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Board of Directors. 27 April 1995. Meeting book, April 1995.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors

APRIL 27, 1995

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BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
OCTOBER 5-6, 1994
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK
NEW YORK CITY

Attendance

Board Members: David Arnow, Daniel Bader, Mandell Berman, Charles Bronfman, John Colman, Maurice Corson, Billie Gold, Thomas Hausdorff, David Hirschhorn, Ann Kaufman, Norman Lamm, Morton Mandel, Matthew Maryles, Florence Melton, Melvin Merians, Charles Ratner, Esther Leah Ritz, William Schatten, Isadore Twersky, Bennett Yanowitz

Guests: Robert Abramson, Chaim Botwinick, Ruth Cohen, Joshua Fishman, Jane Gellman, Jim Joseph, Robert Hirt, Arthur Rotman, David Sarnat, Louise Stein

Consultants and Staff: Gail Dorph, Adam Gamoran, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Robin Mencher, Daniel Pekarsky, Nessa Rapoport, Richard Shatten, Jonathan Woocher

Copy to: Steve Chervin, Susan Crown, Jay Davis, Genine Fidler, Irwin Field, Alan Finkelstein, Max Fisher, Darrell Friedman, Charles Goodman, Alfred Gottschalk, Neil Greenbaum, Gershon Kekst, Henry Kochitzsky, Martin Kraar, Mark Lainer, Marvin Lender, Norman Lipoff, Seymour Martin Lipset, Richard Meyer, Lester Pollack, Richard Scheuer, Ismar Schorach, David Teutsch, Ilene Vogelstein, Maynard Wishner

I. LEADERSHIP SEMINAR

On Wednesday, October 5, Board members and guests attended a seminar in which Professor Terrence Deal of Vanderbilt University discussed models of leadership and their possible applications to Jewish education. Lively discussion ensued and Professor Ellen Goldring concluded the program with summary remarks.

II. WELCOME AND INTRODUCTORY REMARKS

The chairman opened the meeting on Thursday, October 6 by welcoming all in attendance and introducing two new board members, Ann Kaufman of Dallas, Texas, new president of JCCA, and William Schatten of Atlanta, Georgia. He noted special thanks to Arthur Rotman, retiring Executive Vice President of JCCA, for his involvement in the work of the Commission and with CIJE from its inception.

The following first-time guests were introduced: Robert Abramson, United Synagogue movement; Ruth Cohen, Milwaukee Lead Community Project; Jane Gellman, Milwaukee Lead Community Project; Jim Joseph, the Jim Joseph Foundation; and David Sarnat, Jewish Federation of Atlanta.

The chair noted that on the evening preceding the board meeting, members had an opportunity to attend the first CIJE board seminar. The presentation by Professor Terrence Deal on leadership provided board members and guests with an opportunity to consider an issue central to the work of CIJE. Professor Deal confirmed our belief that no matter how great the ideas or content of an organization, it takes high quality leaders to move those ideas forward.

III. CIJE UPDATE

The chair introduced Alan Hoffmann, Executive Director of CIJE, to provide an update on the work of CIJE.

Mr. Hoffmann noted that CIJE's work is based on the proposition that our Jewish future ultimately depends on how our heritage and culture speak to all Jews. Transmission must occur across the generations with authenticity and relevance. The National Population Survey and other data point to the need for a major overhaul in order to impact the trend lines. It was the fundamental analysis of the Commission on Jewish Education in North America that established two underlying preconditions to producing systemic change: Building the Profession and Mobilizing Community Support.

It has become ever more apparent that building the profession and mobilizing community support for Jewish continuity and Jewish education are intertwined. It is also apparent that our continental agencies and training institutions have critical roles to play in providing tools to local communities. The context is an expanding universe of communities involved in an ever more serious process of planning and implementation for systemic change.

The ongoing work of CIJE was described as follows:

A. Building the Profession

CIJE has installed a process in three communities to develop a diagnostic profile of educators based on qualitative and quantitative instruments. The resulting data has served as the basis for CIJE to work with the three communities to develop personnel action plans. Following the development of these plans, it is anticipated that CIJE will engage with the training institutions and other continental agencies, to begin to meet the needs identified at the community level.

A challenge for CIJE is to convince community leadership of the importance of improving the quality of personnel now in place and suggesting ways to accomplish this goal. As a first step, CIJE has identified educational leadership as a critical element and will be holding a Leadership Institute at Harvard University for forty-five to fifty principals of day schools, supplementary schools, and preschools of the laboratory communities at the end of October.

B. Community Mobilization

In the absence of full-time community organization expertise on the core staff of CIJE, Steve Hoffman has provided invaluable guidance. Effective August 15, Nessa Rapoport joined the core staff to work in this area. Her own strong background in Jewish education and communications will make her an asset to CIJE.

The notion of working in local communities is central to the mission of CIJE. As work continues in the three laboratory communities, CIJE has begun to take the products of that work for expanded implementation in other communities.

C. Content and Program

A Goals Seminar, described in depth at the April board meeting, was held in Jerusalem in July. It was based on the premise that building vision-driven institutions is fundamental to improving the quality of Jewish education.

Work continues on the identification and description of Best Practices. Current areas of focus include JCCs, camping experiences, and day schools.

D. Research and Evaluation

It was noted that CIJE's work in this area is the largest research project in Jewish education in North America. A presentation on research later in the day would inform board members more completely about the work underway.

E. Administration

The CIJE headquarters office is now located in New York within the offices of JCCA at 15 East 26th Street. CIJE has been incorporated and, by January 1, 1995, should have received its tax exemption.

Robin Mencher, a JESNA Israel Intern, has joined CIJE as its full-time secretary.

IV. JEWISH EDUCATIONAL PERSONNEL IN OUR COMMUNITIES: WHO ARE OUR TEACHERS?

The chair introduced the co-director of CIJE's Monitoring, Evaluation and Feedback project, Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Ellen Goldring, Associate Dean and Professor of Educational Leadership at Vanderbilt University. He noted that these individuals epitomize the opportunity for the field

of Jewish Education to identify highly qualified Jews who can be attracted to enter the field of Jewish education.

Adam Gamoran reported that the research which had been undertaken in the three lead communities is the result of the cooperative efforts of the three full-time field researchers, the director of the lead communities project in each of our three communities, and community educators. Information was collected both through written surveys and oral interviews with a goal toward making policy decisions on the basis of factual information.

It is believed that the findings from these three communities are reflective of the Jewish education personnel situation in much of North America. The overall picture is one of a profession in serious need of improvement. The purpose of this report was to look at the preparation of Jewish educators, both in terms of their own Jewish education and their training as educators.

