MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.

Subseries 3: General Files, 1980–1993.

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Jewish education programs, 1989-1990.

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For additional information, contact:

Beverly King Pollock Director of Public Relations, 681-8000

AMERIC/

For release:

June 5, 1986

The United Jewish Federation of Greater Pittsburgh is the central fund-raising and social welfare organization within the Greater Pittsburgh Jewish community. It raises and allocates funds and plans with other agencies to meet health, welfare and human needs 'ocally, nationally and overseas.

nifed Jewish Federation of Greater Pittsburgh 234 McKee Place Pittsburgh, PA 15213 681-8000 TO: JEWISH CHRONICLE

THE FIRST JEWISH TEACHERS INSTITUTE

In recognition that Jewish education is the community's major safeguard in the struggle for Jewish continuity, the United Jewish Federation Committee on Jewish Education, with the direction and guidance of its professional educators council, is initating the Jewish Teachers Institute, a study program for Jewish educators.

"The program confirms the belief of educational administrators and knowledgeable lay leaders that the greatest impact in Jewish education is through the quality of the instructor," said Jack Meyers, Chairman of the UJF Committee on Jewish Education. "Teachers who have strong Judaic and Hebraic backgrounds and have mastered teaching and classroom management skills are the most successful at transmitting knowledge to our children in the classroom.

"The Jewish Teachers Institute," he said, "will provide the Jewish teachers of our community with a systematic program of study in which they will have the opportunity to acquire mastery of classical Jewish knowledge and values and learn how to make use of the many ways of communicating the history, culture and religion of the Jewish people to our children."

The first semester of the Jewish Teachers Institute is the 1986 summer program which will take place from June 23 through

June 27, 1986. Two concurrent courses will be offered. The first course is "A Survey Of Jewish History: 70 C.E.-1948 C.E." taught by Dr. Ronald Brauner, Executive Director of the Hebrew Institute. The course will cover such topics as "The End of the Second Commonwealth," "Diaspora and Continuity," "The Rise of the West" and "Old Worlds and New Worlds."

The second course is "Jewish Thought," taught by Rabbi Tzvi Glass, Principal, Hillel Academy of Pittsburgh. Contents of the course include "Considering G-d," "The Realm of Judaism," "Jewish Laws," and "Relations with the Gentile World." Both courses will be offered from 9 a.m. to noon at the Hebrew Institute.

All textbooks will be provided and given to participants the conclusion of the course. Individuals satisfactorily completing course requirements will receive a stipend.

For further information and to register for the Jewish
Teachers Institute, educators are requested to contact

their school principals. Registration deadline is June 11.

"Those of us involved in Jewish education, whether lay or professional, know that the teacher is the critical factor," said Meyers. "We face a particular challenge in Pittsburgh in stimulating the professional growth of our Jewish educators. We owe a special tribute to the Professional Training Advisory Committee for their work. Members are Dr. Eunice Baradon, Dr. Ronald Brauner, Amos Comay, Keny Deren, Dr. Rose Feldman, Rabbi Tzvi Glass, Rabbi Mark Mahler, Jack Meyers and Reuven Robbins.

"The absence of a local teachers training college and the desire to develop a program which meets nationally recognized standards create a challenge for us," he said. "To accomplish this goal we are taking steps to connect the program to a local university, utilize programs available through recognized teacher training schools and designing our program so that it will comply with national criteria. It is incumbent upon us to

move forward," continued Meyers, "to ensure the communication of the history, culture and religion of the Jewish people to our children."

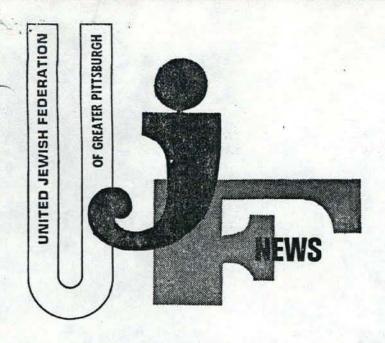




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For additional information, contact:

Beverly King Pollock Director of Public Relations, 681-8000 or



For release: August 7, 1986

The United Jewish Federation of Greater Pittsburgh is the central fund-raising and social welfare organization within the Greater Pittsburgh Jewish community. It raises and allocates funds and plans with other agencies to meet health, welfare and human needs locally, nationally and overseas.

United Jewish Federation of Greater Pittsburgh 234 McKee Place Pittsburgh, PA 15213 681-8000 TO: CHRONICLE

JEWISH TEACHERS INSTITUTE

pic/cutline attached

According to educational administrators and knowledgeable lay leaders, the greatest impact in the Jewish classroom occurs as a direct result of the quality of the instructor. Supporting this belief, the United Jewish Federation Committee on Jewish Education, with the direction and guidance of its Professional Educators Council, has initiated the Jewish Teachers' Institute: A Study Program for Jewish Educators.

-more-

A small group of professionals and lay people knowledgeable about issues regarding the number and quality of Jewish educators in our community was formed as a working ad hoc body of the Jewish Education Committee. This Professional Training Advisory Committee includes Jack Meyers, chair, Committee on Jewish Education; Dr. Eunice Baradon, Dr. Ronald Brauner, Amos Comay, Keny Deren, Dr. Rose Feldman, Rabbi Tzvi Glass, Rabbi Mark Mahler and Reuven Robbins.

"There is not a community in the country that does not desire a sufficient number of quality educators," said Meyers.

"A major problem in Pittsburgh, and in the majority of communities across the country, is the very limited number of Jewish teacher training colleges and universities which meet nationally recognized standards."

He continued, "While we do not have such an institution in Pittsburgh, we are not willing to compromise on the caliber of the education we know our teachers want and deserve. Our planning process to develop a serious on-going professional education program for our teachers has involved extensive consultation with the National Board of License of the Jewish Education Service of North America (JESNA) and contact with Torah Umsorah, Union of American Hebrew Congregations and several Jewish and secular colleges and universities."

The work resulted in the development of the Jewish Teachers' Institute, a program designed to provide Pittsburgh's Jewish teachers with a systematic program of study where they can acquire mastery of classical Jewish knowledge and values and utilize established methods of communicating the history, culture and religion of our people to our children.

This June, the first semester of the Jewish Teachers' Institute was held. Classes took place at the Hebrew Institute. Two courses, each 15 hours in length, were taught by Dr. Ronald Brauner, Executive Director of Hebrew Institute, and Rabbi Tzvi Glass, Principal of Hillel Academy.

Brauner taught "A Survey of Jewish History: 70 CE-1948 CE."

Topics of focus were The End of the Second Commonwealth, Diaspora and Continuity, The Rise of the West and Old Worlds and New Worlds.

"It was extremely stimulating," said Faithe Milch, teacher at Hillel Academy and course participant. "Dr. Brauner is so knowledgeable and such a wonderful presenter. It wasn't the kind of thing where you sat back and listened—there was a lot of reading material and everyone participated. One of the things that made it so special was the professional way things were handled."

Rabbi Glass was the instructor for "Jewish Thought" which was concerned with Considering G-d, The Realm of Judaism, Jewish Laws and Relations with the Gentile World.

Bradley Hersch who "got the source material I always wanted" says, "Rabbi Glass was so open to everything and so well-informed. I realized that many of the laws are misunderstood, that it's okay to doubt and, most important, that while other religions are more concerned with belief, Judaism emphasizes deed over creed."

"I feel," said Rabbi Glass, "the coursework produced an intimate experience with Judaism. The students left with an understanding of the deeper meaning of ritual and practice; an awareness that things their parents taught them, much of which they take for granted, make sense for 1986."

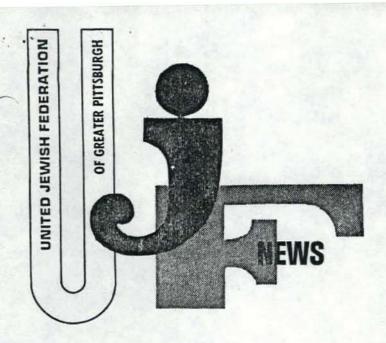
The curriculum, course content and format of the first two courses offered by the Jewish Teachers' Institute were structured to follow the criteria set by the National Board of License of the Jewish Education Service of North America. Both courses have been recognized by the National Board for credit toward licensure.

"We are extremely proud to have been recognized by this prestigious licensing body," said Meyers. "We believe that Pittsburgh may be the first to have courses recognized on the national level which have not been provided through a formal institution of higher learning."

According to Brauner, "Our initial success is further proof that Pittsburgh will be in the forefront of Jewish education and teacher training."

The Federation commends the following teachers who participated in the JTI summer semester, all of whom successfully completed their course work. Courses for the Jewish Teachers' Institute fall semester will be announced in the near future.

Carolyn Cohen, Solomon Schechter Day School; Alva Daffner, Beth El Congregation; Ilene Fagen, Temple David; Malke Frank, Beth Israel Center; Susan Hill, Beth Samuel Jewish Center; Bradley Hirsch, Temple David; Leslie Itskowitz, Beth Shalom Congregation; Einat Karban, Temple David; Bonnie Linzer, Temple David; Nira Lion, Hebrew Institute, School of Advanced Jewish Studies; Faithe Milch, Hillel Academy; Gerry Palkovitz, Tree of Life; Elvira Pfeffer, Yeshiva Achei Tmimim; Mirel Posy, Hebrew Institute, School of Advanced Jewish Studies, Yeshiva Achei Tmimim; Barbara Shuman, Temple David; Channah Weiss, Community Day School; Shosh Yona, Community Day School; Marcia Zlochower, Yeshiva Achei Timimim.



