

Jewish Day School Educator Pipeline Playbook



PRIZMAH
Center for Jewish Day Schools

JEIC
Jewish Education
Innovation Challenge

Introduction.....	4
Jewish Day School Pipeline Pillars.....	6
Next Steps and Recommendations.....	7
Initiatives.....	9
<i>Priority Initiatives</i>	
1. Jewish Educator Investment Fund.....	9
2. Education Financial Incentives for Training.....	11
3. Fellows Programs.....	13
4. Flexibility in Jewish Day Schools.....	15
5. Tapping Markets: Coordinated Jewish Day School Educator Recruitment.....	17
6. Universal Jewish Educator Benefits.....	18
<i>Early Pipeline</i>	
7. Career Concierge for Jewish Day School Educators.....	21
8. Shoulder Tapping Campaign.....	21
9. Future Jewish Day School Educator Competitions.....	22
<i>Elevating the Profile of Jewish Day School Educators</i>	
10. Jewish Day Schools As An Engine For Jewish Education In Communities.....	23
11. Lay Leadership Training on Building Healthy School Cultures.....	23
12. School Tax.....	24
13. Teachers as Career Models.....	24
14. Teaching Recognition and Awards.....	25
<i>Recruitment and Retention</i>	
15. Financial Incentives for Under-Served Communities.....	26
16. Discounts for Jewish Day School Educators.....	26
17. Post-Grad Teacher Project.....	27
18. Contributing Community Resources for Teacher Benefits.....	27
19. Fund to Support Extraneous Expenses for Teachers.....	28

Creating the Environment for Success

20. Two Teachers in Every Classroom 29

21. Develop Consistent Supervision and Stewardship 29

22. Create Continuing Professional Development Systems Like Law and Medicine . 30

23. Clear Job Descriptions and Role Definitions 31

24. Onboarding New Teachers 31

25. In-House childcare for Teachers 32

26. Developing a Bench of Substitute Teachers 32

Ongoing Professional Development

27. Make High-Quality Professional Development the Norm in Jewish Day School . 34

28. Community Dean of Students and Professional Development Facilitators 34

29. Coaching and Mentorship for Every Educator 35

30. Professional Development Tailored for New Educators 35

31. “Teaching Academy” Schools—Centers of Excellence 36

Investing in the Arc of a Career

32. Advanced Educator Training Programs 37

33. Apprenticeship Programs 37

34. Educator in Residence Program 38

35. Expanded Roles and Leadership Opportunities 38

36. Investing in the Workplace Environment in Schools 39

Acknowledgments 40

Introduction

Prizmah and Jewish Education Innovation Challenge (JEIC) embarked on a project to address the educator pipeline driven by our belief in Jewish day schools. We know from school and field leaders anecdotally—and it has been confirmed by the data and knowledge that emerged from the Collaborative for Applied Studies in Jewish Education (CASJE)—that Jewish day schools and Jewish communities across North America have a growing concern when it comes to recruiting, training, and retaining talented teachers to inspire Jewish children.

Prizmah and JEIC share a common goal and recognize that there is significant work to be done to support the Jewish day school teaching profession to truly thrive in the modern world. And, we recognize that there is little that can more greatly and more directly impact the lives of the 90,000+ Jewish children in Prizmah schools in North America than having excellent teachers to serve as role models and mentors.

The current climate demands attention to the pipeline of Jewish day school educators that begins with a collective understanding of the market, its needs, and the opportunities to invest in the teaching profession.

To truly effect change of a magnitude to have a material impact on the field requires coordination, clear goals, and the most efficient use of communal resources. To lay the foundation for that, with our friends at the social impact firm, Third Plateau, Prizmah and JEIC designed an expertly facilitated, year-long process that included a nine-month convening of a working group of leading educators, organization and community leaders, scholars, lay leaders, and foundation professionals. We are not the first to till the ground of the educator crisis in Jewish day schools. There have been initiatives in the past that have moved the field to act and we have reviewed their essential contributions to this field. We stand on their shoulders as we look to the next horizon.

Over the course of nine months, the Working Group met on regular intervals to: conduct a SWOT analysis on each stage of the pipeline; create an asset map of the players involved in each stage; collect and discuss interventions and previously created ideas to address the stage; and develop and write up potential interventions that can be implemented continentally or locally. The full report of our step-by-step journey, what we learned, and [what surfaced from each session can be found here](#).

One of the deliverables that emerged from that process is a series of new ideas, thinking, and proposals that has the potential to advance the pipeline of Jewish day school educators. The following **Jewish Day School Educator Pipeline Playbook** outlines a number of the innovative and creative initiatives that emerged from the Working Group. In presenting each initiative, we follow a similar structure:

Initiative

Overview

- What is the problem this initiative seeks to address? ([Problem Statements](#))
- How does this initiative address this problem?

Implementation

- What does it take to operationalize this initiative?
- What resources are needed to operationalize this initiative?
- What are other key considerations related to implementing this initiative?

Anticipated Impact

- If we made significant progress related to this initiative, what would be different in the field of Jewish Day School education in three years?

With a working group that extended across Jewish education sectors, a number of ideas clearly emerged that could have an application broader than Jewish day schools and yeshivas. There is a scalable potential to include full-time Jewish educators in camps, Hillels, JCCs, synagogues, educational organizations, communities, and the experiential education space. In a number of places we note this in the initiative description.

Our aim is that this Playbook is used to begin conversations in schools, communities, and throughout North America, galvanizing partnerships, inspiring funders, and school and community leaders to seed new initiatives to advance the pipeline of Jewish day school and yeshiva educators.

This is the beginning of that work and will require new and existing paradigms to recruit, train, and retain Jewish day school and yeshiva educators. We aim that the publication of this Playbook and report on the process will spark conversations and inspire investment in the promising initiatives that emerged from our Jewish Day School Pipeline Working Group. Only by exploring new ways to work together, often interrogating previously held beliefs and structures, can we make the most promising investments in our collective future—the educators who teach the next generation of students.

Jewish Day School Pipeline Pillars



Early Pipeline: Identify and encourage young people to pursue a career in Jewish day school education.

From an early age emerging adults see Jewish education as a career choice and are encouraged to pursue Jewish day school education.

Elevate the profile of Jewish educator

Jewish education is a valued profession of the Jewish community- compensation, training, and appreciation.

Recruiting and training qualified educators into the system

Invest in programs that train in pedagogy and content, for both Jewish and secular studies teachers.

Creating the environment in schools where teachers can succeed

Invest in the environment in schools where teachers can “fail forward,” and where schools support the development of new teachers.

Ongoing development and learning

Professional development in content and pedagogy for educators to work on their craft, and the guidance of master teachers and coaching to help them to become better educators.

Investment in the arc of the career of an educator

Identifying the opportunities for leadership in the classroom, department, and school community as well as support educators as they become administrators.

Next Steps and Recommendations

This Playbook presents a brief sketch of a series of potential initiatives that our Working Group identified could advance the pipeline of Jewish day school educators. Through the months of our Working Group sessions, we explored each pillar of the pipeline and identified the challenges faced and how to address them to strengthen that aspect of the pipeline.

We intentionally did not develop a series of proposals that could be “shopped around” for support, because we believe that while the Pipeline of Educators is a field-wide concern, we will achieve the most success in adapting the initiatives from the Playbook to respond to local needs and situations. School, community, and field leaders in partnership with philanthropic leaders understand the local landscape, and are best positioned to tailor interventions and projects for the schools and communities they work to advance on a daily basis.

