

**EDUCATIONAL LEADERSHIP IN JEWISH DAY SCHOOLS: RESEARCH BRIEF #1**

# How “Second-in-Command” Leaders in Jewish Day Schools Spend Their Time and Why it Matters



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Dr. Michael J. Feuer, Dean  
Principal Investigator

## About this Brief

The Consortium for Applied Studies in Jewish Education (CASJE) is a community of researchers, practitioners, and policymakers dedicated to improving the quality of knowledge that can be used to guide Jewish education and learning. CASJE is committed to developing high quality research that is responsive to critical questions across diverse sectors in Jewish education. CASJE's programmatic and fiduciary home is located at the George Washington University's Graduate School of Education and Human Development (GSEHD).

First in a series, this brief reports on findings from a secondary analysis of data collected for CASJE's Jewish Educational Leadership in Day Schools study. Together these briefs offer insight into the day-to-day experiences of Jewish day school leaders, teachers, and students with implications for practice, policy, and purpose.

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## SUMMARY

# How do Division Heads in Jewish day school spend their time?

**Division Heads constitute a cadre of second-in-command leaders never before systematically studied in Jewish day schools.** Employing the techniques of time-use research, this study looks at how a sample of 236 Division Heads from 161 schools spend their time.

Day School Division Heads are most frequently occupied with engaging and interacting with teachers, students, and parents—typically in meetings. This was true regardless of both school type and the Division Head's specific area of responsibility. Division Heads function as high-level point persons.

Overall, they perform three primary functions:

1. **engaging students, teachers and parents;**
2. **empowering teachers; and**
3. **modeling and inspiring Jewish vision.**

Analysis revealed two types of day school Division Heads:

**Organizational Leaders** (about two thirds of the sample) who spend more time on administrative tasks, and

**Instructional Leaders** (about a third of the sample) who spend more time observing teachers, providing and planning professional development, and meeting with parents.

Instructional Leaders more often engage stakeholders and support teachers. Organizational Leaders do so less often. There is no difference, though, between them when it comes to inspiring Jewish vision. It seems that whatever the overall orientation of their leadership—organizational or instructional—these Division Heads contribute to their school's Jewish vision with a similar frequency.

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### Second-in-Command Leaders

For most of the 20th century, research on school leadership, including Jewish day school leadership, focused almost exclusively on principals, or what Jewish day schools call “Heads of School.” The principal was seen as a solitary, heroic leader, usually male, who patrolled the border between chaos and calm, a narrative reinforced by Hollywood depictions of life in schools.<sup>1</sup>

Over the last two decades, due to an emerging understanding of the efficacy of distributed, shared, or collective leadership,<sup>2</sup> there has been a growing appreciation of the contribution of second-in-command leaders to schools—variously called Assistant Principals, Division Heads, or some other title. And yet, while it is no longer appropriate to characterize the individuals at this tier as “forgotten leaders,”<sup>3</sup> we still know much less about their role and contribution than about either those to whom they report in the Head’s office or those they supervise in the classroom. What we do know is that these second-in-command leaders are often the most senior staff members visible to students and are invariably more influential than Heads of School in students’ school lives.<sup>4</sup>

### DATA AND METHODS

The brief reports on secondary analysis of data from two sources in CASJE’s “Research Initiative in Jewish Educational Leadership”: (1) The “Jewish Educational Leaders Survey – Division Head Survey” administered in 2014 to individuals identified as Division Heads at 161 Jewish day schools across North America, and (2) interviews with a subsample of 32 survey respondents.

Two hundred and thirty-six (236) Division Heads from 161 schools responded to the survey. To explore how they spend their time, respondents were asked two questions: first, “How frequently do you engage in each of the following [20] behaviors?” (with responses organized on a five-point scale from “rarely or seldom” to “very frequently”), and second, “In a typical week, about how many hours do you dedicate to each of the following [5] activities?” This brief examines responses to these questions across the sample as a whole and in relation to school characteristics (denomination, size, divisions served, and regional location) and respondent characteristics (gender, longevity in position, and area of responsibility [Jewish, General Studies, both]). Interview data further illuminate these findings.

*More information about the sample and methods can be found in Appendices A and B, respectively, at the end of the brief.*

1. Wolcott, 1973.

2. Spillane & Diamond, 2007; Hairon & Goh, 2015.

3. Cranston et al., 2004.

4. Hausman et al., 2002.

**Research suggests that these leaders make a difference to students' performance and well-being in schools.<sup>4</sup>**

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## **Time-Use Research**

In particular, the genre of “time-use” research examines: (a) in what ways school leaders spend their time and the extent to which their time continues to be administration-bound, unpredictable, reactive, and fragmented;<sup>5</sup> and (b) the circumstances and conditions that impact their use of time—the extent to which they are “captives of their environments” as one research team graphically put it.<sup>6</sup>

**This literature makes clear that how school leaders spend their time matters—in terms of school culture and climate, teacher effectiveness, and student achievement.<sup>7</sup>**

Against the backdrop of this broader body of research, we know little about how Division Heads (second-in-command leaders) spend their time in Jewish day schools. CASJE's investment in the study of Jewish day school leadership provides an opportunity to learn more about these important school professionals.