Gamoran noted that Jewish educators in these communities are committed to their profession and careers. Approximately 60% view Jewish education as a career, and only 6% intend to seek positions outside Jewish education in the near future. Compared to the general American Jewish population, teachers in this study have more pre-collegiate Jewish education. However, only about 20% have professional training in the fields of both education and Jewish studies. This is even more striking among preschool teachers, where nearly one-third have had no Jewish education prior to the age of thirteen and over one-half ended their Jewish studies at age thirteen. (A significant number are not Jewish.)

The study addressed the issue: Can current in-service training as structured compensate for deficiencies in background. The results show that preschool teachers are most likely to attend workshops, presumably because of state-mandated licensing requirements. The typical preschool educator attends six to seven workshops over a two-year period. It was suggested, however, that in light of weaknesses in preschool educators' background in Jewish content, and of the breadth of topics available at workshops, this in-service training is insufficient.

Day school Jewish studies teachers attend fewer than four workshops over a two-year period, while supplementary school teachers attend approximately four and one-half workshops in two years. It was noted that all three of the communities in which the surveys were undertaken offer opportunities and incentives for professional growth. However, these are isolated events, generally not part of a coherent plan.

Dr. Gamoran summarized by noting that the research suggests that 80% of Jewish educators lack sufficient training and that there is little systematic opportunity for professional growth. However, this is a highly committed group, interested in remaining in this field. This suggests that it is worth investing the time and money necessary to improve their knowledge and skills.

Each of the lead communities is now looking for ways to address these needs. They are identifying ways to provide professional development to educators currently in place. The communities will need the assistance of the movements, seminaries, continental agencies and institutions of higher Jewish learning to help identify resources and expertise and to develop the content for professional training. Dr. Gamoran concluded by suggesting that the creation

and implementation of standards for Jewish educators would be an important contribution to this effort.

In the discussion that followed, it was noted that the three communities selected by CIJE had shown evidence of commitment to Jewish education as a part of the selection process. This suggests that the situation in these communities may be better than in many others. It was noted, however, that studies conducted in other communities have yielded roughly similar findings.

It was suggested that federations can impact the issue of standard setting by basing their funding of educating institutions on their standards rather than the number of students they serve. It was noted that this might impact day schools more significantly than supplementary schools.

The report suggests a need for infrastructure and professionalism. Creative ways must be found to enrich the training of educators. Perhaps institutions in local communities could become centers for Judaic and pedagogic training.

Is there evidence that in-service training can remediate such deep deficiencies? There is evidence that professional development can yield better teachers. This is one of the major initiatives in the Education 2000 legislation.

Are educators aware of these deficiencies and receptive to professional growth? Teachers did not clearly recognize these deficiencies as impediments, but there is evidence of their willingness to participate in more intensive in-service training, especially when financial incentives are involved.

Perhaps more energy should be put into the training of new teachers, rather than counting on longevity as a blessing. It was noted that newer educators do have stronger backgrounds in Judaism that those who have been in the field for a number of years. It was also suggested that the data on the commitment of educators to the field suggests that it is worth investing in-service training.

Were there any major differences among the three communities that would impact local planning? While the demographics of the communities vary, the outcomes were surprisingly similar among the communities.

The large number of educators who attend the annual CAJE conference is evidence of teacher learning.

CIJE might serve a role as clearing house for future research. This is an issue for consideration by the Research and Evaluation Committee.

The chair noted that the purpose of conducting research is to gather data to serve as the basis for future planning. Those who gather the data are not necessarily those who will provide the

solutions. The next portion of the meeting was devoted to committee meetings at which each was to consider how to use this data to further its mission.

V. COMMITTEE REPORTS

Following a period during which each of the four board committees met, committee reporters were asked to provide brief summaries of their discussions.

A. Building the Profession

Because the report on the educators survey pointed to the critical need for improving the quality and quantity of in-service educational opportunities for teachers, the committee focused its attention on this complicated issue. Members of the committee heard two reports: one from Robert Abramson, director of the department of education, United Synagogue of America and one from Robert Hirt, vice president of Yeshiva University. Each report detailed specific programs currently offered. Interestingly, there were several characteristics of successful in-service programs that were mentioned in both presentations:

1. One-time workshops are an insufficient approach to in-service education.
2. In-service education needs to be on-going and sustained.
3. On-site programs (school based) seem to be particularly successful.
4. Programs are more successful if teachers and principals are involved together.

After discussing the reports, it was agreed that Gail Dorph will draft a "model plan" to enhance professional development opportunities for teachers. It was also agreed that the committee will consider further how to advance the establishment of standards and credentialing for teachers.

B. Community Mobilization

The committee agreed that its central task is to engage key lay and professional leaders as champions of Jewish education. The report on Jewish teaching personnel and its dissemination is an important tool in the effort to mobilize support for Jewish education. It was noted that the data suggests that if well-designed professional development is offered, quality will go up. This will require a range of tools and new models.

In the past, the Jewish community has mobilized around immediate crises. The rhetoric of crisis may awaken people to the issue of Jewish education, but will not suffice for the long-term. Jewish education demands a sustained commitment, a recognition on the part of leadership that education is a key path to the Jewish future

and an awareness that communities will have to restructure around the issue, as many have begun to do, in order to implement change.

The committee agreed that it is important to identify models of success in mobilizing community leadership for Jewish education. There are solutions and CIJE, with its partners, must find a new approach to telling the story--both to inspire existing leadership and to engage new people in this essential effort.

C. Content and Program

In this meeting the committee heard a report from Dr. Daniel Pekarsky about the CIJE Goals Project. Dr. Pekarsky dealt with three topics:

1. A brief overview of the purposes and need for a Goals Project;
2. A description of the 5-day Goals Seminar held in Israel this past summer;
3. A description of CIJE's plans for the next stages of the Project.

Dr. Pekarsky pointed out that goals play an invaluable role in the process of education, facilitating evaluation, decisions about curriculum, hiring decisions, and many other areas. The Goals Seminar in Israel was aimed at introducing participants to the importance of thinking seriously about goals for Jewish education. The Seminar explored why a sense of being "driven by a vision" characterized outstanding educational institutions and looked at ways that successful educational institutions were able to translate the goals written on paper into actual educational practice.

Dr. Pekarsky described CIJE's plans to offer local seminars about the issue of goals as the next step in the Project. These seminars, intended to introduce issues of goals to educators and lay leaders, would be offered in the three Lead Communities and elsewhere over the next six to eight months.