There are a handful of ideas that emerged from our Working Group that do have broad field-wide application that will require advocacy and partnership from field-level funders and major philanthropic foundations in order to take deep root. The Jewish Day School Recruitment Agency is the prime example to be developed on a field level, creating coordination through other educational sectors like camps, youth, campus, and gap year organizations. Others, like Universal Educator Benefits, show the most promise through a field-local partnership.

We will be successful in increasing the Pipeline of Jewish day school educators only by working together and galvanizing collective investment in the initiatives that schools, communities, and the field believe in and support. By offering this expansive Playbook of innovative and creative projects, we aim to offer the catalyst for conversations between field leaders and investors. They can then identify the specific initiative(s) that they believe will advance their pipeline for their community, develop a proposal that represents and responds to local needs and situations, and secure funding to launch.

While our Working Group proposed that the local application and adoption of this Playbook is the strongest path to increasing the pipeline of Jewish day school educators, we believe that our role—as Prizmah and JEIC—has not concluded with the publication. We aim to take tangible and intentional steps to continue to advance this work, through a public campaign to advocate and seed partnerships on the school, community, and field levels. We will achieve this through a number of avenues:

- Public Profile Events
- Road Tour of One-on-One Meetings:
 - Jewish communal organizations
 - School leaders—professional and lay
 - Jewish Education Sector—Field Organizations
 - Jewish Education Preparation and Training
 - ◊ Graduate Programs in Jewish education
 - ◊ Training Programs
- Publications, PR, and Marketing
 - National Jewish Press outlets and education publications
 - HaYidion: the Prizmah Journal
 - Articles, blogs, and podcasts by Working Group members and funders of the project.

Both JEIC and Prizmah will be leading this continued plan of work—with Prizmah advancing field and community conversations, and JEIC investing in specific initiatives that align with its mission and focus.

Initiatives

PRIORITY INITIATIVES

In the exploration phase of our work together, the Educator Pipeline Working Group determined six initiatives that we collectively agreed were the most promising for the field. The group explored and outlined each initiative, determined tactical first steps and potential partners, and anticipated impact on the field of Jewish Day Schools.

1. Jewish Educator Investment Fund

*Elevating the Profile / Recruitment and Retention
Fieldwide / Community Initiative*

Overview

From our Prizmah research databank, we know that Jewish day school educators enter the field knowing that compensation and benefits will be limited because of their chosen profession. Even with these limited expectations, from multiple research studies we have conducted at Prizmah, Jewish day school educators generally report that they are fairly compensated for their roles in the community.

However, compensation and benefits begin to have a negative effect on recruitment and retention of Jewish day school educators when educators feel the pressure of the Jewish communal life in which they are immersed. Different from the secular educational world, Jewish day school educators are members of the communities in which they live. Membership in the Jewish community often comes with expectations both from the communities and its members to be active and full participants in communal activities.

Teachers **struggle to afford** to remain educators. How might we transform compensation for teachers that would be an investment in our current teachers, and serve as a tool for recruitment and retention?

A potential solution to provide additional financial support for teachers, without growing school budgets and in turn raising tuition, would be to create a system where Jewish day school educators can access funding from local foundations, federations, and community endowments. Large endowments generally earn a return on their investments that is greater than the annual spend. For endowments and foundations that have a conservative annual spend policy of 4-5%, there is a potential to continue to grow the principal endowment while investing a small percentage in addition to the annual spend to support full-time Jewish educators in communities.

The Jewish Educator Investment Fund initiative would galvanize support from major foundations, federations, communal investment funds, and donors who would segregate a small percentage of their annual return into an investment fund in support of full-time Jewish day school educators.

Ultimately, the Fund would create access to financial benefits that educators forgo in their career choice. Comparison was made in the Working Group to the model of military benefits and the tech sector. There are any number of potential applications for the fund including:

- Direct to Teachers
 - Forgivable loan programs for home ownership or first/last month deposits for rents
 - Retirement benefits—401k matching funds/ retirement pay
 - Housing and food allowances
 - Simcha Fund—to support costs of immediate family weddings, bris/simchat bat ceremonies, bar/bat mitzvahs
 - Signing bonuses for multi-year contracts
 - Funded sabbaticals
 - Vesting schedule, which releases funds to teachers after a certain amount of tenure, which is an effective technique for retaining tech employees. These funds can be used for anything of the teacher’s choosing.
- Through Schools
 - Support for big-ticket professional development investment in teachers
 - Salaries for substitute teachers for faculty in longer PD programs or on sabbatical
 - Tuition remission for teachers

Implementation

- To develop and launch a Jewish Day School Investment Fund, conversations should begin at the Jewish foundation and community level to develop a clear articulation of the return on investment and a case for giving. At its core, this initiative is proposing a significant shift of habit of large communal funders and investors.
- We must assess interest and make the case for why full-time educators would be in a unique class deserving of additional spending of community and endowment funds. With the Jewish communal prioritization of Jewish education and the significant investments that go to Jewish educational institutions, a case can easily be made for an additional investment in the essential underlying resource for Jewish education—Jewish educators themselves.
- In addition to the largest Jewish foundations and federations, donor advised funds, Jewish communal endowments, and community-based foundations could be approached to participate.
- We would begin by creating a national framework for implementation—creating interest on the field level and potentially leverage matching funds for communities that create localized efforts.
- On either a field-level or communal level, we would have to determine eligibility—potentially piloting in the Jewish day school sector with an aim for further scalability more broadly in Jewish education/communal sphere.

Anticipated Impact

- If we made significant progress related to this initiative, compensation and benefits for teachers could dramatically increase, contributing to long-term retention and increasing the pipeline of Jewish educators.
- Teachers would be able to access assets that are beyond their salaries, reducing financial burdens and increasing the affordability of the life of a teacher.
- Because of the directed investment of communal endowment and foundation funds, the teaching profession would be seen as one that is significant and important. This would increase both the viability and the prestige of careers in Jewish day school education.

2. Education Financial Incentives for Training

*Elevating the Profile / Ongoing Development / Elevating the Profile / Recruitment and Retention
Field-wide / Community / School-based Initiative*

Overview

Young people are choosing not to become Jewish Day School educators, and are not pursuing training or advanced degrees to prepare them for classroom teaching. Without being certain that Jewish education will be their ultimate career choice, investing in specific training can seem risky. Why invest both the significant time and financial resources for training for a specific role if you are not sure that teaching is your ultimate path? As the CASJE research demonstrated, there are many positions in Jewish education that do not require advanced degrees. Someone could pursue any of those avenues and shift to another field or sector if the role is not an appropriate fit. However, with Jewish day school education, we know that training in both pedagogy and content knowledge are prerequisites for success. A classroom teacher needs training in both areas to be successful in the classroom. This surfaces a significant challenge for the Jewish day school pipeline. If we are not training educators before they walk into the classroom, their potential for success is severely limited. How can we encourage and incentivize early career students to pursue training that will both advance their careers and give them skills to be successful educators?

In addition to early career students, for teachers already in Jewish day schools, there is often a barrier to access the training and development they want and need to continue to develop their skills, deepen their learning, and remain in the field long-term. Current teachers lack both the time and the resources to make serious investments in their career and personal growth. How can we encourage and incentivize current teachers to take the time to invest in real career growth through advanced degrees and immersive training?

These two populations—those just beginning to explore their future career path and teachers already serving in schools—could benefit from financial incentives for training. There are three specific areas the Working Group identified as avenues to pursue to increase the number of educators seeking and investing in training before and during their careers.