4. Hausman et al., 2002.

5. Goldring et al., 2008; Huang et al., 2018.

6. Salley et al., 1979; Goldring et al., 2008.

7. Silva et al., 2011.

### Where the Time Goes

Survey respondents were asked to estimate how much time, in a typical week, they dedicate to each of five activities: administrative tasks (e.g., enrollment management, budget), observing teachers in classrooms, teaching in the classroom, meeting with parents, and providing or planning staff professional development.<sup>8</sup>

**Respondents report spending much more time on administrative tasks than on any other activity** (between a third and half of the hours they report, see exhibit 1).<sup>9</sup> They devote the next largest part of their time to activities associated with supporting, supervising, and developing teachers—just over a quarter of the time for which they account. These patterns are well aligned with what is known about principals in America’s public and private schools, who report spending about a third of their time on internal administrative tasks.<sup>10</sup> Given that our data come from Division Heads rather than from “first-in-command” leaders (aka Heads of School), this finding is surprising. It seems that day school Division Heads are not primarily serving as instructional leaders; they’re working as school administrators.

**There are several features of school context that are related to how much time Division Heads spend on various activities.**

Division Heads in non-Orthodox schools spend more time meeting parents than do those in Orthodox schools. By contrast, Division Heads in Orthodox schools spend more time teaching in the classroom than do those in non-Orthodox schools. Further, the greater the school’s enrollment, the less time Division Heads spend teaching in the classroom and the more time they spend meeting with parents.

**Other aspects of Division Heads’ experience and personal characteristics are also related to time use.**

For example, high school Division Heads spend more time teaching in the classroom than do Division Heads of elementary or middle school divisions. Additionally, the longer Division Heads have been in their current position, the more time they spend teaching in the classroom. Neither the respondents’ area of responsibility (Jewish Studies, General Studies, or both) nor their gender is associated with the amount of time they

8. The survey question about hours spent did not specify activities involving student interactions, such as discipline and academic guidance, matters that are known to be a special responsibility of second-tier leaders (see, for example, Hausman et al., 2002 and Shore & Walshaw, 2017). We assume that these additional activities occupy a large part of Division Heads’ time beyond the 35 hours a week, on average, they accounted for in their survey responses.

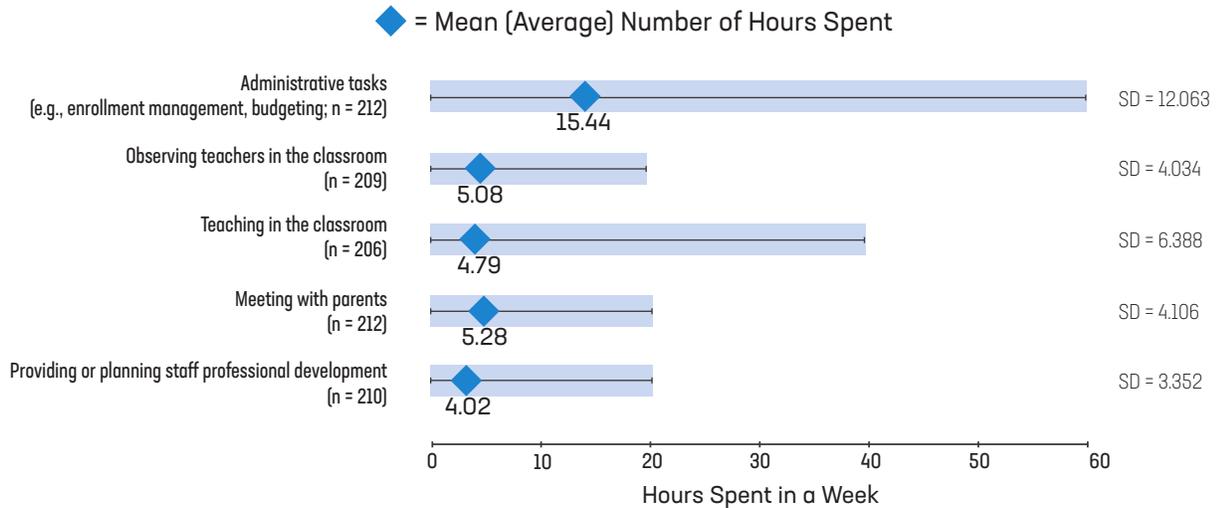
9. Those respondents who also serve as both Heads of School and Division Heads spent significantly more time on administrative tasks than did those who only serve as Division Heads. The data do not make clear if Heads of School who are Division Heads also have second-in-command leaders serving in their schools.

10. Hoyer & Sparks, 2017.



## Exhibit 1: Division Heads Spend Most of their Time on Administrative Tasks

Range of hours reported and Mean number of hours



SD = Standard Deviation, which is the average distance from the mean (in the original scale units—here it is number of hours). It provides a measure of how spread out the data points are around the mean.

report devoting to these aspects of their work.

## Three Leadership Functions: Engaging, Supporting, Modeling

A fuller picture of the second-in-command leader comes from understanding not only *how much* time they spend on the limited set of activities above, but *how often* or how frequently they engage in a much broader set of educational leadership behaviors.

Survey respondents were asked how frequently they engage in 20 different leadership behaviors.

**Whatever the setting in which they work and regardless of their specific areas of responsibility, over the course of a typical school day, Division Heads are most frequently occupied with three core functions: engaging, supporting, and modeling.<sup>11</sup>**

11. These functions were identified by submitting the 20 behaviors about which respondents were asked to the technique of factor analysis—a method for looking at constructs underlying responses to different survey items.

## FINDINGS: HOW DO DIVISION HEADS IN JEWISH DAY SCHOOL SPEND THEIR TIME?

### Engaging Students, Teachers, and Parents:

Division Heads are occupied with engaging, meeting, and responding to members of the school community (parents and students especially).