For release:

MERICAN EVIDE August 7, 1986

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United Jewish Federation 'Greater Pittsburgh 44 McKee Place ittsburgh, PA 15213 681-8000

TO: CHRONICLE

Pic/cutline

Dr. Ronald Brauner, Executive Director of Hebrew Institute, standing fourth from right and Rabbi Tzvi Glass, Principal of Hillel Academy, third from right each presented a 15 hour course at the first Jewish Teachers' Institute: A Study Program for Jewish Educators. The United Jewish Federation Committee on Jewish Education, with the direction and guidance of its Professional Educators Council, initiated the JTI to enhance quality teaching with an on-going professional education program recognized by the National Board of License of the Jewish Education Service of North America.



# J.T.I. concludes its first year

Sixty-three Greater Pittsburgh Jewish educators have completed a course of study at the Jewish Teachers' Institute, the university level continuing education program for Jewish educators in Pittsburgh.

Now concluding the first year, the Jewish Teachers' Institute provides Jewish teachers with a systematic program of study in which they have the opportunity to acquire mastery of classical Jewish knowledge and values. At the same time teachers learn many ways of communicating the history, culture and religion of the Jewish people to the children they teach.

The JTI is under the auspices of the Professional Educators Council, the "professional arm" of the United Jewish Federation Committee on Jewish Education. Because the program is new, it is being conducted on a pilot project basis. Funding for the pilot period is provided by the UJF Campaign and the UJF Foundation.

Curriculum planning, course content and selection of instructors are carried out by the Professional Training Advisory Committee, a subcommittee of the Professional Educators Council. Current members of the Advisory Committee are Dr. Eunice Baradon, Dr. Ronald Brauner, Keny Deren, Dr. Rose Feldman, Rabbi Tzvi Glass, Rabbi Mark Mahler



SHARING a moment of laughter with students in this advanced Hebrew language methods course is Ruth Gelman, instructor for "The Art of Teaching Hebrew as a Second Language" at the UJF Jewish Teachers' Institute spring term.

and Reuven Robbins.

"There are three remarkable features of the Jewish Teachers' Institute," said Jack Meyers, chairman of the UJF Jewish Education Committee. "First is the willingness and commitment of the various denominations and types of schools to work together on a single program. Everyone has input and everybody can reap the benefits. In business, we'd call this 'economy of scale.' Here it's a matter of stretching our resources to the fullest and being able to accommodate a variety of needs within a single system.

"The second unique feature," he said, "is that courses offered through the Jewish Teachers' Institute have earned recognition from a national accrediting body, the National Board of License. This is the first time that courses offered outside a recognized college for Jewish studies have been awarded this status. We in Pittsburgh are breaking ground for the majority of communities across the country, who like us wish to undertake a serious educational program for their Jewish educators but have no Jewish teachers' college.

"We have received enthusiastic response from teachers and instructors," said Meyers.

Meyers pointed out that the Jewish Teachers' Institute is consistent with the Federation's role in developing sound programming to meet the educational needs of the community.

The summer term of the Jewish Teachers' Institute will be held June 22 through June 27 from 9 a.m. to noon each day at the Hebrew Institute.

Courses offered are "Biblical History: From Joshua to the Fall of the Northern Kingdom" (Instructor: Dr. Ronald Brauner, executive director, Hebrew Institute of Pittsburgh); and "Jewish Ethics: The Sources and Application of Teaching Children to Become Ethical Moral Beings" (Instructor: Dr. Yitzchak Handel, director, Graduate Jewish Education, Yeshiva University).

Contact the UJF, 681-8000, ext. 230, for further information.

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# Teachers institute concludes summer term

Pittsburgh's new Jewish Teachers Institute is continuing to provide area teachers with a university level program of study structured according to criteria set by the National Board of License of the Jewish Education Service of North America.

Sponsored by the United Jewish Federation under the auspices of the Committee on Jewish Education and the Professional Educators Council, the JTI attracted 28 teachers representing a dozen schools throughout the Pittsburgh area for summer courses.

"We are gratified by the continuing response to the Jewish Teachers Institute," said Jack Meyers, chairman of the UJF Education Committee.

"The Professional Training Advisory Committee, which is responsible for planning the curriculum, selecting instructors and evaluating the program, has committed itself to provide the highest caliber program possible. Our community owes them our deepest gratitude for their efforts which so greatly benefit our schools, teachers and children."

Members of the Professional Training Advisory Committee are Dr. Eunice Baradon, Dr. Ronald Brauner, Keny Deren, Dr. Rose Feldman, Rabbi Tzvi Glass, Rabbi Mark Mahler and Reuven Robbins.

"It's from the teachers that we can truly tell we are making a difference," said Meyers. "Many are beginning to accumulate credits toward licensure from the National Board of License which has recognized our efforts to strengthen our professional educators. Individually, each of them comes away with new knowledge, new skills and renewed commitment to teaching our children."

Meyers pointed out that the Jewish Teachers Institute is consistent with Federation's role in developing sound programming to meet the educational needs of the community.

Esther Sperling, teacher at

Temple Emanuel, spoke about her studies on "The Acquisition of Morality: A Torah/Psychology Perspective" taught by Dr. Yitzchak Handel. "Dr. Handel was a dynamic and stimulating instructor," she said. "Scholars of his stature and talent are certainly valuable in motivating creative teaching on the part of our local teachers."

"It was a great deal of material, but all necessary," said Lawrence Stone, teacher at Tree of Life and participant in Dr. Brauner's course in "Biblical History: From Joshua to the Fall of the Northern Kingdom." "It gave me a better base for instruction and a new wealth of examples."

"We thank you for giving us the opportunity to learn important material from such a knowledgable human being," said Faith Milch, Hillel Academy.

On behalf of the United Jewish Federation a "yosher koach" to the teachers who participated in the JTI summer term: O'Hana Aviva, Sara Back, Hannah Dorsey, Betty Evans, Judith Dim Evans, Malke Frank, Taibke Hyman, Miriam Krieger, Natty Leizarowitz, Kathy Lobelsohn, Ofra Mark, Faith Milch, Rabbi Yosel Munitz, Gerry Palkovitz, Meryl Posy, Rabbi Menachem Rodal, Rabbi Ephraim Rosenblum, Shulamis Rothman, Rabbi Barry Dov Rubin, Esther Sperling, Rifka Taitelbaum, Bonnie Theiner, Susan Hill, David Linzer, Larry Stone, Carolyn Terner, Shoshana Yona and Marcia Zlochower.

THE JEWISH CHRONICLE (USPS 582-740) is published every Thursday, for \$18 per year in Pennsylvania. \$20 per year in U.S. by the Pittsburgh Jewish Publication Foundation, 5600 Baum Blvd., Pittsburgh, PA and additional mailing offices. POST MASTER: Send address changes to THE JEWISH CHRONICLE 5600 Baum Blvd., Pgh., PA 15206.



STUDENTS gather with instructor Ruth Gelman, standing fourth from left, to study "The Art of Teaching Hebrew as a Second Language."



CONDUCTING a course in "Biblical History: From the Fall of the North to the End of the Biblical Period" was Dr. Ronald Brauner, standing, fourth from left.

### UJF teachers institute concludes fall term

The Jewish Teachers Institute, Pittsburgh's university-level continuing education program for Jewish educators, recently con-cluded its 1987 fall term.

Confirming that Jewish educators in our community wish to enhance their professional abilities, the two fall courses had capacity enrollment.

Participating in "Biblical History: From the Fall of the North to the End of the Biblical Period" taught by Dr. Ronald Brauner, executive director of the Hebrew Institute, were Bruce Antonoff, Ivan Frank, Malke Frank, Debbie Hertzcovitz, Lisa Heyman, Susan Hill, Miriam Krieger, Hagit Lifshitz, Rabbi Dov Rubin, Liona Rubin, Barbara Stein, Marlene Sokol and Shoshana Yona.

Students studying "The Art of Teaching Hebrew as a Second Language" with Ruth Gelman, director of the Hebrew Program of SAJS and instructor of Hebrew language at the University of Pittsburgh, were Sara Back, Rabbi Ahron Brodie, Stuart Cohen, Laurie Eisenberg, Bilha Krymolowski, Naama Lazar, Israela Rozen, Yael Salee, Rina Shuldiner, Julie Sidel, Hadassah Weiss and Yael Zlotnick. The teachers represented a dozen different schools from throughout the

"We commend these teachers for the time and effort they have spent on continuing their studies," said Jack Meyers, chairman, Jewish Education Committee of the United Jewish Federation. "Because of their commitment, schools, students and our entire community are enriched."

Plans are being finalized for the spring term of the Jewish Teachers Institute which will begin the week of Feb. 16. Course announcements will be sent to all area schools the first week in January. Teachers are encouraged to contact their principal regarding enrollment information or call the UJF at 681-8000, ext. 226.