- **Fully funded pre-service training in the form of undergraduate, Masters programs and/or certificates/training that include a living stipend for a commitment of working for a set number of years in Jewish Day School Education:** In order to make the profession more attractive to young people, we seek to lower the barrier to entry by offering to pay for individuals' pre-service training and provide a living stipend commensurate with living expenses. By offering these benefits in exchange for defined years of service, we seek to attract individuals who did not consider the profession previously, lower the barrier to entry to those considering an undergraduate teaching degree or Masters program, and increase the likelihood that those who enter the field stay in the field. CASJE's July 2021 report confirmed that as educators become more established in their roles, they also become more satisfied, empowered, and committed.¹ This funding is also open to those already in the field that have not yet pursued an undergraduate or Masters degree.
- **Ongoing Professional Development Funds:** Many educators leave their roles due to the lack of professional growth opportunities and inadequate compensation and/or benefits.² We seek to establish yearly development funds for all Jewish Day School educators so that teachers can access professional development opportunities to support them in honing their practice as educators and personally developing and caring for themselves outside of work. A portion of these funds will be earmarked for professional development opportunities while the rest can be flexibly spent on other wants and needs such as expenses related to childcare, medical expenses, fitness and wellness, among others. These funds will expire every year, ensuring that folks continually invest time into professional development as well as ensuring the teachers continually feel appreciated and supported. Accompanying these funds will be a list of recommended professional development opportunities in order to help take the administrative burden off teachers in researching and finding these opportunities, although they are welcome to go this route, as well.
- **School-based Incentives:** As an investment in retention and career growth, schools can direct funds to support a percentage of additional training including Masters degrees, certificates, and credentials. By providing support that is linked to continued employment, schools can increase retention and invest in the growth of their faculty. Once faculty have completed training and achieved a higher level of certification or degree, they could be eligible for increased pay and benefits based on a school's employment scales. This added incentive makes the investment in additional training even more attractive to teachers. The school-based incentives elevate the teaching faculty of the school, and increase the reputation of the school, increasing the value proposition of the school itself.

1 casje.org/sites/default/files/docs/casje_otj_brief_1journeys.pdf

2 Ibid.

Implementation

The working group outlined the following research questions that will need to be answered before operationalizing the three pathways of this initiative:

- Fully funded Masters program and living stipend for commitment of X years in Jewish Day School Education:
 - How much is an attractive living stipend?
 - At what years are teachers most likely to leave the classroom for an administrative role, or another profession entirely?
 - Are there a certain number of years in the field that will increase a teacher’s likelihood of staying?
 - What learnings and advice can [Montgomery County, MD Public Schools](#) offer regarding their tuition reimbursement program?
- Ongoing Development Funds
 - What personal development/ investment is most attractive to teachers?
 - What is an attractive annual sum for ongoing professional and personal development?
- School-based Incentives
 - % funding for credentialed education programs—MA or Certificate level for current teachers to attract and retain talent.
 - Salary scaling based on credentials, certificates, and degrees earned while teaching at a school.

Anticipated Impact

- Teachers report that they feel like they have access to the PD they want
- Increase in number of people pursuing undergraduate and Masters degrees
- Increase in Jewish Day School educator retention
- Elevating the teaching faculty of schools and quality of education

3. Fellows Programs

*Early Pipeline / Recruiting and Training
Community / School-based Initiative*

Overview

As college and graduate students are exploring their career paths, unless they are in a program specifically focused on teaching as a career, they do not have the opportunity to experience the expanse of teaching for themselves nor have they been encouraged to pursue teaching as a career.

To ensure young people experience teaching as a career path and provide an experience that encourages them to pursue teaching, we should expand and scale the handful of Fellows programs that currently exist in the field.

Fellows programs recruit college or graduate students to cohort-based programs to teach and learn in Jewish day schools in part-time positions to expose them to the meaningful aspects of a career in

teaching, provide them with basic skills to be successful, and develop mentorship relationships with school leaders and communities to recruit them to pursue teaching full-time as a career.

There are currently a handful of successful school-based fellows programs that can serve as models for scalability. Some models are immersive where the students are student-teachers integrated into the Judaics education classes while creating structures through shabbatonim or other informal education experiences in Jewish day schools where mentorship, pedagogic training, and teaching are core components of the programs.

Our working group saw broader application of these programs, proposing the creation of community-based models where recruited fellows could experience a number of school environments or where communities could feature the broader appeal of their communal infrastructure, eventually recruiting candidates to the field of education as well as to the communities. There are also potential synergies with training programs—Masters programs, field coaching, and mentorship like through JNTP—that would layer training and expertise to the fellows programs. It was noted that there are a number of pathways to recruit fellows—for students in college, graduate school, and even recent graduates. Programs could look differently depending on the intended audience. The working group also identified partnership with Jewish camping and higher education institutions to identify and recruit candidates for fellows programs to “tap” their interest.

Implementation

- Study the existing models (link to Field Map) and identify the core aspects of the programs that yield the most promising results for pipeline recruitment.
- Design and develop potential models for scaling both school- and community-based fellows programs.
 - One model is to develop in relationship with potential partner organizations whereby Hillel/Camps would recruit candidates, JNTP/other training programs would develop the content, and schools would pilot programs.
 - Consider the structure of the programs for different levels of immersion into the school, training, and experiences of the fellows.
- Design training programs and systems of support for schools and the fellows.
- Recruit communities and schools to launch fellows programs—identifying the local resources to invest in the success of the programs, including funding school personnel resources to direct the fellows programs and train and mentor students.
 - Schools receive funding to enlist master teachers to support and guide the fellows through their fellowship. By using internal expertise and leadership, we are investing in both current and future teachers.
- Develop marketing campaigns for various audiences, create application screening, recruit schools; having schools and candidates meet to assure a good match.

Anticipated Impact

- Both school- and community-based fellows programs have proven success in exposing potential educators to the real-life experience of Jewish day school education. They open doors to opportunities for potential educators and offer a positive first exposure to day school education.
- Expanding fellows programs creates more onramps for Jewish day school educator positions, providing both essential training and mentorship to potential candidates.
- If scaled to the community level, a fellows program could be used to recruit candidates to live in specific communities, offering them communal infrastructure and support to move to local communities.

4. Flexibility in Jewish Day Schools

*Recruitment and Retention / Investing in the Arc of a Career
Community / School-based Initiative*

Overview

Demands on educators are growing faster than the resources that are available to address them. As those demands increase, teachers experience burnout, contributing to a cycle that drives teachers from the field and makes teaching less attractive as a career. That ultimately negatively impacts the future pipeline, contributing to even more increasing demands on current teachers and hampering student learning. How do we ensure educators are adequately resourced for the demands they face and create the conditions for creating healthy school cultures?

Throughout the modern workforce, a movement toward flexibility has become a central conversation. Spurred by the work-from-home necessity of the pandemic, companies are balancing productivity with flexibility for employees. As front-line workers, Jewish day school teachers were not afforded the same level of flexibility; during the pandemic, schools were driven to do everything they could to return to the classroom, and Jewish day schools overall excelled during pandemic learning. There is no doubt that teachers prioritized this for its benefits to the mental health of students as well as for learning outcomes. This flexibility and eagerness to prioritize student learning has taken its toll on Jewish day school educators, underscoring and exacerbating the demands of the teaching profession.

