



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	Central Synagogue	DATE OF APPLICATION	1/8/16
STREET ADDRESS	123 East 55 th Street		
CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE	New York, NY 10022		
TELEPHONE NUMBER	212-838-5122	FAX	
E-MAIL	rosenthalr@censyn.org	WEBSITE	www.centralsynagogue.org
URJ DISTRICT	Great New York City	DATE POSITION IS AVAILABLE	June 15, 2016
POSITION TITLE	Director of the Lese Center for Living Judaism (LCLJ)	FULL or PART-TIME	Full Time

Director of Lifelong Jewish Learning (DoJL) 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 DoJL 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 DoJL or DoLL

Director of Congregational Learning (DoCE)—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 DoCE, 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 DoCE.

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

The Director of the LCLJ will work closely as a member of the Youth and Family Education Department. In this position, the person will gain a wealth of experience in multiple aspects of the organizational management. All positions at Central Synagogue require individuals to be a strong multi-tasker and independent problem-solver, have excellent communication and project-management skills, work well under supervision and be extremely organized.

The Director of the LCLJ will inspire the children and families of Central Synagogue to embrace Jewish learning and make it a part of their everyday lives. This person is responsible for overseeing all programming, staffing, communication, and student recruitment for grades K-12 in a holistic learning model.

He/she will have significant background in experiential Jewish education (e.g. camp, youth and/or tour group experience) as well as experience in Jewish learning and teaching. This person will be an excellent manager with experience in staff development and supervision and will work in close collaboration with the Director of Youth and Family Education.

Reports To: Director of Youth and Family Education

Department: Education

Hours: Full-time

Essential Functions:

- Serve as primary point person for LCLJ parents and students regarding individual concerns and needs
- Work closely with Director of Youth and Family Education to guide full-time and part-time LCLJ educators on effectively transmitting K-12 curriculum to students and families
- Effectively collaborate with the Youth Director in recruitment, planning, and implementation of programming for the post-b'nei mitzvah population
- Develop engaging opportunities for students and families pre and post-B'nei Mitzvah to foster life-long Jewish connection and community involvement
- Direct program planning and program evaluation processes
- Create a full calendar of events, programs, retreats and trips including holiday programming, family education opportunities, Shabbat experiences, etc.
- Oversee all LCLJ internal and external communications including publicity, marketing materials and social media
- Manage assessment process to reflect on student growth and achievement with the Director of Youth and Family Education and Manager of Special Education and Teacher Training
- Work with LCLJ office manager to administer the registration process, maintain the calendars, update rosters/enrollment data, schedule events, and track student attendance

- In consultation with Director of Youth and Family Education, prepare, track and maintain annual budget and ensure that all resources and logistics for K-12 programming are coordinated and managed appropriately and in a timely fashion
- Partner with Manager of Special Education and Teacher Training on supervising, implementing, and evaluating additional services being offered to students with learning issues.
- Work collaboratively with other directors within the Education Department.
- Coordinate student and educator participation in synagogue-wide activities, such as Shabbat and holiday celebrations, Mitzvah Day, etc. in collaboration with the Family Engagement Project Director.
- Network with professional colleagues from other synagogues, camps and organizations to share best practices and resources

Core Competencies

1. **Collaboration Skills**
2. **Organizational Skills**
3. **Communication Proficiency**
4. **Technical Capacity**
5. **Initiative**

Supervisory Responsibility (If applicable)

- Lead and supervise full-time and part-time educators on a one-on-one basis and as a full team both in the classroom and at events outside of the classroom
- Supervise the Youth Director
- Conduct performance reviews and evaluate LCLJ educators in terms of effectiveness, preparedness, appropriateness and professionalism
- Hold LCLJ team accountable for adhering to policies, meeting stated educational objectives, striving for excellence in both teaching and customer service
- Supervise LCLJ Office Manager in setting priorities for and providing direction regarding routine tasks and special projects

Reporting Relationships and Decision Making

On an ongoing basis, exercises administrative judgment and assumes responsibility for decisions, consequences, and results having an impact on people, costs, and/or quality of service within the functional area.

Communication

Ability to maintain privacy and confidentiality. Requires good oral and written communication skills.