Dr. Barry Holtz described briefly the next stages of the Best Practices Project. Dr. Holtz reminded the committee that the project deals with two areas-- research and implementation. On the research side, the project will next explore the area of Jewish education in the JCC world in a joint effort with JCCA. On the implementation side, the Best Practices Project plans to introduce best practice learning seminars in the Lead Communities, launching this project at the CIJE Leadership Institute at Harvard University in early November.

D. Research and Evaluation

A report similar to the one given by Adam Gamoran at the board meeting is scheduled for presentation at the GA in November. The committee discussed the nature of this presentation. They suggested that it should be focused and offer realistic

expectations. They discussed the importance of providing data and information to communities to assist them in planning and decision making. The usefulness of the survey for self-study was also addressed. The survey instrument and interview guides for the study of Jewish educators should be made available so that any community that wishes to conduct its own study can do so. The committee made some suggestions as to how to best disseminate the findings of the study beyond the GA as well as distribute the data collection instruments with instructions for use to local communities, institutions, and congregations.

The committee also discussed the importance of promoting evaluation in local Jewish communities. It was felt that the dissemination of the study of educators will further this important goal. Committee members suggested that CIJE take a role in providing Jewish communities with consultation in the area of evaluation. The idea of promoting evaluation in Jewish communities should also be coordinated with other major Jewish organizations, such as JCCA, JESNA, CJF, and Rabbinic educational bodies. During this discussion the committee indicated the importance of linking goals to evaluation. The committee considered future projects that the MEF team will be pursuing during 1995. In addition to further research briefs on such topics as salary and benefits of teachers and the training and professional development of educational leaders, the committee decided that a future meeting will be devoted to discussing how CIJE can undertake a study of informal educators.

In the near future, the committee would like to look at issues related to 1) salaries and benefits, 2) where educators would like additional growth, and 3) the professional development of principals.

VI. CONCLUDING REMARKS

The chair noted that there is growing support for CIJE projects. In particular, David Hirschhorn and his family have provided support for research and evaluation and the Bader Foundation has recently agreed to provide support for the ongoing work in Milwaukee.

Board members were informed that there will be a major CIJE forum at the GA on Thursday, November 17. At this forum, Professor Amnon Rubenstein, Minister of Education of Israel will respond to the challenge of articulating Israel's role in the education of senior personnel in Israel for the Diaspora. Adam Gamoran will present the CIJE report on Jewish educational personnel in North America.

The chair indicated that the next meeting of the Board will take place on Thursday, April 27, 1995 in New York, and will be preceded by an evening seminar on Wednesday, April 26.

VII. D'VAR TORAH

The chair introduced Nessa Rapoport, Leadership Development Officer, who concluded the meeting with an inspirational D'var Torah.

CIJE Media Coverage: Fall 1994-Spring 1995

Total Circulation

Jewish Press	1,248,063
General Press	1,720,112
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Combined Circulation	2,268,175

Publication
-- Jewish

Location

Circulation

Date

Category

Reform Judaism	New York, NY	395,000	Spring 1995	Staff Article Staff Article
New York Jewish Week	New York, NY	110,000	Dec. 2 Dec. 2 Dec. 2 Dec. 16	Feature Excerpt of Data Source Source
B'nai B'rith Messenger	Los Angeles, CA	67,000	Dec. 2	Excerpt of Data
Intermountain Jewish News	Denver, CO	50,000	Nov. 11	Feature
Sentinel	Chicago, IL	46,000	Dec. 1	Jewish Telegraphic Agency (JTA) Feature
Jerusalem Report	Jerusalem, Israel	45,000 (bi-weekly)	Oct. 6 Mar. 9	Cover Story Source Source

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Long Island Jewish World	Great Neck, NY	32,063	Nov. 11	JTA Feature
Jewish Bulletin of Northern California	San Francisco, CA	29,000	Dec. 23 Dec. 23	Front-page Feature Editorial
Jewish Advocate	Boston, MA	27,500	Nov. 11	JTA Feature
Jewish Standard	Teaneck, NJ	25,000	Nov. 11	JTA Feature
Jewish Journal	Fort Lauderdale, FL		Nov. 15	JTA Feature
	•Palm Beach County (South Edition)	26,000		
	•Dade County Edition	25,000	Nov. 17	JTA Feature
	•Palm Beach County (North Edition)	24,000	Nov. 15	JTA Feature
Jewish Times	Baltimore, MD	20,000	Nov. 11	Feature
Jewish News	Cleveland, OH	15,500	Dec. 2 Dec. 9 Feb. 17	Letter Letter Feature

Publication
-- Jewish

Location

Circulation

Date

Category

Jewish Times	Boston, MA	11,500	Nov. 24	JTA Feature
Jewish Tribune	Spring Valley, NY	10,000	Nov. 11	JTA Feature
Reporter	Vestal, NY	10,000	Nov. 24	JTA Feature
Melton Journal	New York, NY	10,000 (quarterly)	December	Staff Article
Jewish Times	Atlanta	9,700	Dec. 16	Feature
			Dec. 16	Editorial
			Dec. 30	Editorial
			Dec. 30	Letter
			Feb. 24	Feature
Texas Jewish Post	Fort Worth, TX	8,000	Dec. 15	JTA Feature
American Israelite	Cincinnati, OH	7,000	Nov. 24	JTA Feature
American Jewish World	Minneapolis, MN	7,000	Nov. 18	JTA Feature

Publication
-- Jewish

Location

Circulation

Date

Category

Wisconsin Jewish
Chronicle

Madison, WI

6,000

Nov. 25
Dec. 9
Dec. 9
Dec. 9
Dec. 23
Dec. 30

Source
Front-page Feature
Front-page JTA Feature
Editorial
Letter
Letter

CJF Newsbriefs

New York, NY

6,000 (monthly)

December

JTA Feature

Jewish Observer

Syracuse, NY

5,400 (bi-weekly)

Nov. 25

JTA Feature

Jewish News

Richmond, VA

4,100

Nov. 18

Front-page Feature

Sullivan/Ulster Jewish
Star

Wurtsboro, NY

4,000 (monthly)

December
December

Editorial
JTA Feature

Jewish Chronicle

Worcester, MA

3,500 (bi-weekly)

Dec. 15

Feature

Hebrew Watchman

Memphis, TN

3,000

Nov. 10

Feature

JTA Daily News
Bulletin

New York, NY

2,000

Nov. 9

Feature

Publication
-- General

Location

Circulation

Date

Category

New York Times

New York, NY

1,114,905

Oct. 13

Source

The Plain Dealer

Cleveland, OH

399,796

Nov. 24

Religion News Service
(RNS) Feature*

Milwaukee Journal

Milwaukee, WI

205,411

Oct. 5

Source

*[Note: This does not include other possible outlets of
the RNS wire service story, which RNS does not track.]

