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**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**  
**BOARD OF DIRECTORS MEETING**  
August 26, 1993

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BOARD MEETING  
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
FEBRUARY 25, 1993  
2:00 P.M. - 3:30 P.M.  
UJA/FEDERATION OF JEWISH PHILANTHROPIES  
NEW YORK CITY

Attendance

Board Members: David Arnow, Daniel Bader, Mandell Berman, Charles Bronfman, Gerald Cohen, John Colman, Neil Greenbaum, Mark Lainer, Seymour Martin Lipset, Morton Mandel, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Ismar Schorsch, Isadore Twersky

Consultants and staff: Shulamith Elster, Seymour Fox, Ellen Goldring, Roberta Goodman, Robert Hirt, Annette Hochstein, Stephen Hoffman, Barry Holtz, Virginia Levi, James Meier, Arthur Naparstek, Arthur Rotman, Barry Shrage, Jonathan Woocher, Shmuel Wygoda, Henry Zucker

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I. Opening Remarks

The chair welcomed board members to this meeting and introduced Daniel Bader of the Helen Bader Foundation, newly appointed board member, and Shmuel Wygoda, a member of the staff of the Mandel Institute, Jerusalem. He reviewed the materials in the meeting workbook, calling particular attention to updates on the best practices project and the monitoring, evaluation and feedback project.

The chair noted that CIJE has a very strong board representing a wealth of combined experience in Jewish communal endeavors and impressive ongoing interests as noted by the turnout at the annual meeting. He noted that the professional team is in formation. Dr. Shulamith Elster, Chief Education Officer, is devoting full time to CIJE as are the three field researchers, and Dr. Barry Holtz will come on board full time in June. The remainder of the staff is working on a part-time basis and we continue to seek the right person to take on the role of full-time executive director. He noted that the organization is establishing several board committees and intends to work through the committee process. The committees and their chairs are as follows: Best Practices, John Colman; Lead Communities, Charles Ratner; Monitoring, Evaluation and Feedback, Esther Leah Ritz. CIJE will shortly be sending board members a list and brief summaries of the committees and will invite them to indicate their preferences. The committees will be asked to write up their charge, share it with the full board for reaction, and then set priorities and work plans.



## II. Monitoring in the Lead Communities

The chair noted that the board would now have an opportunity to look closely at the monitoring, evaluation and feedback project of CIJE. The project is directed by Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison. The Associate Director is Dr. Ellen Goldring, Professor of Educational Leadership at Vanderbilt University. Dr. Goldring is filling in for Dr. Gamoran this year while he serves as a Fullbright Scholar at the University of Edinburgh. In addition, the project has hired three full-time field researchers, one working in each of the Lead Communities. Roberta Goodman, the field researcher for Milwaukee was present with Dr. Goldring for the presentation on monitoring, evaluation and feedback.

### A. Rationale

As an innovative project, the work with Lead Communities must be studied to document its efforts and gauge its success. How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education? On what basis will CIJE encourage other communities to emulate the programs developed in the Lead Communities?

The objectives of the project are as follows:

1. Evaluate the success of the Lead Communities in creating improved structures and processes for Jewish education.
2. Gather information which can be used by other communities to emulate successful programs developed in the Lead Communities.
3. Document the processes, efforts, programs, and impact of the Lead Communities project.
4. Provide the Lead Communities with ongoing, timely information as planning and implementation proceed.
5. Provide an open exchange of experiences, ideas, information, and successes among the three communities.

Monitoring involves observation and documentation of planning and implementation. Evaluation provides for interpretation of information to strengthen and support each community's efforts. Feedback offers oral and written response to the communities and CIJE.

### B. Content and Early Focus

In its initial stages, the project is studying the process of change and its product. The field researchers are looking at the extent of community mobilization--breadth and depth of participation. They are also studying the nature of the professional life of Jewish educators

in the communities, i.e. the conditions under which they work. In addition, they are documenting the "structure and culture" of each community in order to study how a particular configuration might influence change. Finally, they are documenting the process to "strengthen the collective memory" in an effort to attribute long-range change to our work.

