



The
**Association of
 Reform Jewish Educators**
 Since 1955

633 Third Avenue | New York, NY 10017-6778

EDUCATOR SEARCH APPLICATION

RETURN ORIGINAL TO:
(Preferably by E-mail)
 Rabbi Stan Schickler, RJE
 Association of Reform Jewish Educators
 633 Third Avenue
 New York, NY 10017-6778
 212-452-6510 sschickler@reformeducators.org

CONGREGATION/INSTITUTION Temple Jeremiah	DATE OF APPLICATION	January 2021
STREET ADDRESS 937 Happ Road		
CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE Northfield, IL 60093		
TELEPHONE NUMBER 847-441-5760	FAX 847-441-5765	
E-MAIL office@templejeremiah.org	WEBSITE Templejeremiah.org	
URJ DISTRICT Midwest	DATE POSITION IS AVAILABLE	July 1, 2021
POSITION TITLE Director of Congregational Learning (DoCL)	FULL or PART-TIME	Full

Director of Lifelong Jewish Learning (DoLJL) or Director of Lifelong Learning (DoLL)—Responsible for oversight of virtually all education in the congregation; supervises all education and educational administration personnel
 When a congregation seeks to hire a DoLJL or DoLL, it should consider how the position will be appropriately supported with additional educational *and* administrative staff, all of whom would be supervised by the DoLJL or DoLL

Director of Congregational Learning (DoCL)—Serves in an oversight capacity of the congregational school and has other congregational education responsibilities (which may or may not include supervision in the area[s] of youth programming, adult education, early childhood, and / or other areas of education)

When a congregation seeks to hire a DoCL, it should consider how the position will be appropriately supported with additional educational *and* administrative staff, such as an Assistant Director of Congregational Education, all of whom would be supervised by the DoCL.

Religious School Director (RSD)—Primary responsibility is direction of the religious school

Assistant Religious School Director—May be hired to provide additional educational support to the Religious School Director

School Administrator—Primarily responsible for administration of the school and perhaps some educational responsibilities

PLEASE INCLUDE A JOB DESCRIPTION WITH THIS APPLICATION

Temple Jeremiah

JOB DESCRIPTION: Director of Congregational Learning

REPORTS TO: Senior Rabbi

EDUCATIONAL VISION STATEMENT: Temple Jeremiah strives to be a community that supports all congregants to lead meaningful Jewish lives and to provide educational programming that begins in early childhood and continues throughout the life of its members and their families.

POSITION: We are seeking a person who is dedicated to the concept that Jewish education is an ongoing, lifetime endeavor. Consequently, the Director of Congregational Learning will provide leadership of educational programs to the various constituencies that make up Temple Jeremiah. Working closely with the Senior Rabbi, the Director of Congregational Learning has direct responsibility for JQuest (grades K-12), and heavy involvement with Early Childhood, Teen, Family and Adult Education and Programming. The Director of Congregational Learning will provide a vision for a comprehensive education program, communicate that vision to the Temple Jeremiah community, and work with the community to design, implement, and assess all programs. Temple Jeremiah dedicates itself to ensuring that the Director of Congregational Learning participates fully in the religious, educational, and social life of the congregation. Temple Jeremiah commits to supporting the Director's on-going professional development and to fully supporting the Director's role in the Temple.

RESPONSIBILITIES: The Director of Congregational Learning is a full Jewish professional with responsibility for the educational direction and growth of the congregation.

Leadership:

- Translate a shared vision of Temple Jeremiah as a community of learners into programs and activities for all members.
- Establish and maintain a Jewish learning culture that is progressive, innovative, and relevant.
- Keep informed about the latest educational theories, methods, and technology in order to establish and maintain standards based on the best educational practices.
- Provide a leadership role in designing and implementing new curriculum and programs.
- Develop an engaging family and adult education curriculum.
- Participate in regional and national conferences for Jewish education.
- Establish good working relationships with local educators and with local Jewish educational and cultural resources.