*"I spend a lot of time reaching out to individual families for conversations about how things are going. I reach out personally to every family who comes to an open house of ours. Just to sort of ... because maybe I can actually be helpful to them substantively and also to show that ... even though it's a pretty big school, that sort of personal connection is a real priority of ours."*

In this respect, Division Heads function as high-level point people, ready and available to respond to whatever questions or challenges come up during the course of the day. This is consistent with the broader time-use research in schools which shows that the work of school leaders and administrators tends to be reactive and highly spontaneous, geared towards ensuring smooth and positive operations—"fire-fighting," much of the time.<sup>12</sup>

**Supporting Teachers:** Division Heads engage with and support their teachers and guide professional development.

In these terms, Division Heads serve as teachers of teachers. When they go into classrooms, it's not to teach children, it's to support and guide teachers. The goal here, and in a great many of their

interactions with teachers, is to improve the quality of teachers' work and its alignment with the educational vision of their school.

*"I do keep trying to get into classrooms, and give feedback, and make ... I make sure to have, every week, or every other week a formal meeting with every one of my teachers. So that's scheduled into my calendar and they come to my office and we sit down, and it's a time for them to share with me their challenges in the classroom, challenges they're having with students, general concerns they have. It's time for me to share with them the direction I want to see them moving, and the direction I want to see the school moving in, etc."*

**Modeling Jewish Vision:** Division Heads exhibit a passion for as well as model the school's Jewish vision and engage students and teachers in discussions about Jewish values.

Through what they do and how they conduct themselves, Division Heads embody and advance a particular Jewish vision for their school. They can't do this work alone. Through their passion and personal example, they seek to mobilize teachers as partners in what some see as a holy endeavor.

*"It's because I feel it [the Jewish tradition], I believe in it, it's really important to me. And so, giving kids a Jewish experience that feels meaningful and personal is really important to me."*

12. Spillane & Hunt, 2010.

## Exhibit 2: Core Leadership Functions



### **Engaging Students, Teachers, and Parents**

I talk with students throughout the day in the hallways, classrooms.

I initiate dialogues with stakeholders to reflect on school practices from a variety of perspectives.

I model character values in my personal interactions with students and adults.

I make myself available throughout the day to meet with students, teachers, and parents.

I solicit feedback from parents.



### **Supporting Teachers**

I help teachers reach their professional development goals.

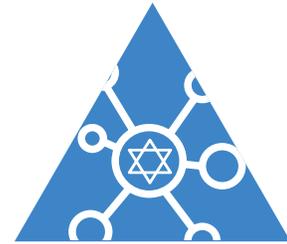
I help teachers understand how their teaching supports the schools' vision.

I encourage teachers to support the school by appealing to their values.

I ask for feedback on how my actions affect teachers' job satisfaction.

I implement my teachers' ideas and suggestions.

I develop cooperative relationships among my staff.



### **Modeling Jewish Vision**

I demonstrate a personal passion for Judaic knowledge.

I articulate how my actions are guided by my Jewish knowledge and values.

I exhibit a passion for contributing to the Jewish community above and beyond my job and beyond my job responsibilities.

I talk to teachers about the importance of infusing Jewish values into the classroom culture.

I try to understand what being Jewish means to my students.

I appeal to my faculty to share the school's vision of Jewish life.

## FINDINGS: HOW DO DIVISION HEADS IN JEWISH DAY SCHOOL SPEND THEIR TIME?

Division Heads perform all these functions “often,” but engage with students, teachers, and parents most frequently. Exhibit 2 indicates in more detail the individual behaviors (items) that make up each function. See Appendix B for the frequency reported for each of the behaviors.

### **Qualitative data indicate that, in the moment, when Division Heads “live” their work, the three core functions (engaging, supporting, and modeling) interact.**

Division Heads don’t only support teachers in a general sense, they *direct* them towards implementing a particular vision of education. When they interact with students and parents, these interactions are an opportunity to model particular values to which the school is committed. Modeling Jewish vision is not a discrete function. In this vein, interviewees talk not only about supporting projects initiated by teachers, but about taking directive measures designed to get teachers to move in particular directions and to follow through on projects the interviewee believed were important:

*“First of all part of my job is to inspire teachers to do things. And part of my job is to light a fire under some tuchuses [backsides], right? Sometimes I say, we’re doing this. And you’re gonna follow along and you’re gonna make the most of it.”*

Another Division Head’s comments echoed these sentiments:

*“I think, in terms of instructional leadership, my role is... basically to say, I’m sorry that you are not excited about this, but this is something that our students need and we’re going to do it.”*

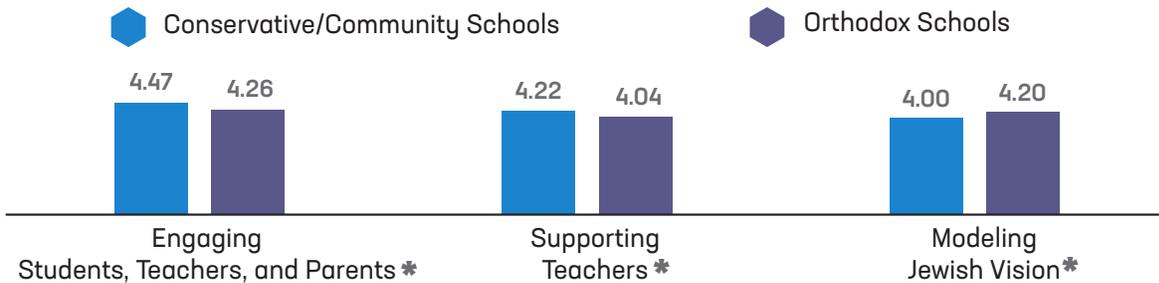
In both cases, the Division Head’s concern with pedagogy is fueled by a particular vision of the good.