#### THE CENTER FOR SOCIAL POLICY STUDIES IN ISRAEL

4 RAV ASHE ST. JERUSALEM 93593, P.O.B. 3489, TEL. (02) 639271

May 4, 1988

To: All U.S. Members of the Board

Joseph A. Califano, Jr., John C. Colman, Manuel Dupkin II, Heinz Eppler, Mitchell I. Ginsberg, Ralph I. Goldman, Sylvia Hassenfeld, Morton L. Mandel, Ray Marshall, Joseph A. Pechman, Bert Rabinowitz, Michael Schneider, Herbert M. Singer, Henry Taub, Louis I. Zorensky

Consultants: Herman Stein, Henry Zucker

DearHand

In the last few months we gave special attention to our study on "Israel's Educational System: Issues and Options." We have launched the study and it is well on its way.

Ruth Klinov, human capital economist, who recently returned to Israel after a two-and-a-half year assignment with the World Bank in Washington, D.C., is coordinating the study.

In June, when several U.S. members of our Board will be in Jerusalem for the Jewish Agency meetings, we plan to have a special conference in which we will report on the progress of the study and consult on its proceeding.

If you come to Jerusalem at that time, please do join us at the conference. It will take place on Thursday, June 23, 1988, 19:00-22:00 in the conference room of the Center.

Enclosed please find an early statement about the study (Preliminary draft, February, 1988) and an Update Report of April.

On a different matter, we also enclose several Jerusalem Post clippings which relate to our 1987 study on the Department of Immigration and Absorption of the Jewish Agency.

With kind regards and best wishes,

Sincerely,

Israel Katz

IK/sd

Encs.



#### THE CENTER FOR SOCIAL POLICY STUDIES IN ISRAEL

4 RAV ASHE ST. JERUSALEM 93593, P.O.B. 3489, TEL. (02) 639271

## Israel's Educational System -- Issues and Options Update Report, April 1988

In deliberations held at the Center during the past few weeks, the following action plan for the study took shape:

At present, three levels of research activity have been decided upon:

Study of systemic topics (Division I)

Study of selected issues in the educational system (Division II).

Study of the various levels of the education system

#### Division I

(Division III)

The following inquiries are in progress or will commence:

(1) Resource Allocation in the Education System up to 1988 (Ruth Klinov)

This inquiry examines long-term pupil enrollment trends at the various levels of education -- preschool, primary, postprimary (including vocational), higher learning -- and assesses the resources invested in the system at its various

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levels in terms of budget, personnel, academic facilities and other equipment, etc.

As these fields are examined, so are the financing arrangements and incentives offered to educational institutions to improve performance. During the inquiry, allocation trends will be analyzed by components including population growth, changes in enrollment rates, and rising costs of inputs (wages, etc.).

2. Educational System Performance According to Israel Defence Forces Tests Administered upon Induction (in conjunction with the IDF Long-Term Planning Division)

The study examines annual data on pupil achievement obtained from tests given to youth aged 17-18 prior to their induction into the IDF. The data relate to level of intelligence, command of Hebrew, reading comprehension, and familiarity with various elements of mathematics.

The aim is to examine changes in the achievements of this age cohort over time by type of school, type of community (kibbutz, moshav, development towns, large cities), and geographical region.

It should be noted that the IDF is the only framework in the country that has a database of this kind.

3. Actual and Potential Needs of the Economy in the 1980s and 1990s (Research staff still to be determined)

This study inquires into the changes taking place in the structure of the economy and examines the manpower imperatives stemming from these changes. Economic sectors' demands of the education system at its various levels -- academic, post-primary/vocational, and higher learning -- will be examined.

4. Resource Allocation to the Educational System for the 1990s (Yaakov Kop)

This study examines changes in Israel's demographic trends and their implications for the educational system. In view of these changes, which will peak in the 1990s, growth of the education system's age groupings will decelerate dramatically. The primary education population will evince negligible growth, but enrollment in higher education will continue to rise vigorously.

Effort is being made to analyze the growth patterns by community location and levels of education. At the initial stage a forecast was compiled for the country's eleven cities with populations of over 100,000. A simulation of costs (professional manpower, physical plant, etc.) according to forecast volumes of enrollment is also underway.

At first the simulation will be presented according to present cost coefficients (the educational system's current

circumstances); insofar as education research points at options for future modifications of the system, the simulation model will expand to include computation of the cost of introducing the alternative changes into the educational system at its various levels.

#### Division II

General questions pertaining to the educational system, singled out for special examination because of their relevance to the system as a whole, will be examined.

Below is a breakdown of the issues whose inquiry is underway.

Additional areas of inquiry in the subsequent stages of research will be identified.

## (1) Centralization and Decentralization in the Education System (Elad Peled)

This inquiry probes the extent of centralization (and decentralization) of the funding and decision-making arrangements at the various levels of education.

Under the existing system the government has nearly exclusive authority in funding, supervision and inspection, and hiring and firing of teachers.

The local authorities are responsible for enrollment districts. School administrations, however, have minimal powers.

This study examines various centralization and decentralization options, in response to country-wide goals such as integration on the one hand and more particular needs of groups in Israel's heterogeneous population, on the other hand.

(2) Training of Principals (Leadership) in the Education System (Research staff still to be determined)

Leading education system officials are devoting great attention to the strategic importance of principals in determining the success of the educational institutions they administer.

Any school's success is often credited largely to the personality, skill, and performance of the principal. In this study attempts will be made to find preferable ways of identifying suitable candidates and training them for administration and leadership positions with the purpose of fostering the system's progress.

(3) Innovations in the Education System (Curricula, Schools, Etc.)
(Shlomit Shomron and Uri Weil)

Various kinds of curricula, "open schools," community schools, and other experimental enterprises have taken shape (mostly not on an organized or coordinated basis) in recent

years. This inquiry gauges the distinctiveness of these experiments or schools in terms of content, teaching methods, performance, and advantages in various senses of utility, efficiency, and cost to the system, the pupils, and their families. The investigation will emphasize the lessons to be learned from the cumulative experiments, and intends to suggest possibilities for broader-scale application in suitable areas -- especially for less affluent population groups, which have not benefited from them thus far.

## 4. Information and Feedback System (Research staff still to be determined)

Planning and constructing an information and feedback system has been cited as a priority item by leading officials of the Ministry of Education. Such a system, when it comes into being, should include basic statistical data on pupils (and teachers), pupil and school achievements, etc. Alternative proposals for the establishment and operation of such a system will be prepared and reviewed.

## (5) The Education System in the Arab Sector (Farid Abu-Ghosh et al.)

The achievements, constraints, and problems of the educational system in Israel's Arab sector will be examined in each of the educational levels studied (see Division III, below). It has, however, been found essential to undertake a special and comprehensive study of this issue, with particular emphasis on those parts of the system that lag

behind the Jewish sector in terms of scope and quality (e.g., pre-school education, vocational schools, supply and demand for higher and post-secondary schooling, research and instruction systems in higher education, etc.).

The inquiry will survey inter alia the experiments conducted in the Arab sector's education system, their advantages and limitations, and the possibility of applying suitable projects on a broader scale.

#### Division III

ARCHIVES

In this division the system's various levels are being or will be examined, in whole or in part. The levels, each under separate inquiry, are:

- (1) Pre-School Education (Research staff to be determined)
- (2) Primary Education ( " " " " )
- (3) Post-Primary Academic Education (" " " )
- (4) Post-Primary Vocational Education (" " " " )
- (5) Higher Education ( " " " " )
- (6) Continuing Education (Israel Katz, et al.)
- (7) Special Education (Israel Katz, et al.)

Each inquiry will focus on the following themes: objectives, curricula, system structure, manpower, physical resources, extent of coverage of target population, availability of curricula;

equity in services; funding and funding sources (public, voluntary [NPO], private [business]); achievements; system constraints and problems.

Finally, efforts will be made to formulate alternative proposals toward the improvement and advancement of each level as indicated by actual and potential needs.



#### Implementation: Working Methodology

The results of each inquiry will be discussed by expert teams, and summaries of their deliberations will be brought before a senior forum of experts. Finally, the conclusions will be incorporated into a report of the study on the comprehensive education system in the 1980s and options for the 1990s.

In addition to these inquiries, and as a means of enriching the study, discussions will be held on special themes such as goals and objectives of the education system; criteria for and ways of attaining the objectives; strengths and constraints of the education system; different population groups' expectations of the education system (parents, teachers, pupils); community, parents, and army as partners in the education system; etc.

The possibility of undertaking a historical survey of Israel's education system since the country's founding, and its contribution over the past 40 years, is being explored.

In accordance with the substance and scope of the research as described above, the time required to complete the research is presently estimated at three years. The presentation of meaningful interim reports every half-year, and more detailed reports once per year, is feasible.

The study's estimated cost should be recalculated in June 1988.



