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# **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

## **Board of Directors**

**NOVEMBER 2, 1995**

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**BOARD MEETING  
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
APRIL 26-27, 1995  
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK**

Attendance

Board Members: John Colman, Maurice Corson, Billie Gold, Alfred Gottschalk, David Hirschhorn, Gershon Kekst, Norman Lamm, Morton Mandel, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Ismar Schorsch, David Teutsch, Isadore Twersky, Bennett Yanowitz

Guests: Raymond Bloom, Genine Macks Fidler, Cheryl Finkel, Allan Finkelstein, Joshua Fishman, Jim Joseph, Stephanie Levi, Michael Rosenzweig, Carl Sheingold, Louise Stein

Consultants and Staff: Walter Ackerman, Gail Dorph, Adam Gamoran, Ellen Goldring, Stephen Hoffman, Barry Holtz, Robin Mencher, Daniel Pekarsky, Debra Perrin, Nessa Rapoport, Richard Shatten, Jonathan Woocher

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I. LEADERSHIP SEMINAR

On Wednesday evening, April 26, board members and guests attended a seminar in which Professor Jonathan Sarna of Brandeis University discussed the 19th century American Jewish awakening which led to a revitalization of Jewish life for the next century. Professor Sarna's presentation was preceded by a Yom Hashoa commemoration arranged by composer Elizabeth Swados and included a brief reading by board member Billie Gold.

II. WELCOME AND INTRODUCTORY REMARKS

The chair opened the meeting on Thursday, April 27 by welcoming all in attendance and introducing the following first-time guests: Walter Ackerman, Cleveland College of Jewish Studies and Beer Sheva University; Raymond Bloom, The Jim Joseph Foundation; Cheryl Finkel, the Epstein School, Atlanta; Allan Finkelstein, Jewish Community Centers of North America; Stephanie Levi, New York; Michael Rosenzweig, lay leader from Atlanta.

III. CIJE UPDATE

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

Mr. Hoffmann noted that at this meeting board members would be introduced to several concrete examples of CIJE's involvement with Building the Profession. He reminded those present that CIJE was established to implement the two building blocks for revitalization of Jewish education which were identified by the Commission on Jewish Education in North America: Community Mobilization and Building the Profession. He noted that there is now a comprehensive plan in place for implementation for each of these goals.

In its role as catalyst, broker, architect, model builder and occasional developer of programs, CIJE has taken a series of specific steps.



- A. CIJE faced a concrete initial problem in the area of building the profession: where to begin. CIJE determined that the first approach should be through educators already working in the field of Jewish education.
- B. In order to identify the issues involved, CIJE designed a research project and gathered data. With the help of the Blaustein Foundation, CIJE undertook a comprehensive study of Jewish educators in North America through our laboratory communities, as a basis for deciding how to engage with the professionals.
- C. The data were analyzed and published in the form of a Policy Brief and plan for action. The brief agreed that the training of educators is critical to the future of effective Jewish education.
- D. Following the Policy Brief, a session was held at the 1994 General Assembly where the survey results were described and discussed. This served as CIJE's first step in mobilizing the community for support of Jewish education. Other steps in mobilization have included the publication of press reports and activities currently under way to distribute the Policy Brief more broadly.
- E. Progress has now been made to implement the plan of action outlined in the Policy Brief as follows:
  - 1. A first step to engage educational leaders was undertaken in the form of a seminar jointly sponsored by CIJE and Harvard University's Principals' Center for principals and education directors from the laboratory communities.
  - 2. Each of three laboratory communities is developing a personnel action plan.
  - 3. CIJE is now working to engage additional communities specifically on work toward building the profession for Jewish education. This, in turn, will entail mobilization of key leadership.
  - 4. During 1995, work on the Best Practices project will focus on the content of the training of educators and, more particularly, on in-service training.
  - 5. At the same time, the Goals Project is grappling with the question of how to get Jewish educating institutions to articulate the vision around which they operate.
  - 6. It is apparent that as this work expands we will need a cadre of well qualified people available to provide in-service training in communities. CIJE is working with various agencies to accomplish this goal and, with the support of a grant from the Nathan Cummings Foundation, will emphasize the development of trainers for in-service training in supplementary schools.
  - 7. CIJE is beginning to work on identifying the issues most central to informal education.



8. Plans are in formation to work with general and Jewish education experts to develop a comprehensive plan for building the profession of Jewish education.
9. CIJE is working with JESNA and CJF to develop new initiatives in community mobilization.

#### IV. RE-IMAGINING THE PROFESSION

The chair noted that the findings of the Policy Brief have led CIJE to devote 1995 primarily to the area of professional development. He introduced Gail Dorph to describe how state of the art thinking in general education as well as our own work in the laboratory communities have led CIJE in particular directions.

##### A. Introduction

Dr. Dorph noted that the CIJE study of educators yielded some surprising results. In particular, contrary to the belief that Jewish education is a "revolving door profession," it was clear that the large majority of Jewish educators in North American communities are strongly committed to their work and remain in the field for extended periods of time. The study also showed, however, that their background and training in areas of both general education and Judaic studies is relatively weak. Therefore, CIJE has concluded that professional development of those in the field is critical.

She noted that adults learn best through active involvement. In conducting training programs, it is important to help Jewish educators deepen their understanding of their subject matter, their students, and the processes of teaching and learning.

Studies have shown that effective professional development must:

1. Be sustained, ongoing and intensive.
2. Offer meaningful engagement with ideas, materials and colleagues.
3. Take account of the content and context of teaching, as well as the experience of teachers.
4. Include modeling, coaching, and collective solving of specific problems of practice.

In order to bring about actual change in practice, educators need ongoing support. This includes opportunities to work with colleagues, to have the support of the principal and, ideally, to have someone other than the principal observe them as they attempt new approaches and provide them with concrete comments and suggestions.



B. Discussion

It was noted that Jewish educators teach in many different settings and have different needs in order to accomplish their goals. Nonetheless, most are seriously committed to their work and would welcome the opportunity to improve, given sufficient time, funding, and opportunity.

While the majority of students receive their Jewish education in a supplementary school, we have seen that successful supplementary schools put this education in the broader context of synagogue life. The school alone cannot acculturate Jews to Judaism.

This point argues for additional consideration of both family education and informal education. Parents, camp counselors, and youth group leaders should be considered along with formal Jewish educators.

It was noted that CIJE has begun its work in the area of formal education and should proceed with the in-service component that has been identified as critical for this group. At the same time, work is underway to identify ways to cut meaningfully into areas of informal education.

C. New Initiatives

Dr. Dorph, following her general remarks, went on to introduce specific instances of CIJE's work which include these principles.

1. Machon L'Morim, an intensive program for early childhood educators

Genine Fidler, co-chair of the Baltimore CIJE Lead Community Committee, was asked to describe a program being undertaken in Baltimore for the training of early childhood educators. She noted that in light of the educators survey which showed that early childhood educators are the least well prepared, Baltimore has undertaken a program to provide multi-year professional development for early childhood educators in Baltimore. This project is funded by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund where the leadership has come from Lee Hendler.

Entire school communities, including educators, parents, lay and professional leaders from four Baltimore early childhood programs will be selected to participate in a multi-year professional development program. Together with local and national consultants they will work on pedagogic skills, child development issues, and family involvement. They will review examples of best practices in early childhood education. An evaluation component will help Baltimore assess progress and provide fine-tuning as the program progresses. The first program will serve as a model for future such training opportunities in Baltimore and nationally. The approach is for educators to study, think, do, and reflect as a way to bring about change.



2. Milwaukee-Cleveland Masters Program: A Long Distance Partnership

Louise Stein, co-chair of the Milwaukee Lead Community Initiatives, was asked to describe a project soon to be undertaken in Milwaukee. She reported that, in light of studies which show that the impact of classroom learning depends on teacher training, Milwaukee has decided to address teacher education by putting master teachers into the classroom.

Underwritten by the Helen Bader Foundation, the Milwaukee Association for Jewish Education and the Cleveland College of Jewish Studies have joined forces to develop a Master of Judaic Studies in Jewish Education. This three-year program will be taught by faculty of the Cleveland College both via video conferencing and face-to-face instruction in Milwaukee and Cleveland. Milwaukee will provide tuition stipends to participants who agree to work in the field of Jewish education for at least two years following completion of the degree.

The application process was underway at the time of the board meeting. Milwaukee was hopeful of identifying at least ten students to enroll in this program. They are optimistic that this innovative approach for a community which has no local degree granting Jewish college will have a significant impact on Jewish education in Milwaukee.

3. Discussion

The presentations by Ms. Fidler and Ms. Stein were followed by brief discussion. A number of participants expressed a desire to learn more about the video conferencing program as it progresses. Hope was expressed that the program will be individualized to meet the different needs of students.

It was noted that the three laboratory communities have made great strides since their selection. It was suggested that they document the communal process which has resulted in this progress.

It was noted that CIJE has been an invaluable resource to the communities and that this direct involvement of CIJE staff and consultants should be seen as a form of financial support to the communities. CIJE should find an appropriate way to document this considerable "in kind" support it provides.

4. Harvard CIJE Institute: Building A Network of Educational Leaders

Dr. Cheryl Finkel, head of the Epstein School in Atlanta, was then asked to describe the impact on her institution of a Leadership Institute developed by CIJE and Harvard University's Principal Center.

Studies of effective schools show that the principal has a critical impact on change in the institution. In order to bring about change in a school, the principal must be an advocate and catalyst.



Dr. Finkel noted that her day school of 575 has five people in leadership positions. Three of them participated in the CIJE - Harvard Principals' Center Institute for educational leaders. They found this a high quality learning experience, an exciting opportunity to interact with leaders and scholars from both general and Jewish education. They returned very much aware of the importance of a strong and compelling vision and mission for their institution. They learned new techniques while developing a sense of community that went beyond their individual school. Following their return to Atlanta, they have continued to meet with participants from other Atlanta schools in a new mode of cooperation. Dr. Finkel explained that not only her own school but the entire Atlanta educational system has benefited from the emergence of an ongoing support group of educational leaders in the community.

D. Creating Capacity

Dr. Dorph noted that the three projects described above are examples of initiatives which have resulted from the interaction of CIJE with the laboratory communities. Each of these projects is a model for replication as we work to build capacity for effective Jewish education. In order for CIJE's goals in building the profession to succeed, a large cadre of qualified trainers is needed. Following are two examples of efforts being undertaken by CIJE to increase our communal capacity for training.

1. Transforming the supplementary school educator

Dr. Barry Holtz reported having met with the Nathan Cummings Foundation to discuss what it would take to transform the profession of supplementary school education. In light of the small number of people available and qualified to offer in-service education to supplementary school educators, CIJE proposed to develop a cadre of mentor-trainers. With the support of a grant from the Nathan Cummings Foundation, CIJE will:

a) Develop a curriculum to train trainers.