Even with many companies mandating a return to the office, the employment marketplace has been exploring flexible work opportunities. By offering flexible work environments, organizations are able to attract and retain talent, and offer a healthier work environment. There is an opportunity now to explore how Jewish Day School can keep pace with the flexibility offered in the rest of the workforce without compromising on the deep relationships and community that are the signature of Jewish day schools. There is no doubt that increasing flexibility for teachers is a greater challenge in early childhood and elementary settings; however, there are initiatives to consider including coordination of preparation periods or earlier arrival and departure.

Implementation

- Identify the myriad responsibilities and demands of classroom teachers including:
 - Preparation time, lesson plans, creating meaningful learning experiences
 - Classroom teaching
 - Maintain and enforce school rules and regulations
 - Mentor, inspire, and nurture learners
 - Leverage technology to support learning
 - Student evaluation, grading, progress reports, conferences (parent-teacher; student-teacher, etc.)
 - Student meetings and communication
 - Parent meetings and communication
 - Professional development, conferences, continued learning
 - Supervision and performance review
 - Mediate between students and connect with administrators
 - Student support and counseling meetings and conversations for students
 - Lead extracurricular and cocurricular teams/programs and supervise students
 - Attend/staff/coordinate/participate in:
 - ◊ Faculty meetings
 - ◊ Staff and department meetings
 - ◊ School community events
 - ◊ School administrative committees
 - Review teaching responsibilities and schedules and set a balance of the above activities.
 - Explore how to identify more time for the work they need to do outside of classroom teaching.
 - Explore a flexible schedule that identifies what teacher roles can be done outside of school.
 - Includes time “off” to do outside of classroom work; solving for time and space to do the work they need to do but not at school.
 - Review departments and teams for equity among teachers regarding roles and responsibilities and optics of teaching loads and compensation.
 - Develop policies and protocols and articulate boundaries for student-teacher, parent-teacher, administrator-teacher relationships that define limits for expectations and communications.
 - Explore sabbatical opportunities for teachers and provide coverage outside of the current faculty.
 - Explore flexibility options that respond to particular teacher needs regarding home-life balance and situations including school-based childcare, childcare incentives, eldercare support, etc.
 - Intentional downtime scheduled for every teacher without responsibilities.
 - Scheduling of faculty and department meetings that occur during the school day.
 - Identify funding to support flexibility while maintaining the student experience.
 - Develop and launch an awareness campaign of role of a teacher.
 - Communicate the importance of flexibility, respecting and balancing time for teachers through parent communications.
 - Host conversation with faculty about pay equity and equal responsibility; show them they are heard and that their needs are trying to be met.

Anticipated Impact

- Create healthy, supportive school cultures.
- Ensure educators are adequately resourced for the demands they face.
- Increase recruitment and retention by creating a greater balance in education careers.

5. Tapping Markets: Coordinated Jewish Day School Educator Recruitment

*Early Pipeline / Elevating the Profile / Recruitment and Retention
Fieldwide / Community*

Overview

As is too often the case, young people with potential do not imagine becoming a Jewish day school teacher as a viable career path. They do not have access to the information or training pathways to effectively pursue a career as a Jewish day school educator. If you ask any educator, they have a story on how they were recruited into the teaching profession. Origin stories often share some similarities, of teachers that inspired, or an opportunity that presented itself that allowed them to step into the role of educator. With the current issues of recruitment and retention of Jewish Day School teachers, we cannot rely on individuals self-identifying and charting their own paths. If we want to increase the pipeline of Jewish day school educators, we must develop an intentional practice of identifying, recruiting, training, and nurturing future talent. What would it look like if there were a coordinated path for educators, with recruitment beginning when they were young and showed potential?

There are lessons that can be learned from outside of the Jewish communal sector from leading practices in identifying and recruiting talent early. Professional fields and sports invest resources in offering opportunities for talent to shine and then create systems to grow and eventually place that talent.

The Jewish community already has a wealth of experiences that identify young people early—through camps, youth programs, synagogue engagement, volunteer and social justice programs, fellowships and internships, gap year programs, and on-campus activities, all of which invest in the development of young people in the Jewish community. And—there are already initiatives like the [Chinuch Incubator](#) at Yeshiva University, [TalentEducators](#), and [Hillel's Springboard Fellowship](#) with great lessons for application for the field. With proper coordination and resources, we could identify and steward potential future educators, supporting them through their educational, personal, and professional development.

Implementation

Creating a Day School Educator Recruitment Agency would begin by forging relationships with schools, camps, youth programs, synagogues, communities, volunteer, and engagement organizations to identify young people with the potential and disposition to become educators.

Working closely with the teachers, leaders, and staff of these programs and organizations, the Agency would build a database and establish relationships with potential candidates. The Agency would shepherd candidates through their high school, college, and any graduate training, checking in on a regular basis with tailored opportunities for training, educational programs, fellowships, and working one-on-one with candidates to chart a path and invest in their future as a Jewish day school educator.

Anticipated Impact

- Increase the coordination between organizations identifying the next generation of talent.
- Develop an understanding and be able to recognize the capacities and dispositions that make for great teachers.
- Create a coordinated effort to identify, recruit, train, and create continuous development for teachers.
- Elevate the profile of Jewish day school educators by actively recruiting the most promising talent and investing in their development and success.
- Increase the number of teachers in the pipeline by expanding and coordinating recruitment efforts.

6. Universal Jewish Educator Benefits

Elevating the Profile / Recruitment and Retention

Fieldwide / Community / School-based Initiative (Indicate type of initiative)

Overview

Those who pursue Jewish education do so overwhelmingly out of a sense of mission and purpose. CASJE and other research supports that Jewish day school educators seek to dedicate their lives to the future of the Jewish community and impart values and beliefs of the Jewish community.

Jewish day school educators have made a conscious decision to devote their lives to the communities in which they live. To elevate the profile of Jewish day school educators, there is an opportunity for the Jewish community to return that dedication by providing access, support, and membership in the Jewish communal infrastructure.

The Working Group has intentionally decoupled this Playbook idea: Universal Jewish Educator Benefits from compensation concerns. Meaning, there would not be a financial cut-off or threshold for receiving Universal Jewish Educator Benefits. We believe this initiative is an opportunity for the Jewish community to demonstrate its appreciation and respect for Jewish day school educators by supporting their full participation in the Jewish communal infrastructure. Being universal, the benefit is available to all educators, regardless of financial status.

Models already exist for this sponsored access and benefit, particularly for rabbinic leadership in communities, where there are highly discounted or complimentary rates for tuitions to schools and camps, JCC memberships, communal events and other communal activities. There are multiple motivations, including demonstrating respect for rabbinic leadership as well as the benefit to the organizations to having the rabbinic leadership present and counted in their membership.

As leaders and educators of the Jewish community, expanding benefits like these to Jewish day school teachers would be consistent with the value that we collectively place on Jewish education, and would seriously elevate the profile of Jewish day school educators in communities.

The Working Group understood that a significant expansion of the scope of this benefit by extending it to all Jewish day school educators would create a serious financial strain on Jewish communal organizations. As such, we have outlined a number of ways to galvanize and increase support for the communal organizations to “backstop” this benefit and ensure that it does not compromise the financial well-being of any local institution.

Implementation

The Working Group identified a number of avenues for implementing Universal Jewish Educator Benefits. There is an opportunity to set the agenda and build a model that starts on the national/continental/field-level to marshal support from field-level organizations. By securing partnerships with synagogue, youth, camping, JCCA, and other field/umbrella organizations, the group saw opportunities for encouraging local participation as well as securing national/continental funding to match local funding for implementation. If national philanthropies and umbrella organizations demonstrated their support for Universal Jewish Educator benefits and then brought that model to local communities, the local support could be matched in both advocacy and financial backing.