Qualifications

Bachelor's Degree

Passion for Jewish Education and Family Engagement

Master's Degree in the area of Jewish Education preferred
At least 3 years of relevant experience

I. DEMOGRAPHICS

	TOTAL NUMBER OF FAMILY UNITS	# OF FAMILIES WITH CHILDREN IN THE RELIGIOUS SCHOOL	TOTAL # OF STUDENTS IN THE RELIGIOUS SCHOOL	AVERAGE # OF ANNUAL B'NAI MITZVAH
THIS YEAR	2300	475	642	107
FIVE YEARS AGO	1985	493	709	85
FUTURE DEMOGRAPHIC PROJECTIONS ARE		We expect a steady membership from year to year, with families on our wait list joining as other families leave. Membership is currently capped at 2300 families.		

NUMBER OF STUDENTS ENROLLED BY GRADE

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
	35	12	32	63	81	82	98	79	50	31	32	26	31
OTHER (specify):													

DAY CARE	N/A	PARENTS' DAY OUT	N/A	EARLY CHILDHOOD	110
OTHER (specify): We also have a thriving parenting program for students too young for nursery school, and significant Shabbat and holiday programming					

HEBREW BEGINS IN GRADE	K	AND CONTINUES THROUGH GRADE	7th	CONFIRMATION BEGINS IN GRADE	10
ADULT PROGRAMMING	Yes (managed by another department)			JEWISH PARENTING PROGRAMMING	Yes
CAMPS (URJ REGIONAL AND CONGREGATIONAL) Eisner and Crane Lake, many other camps in the area					

II. DAYS AND TIMES OF CLASSES

RELIGIOUS SCHOOL	HEBREW SCHOOL	CONFIRMATION	POST-CONFIRMATION
Monday-Thursday (choose day) 4:30-6:30pm (later for teens)	N/A	Tuesdays, 6:30-7:45	Monthly, evenings
WEEKDAY EARLY CHILDHOOD	DAY CARE	PARENTING/FAMILY PROGRAMMING	PARENTS' DAY OUT
M-F, varying hours	N/A	Varies	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	Rabbi Angela Buchdahl	Full	2 (was the senior cantor previous to this position)
ASSOCIATE RABBI	Mo Salth, Stephanie Kolin	Full	Mo – 8 years, Stephanie – 1 year
ASSISTANT RABBI	Ari Lorge	Full	3 years
CANTOR	Mo Glazman (Senior Cantor), Julia Cadrian (Assistant Cantor)	Full	Mo – 2 years, Julia – 4 years
EDUCATOR	Rabbi Rebecca Rosenthal	Full	1 year
Family Engagement Project Director	Erin Bouchard	Full	1 year in current position, 3 years in another position
Senior Director	Livia Thompson	Full	23 (retiring June 2016)
PROGRAM DIRECTOR	N/A		Currently hiring a Director of Adult Engagement
YOUTH DIRECTOR	Becca Huntting	Full	1 year in this position, 2 years in another position before

			that
EARLY CHILDHOOD EDUCATOR	Cindy Grebow	Full	3 years
MANAGER OF SPECIAL EDUCATION	Rena Allen	Part time	3 years
Central has approximately 100 full time staff			

Does the professional staff undergo a regular performance review process ? How often ? Please include a description of this process, especially as it applies to the educator.

Our official employee Performance Review Process consists of two primary components:

1. A mid-year check-in discussion between employee and supervisor (takes place in the winter and is documented by submitting a signed acknowledgement form to HR)
2. A formal year-end review (formal written review is completed in the spring and requires supervisors and employees to complete forms and to submit signed documents to HR)

The purpose of the mid-year discussion is for all supervisors and direct reports to touch base mid-year(ish) to:

- Celebrate successes and accomplishments
- Identify specific areas in which direct reports need to work harder/smarter/more efficiently
- Discuss employee’s perception of his/her organizational/cultural fit
- Review employee’s alignment between goals and responsibilities and actions
- Determine where employee should be by the end of the program year and what is needed to get there

The mid-year discussion is a conversation designed to help foster open communication between supervisors and direct reports. If done well, these discussions should leave almost no room for surprises during the end of the year performance review process which will entail having supervisors and direct reports answer direct questions about the employee’s performance and work experience.