MEMORANDUM

TO: Board Members and Invited Guests
FROM: Alan D. Hoffmann, Executive Director
DATE: April 6, 1995

Much has transpired since our last Board Meeting in October, when our consultants Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, presented a preliminary report of **The CIJE Study of Educators**.

As you know, the initial findings of this study juxtaposed the severe lack of training of most teachers in Jewish schools with an unexpected degree of commitment and stability, making a strong case for far more comprehensive **in-service education** for teachers in the field than currently exists.

The first **CIJE Policy Brief**, which summarized these findings, was presented at the GA and has subsequently received widespread media attention. In preparation for the April Board Meeting, I am enclosing another copy of the policy brief and a selection of the articles and citations CIJE's work has received. The majority of our media coverage has focused on the policy brief, the **1994 GA Forum** that presented the study to the Jewish community, and the implications of the study for Jewish education, locally and continentally. In addition, CIJE, its chair, and staff have been cited as sources of expertise in articles on Jewish education.

At our October meeting, the Board Committee on Community Mobilization emphasized the importance of "telling the CIJE story" and of conveying our distinct strategic approach to revitalizing Jewish education. The chart that accompanies the press selections shows that the CIJE study was a subject of interest across the country, in large as well as smaller Jewish communities. We receive ongoing requests for the policy brief and have begun discussions with an increasing number of communities interested in conducting their own educators' study and **building the profession of Jewish education**. At the upcoming board meeting, I will report on our plans to expand our work to several new communities this year.

We are continuing to consult with our laboratory communities. Following the results of the educators' study, they have embarked on creating **Personnel Action Plans** built around the strengths and gaps in their educators' training.

In partnership with those communities, CIJE has begun a number of innovative pilot projects in the area of personnel that build on some pioneering work in general education on the most effective way to enhance the professional training of teachers and educational leaders in the field. **The CIJE-Harvard Leadership Institute**, held in the fall, was one such project; others, on **early childhood** and **the regional training of teachers for advanced degrees** will begin in 1995.

In the process of planning and implementing these projects, we have recognized the need for a systematic way to train "**mentor**" educators--those who are qualified to construct and oversee comprehensive teacher training programs in local communities. CIJE is committed to building a national capacity for such teacher trainers, so that communities who want to upgrade their educational personnel can call on outstanding expertise. Dr. Gail Dorph will discuss this in greater detail at the board meeting.

To complement the work in this area, CIJE will be publishing a brief on **Best Practices in In-service Training**, which will summarize current research in general and Jewish education on teachers' professional development, as a guide for local schools and communities committed to improving the knowledge and skills of their educators.

CIJE's platform for change depends on two conditions: the need **to build the profession of Jewish education**, with the training, career tracks, salary, benefits, and prestige that a true profession requires; and the corresponding need **to mobilize community support and create champions for Jewish education** who can be its advocates in their own communities and on a continental scale.

The North American Jewish community has entered a critical stage of reflection and analysis about its future. The sphere of Jewish education requires not only new approaches but also new formulations of purpose; not only "How can we create excellence in Jewish education?" but "Why must we?"

The Goals Project was designed to address, on an institutional and communal level, the question of: What kind of Jews do we want to create through Jewish education? Since the **Goals Seminar** in the summer of 1994, which brought together lay and professional leaders and educators from several communities to work together, CIJE has been involved in a series of seminars and training projects, under the direction of our consultant from the University of Wisconsin, Dr. Daniel Pekarsky, that will continue throughout 1995 and further. (One such seminar is the subject of an article in the enclosed packet.) I look forward to bringing you up-to-date on future goals work in the areas of **the communal high school and institutional and**

community visions for Jewish education. We are particularly intrigued by the possibilities of a pilot goals project in the area of **camping**, as informal education is such a powerful agent of Jewish learning and identity.

In the **Best Practices Project**, directed by Dr. Barry Holtz, we will soon be adding **Best Practices in JCCs** to our volumes on **preschools** and **supplementary schools**. We continue to present seminars for educators and lay leaders on creating excellence in the supplementary school, and have begun to document selected topics in the areas of **day schools**, beginning with the role and teaching of the Hebrew language. Issues we will address in the best practices realm include how other institutions can learn from the best practices models of success and a study of the process by which an institution becomes a best practice setting--which is of great interest to practitioners in the field.

Finally, CIJE has reaffirmed its commitment to one of the most underdeveloped areas in Jewish education: **building a research capacity**. In this decade, during which the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the question of educational evaluation is becoming urgent. As institutions and communities consciously set goals for Jewish education and Jewish continuity, it will become imperative to establish indicators by which success and failure can subsequently be measured, so that the entire North American community can learn from each other in order to transform Jewish education for the coming generations.

CIJE consultants Drs. Gamoran and Goldring are overseeing a plan designed to address this critical issue. The **monitoring, evaluation, and feedback** domain will also be evaluating CIJE's own projects, as well as publishing policy-oriented research to meet the needs of those who plan, fund, and implement Jewish education.

Alan D. Hoffmann
Executive Director

CIJE COMMITTEE ASSIGNMENTS

As of 4-11-95

Building the Profession Committee

Lester Pollack, Chair
Gail Dorph, Staff
Steve Chervin
Max Fisher
Joshua Fishman
Charles Goodman
Alfred Gottschalk
Robert Hirt
Gershon Kekst
Norman Lamm
Norman Lipoff
Morton Mandel
Florence Melton
Richard Meyer
Ismar Schorsch
Louise Stein
Maynard Wishner

Content & Program Committee

John Colman, Chair
Barry Holtz, Staff
Daniel Pekarsky, Staff
Daniel Bader
Mandell Berman
Chaim Botwinick
Maurice Corson
Alan Finkelstein
Henry Koschitzky
David Sarnat
William Schatten
Richard Scheuer
David Teutsch
Isadore Twersky (Also Building the Profession)
Ilene Vogelstein

Community Mobilization Committee

Charles Ratner, Chair
Alan Hoffmann, Staff
Steve Hoffman, Staff
Nessa Rapoport, Staff
Charles Bronfman
Jay Davis
Darrell Friedman
Jane Gellman
Billie Gold
Neil Greenbaum
Ann Kaufman
Martin Kraar
Marvin Lender
Matthew Maryles
Melvin Merians
Arthur Rotman
Jonathan Woocher

Research & Evaluation Committee

Esther Leah Ritz, Chair
Adam Gamoran, Staff
Ellen Goldring, Staff
David Arnow
Ruth Cohen
Susan Crown
Genine Fidler
Irwin Field
David Hirschhorn
Mark Lainer
Seymour Martin Lipset
Richard Shatten
Bennett Yanowitz

CIJE
Building The Profession

UPDATE
From October, 1994 through April, 1995

Building National Teacher Education Capacity

CIJE has been developing a plan to create a cadre of "Mentor-Educators" who can work with communities and institutions both to develop and to implement In-Service offerings on the local level. A national task force of experts will plan and serve as the faculty for the first cohort of participants. This first cohort will then become part of the faculty of this College Without Walls and will participate in educating future cohorts.