#### THE CENTER FOR SOCIAL POLICY STUDIES IN ISRAEL

4 RAV ASHE ST. JERUSALEM 93593, P.O.B. 3489, TEL. (02) 639271

Preliminary draft February 1988

AMERICAN JEWISH

ISRAEL'S EDUCATIONAL SYSTEM: ISSUES AND OPTIONS

February 1988 Preliminary draft

ISRAEL'S EDUCATIONAL SYSTEM: ISSUES AND OPTIONS

#### INTRODUCTION

Though Israel's educational system is of relatively high standards, it undergoes a crisis, which requires fundamental rethinking. To this end the Center has launched a study, the tentative outline of which is presented here. The discussion proceeds along the following lines: Part I describes the major issues in terms of outputs of the system - student flows, levels of attainment, contents of curricula. Part II outlines an array of policy interventions, and divides them into four categories. Increasing inputs within the existing system; introducing new educational systems; creating information and feedback networks; reforms of the administrative system, in order to improve the incentive structure. Part III decribes briefly the crisis in higher education. Part IV uses Parts I and II to suggest a skeleton outline for a series of analyses on policy interventions. Part V, which intends to do the same with regard to higher education, is still to be written.

#### PART I: THE ISSUES

The quality and efficiency of the system may be described by using four aspects: (a) the quantitative dimension: the flow of students through the system; survival rates. (b) the level of attainment: understanding written texts; proficiency in one or more languages; capability of abstraction, etc. (c) the contents of studies: responsiveness to the cultural, social and economic needs of society. (d) innovativness: at the higher levels - in scientific research; at lower levels - in increasing the effectiveness of the system.

There seem to be deficiencies in each of these aspects. The more pronounced are expanded below:

#### (a) ENROLLMENTS AND SURVIVAL RATES

1986 Enrollment rates per 1,000 in the relevant age group are shown below. Statistics are more readily available for the Jewish population.

AGE	JEWS	ARABS
2	620	
3	843	
. 4	995	
5-13	965	947*
14-17	869	621
20-29	76	.:

<sup>\*</sup>ages 6-13

As can be seen, enrollments in the Jewish community are remarkably high at all levels. The low figure for ages 20-29 is somewhat misleading: because of the army service the age structure of students is more widespread than in other countries. If stated in terms of the probability of a given cohort to continue into tertiary education the figure is around 20%, which is quite high by international standards.

Not so in the Arab population. Data on pre-primary as well as on higher education are not published, but unofficial estimates at both levels are very low. At the secondary level there is much attrition. Thus, in terms of students' flow the Arab system with the exception of primary education is a pocket of backwardness.

#### (b) LEVEL OF ATTAINMENT

As will be discussed below, one of the major deficiencies of the educational sector is a total lack of an information system on the performance of schools and of students. Hence we cannot answer the question. There is, however, ample evidence of difficulties in grasping subject matter. The evidence points at three groups: Arabs; urban population at lower income levels; and small, peripheral settlements.

#### (c) CONTENTS OF THE EDUCATIONAL PROGRAM

There are apparently two central problematic spheres: At all levels there is a decline in the orientation of the school program, and hence of students, towards general social values - humanism, equality, democracy, etc. Another deficiency is that of responsiveness of parts of the educational program to the economic needs of the country: This is especially prominent in secondary vocational schools and in higher education.

#### (d) INNOVATIVENESS

#### AMERICAN JEWISH

There is a feeling of a downward slide in all its aspects: For decades the educational system was renowned in its innovativeness at all levels: pre-school education, including day-care centers; kibbutz education; vocational programs; special programs for new immigrants and deprived children, etc. Lately, there is a pronounced decline of innovativeness. This is not to say that there are none: on the contrary, during the last decade many "free" or "community based" schools, with their own program, have been established. However, this is done on a very small scale, based completely on individual initiatives, without built-in incentives given by the system. On the scientific side, the financial crisis in higher education, as well as structural problems of a small country, have led to a decline in research quality and quantity, particularly in applied science, but also in other fields.

#### PART II: ADDRESSING THE ISSUES

A first step towards alleviating deficiencies is their careful mapping along lines suggested in the previous section: incidence of education - quantitatively and qualitatively; contents of study; and innovativeness.

The inquiry will then proceed to examine feasible policy options and their costs under several headings: (a) additions to inputs within the existing school system; (b) alternatives or additions to the conventional system; (c) establishing an information and feedback system; (d) incentives structure.

(a) ADDITIONS TO INPUTS WITHIN THE EXISTING SYSTEM

In what follows, some general illustrations are presented.

- (al) TEACHERS: While average class size is generally satisfactory, indicating no overall shortages, pockets of such shortages and quality problems are abundant. The most recurrent complaints are about the lack of math, science and vocational teachers at elementary and secondary schools; and the general adverse selection of entrants into the teaching occupation.
- (a2) STRUCTURES: Future building requirements in the Jewish sector at the elementary and secondary levels may be

marginal, since demographic forecasts into the nineties indicate an almost static population in the relevant age groups. Thus building resources could be devoted to redress inequities. The most salient deficiency is in the Arab sector.

- (a3) EQUIPMENT: The bottlenecks mentioned most often are the lack of relevant equipment in secondary vocational schools; and of computers shortage throughout the educational system.
- (a4) MANAGEMENT: Lack of proper managerial training has been listed by the Director General of the Ministry of Education as the Number One problem of the system. The number of schools (excluding Higher Education) is about 2,500, and proper managerial training within a relatively short time is feasible.
- (a5) SCHOOL PROGRAMS: There is much activity at the central level. However, due to a lack of a feedback system, not much is known about its actual implementation, let alone effectiveness.

#### (b) ALTERNATIVES OR ADDITIONS TO THE EXISTING SYSTEM

A number of ideas and innovations in the educational process are presently in different stages of either operation or planning. Various aspects of existing programs will be examined in order to determine whether they deserve expansion and the degree of their applicability to the general system will be looked at.

#### (c) CONSTRUCTING INFORMATION AND FEEDBACK SYSTEMS

This also is a high priority goal of the Ministry of Education. However, not much has been done to date. Such a system should include basic statistics; students' attainments; school performance; and possibly satisfaction indicators. Its costeffectiveness may depend on the following subject, i.e. incentive structure.

#### (d) THE INCENTIVE STRUCTURE

At present the system is over-centralized. At all levels (except for higher education), teaching, curricula and textbooks are supervised by the Ministry of Education. Theoretically, individul elementary schools are free to decide on up to 25% of their curriculum, but actual percentages, though on the rise, are still much lower. Differentiation exists mostly between religious and non-religious schools as a group, rather than among individual schools. At the secondary level

differentiation is larger, but all programs are conditioned by a system of graduate certification which is so comprehensive, that it determines most high school programs.

While such centralization may have been efficient in the fifties and sixties, it has negative effects at present. The more important are:

- (d1) An over-emphasis on national targets has led to a centralized curriculum which creates a pronounced discrepancy between user's needs and the existing curriculum. This also may be a contributing factor to high drop-out rates, particularly in the Arab sector.
- (d2) As the standard of living as well as parents' level of school have been rising, demand has become more differentiated and sophisticated. There is a need for the educational system to be more responsive to specific users' needs, hence less centralized.
- (d3) Excessive centralization and standardization reduce the responsiveness of the system to changing social and economic conditions. This is especially apparent at the secondary vocational schools level, where part of the equipment is outdated, and training lags behind changes in market needs. It is probably also true in higher education, where the standard university-structure prevails.

(d4) A further result of over centralization is the lack of incentives to innovate at the grass-root level. There are no clear rewards, except for personal satisfaction. Moreover, by providing ready-made standard programs the incentive to innovate is usually weaker.

This shortcomings indicate, prima facie, some directions of policy interventions:

- (d5) Strengthening the responsivness of the public system to actual users' demand requires decentralization within the public sector. At present local authorities are merely in charge of school zoning. All other important policy decisions are made by the Ministry. Thus the school program in Moshavim is largely the same as in cities; in Arab schools similar to Jewish schools, etc. A redefinition of responsibilities at the central, district and local levels is needed.
- (d6) A systematic feedback set-up does not exist. There is no information on the implementation, let alone success or failure, of new programs; none on school performance.

  Setting up such a system is a high priority and requires a well-thought-out program. Possibly such systems are cheaper and more effective if established at the local level.

### PART III: HIGHER EDUCATION

Higher education has been especially squeezed by the public-budget reductions in the eighties. Universities retained their original high-quality, research-oriented structure in spite of the great expansion in undergraduate students' number in the seventies. This lack of adaptation led, in the sixties and seventies to a rapid expansion in resources diverted to a very expensive tertiary education. With the budget squeeze of the eighties, resources to higher education were cut, leading to deterioration in some fields of research, and to shortage of replacements of aging faculty. There is a need to revitalize high-quality scientific work, while restructuring the system to provide cheaper, and diversified, post-secondary education, which is more responsive to the economy's needs.

### PART IV: OUTLINE OF STUDY PROGRAM

The following is being considered as a framework for a number of review papers; these will be issue— and policy— oriented rather than general surveys. For each level of education we propose the following outline:

### (a) CHARACTERISTICS OF OUTPUTS

What are the deficiencies, and where are they located, in terms of:

- a. Enrollment and survival rates
- b. Contents of curriculum
- c. Levels of attainment

### (b) SHORTAGES IN INPUTS WITHIN THE EXISTING SYSTEM

What are the deficiencies, and where are they located, in various terms, such as:

teachers - overall

teachers - special fields

management

structures

equipment

(c) ALTERNATIVES OR ADDITIONS TO THE EXISTING SYSTEMS

What initiatives have been taken or are in process in terms of restructuring school activities, introducing new programs, teaching aids and other technical means? What are the more promising innovations?