When looking to understand how these three functions vary by school context or role, or by the personal characteristics and experience of the Division Head, we found (as noted above regarding how much time Division Heads spend on tasks) that denomination and tenure (length of service) make a difference.

**A school’s denomination is associated with the frequency with which Division Heads engage in these three functions. In fact, denomination is the only *contextual* variable that makes a difference to these patterns; there are no significant differences with respect to school size, divisions served, or geographic location.**

### Exhibit 3: Division Heads in Community Schools More Often “Engage” and “Support”; Division Heads in Orthodox Schools More Often “Model Jewish Vision”

Leadership functions by denomination



\* Statistically significant difference between Conservative/Community schools and Orthodox schools, at  $p < .05$ . Numbers represent averages on a 5-point frequency scale where 1 = Seldom or Rarely and 5 = Very Frequently.

Respondents in non-Orthodox schools report that they “support teachers” and “engage students, teachers, and parents” significantly more often than do respondents in Orthodox schools; and respondents in Orthodox schools report that they “model Jewish vision” more often than do those in non-Orthodox schools (see Exhibit 3). It is not clear why there are such differences, especially with respect to the performance of engaging and supporting functions: Are the demands on Division Heads’ time different because of the demographic composition of schools, the educational priorities of schools, or the reasons why students and teachers come to be there? Does school denomination have an influence on the social and interpersonal relationships between Division Heads

and stakeholders, or on the expectations of school leadership? These questions require further exploration.

**Other aspects of Division Heads’ experience and personal characteristics are also related to the engaging, supporting, and modeling functions (see Appendix C for charts): Namely, the length of their tenure, the division they serve, and their gender.**

Regardless of school denomination, the longer Division Heads have been in their current position, the more frequently they “model Jewish vision.”<sup>13</sup>

13. This is one instance where serving as Head of School as well as Division Head makes a difference to how often respondents perform specific roles. Those Division Heads who are *not* also Heads of School engage in “supporting teachers” more often than do those who are also School Heads.

## FINDINGS: HOW DO DIVISION HEADS IN JEWISH DAY SCHOOL SPEND THEIR TIME?

A Division Head's area of responsibility/role is associated with differences in the frequency with which they engage, support, and model. Specifically, Heads of Jewish Studies and Heads of both Jewish and General Studies report "modeling Jewish vision" more often than do Heads of General Studies only. Heads of General Studies and Heads of both Jewish and General Studies "engage students, parents, and teachers" more often than do Heads of Jewish Studies. Finally, gender makes a difference in terms of these leadership functions. Female Division Heads more frequently "engage students, teachers, and parents," and "support teachers" than do male Division Heads in all schools (Orthodox and non-Orthodox). In Orthodox schools, males more frequently "model Jewish vision" than do females, but in non-Orthodox schools they engage in that function with the same frequency (See Appendix C, Leadership Functions by Personal Characteristics).

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### Two Leadership Types: Organizational and Instructional Leaders

Another frame for understanding how Division Heads use their time and why it matters emerges from a deeper dive into data on how many hours respondents report spending on certain primary tasks each week.

### Analysis revealed two types of day school Division Heads: Organizational Leaders and Instructional Leaders.<sup>14</sup>

**Organizational Leaders:** Those who spend **more time on administrative tasks and on teaching in the classroom**, and less time observing teachers, providing and planning professional development, and meeting with parents; and

**Instructional Leaders:** Those who spend less time on administrative tasks and teaching in the classroom, and **more time observing teachers, providing and planning professional development, and meeting with parents.**

### About two thirds of the sample were identified as Organizational Leaders and about a third as Instructional Leaders (see Exhibit 4).

Instructional Leaders spend more of their time working directly with teachers. Organizational Leaders work more indirectly with teachers, focused on improving the institutional culture in which teachers work. Organizational Leaders are also more likely to express orientations that show concern and involvement with a larger vision and culture in the school; they talk about

14. These types were identified through cluster analysis, a statistical classification technique in which respondents are grouped together to form clusters based on the degree to which their responses to a set of items is similar. This analysis was applied to the "time spent" data provided by respondents.



### Exhibit 4: Two Leadership Types



**Organizational Leaders**  
66% of Sample

**Spend More Time on...**

- ▶ Administrative Tasks
- ▶ Teaching in the Classroom

**Spend Less Time on...**

- ▶ Observing Teachers
- ▶ Providing and Planning Professional Development
- ▶ Meeting with Parents



**Instructional Leaders**  
34% of Sample

**Spend More Time on...**

- ▶ Observing Teachers
- ▶ Providing and Planning Professional Development
- ▶ Meeting with Parents

**Spend Less Time on...**

- ▶ Administrative Tasks
- ▶ Teaching in the Classroom

their role as one of getting everybody working together to implement that culture and vision.

