

## YU Lead 2015-2016

### Segment #1: The Lens of Jewish School Leadership

<p>October 11-October 24 (two weeks) <b>Jane Taubenfeld Cohen</b></p>	<p><b>Introduction to Leadership</b> Utilizing different articles and videos, participants will begin to analyze the foundations and core concepts of leadership. Additionally, participants will explore the optimization and utilization of online learning and how to prepare for a successful online learning experience.</p>
<p>October 25 – October 31(two weeks) <b>Yehudi Meshchaninov</b></p>	<p><b>Know Thyself: Type and Temperament for Leadership and Life</b> "Just as the faces of people do not resemble one another, so too their opinions do not exactly resemble one another" [BT Brachos 58a].</p> <p>The Myers-Briggs Type Indicator® (MBTI) assessment is the best-known and most trusted personality assessment tool available today. As many as 1.5 million assessments are administered annually to individuals, including to employees of most Fortune 500 companies. Over the next two weeks we will be using MBTI to explore our strengths, note possible blind spots, and learn to communicate more effectively with others. We will then use the MBTI to provide a framework and language to discuss and navigate difference. Ultimately, our goal is to gain a deeper knowledge of ourselves and the people around us.</p>
<p><b>November 1 – November 2</b> <b>CFG Conference 2015</b> Yehudi Meshchaninov Dr. John D’Auria Project Adventure</p>	
<p>November 1 – November 7 <b>Yehudi Meshchaninov</b></p>	<p><b>Know Thyself: Type and Temperament for Leadership and Life continued</b></p>
<p>November 8 – 21 <b>Ari Segal</b></p>	<p><b>Time Management</b> A crucial part of being a successful school leader is knowing how to manage one’s time. The goal of this unit is to learn about the components that comprise successful time management skills and to put them into practice.</p>

Segment #2: Instructional Leadership	
November 22 – December 5 (two weeks) <b>Maccabee Avishur</b>	<p><b>Supervision and Evaluation</b></p> <p>Participants will explore the best practices of supervision in a Jewish day school and learn how to develop a successful plan for their schools and teachers. In this unit, participants will see how supervision can serve as a means to improving teaching in their classrooms.</p>
December 6-12 <b>Steve Freedman</b>	<p><b>Creating an Inspiring Vision for Learning in this Century</b></p> <p>How do you design a “next generation” Jewish day school for learning consistent with strategic 21st Century learning initiatives? In this century, education is about project-based learning, connections with peers, service learning, independent research, design and creativity, and, more than anything else, critical thinking and challenges to old assumptions. We will explore together how to create a vision for a 21st century, “this century,” learning environment that further energizes our students and promotes the kind of exciting learning our children need to prepare them for the world they will inherit.</p>
December 13-19 <b>Shira Loewenstein</b>	<p><b>Assessment</b></p> <p>Assessment is a core task of teaching and an essential part of a successful school. In this unit we will explore the role of assessing our students and further investigate the role that school leaders play in this system. We will address school-wide visions for assessment and investigate different layers of assessment within our schools for students, teachers, and administrators alike.</p>
December 20 – 26 <b>Melanie Eisen</b>	<p><b>Curriculum Goals and Outcomes</b></p> <p>In this unit, participants will reflect on the roles in curriculum development. Additionally, we will define what upgrades can be made to curriculum to highlight learning by exploring habits of the mind as a new lens to apply to curriculum.</p>
December 27 - Jan 2 <b>Mentors</b>	<p><b>Reflection week</b></p>
January 3 – 9 <b>Rona Novick</b>	<p><b>Student Support</b></p> <p>These sessions will focus on five big ideas in student support, including school ownership of student success across multiple domains, proactive vs. reactive and systemic vs. individual crisis approaches, collaboration with varied partners, and the need for an educative vs. punitive stance. Each of these big ideas will</p>

	<p>be explored in terms of how they are manifest across the multiple domains of student support: academic, behavioral, social-emotional, and spiritual. The significant challenges to staying true to these paradigms of compassionate and effective student support will be considered along with strategies to overcome the challenges. The role of building leaders who bring passion to student support while simultaneously helping colleagues and families buy in to these models will be discussed. Assignments will include theoretical readings, practical activities in current schools, and visioning for change.</p>	
<p>January 10 – 16 <b>Mentors</b></p>	<p><b>Reflection Week</b></p>	
<p>January 17 – 20 <b>TBD</b></p>	<p><b>Israel Education</b></p>	
<p><b>Yeshiva Break: January 21 – 29 NO SESSIONS</b></p>		
<p><b>Segment #3: Best Practices for Leading Education in the 21<sup>st</sup> Century</b></p>		
<p>January 31- February 13 (two weeks) <b>Maccabee Avishur</b></p>	<p><b>Hiring</b> Participants will learn about research-based best practices in school hiring and evaluate the impact of these practices on the health, quality, and success of Jewish day schools.</p>	
<p>February 14 – 20 <b>Larry Scheindlin and TBD</b></p>	<p><b>Working with Your Board (Cohorts B &amp; C)</b></p>	<p><b>From Teacher to Leader (Cohort A)</b></p>
<p>February 21 – 27 <b>Joe Hirsch</b></p>	<p><b>Blended Learning Integration</b> Flipped learning offers powerful pathways for teaching and learning but requires careful planning and execution. This two-week module will hand leaders an action plan to vision, align and implement digital content that drives better instructional outcomes. Through collaborative practice, leaders will develop strategies for managing and messaging 21st century learning that empowers teachers and strengthens school-home partnerships.</p>	
<p>February 28- March 5 <b>Yehudi Meshchaninov</b></p>	<p><b>Alternative Educational Models</b> Over the course of the week we will be exploring alternative educational models and the values and assumptions they challenge. As Eisner (2003) points out, "The aim, content, and</p>	