(d) PROPOSALS FOR CONSTRUCTING AN INFORMATION SYSTEM

What is the present state of information and feedback: basic statistics; students' attainments; schools performance; teachers' and parents' satisfaction. How can one proceed in establishing such systems?

(e) MANAGING INCENTIVES

What is the present structure of finance, supervision and management? What are its advantages and disadvantages; what should be done to reform it?

(f) POSSIBLE ROLE OF EXTERNAL AID IN SOLVING PROBLEMS

In what specific capacities and areas of those outlined above, could the non-public (private and non-profit) sectors be useful in resolving the problems of the educational system and its enrichment?

### PART V: ORGANIZATION OF STUDY PROGRAM

- (a) A series of reviews along the lines described in part IV, as related to each level of education (pre-school, primary, secondary, vocational, higher), continuing education and special education.
- (b) Forecasts of demand for education, up to year 2,000, based on demographic trends and target attendance rates and budgetary implications.
- (c) An overview of the study results based on the foregoing parts.
- (d) Consulting panels to each part of the study.
- (e) Panel comprised of leading experts (from Israel and abroad) for final formulation of policy options evolved from the study.

### TENTATIVE TIME-TABLE

- (a) Finalization of paper outlines and authors February-March, 1988.
- (b) Preliminary meeting June 1988
- (c) First draft of papers September-October 1988.
- (d) Discussion of drafts November-December 1988
- (e) Second drafts of papers January-February 1989
- (f) Conference to discuss policy implications March-April 1989.



A PROPOSAL

A NEW VENTURE IN IN-SERVICE TRAINING FOR JEWISH EDUCATORS

May 1988

### THE NEED

The success of Jewish education in the coming decades is very much dependent on the ability of the Jewish people to develop a new generation of Jewish educators and teachers who have strong Jewish commitments and who are intellectually at home in the worlds of both general and Jewish knowledge and civilization.

The growing reality of contemporary Jewish education is that we have a profession of educators (teachers, principals, center professionals, early childhood educators, informal educators) whose general knowledge usually is increasingly more sophisticated than their Jewish knowledge. Those who are teaching and guiding our youth are themselves not sufficiently educated in the great intellectual and cultural heritage of our people.

This proposal comes to address the problem of the inadequate Jewish knowledge of part and full-time educators serving in the thousands of schools and hundreds of centers and other informal Jewish educational institutions across North America.

### THE PROPOSAL

This proposal calls for the development of a systematic program of individualized academic self-study in Jewish studies tailored to the needs of contemporary Jewish educators throughout North America.

This program is rooted in two critical components:

1) the creation of a comprehensive curriculum of top-quality written courses in various spheres of Jewish studies, e.g.: Jewish history, Jewish philosophy and thought, sociology of contemporary Jewry, Israel studies, the literature of the Jewish people; 2) the development of a systematic program of study of these materials by teachers and educators at their own pace and in their own venue in local communities utilizing the system of 'distance teaching' and implemented through the rich existing network of regional and local Jewish educational institutions in North America.

### THE PRINCIPLE OF DISTANCE TEACHING

Distance teaching is an educational approach pioneered in the 1960's by the Open University in Great Britain and since the 1970's by the Open University of Israel. Its aim is to make academic study accessible to populations unable to study in full-time residential academic settings. This approach is based on the development of high quality written courses (in place of the oral lecture), which a student studies in his/her own setting at the time that he or she chooses. This individual study is accompanied by individual tutorials (in person or by phone), written assignments, regional study centers where tutorial and sessions take place, audio-visual and other ancillary aids. Over the Past two decades this approach has proven itself to be remarkable appropriate for students who want to pursue serious study but are limited because of factors of time and distance.

### WHO IS IT FOR?

We believe that a properly organized system of distance teaching is particularly appropriate for many of North America's Jewish educators, who want and need to learn but are limited by time and distance from full time study in the many existing academic institutions. It particularly meets the needs of those thousands of Jewish teachers and informal Jewish educators who work in middle-range to smaller Jewish communities throughout North America, which are not

geographically accessible to local Hebrew colleges and departments of Jewish Studies at universities. It may also be appropriate for many educators, communal workers, Jewish Community Center personnel and other Jewish professionals who live in larger urban communities but whose life schedules preclude regular course study in a formal institution. The method of distance teaching could bring Jewish study into the schedules and lives of people at a time and in a place which meets their own demands. Upon the successful completion of the courses, participants will receive academic credits transferable to other institutions and universities.

### THE PROGRAM'S EXTENSION

In principle, the potential populations interested in pursuing Jewish Studies are not limited to Jewish educators. There is a broad spectrum of other interested groups and individuals who both in their professional capacities and their private interests are anxious to enhance their knowledge in Jewish affairs, and could take advantage of the flexible distance study format. Once the Jewish Studies program is established and—in operation, only a minor step would be required to open this program to the varied populations who would find it beneficial. The program could be adapted and tailored to the individual needs of different communities.

### THE PARTNERSHIP

This project is proposed as a genuine partnership between the Open University of Israel and of the Jewish educational networks of North America. The Open University proposes to apply its rich experience and expertise in distance teaching to the joint development of a comprehensive set of academic self-study courses and supplementary learning resources in various areas of Jewish studies. The North American partners will participate in the formulation of the

content, structure and direction of the course materials, and in the creation of the educational infrastructure and delivery system.

### THE OPEN UNIVERSITY OF ISRAEL

The Open University of Israel (established in 1974) is a distance teaching university dedicated to disseminating higher education wherever and whenever it is sought, by removing the obstacles of distance and time, through the offering of a flexible study method based primarily on written texts. The University today has a student enrollment of 12,000 students per semester and 35 study centers throughout Israel, and it is fully accredited by the Israel Council of Higher Education. It offers nearly 200 courses in the Life Sciences, Natural Sciences, Mathematics, Computer Sciences, Social Sciences, Humanities, Education, and Jewish Studies.

### THE AMERICAN PARTNERS

Several North American Jewish educational agencies have emerged as important partners in this process: Academics of Jewish studies in North America: JESNA (the Jewish Educational Services of North America) as the co-ordinating body of North American Jewish education; AIHLJE (the Association of Institutions of Higher Learning for Jewish Education) encompassing the network of Hebrew colleges and schools of Jewish teacher training and communal service; the Fellowship of Directors of Bureaus of Jewish Education.

The overall planning and implementation of the project would be directed and supervised by two boards:

- An Academic Board of leading scholars in Jewish studies from North America and Israel, which would set the academic standards and oversee the development of the academic courses.
- 2) An Educational Board of North American Jewish educators which would help to determine educational needs, direction, and style of the courses, and the development of the delivery system to the field.

### FUNDING THE PROJECT

Distance education is capital intensive, i.e., the major investment is in the production of the written texts, which can then be taught to any number of learners at a relatively low cost.

We propose to finance the development of the course material and the initial creation of the delivery system through grants from Jewish Foundations. The cost of teaching will be covered by tuition fees. We shall work together to encourage local communities, federations and bureaus of education to support the cost of participation of local teachers in the program and to offer incentives to those who obtain credits for these courses.

### TIMETABLE

This project is a major educational endeavor which will take place over several years:

1) The first stage is an intensive period of deliberations in Israel and North America to determine the subjects that should be studied; the contents of the courses; the educational approach; the desirable ancillary materials. These

- deliberations will take place in the summer and autumn of 1988.
- 2) The second stage of the project is the writing of the first courses. The writing of a course may take 12-18 months.
- 3) The third stage of the project (which will partly overlap the second) is the development of the educational delivery system; establishment of the procedures instrumentalities in local communities. This stage will be developed in pilot fashion, and agreements will be reached with a select number of North American Jewish communities to participate in this pilot. These pilot studies will include several diverse models, e.g.: a partnership with a Hebrew college as a regional institute of teacher training; a co-operative venture with a university department of Jewish studies; a joint venture with a bureau; an agreement with a university department of education or of education.
- 4) The fourth phase of the project is the expansion of the venture on a national scale.

### WHERE WE ARE

The Open University of Israel began deliberations on this project after initial discussions in North America in the fall of 1987 between Professor Nehemia Levtzion, President of the Open University, and several North American Jewish educators. The Open University turned to Dr. Barry Chazan of the Hebrew University to direct this venture and he has agreed to assume this position. In February and April 1988, Professor Levtzion and Dr. Chazan met with key Jewish educators and academics in North America to discuss an initial draft of a project proposal. These discussions engendered much support and enthusiasm, and also resulted in important suggestions for revisions of the proposal.

During this coming summer a workshop will be held in Jerusalem to solicit input and consultation from visiting academics and educators from North America (including participants in the CAJE conference). The process of the formation of the academic and educational boards will be initiated in the autumn of 1988.