Qualitative data show that Organizational Leaders and Instructional Leaders communicate with parents differently. Instructional Leaders report communicating with parents regarding the education, performance, and challenges of individual children. To quote one interviewee:

*“I think that we just do what we do, in a way that where every child is important, every child learns. We work collaboratively with parents, making sure every child progresses.”*

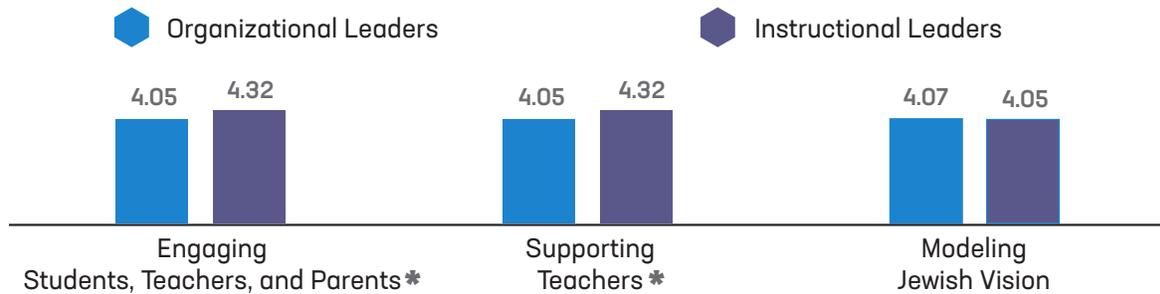
Organizational leaders communicate with parents about the broader vision of the

school, getting buy-in, or running interference between teachers and parents. To quote from one such leader:

*“We do have this challenge that parents have been through the system. They’ve experienced the system. They have their preconceived notions of the educational system. And that becomes a big challenge on the level of lay leadership and developing community bonding with parents in terms of initiative and change. I think one way a school can in a healthy way come to that is through what I would call parent education or parent involvement. I think the more open and transparent we are with the parents in terms of the research of the logic, or the methodology behind initiative, and the more we include parents in being present and available to inquire and learn about some of the things that we’re learning in this school, the less push back that we have.”*

## Exhibit 5: Instructional Leaders “Engage” and “Support” More Than Organizational Leaders

Leadership functions by type



\* Statistically significant difference between Instructional Leaders and Organizational Leaders, at  $p < .05$ . Numbers represent averages on a 5-point frequency scale where 1 = Seldom or Rarely and 5 = Very Frequently.

It’s striking how, in this long response, the interviewee does not once mention students while talking about their parents. The focus is on a bigger picture.

**Organizational and Instructional Leaders perform the functions we previously identified—engaging, supporting, and modeling—with different degrees of frequency** (see Exhibit 5).

Instructional Leaders “engage students, teachers, and parents” and “support teachers” more often. Organizational Leaders do so less often. There is no difference, though, between

Organizational and Instructional Leaders when it comes to their “modeling Jewish vision.” It seems that whatever the overall orientation of their leadership—organizational or instructional—these Division Heads contribute to their school’s Jewish vision with a similar frequency.

# IMPLICATIONS FOR PRACTICE

## Managers More Often Than Leaders

The participants in this study are employed as second-in-command leaders; most go by the title of Division Head.<sup>15</sup> They perform a role that in the broader literature on public and private schools is characterized as involving intense interaction with individual teachers (as instructional leaders) and with individual students (as guides, counselors, and disciplinarians).

**It is noteworthy—and even surprising—that in day schools the people who occupy these second-in-command positions report devoting between a third and a half of their time to administrative tasks.**

There are variations in these patterns depending on the denomination of the school and the division served, but these variations don't change the overall picture. To adapt the language of researchers Kellough and Hill, these individuals seem to function more often as “managers” than as “leaders.”<sup>16</sup>

Would refocusing their responsibilities result in a change in the educational outcomes seen at their schools? That's not clear. The literature on school

leadership (centered primarily on public school Principals) suggests that school leaders contribute directly and indirectly to school effectiveness and student outcomes through performing a great many different functions.

**Among those functions, promoting and participating in teacher learning and development is most strongly associated with positive student outcomes.<sup>17</sup>**

And yet, particularly at the most senior levels of the school, instructional leadership sits alongside other administrative responsibilities: addressing student discipline concerns, facility issues, and finances, as well as interacting with parents and others outside the school. These “organization management” responsibilities have also been found to be associated with positive school outcomes.<sup>18</sup>

Evidently, by performing both of these functions, leaders—more generally—enable schools to fulfill their ultimate purposes, by creating a positive climate and a solid platform for teaching and learning.

15. As noted above, 23% of the participants in this study also serve as Heads of School. These individuals were included in the study since almost all of their responses are identical to those of respondents who only serve as second-in-command.

16. Kellough & Hill, 2014.

17. Robinson et al., 2008.

18. Horng et al., 2010.

### What Kind of Leadership do We Seek?

This study provides Division Heads with language and concepts to ask themselves about what kind of leadership they're exercising, and if the ways they spend their time are weighted toward one style of leadership (organizational or instructional) and/or one set of functions (engaging, supporting, or inspiring).

They might, then, ask themselves whether they could or should be using their time differently; although, to be clear, this study does not lead directly to a conclusion that Division Heads should be shifting the focus of their work. There are manifestly different ways that leaders contribute to school climate and student outcomes.

### Contributing to Jewish Vision

One particular data point raises profound questions that get to the heart of the day school enterprise. A great many Division Heads perceive themselves as contributing to the Jewish vision and ethos of their schools.

This function is performed more often by those who serve as Heads of Jewish Studies than by Heads of General Studies, but Heads of General Studies do see this task as an important part of what they do. It seems that those who make this contribution do so while performing the commonplace functions of ensuring the smooth running of their schools in ways that are not related to specific areas of responsibility.

Unfortunately, the data from this study don't allow us to know how many respondents were Jewish and whether being Jewish matters to fulfilling their roles in this way. Further research would be valuable in helping to understand which second-in-command school leaders make this contribution and how they do so.