The first steps toward building out Universal Jewish Educator Benefits would be to learn from the organizations involved—schools, camping, synagogues, JCCs, etc.—what financial obligations would be required to offer Jewish communal benefits to teachers and educators. We would then explore partnerships with the national organizations to negotiate field-wide consistent standards (e.g., 25% discount for educators in any Prizmah affiliated school, 3% match to 401k/403b, standard camp discount, free synagogue membership, standard JCC discount).

In addition to the Jewish communal benefits, the Working Group recommended exploring a model to offer health care and other work-related benefits universally across the Prizmah network of schools. There is no doubt that in the United States, health care benefits are a significant financial burden for organizations, particularly ones with a small number of enrollees in benefit programs. With rising costs and a small number of enrolled employees, Jewish day schools—individually—are at a disadvantage when it comes to annual negotiations. A corollary to the Jewish communal benefits which would make this Playbook initiative truly Universal Jewish Educator Benefits would be to launch a nationwide project to aggregate health care benefits for all Jewish day schools and yeshivas in the United States.

When considering the benefits, the Working Group suggested a number of models that communities and field-level organizations could explore:

- Discounted day school tuition—not just for the school that the educator works at, but in all the Jewish Day School in the community (Chicago has such an arrangement with automatic 25% tuition discount for full-time Jewish educators in any of their schools—50% at their own school)
- Discounted tuition for Jewish camps (potential partnership with Foundation for Jewish Camp)
- Free synagogue memberships (potential partnership with the umbrella organizations: OU, USCJ, URJ)
- Discounted JCC memberships (compare to arrangement Boston has with the JCC)
- Funding for community Israel missions
- Stipends toward life cycle events (set amount toward your family's b'nei mitzvah, weddings, etc.)
- Discounted kosher food (compare to Chicago initiative Chasdei Lev, which partners with distributors to get donated and subsidized food to yeshiva educators)

When exploring broader health care benefits,

- What can we learn from major corporations with employees in many offices throughout the United States?
- Could we imagine creating a PEO (professional employee organization) for all Jewish day schools that would manage health insurance and benefits for any school that joined the PEO?
- Pension Plan—What can we learn from the Joint Retirement Board of Conservative Judaism, which is available for anyone working in any Conservative Movement organization? Could Prizmah encourage a field-wide standard matching rate?

Anticipated Impact

- As intended, Universal Educator Benefits is designed to elevate the profile of Jewish day school educators as a career choice. With the Jewish community demonstrating its support for Jewish day school educators through ensuring their participation and presence in the social and organizational fabric of the Jewish community, the initiative would make a strong statement about the value the community places on Jewish day school educators.
- From a financial standpoint, providing discounted tuition, membership, and fees to Jewish organizations and experiences would transform compensation for Jewish day school teachers and serve as a strong tool for recruitment and retention. For initiatives that are developed and scaled on the community level, these benefits could raise the profile of individual communities and be used to attract high-quality educators to communities.
- In addition, feeling valued by the community and “taken care of” as an educational leader of the community, Jewish day school educators would be proud to be supported and valued by their communities.

All Initiatives

EARLY PIPELINE

7. Career Concierge for Jewish Day School Educators

Overview

- Dedicated professionals for recruitment, counseling, candidate identification and career services.
- Community or field level consultants for teachers and/or school administrators to identify opportunities for training and development of faculty members in schools.
- Career Concierge has access to and relationships with training and professional development providers to connect teachers and schools with opportunities to advance their careers.
- Can include professional development, advanced degrees and programs within the Jewish educational space as well as beyond.
- Partner with school administrators on identifying and investing in talent, consulting on how to best grow faculty.
- Recruit and recommend teachers for fellowships, training, immersive professional development.

Impact

- Create an intentional process to support the career development of teachers.
- Retain teachers by understanding their needs and identifying the best training to advance their career goals.
- Support administrators in nurturing teacher development and growth, contributing to retention and increasing the profile of a school with this level of investment in the career growth of its faculty.

8. Shoulder Tapping Campaign

Overview

- Financially incentivize teachers in Jewish day schools to identify students in middle and high school who demonstrate potential as a future educator.
- Teachers invite students to consider Jewish day school education as a career path and officially record their recommendation in a national database/clearinghouse.
- Students achieve a preferred status and are sought after for their participation.
- Database/clearinghouse for “tapped” students offers access to leaders of camps, communal organizations, fellowships, leadership development programs, and youth groups to invite students to apply to their programs, investing in the development of those students who have been “tapped” by their teachers.
- Take into consideration faculty morale, and cohesiveness, and ensure there is equity in who is eligible for the incentives, benefits, and opportunities.

- Can be developed as a component of the Day School Educator Recruitment Agency.
- Recruitment Agency can build relationships with “tapped” students and shepherd them through their education and career development.

Impact

- Significantly increase the number of early pipeline candidates.
- Drive the most promising candidates to training and leadership development programs to build skills and capacities.
- Invest in talent at a young age to nurture their growth.
- Elevate the profile of Jewish day school educators by publicly recognizing both the teachers who tap students as well as the students identified.
- Financial reward, even modest, is appreciated by faculty.

9. Future Jewish Day School Educator Competitions

Overview

- Version 1: Develop a Jewish day school “Star Search”—competition for high school/college students to identify emerging educator talent.
- Candidates are identified by communal leaders/educators as having potential and become part of the larger pipeline for the career concierge.
- Version 2: Create a hackathon-like competition—school teams present lessons to judges in a day-long event.
- Schools develop teams to compete against other day schools in a field-wide league with local, regional, and North American competitions.
- Offer public recognition, awards, and scholarships to pre-service training for participants and winners.

Impact

- Elevates the profile of Jewish day school educators.
- Identifies talent and increases the early pipeline.
- Creates connections between candidates and future training programs and schools.
- Resume-building competitive activities for students.
- Public recognition and celebration of the art of teaching.

ELEVATING THE PROFILE OF JEWISH DAY SCHOOL EDUCATORS

10. Jewish Day Schools As An Engine For Jewish Education In Communities

Overview

- Jewish communities see Jewish education as a priority and direct resources and investment in advancing Jewish education broadly in communities.
- Often, the Jewish day schools and yeshivas are not integrated in the Jewish communal experiences, and the high-quality education does not benefit the broader community.
- To create a culture of Jewish education in Jewish communities, day schools and yeshivas could provide opportunities for Jewish Day School teachers to model excellent teaching—in synagogues, camps, and community Jewish adult education classes.
- The day schools could become a home to Jewish educational experiences in the community, highlighting the resources and quality of education offered.
- Replicating programs like Prizmah’s Engage—communities could use the day schools and their faculty as an engine of outreach to provide Jewish educational experiences to young families considering their educational options.

Impact

- With the day schools front and center in the educational offerings of a community, the profile of the educators is elevated.
- Jewish day schools are seen as a vital resource for the whole community.
- Participating teachers are seen as community educators, elevating their individual profiles.
- Can be used as a way to support teachers with supplemental income for providing educational programming to the community.

11. Lay Leadership Training on Building Healthy School Cultures

Overview

- Creating fellowship programs like Wexner Heritage for lay leaders to learn relevant texts/history/philosophy/learning theory/leadership development.
- Expose lay leaders to the educational philosophy of the schools to feel inspired by and invested in school mission and healthy culture.
- Offer lay leadership training on the essential elements of healthy school culture and teacher support/development.
- Onboarding training for lay leaders so they see teacher recruitment, retention, and development as a priority for the success of the school.