### THE INNOVATION

This proposal for In-Service Training for Jewish Educators comes to utilize the best academic and educational resources of the State of Israel and North America in order to contribute to the dramatic upgrading of the level of Jewish knowledge of the contemporary Jewish educator. The proposal is innovative in two ways: 1) it comes to apply an educational method (distance teaching) never before tried in the field of Jewish in-service training; 2) it attempts to create a genuinely joint Israeli-North American venture in the field of Jewish education. We come not to complete the task; but neither are we free from attempting our best to confront it.

Barry Chazan Project Director Nehemia Levtzion President The Open University of Israel



234 McKee Place Pittsburgh, PA 15213 412-681-8000 January 31, 1989

Edward A. Perlow President Hannah H. Kamin Vice President Stanley Levine Vice President Stanley C. Ruskin Vice President Ruth G. Schachter Vice President Sholom D. Comay Treasurer K. Sidney Neuman Assistant Treasurer Robin J. Bernstein Secretary Joel Smalley Assistant Secretary Howard M. Rieger Executive Vice President

Dr. Arthur Naparstek Premier Industrial Foundation 4500 Euclid Avenue Cleveland, Ohio 44103

### Dear Art:

I am pleased to provide you with information about the Jewish Teachers' Institute, the Pittsburgh Jewish community's program of university-level study for Jewish teachers.

Enclosed for your review are:

\*Jewish Teachers' Institute proposal

\*Summary sheets on:

 the program's goals, objectives and accomplishments;

(2) courses offered to date, instructors, and

(3) the budget.

\*Two sample brochures including the upcoming spring, 1989 courses

\*A few of the many releases that have been published in <a href="The Chronicle">The Chronicle</a>, the community's Jewish newspaper.

While many of the specifics are provided in the above papers, there are a few additional things I'd like you to know.

This program has exceeded all our expectations in terms of the participation and enthusiasm of our teachers. You can see for yourself that there has been no drop off in numbers and that in the spring of last year we actually were compelled to add an additional course because of teacher demand. It is important to keep in mind that the JTI is voluntary, Teachers take courses because they not compulsory. want to. The courses are not required by schools and (Not that I believe they have no bearing on salary. When you consider that more than one shouldn't!) third of our 300 teachers participate of their own free will and interest, it makes that statistic all the more amazing.

Dr. Arthur Naparstek January 31, 1989 Page Two

I attribute the high participation to the fact that the courses are relevant to the teachers needs. The Professional Advisory Council, a small group of principals representing all denominations and types of schools, make the final decisions based on input from our Professional Educators Council, a body which includes every school principal (about 20) and "significant others" in Jewish education (such as the director of our Jewish Education Resource Center).

The program is financially attractive to our lay decision-makers. To put it simply, at an average cost of \$240 per teacher per course, there is a powerful bang for the buck.

There is tremendous community pride about the Jewish Teachers' Institute. As you know, every community struggles with the issue of an insufficient number of Jewish teachers and the fact that many teachers, especially in the synagogue schools where most of the children are, have little background in the content and methodology of teaching Jewish subjects. How to recruit more qualified teachers is a vast subject for another time. What we have tackled, I believe successfully, is improving the knowledge base and teaching skills of those in the system. What gives particular satisfaction is that we have accomplished this without having a Jewish teachers' college. This is what makes our model appealing, for the vast majority of communities, like Pittsburgh, do not have a training college. What we're saying is that you can provide a high quality university-level study program, which conforms to recognized national standards, without a "professional school."

As to what's to come, a small committee of professionals and lay people concerned with Jewish education are now grappling with the future of the Jewish Teachers' Institute. Obviously, I don't know what they will recommend, but I'll give you some of my thoughts. First, we have been working hard to link the program with one of our universities (probably Pitt). I'd like to see this come to fruition. Second, I'd like to see the program institutionalized in our budget process. Specifically, I would like to see our allocation process reward schools who have teachers participation in the program. In turn, I'd

Dr. Arthur Naparstek January 31, 1989 Page Three

like schools to reward their teachers who take courses with higher salaries. Third, I'd like to see us avail ourselves more of programs developed by others. We have begun to do this (such as when we brought Rabbi Handel from Yeshiva University), but have not yet gone nearly as far as we can.

Let me leave you with our greatest challenge. It's not participation, community support, quality, no, it's funding. We face a serious problem in continuing to financially support the program. Now at the end of its three year demonstration phase, endowment funds can no longer be tapped. Relatively flat campaigns have meant limited or no growth for all the many worthy needs we fund, including Jewish education. I have always been an idealist: I want needs to drive the system. Unfortunately, the reality too often is that resources become the critical factor in what can be accomplished. We would welcome the opportunity to present a proposal to the Mandell Foundation or any other group you would recommend which could help us carry this program through the next two years and enable us to stabilize its funding locally.

I look forward to hearing from you. Questions and comments are always most welcome.

Sincerely,

Jane Berkey

Assistant Director

cc: K. Sidney Neuman Howard Rieger Ilene Potashman

/dcr

### THE JEWISH TEACHERS' INSTITUTE

In recognition that Jewish education is the community's major safeguard in the struggle for Jewish continuity, the UJF Committee on Jewish Education, with the direction and guidance of its Professional Educators Council, initiates the Jewish Teachers' Institute: A Study Program for Jewish Educators. The program confirms the belief of educational administrators and knowledgeable lay leaders that the greatest impact in Jewish education is through the quality of the instructor. Teachers who have strong Judaic and Hebraic backgrounds and have mastered pedogogic skills are the most successful in transmitting knowledge in the classroom. It is proposed that the Jewish Teachers' Institute be carried out on a demonstration basis for 1986 and 1987. Continuation of the program after 1987 would be based on evaluations made during the demonstration period and available funding.

The Jewish Teachers' Institute will provide the Jewish teachers of our community with a systematic program of study in which they will have the opportunity to acquire mastery of classical Jewish knowledge and values and learn how to make use of the many ways of communicating the history, culture, and religion of the Jewish people to our children.

The primary goal of the Jewish Teachers' Institute is the professional growth of Jewish educators. The focus population will be those currently teaching in Jewish schools. Space

permitting, the Institute may be open to other persons professionally interested in the field of Jewish education.

The absence of a local teachers' training college for Jewish educators creates a challenge in creating this program so that it meets nationally recognized standards. To accomplish this goal, the following linkages will be made:

- A connection to a local university
- Utilization of programs available through recognized teacher training schools
- Designing of local programs which comply with national criteria, both in terms of content and faculty

It is anticipated that each year the Jewish Teachers'
Institute will offer two types of courses:

### Torah L'shma

The core of the Jewish Teachers' Institute, these courses are content oriented. The curriculum, course content and format of Torah L'shma will follow the guidelines of the JESWA National Board of License, Torah Umesorah and/or the National Association of Reform Educators. Efforts are being undertaken so that credit toward licensure by one of these three bodies (with participants choosing the one most appropriate for them) may be earned by Institute participants.

Each course will be no less than 15 hours long and will be limited to 20 participants. Four core courses will be offered throughout the year. An "immersion" summer term to be held in

June, with two classes running simultaneously on five consecutive days. A late fall term and early spring term will offer one course each which will run for six consecutive weeks in the evenings. Courses will be taught by recognized, qualified faculty.

There will be a \$10 registration fee for each participant to be paid by the individual's school. All required texts and materials will be provided by the program and will be given to participants for their personal or school library.

Participants will be required to pass a course examination and to prepare a project, under the supervision of their principal, which applies course content to their particular classroom and teaching needs. Participants who meet attendance requirements and satisfactorily complete the course work will receive a certificate of achievement and a \$100 stipend. The stipend will be provided to the participant's school which in turn will issue the grant.

A copy of all papers, lesson plans, activities and projects developed by course participants will become a part of the resource library of the JER Center. A catalogue summarizing the projects and listing the names of the projects' developers will be developed and shared with schools and other appropriate institutions.

### Skills Seminars

Based on needs expressed by our Jewish educators, seminars will offer pedagogic techniques and classroom management skills.

Seminars will be held periodically throughout the year and will range in length from one to three hours. They may be offered under a variey of auspices, including the Professional Educators Council, the Jewish Education Resource Center or through a particular school system.

A modest registration fee, based on out-of-pocket costs, may be charged.

Attendees will receive a certificate of participation.

Beginning suggestions for Skills Seminars appear on the following page.