Input will be provided by a group of experts in general and Jewish education based, in part on examples of best practices.

b) Undertake a video tape project.

CIJE will develop a set of video tapes that exemplify outstanding teaching in supplementary schools which can serve as models for training teachers.

c) Prepare a handbook.

CIJE will develop a handbook for use by the trainers.

Over the next several months, CIJE will identify principals, scholars, and central agency personnel to become teacher mentors, develop the training curriculum and conduct the first seminar for mentor-trainers.



2. Teachers teaching teachers

Dr. Dorph noted that research shows the power of teachers working together. CIJE will prepare a cohort of day school teachers to work with their peers. A series of workshops will be established in local communities to provide the teacher/mentors with opportunities to continue to develop their skills. The intention is for them to take this learning back to their individual schools and work with their own peers.

Rabbi Isadore Twersky noted that we are working on Jewish education because of what it has and has not accomplished. Contemporary educational reality needs to be strengthened. It is important that our actions show teachers that we care. He noted that the malady has been repeatedly diagnosed and the prescription is well known. The problem is in getting the patient to take the medicine. He noted his support for CIJE's plans to work with teachers and his hope that we will move "expeditiously, with controlled enthusiasm."

It was noted that as the more committed families are sending their children to day schools in greater numbers, the supplementary schools are left with less committed families. This makes the challenge of impacting supplementary schools educators that much more significant. In order to impact synagogue schools, rabbis must be strongly committed to education. This commitment must begin at the point of rabbinical training.

V. COMMITTEE MEETINGS

The next portion of the board meeting was devoted to committee meetings. Minutes of those meetings are attached.

VI. GOALS IN EDUCATIONAL PLANNING

A. Introductory remarks

Professor Daniel Pekarsky reported briefly on work undertaken by CIJE to engage educational institutions in understanding their goals. He noted that an institution benefits from establishing a vision and goals because:

1. It helps to make good educational decisions.
2. It provides a basis for the evaluation of progress.
3. In an era where individuals have a choice about remaining Jewishly involved, an educating institution must know what it is about.

As planning is undertaken to start a new educational institution, the articulation of shared goals is critical. Professor Pekarsky introduced Michael Rosenzweig of Atlanta to describe a process being undertaken in this regard.

B. An example: Creating a new high school in Atlanta

Mr. Rosenzweig described the educational landscape in Atlanta, noting that there is a thriving group of day schools and one Orthodox high school. A number of community leaders interested in establishing a new community high school began testing the market by establishing a Federation task force. Having determined that there was interest, they began the planning process.

CIJE was asked to work with a group of 65 to 70 lay leaders from Atlanta day schools to develop a vision for a Jewish high school. This resulted in a full-day seminar held in Atlanta in February 1995, planned by CIJE for those engaged in creating the new school. The outcome was a remarkable degree of consensus and a large group of enthusiastic supporters. The group has since adopted an initial mission statement for the school, is in the process of searching for a head of school, and hopes to open its doors in 1997. This process is unique in that it represents a new institution which placed the issue of its Jewish mission as the first step in its establishment.

Professor Pekarsky noted that CIJE was as gratified as Atlanta by the level of seriousness of the planning process and by its meaningful outcome. He indicated that CIJE has launched a process of working with additional educating institutions in the development and implementation of vision. The first step is to build capacity by preparing people to serve as coaches for helping institutions create their Jewish visions.

VII. Concluding Remarks

The chair thanked and congratulated the day's presenters for their effective presentations. He reminded participants that the next meeting of the board will take place on Thursday, November 2, 1995 in New York and will be preceded by an evening seminar on Wednesday, November 1.

VIII. D'var Torah

The chair introduced Gershon Kekst, board member, who concluded the meeting with an inspirational D'var Torah.





# CIJE

Council  
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Initiatives  
in  
Jewish  
Education

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Neil Greenbaum  
David Hirschhorn  
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Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

## MEMORANDUM

**TO:** Board Members and Invited Guests  
**FROM:** Alan D. Hoffmann  
**DATE:** October 13, 1995

As you know, one result of CIJE's commitment to building the profession of Jewish education was the publication of the Policy Brief on our findings about the **background and professional training of teachers in Jewish schools**. The findings indicated a compelling need for **comprehensive in-service training** of a kind that had not yet been undertaken.

CIJE has decided to address one of the major shortages in this area--in-service training for supplementary school educators--by creating a national cadre of qualified teacher trainers for the supplementary school system in North American Jewish education. The teacher trainers in CIJE's **Teacher Educator Institute (TEI)** will have the expertise to design and help implement teacher-training programs in their local communities and throughout North America.

This three-year project, funded with the generous support of The Nathan Cummings Foundation, will result in:

1. **A cadre of 30 teacher educators**, who will be available to enhance significantly the quality of supplementary school teacher education in their own communities and in others.
2. **A CIJE policy brief**, outlining the "best practices" of in-service education and making recommendations for upgrading the professional development of supplementary school teachers.
3. **A library of videotapes of teachers** with an accompanying **manual**, to be used as effective catalysts for transforming practice in the classroom.



At the **Board Meeting on November 2**, CIJE consultant Dr. Ellen Goldring, of Vanderbilt University, will present new data on educational leaders from the **CIJE Study of Educators**. CIJE can now offer a striking portrait of the background, training, salary and benefits, and career satisfaction of Jewish educational leaders--school directors and principals in day schools, supplementary schools, and early childhood programs.

Research in both Jewish and general education indicates that the educational leader is critical in effecting genuine change in teaching and learning. Educational leaders are at the very core of CIJE's work: A serious impact on the leaders can transform the entire system.

In November, we will preview the data and reflect together on the nature of Jewish educational leadership. What are the current standards for educational leaders in the general American system? How do the qualifications of educational leaders in Jewish settings compare to those standards of training, and in what respects might our leaders be distinctive? How do they differ from the teachers? And what policy recommendations might be implied by these data and discussion?

Last year, CIJE had already begun to address the professional development of Jewish educational leaders through the **CIJE-Harvard Leadership Institute**. A new institute will be convened at Harvard this year. "**Jewish Education with Vision: Building Learning Communities**" will include the previous attendees and expand our orbit to other school directors and principals.

One powerful component of the first institute was the learning and exchange fostered at Harvard among educational leaders across denominational affiliations. These exchanges have continued within the communities that participated. Among our goals is the creation of **leadership networks**, peer learning groups of educational leaders from many school settings within local communities.

By the end of 1995, CIJE will have completed the next stage of the Best Practices project--**Best Practices in Jewish Community Centers**. As JCCs consciously set about becoming settings for Jewish education, leadership again plays a pivotal role. This study examines 6 sites where informal Jewish education is vital, engaging, and has transformed the JCC. The partnership of the JCC executive director and Jewish educator is a linchpin in supporting this new environment.

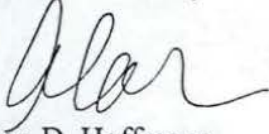
A pressing issue that has resulted from our work is the ongoing need for evaluation. When new initiatives are undertaken, how can their impact be measured? As in many realms within Jewish education, there is not currently a sufficient group of trained local evaluators to help institutions and communities assess their programs.

CIJE envisages the creation of an **evaluation institute for Jewish education**. In November, a first consultation will be held toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives.

CIJE was founded to serve as a catalyst for change in partnership with others. One of the most exciting aspects of our work has been the partnerships that have resulted as critical needs have been identified, both locally and nationally. At the last Board Meeting, we reported on new personnel initiatives for Jewish education funded by **the Children of Harvey and Lyn Meyerhoff Philanthropic Fund** in Baltimore, **The Bader Foundation** in Milwaukee, and **The Nathan Cummings Foundation**.

At the upcoming meeting, we will report on additional emerging partnerships. I hope to see you then,

With best wishes,



Alan D. Hoffmann  
Executive Director





# CIJE Workplan and Budget

## Fiscal Year 1995: Draft 4 [1/12/95]

### I. INTRODUCTION

In 1995, as in no previous year, CIJE will be able to focus all of its energy on implementing the major elements of its mission. 1995 will focus primarily on the CIJE building blocks:

- addressing the shortage of qualified personnel - in particular through in-service training;
- community mobilization for Jewish education.

Planning efforts will continue in the other areas prescribed by the Commission: developing a plan for building the profession, building research capacity and enhancing North American Jewish community capability for the strategic planning of quality Jewish education; enlarging the understanding of what CIJE is and does.

Past years - including much of 1994 - have been devoted in large measure to building CIJE's own capacity through hiring staff and consultants, setting up a lay Board and Steering Committee and dealing with issues of image, perception and CIJE's place and role within the North American communal framework.

By the latter part of 1994, much has been achieved in:

- building an outstanding expert staff
- recruiting consultants
- forging strategic alliances with key organizations in North America
- completing comprehensive surveys of all teachers and principals in the three laboratory communities and publicizing the key findings.
- engaging these and other communities to consider issues of content through the goals project and best practices
- convening a seminar for 50 principals at Harvard University's principal center to demonstrate models of in-service training new to Jewish education
- convening in Jerusalem a seminar on the goals of Jewish education, for lay and professional leaders from the lead communities together with the Mandel Institute
- restructuring the board and the board process

- creation and publication of policy brief on "The Background and Professional Training of Teachers in Jewish Schools"
- distribution of policy brief to 3,000 GA attendees and CIJE sponsored forum on the data
- coverage of policy brief data in Jewish and some general media outlets

By the November 1994 General Assembly, CIJE was able to bring to the North American community, for the first time, a diagnostic profile of its educators. The main issue facing CIJE towards 1995 is:

**How can CIJE maximize the impact of MEF's survey findings and use it as a catalyst for the development of in-service training capacity in various regions on the North American continent?**

We recommend developing strategies that will respond to the critical issue of capacity. Two **examples** for consideration and discussion:

- In 1995 CIJE will begin the process of creating capacity for teacher and leadership training. One possibility is to identify a finite cadre (no more than 45) of outstanding educators and training them to be teacher-trainers for select CIJE communities. The training of such trainers could be in cooperation with the Mandel Institute. In each of the following years, this cadre could be enlarged as needed.
- Another possibility is for CIJE to develop with one of the local training colleges (the Cleveland College of Jewish Studies, for example,) a fully fleshed-out plan for becoming a regional in-service training institution.

\* \*  
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## II. WORKPLAN

In light of the above it is proposed that in 1995 the CIJE should focus primarily on the following:

### A. BUILDING THE PROFESSION

To include:

- a. *Impacting in-service training strategically through developing a plan to build capacity for training nationally, regionally and locally and then testing the plan.*
- b. *First steps towards a comprehensive plan for building the profession*

#### a. in-service training

Based upon the major findings of the educators survey and the interest and opportunities that it generates, 1995 will see a major focus of CIJE's activities in the area of in service training of educators in CIJE laboratory and selected communities. These should include:

1. Developing and implementing a plan for a finite pool of high quality teacher trainers who can implement in-service education in communities and institutions. CIJE will develop the strategy and will be directly involved with pilot implementation. It is anticipated that the Mandel Institute will participate in the training of these trainers. Where possible, implementation will also be handed over to others.
2. Offering selected communities guidance in preparing their comprehensive in-service training plan based on the Study of Educators.
3. Exploring ways to mobilize existing training institutions, central agencies, professional organizations, and the denominational movements to the endeavor. A model plan for developing regional in-service training capacity should be crafted. Over a period of years this should include Institutions of Higher Jewish Learning, some general universities and regional colleges.