Impact

- Creates stronger relationships and investment in the teachers and faculty of Jewish day schools by understanding their role and challenges.
- Lay leaders develop a greater appreciation for the work of Jewish day school educators.

12. School Tax

Overview

- Following the example of current models, institute a Jewish community school tax for all the members of a community that creates a fund for supporting the day schools and yeshivas in a community.
- With the school tax in place, communities can cap tuition for families at a rate that is more affordable to families.

Impact

- Emphasizes the importance of Jewish day school education by making it a community endeavor.
- Expands the pool of students attending Jewish day school, lowering the barriers to entry.
- Generates greater investment in teacher recruitment, retention, and training.
- Creates a greater financial sustainability model for schools, reducing aid budgets and enabling greater investment in educational excellence and teacher development.

13. Teachers as Career Models

Overview

- Create opportunities throughout a student's education to see teaching as an attractive and meaningful career choice.
- Have teachers visit college campuses to visit alumni to maintain connections with their alma maters and have teachers speak about pursuing Jewish day school education as a career choice.
- For high school and middle school students—create opportunities for older students to aid teachers and do “student” teaching in lower grades.
- Offer teach-for-a-day programs to students in schools as internship opportunities, encouraging them to shadow teachers and learn basic classroom management and pedagogical skills.
- Along with the wide range of student activities and clubs in schools, create a “Future Teachers Club” that will offer educational insights and exposure to classroom teaching opportunities. This can also become integrated into the “Future Day School Educators Competition” idea.

Impact

- Elevate the profile of Jewish day school education as a career to the current students and alumni.
- Tap promising talent and potential future educators and offer opportunities to explore teaching as a career.
- Create cultures in schools where students see day school education as a career choice.

14. Teaching Recognition and Awards

Overview

- Teacher recognition has had a number of iterations in the Jewish community. There have been numerous awards and recognitions on the local, community, and field level.
- Review recognition and the awards like the Covenant Awards, community recognition in Chicago, Los Angeles, the former Grinspoon award, considering which aspects can be expanded on school, Community and field levels. For example:
 - i. **School level:** Offer meaningful branded gifts to teachers on a regular basis as a means of appreciation and contributing to faculty culture in the school.
 - ii. **School level:** Have students recognize their teachers each day by creating a culture of gratitude in school, thanking teachers for their teaching and time.
 - iii. **Community level:** Create teacher appreciation events sponsored by Jewish communal organizations like synagogues, federations, and BJE's. These can include a Hinuch Shabbat in the community and/or throughout North America. Spotlight teachers in community media outlets for their contribution to the community.
 - iv. **Community level:** Local philanthropic sponsors for teacher awards—honoring individual teachers on an annual basis and offering meaningful financial awards or sponsor elite professional development opportunities for recognized teachers.
 - v. **Field-level:** Public acknowledgment of great work of Jewish Day School educators.
 - vi. **Field-level:** Create opportunities for teachers to contribute to the broader field of Jewish education, not just their school. Connect teachers to the larger field through Jewish education publications, research, and thought leadership.

Impact

- Honor and reward outstanding Jewish day school educators for their contribution to the school, the field, and the development of children.
- Elevate the public profile of Jewish day school educators.
- Increase public awareness of the importance of Jewish day school teachers in the community.
- Encourage people to choose education as a career.

RECRUITMENT AND RETENTION

15. Financial Incentives for Under-Served Communities

Overview

- Coordinate recruitment and marketing for the Jewish day school(s) in communities that find it challenging to find Jewish day school educators.
- Offer funding for marketing and recruitment campaigns that make the case for specific communities and what is offered to educators and their families who relocate.
- Create financial incentives to entice Jewish day school educators to relocate to communities and work in local schools.
- Financial incentives can include forgivable loans for down payments on homes, reduced or subsidized memberships, and tuitions at community organizations, schools, camps.
- Offer incentives, subsidize relocation expenses, and organize social events to encourage integration into communities.

Impact

- Increase the number of teachers committing to smaller communities beyond the first years of their teaching careers.
- Elevate the profile and articulate the value proposition of schools in underserved communities.
- Create a compelling vision for under-served communities.
- Compete in the marketplace with more resourced communities.
- With a larger, more stable community of teachers, schools are more attractive to candidates.

16. Discounts for Jewish Day School Educators

Overview

- Agreement among local Jewish organizations/ businesses—to offer discounts for educators.
- Local Jewish-owned businesses such as kosher markets, butchers, bakeries, and other businesses that offer a percentage discount for all Jewish day school teachers.

Impact

- Even with small-percentage discounts at stores and businesses, teachers appreciate both the recognition and the financial support.
- Elevates the profile of teachers in the community, who are proud that the community recognizes them in this way.

17. Post-Grad Teacher Project

Overview

- School administrators develop relationships with local colleges and universities and invite aspiring academics to teach in local Jewish day schools.
- Post-graduate students take part-time positions in Jewish day schools utilizing their content expertise.
- Offer pedagogic training to post-graduate students, which will pay dividends if they pursue academia or serve in Jewish day schools or any other educational setting.
- Offer mentorship and ongoing supervision/feedback to post-graduate teachers to hone and develop their teaching skills.
- Actively recruit promising post-graduate students to teach in Jewish day schools.

Impact

- Increase the pipeline of educators.
- Elevate the profile of schools that have teachers with advanced education on faculty.
- Curriculum development benefits from the depth of research and content knowledge post-graduate students bring to Jewish day schools.
- Provides income to graduate students and a base of community through the school.
- Increase the pedagogic skills of Jewish educators that can benefit the whole sector and community.

18. Contributing Community Resources for Teacher Benefits

Overview

- Local businesses are encouraged to offer access to resources at a reduced or free rate on given days during the year.
- Movies, theaters, recreational activities, and social venues offer “teacher-day” discounts or access.

Impact

- Public recognition of the importance of teachers in communities.
- A benefit and perk of being a Jewish educator elevates the profile of educators in the community.
- Even modest financial incentives help current teachers.

19. Fund to Support Extraneous Expenses for Teachers

Overview

- While most schools cover basic classroom supplies for teachers in school budgets, there are often expenses that are beyond the capacity of school budgets. Teachers dip into their own pockets to pay for additional supplies and resources for their students.
- Teachers often have additional expenses to enable them to teach in local schools including transportation expenses, additional childcare expenses for commuting time, or evening classroom preparation and meetings.
- Create a local fund at school, federation, or local foundation to support teacher expenses that fall beyond the support that is allocated generally in school budgets.
- Support the purchase of items like school supplies, additional childcare, transportation subsidies, etc.

Impact

- Enhances the classroom experience for students and removes the financial burden of expenses from teachers.
- By covering additional expenses for commuting or extra childcare expenses, it increases retention and is a layer of benefits that would be attractive to candidates applying to positions in schools.

CREATING THE ENVIRONMENT FOR SUCCESS

20. Two Teachers in Every Classroom

Overview

- In schools, the relationship between teachers and students is primary. Class sizes frequently prevent individualized attention and increase the burden on teachers to dedicate time and attention to each student.
- By instituting two teachers in every classroom, both student learning and teacher retention will increase.
- Demonstrates the importance of teaching and learning.
- Create systems in schools to support this model including additional training to effectively deploy the model and support it with financial commitment.
- Teachers can create rotational models in classes, offering more personalized learning for students.
- Because this is a material increase in the number of educators in schools, it requires significant investment, and could seem unrealistic. We include it here because even if implemented on a smaller scale, it could have a meaningful impact on teachers and student learning.

