



UPPER SCHOOL PRINCIPAL

**BERMAN**  
MELVIN J. BERMAN HEBREW ACADEMY

**OPPORTUNITY  
STATEMENT**



# TABLE OF CONTENTS

- 3** | Our School
- 4** | Our Values
- 6** | School Profile
- 7** | Ideal Candidate Profile
- 9** | Our Campus
- 10** | Welcome to Greater Washington, DC
- 11** | How to Apply



## OUR SCHOOL

**The Melvin J. Berman Hebrew Academy was founded in 1944 by Orthodox community leaders who were committed to providing children in the Washington DC area with a deep Jewish identity developed through a strong Jewish education. The Hebrew Academy of Greater Washington, as it was originally known, was established as the first Jewish day school in the DC area, opening with 21 children. Today, Berman is the only Modern Orthodox day school in the Washington, DC Metropolitan area.**

Berman educates and inspires over 600 students through a warm and nurturing co-educational program from preschool through 12th grade. Students at Berman Hebrew Academy gain so much more than a thorough grounding in general and Judaic academics; they receive a deep grounding in Torah values and middot, the Jewish learning and character-building principles that guide our lives. And because Berman's modern Orthodox approach is imbued with Zionist values, our students gain a love of Israel, which becomes a central part of their Jewish identities.

Berman's integrated Judaic and general studies curriculum combines a warm and caring environment with a dynamic, challenging and creative co-educational course of study. Small class sizes and individualized attention mean that students can engage in activities they need to become well-rounded while discovering and nurturing the greatest strengths within themselves.

Berman provides a comprehensive Jewish and general education in an atmosphere of reverence, good citizenship, and love of the Jewish people and Israel. In partnership with the community, Berman strives to continue this journey, shaping a future for our students that is filled with purpose, accomplishment, caring and commitment to Jewish life and Jewish values.

Our graduates go on to our nation's top universities and Israeli yeshivot and seminaries. They become successful in their chosen fields and leaders in their communities as they live as committed, observant Jews in today's world.

Berman is a unique institution that serves a thriving Jewish population and enjoys a robust and balanced budget, a stable and capable administrative team, a seasoned and talented faculty, strong community support, a talented and active parent body and lay leadership, and an exceptional group of students.



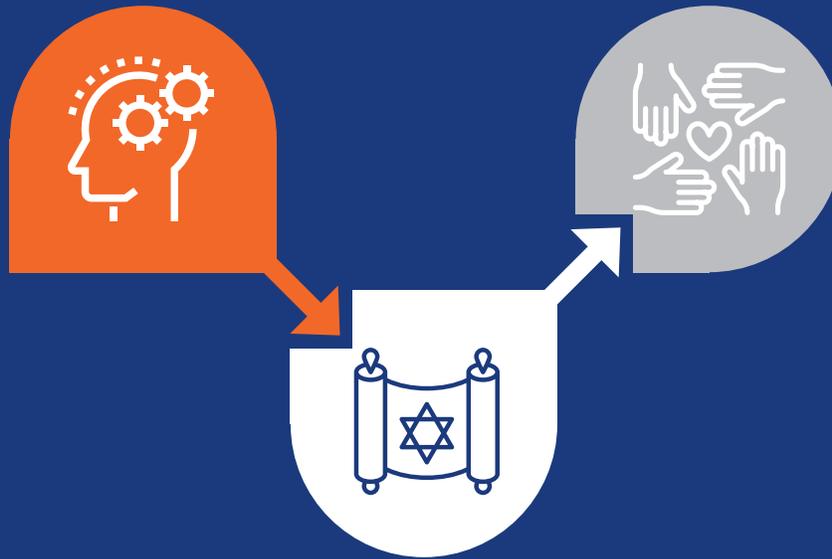
# OUR VALUES

## *Chochma*

*Chochma* (Wisdom) is measured not simply by what our students know, but by what they can do with what they know. As such, we design lessons and activities that challenge our students toward higher level critical thinking and moral reasoning.