## 1995 WORKPLAN: UPDATE AND NOTES FOR SEPTEMBER - DECEMBER

### A. BUILDING THE PROFESSION

To include:

- a. Impacting **in-service training** strategically through developing a plan to build capacity for training nationally, regionally and locally and then testing the plan.

*In September, the staff met to discuss the results of the survey of educational leaders that was part of the CIJE Study of Educators. We began to consider CIJE's response to these findings. These discussions will continue over the next few months and lead to a consultative process on educational leadership in early 1996.*

- b. First steps towards a **comprehensive plan** for building the profession.

#### a. in-service training

Based upon the major findings of the educators survey and the interest and opportunities that it generates, 1995 will see a major focus of CIJE's activities in the area of in service training of educators in CIJE laboratory and selected communities. These should include:

1. Developing and implementing a plan for a finite pool of high quality teacher trainers who can implement in-service education in communities and institutions. CIJE will develop the strategy and will be directly involved with pilot implementation. It is anticipated that the Mandel Institute will participate in the training of these trainers. Where possible, implementation will also be handed over to others.

*During the summer of 1995, we ran a five day teacher Educator Institute (Cummings Grant) for 20 participants from eight different communities. There is one more such seminar planned for December of 1995. Four to five more four day seminars are being planned for this cohort during the 1996 year. Hopefully the July '96 seminar will take place in Israel. The fall of 1995 will also see the beginnings of the recruitment of the second cohort of teacher educators for this program which will begin in the spring or summer of '96.*

*Although early childhood educators have been included in this initiative, we will also create an advisory team of academics to work with us on designing a more specific approach to professional development to meet the needs of early childhood educators. At this point, we*

4. Articulating and disseminating (where necessary developing) in-service training concepts, curricula and standards.

**b. comprehensive planning for Building the Profession**

An ongoing function of the CIJE has to be the development of a comprehensive continental plan for building the profession. First steps towards this plan will be taken in 1995 by:

Establishing an academic advisory group to define and guide the assignment. This group will articulate the charge to a planner to be commissioned in 1996.





are "researching" the question: "who are the Deborah Balls and Sharon Nemser in early childhood education?" We will hold individual consultations with such experts over the next few months with an eye toward a meeting with an advisory group (of educators in general and Jewish education) analogous to the one we did in May, June for supplementary school educators and designing a plan for professional development of early childhood educators.

A consultation with Torah Umesorah leadership in November will explore the issues of on-going professional development for teachers in Torah Umesorah day schools. In addition, we will invite other educators to a cross-denominational consultation in December on professional development for day school teachers with the intention of creating a plan to meet the needs of these populations (TTT of Professor Twersky).

2. Offering selected communities guidance in preparing their comprehensive in-service training plan based on the Study of Educators.

During the fall of 1995, we will continue to consult to Milwaukee, Baltimore and Atlanta on developing personnel action plans and pilot projects. In the coming months, this will include consultations on the Cleveland College Masters Program (which began this past week in Milwaukee), a program for new supplementary school teachers in Milwaukee and a program for early childhood educators (teachers and directors) in Baltimore.

Consultation with the three lead communities will take place at the beginning of October on the findings of the educational leadership surveys in their communities. This will lead to the development of local pilot initiatives in the area of educational leadership.

3. Exploring ways to mobilize existing training institutions, central agencies, professional organizations, and the denominational movements to the endeavor.

Two projects are underway:

\*Consultation on the education of early childhood educators with the Association of Colleges of Jewish Studies.

\*A planning process with Brandeis University will begin in October. It is geared toward helping the president and faculty think through an expansion of their mission.

A model plan for developing regional in-service training capacity should be crafted.  
(Deferred by Steering Committee, June, 1995)

Over a period of years this should include Institutions of Higher Jewish Learning, some general universities and regional colleges.

4. Articulating and disseminating (where necessary developing) in-service training concepts, curricula and standards.

*The winter of 1996 should see the publishing of a best practices volume on professional development.*

**b. comprehensive planning for Building the Profession**

An ongoing function of the CIJE has to be the development of a comprehensive continental plan for building the profession. First steps towards this plan will be taken in 1995 by:

Establishing an academic advisory group to define and guide the assignment. *(Deferred to 1996)*  
This group will articulate the charge to a planner to be commissioned in 1996.





## B. MOBILIZING THE COMMUNITY

At the heart of CIJE is an axiom that national champions, local community leaders, intellectuals, scholars and artists need to be mobilized to ensure that Jewish education emerges as the central priority of the North American Jewish community.

In 1995 this will be translated into 4 major foci of our work:

### 1. CIJE Board, Steering Committee and Committees

This involves the continued mobilization of outstanding lay leaders to CIJE leadership positions through:

- Appointment of vice-chairs to the CIJE Steering Committee which will meet 5 times in 1995
- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting)

### 2. Impacting on the Jewish educational agenda of an ever-increasing number of communities

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high quality planning for Jewish educational change. Our target for December 1995 is 9 communities engaged in this process.
- Articulate a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

### 3. Telling the Story

This means articulating CIJE's core mission to the most significant lay and professional audiences so as to help build the climate for change. This will involve:

- Dissemination of policy brief to key constituencies
- preparing and disseminating 3 - 4 CIJE publications selected from:
  - guidelines on preparation of local personnel plan from educators' survey

## 1995 WORKPLAN: Update and Notes for Sept. and Dec.

### B. MOBILIZING THE COMMUNITY

At the heart of CIJE is an axiom that national champions, local community leaders, intellectuals, scholars and artists need to be mobilized to ensure that Jewish education emerges as the central priority of the North American Jewish community.

In 1995 this will be translated into 4 major foci of our work:

#### 1. CIJE Board, Steering Committee and Committees

This involves the continued mobilization of outstanding lay leaders to CIJE leadership positions through:

- Appointment of vice-chairs to the CIJE Steering Committee which will meet 5 times in 1995.
- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting).

*Update: The vice-chairs' appointments were put on hold until the expansion of the Board. By the November Board meeting, CIJE should have added 8 new Board members.*

#### 2. Impacting on the Jewish educational agenda of an ever-increasing number of communities

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high-quality planning for Jewish educational change. Our target for December 1995 is 9 communities engaged in this process.
- Articulating a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

*Update: Hartford, Cleveland, San Francisco, Chicago and Columbus are in various stages of discussion with us, about affiliation and/or undertaking the Educators' Survey. In addition, we are responding to interest from new communities as a result of the comprehensive federation mailing we did in late August*

*We are continuing to refine the document that outlines the relationship between CIJE and an "affiliated" community. This is still in process.*

*We have worked closely with CJF to: define the nature of the new standing committee and CIJE's role; and to participate in the planning process for the newly structured GA.*



- guidelines on in-service training
  - policy brief: on the remuneration of Jewish educators
  - occasional paper: the goals project
  - occasional paper: best practices on in-service training
- Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership
  - Distribution plan for Best Practices volumes
  - Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
  - Develop a publicity program with future targets
  - Planning and preparation for 1995 GA
4. **A Strategy for engaging potential community champions**
- Develop think piece toward a 1996 first iteration of a plan for engaging major community leaders in Jewish education.



### 3. Telling the Story

This means articulating CIJE's core mission to the most significant lay and professional audiences so as to help build the climate for change. This will involve:

- Dissemination of policy brief to key constituencies
- preparing and disseminating 3 - 4 CIJE publications selected from:
  - guidelines on preparation of local personnel plan from educators' survey
  - guidelines on in-service training
  - policy brief: on the remuneration of Jewish educators
  - occasional paper: the goals project
  - occasional paper: best practices on in-service training
- Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership
- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Development of a publicity program with future targets
- Planning and preparation for 1995 GA

#### *Update, point by point:*

- Dissemination of policy brief to key constituencies:

*Of 10,000 policy briefs, we have distributed 7000, beginning with the 1994 GA, according to a design formulated in the fall of 1994. As indicated above, we have recently mailed to the federated system. The next audience will be rabbis. We have gathered from key informants the names of the rabbis most engaged in Jewish education within the denominations and have entered them into the computer. This constituency will receive its own packet, signed by Board members of the individual denominations or credible figures, after the High Holidays. Following rabbis will be key Jewish educational leaders in the field. They will receive their packet in Jan. 1996. (The dissemination effort will continue through 1996). In a parallel effort, Alan will be coordinating the dissemination of the brief + relevant materials in Israel, through the fall of 1995.*

- Preparing and disseminating 3-4 CIJE publications:

*1. In September/October, CIJE will be disseminating "A Great Awakening," by Jonathan Sarna, the first in the CIJE Essay Series, to the 250 key leaders who are invited to our Board Seminar, as well as to 1200 members of the Association of Jewish Studies; this will cover virtually all of the academic community in Judaica at universities in North America. The mailing will include the description of our current activities.*

*2. In October, we will publish Gail Dorph's article on TEI for distribution at the two GA sessions CIJE is holding--and beyond.*

*3. We will redesign and repackage the two Best Practices volumes; create a dissemination plan for these volumes in the fall; and distribute them in early 1996.*

*4. We will publish Best Practices in the JCCs in the new BP format and distribute it in partnership with JCCA throughout their system--and beyond, where appropriate.*



5. In consultation with MEF, we will issue the integrated report on educational leaders in a professional format.

6. We will develop a plan for publishing and distributing a policy brief on educational leaders.

7. We are developing the first case study for the Goals' library of vision-driven institutions (Camp Ramah).

*New to the workplan: By December, I will create a CIJE integrated publications plan that approaches each forthcoming publication on the 1995/6 workplan in a systematic way: purpose; content; constituencies; distribution plan.*

- Development of a data base for distribution and tracking:

*The creation of a data base was put on hold because of lack of capacity and the desire to hold off investment until we assess possible overlaps with JESNA and CJF in our developing relationship. We have, however, entered data into our word processing system in a way that makes it usable for our purposes until we have a final decision about the data base.*

- Distribution plan for Best Practices volumes:

*See under Publications, 3., above.*

- Creation of small advisory group for media/communication:

*Deferred until 1996. See following item.*

- Develop a publicity program with future targets.

*Both this item and the previous one require a CIJE-wide strategic design and approach. Deferred until 1996. We continue to initiate press opportunities.*

- Planning and preparation for 1995 GA.