The goal during the first year is to monitor the process of becoming a Lead Community and to focus on the current state of affairs and the vision of change in each community. The project is focusing initially in four areas.

1. Introducing the field researchers to the communities--helping them to learn about the communities and establishing an effective relationship with the communities.
2. Focusing the content on launching and gearing up the process.
3. Emphasizing the CIJE goals of working with personnel and community mobilization.
4. Helping each community to believe in the importance of evaluation.

C. As a demonstration of the kind of interviews being undertaken in the communities, Dr. Goldring then conducted an interview with Ms. Goodman.

1. Who are the researchers and how are they working in Lead Communities?

The researchers bring a variety of perspectives. One is a sociologist, the second a secular classroom teacher, and the third a formal Jewish educator. They work as a team, consulting and checking regularly with each other.

2. What is the researcher's role?

The researchers serve as the mirrors of the communities. They let the communities know how their work is being perceived and provide them with an opportunity to confirm their approach or revise it.

3. What methodologies other than interviews are the researchers using?

They are reviewing records and reports provided by the communities on earlier work in the area of Jewish education. They attend planning meetings, conduct observations, and take detailed notes. They stay in close touch with all that is happening in the community in order to be familiar with the range of activities.



4. How was entry into the communities negotiated?

The researchers were introduced to the communities by Shulamith Elster. Following this initial introduction, local lay leaders and professional staff have helped pave the way. The researchers have discovered that when they are properly introduced in advance, the interviewing process goes very smoothly.

5. How are the communities responding to the idea of evaluation?

While people are somewhat uncomfortable with the idea of evaluation, the communities seem to respond generally favorably. In the case of Milwaukee, the fact of having been selected as a Lead Community provides some reassurance that they are generally on the right track. With this in mind, the researcher is relatively well accepted. The response of professional educators to the evaluation process is especially enthusiastic as they realize that someone is paying attention to them and that their opinions are valued.

C. Discussion

The presenters were asked whether there is any fear that active involvement in the process will change the product. It was noted that evaluation cannot be divorced from implementation, but that the emphasis is on process. The communities articulate the goals and the evaluators measure the outcomes. One step in the documentation process is to lay out biases from the start.

It was suggested that it is important that the researchers and the local community work together as allies. One outcome of this process should be to develop the sense within the communities that an ongoing evaluation component is critical to all serious projects undertaken by a community. It was suggested, in fact, that the process of establishing and implementing the Lead Communities project itself be monitored and evaluated.

It was suggested that the field researchers be invited to meet with the local commissions in their respective communities to explain their work. It was noted that the board committee on monitoring, evaluation and feedback might be helpful in encouraging support of the project among local lay leaders.

The process we are undertaking to model evaluation, evaluate, and show how evaluation can impact the process is a complicated but very important one.

III. Concluding Comments

The meeting concluded with a thoughtful D'var Torah delivered by Neil Greenbaum, president of JESNA.



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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August 13, 1993

Dear CIJE Board Member:

The past six months has been a period of intensive efforts by CIJE, and we will be able to report significant progress at our board meeting on August 26th. In particular, we will be reporting on the following:

1. The CIJE professional team: Our Selection Committee has completed its work and we are pleased to announce that we have engaged Alan D. Hoffmann as full-time Executive Director of CIJE. He will be assisted by a team of two outstanding professionals to lead the work of CIJE. They are Dr. Barry W. Holtz and Dr. Gail Z. Dorph.

a. *Alan D. Hoffmann - Executive Director*

Alan Hoffmann has been the Director of the Melton Centre for Jewish Education in the Diaspora at the Hebrew University, Jerusalem since 1986. As director, he has developed training programs in formal and informal Jewish education. The Centre's Senior Educators Program has thus far provided North America with some 60 graduates who occupy key positions in a variety of communities, while its Summer Institute provides ongoing staff development for major U.S. day schools. Alan has been responsible for the development of curricula, and has supervised an elaborate research program in Jewish education. He has provided consultation services to schools and to educational networks throughout North and South America.