These are surely important questions in the ongoing development of Jewish day school education.

# QUESTIONS FOR DISCUSSION OR FURTHER EXPLORATION

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## For Practitioners

### For Heads of School:

- What mix of leadership styles are exhibited on your leadership team? Is the balance of roles and types reported here what you seek? What, in the unique setting you lead, has created the balance you observe?
- In what ways can both General and Jewish studies Division Heads support the Jewish mission/vision of the school?
- What is it about the denomination of a school that contributes to Division Heads predominantly performing certain kinds of leadership roles and not others?

### For Division Heads:

- How can Exhibit 2 (“Core Leadership Functions”) help you think about your work?
- Can you track your own time and reflect on your findings yourself, or with a colleague, your leadership team, a supervisor? What insights might such discussions generate?
- How much does the way you spend your time reflect what is comfortable to you, what you believe demonstrates effective leadership, what the expectations are of your school/school culture?
- What goals do you have for how you spend your time? If you blocked your calendar to reflect your goals, how would your day or week look different? Can school leaders share their calendars with others to open up conversations for reflection?

- Many school leaders feel like “there is not enough time in a day.” How does the way you spend time reflect your choices and priorities?
- Is the Division Head Role a pathway to the headship or is it a dedicated role in and of itself? In either case what are related implications for how Division Heads spend their time and how they are mentored and evaluated?

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## For Researchers

To what extent does the relationship between gender and leadership type reflect the career trajectories of men and women in leadership positions in day schools?

Who enters a school as a classroom teacher and works their way up? Who enters a school in a leadership role? How does this contribute to the ways in which they spend their time?

In what ways do Heads of General Studies contribute to the Jewish vision and ethos of their schools?

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## For Policy Makers

How can existing preservice and professional development opportunities for Jewish day school leaders address time use? How can preservice and professional development address the work that Division Heads do in their schools? (i.e., what professional development is there targeted to Division Heads?)

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## APPENDIX A: SAMPLE CHARACTERISTICS

Survey responses were solicited from 377 Division Heads across the United States. A sample of 236 Division Heads responded to the survey (63% response rate). A little over half of the sample identified as female (58%, n=136) and the rest identified as male (42%, n=100). Half of the division heads were from Orthodox schools and half were from non-Orthodox schools (Conservative, Reform, or Community schools). The majority of the respondents were heading both the General Studies division and the Jewish Studies division (see Exhibit A1).

### Exhibit A1: DH Role

	n	%
General Studies	23	9.7%
Jewish Studies	43	18.2%
Both General and Jewish Studies	170	72.0%
Total	236	100.0%

Over half of these leaders are in charge of elementary school divisions (58%, n=137), about half are in charge of middle school divisions (53%, n=125), and about a quarter are heads of high school divisions (23%, n=55). [Division Heads can lead more than one division, hence the total percentage is over 100%.] Exhibit A2 shows how these data break down by the specific combinations of divisions that DHs might lead.

### Exhibit A2: Division that DH Oversees

	n	%
Elementary	50	21.2%
Middle	36	15.3%
High	46	19.5%
Elementary + Middle	89	37.7%
Middle + High	3	1.3%
Elementary + Middle + High	12	5.1%
Total	236	100.0%

A sizable group of the division heads (41%, n=90) were quite new in their role, serving as Division Heads for three years or less. Over a third were in their role between 4 and 10 years (38%, n=82). A minority of the sample respondents were well established in their role, serving as Division Heads for 11 years or more (21%, n=47; see Exhibit A3).

## APPENDIX A: SAMPLE CHARACTERISTICS

### Exhibit A3: Length of Time in Current Position

	<b>n</b>	<b>%</b>
Less than 1 year	38	17%
2-3 years	52	24%
4-6 years	41	19%
7-10 years	41	19%
11-20 years	29	13%
More than 20 years	18	8%
Total	219	100.0%

Exhibit A4 demonstrates the breakdown of regions in which schools' Division Heads are located.

### Exhibit A4: School Region

	<b>n</b>	<b>%</b>
Northeast	98	41.5%
Southeast	48	20.3%
Southwest	20	8.5%
Midwest	30	12.7%
West	40	16.9%
Total	219	100.0%

## APPENDIX B: MEASURES AND METHODS

The Division Head Survey consisted of 10 questions. Two of these questions focus on leaders' practices and how often they engage in these behaviors. The full question and items statistics are provided in Exhibit B1.