Management and Administrative Tasks:

- Work closely with the Senior Rabbi, Associate Rabbi, Cantor, Youth and Family Engagement Director, Education Committee and the Board of Directors to articulate and implement a shared educational vision.
- Serve as Director and Administrator of JQuest.
 - Evaluate student placement and progress in *menchlekite*, Judaics, and Hebrew.
 - Prepare, implement, and monitor a fiscally sound budget within the guidelines developed by the Board of Directors.
 - Oversee database management and student registration.
 - Manage discipline and safety issues.
 - Communicate with teachers, parents, and the Temple Jeremiah community regularly.
 - Attract and retain exemplary teachers and role models of Jewish living.
- Assume responsibility for all aspects of staffing for the educational programs including teacher recruitment, hiring, evaluation, and dismissal procedures.

- Provide and encourage orientation and professional development opportunities for teachers and staff.
- Develop, implement, supervise, and evaluate overall curriculum focused on living a life guided by Jewish values and ethics for JQuest and Confirmation Class.
- Work with the Senior Staff to develop and implement an engaging and substantive curriculum for family and adult education programs.
- Work with the Senior Staff and Youth and Family Engagement Director to develop and implement exciting, meaningful programs that will attract and retain post-B'nai Mitzvah students.
- Design and implement programming that connects the generations of learners at Temple Jeremiah.
- Provide guidance to congregants about Jewish educational opportunities.
- Develop and implement strategies for informal enrichment activities (holiday programs, children's services, Shabbat class dinners) for families with children, as well as for adults.
- Serve actively as a member of the synagogue staff and participate fully in congregational life and worship.
- Perform such other tasks as assigned by the Senior Rabbi.

Desired Skills and Characteristics:

- Excellent teaching skills.
- Master's degree in Jewish education or advanced training in Jewish education from an accredited program.
- Experience in the field.
- Proficient in Hebrew; an in-depth knowledge of Jewish history, literature, and biblical texts.
- Technologically literate and knowledgeable about the uses of media in education.
- Excellent written and oral communication skills.
- Intelligent, energetic, informed in matters relating to Jewish education, and creative in programming.
- Willing to assume the initiative, make clear decisions, seek the resources to meet objectives, and ensure that plans are implemented effectively and efficiently.
- Flexible, pragmatic, analytical, and organized, with a collaborative leadership style.
- Professional and empathetic in interpersonal relationships.
- Warm, embracing, engaging, accessible, with a love for all children.
- Possess an understanding of child development and their needs.
- Passionate for this calling that is reflected in a devotion to his/her/their work and to the congregational families
- Ability to support every child, from preschool to college.
- Ability to work comfortably with the various populations that comprise the congregation.

I. DEMOGRAPHICS

	TOTAL NUMBER OF HOUSEHOLDS	# OF FAMILIES WITH CHILDREN IN THE RELIGIOUS SCHOOL	TOTAL # OF STUDENTS IN THE RELIGIOUS SCHOOL	AVERAGE # OF ANNUAL B'NAI MITZVAH
THIS YEAR	750	185 COVID / 283 in 2019-2020	207 COVID / 416 in 2019-2020	44
FIVE YEARS AGO	900		504	53
FUTURE DEMOGRAPHIC PROJECTIONS ARE stable				

NUMBER OF STUDENTS ENROLLED BY GRADE [The first number is the projected number/second number is actual during pandemic year 2020-2021]

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
	12/10	22/9	32/18	50/20	56/36	58/29	48/24	58/30	24/8	20/12	14/8	5/1	5/2
OTHER (specify):													

DAY CARE	None	PARENTS' DAY OUT	None	EARLY CHILDHOOD	N/A
OTHER (specify): N/A					

HEBREW BEGINS IN GRADE	3	AND CONTINUES THROUGH GRADE	7	CONFIRMATION BEGINS IN GRADE	8
ADULT PROGRAMMING				JEWISH PARENTING PROGRAMMING	Yes (K-10)
CAMPS (URJ REGIONAL AND CONGREGATIONAL) URJ OSRUI					

II. DAYS AND TIMES OF CLASSES

RELIGIOUS SCHOOL	HEBREW SCHOOL	CONFIRMATION	POST-CONFIRMATION
Sundays, 9 am-1 pm	Sundays 9 am-12 pm & Mon/Wed 4:30 pm-6 pm	Sunday 9 am-11 am	
WEEKDAY EARLY CHILDHOOD	DAY CARE	PARENTING/FAMILY PROGRAMMING	PARENTS' DAY OUT
N/A	N/A	Sundays 9 am-12 pm	N/A
CAMP (CONGREGATION ONLY) N/A			
OTHER (specify)			

III. PROFESSIONAL STAFF

Even if they will not be associated with the congregation next year, please list the names of all current professional staff members. Indicate if their position is full-time or part-time and their years of service with the congregation. Additional lines are provided for other staff positions, if applicable.