Alan will assume his position on August 15, 1993.



b. *Dr. Barry W. Holtz - Program Officer*

Barry Holtz has served as Co-Director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary, New York City, since 1980. He has been responsible for their program in curriculum development and teacher education. He is a well-known author and his publications include: *Back to the Sources* and *Our Way*. At CIJE, Barry Holtz has been responsible for the Best Practices Project and joined the staff full-time as of July 1st, 1993.

c. *Dr. Gail Z. Dorph - Education Officer*

Gail Dorph has served as Chairman of the Department of Education at the University of Judaism in Los Angeles since 1989. In that capacity, she has been responsible for an elaborate program of teacher education and in-service education. She has long experience in the preparation of educational materials and has served as a consultant to Jewish communities throughout the United States. Gail Dorph will assume her position on August 15th, 1993.

Also, we are grateful for the important contribution Dr. Shulamith R. Elster has made to the CIJE over the past two years. Dr. Elster has decided to accept the position of Professor of Jewish Education at the Baltimore Hebrew University. We look forward to working with her in her new capacity.

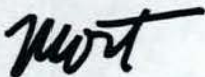
2. The three Lead Communities -- Atlanta, Baltimore and Milwaukee -- have established their local commissions on Jewish education, and each has engaged staff to work with these commissions. They have undertaken comprehensive surveys of the educators in each community to establish base-line data. The results of the surveys will inform the commissions as they plan the recruitment, in-service training, professional development, and terms of employment of educators--as well as the way communities will address their future personnel needs. The survey in Milwaukee has already been completed; those in Atlanta and Baltimore will be completed by the early winter. The Best Practices, and the Monitoring, Evaluation and Feedback projects have been introduced in each of these communities and discussions are under way with Barry Holtz towards the development of pilot projects. At our board meeting, we will hear updates from representatives of the Lead Communities on the work that they have undertaken in their communities. The partnership between the three Lead Communities and the CIJE was intensified when the first of five annual joint seminars was held in Cleveland during the month of May. The various components of the project were jointly discussed, a common workplan was established, and regular lines of communications were set up. Ongoing visits by CIJE staff were scheduled. The second seminar is to be held in Baltimore on August 23rd and 24th.



3. The Best Practices Project: At our last board meeting you received a publication on best practices in the supplementary school. A publication on best practices in early childhood education is now at the printer. I am enclosing a memorandum by Barry Holtz on the Best Practices project in which he describes the work that has been undertaken in other areas of Jewish education, among them: day schools, the JCCs, college campus programs, camping/youth programs, adult education and the Israel Experience. This project, which is involving outstanding educators from the field and from key educational institutions, is generating significant debate and deliberation at major educational gatherings around the continent--from CAJE to the Network on Research in Jewish Education to conferences of denominational educational organizations. Sessions are being devoted to the presentation of this project and to the implications of its introduction into the Lead Communities.
4. Monitoring, Evaluation & Feedback Project: A key element in the concept of Lead Communities is the notion that intensive monitoring, evaluation and feedback is necessary if we are to learn by doing. Furthermore, monitoring, evaluation and feedback will provide the basis for the decisions concerning the dissemination of findings to additional communities throughout the continent. This project is directed by Dr. Adam Gamoran of the University of Wisconsin and Dr. Ellen Goldring of Vanderbilt University. As you will read in their progress report, the CIJE has introduced a full-time field researcher into each of the communities and they have already submitted initial reports to the local commissions and to CIJE.

I look forward to your participation at our board meeting on August 26th.

Warmest regards.



Morton L. Mandel

## MEMORANDUM

July 13, 1993

To: CIJE Board

From: Dr. Barry W. Holtz

Re: **Update - The Best Practices Project**

The Best Practices Project has many long-range implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

### **Documentation and Work in the Field**

The easiest way to think about the Best Practices Project--and probably the most useful--is to see it as one large project which seeks to examine eight or nine areas (what we have called "divisions"). The project involves two phases of work. First is the documentation stage. Here examples of best practice are located and reports are written. The second phase consists of "work in the field," the attempt to use these examples of best practice as models of change in the three Lead Communities.