### Exhibit B1: Division Heads' Practices

How frequently do you engage in each of the following behaviors?	Rarely or Seldom		Once in a While		Sometimes		Often		Very Frequently		Total		
	n	%	n	%	n	%	n	%	n	%	N	M	SD
I make myself available throughout the day to meet with students, teachers, and parents.	0	0%	0	0%	3	1%	40	17%	192	82%	235	4.80	0.43
I model character values in my personal interactions with students and adults.	0	0%	0	0%	3	1%	44	19%	189	80%	236	4.79	0.44
I talk with students throughout the day in the hallways, classrooms, and cafeteria.	0	0%	0	0%	6	3%	61	26%	168	71%	235	4.69	0.52
I develop cooperative relationships among my staff.	0	0%	1	0%	18	8%	89	38%	128	54%	236	4.46	0.65
I help teachers reach their professional development goals.	0	0%	5	2%	30	13%	102	44%	97	41%	234	4.24	0.76
I implement my teachers' ideas and suggestions.	0	0%	1	0%	17	7%	142	61%	74	32%	234	4.24	0.59
I demonstrate a personal passion for Judaic knowledge.	4	2%	9	4%	32	14%	75	32%	116	49%	236	4.23	0.94
I articulate how my actions are guided by my Jewish knowledge and values.	5	2%	5	2%	34	14%	89	38%	103	44%	236	4.19	0.91
I try to understand what being Jewish means to my students.	5	2%	7	3%	38	16%	76	32%	109	46%	235	4.18	0.95
I encourage teachers to support the school by appealing to their values.	2	1%	4	2%	45	19%	88	37%	96	41%	235	4.16	0.85
I appeal to my faculty to share the school's vision of Jewish life.	6	3%	9	4%	36	15%	85	36%	100	42%	236	4.12	0.97
I greet students and their parents as they arrive at school.	12	5%	11	5%	36	15%	55	23%	122	52%	236	4.12	1.14
I make myself visible in classrooms and hallways all day long.	2	1%	5	2%	49	21%	92	39%	88	37%	236	4.10	0.86
I help teachers understand how their teaching supports the schools' vision.	1	0%	7	3%	37	16%	116	49%	74	31%	235	4.09	0.79

## APPENDIX B: MEASURES AND METHODS

How frequently do you engage in each of the following behaviors?	Rarely or Seldom		Once in a While		Sometimes		Often		Very Frequently		Total		
	n	%	n	%	n	%	n	%	n	%	N	M	SD
I initiate dialogues with stakeholders to reflect on school practices from a variety of perspectives.	1	0%	9	4%	53	22%	94	40%	79	33%	236	4.02	0.87
I give teachers full latitude to choose a path for accomplishing educational goals.	2	1%	6	3%	48	21%	107	46%	69	30%	232	4.01	0.83
I exhibit a passion for contributing to the Jewish community above and beyond my job and beyond my job responsibilities.	8	3%	16	7%	45	19%	73	31%	93	40%	235	3.97	1.08
I solicit feedback from parents.	2	1%	18	8%	57	24%	98	42%	60	26%	235	3.83	0.93
I talk to teachers about the importance of infusing Jewish values into the classroom culture.	10	4%	14	6%	48	20%	104	44%	60	25%	236	3.81	1.02
I ask for feedback on how my actions affect teachers' job satisfaction.	9	4%	16	7%	58	25%	102	43%	51	22%	236	3.72	1.00

Notes: Responses were on a 5-point scale (1 = *Rarely or Seldom*, 2 = *Once in a while*, 3 = *Sometimes*, 4 = *Often*, 5 = *Very Frequently*.) Five items had very little variability (SD marked in purple)—where over 92% of the sample picked “Often” or “Very frequently.”

When conducting factor analysis, 17 of the 20 items loaded on three non-orthogonal factors (using maximum likelihood extraction method with Oblimin rotation). Items within each factor had adequate to good internal reliability (alphas are provided in Exhibit B2). Factors were correlated with one another to a medium degree ( $.22 < r_s < .51$ ,  $p_s < .001$ ).

## APPENDIX B: MEASURES AND METHODS

### Exhibit B2: Factors

#### **Engaging Students, Teachers, and Parents**

( $\alpha = 0.65$ )

I talk with students throughout the day in the hallways, classrooms.

I initiate dialogues with stakeholders to reflect on school practices from a variety of perspectives.

I model character values in my personal interactions with students and adults.

I make myself available throughout the day to meet with students, teachers, and parents.

I solicit feedback from parents.

#### **Supporting Teachers**

( $\alpha = 0.76$ )

I help teachers reach their professional development goals.

I help teachers understand how their teaching supports the schools' vision.

I encourage teachers to support the school by appealing to their values.

I ask for feedback on how my actions affect teachers' job satisfaction.

I implement my teachers' ideas and suggestions.

I develop cooperative relationships among my staff.

#### **Modeling Jewish Vision**

( $\alpha = 0.83$ )

I demonstrate a personal passion for Judaic knowledge.

I articulate how my actions are guided by my Jewish knowledge and values.

I exhibit a passion for contributing to the Jewish community above and beyond my job and beyond my job responsibilities.

I talk to teachers about the importance of infusing Jewish values into the classroom culture.

I try to understand what being Jewish means to my students.

I appeal to my faculty to share the school's vision of Jewish life.