This first cohort will be made up of educators who have extensive Judaica background, years of experience in the field of Jewish education and experience helping others learn to teach. A seminar for this group cohort is being planned for this summer.

Developing Pilot Initiatives at the National Level

CIJE and the Harvard Principals' Center developed a seminar for educational leaders on "Building a Community of Leaders: Creating a Shared Vision." The seminar was designed to bring together educational leaders across denominations and across settings (pre-school, supplementary school, and day school). Over fifty educational leaders participated in the seminar taught by educators and scholars, such as, Roland Barth, Terence Deal, Arthur Green, Ellen Goldring, and Isadore Twersky. In the three lead communities, the educators who participated in the seminar continue to meet together to discuss substantive shared issues. These meetings have included sharing the ways in which they have adopted and adapted the materials and strategies learned at the seminar in their own settings. Often these sessions have been facilitated by the central agency and lead community professionals who also attended the Harvard seminar.

Development of Communal Personnel Action Plans

Each of the lead communities has been involved in the development of a comprehensive personnel action plan. The logistics of the planning process has taken a unique form in each community. In all three cases, educational

professionals are key players in the process. CIJE has been assisting communities in this work by consulting on the process, co-planning meetings and sometimes attending meetings as well.

In order to provide guidance and information as well as to facilitate cross community feedback, CIJE has held two consultations in December and March with another planned for May. Each of these consultations was structured around an issue critical to the development of these action plans. Educational papers were mailed out before and after.

In preparation for the December consultation, Dr. Gail Dorph and Dr. Barry Holtz prepared an outline of a generic personnel action plan along with planning tools to facilitate the use of the outline. Because the format was so fruitful, a longer (two day) consultation was planned for March.

In March, Dr. Dorph supplied communities with a working paper outlining what is currently considered "best practices" in In-Service education in general education. In addition, Holtz and Dorph suggested a strategy for using the guide to both evaluate current in-service offerings and design new programs.

The March consultation also provided an opportunity for representatives of the denominations to present their thinking about the arena of in-service education. Participants included: Rabbi Robert Hirt and Dr. Alvin Schiff of Yeshiva University, Dr. Kerry Olitzky of Hebrew Union College, Dr. Robert Abramson of United Synagogue of Conservative Judaism and Aharon Eldar of the Torah Department of the World Zionist Organization. In the discussion which ensued, lead community representatives were also able to share the issues with which they are struggling. These include:

1. How do we induct new teachers into the system?
2. How do we develop supervisors and mentors to provide on-site guidance and support to teachers?
3. How do we provide for on-going professional development for our educational leaders?
4. How do we create standards for our teachers in all of our settings, but particularly in supplementary and early childhood settings?

The May consultation will be devoted to a discussion of the CIJE Study of Educators findings about the educational leaders in our communities and the implications of these findings for personnel action planning.

Development of Pilot Initiatives in Communities

CIJE has been involved in the planning of two pilot initiatives in building the

profession, one in Milwaukee and one in Baltimore.

In Milwaukee, the personnel action team's first decision in the creation of a personnel action plan has been the decision to create a local/regional opportunity for its educators to gain a masters degree in Jewish studies with a concentration in education. Milwaukee has received a grant from the Bader foundation to partially fund a masters program that will be run by the Cleveland College of Jewish Studies. The program will include courses in Milwaukee taught by the Cleveland College faculty, video-conference courses, and summer courses in Cleveland at the college. The program will be housed at MAJE (the Milwaukee Association for Jewish Education) which will also coordinate and co-staff the internship program. At this date, the program has been funded.

In Baltimore, a plan is being developed to create a model program for early childhood educators. The program will be geared to the enhancement of the Jewish content of early childhood programs in a limited number of settings. The program will include both teachers and directors of the institutions chosen to participate. Breishit: In the Beginning: Machon L'Morim for Jewish Early Childhood Educators comes at the initiation of the Children of Lyn and Harvey Meyerhoff Foundation and is being funded by the foundation.

Professional Meetings and Presentations

Drs. Holtz and Dorph have made presentations at the General Assembly (November) and at the Jewish Educators Association Conference (March) on "Using Best Practices to Improve Your Supplementary School." At the JEA, they also reported on the findings and implications of the CIJE Study of Educators. These presentations were well attended. Participants responses indicate the importance of both of these projects to both lay and professional leaders.

Gail Dorph

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CIJE Content and Program

UPDATE

From October, 1994 through April, 1995

Goals Project Update

Background

The Goals Project is designed to help Jewish educating institutions become more effective through careful attention to their guiding goals. The project's assumptions are straight-forward. First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators; they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design.

Second, many Jewish educating institutions suffer from a failure to be meaningfully organized around clear and compelling goals. Third, efforts to improve Jewish education usually deal inadequately with goals. Often, institutions by-pass serious issues relating to goals altogether; and when the stake holders in an educating institution do address the question of goals, the process is usually not one that asks them to examine Jewish sources that might illuminate their deliberations. Nor are systematic efforts typically made to organize and evaluate educational practice in the light of the goals arrived at; too often, and for reasons that need to be seriously addressed, mission-statements just gather dust!

The Goals Project launched its work with communities through a seminar in the summer of 1994 intended for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stake holders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; that others would use the opportunities provided by these seminars to improve their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work with CIJE beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions

seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project.

Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

Alongside these efforts, CIJE collaborated with lay and professional leaders in Atlanta around the development of an all-day seminar on goals in February for some sixty key stake holders in a new Community High School. There have also been conversations concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations that seem particularly interesting.

Projected activities.

Next fall, the Goals Project is scheduled to begin working with a limited number of select institutions interested in undertaking a systematic effort to develop and organize practice around a set of clear and compelling goals.

One significant new project will be a meeting co-sponsored by CIJE and the JCCA to explore the goals of residential camping programs in the realm of JCCs. 4-6 JCCs will be invited to join in a two-day seminar on the goals of JCC camping. Each JCC will send a team of three people--the JCC director, the camp director and the JCC Jewish educator. Following upon that meeting CIJE and the JCCA hope to begin to develop a major intervention project in selected JCC camps.