The Purpose and Goals for Performance Reviews are:

1. Discuss personal and professional growth
2. Provide recognition for a job well done
3. Identify areas for growth or improvement and develop a plan with specific objectives and opportunities.
4. Maximize the potential effectiveness of the supervisor/direct report relationship
5. Recognize environmental/organizational factors affecting performance
6. Determine if job description is accurate and up to date

SECRETARIES/ADMINISTRATIVE ASSISTANTS		FULL or PART-TIME	YEARS SERVED
TO EDUCATOR(S)	Frank Corso, Francesca Littman, Liz Johnson	Full time	3 administrators in education – 1 for LCLJ, 1 to Director of Youth and Family Education, 1 for nursery school
TO RABBI(S)		Full time	Each rabbis and cantor has an assistant (some are shared), as well as a full time B’nai Mitzvah coordinator.
TO CANTOR(S)		Full time	
TO ADMINSTRATOR		Full time	

NUMBER OF TEACHERS		SPECIALISTS
COORDINATORS / DEPARTMENT HEADS	Full time teachers take on this role	ART
PRIMARY	6 part time teachers who teach across grades	COMPUTER
INTERMEDIATE		DANCE
UPPER		DRAMA
BAR / BAT MITZVAH		HEBREW
HIGH SCHOOL / POST B’NAI MITZVAH		LEARNING CENTER
ARE THERE ANY FULL-TIME TEACHERS ?	Yes, 5 currently	LIBRARIAN
CUSTODIAL STAFF (specify full or part-time)	Full time	

IV. FACILITIES

SANCTUARY	Y	NUMBER OF CLASSROOMS	8 for religious school, plus 8 in nursery school
CHAPEL	Y	ART ROOM	N
LIBRARY	Y (nursery school)	MUSIC ROOM	N
SOCIAL HALL / AUDITORIUM	Y	YOUTH LOUNGE	N
SANCTUARY / SOCIAL HALL COMBINATION	N	TEACHER RESOURCE CENTER	Full time teachers have a shared office space
		EDUCATOR’S OFFICE	Y
		COMPUTER ROOM	N
		STUDENT LEARNING CENTER	
OTHER (SPECIFY)	Other meeting spaces and rooms available.		
IS THE EARLY CHILDHOOD FACILITY SHARED WITH RELIGIOUS SCHOOL ?	Some		

AGE of BUILDINGS:	SANCTUARY	Built 1872	SCHOOL	Built t	OFFICE AREA	Built 1965
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			196		
			5		

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

Sanctuary and community house (including classrooms) are across the street from one another. Some administrative offices are in a building across the street as well.

V. CONGREGATIONAL IDENTITY

The Congregation / Institution was founded in	1832	and became a member of the URJ (UAHC) in	50+ years ago
The Shabbat prayer book used is	Central Clergy modified prayer book for Shabbat morning		
The High Holy Day <i>machzor</i> used is	Central clergy created prayer books for High Holy Days		
Has the Religious School received ARJE Accreditation ?	N	If yes, in what year ?	

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

Central's primary goal is to create gateways and opportunities for people to experience God in their lives, even for Jews who do not believe in God. We create opportunities for transcendent and deep moments through prayer, learning, meaningful relationships, social justice work and through opportunities to serve. We believe that only by continually listening, evolving, and innovating can we hope to accomplish this. As we strive toward this overarching goal, we are focused on the following three goals:

1. Continually enhancing our worship and liturgy, and education. Our clergy team works on a liturgy project with a consultant regularly. The thinking and the conversation, the learning and the experimenting with worship helps us to connect as a clergy team and to create more meaningful worship experiences for our congregation. Our educational programming is innovative – including a full-time religious school teachers program – and we place a great priority in continuing to strengthen our education for all ages.
2. Empowering our community—both on a staff, lay leadership and congregant level, we want to offer more opportunities for meaningful, engaged leadership and ownership of our Jewish lives. Central will help our congregants have access to the tradition and help guide the learning.
3. We are a large synagogue made up of small groups. Central is embarking on an ambitious cultural shift of connecting each and every member in the community into a small group. Including staff members. These small groups will foster genuine relationship, meaningful Jewish learning and an opportunity for spiritual growth.

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

1. Engaged, large worship community;
2. Exceptional clergy and professional staff;
3. Committed lay leadership and strong lay-clergy-staff relationships;
4. Willingness of staff and clergy to innovate and of members to embrace change. Whether it is developing full-time teachers in our religious school or developing our own liturgy or live-streaming our services to people around the globe, innovation and change are part of our congregational DNA.
5. Wealth of human and financial resources

What are the strengths of your educational program?