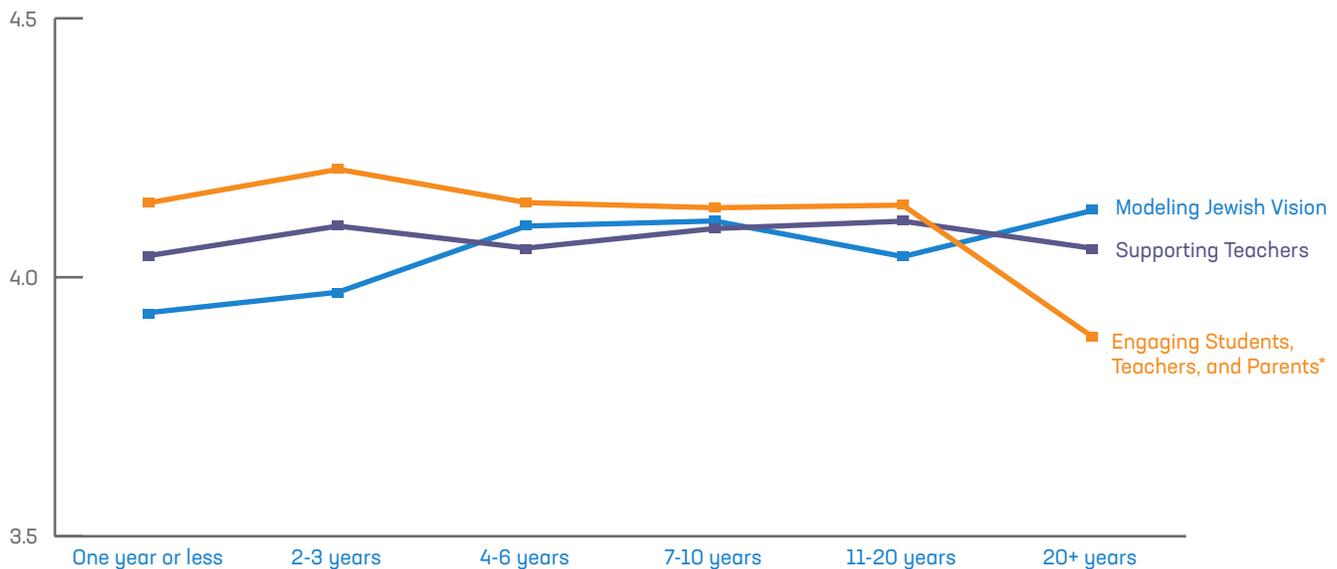
An additional question on the survey asked the Division Heads to estimate the number of hours they spend on different tasks. Using the technique of Two Step cluster analysis (with Schwarz's Bayesian Criterion) including the five time estimates as predictors, we arrive at two clusters of leaders. The "Silhouette measure of cohesion and separation" was in the 'fair' range at 0.4 (where the range of the measure is between -1 and 1).

When comparing leaders' time spent on tasks and their practices between categorical groups (e.g., gender, school denomination, school region, etc.) we used the procedure of one-way MANOVA (multiple analysis of variance). Significant differences noted in text are at the conventional level of  $p < .05$ .

## APPENDIX C: LEADERSHIP FUNCTIONS BY PERSONAL CHARACTERISTICS

Exhibit C1 depicts the relationships between longevity and leadership functions. There is a positive correlation between longevity and “model and inspire Jewish vision,”  $r = .17, p = .03$ , irrespective of school denomination: The longer Division Heads have been in their current position, the more frequently they “model and inspire Jewish vision.” On the other hand, “engaging students, teachers, and parents” is negatively correlated with longevity,  $r = -.23, p = .04$ , for Division Heads in Orthodox schools: The longer Division Heads have been in their current position, the less frequently they “engage students.” There is no significant correlation between longevity and “supporting teachers,”  $r = -0.08, p = .34$ .

**Exhibit C1: Leadership Functions by Longevity**

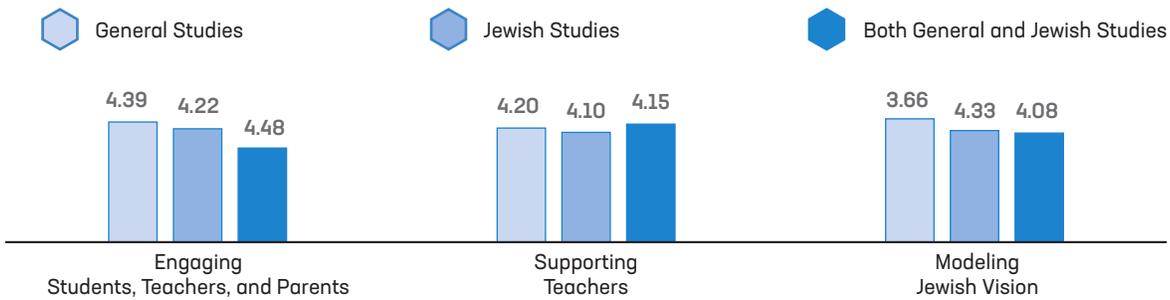


\* For this function, data points presented are for leaders of Orthodox schools, as the correlation was significant only for them.

A Division Head’s area of responsibility/role is associated with differences in the frequency with which they engage, support, and model. Specifically, as seen in Exhibit C2, irrespective of school denomination, Heads of Jewish Studies and Heads of both Jewish and General Studies report “modeling Jewish vision” more often than do Heads of General Studies only,  $ps < .001$ . Heads of General Studies and Heads of both Jewish and General Studies “engage students, parents, and teachers” more often than do Heads of Jewish Studies,  $ps < .001$ .

## APPENDIX C: LEADERSHIP FUNCTIONS BY PERSONAL CHARACTERISTICS

### Exhibit C2: Leadership Functions by Leader Role



As seen in Exhibit C3, female Division Heads more frequently “engage students, teachers, and parents” and “support teachers” than do male Division Heads in all schools (Orthodox and non-Orthodox),  $p < .001$ . In Orthodox schools, males more frequently “model Jewish vision” than do females,  $p = .001$ , but in non-Orthodox schools they engage in that function with the same frequency. There is no significant difference between males and females in how frequently they model Jewish vision, irrespective of school denomination.

### Exhibit C3: Leadership Functions by Leader Gender and School Denomination

		Engaging Students, Teachers, and Parents	Supporting Teachers	Modeling Jewish Vision
Non-Orthodox School	Male	4.30	4.10	4.04
	Female	4.54	4.28	3.99
Orthodox School	Male	4.30	3.86	4.25
	Female	4.20	4.28	4.13
All Schools	Male	4.34	3.98	4.15
	Female	4.47	4.28	4.06

Note: Significant differences between females and males are highlighted.



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