

Education Director Skills Priority Tool

This tool is designed to help the search committee of your *kehilla* (Jewish community inside or outside the walls of a synagogue) learn what key constituents consider important when selecting a leader for your congregational educational program, such as a school principal, education director, or director of congregational learning. We suggest using this tool to poll a variety of groups, including the search committee, board, congregational leaders and focus groups.

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-N.
- The **priority** of that skill for **your congregation** from 1-14.

The first question will help the committee to see which **overall skills** their respondents consider important for **any** educational leader.

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

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

choices along with a design for providing the skills teachers will need to implement it.

Educator as student advocate Importance [A-N] / Priority [1-14]

This educator can match the needs of each student with appropriate education choices, and can navigate those needs with the school staff. The educator will provide both physical and emotional support for each student.

Educator as disciplinarian Importance [A-N] / Priority [1-14]

This educator can manage the behavioral issues that arise in the school setting, both from students and faculty.

Educator as communicator Importance [A-N] / Priority [1-14]

This educator can verbalize the vision and mission, describe programs of the school, and communicate them to students, faculty, parents and congregational leaders both verbally and in writing.

Educator as school promoter Importance [A-N] / Priority [1-14]

This educator has skills in marketing and can publicize school programs and success to the congregational and general community. In this role, the educator is also a team builder, connecting with the various stakeholders in the *kehilla*.

Educator as programmer Importance [A-N] / Priority [1-14]

This educator has expertise in creative school-wide and family programs, including retreats and *Shabbatonim*, holiday programs, and culminating events.

Educator as worship leader Importance [A-N] / Priority [1-14]

This educator is skilled in leading worship services that inspire students and families, and builds knowledge and skill of the participants in liturgy and nusach.

Educator as intergenerational programmer Importance [A-N] / Priority [1-14]

This educator can provide learning opportunities and programming that engages children, parents, siblings and grandparents. This requires someone capable of planning for learning for both children and adults.

Educator as financial overseer Importance [A-N] / Priority [1-14]

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-N] / Priority [1-14]

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.

Educator as expert in child development Importance [A-N] / Priority [1-14]

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