We believe that such collaborations will benefit these institutions and will contribute significantly to our own knowledge-base. But our success in such partnerships will depend heavily on our ability to build capacity in two major areas.

First, the success of our work with individual institutions on a goals-agenda will depend on our ability to expand our base of knowledge and know-how. Of special importance is finding ways

to engage the stake holders in these institutions in wrestling with issues of Jewish content in the face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

Second, since CIJE's core-staff will not itself be able to work with individual institutions around the country in any sustained way, we need to recruit and cultivate a cadre of resource-people or coaches to work with these institutions. Since the pool of people with the requisite background and talent is small, and they are the kind of people whose energies are typically already fully engaged, this is a difficult challenge.

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. During the coming summer CIJE will be running a 4-day workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.

In addition to those pointed to above, the issue of community-vision also needs to be addressed. The Program and Content Committee expressed great interest in this topic, as did many participants in the Jerusalem Summer Seminar. How to address it meaningfully without giving short shrift to other facets of our work remains an important challenge. The talk Professor Michael Rosenak's delivered at last summer's seminar, when transcribed and edited, may provide a useful avenue for approaching this matter. CIJE's recent statement concerning community-vision may also provide a useful springboard to discussion.

Best Practices Project

Background

The Best Practices Project is an effort to document exemplary models of Jewish educational work and to use these examples for improving the quality of Jewish education in the field. The Project has delineated a number of different domains in which to document examples of successful practice. Up to this point two volumes have been published: Best Practice in the Supplementary School and Best Practice in Early Childhood Jewish Education.

Recent and current activities

At the General Assembly Dr. Gail Dorph and Dr. Barry Holtz presented a workshop session on the findings of the Best Practices Project about supplementary schools. About thirty lay leaders and educators attended the session and had the opportunity to use the best practices volume and its findings as a way of analyzing supplementary schools with which they were familiar. This session was very well received by the participants and offered a kind of model for using the

project as a practical aid toward improving Jewish education in the field for both professionals and lay leaders.

We plan to do similar workshops in other settings during the course of the year-- in the three lead communities where opportunities for this work are being planned and at national meetings. CIJE, for example, in March CIJE conducted a major session of this kind at the Jewish Educators Assembly, the organization of Conservative educators, at their annual convention in March. The CIJE Leadership Institute, conducted last fall at the Harvard Principals Center, helped prepare the way for best practices sessions in local communities by engaging school principals in a process of self-improvement for themselves and their schools. Parallel sessions for lay leaders in these communities would also seem to be appropriate.

The Best Practices Project is currently involved with three initiatives documenting examples of successful educational practice. In the area of **Jewish education in the JCC arena**, CIJE is working in a joint effort with the JCCA. Dr. Barry Holtz is conducting the project in coordination with Dr. Steven M. Cohen who has been engaged by the JCCA for the purposes of the project. The project is using the model that has been successfully employed in the other best practice volumes: a group of experts gathered together with Drs. Holtz and Cohen to delineate criteria for best practice in this domain and to choose six outstanding JCCs and six "stand alone" programs within other JCCs for further research. For this volume it was decided that the individual JCCs will not be written up as separate studies, but rather will serve as examples which will be incorporated into a long analytic essay written by Holtz and Cohen about Jewish education in the JCC. The stand alone programs will be written up by local practitioners describing their own programs.

Holtz and Cohen have now visited five JCCs (one jointly and the rest separately). Another researcher has written up the other site as a research report. The research reports of the entire team will be supplemented by an investigation of published materials (reports, board meeting notes, catalogues, etc.) from each of the selected JCCs along with interviews with knowledgeable informants from the world of JCC education. After Holtz and Cohen write the draft of their report, the original advisory committee will reconvene in May, joined by representatives from the best practice sites for a review of their findings. It is expected that this volume will be published in the late summer, 1995.

Secondly, the work throughout CIJE on the area of in-service education of teachers needs to be served by the Best Practices Project as well. With the publication of the CIJE Policy Brief on the background and training of educators last fall, upgrading the quality of educators in the field has become prime focus of activities in a number of different domains of CIJE. Dr. Holtz and Dr. Gail Dorph will be preparing a volume on best practice in the area of in-service education-- both

in general and Jewish education-- to guide local schools and communities as plan for improving the skills and knowledge of their educators. This volume will look at examples of successful in-service education and seek to learn from those examples specific practical advice for implementing "programs that work."

The third best practice "documenting" initiative is in the area of **day schools**. Following upon meetings with outstanding practitioners in day school education organized by Rabbi Robert Hirt at Yeshiva University and Rabbi Robert Abramson at the United Synagogue, along with consultations with other experts in day school education from the field and from academia, it was decided that the complexity of day school education would require more than one volume on best practices. CIJE will look at selected topics of great interest to day schools and then move on in the future to a volume on "the good day school." The first topic to addressed will be Hebrew language instruction in the day school. Since this is one of the primary motivations for day school education and since it is an issue that cuts across denominational lines, the topic is particularly appropriate as a first approach into the day school arena.

Dr. Holtz has been conducting interviews and discussions with a number of experts in the field of Hebrew language instruction and has drafted a "guide" for researchers in the area of best practice in Hebrew language teaching in the day school. He has now turned to a number of expert informants to help choose the sites that will be written up in the final report. These sites are expected to represent a range of successful schools-- as geographically, educationally and religiously as diverse as is appropriate. It is expected that this volume will be ready in the spring of, 1996.

The fundamental issue facing the Best Practices Project is the way that institutions can learn from places that succeed. The successful model employed at our session during the General Assembly leads us to believe that there is a considerable amount that people can learn from these kinds of "hands-on" sessions. For CIJE, of course, this raises the question of how to allocate time and resources. Given the size of the CIJE staff and wide range of need in the field (in so many different arenas), CIJE could not possibly spend all of its time doing hands-on sessions to help schools and other educational institutions all around the country. The approach that is most on the CIJE agenda at this time is to think about "building capacity" for best practices facilitators/trainers. This approach coordinates well with other domains of "building capacity" on the CIJE plan for this year-- in Goals and in Building the Profession.

There are other approaches that also should be employed: Using publications, we may want to begin to think about short reports along with the longer best practice volumes. These reports will be along the lines of the CIJE "Policy Brief" on Jewish educators that emerged out of the

longer research project directed by Adam Gamoran and Ellen Goldring. A policy brief, for example, on "how to improve your supplementary school" could be developed based on the best practice volume already published by CIJE.