*See 2. Impacting on the Jewish educational agenda...update, above, on our involvement with CJF.*

*In addition, there are two new venues for "telling the story" that should be distinguished on the workplan:*

1. *The Board Seminar: We are about to conduct our third Board seminar in November. (The invitation letter will be accompanied by the published Sarna essay.)*

2. *CIJE Luncheon Seminars: We have scheduled one in December 1995 and are in the process of scheduling two in the spring of 1996. (This will be a stable group of 36 professional leaders in New York. CIJE will provide a forum to discuss issues of Jewish education and continuity by inviting an author of a recently circulated essay to discuss his/her work, with a respondent. CIJE will make the paper available ahead of time to the group and will provide the context for the discussion. This will also create an influential mini-community in New York representing high-level organizations.)*

#### 4.A Strategy for engaging potential community champions

- Develop think piece toward a 1996 first iteration of a plan for engaging major community leaders in Jewish education.

***Update:** Deferred until review by staff and steering committee (e.g., MLM-ADH discussion on the function of the board and a possible biennial meeting.)*

*New to the workplan: CIJE's role in planning and participating in the Wexner alumni retreat, to be held in December for 500 graduates of the Wexner Heritage Program.*

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## C. MONITORING, EVALUATION AND FEEDBACK

The workplan for monitoring, evaluation and feedback has been developed in consultation with the advisory committee and reflects the completion of some work in progress and some new directions for this project.

The main areas of work for 1995 that are proposed are:

### 1. Analysis and Dissemination of Community Data on Educators and Survey Methods

This includes:

- Further analysis of Educators' Survey data in the CIJE laboratory communities including further Policy Briefs on: Salaries and Benefits; Career Plans and Opportunities and Teacher Preferences for Professional Development; Educational Leaders
- Full Integrated Report across all three communities
- Development of a "module" for studying educators in additional communities which involves refining the survey instruments and interview protocols and making them available to other communities by writing descriptions of the procedures.

### 2. Monitoring and Evaluation of CIJE-initiated Projects

In CIJE selected communities, MEF will:

- Guide communities to monitor and evaluate Personnel Action Plans
- Monitor and evaluate Goals Project activities
- Analysis of changing structures of Jewish education in North America (Ackerman)

### 3. Conceptualizing a Method for Studying Informal Education and Educators

A process of consultation with experts and thinking to result in a design by the end of 1995 for implementation in 1996

### 4. Leading Educational Indicators

In place of monitoring day-to-day process in the Lead Communities, the MEF Advisory Committee has suggested the development of Leading Educational Indicators to monitor change in North American communities.

- In 1995 to hold by June the first discussion with consultants on establishing some "Leading Indicators" and to begin gathering data on those indicators in the second half of the year.

### 5. Towards a Research Capacity

In the second half of 1995 develop a plan for creating a research agenda for North America.

Outline of MEF and Related CIJE Work, 1995  
Revised July 24, 1995

This document provides an update of our 1995 Work Plan, based on the earlier revision of March 8, 1995. The end of the document contains a list of products with notes on their current state of completion as of July 24, 1995.

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Writing the full integrated report on teachers in the lead communities
2. Writing reports on educational leaders in the Lead Communities (in each Lead Community, and combined)
3. Possibly additional policy briefs -- to be decided
4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service

II. Building an Evaluation Capacity in North America

A. The CIJE Manual for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community
  - a. Survey instrument
  - b. Interview protocol
  - c. Instructions for both
  - d. List of anchor items to be used in a national data base
  - e. Codebook for entering and coding data using SPSS (commercially available statistical software)

B. Dissemination of the module

1. Prepare a proposal for an Evaluation Institute organized by CIJE
2. If the Evaluation Institute is approved and a staff person is hired to coordinate it, work with the staff person to plan and develop curriculum



### III. Evaluating CIJE Initiatives

#### A. Evaluation of Teacher-Educator Institute (Cummings project)

1. Prepare a proposal for evaluation of the Teacher-Educator Institute
2. Implement the evaluation if the proposal is approved

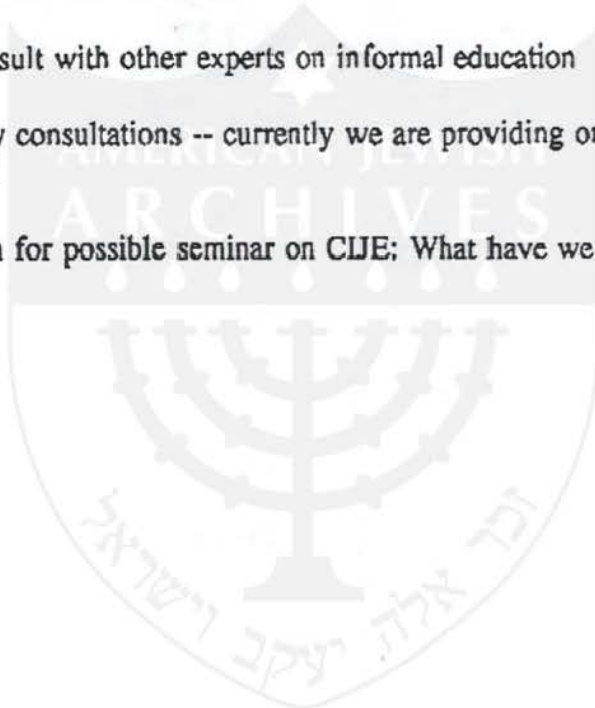
### IV. Planning for the Future

#### A. Informal education -- conceptualization

1. Consult with CIJE staff
2. Consult with other experts on informal education

B. Community consultations -- currently we are providing ongoing advice to Atlanta and Cleveland

C. Preparation for possible seminar on CIJE; What have we learned from three years of MEF?



## **V. Products**

### **A. Research Capacity**

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): DRAFT EXPECTED NOVEMBER 15
2. Policy Brief – TO BE DECIDED
3. Reports on the characteristics of educational leaders
  - a. 3-city report: COMPLETED (PENDING MINOR EDITORIAL REVISIONS)
  - b. one for each community: ATLANTA REPORT COMPLETED; MILWAUKEE AND BALTIMORE REPORTS TO BE COMPLETED BY SEPT. 23
4. Research papers
  - a. Levers for increasing professional growth activities: DRAFT COMPLETED AND PRESENTED AT RESEARCH CONFERENCE, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED OCTOBER 31
  - b. Teacher power: IN PROGRESS, DRAFT WAS EXPECTED AUGUST 31, SHOULD ARRIVE ANY DAY
  - c. Quality of inservice experiences: IN PROGRESS, DRAFT EXPECTED SEPTEMBER 30

### **B. Evaluation Capacity**

1. Manual for Studying Educators in a Jewish Community: COMPLETED (PENDING MINOR EDITORIAL AND FORMATTING CHANGES)
2. Proposal for Evaluation Institute: COMPLETED

### **C. Evaluation of CIJE Initiatives**

1. Proposal for evaluation of Teacher-Educator Institute: COMPLETED
2. Memo on aims and selection procedures in Teacher-Educator Institute: OCTOBER
3. Interview protocol for participants in Teacher-Educator Institute (and other community members): NOVEMBER
4. Report on the current state of professional growth opportunities for teachers in selected communities: DECEMBER



#### D. CONTENT AND PROGRAM

The resources of both the **Best Practices** and **Goals** Projects will, in 1995, be primarily redirected to the CIJE efforts in Building the Profession and Community Mobilization. Thus:

##### **Best Practices** will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans
- make presentations to lay leaders as part of CIJE Community Mobilization efforts
- create two seminars for educators on Best Practices in local communities.

##### **The Goals Project**

• The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".

• CIJE will concentrate on developing "coaches"/resource people for 9 communities in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

\* \* \*

## 1995 WORKPLAN: UPDATE AND NOTES SEPTEMBER- DECEMBER

### D. CONTENT AND PROGRAM

The resources of both the **Best Practices** and **Goals** Projects will, in 1995, be primarily redirected to the CIJE efforts in Building the Profession and Community Mobilization. Thus:

#### **Best Practices** will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices. *During the fall of 1995, we will convene a meeting of experts in the area of professional development (inservice education) in Jewish education to develop criteria and choose sites to write up for the planned volume. The volume itself will appear in 1996.*
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices. *As planned this volume will be published in the late fall- early winter (1996).*
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans. *Certain aspects of this item have been included in our work on the Teacher Educator Institute (in the Building the Profession domain.)*
- make presentations to lay leaders as part of CIJE Community Mobilization efforts. *This has taken place to some extent at the 1995 CAJE conference. However, a comprehensive plan for implementing these presentations needs to be developed during 1995.*
- create two seminars for educators on Best Practices in local communities. *Some aspects of this item may be included in the TEI program. We have also done this at national conferences (instead of local communities) which are attended by local educators (e.g. JEA, CAJE).*

#### **The Goals Project**

- The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. *The items above have taken place in Milwaukee, Cleveland and Atlanta. A seminar is planned for Baltimore in October. In addition two items have been added: a consultation on goals in JCC camps planned for November in Washington DC (via the JCCA) and CIJE's ongoing consulting to the Wexner Heritage Foundation which will culminate in a retreat for Wexner alumni in December.*



An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".

- CIJE will concentrate on developing "coaches"/resource people for 9 communities in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project. *CIJE has re-examined the coaching enterprise and has now decided to focus its energies during the rest of 1995 and into 1996 by: a) developing needed background resources for goals work, b) "seeding the culture" for goals through a variety of seminars and presentations similar to work done earlier in 1995, c) developing pilot projects in Milwaukee and possibly Cleveland.*

September 8, 1995



## E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:

- Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
- Identification and training of a successor to Virginia Levi
- Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.

2. Developing and implementing a **fundraising plan** for CIJE with:

- a fundraising subcommittee to approve, supervise and cooperate on the plan
- clear \$ targets and clear allocation of responsibility
- a system for monitoring fundraising income and regular solicitations

3. Managing the CIJE side of the **successor search**:

- Contact with Phillips Oppenheim
- Convening search committee



### III. HUMAN RESOURCES

a. In 1995 the CIJE core **full-time staff** will consist of:

Executive Director	Alan Hoffmann
Personnel Development	Dr. Gail Dorph
Content/Program and In-Service Education	Dr. Barry Holtz
Community Mobilization	Nessa Rapoport
Research and Data Analysis	Bill Robinson

b. Consultants on **ongoing fixed retainer basis**

MEF and Research Agenda	Dr. Adam Gamoran
MEF and Leadership	Dr. Ellen Goldring
Goals Project	Dr. Dan Pekarsky
Building the Profession	Prof. Lee Shulman

c. Consultants on an **ad hoc** basis

Monograph on Restructuring of Community Education + Regional Colleges	Prof. Walter Ackerman
CIJE Steering Committee meetings and Staff meetings	Dr. Ellen Goldring Dr. Adam Gamoran
Planning Consultant on Building Profession	(as yet not identified)
Community Organization	Stephen Hoffman (unpaid)

d. **Mandel Institute**

- Consultation on Goals, Planning and Building the Profession;
- Collaboration on Senior Personnel Development, pieces of in-service training and on Goals Project;
- Cooperation in fundraising.

e. **Successor Search**

Phillips Oppenheim & Co.

