan family engagement opportunities throughout the year (see indicator 4.7)
- Weekly newsletter has community events section weekly for families to connect with other institutions including the synagogues and day school and JFCS for learning and community opportunities including volunteering, participating in spiritual activity, etc.
- teachers use classroom journal as a vehicle for adult education to help parents understand the texts that guide our curriculum: Pirkei Avot, torah stories, holiday texts such as the Book of Esther and the Hagaddah.
- teachers use the classroom journal as a means to connect parents to their children's learning in the classroom and encourage ways to continue the learning at home
- in conferences and informal meetings, teacher and professional leadership help create relationships between families, suggesting playdates, families that might have common interests, etc. good matches for Shabbat dinners, etc.

11.2.2 Professional Leadership consists of both a director and at least one 2nd tier leader.

- **Evidence:** leadership team: ECE director, Deborah Burg-Schnirman; Operations Director, Michele Gorman; Curriculum Coordinator, Tamar Lai; SMJCP Site Director, Hadassah Goldstein; 0-3 Family Program Coordinator, Melody Horowitz, ECE Head Teachers & Camp Yeladim Coordinator, Rachel Falk.

11.2.3 Teachers have scheduled time to meet and plan with co-teacher(s) and supervisors.

- Teachers have time at least 3 days a week to meet with co-teachers after children leave or during nap time for full day programs
- **evidence:** Teachers meet with curriculum coordinator weekly—see reflective supervision schedule

11.2.4 Professional Leadership designs a program that is coherent and consistent with its vision.

11.2.5 Professional Leadership respects others (children, families, and teachers) by listening to and interacting with them in welcoming, caring, non-judgmental, and ethical ways.

- greets in lobby daily
- open door policy

- .drop-in and scheduled meeting times
 - check the pulse survey for teachers
 - evidence: leadership team is found to be open, accessible and responsive by over 88% of parent survey respondents.
- 11.2.6 Professional Leadership initiates repair of relationships with all the members of the school community.
- 11.2.7 Professional Leadership recognizes and celebrates moments of growth, transition, and accomplishment.
- 11.2.8 Professional Leadership is intentional about what and how procedures and processes of welcoming children, families, and teachers are carried out.
 - for children:
 - notes/contact from teacher
 - home visit for new children
 - visit day for classes
 - morning greeting in lobby by leadership
 - morning greeting in classroom by teachers
 - for children & families:
 - buddy system for families
 - park playdates
 - summer mailings
 - New Parent Orientation
 - Back-to-School night
 - for teachers:
 - classroom visit
 - tour of the school, JCC
 - introductions to team mates
 - introductions at beginning of staff meetings of new staff
 - materials to read
- 11.2.9 Professional Leadership cultivates relationships and partnerships with a wide circle of Jewish and general community members.
 - Michele is attends the PALP
 - Deborah attends the BJE ECE Mifgash, is on JCCA ECE listserv, meets regularly with directors of campus partners & Marin Jewish orgs, keeps in touch with First Five Marin County Children & Family commission news; attends Reggio Roundtable meetings, member of North American Reggio Emilia Alliance & NAEYC, Mandel Teacher Educator Initiative...
 - Hadassah is on Conservative ECE listserv, Gratz college cohort, staff of Congregation Col Shofar
 - Melody & Tamar are part of the BJE Family Ed. Fellows
 - Evidence: various agendas, minutes, emails for such
- 11.2.10 Professional Leadership develops transition plans for children and their families when they enter the program, as they move from infant/toddler to preschool age programs, and beyond preschool.