	NAME	FULL or PART-TIME	YEARS SERVED
SENIOR RABBI	Paul F. Cohen	Full	20
ASSOCIATE RABBI	Rachel L. Heaps	Full	3
ASSISTANT RABBI			
CANTOR	Susan Lewis Friedman	Full	2
EDUCATOR	Dr. Anne Lidsky	Full	40
Hebrew School Principal	Rabbi Deborah Helbraun	Part-Time	8
Executive Director	Daniel Glassman	Full	8
PROGRAM DIRECTOR			
Youth and Family Engagement Director	Shira Brandhandler	Full	2
Director Philanthropy	Leslie Landman	Part-Time	2
Membership Engagement	Dina Bauwens	Part-Time	3
B'nai Mitzvah Coordinator	Cindy Lieb	Part-Time	2
Communications Director	Katie Bick	Full	1
Bookkeeper	Jennifer Rosen	Full	7

Does the professional staff undergo a regular performance review process ?

Yes.

How often ?

Informally, the review process is ongoing. Formally, once per year.

Please include a description of this process, especially as it applies to the educator.

All senior staff are under the supervision of the Senior Rabbi. The evaluation is mutual, and we have used several forms over the years. In addition, we have a small HR committee of 3 Volunteer Leaders (Usually immediate past president, president, and executive vice president) who gather feedback from the board to share with each member of the senior staff.

SECRETARIES/ADMINISTRATIVE ASSISTANTS		FULL or PART-TIME	YEARS SERVED
TO EDUCATOR(S)	Anne Richtman Kaplan	Full	2
TO RABBI(S)	Phyllis Burg	Full	20
TO CANTOR(S)			
TO Executive Director	TBD	Full	

NUMBER OF TEACHERS		SPECIALISTS	
COORDINATORS / DEPARTMENT HEADS	1	ART	0
PRIMARY	8	COMPUTER	0
INTERMEDIATE	7	DANCE	0
UPPER	6	DRAMA	0
BAR / BAT MITZVAH	5	HEBREW	1
HIGH SCHOOL / POST B'NAI MITZVAH	Senior Staff	LEARNING CENTER	1
ARE THERE ANY FULL-TIME TEACHERS?	0	LIBRARIAN	0
CUSTODIAL STAFF (specify full or part-time)	1 FT/5 PT		

IV. FACILITIES

SANCTUARY	Yes	NUMBER OF CLASSROOMS	22
CHAPEL	Yes	ART ROOM	Yes
LIBRARY	Yes	MUSIC ROOM	No
SOCIAL HALL / AUDITORIUM	Yes	YOUTH LOUNGE	Yes
SANCTUARY / SOCIAL HALL COMBINATION	Yes	TEACHER RESOURCE CENTER	Yes
		EDUCATOR'S OFFICE	Yes
		COMPUTER ROOM	No
		STUDENT LEARNING CENTER	No
OTHER (SPECIFY)			
IS THE EARLY CHILDHOOD FACILITY SHARED WITH RELIGIOUS SCHOOL ?			N/A

AGE of BUILDINGS:			
Entire building from 1971 was renovated in 2001 and 5 additional classrooms created in 1994 a chapel was constructed			
SANCTUARY	remodeled 10 years ago	SCHOOL	updated 25 years ago
		OFFICE AREA	Remodeled 10 year ago

If there is a satellite facility, please describe it. Include size, distance from main facility, age, days/hours spent on that site, etc.

No

V. CONGREGATIONAL IDENTITY

The Congregation / Institution was founded in 1959

The Shabbat prayer book used is	Mishkan T'fillah		
The High Holy Day <i>machzor</i> used is	Mishkan Hanefesh		
Has the Religious School received ARJE Accreditation ?	Yes	If yes, in what year ?	2013. 2020-2021 in process of reaccreditation

What are the three primary goals of your congregation/institution?

1. Nurture a positive and spiritually fulfilling Jewish identity in an inclusive, warm and welcoming space.
2. Provide lifelong Jewish learning opportunities for our community.
3. Provide multiple avenues for acts of Tikkun Olam in direct service and advocacy.

What are the congregation's/institution's strengths?