The two phases of the Best Practices Project are only partially sequential. Although it is necessary to have the work of documentation available in order to move toward implementation in the communities, we have also pointed out previously that our long-range goal has always been to see continuing expansion of the documentation in successive "iterations." Thus, the fact that we have published our first best practice publication (on Supplementary Schools) does not mean that we are done with work in that area. We hope in the future to expand upon and enrich that work with more analysis and greater detail.

In the short run, however, we are looking at the plan below as a means of putting out a best practices publication, similar to what we've done for the Supplementary School division, in each of the other areas. What we have learned so far in the project is the process involved in getting to that point. Thus it appears to be necessary to go through the following stages in each of the divisions.



## The Steps in Documentation: First Iteration

Preliminary explorations:	To determine with whom I should be meeting
Stage one:	Meeting (or multiple meetings) with experts
Stage two:	Refining of that meeting, leading to a guide for writing up the reports
Stage three:	Visiting the possible best practices sites by report writers
Stage four:	Writing up reports by expert report writers
Stage five:	Editing those reports
Stage six:	Printing the edited version
Stage seven:	Distributing the edited version

## Next Steps

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed:

- 1) *Supplementary schools*: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.
- 2) *Early childhood programs*: Here we are at stage six. The volume is in print.
- 3) *JCCs*: Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.
- 4) *Day schools*: Here we are at stage one, two or three, depending on the religious denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.
- 5) *College campus programming*: Here we are at stage three, with the national Hillel organization as a partner. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.
- 6) *Camping/youth programs*: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.
- 7) *Adult education*: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right participants is probably more complex.



- 8) *The Israel experience:* We hope to move this project forward with consultation from the staff of the CRB Foundation. As they are moving forward with their own initiative, we hope to be able to work jointly on the “best practice issues” involved with the successful trip to Israel.
- 9) *Community-wide initiatives:* Finally, I have recommended that we add a ninth area—Community-wide initiatives using JESNA’s help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: The Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. This project would use JESNA’s assistance and could probably be launched rather quickly.

### **Lead Communities: Implementation—and How to Do It**

In previous reports I have quoted Seymour Fox’s statement that the Best Practice Project is creating the “curriculum” for change in the Lead Communities. This applies in particular to the “enabling options” of building community support for Jewish education and improving the quantity and quality of professional educators. It is obvious from the best practice reports that these two elements will appear and reappear in each of the divisions under study.

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities, including: presentations to the local Lead Communities’ commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

### **How Can We Spread the Word?**

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CIJE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an



impact on communities outside of the Lead Communities? Certainly we should find ways to distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.



**CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities**  
**Progress Report — August 1993**

*Dr. Adam Gamoran and Dr. Ellen Goldring*

How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education?

On what basis will CIJE encourage other cities to emulate the programs developed in Lead Communities? Like any innovation, the Lead Communities Project requires a monitoring, evaluation, and feedback (MEF) component to document its efforts and gauge its success.

By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education. Feedback consists of oral and written responses to community members and to the CIJE.

This progress report describes the activities in which the project has been engaged during 1992-93 and the products it has yielded. The main activities include: (1) Ongoing monitoring and documenting of community planning and institution-building; (2) Development of data-collection instruments; (3) Preparation of reports for CIJE and for community members.

**I. *Ongoing Monitoring and Feedback***

To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate for 1992-93 centered on three questions:

- (1) What is the nature and extent of mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?
- (2) What characterizes the professional lives of educators in the Lead Communities?
- (3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in *A Time to Act* as the essential elements for Lead Communities. The third



question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform process.

Monitoring activities involved observations at virtually all project-related meetings within the Lead Communities; analysis of past and current documents related to the structure of Jewish education in the communities; and, especially, numerous interviews with federation professionals, lay leaders, rabbis, and educators in the communities.