- Upon entrance to the program, families receive a packet (including Parent Handbook) that outlines school policies and expectations for children at each age level. In addition to general school guidelines (e.g., hours of operation, drop-off/pick-up, health policy, etc.), parents receive information about what to expect during their child's first few days of school, a schedule of the flow of the day, and a list of what to bring to school—**evidence:** parent handbook, pages 8-10, 13, 15-18
- New children entering the school receive a home visit from their primary teacher. The purpose of the visit is to introduce the child and family to the teacher and to give the child an opportunity to get to know the teacher while the child is in familiar surroundings. This visit serves to bridge the gap between home and school and to facilitate the child's transition to school.
 - Prior to starting school in the fall, children receive a welcome note or postcard from their teachers and there is a scheduled visiting day for all incoming students. Children are invited to visit their classroom, meet their teacher, and play with other children in their group. In each class, small groups of children are scheduled to visit for 20 minutes each.
 - At each age level, program options enable parents to choose a schedule that is most suitable for them and their child (e.g., two-, three-, five-day program with the option of early and extended day care). (Attach program schedule options—**evidence:** application form)
 - Teachers and administration collaborate to determine the best placement for each child. Administrators meet with parents to discuss their desires and goals for placement. Administrators consult with child's current and prospective teachers before making final placement decisions. Three factors are considered in placing a child: dynamics among children in the class, goodness of fit between the child and teacher and environment (i.e., physical space).
 - ECE Developmental Guidelines help inform placement decisions based on the child's social and emotional readiness. (**evidence:** Attach readiness guidelines)
 - New family orientation: New families are invited to a summer orientation to meet the leadership team and the co-presidents of the Parents' Association. Families are oriented to the vision of the school and how they can become involved in the community. Parents participate in a reflective, learning experience in which they think about their hopes and dreams for their child as they embark on this ECE journey. They are invited to participate in an interactive art experience to help represent their journey. Art projects have centered around the big ideas of the school (e.g., the 2008 project was a paper mobile of the parents' hopes and dreams for their child that is currently hanging in the lobby; the 2009 art project was a wire, metal, glass and paper creation that represents various aspects of the school's vision).

.Back to school night: This evening takes place the first week of school. Parents are invited to learn about the vision of the school and ways they can become involved. Parents visit their child's classroom to meet their child's teachers and have a discussion about what to expect for the coming year.

- Kindergarten Readiness Evening: each Fall, parents are invited to attend an evening to learn about expectations for Kindergarten readiness and how, how our programs prepare children for their next phase of their educational journey, and decisions about who should attend Gimel. Representatives from a public school, a BHDS Kindergarten teacher, a developmental specialist, and Ilanot, Beyt and Gimel teachers comprise a panel that makes a presentation and then answers questions.
- Spring 'Jewish Education next steps' program still being canonized. For the last two years, we invited representatives from the religious schools be set up tables at the Spring parent evening; this year, Rabbi Michael Lezak from Congregation Rodef Sholom will lead a program for parents whose children are graduating from preschool as a life-cycle/ shehekiyanu moment time to think about the spiritual and realistic issues of this transition.

11.2.11 Professional Leadership implements a system for reflective supervision as a way of deepening the work and holding teachers accountable for their work.

- Job Descriptions
- Weekly Team Meetings
- Monthly staff meetings agenda items based on emergent staff interests
- Performance Evaluation with SMART goals
- Annual professional development plan
- Directors' Open Door Policy
- SMJCP daily pm "check in time" between 1:15 and 1:45
- Directors evaluations by staff: 'checking the pulse' and annual
- Curriculum coordinator/site director meets weekly with each teaching team for reflective supervision. Teachers are expected to come to the meeting with agenda items related to specific concerns about children in the classroom, curriculum ideas and ongoing projects, relationship issues (e.g., with children, parents or fellow staff members). Reflective supervision focuses on the big ideas in the classroom and developmental readiness. Meetings include, but are not limited to, documenting classroom work, watching and reflecting on video clips that teachers recorded during the school day, composing communications to parents, planning curriculum possibilities, talking about how to support the individual needs of children in the classroom.
- Attach document that outlines the documentation requirements for teachers. **evidence:** documentation agreement.

Monthly staff meetings include professional development and study sessions, where teachers are learners. During these sessions, teachers review documentation or videos; they break up into small groups to reflect on the material and reconvene to share their observations, insights and ideas. Outside professionals that present during staff meetings include psychologists, communications specialists, occupational therapists, speech and language therapists and other developmental specialists. Topics have included: effective communication with parents, social and emotional communication among children, facilitating play in the classroom, awareness of individual needs in the classroom, the environment as the third teacher, reflection with children and among teachers.

- Teacher evaluations: Each year teachers receive a written performance evaluation. Teachers meet face-to-face with their supervisor to discuss their strengths and areas in need of improvement. This is a reflective process where the teachers and the supervisor co-develop SMART goals for the school year. **evidence:** staff evaluation—see evidence for indicator 9.4

11.2.12 Professional Leadership designs a program evaluation plan that incorporates the views of teachers and parents.

- parent mid-year, year-end and alumni surveys in place
- teacher leadership team evaluation and checking the pulse evaluations in place
- ECE teacher-leadership team council meets monthly, based on input from all-staff meetings, to address issues raised and prioritized by teachers
- development of teacher program evaluation part of 5-year plan

11.2.13 Professional Leadership facilitates the flow of information and exchange of feedback (see Indicator #3).

11.2.14 Professional Leadership creates a professional development plan aligned with the school's vision (see Indicator #11).