[See Exhibit 1 for matrix of allocation of staff/consultant time to major activity areas]

## **APPENDIX A: ISSUES FACING CIJE**

Some conceptual issues have arisen regarding the preferred role for CIJE:

- 1. With its outstanding education staff, should the CIJE develop and implement projects (e.g. seminars for principals) or should it enable others to implement, using its resources to develop the ideas, the plans and the policies that will enable others to implement and disseminate change?**

The 1995 workplan recommends a mid-position, with the CIJE devoting the largest share of its staff time to developing the appropriate strategies and leading others to implement them, while undertaking a small number of pilot field/implementation activities. These are required, we believe, in order to energize a depressed field and demonstrate that quality can be achieved and that serious content can make a difference.

- 2. How can CIJE influence existing organizations (JESNA, CJF, JCCA, universities, institutions of higher Jewish learning) so that their work in education reflects the priorities of our mission?**

This workplan takes the position that in 1995 CIJE should engage with three carefully selected organizations - probably JESNA and JCCA - and develop joint planning groups to target specific areas of Jewish educational activity and plan for capacity and funding. In future years this function should be expanded to other organizations. In addition, the creation of the new standing committee on Jewish Continuity of the CJF in 1995 will have CIJE at the core of the framing of its mission.

- 3. How should we relate to projects of CIJE which could grow beyond the present mission in order to ensure their maximum contribution?**

It is recommended that some time in the future some CIJE projects could be spun off into semi-independent activities which would both be highly attractive for fundraising and have a life of their own. The Goals Project could be considered as first in this category. In 1995 first steps could be taken to establish this as a "project" rather than a center at Harvard University in a relationship similar to that of the present Harvard-Mandel project. This could be a model for other areas of CIJE's work and has considerable potential for fundraising.



### CIJE's Involvement at the 1995 GA

**TO:** Members of the Steering Committee

**FROM:** Nessa Rapoport

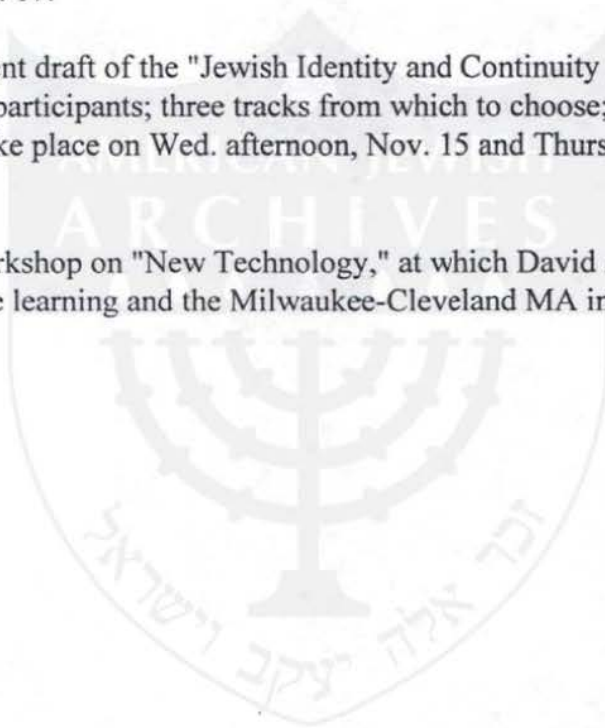
**DATE:** November 1, 1995

As you know, CIJE has been involved in planning the sessions on Jewish education at the forthcoming GA, as well as the "Jewish Identity and Continuity Institute." I have attached drafts of those programs, highlighting the sessions that directly involve CIJE:

Pp. 1-5: The most recent draft of the Jewish education forum and workshops co-sponsored by JESNA and CIJE. The forum will take place on Thurs. afternoon, Nov. 16; the workshops will be on Friday morning Nov. 17.

Pp. 6-11: The most recent draft of the "Jewish Identity and Continuity Institute," consisting of an opening session for all participants; three tracks from which to choose; and a closing session for all. The institute will take place on Wed. afternoon, Nov. 15 and Thurs. morning and early afternoon Nov. 16.

There will also be a workshop on "New Technology," at which David Ariel will give a presentation on distance learning and the Milwaukee-Cleveland MA initiative.



Event #7070H

Thursday, November 16

4:15 PM - 5:45 PM  
Hynes 304

**FORUM: RECREATING JEWISH EDUCATION FOR THE TWENTY-FIRST CENTURY – NEW PARADIGMS, NEW PARTNERSHIPS** (Sponsored jointly with JESNA and CIJE)

AMERICAN JEWISH

"Jewish education is our most powerful tool for ensuring Jewish continuity." Today, as never before, the Jewish community is convinced of the truth of this assertion. Yet, to realize the potential of Jewish education to transform North American Jewish life, Jewish education itself must be dramatically strengthened and improved. What will it take to make Jewish education the cornerstone of a revitalized Jewish community? Clearly, the changes needed will be far-reaching and complex. But experience over the past several years indicates that there are levers which can serve as the catalysts for systemic change. These include: 1) a new emphasis on developing lay leadership for Jewish education; 2) new ways to build the profession of Jewish educator; 3) a new vision of the role and potential of the synagogue (and other institutions); 4) new funding partnerships; and 5) new models of community planning and services.

This Forum (and the Workshops on Friday morning) will examine some of the new paradigms that must be adopted and new partnerships that must be forged if our Jewish educational endeavors are to engage, inspire, and shape the lives of today's and tomorrow's Jews.

Chair: Mort Mandel, Cleveland, Chair, Council for Initiatives in Jewish Education (CIJE)

Presentation of Mesorah Award for Jewish Educational Leadership to Arthur Brody, MetroWest, NJ, by Mandell Berman, Detroit, Honorary Chair, JESNA

Speakers:

Rabbi Eric Yoffie, President-elect, Union of American Hebrew Congregations  
Lee Hendler, Baltimore  
Louise Stein, Milwaukee

Staff: Jonathan Woocher, JESNA  
Alan Hoffmann, CIJE



Event #8162 H

Friday, November 17

8:00 AM - 9:30 AM

Hynes 210

**PREPARING OUR EDUCATORS FOR THE 21ST CENTURY: NEW MODELS OF PROFESSIONAL DEVELOPMENT** (Sponsored jointly with CIJE and JESNA)

Research conducted by the Council for Initiatives in Jewish Education (CIJE) has highlighted the pressing need to reconceptualize serious in-service training for Jewish educators. Such efforts must go well beyond one-shot in-service sessions and occasional conferences. State-of-the-art professional development today involves a long-term systematic plan with clear goals for each educator's learning, growth and renewal, as well as opportunities for educators to learn from each other through the creation of professional learning communities and critical collegueship. This workshop will highlight several professional development initiatives in Jewish education that seek to embody these principles and point the way toward the kind of programs that should be available for all Jewish educators.

Chair: Louise Stein, Milwaukee

Speakers: Gail Dorph, CIJE  
Ellen Goldring, Vanderbilt University, CIJE Consultant  
Paul Flexner, JESNA  
Rena Rosen, Chair, Center for Jewish Living and Learning, East Bay, CA

Event #8161 H

Friday, November 17

8:00 AM - 9:30 AM

Hynes 210

**NEW PARTNERSHIPS FOR LIFELONG JEWISH LEARNING** (Sponsored jointly with JESNA and CIJE)

A growing number of communities and agencies have recognized that adult Jews are seeking deeper meaning from the Jewish tradition and from Jewish life. There is also a greater appreciation of the ways in which adults learn and a desire to incorporate these insights into new programming. New programs sponsored by the religious movements and local communities will be presented and analyzed for replication in any community.

Chair:

Speakers:

Rabbi David Gordis, President, Hebrew College, Boston

Rabbi Alan Silverstein, President, Rabbinical Assembly

Staff: Rabbi Art Vernon, JESNA



Event #8248 H

Friday, November 17

10:00 AM - 12:15 PM

Hynes 206

**RESEARCH AND EVALUATION: CREATING THE AGENDA FOR EDUCATIONAL CHANGE** (Sponsored jointly with CIJE and JESNA)

If our efforts to strengthen Jewish identity through Jewish education are to bear fruit, they must be grounded in a sound understanding of how educational programs impact on identity development. Increasingly, both educators and funders (public and private) are recognizing the critical role that research and evaluation must play in guiding educational change. This workshop will examine examples of "cutting-edge" research and evaluation work being done today to inform educational policy-making and programming.

★ **Chair:** Mandel Berman, Detroit

★ **Speakers:**

Bethamie Horowitz, New York

Ellen Goldring, Vanderbilt University, CIJE Consultant

Susan Shevitz, Brandeis University

Leora Isaacs, JESNA

Event #8247 H

Friday, November 17

10:00 AM - 12:15 PM

Hynes 203

**KEEPING OUR YOUTH JEWISH: NEW HORIZONS IN PROGRAMMING FOR ADOLESCENTS** (Sponsored jointly with JESNA, CIJE, and the JCC Association)

Adolescence is a critical period in identity formation and social development, including the development of a strong Jewish commitment. Yet, between the ages of 13 and 18, half of all Jewish teens "drop out" of any involvement in Jewish education or youth activities. New programs developed in recent years demonstrate that it is possible to reach Jewish adolescents in engaging and educationally enriching ways. This session will examine some of these initiatives and examine the principles and conditions for effective programming for Jewish youth.

Chair:

Speakers:

Rabbi Sid Schwartz, Washington Institute for Jewish Leadership and Values  
Daniel Margolis, Executive Director, Bureau of Jewish Education, Boston

Resources: Rabbi Art Vernon, JESNA  
Leonard Rubin, JCC Association



Staff person submitting: Leslie Robin and Jonathan Woocher  
Event #6250M

**JEWISH IDENTITY AND CONTINUITY INSTITUTE -**  
**FORGING THE JEWISH FUTURE: PERSONAL JOURNEYS, COMMUNAL**  
**TRANSFORMATION**

What must we do to ensure a vibrant Jewish future in North America?

There is no simple formula for "Jewish continuity," but increasingly, the conviction is growing that the key to our future lies in helping more Jews forge personally meaningful linkages between their own evolving life stories and the collective experience, texts, culture and communal life of the Jewish people and faith. We cannot do this without challenging both ourselves and our institutions. We must be prepared to continue our own "Jewish journeys" toward a richer engagement with Jewish tradition. And, we must be willing to reshape our institutions to create dynamic, compelling Jewish communities based on the fundamentals of Jewish living as defined in our tradition - Torah, *avodah* (worship), and *gemillut hassadim* (deeds of kindness) - Jewish learning; a persistent quest for meaning and spirituality, and a commitment to caring and engagement.