## *Derech Eretz and Achrayut*

We offer our students social and emotional guidance, tools, and resources needed to forge both a healthy sense of self and healthy relationships with others. We instill *derech eretz* and a deep sense of *achrayut* for ourselves, each other, the Jewish community, and people around the world.



## *Torah and Israel*

We equip our students with religious purpose, skills, routines, and responsibilities so they can continue a life of *Torah*. We inspire students who are deeply committed to the Land and State of Israel, its history, culture, people, and language.



**Berman graduates are prepared to lead their lives as religiously committed Jews and citizens of the world who:**

- know how to learn and love to learn Torah;
- pursue their highest levels of academic, personal, and professional success;
- are deeply engaged in synagogue and communal life;
- are deeply committed to the Land and State of Israel, its history, culture, people, and language;
- exhibit the highest levels of moral conduct, tzedaka, and chesed.



**BERMAN**  
MELVIN J. BERMAN HEBREW ACADEMY

TORAH תורה  
מציון MITZION  
WASHINGTON



**sulam**  
Unlimited Learning.

Berman integrates the **Torah Mitzion Kollel** of **Israeli shlichim** and **Bnot Sherut** in the program across all divisions.

Berman partners with and houses **Sulam**, a program for children with special learning needs and offers a unique immersion program between the two schools.

## SCHOOL PROFILE

As a preschool-12th grade school, Berman provides a comprehensive continuum of education spanning more than a decade. The Upper School plays a critical role in the progress of our students, serving as the culmination of their journey at Berman and as the bridge from their experience at Berman to the application of their education in an evolving and diverse 21st century world.



The Berman Upper School is a time of exploration – where students are challenged with a rigorous learning program as well as with a level of autonomy regarding the students' own learning.

Our curriculum and program are geared toward fostering the maturation of our students as they grow as individuals through a comprehensive dual curriculum of limudei kodesh, including Hebrew language, general studies, and extra-curricular learning opportunities. To allow for each student to explore their interests, the upper school boasts a wide range of AP offerings, student-led clubs, fine and performing arts programs, and athletic and academic teams. In this way, each student designs his/her own path towards the yeshiva/seminary and/or college of their choice. This empowers them to contribute to their community on campus and beyond, and inspiring them to thrive through their learned values.





In the past 3 years,  
Berman has had:  
**1 National Merit Scholar,**  
**3 National Merit Semifinalists**  
and  
**11 National Merit Commended Students**



2021 mean SAT score

**1378**

2021 mean ACT score

**29.5**

7

AP

**90%**

of students score a  
**3** or above on  
AP exams



**28 interscholastic  
award-winning teams  
across 7 sports**

basketball, volleyball, soccer, baseball,  
softball, track & field, and cross country



**40+  
extracurricular  
clubs/activities**

Model UN, Mock Trial,  
AIPAC, Dramatic Arts,  
Visual Arts, and more





## We Live TORAH

- Skill-building limudei kodesh classes and engaging Tanach and halacha initiatives using project-based learning
- Mishmar kollel learning l'shma
- Thought-provoking Yemei Iyun
- Immersive learning with our Torah Mitzion Kollel and Midrasha shlichim and bachurim

### OUR RESULTS

Nearly 90% of Berman graduates spend a gap year at Israel's finest yeshivot, seminaries, programs and the IDF. Berman alumni remain committed Torah Jews throughout their lives.



## We Live CHOCHMA

- Rich and diverse course offerings, including Honors and APs
- Differentiated instruction
- Robust extracurricular academic programs, including Model UN, Mock Trial, and Math Leagues
- Enriching, talent-developing visual and dramatic arts programs
- Taking advantage of our unique Washington DC location with senior seminars, internships and passion projects

### OUR RESULTS

Berman students achieve SAT/ACT scores that meet or surpass the best public, private, and day schools in the country.