1. Continuous desire to innovate and respond to the latest educational research
2. Full time teachers who are committed to the best programming for students and families
3. Strong relationships between families and staff

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

1. The ability to build strong relationships with parents, students and staff
2. Strong, knowledgeable leader
3. Flexibility to meet the ever changing needs of the school and institution

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

1. Implementing the new curriculum and structure for the religious school to be rolled out in September 2016
2. Building relationships with students and parents, especially in grades K-6
3. Training and holding teachers accountable for their work

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

This is a time of great transition, as we are hiring a new Executive Director and a Director of Adult Engagement. Other senior management have only been in their positions for a couple of years, so the culture and the activities of the institution are in flux and are changing at a rapid pace.

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

1. Making Central increasingly relevant to younger generations and simultaneously enhancing our appeal to older constituents
2. Balancing possible future growth in our membership with our ability to provide all members with the highest level of spiritual, educational and pastoral support, not to mention dealing with potential physical space and program enrollment constraints
3. Managing the transition from a long serving executive director to a new executive director and a new management structure for the institution

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 ?	May 31, 2016 (or there about)

VII. COMMUNITY ATTRACTIONS

General population of location	8.4 Million	Total Jewish population	2 million
JEWISH INSTITUTIONS IN AREA	Many		
JCC			
Federation			
Jewish Family Service			
Central Jewish Education Agency			
Jewish Day School (which grades) ?	Many, all grades		
Other			
Majority of members' children attend public school, private school, or Jewish day school ?	Private school		
Colleges, universities and music conservatories in the area include	Many		
What cultural opportunities are available (e.g., symphony, opera, museum, theatre, sports, etc.) ?	Any and all		

IX. REMUNERATION

INDICATE EITHER A SPECIFIC FIGURE OR A SPECIFIC RANGE. The "Proposed Salary" section should read, for example, "the salary range is \$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	\$100,000-\$120,000
Percentage of pension (RPB) in addition to salary (15% recommended)	12-15%
Length of original contract (two years recommended)	2 years

STANDARD BENEFITS FOR THE EDUCATOR, IN ADDITION TO SALARY							
Medical-Hospitalization	Y	Moving Allowance	Y	Books & Periodicals	Y	Sabbatical	N
Major Medical Insurance	Y	Professional Dues	Y	Congregational Membership	N	Cell Phone	Reimbursement
Dental Insurance	N	ARJE Conference		Religious School Tuition	Y	Laptop Computer	Y
Long Term Disability Insurance	N	URJ Biennial		Early Childhood Tuition	N	Israel Trips	
		Regional URJ Gathering					
Other (please specify)	Professional development budget for conferences at discretion of supervisor. Central takes many trips with teens and families. LCLJ Director would be part of the travel rotation.						

Social Security is required by Federal Law

Is this position being listed with any other professional placement service ?	N
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 Rebecca Rosenthal Director of Youth and Family Education
Signature	Rabbi Rebecca Rosenthal

CHAIRPERSON OF THE EDUCATOR SEARCH COMMITTEE

NAME	Emily Steinman	POSITION	Search chair, board member
STREET ADDRESS	1150 Park Ave # 5C		
CITY, STATE/PROVINCE, ZIP CODE/POSTAL ZONE	New York, NY 10128		
TELEPHONE NUMBER	917-328-7878	FAX	
E-MAIL	4steinmans@gmail.com		
Resumes of applicants should be sent to the following persons e-mail address(es) (please include more than one e-mail address):			
Please send resume and cover letter to educationjobs@censyn.org			
Alternative email: littmanf@censyn.org			

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

This is the mission for the youth and family engagement department, of which the LCLJ is one component:

Family Engagement at Central Synagogue serves families with children from birth through age 22. Our programs will act as a home base to facilitate Jewish experiences and inspire families, from all backgrounds, to seek out and create their own points of Jewish connection, both individually and as a family unit.

Just as we acknowledge that each family is unique, we recognize that engagement in Jewish life is not one size fits all. Family programming will be inclusive, accessible, and fun, furthering the path of life-long learning for each individual. By creating welcoming, immersive and diverse programs that transcend our physical synagogue space, Family Engagement will bring Jewish values to life, both in the home and in the larger world.

Through participation in the community, all families will create deep and lasting bonds inside of Central Synagogue that will radiate outside of our walls.