

PRINCIPLE 3

INDICATOR 10 –PART A: LAY LEADERSHIP PARTNERS WITH PROFESSIONAL LEADERSHIP TO CHAMPION THE JECEI CHANGE PROCESS TO CREATE SCHOOLS OF EXCELLENCE AND ENGAGE FAMILIES IN JEWISH LIVING AND LEARNING.

PLEASE PROVIDE A LIST OF THE JECEI LEADERSHIP TEAM MEMBERS, THEIR ROLES IN THE SCHOOL AND HOST INSTITUTION, AND ACTIVITIES THROUGHOUT THE PROCESS INCLUDING FOR THE ACCREDITATION AND IN THE FUTURE.

JECEI ACCREDITATION TEAM:

The JECEI Accreditation team is made up of ten people: three (3) ECC teachers, four (4) parents, (1) curriculum coordinator, (1) assistant director, (1) ECC director.

In 2008 the Accreditation Team was formed. The main task as a member of the Accreditation team was to observe two classrooms six times this year and provide feedback to the staff from the observations. The Accreditation team met many times throughout the course of the year to discuss, refine, share and evaluate the process.(see timeline ref.1) Two teachers, Lisa Davis and Lara Fleischer have since been promoted to Lead Teachers since the Accreditation process began, demonstrating the continued professional growth opportunities at the ECC. In addition, the teachers presented at several staff meetings to inform the ECC staff of the Accreditation process and the feedback from the parents.

TEACHERS:

- Lisa Davis, 3's lead teacher, accreditation team member
- Lara Fleischer, 4's lead teacher, accreditation team member
- Gail Leeds, 2's co-lead teacher, accreditation team member

PARENTS:

- Elaine Akst, parent of a four-year-old and two-year-old,
- Amy Jones, parent of a three-year-old and updates ECC website
- Theresa Nielson, parent of a four-year-old and two-year-old and Parent Teacher Association (PTA) President, Einat Moskof, parent of three-year-old and two-year-old and Kindergarten Hebrew teacher in the Ohr Kodesh Religious School.

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DIRECTOR/2ND TIER LEADERSHIP:

PROFESSIONAL STAFF/LEADERSHIP TEAM TITLES AND ROLES:

Leslie Slan, Curriculum Coordinator-oversees JECEI portfolios for classrooms and school and facilitates JECEI change process, and works with all faculty on curriculum development throughout the school year.

Kaethe Eig, Assistant Director- oversees school portfolios and facilitates JECEI change process, provides support to staff through reflective supervision, handles licensing issues, etc.

Joanie Smeltz, Director, oversees accreditation process and facilitates the JECEI change process as well as leading the school on a continuous journey of growth and excellence.

The Leadership Team was formed in the fall of 2007 and meets two times a month. The Leadership team was tasked with creating the ECC's vision and mission statement, elevating the quality in all areas of the program, to include, curriculum, events, communication, focus groups, etc.

ECC LEADERSHIP TEAM: The ECC Leadership team is comprised of seven (7) people: four teachers (4), (1) curriculum coordinator, (1) assistant director, and (1) ECC director.

- Missy Davis, lead teacher of four-year-old class
- Lynn Metzger, lead teacher of three-year-olds
- Molly Turkewitz, co-lead teacher of two-year-olds
- Debbie Weinberger, lead teacher of three-year-olds and fellow
- Leslie Slan, Curriculum Coordinator
- Kaethe Eig, Assistant Director
- Joanie Smeltz, Director

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ECC STAKEHOLDERS: The ECC stakeholders consist of the following people and their individual role in the school community. In the future, we will utilize this group of stakeholders in a variety of creative and meaningful ways. (see five year plan)

- Joanie Smeltz, ECC Director
- Kaethe Eig, ECC Assistant Director
- Leslie Slan, Pedagogical Coordinator
- Daphna Sher, ECC co-chair and secretary of synagogue board of directors
- Rabbi Marc Israel, Rabbi Educator Ohr Kodesh Congregation
- Amy Jones, ECC parent
- Theresa Nielson, ECC PTA president

INDICTOR 10- PART B: PLEASE PROVIDE SUPPORT FOR AT LEAST 7 PIECES OF EVIDENCE.

10.1 LAY AND PROFESSIONAL LEADERSHIP TAKE RESPONSIBILITY FOR SUPPORTING AND IMPLEMENTING THE JECEI CHANGE PROCESS.

- Creating leadership team to include lay leaders beyond accreditation (see five year plan)
- CE21, which is cultivating and identifying potential lay leaders supportive of ECC and its ongoing commitment to change and excellence (see evidence 10.1 time line)
- Parent from ECC serves on CE21 Task Force
- ECC co-chair, Daphna Sher, attended JECEi meeting in New York City for lay leaders in 2007. The purpose of the meeting was to encourage families to be involved in Jewish learning. (for example, book clubs, parent meetings with a Jewish focus, forming small learning communities in families’ homes or in the synagogue.)
- JECEI change process was part of most professional development meetings for the past five years.

