



Early Childhood Skills Priority Tool

This tool is designed to help the search committee learn what members of the polled group (committees, boards, focus groups, etc.) consider important when selecting a leader for the early childhood educational program in their *kehilla*. We suggest polling a variety of groups, rather than just the search committee.

To provide the committee with important information, respondents are asked to explain:

- The **importance** of this skill for **any educational leader** on a scale of A-O
- The **priority** of this skill for **your congregation** from 1-15

The first inquiry helps the committee see which **overall skills** their respondents consider important for **any** educational leader.

The second inquiry helps the committee to see what this group considers important for its own congregation at this time. For instance, a preschool that has just completed a curriculum renewal project might require a skilled teacher-trainer or a change agent more than someone with skills in curriculum writing.

This tool can be made available as an online survey for your *kehilla*.



The Role of the Early Childhood Educational Leader: A Search Committee Guide

The role of an early childhood educational leader is a composite of many tasks and responsibilities. No one person can meet all the responsibilities that could be expected of an early childhood educational leader today. This questionnaire asks you to indicate first how important each role is in any early childhood educational leader’s skill set and, second, to prioritize them in order of importance to your congregation.

Please rank what you consider to be:

- The **importance** of this skill for **any early childhood educational leader** on a scale of A-O [A=most important; O=least important]
- The **priority** of that skill for **your congregation** from 1-15 [1=most important; 15=least important]

Importance=the value of this skill for **ANY** early childhood education leader
Priority=rank of importance in **OUR** congregation for the early childhood education leader

Educator as visionary Importance [A-O] / Priority [1-15]

This educator can create a vision and mission for the school, set standards, and provide a culture to support that vision. This might be someone who can “think outside the box” and can be a good problem-solver and change agent.

Educator as administrator Importance [A-O] / Priority [1-15]

This educator supervises implementation of licensing and safety procedures. This educator keeps the wheels in motion for school operations, maintains records, provides student evaluation, staff management, and oversees purchases of supplies and resources.

Educator as teacher supervisor Importance [A-O] / Priority [1-15]

This educator hires qualified teachers, oversees teacher preparation and

Educator as Jewish educator Importance [A-O] / Priority [1-15]

This educator is skilled in educating and inspiring her staff to integrate Jewish and general curriculum on a daily basis, as well as creating a Jewish culture for the school that embraces students, families, staff and congregational leaders.

Educator as family engager Importance [A-O] / Priority [1-15]

This educator can provide experiences that engage young families in the life of the school, the life of the congregation, and in Jewish life. This educator builds relationships between the families and the school, the families and the congregational professionals, and the families and other young families.

Educator as financial overseer Importance [A-O] / Priority [1-15]

This educator can prepare and manage a budget that remains balanced, and provides fundraising efforts and grant writing as needed.

Educator as parent liaison Importance [A-O] / Priority [1-15]

This educator has the ability to manage the needs of parents, solve issues that arise, and keep the lines of communication open so that parents are treated as partners in the education of their children. This educator also serves as a resource contact for young families with infants and preschool aged children, and is available to offer information pertaining to parenting in all areas, social, emotional, and developmental.

Educator as expert in child development Importance [A-O] / Priority [1-15]

This educator has training in the developmental skills and expectations of children of all ages, especially children ages 5 and younger, including a basic knowledge and skill in managing the special needs of individual students.