A second kind of publication that clearly seems to be necessary is something that describes the process by which an institution becomes successful. In other words, the current best practices volumes represent a kind of snapshot of a "finished product." But how did the good school become such a good school? What were the steps that the leaders took? Who initiated the process? We have found that practitioners in the field find these questions to be of the most interest.

Finally, we might want to think about other modes of documentation. Video documentation of best practices might be an important route to create a knowledge base for Jewish education and a resource for teacher education and improvement. By looking at "best practitioners" and documenting their work (both in writing and on film), a new kind of training model for all the areas of Jewish education could be developed. What sites might best lend themselves to this approach would have to be explored as the project develops.

The Best Practices Project has another important role as well-- informing community lay leaders about successful educational practice to help them in decision-making for communal policy. Local lay leaders should have the information about Jewish education that can help them influence Federation planning for Jewish education in effective and useful ways. By educating our lay constituents we can begin to fulfill the mandate of CIJE for building community support for Jewish education. Our recent meeting in Atlanta which centered on the issue of creating a local day high school is an excellent example of the kind of work that could be done to inform and work with local lay leadership through best practice and goals workshops.

Barry W. Holtz and Daniel Pekarsky

Where We Stand

By Albert Shanker, President
American Federation of Teachers

Beyond Magic Bullets

Educators are always looking for a magic bullet—a hot, new idea that will take care of all the problems with our education system. That accounts for the love affair with vouchers and market schools, EAT-type ventures into privatization and, most recently, charter schools. And we can be sure that next year it will be something else. Like people who are always eager to try the latest miracle diet, they think that the next fix will be the one that finally turns things around.

But these fads don't get to the heart of the educational enterprise. If we want to change our schools for the better, we have to change what goes on in the classroom between teachers and students. There is nothing revolutionary about this idea: It is common sense. It is also extremely difficult to do. Leon Lederman's recent description of Teachers Academy for Math and Science (TAMS), a privately funded organization providing in-service training to elementary school teachers in Chicago, shows what is involved (*The Sciences*, January-February 1995).

Lederman, a Nobel laureate in physics and director emeritus of the Fermi National Accelerator Laboratory who now works with TAMS, believes that good early training in science and math opens some important doors for children:

...science and mathematics, taught in the right way, engage children, resonate with their own natural curiosity and open a door to the joy of learning.... A positive introduction to the study of science and mathematics serves as a foundation for an interest in those topics throughout a person's lifetime. And as for the relevance of the curriculum, the engines that drive the changes in contemporary society are science and science-based technology.

But none of this will happen—indeed kids are likely to be turned off math and science—if they don't have teachers who know these disciplines and how to guide children in learning them. And the sad truth is that many elementary school teachers do not have the background to do a good job. This is no reflection on their hard work or devotion. They are victims of poor preparation and a system that frustrates their efforts to learn and change while they are on the job instead of supporting these efforts. In Japan, as Lederman points out, teachers spend nearly half their time working together to improve the lessons they teach and the way they teach them, and there is ample money to support professional development activities. In the U.S., however, teachers seldom have a chance to consult with their peers about their teaching, and little or no money is spent on helping them upgrade their skills and knowledge; Lederman says the figure is usually less than 1 percent in Chicago. The problem of poor instruction in math and science is especially acute in an urban school system where expectations tend to be low—and, tragically, where youngsters have the most to gain from excellent instruction.

But, Lederman says, TAMS shows how, given the time and resources, teachers can learn the skills they need—and are elated by the process:

In the past four years we have introduced seventy-two schools and some 3,200 teachers to our program—and some of them have been with us for as many as three years. On average, they have received roughly 120 hours of instruction in science, 140 hours in mathematics and more than 140 hours of additional close teaching supervision. That leaves only...420 schools and 14,000 teachers to go.

Changing culture is never easy. That so much time and effort (and money) are needed should be no surprise to the funding agencies, but it is. We estimate that to sustain the efforts we have begun in Chicago will probably take an investment of between \$3,000 and \$4,000 a year per teacher for perhaps three to four years.... The total is equivalent to the tuition for one year at a mid-priced university. Yet one of the curious and inexplicable frustrations of our work has been the difficulty of getting the money to sustain it.

Does the program work? Yes! Teachers love it. And when it is well managed, it creates an intense, joyous learning process. Such interventions also lead to a greatly energized teaching corps, in which the new teaching style spreads to other subjects and brings with it technology that can fruitfully enhance the teacher's effectiveness.

This is not flashy stuff. It is basic common sense. It is also tough, demanding and expensive, and it takes time—which may explain why educators often ignore this kind of thing in favor of quick-fix schemes. Lederman does not believe that schools can, by themselves, mount programs to bring about necessary changes in teaching and learning, and he may be right. But there are signs that the public is becoming skeptical of reforms that substitute flash and dazzle for attention to basic issues, and I believe and hope that reforms like the one he describes will increasingly find powerful public support.



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CIJE
Research and Evaluation

UPDATE ON RECENT ACTIVITIES
October 1994 through April 1995

Policy Brief

The CIJE research and evaluation team has been active in a number of areas since our last meeting. Following our presentation at the last Board meeting, we devoted substantial time to revising and producing the first CIJE Policy Brief, on the professional background and training of teachers in Jewish Schools. The Policy Brief was distributed to everyone who attended the CJF General Assembly in November, and it was presented at a major forum at which the keynote speaker was the Honorable Amnon Rubenstein, Minister of Education of the State of Israel. As we prepared for this presentation, we took into account the helpful feedback provided by Board members during and after the last Board meeting.

The Policy Brief was also discussed at a press conference, and subsequently has been widely reported in the Jewish press: about two dozen local Jewish papers and five national sources have carried the story. A selection of these articles was circulated to Board members in the most recent CIJE mailing.

Most recently, a summary of the Policy Brief was published in Reform Judaism. Copies of this issue of the magazine will be available at our board meeting.

Report on Educational Leaders

Whereas the Policy Brief covered teachers, CIJE researchers also surveyed educational leaders (i.e. principals and education directors). These data have recently been analyzed, and the Research and Evaluation team is currently preparing a report on educational leaders, addressing such topics as background and training, salaries and benefits, careers, and leadership. Preliminary findings from the survey of educational leaders will be presented for comment and feedback at our April meeting.

Integrated Comprehensive Report

By the end of the summer, a comprehensive report of the teachers and educational leaders in these three communities will be available.