### COLLEGE ACCEPTANCES

**Our students have been consistently accepted to these and other universities:**

Barnard College • Boston University • Brandeis University • Columbia University • Cornell University • Harvard University • Johns Hopkins • NYU • Princeton University • Rutgers University • UC Berkeley • University of Chicago • University of Maryland • University of Michigan • University of Pennsylvania • Stern College for Women • Washington U in St. Louis • Yeshiva University



## We Live DERECH ERETZ

8

- Programming on healthy choices, healthy relationships, and healthy attitudes
- Student interaction across divisions that promote a sense of family and community
- Integration of the Sulam program that fosters an environment of sensitivity and inclusiveness
- Teachers modeling exemplary ben adam l'chavero behavior

### OUR RESULTS

Derech Eretz pervades Berman's halls and we celebrate students who exemplify middot with the Keter Shem Tov awards, Kiddush Hashem Honor Roll, and Middah Mascot Mensches.



## We Live ISRAEL

- Mastery of Biblical and Modern Hebrew through texts, experiential projects, & language classes
- An evocative community-wide Yom Hazikaron and Yom Haatzmaut program
- Integration of the Torah Mitzion families, kollel bachurim, and Bnot Sherut
- Our one-of-a-kind gift of a quadrennial Mission to Israel for the entire Upper School

### OUR RESULTS

More than 60 alumni have served or are serving in tzahal, and over 115 alumni have made aliyah.



## We Live ACHRAYUT

- Art works, murals, and landscaping beautification projects for the school grounds
- Recycling and environmental initiatives (EPA Green Power Partner & local Recycling Awards)
- Preparing food packages for low income public school students
- Student-led initiatives that raise tens of thousands of dollars each year for Tzedakah
- Bikur cholim visits to ill classmates & centers for adults with physical and cognitive challenges

### OUR RESULTS

Our Upper School students performed over 10,000 hours of community service last year alone.

### ISRAEL PROGRAM ACCEPTANCES

Amit • Amudim • Bnei Akiva Olami: Kivun • Derech Ohr Sameach • Hartman Institute • Midreshet HaRova • Midreshet Lindenbaum • Midreshet Mevaseret Yerushalayim • Midreshet Moriah • Migdal Oz • Nishmat • Orayta • Sha'alvim for Women • MTVA • Tiferet • Tzahal • Yeshivat Ashreinu • Yeshivat HaKotel • Yeshivat Har Etzion (Gush) • Yeshivat Reishit • Yeshivat • Torat Shraga • YTVA

# OUR IDEAL UPPER SCHOOL PRINCIPAL IS...

Humble yet confident... Warm yet serious...  
Growth oriented yet accomplished... Creative yet organized

**The Upper School Principal serves the unique needs of and builds positive, productive relationships with each student and family. The principal is a role model for the educational and cultural values of the school at all times, both on and off campus.**

The Upper School Principal is responsible for helping students and families navigate the natural tides that come along during the Upper School years academically, socially, emotionally, behaviorally, religiously, and spiritually. Partnering with the Head of School and the other divisional leaders, the Upper School Principal ensures that our students thrive in a warm, nurturing, and yet rigorous learning environment.



# SUCCESS IN THIS ROLE LOOKS LIKE...



## AN EDUCATIONAL LEADER WHO:

- partners with faculty to define and strive for a common vision of great teaching and learning within the Upper School and connected to the other divisions.
- is proficient in the content and process of curricular and co-/extra-curricular development and activities consistent with the mission, vision and religious hashkafa of the school.
- is experienced and an expert in supervision of instruction and evaluation of academic programs.

## A CULTURAL LEADER WHO:

- maintains congruence of the school's mission and hashkafa with a bold vision and approach to carrying them out within the division.
- nurtures an environment conducive to adolescent development and growth and that promotes religious engagement and spiritual inspiration for each learner.
- strives for unity, harmony, and cooperation through tact, helpfulness, respect.
- recognizes individual differences and the special abilities and strengths of each student, teacher, and staff member.
- communicates effectively with stakeholders to ensure a strong partnership within and beyond the walls of the school.

## A SYSTEMS THINKER WHO:

- values the creation and maintenance of a system that monitors each student's progress.
- appreciates and advocates for the unique position of the Upper School, while considering the needs of Berman as a whole and how the Upper School can contribute to and accommodate them.
- anticipates and develops plans to meet the educational, physical, social, emotional, and religious needs of the school community.
- ensures compliance with legal requirements and educational standards of government and accrediting agencies/regulators.