Impact

- Enables teachers to engage more deeply with students, increasing student learning and increasing observation and assessment opportunities.
- Student learning has a greater potential to increase with more attention and a higher teacher:student ratio.
- Teachers feel supported by their peer teachers and the school.
- Teachers have opportunities for reflection, enhancing teaching and learning.
- Reduces teacher burnout.

21. Develop Consistent Supervision and Stewardship

Overview

- Teacher supervision varies greatly from school to school and even within schools depending on tenure and experience. Teachers and administrators could all benefit from instituting a consistent model of supervision that provides honest and real-time feedback and invests in growth.
- For teachers and administrators—create ongoing and calendared supervision and stewardship to invest in growth.
- Dedicate time for administrators to visit classrooms and offer meaningful feedback.
- Provide training to the administrators for how to conduct effective classroom observations.

- Institute a mentorship and training system for school administrators from more senior members of the field.
- Align professional development with supervision reports and institute professional development plans for teachers and administrators based on supervision reports.

Impact

- Elevates the teaching profession by instituting feedback loops and opportunities for professional development.
- Supports teachers in achieving the school mission and educational goals.
- Supports teachers' well-being and promotes professional development.

22. Create Continuing Professional Development Systems Like Law and Medicine

Overview

- Occupations like law and medicine have established systems of professional development that require a set number of hours investing in professional development at each stage of a career.
- It encourages professionals to deepen their knowledge, skills, and capacities throughout their careers.
- By developing a similar system for Jewish day schools, teachers and administrators would be expected to invest a set number of hours each year focusing on professional development.
- Areas of focus would be set for each role in a school and content area and be tracked according to tenure and expertise.
- Would include foci on content knowledge as well as ongoing pedagogic training.
- Salary, benefits, and career advancement could be tied to completing hours of continuing professional development.
- There is a parallel need to advocate and encourage educators to engage in ongoing professional development so they recognize the importance of investing in their career development.

Impact

- Create a serious investment in teaching and learning in schools.
- Elevate the professional nature of teaching.
- Create greater transparency of salary scales in schools.
- Reward teachers for time spent on professional development and advancing their careers.
- Creates training to align with the arc of a career of an educator.

23. Clear Job Descriptions and Role Definitions

Overview

- Job descriptions and role definitions are essential in any organization where there are particular skills and/or abilities that are necessary for a position. In teaching, this is definitely the case, and often there are not clear descriptions of positions outlining the full expectations of a role.
- For teachers, job descriptions can help define the educational goals for students, outlining the duties and requirements for a teaching position.
- Outlines for candidates what is expected of them in joining a particular school from all aspects of the school—in the classroom and out.

Impact

- Creates greater transparency in expectations.
- Makes the culture of the school more explicit, which helps to attract new teachers who have a better understanding of the school environment they are joining.
- Helps to determine priorities expected of faculty members.
- Allows for some boundaries within the role if expectations are clear.
- If they are transparent and shared, helps see where there might be future opportunities for growth.

24. Onboarding New Teachers

Overview

- When educators begin new positions, it is essential for schools to have an onboard process to welcome them to the school community and create an understanding of the community and expectations on being a member of the faculty.
- Schools should create set systems for onboarding, focusing on how new teachers are brought into the social and cultural fabric of a school.
- Provide essential resources for teachers and successfully integrate new faculty into their positions with an organized plan of action.
- Onboarding should convey a school's professional culture, expectations, and community culture, paying special attention to interpersonal dynamics between faculty, administrators, students, and families.

Impact

- Communicates how educators will be able to do their role effectively.
- Establishes clear expectations between educators and school administrators.
- Welcomes new educators to schools while instructing them on how to thrive.
- Advances recruitment of educators through the reputation of the professional culture of the school.
- Increases retention by defining expectations and scaffolding the integration of new faculty into the school community.

25. In-House childcare for Teachers

Overview

- For many educators with young families, the strain of taking care of their own families is balanced with their dedication to the students in their classrooms. Teachers feel a depth of responsibility for both their own families as well as their students. A number of schools have implemented systems of support for these teachers by integrating day care and babysitting for the young children of teachers.
- With young children at the same location as their parents, teachers are able to feel a sense of relief that their children are taken care of, allowing them to devote more energy to their classroom students.
- Schools can create extended-hours programs for teachers, particularly for parent-teacher conferences, teacher professional development, and staff meetings.

Impact

- A significant benefit for recruitment of teachers and retention of current teachers to reduce their burden of seeking out stable childcare.

26. Developing a Bench of Substitute Teachers

Overview

- There are inevitable reasons for schools to need substitute teachers on a regular basis. Everything from personal illness to family issues to investing in professional development to creating a more flexible workplace for teachers increases the daily need for schools to have a regular bench of substitute teachers.
- Schools and communities could invest in full-time substitute teachers as a cadre of teachers who would be available and on-call. These teachers could be familiar with students, parents, and school culture and fill an opening more easily, creating a smaller gap in student learning when a substitute is needed.
- Identifying profiles of individuals who both have the disposition to enter classrooms as well as greater availability of free time could benefit schools:
- Communities could recruit students from local Hillels and the Jewish grandparents network to be on-call to serve as substitute teachers.
- Schools and communities could have dedicated personnel positions to support the cadre of full-time substitute teachers. This could be deployed on the individual school or through a network of schools in a community.

Impact

- Enable many of the initiatives throughout the Playbook with the personnel infrastructure to free up educator's time for professional development and other investments in their career.
- Reduce the burden of teachers to "cover" their classes when they want to participate in a program that can advance their career.
- Reduce the concern of resentment among the faculty who might have to cover classes when a teacher takes time off for personal reasons.
- Obviate the need for a staff member to scramble to find a sub.

ONGOING PROFESSIONAL DEVELOPMENT

27. Make High-Quality Professional Development the Norm in Jewish Day School

Overview

- Intensive, ongoing training programs with curricular arcs and opportunities to operationalize this learning.
- Conference Grants—all expenses paid to professional or professional development conferences to connect to the broader field.
- Self-directed professional development funds—pools of funds in schools that teachers can access for high-quality professional development.
- Upgrade school professional development days/in-service days to feel more like retreats for the teachers.

Impact

- Greater autonomy on the part of teachers on their learning paths.
- Feeling of professional growth among Jewish Day School/Yeshiva educators that their learning is valued.
- Opportunity for development of cohorts of learners as they share the same PD experiences.
- More potential to “train the trainer” to enhance overall school learning.

28. Community Dean of Students and Professional Development Facilitators

Overview

- On a community level, through federations, BJE's or foundations create a shared position in the community that directs the agenda for professional development and organizes the support and resources for educator participation.
- Sets an annual agenda for professional development for the community of schools, identifying emerging topics and training.
- Creates the infrastructure to enable teacher participation by deploying a cadre of substitute teachers to cover classrooms of participating teachers.
- Hosts annual professional development days for the educators of all the Jewish day schools similar to what is offered in communities like Greater MetroWest NJ.

Impact

- Support teachers in getting out of the classroom for professional development opportunities and sending a PDF to run their classroom.
- Offer high-quality professional development.
- Elevate the professional development agenda for all the schools in a community.