Each field researcher worked to establish a "feedback loop" within her own community, whereby pertinent information gathered through observations and interviews could be presented and interpreted for the central actors in the local lead community process. We are providing feedback at regular intervals (generally monthly) and in both oral and written forms, as appropriate to the occasion. An important part of our mission is to try to help community members to view their activities in light of CIJE's design for Lead Communities. For example, we ask questions and provide feedback about the place of personnel development in new and ongoing programs.

We are also providing monthly updates to CIJE, in which we offer fresh perspectives on the process of change in Lead Communities, and on the evolving relationship between CIJE and the communities. For instance, in July 1993 we presented views from the communities on key concepts for CIJE implementation, such as Lead Community Projects, Best Practices, and community mobilization. This feedback helps CIJE staff prepare to address community needs.

## *II. Instrumentation*

### *A. Interview Protocols*

The MEF team developed a series of interview protocols for use with diverse participants in the communities. These were field tested and then used beginning in late fall, 1992, and over the course of the year. The interview schema for educators were further refined and used more extensively in spring, 1993.

### *B. Survey of Educators*

We also played a central role in developing an instrument for a survey of educators in Lead Communities. The MEF team worked with members of Lead Communities, and drew on past surveys of Jewish educators used elsewhere. The survey was conducted in Milwaukee in May and June, 1993, and it is scheduled to be implemented in Atlanta and Baltimore in the fall of 1993.



The purpose of the educator survey is to establish baseline information about the characteristics of Jewish educators in each community. The results of the survey will be used for planning in such areas as in-service training needs and recruitment priorities. The survey will be administered (was administered in Milwaukee's case with a response rate of 86%) to all teachers in the Lead Communities. Topics covered in the survey include a profile of past work experience in Jewish and general education, future career plans, perceptions of Jewish education as a career, support and guidance provided to teachers, assessment of staff development opportunities, areas of need for staff development, benefits provided, and so on.

### III. *Reports*

#### A. Reports on the Professional Lives of Jewish Educators

Each community is to receive three types of reports on educators: A qualitative component, describing the interview results; a quantitative component, presenting the survey results; and an integrative component, which draws on both the qualitative and quantitative results to focus on policy issues. The schedule for delivering these products is dictated by the specific agendas of each community.

The qualitative reports elaborate on elements of personnel described in *A Time to Act*, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to pre-planned entry, and the challenges this brings to in-service training; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

#### B. Reports on Mobilization and Visions

Information about mobilization and visions has been provided and interpreted for both CIJE staff and members of Lead Communities at regular intervals. In September, we are scheduled to provide a cumulative Year-1 report for each community which will pull together the feedback which was disseminated over the course of the year. These reports will also describe the changes and developments we observed as we monitored the communities over time.



#### IV. *Plans for 1993-94*

##### A. Ongoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and documenting of changes that occur in the areas of educational personnel, mobilization, and visions. In addition, we are proposing to play a larger role than we initially anticipated in the community self-studies, just as we did with the educators survey. (The educators survey is in fact the first element of the self-study, as described in the Planning Guide.)

In the spring, our field researcher for Atlanta notified us that she would be resigning her position, effective July 31. Although we regret her resignation, we are trying to use it to our advantage by hiring a replacement whose skills fit with the evolving responsibilities of the MEF project. The new field researcher in Atlanta will have expertise in survey research, and will play a lead role in working with the communities to carry out the self-studies.

##### B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a baseline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

##### C. Encouraging Reflective Communities

The MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational programs. We hope to foster this attitude by counseling reflective practitioners — educators who are willing to think systematically about their work, and share insights with others — and by helping to establish evaluation components in all new Lead Community initiatives.



## ALAN D. HOFFMANN

Alan Hoffmann was born in Johannesburg, South Africa in 1946 where he lived until his aliyah to Israel in 1967.

In South Africa, Alan was a leading figure in the major local Zionist Youth Movement and came to Israel with the first wave of volunteers immediately preceding the Six-Day War, having completed his undergraduate education at the University of the Witwatersrand.