In this Institute we will utilize the talents of Jewish teachers, artists, and communal and religious leaders to create a shared experience of Jewish self-exploration, learning and community-building that can serve as a microcosm of the processes we seek to stimulate throughout North America. We will begin by examining together the variety and complexity of the ways in which Jews today and in the past understand and express their Jewishness. We will then focus in three concurrent tracks on some of the exciting strategies being implemented today to forge the kinds of Jewish communities that will inspire commitment and embody Judaism's core values in the contemporary world. Finally, we will come together again to consider some of the practical challenges we face in sustaining these efforts and to draw strength from our shared commitment to surmount these challenges.

This Institute is itself the beginning of a journey which, at General Assemblies over the next five years, will take us deeper into the work of Jewish personal and communal transformation. Though we cannot know yet precisely where this journey will carry us or the federation system, we do know that it is the surest - perhaps the only - path to the Jewish future we dream of and aspire to for ourselves, our children, and our grandchildren.

Wednesday, November 15

3:00 PM - 5:45 PM  
Marriott Salons G-K

**TELLING OUR STORIES**

Communal transformation begins with personal commitment. This session will introduce the

7

themes of the Institute by asking how we construct authentic Jewish identities in the open society of North America. Short presentations by three artists will lead into small group discussions. The session will conclude by studying the story of Ruth, Orpah and Naomi as reflecting the search for personal identity within Jewish community.

**Chair:** Lynn Kroll, Chair, Jewish Continuity Commission, UJA- Federation of Greater New York

**Introduction of Artists:** Richard Siegel, Executive Director, National Foundation for Jewish Culture, New York

★ **Kavannah:** Nessa Rapoport, author, Council for Initiatives in Jewish Education, New York

**Performers:** Liz Lerman, Dancer/Choreographer, Washington, D.C.  
Bea Wattenberg, Dancer, Washington, D.C.  
Debbie Friedman, Singer/Songwriter, New York

★ **Presenter:** Jonathan Woocher, Executive Vice President, Jewish Education Service of North America, New York

**Study:** Joseph Reimer, Director, Hornstein Program in Jewish Communal Service, Brandeis University, Waltham, Massachusetts  
Gail Twersky Reimer, Director, The Jewish Women's Archive: A Center for Research and Public Programs

**Staff:** Richard Siegel, National Foundation for Jewish Culture  
Arna Poupko, Federation CJA, Montreal

★ **Institute staff:** Leslie Robin, CJF  
Jonathan Woocher, JESNA

Event #7010H

Thursday, November 16

8:00 AM - 11:45 AM  
Marriott Salons E-G

**JEWISH IDENTITY AND CONTINUITY INSTITUTE  
BUILDING A COMMUNITY OF COMMITMENT**



## **TRACK I - BUILDING A COMMUNITY OF SPIRITUALITY AND MEANING**

For centuries Jews found meaning, purpose, and a relationship with the Transcendent through their Judaism. Today as well, many Jews are seeking to deepen the spiritual dimensions of their lives. The question and challenge is whether they will do so through Jewish experiences and institutions. This Track will focus on efforts underway to enable more Jews to find personal meaning and spiritual renewal through Judaism and the Jewish community. After an opening panel that will lay out critical elements of the current quest to build "a community of spirituality and meaning," participants will have the opportunity to explore one of several arenas in which Jews today are pursuing this quest. These range from the creation of worship experiences that promote healing, to attempts to deepen the encounter with Israel as a source of meaning, to new spiritual insights and creativity that flow from recasting the relationships between gender and Judaism. The Track will conclude with a discussion of how the renewed concern for personal spiritual development and the search for meaning can and should impact upon the work of federations.

**8:00 AM - 9:15 AM - OPENING SESSION**

**Chair:** Michael Rukin, Boston

**Moderator:** Dr. Deborah Lipstadt, Author, Associate Professor of Modern Jewish Studies, Emory University, Atlanta

**Presenter:** Arthur Green, Professor, Brandeis University

*(Insert material on opening panel)*

**9:25 AM - 10:30 AM - SPIRITUALITY IN THE GRASS ROOTS (Concurrent Workshops)**

**A: Faith and Healing in Synagogues**

**Chair:**

**Speakers:** Debbie Friedman, Singer/Songwriter, New York  
Rabbi Simkha Weintraub, Rabbinic Director, National Center for Jewish Healing

**B: Israel as a Spiritual Encounter**

**Chair:** Rabbi Ruben J. Poupko, Beth Israel Beth Aaron, Montreal, National Co-Chair of Youth and Hechalutz, Canada

**Speakers:** Stephen P. Cohen, Montreal  
Melila Hellner-Eshed, Elul, Jerusalem

**C: Gender and Spirituality**

**Chair:**

**Speakers:** Rabbi Rachel Sabath, Rabbinic Fellow, CLAL  
Rabbi Nina Cardin, Editor, Sh'ma Magazine; Associate Director,  
National Center for Jewish Healing

**10:40 AM - 11:45 AM - THE TACHLIS OF JEWISH SPIRITUALITY**

**Chair/Moderator:** Rabbi Matthew Simon, B'nai Israel Congregation, Rockville,  
Maryland; President, United Jewish Appeal Federation of Greater  
Washington

**Speakers:** Arna Poupko, Federation CJA, Montreal  
Larry Ziffer, Vice President for Community Development, Associated  
Jewish Community Federation of Baltimore

**Staff:** Jeremy Cohen, CJF Canada  
Robert Hyfler, United Jewish Appeal Federation of Greater  
Washington

**TRACK II - BUILDING A COMMUNITY OF LEARNING**

The Learning Track will focus on the theme of "building a community of learning" through study from original texts, panel presentations and small group discussions. It will conclude with an action-oriented wrap-up session.

The texts will deal with individual and communal responses to continuity challenges during different periods in Jewish history, facilitated by a team of scholars. This will be followed by presentations about current concepts, trends and issues in adult and family education, small group discussions, and a final session linking it all together and moving on to next steps for communities in addressing the issue of learning and study as the underpinning of Jewish continuity efforts — all guided by leading family and adult education experts.

**Chair:** Linda Cornell Weinstein, Rochester

**Moderator:** Barry Holtz, CIJE, New York

**Panelists:** Joe Reimer, Director, Hornstein Program in Jewish Communal  
Service, Brandeis University, Boston  
Rabbi Michael Strassfeld, Ansche Chesed, New York  
Harlene Appleman, Director of Community Outreach and



**Involvement, Jewish Federation of Metropolitan Detroit  
Betsy Dolgin Katz, Director of Adult Education, Community  
Foundation for Jewish Education, Chicago**

**Closing:** **Deborah Kram, Director, Ma'ayan Torah Studies Initiative for  
Women, Brookline, Massachusetts**

**Staff:** **Rabbi David Shluker, JESNA  
Alan Edelman, Jewish Federation of Greater Kansas City**

**TRACK III - BUILDING A COMMUNITY OF CARING AND ENGAGEMENT**

Jews not raised in highly identified families and communities encounter Jewish life in congregations, Jewish community centers, and Hillels. This track will tackle the question: Can these institutions be strengthened, if not transformed, into caring and engaged communities so that those who cross its portals will be exposed to the power of our people, tradition and community to enhance life? And how? In the opening panel, speakers will outline visions of transformed JCCs and congregations and identify the steps which these institutions, and Federations, will need to take to realize them. The break out groups will provide an extended opportunity to react to the panel, identify the powerful experiences which transformed the lives of GA participants, and based on these insights, develop a list of recommended strategies for Federations to support personal transformation and the creation of engaged and caring communities.

**Chair:** **Ronne Hess, Birmingham, Alabama**

**Speakers:** **Allan Finkelstein, Executive Vice President, Jewish Community  
Centers Association of North America  
Rabbi Joy Levitt, Reconstructionist Synagogue of the North Shore,  
Plandome, New York  
Rabbi Michael Brooks, Executive Director, University of Michigan  
Hillel, Ann Arbor, Michigan**

**CJF Staff:** **Janet Schenker, CJF Western Office  
John Ruskay, UJA-Federation of Greater New York**

**Event #7050**

**Thursday, November 16**

**2:00 PM - 3:45 pm  
Marriott Salons G-K**



## FROM VISION TO ACTION

As we come to the end of this year's journey, we look through a window to the Jewish future. We see that the foundation for creating a Jewish community of commitment already exists in the many exciting models of Jewish learning, spirituality, caring, and engagement that can be found across North America and around the world. But, there are still major challenges to be faced and surmounted before we can be confident that these models will become the norm for Jewish life. There may also be other which will be formulated which will be more successful than those which already exist. The commitment of leaders to the processes of personal growth and communal transformation must be ensured; institutional relationships must be forged and tensions mitigated; funding must be secured; programs must be continually reassessed and enhanced. In this session, leaders from communities, national organizations, academia and religious organizations will address the question of how we can meet these and other specific challenges that federations and the Jewish community are encountering in the pursuit of Jewish identity and continuity. The session will conclude with an artistic performance and an opportunity for institute participants to join together to reaffirm the shared commitment we must sustain to renew ourselves and Jewish life.

- Chair:** Billie Gold, President, JESNA, New York
- Moderator:** John Ruskay, Executive Director of Education and Community Services, UJA-Federation of Greater New York
- Panelists:** Barry Shrage, President, Combined Jewish Philanthropies  
Shoshana S. Cardin, Chairman, United Israel Appeal  
Rabbi Alan Silverstein, President, Rabbinical Assembly  
Miriam Yenkin, Chairman, Jewish Education and Identity Committee, Columbus, Ohio
- Charge:** Richard Joel, President, Foundation for Jewish Campus Life, Washington, D.C.
- Performers:** Liz Lerman, Dancer/Choreographer, Washington, D.C.  
Bea Wattenberg, Dancer, Washington, D.C.  
Debbie Friedman, Singer/Songwriter, New York  
Nessa Rapoport, Author, Council for Initiatives in Jewish Education, New York
- Staff:** Ruth Sacks Marlin, CJF  
Cindy Chazan, Jewish Federation of Greater Hartford



Minutes: CIJE Board Committee on Building the Profession

Date of Meeting: April 27, 1995

Date Minutes Issued: May 15, 1995

Present: Morton Mandel (Acting Chair), Walter Ackerman, (Guest)  
Raymond Bloom (Guest), Joshua Fishman, Alfred Gottschalk,  
Jim Joseph (Guest), Gershon Kekst, Louise Stein

Staff: Gail Dorph

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Last October, this committee, after listening to Adam Gamoran's summary of the CIJE findings on the background and training of Jewish educators, instructed Gail Dorph to draw up a plan for CIJE's work in the area of in-service education particularly for teachers. Dorph's presentation and the reports at today's board meeting began to outline CIJE's response to this complicated issue.

At the committee meeting, Dorph presented an outline of CIJE's 1995 workplan in the area of professional development. It follows these minutes.