10.4 LAY LEADERSHIP SEEKS RESOURCES TO SUPPORT THE WORK OF THE JECEI CHANGE PROCESS.

After the JECEI grant ended in 2007, the Director made a presentation to the Board of Directors at Ohr Kodesh Congregation. During the presentation, the Director explained the importance of the collaborative model that was created as part of the JECEI initiative in order to elevate the quality of Jewish Early Childhood programs. The staff and director agreed that in order to continue on the path of excellence, our weekly meetings must continue. The board of directors agreed to support this initiative. Although we did not receive the \$20,000 JECEI contributed to ongoing professional development, the board agreed to \$10, 000. Since 2007, we have a line item in the ECC budget, which represents professional development.

Indicator Evidence: 10.4
Budget supports professional development

6335	Professional Development	\$1,000	\$800
6336	Professional Development	\$2,500	\$4,200
6335	Professional Development	\$1,000	\$5,000

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10.5 LAY LEADERSHIP PARTNERS WITH PROFESSIONAL LEADERSHIP TO BUILD A SCHOOL COMMUNITY.

- The lay leaders are involved in the planning and implementation of the budget in order for the school to continue on its journey of excellence, specifically as it relates to professional development, which includes: curriculum planning meetings, staff meetings. conferences and workshops.
- The Lay leaders are instrumental in supporting and encouraging the allocation of synagogue funds in order to support children with special needs. For the past three years, the ECC director and ECC co-chairs submitted proposals in order to receive funding for families whose children needed additional support in the classroom. From observations to screenings and follow up reports. Occupational therapists, speech therapists and special educators have been a huge asset in assisting children in order for them to be successful in the classroom.
- The Lay leaders play an integral role in determining school policies, which are listed in the Family Handbook.

10.7 LAY LEADERSHIP IS COMMITTED TO SUSTAINING THE JECEI APPROACH TO JEWISH EARLY CHILDHOOD EDUCATION.

- JECEI Accreditation
- Co-chairs support on-going professional development and encourage the budget committee to embrace this initiative annually
- PTA pays for one teacher to attend the National Association for Education of Young Children conference. (NAEYC)

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10.8 LAY LEADERSHIP PARTICIPATES IN RECOGNIZING AND CELEBRATING MOMENTS OF SCHOOL GROWTH, TRANSITION, AND/OR ACCOMPLISHMENT.

- Parents participated in the tours of OKECC during the National Jewish Early Childhood Network (NJEEN) conference prior to the National Association of the Education of Young Children (NAEYC) conference.
- JECEI Accreditation Team member, also a parent, presented at the NJEEN conference regarding work that emerged during the JECEI process. The concept of teachers and children looping or staying as a class for multiple years.
- JECEI Accreditation Team is responsible for creating a celebration within the school for teachers and families in recognition of the anticipated JECEI accreditation of the OKECC.

10.10 LAY LEADERSHIP ADVOCATES FOR EARLY CHILDHOOD EDUCATION IN THE SCHOOL, HOST INSTITUTION AND COMMUNITY.

- ECC Co-Chair is on the Congregational Board of Directors and holds the position of secretary on the board

10.12 EDUCATORS ARE PREPARED FOR THEIR ROLE TO DISCUSS WITH PARENTS JEWISH LIVING AND LEARNING QUESTIONS AND OPPORTUNITIES

- Staff meetings include text study led by one of the congregational Rabbis in order to increase their Jewish knowledge (see faculty meeting agenda)
- Teachers are encouraged and supported in using the Shutterfly website to share information about Jewish living and learning with families. (see Shutterfly website)
Link to website: okecc@sfly.com or a classroom site kofimnews@sfly.com

- Parent Florence Melton Adult Mini Class- (see flyer)
- Monthly Tot Shabbat service and dinner with a different class sponsoring it each month (see dates)
Partnership for Jewish Life and Learning, greater Washington DC central agency for Jewish Education, offers programs for adult and family learning experiences.
(see website: communications@pjll.org to access flyer)
- Mishpacha Matters is a 3X a year program for families, led by congregation's Rabbis and ECC Director, topics vary from year to year and have included: (see dates)
Jewish Bedtime Rituals, Tu B'Shvat ,Yom Ha'Atzmaut, Havdalah
- "Celebrate in Your Home", a four page newsletter focusing on the holidays, distributed 4 times a year to all the ECC families, written by a local Jewish educator and member of Ohr Kodesh
- Ta'am Shel Shabbat, Friday sing with families at the end of the school day
- JECEI Consultant programs for parents on parenting two times a year
- School-wide holiday celebrations (Hanukkah, Purim, Yom Ha'Atzmaut) celebrated three times a year with a different age group hosting the event, including decorating for the holiday
- Families from the ECC are encouraged to attend Simchat Torah, Hanukkah, and Purim congregational celebrations
- Pledge 25 a program to honor Rabbi Fishman's 25 years of service (see flyer)
- Congregants are supportive of ECC fundraisers: (Art Auction, Wine Tasting Event, Spring Fling Shopping Event), which help to offset the cost of ECC programs and to help with the purchase of large items for the ECC
- Five year plan includes a greater outreach to the congregation in making them our partners in the planning and implementation of our programs and events