Our ideal candidate needs to be available to join us no later than July 1, 2022 and must have prior experience as an educational leader and as a classroom teacher.



## OUR CAMPUS



Just eight miles from the nation's capital in Rockville, MD, Berman's campus includes over 230,000 square feet situated on approximately 20 acres. The extraordinary facility includes two levels of classrooms, batei midrash, computer and science laboratories, a media center, libraries, a 1,100 seat auditorium, gymnasiums, locker rooms, music rooms, multiple outdoor play areas, and a world class visual arts center. The grounds include large parking areas, a full-size track and athletic field facility, tennis courts, gardens, and playgrounds.



Berman also houses the synagogue and mikvah for the adjacent Aspen Hill neighborhood, where a large number of families are buying homes and contributing to the growth of the community.

# WELCOME TO GREATER WASHINGTON, DC!

Washington, DC is one of the most exciting places to live in the world. The seat of the United States government, it is abuzz with culture, activity, and excitement.



Washington DC and its surrounding suburbs, particularly in Montgomery County, Maryland where Berman resides, is one of the country's most affluent and highly educated communities. Proximity to DC and the vast Metro Rail system makes government, museums, cultural arts, and institutions of higher education easily accessible. As a result of the school's proximity to the nation's capital and this ease of access, students engage in diverse and rich opportunities not available anywhere else in the world; some of these include participating in lobbying efforts, visiting the Supreme Court and Congress, exploring the amazing Smithsonian Institutions and other museums (including the United States Holocaust Memorial Museum), visiting US government offices and buildings, as well as taking advantage of internships throughout the area, including on Capitol Hill.

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## Living in our Jewish Community

The Greater Washington Metropolitan Jewish community is known as a uniquely warm, caring, growth-oriented and intellectual community. Education, Jewish and general, are a priority for parents and the community as a whole.

With a population of more than 200,000, we have the 6th largest Jewish community in North America. It is vibrant with Jewish life and activity and includes nearly a dozen Orthodox communities (nearly all with mikvaot), two large Kosher supermarkets, a number of Kosher restaurants and bakeries, three Jewish

Community Centers, and several Jewish day schools and preschools. Additionally, the region supports well over 100 local Jewish agencies and synagogues and serves as the national and international headquarters for many large Jewish organizations such as Hillel International, B'nai Brith, AIPAC, BBYO, and others.

The University of Maryland, where many Berman graduates attend college, is home to over 6,500 Jewish students, of which approximately 550 are Orthodox, and is served by one of the largest and most active Hillels in the country.



## HOW TO APPLY

Interested candidates are encouraged to contact our search consultant, **Dr. Scott Goldberg** at [search@scottgoldbergconsulting.com](mailto:search@scottgoldbergconsulting.com) to confidentially discuss the opportunity and the process.

Candidates who are ready to apply should submit the following materials as a PDF, via email:

- A cover letter indicating your particular interest in serving as Upper School Principal at Melvin J. Berman Hebrew Academy. The letter should include:
  - an overview of your qualification for this leadership position
  - brief statements of your philosophy of education, leadership style and alignment with the religious philosophy of the school
  - a current resumé

**Scott Goldberg, PhD**  
Search Consultant

# UPPER SCHOOL PRINCIPAL

## Job Summary

The Principal is charged with creating the culture and structure of our upper school. This professional is entrusted to serve the unique needs of each student and family, and to build positive, productive relationships with each and every one of them. This role serves as their primary source of support. The Principal has the essential responsibility of successfully helping students and families navigate the natural tides that come along during the upper school years. Beyond the technical aspects of the position, the Principal's role is one of servant leadership - prepared to serve the needs of our students, teachers, and community.

The Principal reports to the Head of School.