Rather than devote itself to studying the details of this plan, the committee responded to possible policy implications of the report that Dorph had presented to the board in the morning. At that time, she spoke about the content and characteristics of effective professional development as well as the conditions that would need to be present for such professional development opportunities to exist. Certain policy implications emerge from this approach to professional development. In order to get some sense of the kinds of policy implications, Dorph brought a set of policy recommendations developed by William McDiarmid and his colleagues at the National Center for Research on Teacher Learning at Michigan State University.

Our committee studied the seven recommendations, prioritized them and made suggestions as to their importance for Jewish education.

The list of recommendations included the following:

1. Establish a task force on professional development
2. Create teacher networks
3. Develop on-line programs
4. Create school professional development plans
5. Establish a principals' center
6. Create subject matter councils
7. Document efforts aimed at teacher development

The committee was unanimous in its feelings that CIJE ought to develop a task force on professional development (Recommendation #1). It also concurred that Recommendation #3, interpreted as exploring the potential of technology for Jewish education, was important.

It was not clear that this fell under CIJE's rubric, but it was felt that this exploration ought to be encouraged. The third issue that the committee discussed was the option of developing a national principals' center (Recommendation #5) ala the Harvard principals' center. This led to an interesting discussion about what other kinds of national institutes might "make sense." One participant described the Whizin Institute focusing on Family Education at the University of Judaism as an example of a type of institute. One suggestion was the development of a national curriculum institute.

Because meeting time was short, we left the discussion at this point.

Gail Dorph handed out a recent article from Education News about professional development. It is included with these notes.





## COMMITTEE ON BUILDING THE PROFESSION

April 27, 1995

### CIJE'S 1995 WORKPLAN ON BUILDING THE PROFESSION

#### Building National Teacher Education Capacity

Develop a cadre of educators to work in the planning and implementation of professional development in early childhood, supplementary and day school settings

#### National Pilot Initiatives

1. Harvard Principal Center Model -- "Creating Learning Communities"
2. Create cadre of "Mentor Educators" for supplementary schools (Cummings Grant)
3. Cadre of Mentor Educators to work in early childhood settings
4. Develop a cadre of "lead teachers" to work in day school settings (Teachers Teaching Teachers)

#### Development of Community Personnel Action Plans

#### Development of Pilot Initiatives in Communities

#### Begin a Series of Consultations on Issues of Standards, Certification, Benefits

#### First Steps Towards Creating a Comprehensive Plan for Personnel

# *Signs Abound Teaching Reforms Are Taking Hold*

By Ann Bradley

Meet Samantha, who is beginning her teaching career in an urban, multi-ethnic elementary school. Unlike countless new teachers who have preceded her, Samantha is unlikely to quit her job in the next five years.

Instead, she enters the classroom fully armed with the knowledge and skills she needs. She is a graduate of a nationally accredited preparation program, where she received a rigorous liberal-arts education, studied research-based pedagogy, and worked with real students in real schools.

Samantha also has passed a battery of exams focusing not only on what she

knows, but also on whether she can put that knowledge into action. She has completed a yearlong, supervised internship in a professional-development school—a requirement for licensure in her state.

This new teacher understands children and how they learn, can tailor lessons to meet their needs, and can explain, based on research and proven practices, how she makes decisions. In short, she is a professional.

## **Scrutiny Yields Action**

This illustration, drawn from a portrait created by the National Council for the Accreditation of Teacher Education, may sound too good to be true. It contrasts

sharply with existing standards for licensure in most states, which still look primarily at whether a candidate has completed certain coursework and attended a state-approved teacher education program.

But a decade of sustained scrutiny of the occupation's shortcomings has generated a multitude of signs that teaching is on the road toward becoming a true profession. Consider:

- The National Board for Professional Teaching Standards, created in 1987 to elevate teaching by codifying what expert teachers should know and be able to do, this year awarded its first certificates.

- Spurred by the national board's work,

*Continued on Page 16*



# Reforms Spur Teaching Toward Status as a True Profession

Continued from Page 1

states are overhauling their licensing standards for beginning teachers.

A consortium of 38 states has drafted model standards for licensing teachers that describe the knowledge, skills, and dispositions beginning teachers should possess. Four states have adopted the standards outright, and 10 more have modified them.

In addition, 10 states involved in the Interstate New Teacher Assessment and Support Consortium, called INTASC, are creating assessments that examine how

programs to professional scrutiny.

- A blue-ribbon National Commission on Teaching and America's Future is examining how policymakers can capitalize on the momentum by overhauling the preparation, recruitment, selection, induction, and continuing professional development of teachers.

- With the active support of the National Education Association and the American Federation of Teachers, researchers at the University of Wisconsin at Madison are studying new ways to pay teachers.

They seek to design and pilot-

bert Shanker, the president of the A.F.T. "This is the beginning of the generation that will professionalize teaching."

## "Taking Major Steps"

James A. Kelly, the president of the teaching-standards board, agreed.

"The teaching profession is taking major steps to take responsibility for its own standards, for defining expertise and codifying it and measuring it," he said. "Having said that, though, I don't pretend that we're there yet. We have a long way to go."

The current reforms were spurred, in large measure, by an influential 1986 report from a task force of the Carnegie Forum on Education and the Economy.

The report, "A Nation Prepared: Teachers for the 21st Century," called for the establishment of the National Board for Professional Teaching Standards and sought changes in schools that would make teaching a more attractive job. (See *Education Week*, May 21, 1986.)

Since then, the drumbeat for increased student achievement has strengthened policymakers' attention to teaching. After all, high standards for students cannot be met without highly skilled teachers.

"This is the most important initiative to transform schooling going on in the country today," said Linda Darling-Hammond, a professor at Teachers College, Columbia University, and the executive director of the national commission on teaching. "We cannot do any of the other reforms if we don't do this."

She acknowledged a heightened

retorical commitment to the importance of good teaching, but noted that decades of emphasis

coherent much of the effort to professionalize teaching.

The council has launched a \$2

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Linda Darling-Hammond

Professor, Teachers College

*"This is the beginning of the generation that will professionalize teaching."*

Albert Shanker

President, American Federation of Teachers



candidates for licensure fare in classrooms.

The assessments, through videotapes and portfolios, look at several weeks of teaching and include samples of students' work.

- The National Council for Accreditation of Teacher Education continues to strengthen its standards and press the case for education schools to subject their

test a compensation structure that would pay teachers for showing they had developed specific skills and expertise.

Experts say the activity in teaching is reminiscent of the strides toward professionalism that doctors took some 80 years ago.

"If you think about how long it took to professionalize medicine, it was a generation," observed Al-

on the routine and less skilled aspects of teaching still heavily influence how teachers and schools are managed.

Ms. Darling-Hammond observed that contemporary calls for teaching students to think critically, synthesize information, and create knowledge mirror the suggestions of progressive educators for transforming schools around 1900, and again in the 1930's and 1960's.

Every time, reforms were "killed by an underinvestment in teacher knowledge and school capacity," she wrote in a recent paper for the commission.

These failures led, in turn, to a backlash in favor of standardizing teaching and learning.

## Linking Standards

NCATE has taken a leading role in pulling together and making

million project to link the three quality-assurance mechanisms in the field—accreditation, licensing, and advanced-certification standards—and tie them to emerging benchmarks for student learning.

One strand of this New Professional Teacher Project involves revamping NCATE's standards for preparing teachers in mathematics, English, and other subject areas.

The new standards, to be created in partnership with subject-area groups, will express the knowledge and skills teacher candidates should have, rather than the content of courses that education schools should offer.

They also will be compatible with INTASC's standards for state licensure, which already have been incorporated into the accrediting body's guidelines for educa-





tion schools. Those guidelines are scheduled to take effect in the fall.

Arthur E. Wise, the president of NCATE, envisions a variety of uses for the performance-based standards for preparing teachers: as a beacon for education schools as they redesign their programs, as guidelines for NCATE to use in accrediting education programs, and as directions for states as they design new licensing systems.

As part of the New Professional Teacher Project, the accrediting group plans a series of forums in several states that will gather a wide range of stakeholders to discuss plans for improving teacher education and licensure.

"There has not been an educational process to help people see the benefits of a serious quality-

particular knowledge and skills.

One key to making teaching a profession, proponents believe, is establishing autonomous state boards to set standards for teacher education and licensing. Similar bodies, for example, regulate who can practice medicine and law.

Eleven states now have such standards boards for teaching, according to the N.E.A. The union has lobbied that teachers should make up a majority of the members of these boards.

In a new book, *A License to Teach: Building a Profession for 21st Century Schools*, Mr. Wise and Ms. Darling-Hammond argue that state legislatures and agencies, which traditionally have controlled standards in teaching, have "a conflict of inter-

Until recently, teaching has lacked a professional consensus about good standards of practice, which is why standards have been lax, Ms. Darling-Hammond said.

"We're taking what we know about teaching that supports kids' learning and saying, 'My goodness, you ought to master that knowledge in teacher education, demonstrate you have it before you're licensed, and continue to develop it throughout your career,'" she explained. The capstone for teachers would be receiving national-board certification in their field.

At the same time, education schools—often criticized as a weak link in preparing better teachers—have launched dozens of professional-development schools. In these schools, often likened to teaching hospitals, professors and classroom teachers work side by side to train new teachers and conduct research.

They have come to symbolize the closer connections between education schools and K-12 schooling that many experts believe are essential.

NCATE has received a grant to write standards for professional-development schools, which will be used in its accreditation process.

The national commission on teaching has found that some education schools are changing rapidly to focus on classroom practice, Ms. Darling-Hammond said. Many are using new assessments, including portfolios, to see whether their students can meet new standards for beginning teachers.

Demographic changes also favor continued movement toward professionalizing teaching. During the next decade, Ms. Darling-Hammond projects, more than 200,000 teachers will be hired each year.

Faculty members in education schools also are expected to retire in large numbers, making way for people who are themselves master teachers to prepare the next generation of teachers.

In the meantime, observers say, there is tremendous work to be

done, particularly in devising new ways to determine how well teachers are doing their jobs.

#### New Ways of Testing

The national board's system, which involves portfolios, videotaped lessons, journals, and assessment-center exercises, has demonstrated several new ways of finding out what teachers know and can do.

Teachers find these methods more palatable than the compe-

tency tests that many states have imposed on them, and the methods are more likely to insure that new teachers are ready for the challenges ahead, said Keith B. Geiger, the president of the N.E.A.

"People who are going to teach 7th graders better know something about adolescence, or they'll die real quick in the classroom no matter how smart they are in math," he warned. "We've got to raise standards in pedagogy and the academic areas."

*"The teaching profession is taking major steps to take responsibility for its own standards."*

James A. Kelly

President, National Board for Professional Teaching Standards



assurance system," Mr. Wise said.

Teacher education and teaching have suffered from "a pale imitation" of such a system, he said, and it is up to the states to fix the problem.

"The state is where the action is," he said.