Upon his aliyah in 1967, Alan served in the paratroop brigade of the IDF and was a member of a kibbutz, and then a student at the Hebrew University.

From 1973 to 1976 he was Director of Hadassah Youth Activities in Israel which included the Young Judea Year Course, summer programs, leadership training and representation of Hashachar in Israel.

Alan spent three years of graduate study, from 1976 - 1979, at the Harvard Graduate School of Education where he specialized in Education and Social Policy. Upon his return to Israel in 1979 he served as a researcher in the research and evaluation department of the JDC in Israel.

In 1980, Alan joined the Melton Centre for Jewish Education in the Diaspora of the Hebrew University. In 1986 he assumed the position of Director of the Centre and has served in that capacity ever since, except for a sabbatical year spent in Ann Arbor, Michigan in 1989 - 90. The Melton Centre at Hebrew University is, worldwide, the largest academic institution devoted to Jewish education. Its activities include: M.A. and Ph.D. programs in Jewish education, training programs in formal and informal Jewish education, the development of curricula and other educational materials and research in Jewish education. The Melton Centre provides consultation services to schools and educational networks throughout North and South America, Western and Eastern Europe, South Africa and Australia. Its Senior Educators program has thus far provided North America with some 60 graduates who occupy key positions in a variety of communities, while the Melton Summer Institute provided ongoing staff development for major U.S. day schools.

Alan is married to Nadia, a clinical psychologist, and has four children ranging from 14 to 2.



### Biography -- Gail Zaiman Dorph

Gail Zaiman Dorph has been the Director of the Fingerhut School of Education and a lecturer in education at the University of Judaism. She has received a Bachelors Degree in Anthropology at Northwestern University, a Bachelors Degree in Religious Education from the Jewish Theological Seminary, a Masters Degree in Educational Psychology from Columbia Teachers College, and a Ph.D. in Education from the Jewish Theological Seminary. Her dissertation examines prospective Jewish educators' knowledge and beliefs about Torah and teaching and learning Torah.

Gail is a consummate teacher. She has been teaching children and adults since her career as a teacher began at the age of seventeen. In addition, she has developed curricular materials and consulted on a variety of educational projects and programs all over the United States. Her particular areas of interest relate to two intertwined educational issues: subject matter knowledge for teaching (or in question form, "what do people need to know about a given subject matter in order to teach?") and learning to teach (or in question form, "what do we know about how people learn to teach and how can we better prepare those who would teach?").

Gail was among the first Fellows of the Melton Research Center of the Jewish Theological Seminary which develops curriculum materials for Jewish schools, conducts in-service educational programs for Jewish educators and publishes a highly respected educational journal. Over the last twenty five years, she has been actively involved in many of the Center's projects and programs. She was one of the authors of the Melton Curriculum for supplementary schools. Her work focused particularly on the prayer, mitzvah, holiday line of the curriculum. She has served as a faculty member on their teacher and principal retreat program.

Gail is married to Dr. Sheldon Dorph, the national director of the Ramah Camps. They have three wonderful daughters, Michele, Rena and Yonina.



## *DR. BARRY W. HOLTZ*

Dr. Barry W. Holtz is Co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary in New York and Associate Professor in the Department of Jewish Education.

At the Melton Center Dr. Holtz has been the educational editor of the Melton Graded Curriculum Series, supervising the writing, testing, implementation and revision of the curriculum for supplementary schools. He is an editor of The Melton Journal, widely-considered one of the outstanding publications in the field of Jewish education.

Dr. Holtz, a native of Boston and graduate of Tufts University received his PhD from Brandeis University in 1973. He has been a visiting professor at the Hebrew University and, for close to a decade, a regular lecturer at the 92nd Street Y in New York. He regularly presents at national educational conferences and is featured regularly nationwide at adult education programs in synagogues and communal settings.