## Essential Duties and Responsibilities

The Principal serves as an exemplar in three key areas, each requiring unique attributes, skills and experience

### Principal as Educational Leader:

- Articulate a common vision of great teaching and learning and hold all faculty accountable to that vision
  - Create a culture of student-centered, personalized learning
  - Oversee all curricular and non-curricular development/activities involving students and faculty
  - Ensure that all curricular and non-curricular activities are consistent with the mission/vision and religious *hashkafa* of the school.
  - Act as the educational leader of the school division, responsible for its day-to-day operation.
  - Oversee the hiring and supervision of instructional and support personnel, and the direction of athletics, student life, and facilities.
  - Be knowledgeable and able to articulate advances and trends in pedagogy and education and make sure they are reflected in all classrooms.
  - Work with the Director of Teaching and Learning to review and evaluate the academic programs, including for horizontal and vertical curricular flow.
- Observe, supervise, and help evaluate the faculty, including through classroom observation.
  - Make recommendations to the head of school regarding the hiring and retention, and the assignment of faculty.
  - Establish and facilitate programs for the in-service training of all teachers, and for the evaluation of classroom teachers.
  - Maintain complete academic records on all students.
  - Oversee the grading and the reporting of standards and methods used by teachers in measuring student achievement.
  - Support the Dean of Students in the academic guidance of students.
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- ### Principal as Cultural Leader:
- Create a culture and environment that is responsive to the unique needs of each learner.
  - Create a culture and environment that is responsive to the unique needs of each teacher and staff member.
  - Create a culture and environment that promotes religious engagement and spiritual inspiration for each learner.
  - Be a visible presence in all areas of the school.
  - Build a community of teachers and students where school culture and values are upheld - design school policies, procedures that help to create that environment.
  - Strive for unity, harmony, and cooperation through tact, helpfulness, respect, and the recognition of individual differences, special abilities and strengths of each teacher.
  - In conjunction with the Dean of Students, establish guidelines for proper student conduct and dress.
  - Respond to parent concerns and communications within 24 hours.
  - Serve as a role model of continuous improvement and growth - seek and engage

in ongoing professional development.

- Identify areas for growth for the division each year, and galvanize the middle school faculty/staff towards the annual goals for the division.

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### **Principal as Systems Thinker, Operator and Promoter:**

- Ensure a seamless transition for incoming 9th graders and outgoing 12th graders.
- Create, and maintain, a system that monitors each student's progress.
- Direct the activities of the school's instructional and, in conjunction with the business officer, the non-instructional staff in the performance of their duties.
- Maintain the budget for the division.
- Function as the chief articulator of the division's programs, expectations, behavioral guidelines, and other information necessary to ensure that all constituencies are fully informed consonant with their individual roles.

- Serve as the senior representative of the upper school in the articulation of the school mission, school goals, department goals, course objectives, materials, methods, and means of assessment.
- Oversee and direct the activities of the department chairs, the sponsors of various student organizations and activities, and faculty committees.
- Provide an orderly, controlled environment in which learning can take place in a school climate that is supportive and reflects high morale.
- Be aware of the educational, physical, social, and psychological needs of the school community, and develop plans for meeting those needs.
- Ensure compliance with legal requirements of government regulations and agencies, and maintain the educational standards established by the state and by those agencies that examine and accredit the school.
- Conduct regular meetings with faculty that will deal both with

routine school matters and with the stimulating exchange of ideas on issues of educational/philosophical interest and concern.

- Maintain accurate records of student attendance and citizenship.
- Work toward a resolution of all problems, both routine and unique, as they arise.
- Keep the Head of School informed of the general programs, activities, and problems of the school.
- Assist in the admissions process for the testing, interviewing, and evaluating of applicants for enrollment.
- Maintain a comprehensive calendar of school events and keep the entire school community informed of various school programs and activities.
- Oversee the coordination of the co-curricular and extra-curricular activity programs, including the planning and the presentation of school assemblies and programs.
- Perform other duties as assigned by the Head of School.

## **Other Duties**

Principal should serve as a role model for the educational and cultural values of the school at all times, both on and off campus. Principal will represent the upper school at all administrative meetings as scheduled or required by the Head of School and should perform any duties required as a member of the senior administrative team.