Development of Educator's Survey Module

A number of communities have expressed interest in carrying out their own studies. To meet this need, our Research and Evaluation staff have been preparing a Module for the Study of Jewish Educators. The Module includes a revised survey instrument and interview protocols, along with directions for carrying out the study. The contents of the Module will be discussed at our committee meeting.

Evaluation Work in Communities

We are continuing to provide consultation to a number of communities working on evaluation and planning for Jewish education. However, we are no longer employing a full-time researcher to monitor each Lead Community, as our work concentrates more on the national agenda. CIJE has been a catalyst for local evaluation, and we hope that communities will draw on their own internal and external resources to continue their evaluation efforts. The issue of CIJE's role in encouraging and supporting local evaluation will also form part of our committee's agenda.

Adam Gamoran and Ellen Goldring



CIJE: Community Mobilization
Update: October 1994 to April 1995

CIJE has continued to move ahead on the three areas within the domain of community mobilization:

1. "Telling the story" of CIJE's approach to and work within Jewish education.
2. Working in local communities to create informed lay and professional advocates for Jewish educational change, within institutions and communally.
3. Mobilizing lay leadership on behalf of Jewish education and creating a comprehensive plan for this effort.

1. "Telling the Story"

At the October board meeting, the Board Committee on Community Mobilization discussed the traditional ways that the organized Jewish community has rallied around crises--and the different nature of the crisis in Jewish education: that is, Jewish education demands a long-term effort, not a "quick fix"; it is not about the relief and rehabilitation of beleaguered Jews abroad but about the rescue of ourselves. Committee members also talked about the inherent difficulties in showing the passionate, personal face of Jewish education. (There is no equivalent in Jewish education to Israeli air bases, to which one could take communal leaders for a gripping, immediate illustration of the issue.) We need a new model for creating sustained advocacy for Jewish education and new champions on its behalf.

The committee then explored the most effective way to use the CIJE data on the background and training of Jewish teachers to mobilize the Jewish community. The initial findings of The CIJE Study of Educators held "bad news" about teachers' training but "good news" about their stability and commitment to teaching as a calling. CIJE fashioned the GA Forum and the press materials around the committee's recommendation that we emphasize not only the crisis reflected in the data but that success is possible and that there are solutions to professionalizing teachers. A wrap-up and sample of the ensuing media coverage has been sent to all CIJE board members.

Communications and Publications

We are now in the process of setting up a data base that will allow us to reach the constituencies of CIJE and disseminate our materials and findings in an effective, timely way. These constituencies include Federation lay leaders, executive directors and planners, and members of continuity commissions--local and national--who affect policy for Jewish education; senior educators and bureau professionals; faculty at the training institutions, congregational arms, and regional colleges; rabbis extensively involved in Jewish education; foundations that support Jewish education; national organizations with Jewish educational missions; and Jewish and general press; among others.

In the course of 1995, CIJE will be producing several publications of particular relevance to lay leaders involved in Jewish education. These will include:

1. A brief that answers the question: What are the necessary components of an excellent supplementary school?, based on the Best Practices seminars Dr. Barry Holtz has been offering lay and professional leaders.
2. A brief summarizing what is known in general and Jewish education about effective in-service education for teachers in the field.
3. An essay for a general audience about the importance of goals and vision in Jewish education.
4. The publication of our April Board Seminar lecture by Dr. Jonathan Sarna for wider dissemination.

We will also be producing a second CIJE Policy Brief, which will--like the first brief on the background and training of teachers in Jewish schools--make available further policy-oriented data from the CIJE Study of Educators to the North American Jewish community. There is great interest in research on salary and benefits, as well as on the background and training of educational leaders (principals and school directors).

2. Work in Local Communities

In addition to our ongoing consultations with the three laboratory communities--Atlanta, Baltimore, and Milwaukee--CIJE has begun conversations with several new communities interested in a systemic change approach to Jewish education. CIJE staff and consultants are in the process of articulating the mutual responsibilities and expectations such partnerships would entail.

3. Mobilizing Lay Leadership: A National Partnership

A new standing CJF Committee on Jewish Continuity has recently been established, creating a formal working relationship between CJF, JESNA, and CIJE for Jewish education and continuity. This committee will allow a coordinated strategic approach continentally to mobilizing community support for Jewish education, bringing together the resources of the three bodies, in consultation with the religious movements, JCCA, and others. Community mobilization for Jewish education requires a massive effort of policy planning, advocacy, collaboration, and resource development; no single institution can undertake such an effort alone. CIJE's design has posited a model of working

partnerships, both locally and continentally, to create the leadership and stimulate new resource allocation for Jewish education. At the board committee meeting on community mobilization we will hear a presentation on the new CJF committee's goals and agenda.

A Comprehensive Plan

Among the greatest challenges of CIJE's work in the domain of community mobilization is that of exponentially increasing the number of communal leaders who are advocates for Jewish education. North American Jewry has successfully rallied for its fellow Jews in this dramatic century of our history. Now we need to create a vital, flourishing Judaism within the open society of America. Jewish knowledge and education are at the core of a strong Jewish identity, but they must be transmitted in compelling new ways. CIJE will be creating an advisory committee of people from a range of fields, within Jewish life and outside it, to begin to design an approach to this challenge.

Nessa Rapoport



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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors

APRIL 27, 1995

AGENDA

I. Board Plenary

- | | |
|---|---------------|
| A. Welcome and Introductory Remarks | Morton Mandel |
| B. CIJE Update: From the Policy Brief to Today | Alan Hoffmann |
| C. Reimagining the Profession | Gail Dorph |
| 1. New Initiatives | |
| a. Machon L'Morim: An Intensive Program for Early Childhood Educators | Genine Fidler |
| b. Milwaukee-Cleveland Masters Program: A Long Distance Partnership | Louise Stein |
| c. Harvard-CIJE Institute: Building a Network of Educational Leaders | Cheryl Finkel |
| 2. Creating Capacity | |
| a. Transforming the Supplementary School Educator | Barry Holtz |
| b. Teachers Teaching Teachers | Gail Dorph |

II. Lunch

III. Committee Meetings

- | | |
|-----------------------------------|-------------------------|
| A. Building the Profession (Blue) | Chair: Lester Pollack |
| B. Community Mobilization (Green) | Chair: Charles Ratner |
| C. Content and Program (Red) | Chair: John Colman |
| D. Research and Evaluation (Gold) | Chair: Esther Leah Ritz |

IV. Board Plenary

- | | |
|---|--------------------|
| • The importance of Goals in Educational Planning | Daniel Pekarsky |
| • An example: Creating a New High School in Atlanta | Michael Rosenzweig |

V. D'var Torah

Gershon Kekst