1. An inclusive community that embraces members where they are so that all feel welcome.
2. Our Social Justice Program continues to grow and thrive in direct service and advocacy.
3. An excellent working relationship between professional staff and volunteers.

What are the strengths of your educational program?

Our educational program is experiential; engaging the students in an atmosphere that is warm, joyous, and embracing. Every child is unique; the Educator, in partnership with teachers and senior staff, strives to connect with each student in a loving, kind, supportive manner so that every child feels cared for as their pride in Judaism strengthens. We recognize that students grow and learn in a variety of ways, and we are devoted to creating the best path for every child to feel successful, confident, and embraced on this Jewish journey. The concepts of *menschlichkete* and *derech erez* light our way as children are nurtured with the understanding of *b'tzelem Elohim*; they begin to realize that they have the qualities it takes to make a difference in the world.

What three qualities in your Educator are most important to the congregation/institution?

The answer is expressed beautifully in this narrative from Dr. Anne Lidsky, R.J.E.:

"I do believe that the best teachers relate to their students as if the kids were really their very own children. I do this for students and their families as I would hope other people would do for my own family members. I express my pride and love for them with sincerity, and I believe each one feels that love. I do my best to role model what it means to be a mensch, and I'm so moved when I see teachers and madrichim relate to children in that same kind, patient, empathetic manner. To have a positive impact on children and their families, an Educator needs to go 'the extra mile.' Being accessible for evening phone calls for that child who needs a confidence boost and finally wears a genuine smile because you listened and mentored was never experienced as a bother or an intrusion in my home life. My students are my kids as well. Personal notes to each child upon the loss of a loved one or to celebrate something joyous – crucial to relationship building.

An Educator needs to let children know that they are treasured, respected, and possess wonderful God-given qualities and I never hesitated to let them know how proud I was.

The relationships that I have with so many congregants, parents, students presently in JQuest and those who are now grown but have kept in touch are real and powerful because they have all experienced my accessibility and my dedication to their needs. This was never a job, but a true calling. We have heartily laughed with one another and enjoyed each other's company; the children have witnessed my love for Judaism and my love for children. They grow academically, mastering challenges, but never feel failure or competition in JQuest. Every child is a 'star' and I believe I have had a hand in developing the atmosphere where that magic can happen. My teachers

feel the same embrace, and it has only encouraged them to give their best in a kind, thoughtful, and passionate manner. When I am asked if issues of exclusion or bullying permeate our Center for Learning, I shake my head 'no' to simply state that hurtful behavior is the antithesis of who we are.

Yes, our students have strengthened their Jewish identity, have mastered Hebrew, know and joyously celebrate our holidays, have been introduced to the important messages learned from Torah, have been immersed in Social Justice, Jewish ethics and literature, Israel and God, but perhaps most importantly, they know what it means when I say, "Be the reason someone smiles today."

The three most important priorities of the congregation/institution's Educator should be:

1. Building warm and strong relationships with students, families, and teachers
2. Continuing to balance education with in-person and remote learning in pandemic and post-pandemic worlds
3. Continuing to implement Hebrew Through Movement curriculum

The single most important thing an Educator needs to know about the congregation/institution is:

We strive to be creative and take pride in innovative programming. Working for social justice, creating an inclusive community, nurturing life-long learning, and welcoming interfaith families are hallmarks of our congregation.

The three most important issues facing the congregation/institution in the next five years will be:

All three issues are tied to the pandemic: Taking what we have learned and then applying it to strengthening connections, looking at how we use physical and digital spaces and tools, and evaluating how we continue to fund the work we do.

VI. INCUMBENT EDUCATOR

Has the current educator been informed that the congregation / institution is in placement ?	Yes
On what date will the current educator relinquish his/her position?	June 30, 2021

VII. COMMUNITY ATTRACTIONS

General population of location	~175,000 (North Suburbs)	Total Jewish population	~300,000 (Greater Chicago Area)
JEWISH INSTITUTIONS IN AREA			
JCC	Yes, multiple		
Federation	Yes, Jewish United Fund/Jewish Federation of Metropolitan Chicago (JUF)		
Jewish Family Service	Yes		
Central Jewish Education Agency	Yes, Board of Jewish Education (BJE)		
Jewish Day School (which grades) ?	Yes (K-12)		
Other	Illinois Holocaust Museum and Education Center		
Majority of members' children attend public school, private school, or Jewish day school ?	Public		
Colleges, universities and music conservatories in the area include	Northwestern University, DePaul University, Loyola University, Lake Forest, Oakton Community College, University of Chicago, Northern Illinois University, Wheaton College, Carthage College, Lewis University, Elmhurst College, Valparaiso University, North Park University		

What cultural opportunities are available (e.g., symphony, opera, museum, theatre, sports, etc.) ?