He is the co-author with Arthur Green of Your Word is Fire: The Hasidic Masters on Contemplative Prayer (Shoken Books) and the editor of Back to the Sources: Reading the Classic Jewish Texts (Summit Books/Simon and Schuster), a guide to reading, understanding and appreciating the great Jewish books. This book, a Book-of-the-Month Club selection, is used as a textbook for university and adult education courses.

Dr. Holtz's most recent work, Finding Our Way: Jewish Texts and the Lives We Lead Today (Shoken Books) was published in 1990. In addition, he is the editor of The Shoken Guide to Jewish Books, a reader's guide to Jewish history, literature, culture and religion scheduled for publication in the Spring of 1992.



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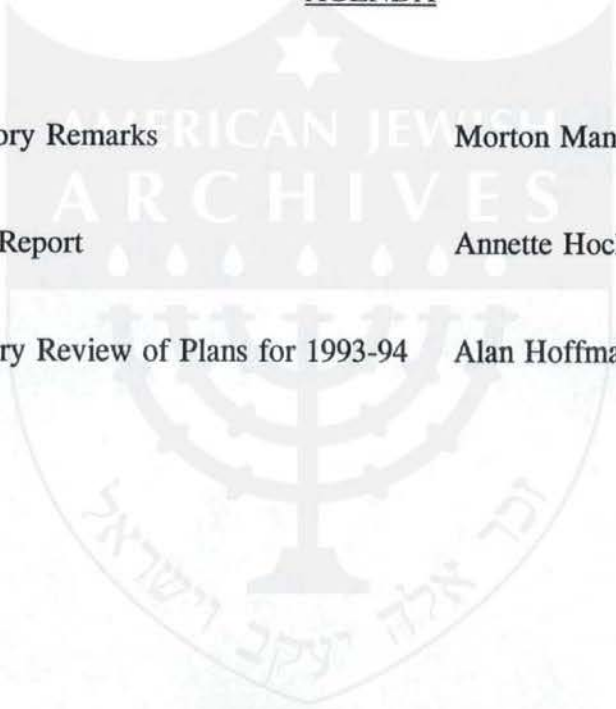
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**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**  
**EXECUTIVE COMMITTEE MEETING**  
August 26, 1993  
10:00 - 12:00 Noon

AGENDA

- 
- I.     Introductory Remarks     Morton Mandel
  - II.    Progress Report           Annette Hochstein
  - III.   Preliminary Review of Plans for 1993-94     Alan Hoffmann

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
BOARD OF DIRECTORS MEETING**

August 26, 1993

1:00 - 4:00 p.m.

**AGENDA**

- |      |   |   |
|------|---|---|
| I.   | Welcome and Progress Report                 | Morton Mandel<br>Chair  |
| II.  | Comments of Executive Director              | Alan Hoffmann<br>Executive Director   |
| III. | Lead Communities at Work                    |   |
|      | A. Project Overview                         | Charles Ratner, Chair<br>CIJE Lead Communities Committee  |
|      | B. Atlanta Update                           | William Schatten, Chair<br>Council for Jewish Continuity, Atlanta                                     |
|      | C. Baltimore Update                         | Ilene Vogelstein, Co-Chair<br>Committee on the Lead Community<br>Project, Baltimore                   |
|      | D. Milwaukee Update                         | Jane Gellman, Co-Chair<br>Louise Stein, Co-Chair<br>Commission on Vision and Continuity,<br>Milwaukee |
| IV.  | Monitoring, Evaluation and Feedback Project |   |
|      | A. Introductory Remarks                     | Esther Leah Ritz, Chair<br>Monitoring, Evaluation & Feedback<br>Committee                             |
|      | B. Project Update                           | Adam Gamoran, Director<br>Monitoring, Evaluation & Feedback<br>Project                                |
| V.   | Best Practices Project                      |   |
|      | A. Introductory Remarks                     | John Colman, Chair<br>Best Practices Committee  |
|      | B. Project Update                           | Barry Holtz, Director<br>Best Practices Project   |
| VI.  | Concluding Comments                         | Isadore Twersky   |



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August 26, 1993

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