### Skills Seminars (Beginning Suggestions)

Basic Hebrew Reading

Speaking Hebrew

Teaching the Abstract

Creating Lesson Plans

How to Conduct a Good Discussion

How to Communicate with Parents

Dealing with Differing Levels of

Ability in the Classroom

Managing Classroom Time

Getting More Out of Assemblies

Discipline in the Classroom

Helping the Non-participatory

Child

Writing Hebrew

Methods of Positive Reinforcement

Creating and Using Learning Centers

Using Audio-Visual Aids: What's Available and Using Them Effectively

Theories of Childhood Development - Social, Psychological, Learning

The Report Card

Gaming Strategies for the Classroom

Involving Parents in the Classroom

Using Textbooks

Using Hands-on Materials

Using Reading Materials Other than Texts

Improving Children's Thinking

Recognizing the Special Needs

Child

The Arts in the Classroom:

Music, Dance, Drama, Art

Teaching Through Stories

Teaching Shabbat

Teaching the Holidays

Teaching of Israel and Zionism

Creative Writing as a Teaching

Technique

Using the Bible to Understand

Modern Dilemmas

Practical Tzedakah

Relating the Siddur to Daily

Life

# JEWISH TEACHERS' INSTITUTE ESTIMATED ANNUAL BUDGET

Expe	enses
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Stipend:	
20 each course at \$100 per; 4 courses per year	\$ 8,000
Coordinator fee	1,500
Support staff time (\$5/hour for 100 hours)	500
Materials and supplies (including texts) based on \$40 per teacher	3,200
Instructors AMERICAN IEWISH	4,000
Exam fees (10)	500
Postage, phone and miscellaneous office expenses	300
	\$18,000
Income	
Teacher registration fees (80 at \$10 per)	800
TOTAL	\$17,200

### The Jewish Teachers' Institute Summary of Goals and Objectives Accomplishments to Date

The Jewish Teachers' Institute is a pilot program of the United Jewish Federation of Greater Pittsburgh conducted under the auspices of the Federation's Committee on Jewish Education and directly overseen by the Professional Training Advisory Committee. The Advisory Committee is composed of seven administrators from Jewish schools in Pittsburgh, representing communal, synagogue, and Jewish day schools. Their development of the Jewish Teachers' Institute and the program's progress to date, speaks to the needs of the 300 teachers and the 3,000 students in Pittsburgh's 25 Jewish schools.

The primary goal of the Jewish Teachers' Institute is the professional growth of the Jewish educator through a systematic, university-level program of study. To meet this goal, the following objectives have been established:

- o Implementation of local programs which comply with the criteria of the National Board of License, a nationally recognized licensing body which is under the auspices of the Jewish Education Service of North America
- O Utilization of programs available through accredited Jewish Teacher Training Colleges (of which there are ten, none in Pittsburgh)
- A connection to a local university

Of the above, the first two objectives have been accomplished. The third, that of a local university cognnection, is being explored.

Since its inception in June, 1986, the major accomplishments of the Jewish Teachers' Institute are:

- o 16 courses have been offered
- o 198 registrants: 116 individual teachers
- o 36 teachers have taken two or more courses
- o 15 courses have been approved for credit by the National Board of License
- The program has been widely disseminated on the national level. Several communities have consulted with Pittsburgh in beginning such a program. The Jewish Welfare Board is using the JTI as a model to do on-going professional education for chaplains.

The Jewish Teachers Institute is being funded during its pilot years by the United Jewish Federation and the UJF Foundation.

# Jewish Teachers Institute Summary of Courses and Participation (June, 1986 - December, 1988)

Course	Instructor E	nrollment
Summer 1986		
Survey of Biblical History Jewish Thought	R. Brauner T. Glass	9
Fall 1986		
Art of Hebrew Language Methods I Biblical History I	R. Gelman R. Brauner	15 13
Spring 1987		
Art of Hebrew Language Methods II Customs and Ceremonies	R. Gelman M. Mahler	11
Summer 1987		
Biblical History II Acquisition of Morality	R. Brauner Y. Handel	6 22
Fall 1987		
Biblical History III Art of Teaching Hebrew as a Second Language	R. Brauner R. Gelman	13 12
Spring 1988		
Computer in the Classroom Science of Hebrew Language Methods	L. Matanky R. Gelman	16 14
Late Spring 1988		
Practicum in Hebrew Language Methods	R. Gelman	14
Summer 1988		
"A Guide for the Perplexed" Development and Learning in the Preschool Child	B. Cohen B. Borok and guest instructors	5 27 s
Fall 1988		
A Hebrew Language Course for Non-Israelis	R. Gelman	7

### Jewish Teachers Institute Budget Summary June, 1986 - August, 1988

### Expenses:

Stipends Honorariums Books and Materials Miscellaneous	\$21,150 21,325 2,330 3,445
TOTAL MERICAN JEWIS	\$48,250
Income:	
UJF Foundation UJF (TEEF)	\$22,400 25,850
TOTAL	\$48,250
Breakout by year:	
1986 (June - December) 1987 (January - December) 1988 (January - August)	\$ 5,950 19,210 23,090
TOTAL	\$ 48,250



### THE JEWISH TEACHERS' INSTITUTE

In recognition that Jewish education is the community's major safeguard in the struggle for Jewish continuity, the United Jewish Federation Committee on Jewish Education, with the direction and guidance of its Professional Educators' Council, is initiating the Jewish Teachers' Institute: A Study Program for Jewish Educators.

The program confirms the belief of educational administrators and knowledgeable lay leaders that the greatest impact in Jewish education is through the quality of the instructor. Teachers who have strong Judaic and Hebraic backgrounds and have mastered pedogogic skills are the most successful in transmitting knowledge in the classroom. The professional growth our Jewish educators is the primary goal of the Jewish Teachers' Institute.

The Jewish Teachers' Institute provides the Jewish teachers of our community with a systematic program of study in which they will have the opportunity to acquire mastery of classical Jewish knowledge and values and learn how to make use of the many ways of communicating the history, culture, and religion of the Jewish people to our children.

### **GENERAL INFORMATION**

1987 Fall Program

Hebrew Institute 6401 Forbes Avenue Pittsburgh, PA 15217

7:30 P.M. — 10:00 P.M.

- · Courses run for six weeks
- All textbooks are provided and will be given to participants at the conclusion of the course
- Participants are expected to attend all sessions and complete all class requirements
- Each class is limited to 15 participants
- Registration Fee: \$10
- Stipend paid to participants by their schools upon satisfactory completion of the course: \$100
- Registration deadline: October 9

(Please return completed form to your school principal)

### COURSE OFFERINGS

Course I: BIBLICAL HISTORY: FROM THE FALL OF THE NORTH TO THE

END OF THE BIBLICAL PERIOD

Prophets and National Hope: Jeremiah and Ezekiel Destruction, Exile and the Theology of Defeat Restoration and Return: Roots of Zionism Rebuilding the Jewish Community

Foundations for the Next 2,500 Years

Text: New JPS Torah

A History of Israel, 2nd Edition, John Bright

Time: Mondays, beginning October 19

Instructor: Dr. Ronald Brauner

Executive Director, Hebrew Institute of Pittsburgh Dean, Reconstructionist Rabbinical College, 1978 - 1983 Associate Professor, Bible and History, Gratz College



Course II: THE ART OF TEACHING HEBREW AS A SECOND LANGUAGE

The Audio-Lingual Method

Lesson Planning and Organization The Reading and Writing Skills

The Place of Grammar

Testing: Principles and Techniques

Text: No text is required for this course

Time: Tuesdays, beginning October 20

Instructor: Ruth Gelman

Supervisor and Instructor, Hebraic Studies, School of Advanced Jewish Studies

Lecturer in Hebrew, University of Pittsburgh



### APPLICATION FORM

NAME:		vork)
		ome)
MAILING ADDRESS:		
REGARDING YOUR CURRENT TEACHING POSITION	(S):	
Name of School	Grade Level Subjection	ct
	ARCHIVES IN THE	
GENERAL EDUCATION	JEWISH EDUCATION	
List most recent degree:	Do have a degree or license in Judaic/Hebraic	
Year	studies?	
Major	If Yes,	
Degree	Year	
COURSE SELECTION: PLEASE CHECK	Degree/License	
Biblical History: From the Fall of the North	School or licensing	
to the End of the Biblical Period	body	
☐ The Art of Teaching Hebrew as a Second Language	re	
Tanak Car All Carana (All Cara	to women winging! by October 9	

Please return to your principal by October 9

The Jewish Teachers' Institute is a program of the United Jewish Federation under the sponsorship of the Committee on Jewish Education and the Professional Educators' Council. Funding is provided through the UJF Transitional Elementary Education Fund. Special thanks to the Professional Training Advisory Committee which formulated the concept, structure and content of this program.

### PROFESSIONAL TRAINING ADVISORY COMMITTEE

Dr. Eunice Baradon Dr. Ronald Brauner Amos Comay Keny Deren Dr. Rose Feldman Rabbi Tzvi Glass Rabbi Mark Mahler Jack Meyers Reuven Robbins

United Jewish Federation of Greater Pittsburgh 234 McKee Place, Pittsbugh, PA 15213

Leon Netzer President Jack Meyers, Chairman Committee on Jewish Education



SPRING TERM, 1989

### THE JEWISH TEACHERS' INSTITUTE

In recognition that Jewish education is the community's major safeguard in the struggle for Jewish continuity, the United Jewish Federation Committee on Jewish Education, with the direction and guidance of its Professional Educators' Council, is initiating the Jewish Teachers' Institute: A Study Program for Jewish Educators.

The program confirms the belief of educational administrators and knowledgeable lay leaders that the greatest impact in Jewish education is through the quality of the instructor. Teachers who have strong Judaic and Hebraic backgrounds and have mastered pedogogic skills are the most successful in transmitting knowledge in the classroom. The professional growth our Jewish educators is the primary goal of the Jewish Teachers' Institute.