- Art Museum. The Art Institute of Chicago
- Natural History Museum. Field Museum
- Science Museum. Museum of Science and Industry
- Neighborhood. The Magnificent Mile
- Architectural Building. Chicago Cultural Center
- Historic Walking Area. Chicago Riverwalk
- Observatory
- Architectural Building

VIII. REMUNERATION


INDICATE EITHER A SPECIFIC FIGURE OR A SPECIFIC RANGE. The "Proposed Salary" section should read, for example, "\$60,000-\$70,000" or "the minimum salary base is \$60,000" or "the maximum salary is \$80,000." PLEASE DO NOT WRITE "negotiable", or "open," or "not yet determined" with no numbers included. Without this information, your position will not be included in the ARJE's placement listings. It is also highly recommended that you NOT list remuneration as a "package."	
PROPOSED SALARY or SALARY RANGE	\$70,000-\$95,000
Percentage of pension (RPB) in addition to salary (15% recommended)	15%
Length of original contract (two years recommended)	2 years

STANDARD BENEFITS FOR THE EDUCATOR, IN ADDITION TO SALARY							
Medical-Hospitalization		Moving Allowance	x	Books & Periodicals	x	Sabbatical	No
Major Medical Insurance	x	Professional Dues	x	Congregational Membership	x	Cell Phone	partial
Dental Insurance	x	ARJE Conference	x	Religious School Tuition	x	Laptop Computer	If needed
Long Term Disability Insurance	x	URJ Biennial	x	Early Childhood Tuition		Israel Trips	No
		Regional URJ Gathering	x				
Other (please specify)							

Social Security is required by Federal Law

Is this position being listed with any other professional placement service?	
If "YES" please indicate which one and the title by which it is being listed	

In making this request to the ARJE PLACEMENT SERVICE, the congregation/institution agrees that it will	
A	In keeping with the high ideals of Reform Judaism, not exclude a candidate from consideration based on age, gender, sexual orientation or marital status;
B	Keep the ARJE Placement Service informed of ALL interviews and their outcomes;
C	Reimburse all travel and related expenses for an Educator invited for an interview;
D	Arrange the terms of its contract and/or letter of agreement with its Educator-Designate following the principles of the document entitled <i>GUIDELINE FOR EDUCATOR CONGREGATIONAL RELATIONSHIPS</i> ("The Blue Book"), as adopted and recommended May 1988 by the Board of Trustees of the Union of American Hebrew Congregations, the Central Conference of American Rabbis, and the National Association of Temple Educators;
E	On acceptance of the contract and/or letter of intent by both the congregation/institution and the Educator-Designate, forward a copy of the contract and/or letter of agreement for the files of the Placement Service, ALL files being confidential.
F	NOTIFY THE ARJE PLACEMENT OFFICE OF THE NAME OF THE EDUCATOR-DESIGNATE WHEN THE SEARCH IS FINALIZED.

Name of person completing this form and position in congregation / institution	Rabbi Paul F. Cohen, D.Min., D.D.
Signature	

CHAIRPERSON OF THE EDUCATOR SEARCH COMMITTEE

NAME	Ross Wolfson	POSITION	Committee Chair
STREET ADDRESS	2444 Greenview Road		
CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE	Northbrook, IL 60062		
TELEPHONE NUMBER	847-942-8294	FAX	
E-MAIL	See below		
Resumes of applicants should be sent to the following persons e-mail address(es) (please include more than one e-mail address):			
Rabbi Paul F. Cohen rabbi@templejeremiah.org			
Ross Wolfson rwolfson@hrcontracting.com			

**IF THE CONGREGATION/INSTITUTION HAS A MISSION STATEMENT,
PLEASE ENCLOSE A COPY**

Our Congregational Vision: To be a Jewish community of meaningful connection

Our Congregational Mission: To foster a warm and inclusive Reform temple community that enriches the lives of our congregates through meaningful worship, *tikkun olam*, support of Israel, and the joy of lifelong learning