29. Coaching and Mentorship for Every Educator

Overview

- Coaching and mentorship create a relationship between two educators to expand professional development impact.
- These relationships are effective at promoting reflection and growth for all levels of teachers and administrators and could be implemented across a school for every educator.
- Coaching for new teachers can transform teaching and learning in schools in supporting the day-to-day development and teaching of new educators.
- Mentorship of administrators can have a positive impact on the leadership of the school and consistency in senior positions as well as succession planning.
- Institute curricular round tables whereby teachers can hone their craft in a supportive, even “fail-forward” type of environment with help from their peers who are all working toward a shared goal. This would organically create a collaborative cohort to write curriculum, so that it does not fall on individual teachers.

Impact

- Reduces the feeling of isolation of educators.
- Shows educators the school leadership cares about their professional growth and will invest time in them.
- Will help more teachers be successful in the classroom and remain there.
- Will develop a strong cadre of educators dedicated to the mission of their school.
- Will develop strong administrators; with strong and consistent leadership, the school will benefit.

30. Professional Development Tailored for New Educators

Overview

- For all early career teachers—for the first three years of teaching, create unique professional development programs that are exciting and attractive as a perk for the new role.
- Develop fully funded high-level professional development opportunities that can include travel and cohort experiences.
- Create programs for new teachers across the network and market as a perk of becoming a day school teacher and as an investment in their success.

Impact

- Elevates the profile of educators by making unique early career professional development programs a signature of becoming a day school teacher.
- Create an environment for success in schools by investing in teachers in their first few years to support their retention and growth.
- Develops peer relationships between early career teachers to support one another and contribute to retention.

31. “Teaching Academy” Schools—Centers of Excellence

Overview

- Fund schools to host early career teachers as a “teaching academy” for the field.
- Built on the model of the Shefa School—identify schools with specific expertise or as a center of excellence in a particular area of education and develop training programs at those schools for teachers to learn in the immersive environments of the schools. E.g.: Hebrew language instruction, Jewish studies, and experiential education in schools.
- Schools would offer immersive training for early-career or teachers looking to expand their training as well as high-quality professional development over summers and virtually.
- Invest in schools seeking to become a center of excellence, seeding these “teaching academies” throughout North America, each with specific focus.
- Offer internships and mentorship with teachers in schools to learn how to teach with hands-on experience.
- Create fellowship and residency programs with specializations at the centers of excellence.

Impact

- Increase high-quality professional development across the field.
- Elevate the profile of educators seen as experts in particular areas.
- Invest in the arc of the career of educators by making available training that can increase their content and pedagogic knowledge.

INVESTING IN THE ARC OF A CAREER

32. Advanced Educator Training Programs

Overview

- Create strong training programs with excellent content and reputations like the Harvard Principals Institute, DSLTI, or YOULead, but focus them on training excellent teachers at different points in their careers.
- Expanding the offerings of programs like MTEI, Delet, and others that focus on growing teachers.
- Offer advanced training through immersive cohort-based programs.
- Impact
- Creates serious and immersive ongoing professional development opportunities.
- Invested in keeping teachers in the classroom and expanding options for leadership as a classroom teacher.
- Invests in the arc of the career of educators.
- Creates connections through cohort-based programs.

33. Apprenticeship Programs

Overview

- Develop master-teachers, fellowships, or Sabbatical programs with high-quality, elite experience professional development.
- Master teachers from different schools, or with teachers/schools who have innovative programs, serve as consultants to other schools.
- Create fellowship programs for a teacher to visit another school and bring back the learning to their home school. This offers exposure to other cultures and styles and helps build a career.
- Fund programs for teachers to learn from senior educators either within or outside of their own school environment.
- Create the infrastructure in schools to cover classroom or other responsibilities of teachers and create the space for teachers to benefit.
- Acknowledge and compensate master-teachers for offering their time—and recognize their contribution to the field.

Impact

- Offers exposure to other cultures and styles and helps build a career.
- Create synergies between Jewish Day School/yeshivas in other communities to create a network of professional learning.
- Bring new methodologies into schools on a low-cost model.
- Potential for cohorts of these pairs to learn together and share more knowledge.

34. Educator in Residence Program

Overview

- Take the best of the best and have them go to other schools for two-way professional development and learning.
- Can be an exchange program between two schools that develops a peer-to-peer relationship between participating teachers and schools.
- Both teachers and schools benefit from the exchange of ideas and experience.
- Best implemented as a series of exchanges between the schools and teachers to deepen relationships.
- Exchanging teachers can be a resource to the visiting school to offer professional development.

Impact

- Elevates the profile of educators by sharing their expertise with other school communities.
- Invests in the growth of individual teachers, offering leadership opportunities beyond administrative positions.
- Chosen teachers feel a sense of pride and elevate their profile within their home school and the visiting community.
- Strengthens the field by enhancing relationships between schools.
- High return for low cost.

35. Expanded Roles and Leadership Opportunities

Overview

- Rethinking the role and career trajectory of a teacher, considering other roles that they could fulfill in a school.
- Create leadership opportunities from within the faculty like being a mentor to a teaching team.
- Follow the guidance of great ideas like the teaching career ladder ([link](#)) and explore unconventional teaching roles like ([link](#)).
- Create a program of tiered teaching, with master teachers, mentor teachers, provisional master, mentor teachers, etc.

Impact

- Increased autonomy and personal connections within the faculty.
- Reduce teacher burnout by utilizing new skills and dispositions.
- Elevate profile within the school
- Create opportunities for financial advancement while still keeping teachers in the classroom.

36. Investing in the Workplace Environment in Schools

Overview

- Teachers spend significant time in schools, and the environment should be conducive to enhancing productivity and creating a feeling of belonging and care
- Invite more control over the teaching environment including temperature, lighting, and making their classroom or teaching space match teaching style.
- Expand health and wellness opportunities including access to a faculty gym, outside spaces, etc.
- Increase the perks of the workplace including good coffee, a teacher lounge that is inviting and comfortable and has the amenities needed to make it a welcoming space; if possible have a working area (printers, copy machines) that is separate from a space to relax and speak with colleagues.

Impact

- Physical evidence that the school cares about its faculty and staff
- A place that will allow for educators to want to spend time together, creating a healthy culture that impacts retention of staff.
- Will enhance effectiveness of teachers in classrooms and the learning if the physical space matches the style of teaching.
- Gives teachers a space to take a breath and be themselves out of sight and earshot of the students.

We are immensely grateful to the members of the Working Group for the dedication and creativity they brought to these past nine months, and to the funders of the Working Group for investing in and trusting the process that brought us to this point. Now begins the real work of our Jewish Day School Pipeline Initiative, to build momentum and galvanize the support of school, community, and philanthropic leaders.

Acknowledgments

Special thanks to the Mayberg Foundation, Melissa Kushner and Jeremy Kaplan, and Evelyn and Dr. Shmuel Katz.

Early Pipeline

Yehuda Chanales
Dammara Markowitz
Avi Orlow
Todd Zeff
Sharon Freundel

Elevate the Profile of Educators

Yoni Berger
Sarena Koschitzky
Rona Novick
Mordechai Raizman
Marc Wolf

Creating the Environment for Success

Rafi Cashman
Miriam Heller Stern
Rebecca Hindin
Lisa Stroll
Aimee Close

Recruiting and Training

Lauren Applebaum
Aharoni Carmel
Aviva Lauer
Ariela Rosenberg Brafman
Rachel Mohl Abrahams

Ongoing Development

Nina Bruder
Dan Glass
Lisa Klein
Rebecca Ritter
Rachel Dratch

Investing in the Arc of a Career

Arielle Levites
Cheryl Maayan
Nicole Nash
Efrat Zarren-Zohar
Amy Wasser