	<p>organization of schools are so embedded in our culture that the assumptions on which they rest are seldom examined. Schools are a part of the furniture of our communities, historically rooted institutions that we take as much for granted as the streets upon which we walk, the stores from which we purchase goods, and the houses in which we grow up and raise our families." Our goal this week is to think beyond the limitations of our assumptions. I hope we will be pleasantly surprised by what we may find. It is worth bearing in mind the words of the president of Michigan Savings Bank (1903) who said, "The horse is here to stay but the automobile is only a novelty, a fad." He was wrong. Let's not make the same mistake.</p>
<p>March 6 – 12 <b>Jon Mitzmacher</b></p>	<p><b>Change Management</b> What does it mean for a head of school to be an agent of change? How do we create a culture supportive of change? We will explore the secrets of lasting, transformational change with real-life examples of success and failure from the field.</p>
<p>March 13 – 19 <b>Mentors</b></p>	<p><b>Reflection Week</b></p>
<p style="text-align: center;"><b>March 13 – 15</b> <b>YU Lead New York Conference</b> <b>Jon Mundorf</b> <b>...and more!</b></p>	
<p style="text-align: center;"><b>Segment #4: Beyond the Classroom Walls</b></p>	
<p>March 20 – 26 <b>Eli Shapiro</b></p>	<p><b>Digital Citizenship</b> Technology influences nearly every facet of our lives and children today are placed in a digital playground, often without instructions and supervision. Knowing the basics of digital citizenship empowers educators to maximize the benefits of technology by understanding and avoiding its inherent dangers.</p>
<p style="text-align: center;"><b>Purim: March 24-25</b></p>	
<p>March 27- April 2 <b>Amy Schiffman</b></p>	<p><b>The Role of Campaign in Day School Development</b> Participants explore the role that annual, capital, and endowment campaigns play in the life of a Jewish Day School. This unit covers issues and subjects such as the role of the board and senior administrative team in campaign, donor cultivation and</p>

	stewardship, target marketing, and motivations/making the case for giving.
April 3 – 9 <b>Rebecca Weisman</b>	<b>Retention and Re-recruitment</b> Retention of students is key to the success of our schools. Schools that are strategic have systems that help limit attrition. During this session, participants will learn about some of what has been written and explore some of the processes that schools have in place.
April 10 – 16 <b>Steven Lorch</b>	<b>School Finance 101</b> What is a budget? What is a variance report? What is a balance sheet? What purpose does each serve? What can we learn from each? How are the values and priorities of a school reflected in its financial statements? In this module, participants will learn the aleph-bet of school.
<b>Pesach Vacation: April 17 – 30 NO SESSIONS</b>	
May 1- 7 <b>Mentors</b>	<b>Reflection Week</b>
<b>Yom HaShoa: Wednesday, May 4</b>	
May 8 – 14 <b>YU Lead</b>	<b>You Lead YU Lead</b> Each member of your cohort takes a day to share a thought, resource, reflection that has been particularly meaningful to them, and how it's effected their practice.
<b>Yom HaZikaron and Yom Ha'atzma'ut: Wednesday – Thursday, May 11-12</b>	
<b>Segment #5: Living Life as a Leader</b>	
May 15 – 28 (two weeks) <b>TDB</b>	<b>Leading Your Faculty</b>
May 29 – June 4 <b>Jane Taubenfeld Cohen</b>	<b>Leading from Within</b> In many ways, leaders are the prophets of their institutions or the particular programs or initiatives they lead. They need to be relentlessly focused on mission, vision, philosophy, and the values that guide the actions, behaviors, and culture of the people they lead. Often, this plays out in what Bolman and Deal call the "symbolic frame," but these elements of leadership can also play out in every aspect of leadership. In this session, participants will learn what mission, vision, philosophy, and values actually mean and how they relate to each

other; how they as leaders can stay connected to and inspired by the mission and vision of their schools; and how they can connect to and inspire others.