The Jewish Teachers' Institute provides the Jewish teachers of our community with a systematic program of study in which they will have the opportunity to acquire mastery of classical Jewish knowledge and values and learn how to make use of the many ways of communicating the history, culture, and religion of the Jewish people to our children.

Jewish Teachers Institute
Spring Term
February 7 - March 14, 1989
Six consecutive Tuesdays
7:00 - 9:30 P.M.

Course I

Course II

## Teaching Jewish Social Studies: "A Guide for the Perplexed"

A Practicum in Hebrew Language Methods

Instructor: Bonnie S. Cohen

Educational Director, Temple Sinai Instructor, Judaic Studies, Hillel Academy

B.A. Education and History.
M.Ed., Hebrew University of
Jerusalem

Jerusalen

Location: Hebrew Institute - 6401 Forbes

This course will provide concepts, values and skills development for the teacher of Jewish Social Studies in the elementary grades. Its goal is to assist teachers in creating meaningful learning experiences for their students based on the psychology/needs of the learner, an understanding of the complexities of social studies concepts and an opportunity to experiment, hands-on, with a variety of methods, materials and ideas.

Among the subject areas are:

\* Heroes \* Roots \* Bible to History \*
Cultures \* Your Jewish Community \* Choosing
and Using Texts \* Simulations \* Role Playing
\* Creative Writing \* Use of Supplemental
Materials \* Community Resources \* Israel \*
Holocaust

Instructor: Ruth Gelman

Supervisor and Instructor, Hebraic Studies, School of Advanced Jewish Studies

Lecturer in Hebrew, University of Pittsburgh.

Location:

JERC - 1653 Dennison Avenue

Teachers will participate actively in this course by discussing, observing and teaching people. They will implement in their own classes the techniques and tactics learned in this course.

Topics to be included:

Checking Points \* Feedback \* Speaking Hebrew in Class \* Organization \* Discipline Problems \* Teaching different levels in same class \* Increase motivation \* Exercises \* Teaching Grammar

Phone (work)	(home)	
Mailing Address		101 51
lave you ever taken cours	ses in a school of education?	100
Regarding Your Current Te	eaching Positions(s)	

Please return to your principal or mail to Jewish Teachers Institute, 234 McKee Place, Pittsburgh, PA 15213 by February 2, 1989 Don't forget your \$10 registration feel No Phone Registrations Will Be Accepted

### General Information

- \* Classes will be held six consecutive Tuesdays, February 7 March 14, 7:00 9:30 P.M.
- \* All needed textbooks are provided and will be given to participants at the conclusion of the course
- \* Each class is limited to 15 participants
- \* Registration Fee: \$10
- \* Stipend paid to participants by their schools upon satisfactory completion of the course: \$100
- \* Registration Deadline: February 2, 1989

(Please return completed registration form to your school principal or to the Jewish Teachers Institute, 234 McKee Place, Pittsburgh, PA 15213)

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MEMO TO: David Ariel

David Ariel, Seymour Fox, Annette Hochstein, Stephen H. Hoffman, Martin S. Kraar, Morton L. Mandel, Arthur Rotman,

Herman D. Stein, Jonathan Woocher, Henry L. Zucker

FROM:

Mark Gurvis My

DATE:

January 9, 1990

SUBJECT:

Reactions to COJEO Presentation

Joe Reimer received the enclosed materials in reaction to his recent presentation to the Council of Jewish Educator Organizations. We thought you might appreciate having an opportunity to see them.

# DRAFT PROPOSAL FOR A NORTH AMERICAN JEWISH TEACHER CORPS

### I. THE NEED

- A. One of the greatest needs confronting Jewish education across the ideological spectrum is personnel. The preliminary reports of the Mandel commission at the 1989 CAJE conference in Seattle, for example, stressed this need. For any of the many innovative curricula and programs to work, teachers and other educators are needed.
- B. Most of the ideas for strengthening teacher training and attracting new full and part-time Jewish teachers seem most appropriate for medium-sized and large Jewish communities that have full-time federations and Bureaus of Jewish Education.
- C. How can financial and other improvements benefit our smaller and generally more isolated Jewish communities (such as Spokane, Kalamazoo, or Wichita) where the only real Jewish institution may be one or two synagogues, the only professionals the rabbi and perhaps cantor? If there is a "federation" in these communities, it often is basically a conduit for the national UJA, with at most a few thousand dollars for local uses. Yet clearly there are dozens of such cities, and thousands of children (and teens and adults) in such communities where the presence of one trained teacher might bring a doubling of human resources.

### II. A PLAN

- A. To encourage service to the Jewish people, to bring young people into Jewish education, and aid smaller communities, a North American Jewish Teacher Corps would be created for post-college (and older) teachers. In return for one or two years of teaching in a small community, they would receive a significant scholarship (or loan-forgiveness grant) for graduate education-perhaps \$10,000 a year.
- B. To prepare themselves, candidates would need a minimum amount of undergraduate course work or its equivalent in Jewish studies, plus a summer intensive program to prepare them for the classroom. I would recommend that this summer program include attendance at the CAJE conference.
- C. There would need to be provisions for supervision, regional contacts, and a minimum stipend and benefits (medical insurance). I would require some "sweat equity" from the host community, such as providing an apartment, so that although the teacher is subsidized from without he or she is also a local investment.

Draft Proposal for a North American Jewish Teacher Corps
Rabbi Robert P. Tabak Page 2 Spokane, Washington
Temple Beth Shalom October 1989 - Tishri 5750

- D. There would not be a requirement that the teacher permanently enter Jewish education after their period of service. At a minimum they would be more knowledgeable and experienced Jews, whatever their occupation. This experience would, I hope, encourage participants to consider careers in Jewish education, Jewish communal service, or the rabbinate. (Perhaps the scholarship grant should be increased for participants entering a Jewish career.)
- E. Models that might be examined include the former US National Teacher Corps and the American Jewish Joint Distribution Committee's Jewish Service Corps.

### III. OUTREACH: A MODEST ADDITION

- A. There are Jewish communities in virtually every state that are even smaller than those I used as an example—they may have a congregation but are too small to have a rabbi or any Jewish professional. They may be totally dependent on lay leaders or untrained college students for both teaching and ideas. A modest outreach program might have the North American Jewish Teacher Corps members, in addition to their work in a host community, go to a nearby smaller community one or two days a month to bring programs for Jewish adults and children. (For example, in Eastern Washington there is a congregation in neighboring towns of Richland and Kennewick with some 65 families, and a 45-family Jewish community with a monthly Sunday school in Pullman, Washington—Moscow, Idaho. Neither group is big enough to employ professional leadership; both are hundreds of miles from the nearest large city, Seattle.)
- B. This outreach is something that rabbis, with a primary commitment to one congregation, have difficulty finding time to do.

The North American Jewish Teacher's Corps is a practical way to strengthen Jewish life in smaller Jewish communities, and potentially attract more teachers to this important field.

#### **EDUCATIONAL CONSULTANT**

EIGHT PROMENADE DRIVE • HUNTINGTON, NEW YORK 11743 • 516/692-8616

December 11, 1989

Dr. Joseph Reimer Hornstein Program Brandeis University Waltham, MA 02154

Dear Joe,

It was a privilege to sit to your right and hear every word of the overview of goals and proceedings of the Mandell commission presented to the COJEO representatives. The stated purpose of your visit was to inform and gather new ideas. I would like to share some ideas with you.

### LAY LEADERS

The lay leaders govern the federation world. More than a few possess only minimal Jewish education and yet are expected to make informed decisions in this area. They appear to be at a disadvantage. In addition, these same people are being asked to put something they are unfamiliar with on their personal and communal agendas. When UJA faced this problem they began involving their target audience through the "Israel mission system". Leaders buy into this scene, develop strong ties and can be counted on to support the effort. To the best of my knowledge, the "system" is developed by professionals who establish a link with the lay leaders. The two constituencies work together. Can this successful example serve as a guide for Jewish education?

### COMMUNITY ACTIVITY CENTERS (HUBS)

I also wish to make a case for resource centers on the local scene. Presently, some large communities boast Jewish Teacher Centers. I see these being enlarged in scope to serve the needs of the wider Jewish audience in its many endeavors. It may be that various locales will house specialized collections such as Detroit's holdings focusing on family education, Los Angeles on early childhood, etc. This, in some ways, can be molded after the ERIC system in general education. The alternative may be for each community to attempt to collect a potpourri of resources. The centers should be designed to serve a population from the prenatal stage to the proverbial one hundred and twenty in both formal and informal settings. It would be a materials and media hub and a ready source of Jewish information in this rapidly changing world. It may also serve as the central address of the local efforts of the Commission situated in a central agency or community center. The site would include a library, media center, program bank, resource center, computer center, etc. in an all purpose enclosure. From the onset it should be computerized to the data can be shared electronically around the country. This would go a long way toward solving a problem Alvin Schiff often refers to in that some of the most creative work in Jewish education is the local community's best kept secret.

Dr. Joseph Reimer December 11, 1989 Page two of two

Thank you for the opportunity to share these ideas which are conveyed with the deepest desire to see improvement for a better tomorrow.

Sincerely yours,

Carolyn

Carolyn Starman Hessel

cc: Eliot G. Spack Jonathan Woocher