Critics have charged that low state standards have allowed too many poor teacher education programs to produce graduates who receive licenses to teach. Low standards also have given the public the damaging idea, Ms. Darling-Hammond said, that teaching does not involve any

est in enforcing rigorous standards for entry to teaching, since they must insure a warm body in every classroom—and prefer to do so without boosting wages."

#### Growing Knowledge Base

One reason teaching has made progress toward becoming a profession is a shift in the focus of research, experts say.

Instead of just doing surveys and crunching numbers, Ms. Darling-Hammond said, more researchers are visiting schools and talking to teachers. The change has helped build the knowledge base about practices that increase learning.

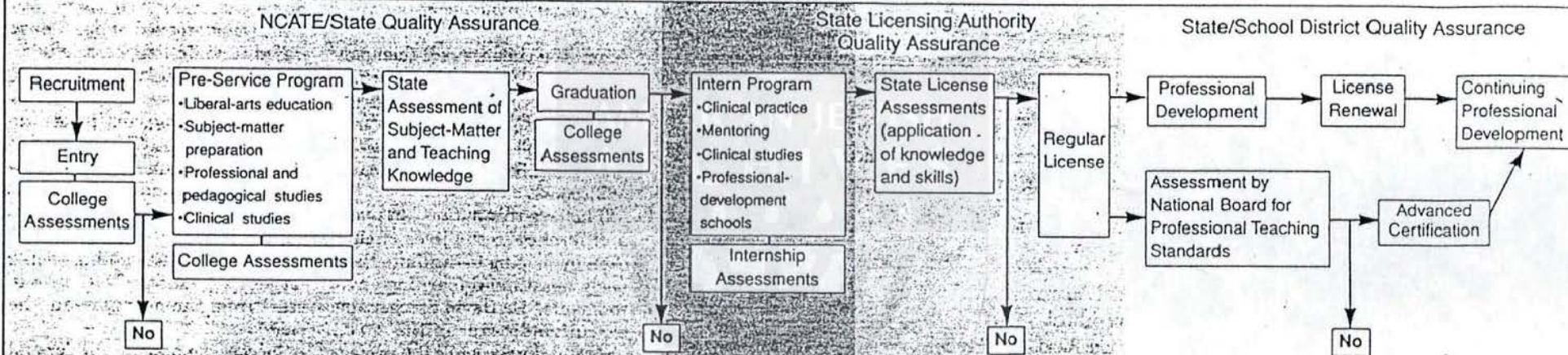


## Assuring Quality in the Practice of Teaching: The Continuum of Teacher Preparation

### Phase 1: Pre-Service Preparation

### Phase 2: Extended Clinical Preparation and Assessment

### Phase 3: Continuing Professional Development



NOTE: This flow chart is derived from a schematic designed by NCATE in an effort to promote discussion about the evolving quality-assurance system for the teaching profession.

SOURCE: National Council for Accreditation of Teacher Education.



## Researchers Set Out To Devise New Pay Structure for Teachers

By Ann Bradley

Despite widespread dissatisfaction with the way teachers are paid, attempts to change the entrenched system of compensation have been highly controversial and fraught with problems.

In the 1980's, districts and states experimented with merit pay, career ladders, and incentive pay. Most of those efforts were resisted by teachers and failed to spread widely.

Researchers at the University of Wisconsin at Madison hope to reverse that trend. With a \$600,000 grant from the Pew Charitable Trusts, they are drawing on lessons from the private sector to devise a new compensation structure for teachers.

In trying to succeed where many have failed, the project has a big advantage: cooperation from the National Education Association and the American Federation of Teachers.

"We've always wanted to see if there was a better way to pay teachers," said Allan Odden, a professor of educational administration who is the principal investigator for the project, "and

we've always screwed it up."

The project, which now has funding for two years, will take about six years, Mr. Odden estimated. The final phase will be to find school districts willing to try out the new pay models.

The National Board for Professional Teaching Standards also is participating. Though it has no say over how teachers are paid, the board has an interest in seeing plans developed that will provide financial incentives for teachers to seek certification.

Another group has been formed with other influential organizations, including the American Association of School Administrators, the principals' associations, the national and state school boards' associations, and the Council of Chief State School Officers.

The groups are holding parallel seminars to study pay plans in so-called high-performance organizations: businesses that have pruned their headquarters staffs and given decisionmaking power to self-managed work teams. The payoff: increased productivity and better results.

Education is moving—slowly—

in the same direction, with calls for streamlining central offices and giving teachers, administrators, and parents a much larger say in how their schools are run.

### Paying for Knowledge

If teachers can be financially rewarded for becoming board certified, teaching will take a step toward the skill-based pay or pay-for-knowledge approach that decentralized companies typically use.

A new pay model could create five or six levels of performance between licensure and advanced certification, Mr. Odden suggested. School districts and states would have to invest heavily in professional development, which he believes should be controlled by schools.

The Wisconsin researchers will study a variety of pay plans:

- **Skill-based pay or pay-for-knowledge.** These systems pay workers for acquiring—and showing they have mastered—a set of skills and expertise.

The current salary schedule includes a kind of skill-based pay, because teachers are paid for accumulating academic credits and



"We've always wanted to see if there was a better way to pay teachers, and we've always screwed it up," says Allan Odden, a professor at the University of Wisconsin at Madison.

years of service. But coursework and seniority do not guarantee knowledge and skill, said Albert Shanker, the A.F.T. president.

"We ought to move to a system where people who have knowledge and the ability to use it would be compensated on a different basis," he said.

Keith B. Geiger, the president of the N.E.A., agreed. "It's going to be problematic," he said, "but I

think we owe it to the profession to give it our best shot."

- **Group performance incentives.** These provide bonuses to a school's entire faculty when student performance improves.

- **Gain-sharing.** These systems reward employees for working more efficiently. Mr. Odden said this pay plan could be used in combination with skill-based pay and group incentives.



Minutes: CIJE Board Committee on Content and Program

Date of Meeting: April 27, 1995

Date Minutes Issued: May 15, 1995

Present: John Colman (Chair), Maurice Corson, Michael Rosenzweig (Guest), Richard Scheuer, David Teutsch

Staff: Barry Holtz, Daniel Pekarsky

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1. After introduction of the participants, the committee heard a report from Dr. Daniel Pekarsky about the CIJE Goals Project. Dr. Pekarsky dealt with current activities of the project, in particular Goals seminars currently being held in Milwaukee and Cleveland, the CIJE goals retreat for the Atlanta community around the creation of a new day high school, and the plans to develop a cadre of "goals coaches" to work with institutions on goals-related issues.
2. The question was raised: is such an approach to creating "vision driven institutions" being done elsewhere? Dr. Pekarsky responded that in Jewish education this particular approach, with its focus on Jewish content and ideas, was not being done-- although there are organizations working with specific institutions in an effort of change and improvement. One project in general education which has received a considerable amount of both fame and funding and has some similarities to the CIJE Goals Project is the Coalition of Essential Schools created by Ted Sizer at Brown University. We hope to be able to learn from efforts such as these.
3. A number of issues were raised in the discussion. It was pointed out that the purpose of the Goals Project was not to have institutions confirm and actualize their current goals (in cases where such goals exist), nor was it to provide them with goals. Rather the Project aims at challenging institutions to consider their goals in the light of Jewish content and ideas and to reflect upon the ways that their goals may or may not be embodied in the actual life of the institution.
4. In the discussion, Dr. Pekarsky noted that CIJE's plan was for teams from each institution to participate and then act as catalysts for the institution to engage in an intensive goals enterprise. These teams should include the chief educator, lay leaders and rabbis from the home institution. Members of the committee pointed out that even where such teams participated, it did not guarantee that the institution could be inspired to engage in the goals project. How much the team "represented" the institution itself (and not just themselves as individuals) is an open question.
5. Clearly, at the stage of actual institutional goals work, a "coach" or resource person would be necessary. CIJE does not have the capacity to work with many institutions, but CIJE is interested in helping develop a group of such coaches who could work with their own or other institutions. In response it was pointed out that CIJE should not underestimate the need for ongoing support of such coaches. Based on experiences elsewhere (such as work with the Philadelphia central agency), we should be aware of the needs of coaches once they are at work in the field.



their own or other institutions. In response it was pointed out that CIJE should not underestimate the need for ongoing support of such coaches. Based on experiences elsewhere (such as work with the Philadelphia central agency), we should be aware of the needs of coaches once they are at work in the field.

6. The group then discussed the benefits and difficulties of doing such work. Indeed, it was suggested, the goals process may require a "readiness" quotient within an institution, and it may be important for CIJE to determine what factors need to be in place before a goals process is initiated. Nonetheless, it was also noted that there are many ways to cut into the goals process-- such as through direct work with teachers and curriculum. Perhaps by beginning in that way, the entire institution can develop a "goals readiness."
7. In the time remaining the committee heard a brief presentation from Dr. Pekarsky on the question of "community-wide goals". In other words, is it possible for a community as diverse as most Jewish communities are to share in goals that are more than slogans or platitudes? This issue had been raised at the CIJE Goals Seminar in Israel last summer and was again raised at the last meeting of our committee. In response Dr. Pekarsky raised four different approaches to this issue. Members of the committee suggested the view that the issue is greater than that of Jewish education alone-- it is about the nature of Jewish life in North America and its meaning. Dr. Pekarsky agreed with this view: the question, he said, was about the nature of "a meaningful Jewish existence." Questions of Jewish education must flow out of that. The committee raised concerns about such discussions of communal goals as devolving into the "least common denominator," an issue all agreed that would be detrimental to the process.
8. The question of communal goals was viewed as extremely significant. It was decided that at the next meeting, Dr. Pekarsky would prepare a short written document on this subject, and of CIJE's possible role in this endeavor, to serve as a focal point for discussion. In addition, the committee will wish to have time to hear from Dr. Barry Holtz about the work of the Best Practices Project in our next meeting.



Minutes: CIJE Board Committee on Research and Evaluation

Date of Meeting: April 27, 1995

Minutes Issued: May 15, 1995

Present: Esther Leah Ritz (Chair), Genine Fidler, David Hirschhorn,  
Richard Shatten, Bennett Yanowitz

Staff: Adam Gamoran, Ellen Goldring

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The committee focused on three topics during their meeting:

1. Preliminary findings from the survey of educational leaders;
2. The CIJE Module for the Study of Educators; and
3. A proposal for a national institute for evaluation in Jewish education to help local communities build capacity for evaluation.

Initial findings from the survey of educational leaders suggest that the leaders have more preparation than teachers in Jewish schools in the three lead communities but many of them lack adequate training in Jewish Studies and school administration. In addition, unlike the teachers, the large majority of the leaders work full-time, in one school. The educational leaders view Jewish education as their career. They have a long term of service in the field of Jewish education, suggesting a real commitment to the profession.

The CIJE module for the Study of Educators was introduced to the committee members. This module can now be used by all Jewish communities. It was pointed out that the information collected in the module provides crucial data for planning purposes when a community addresses personnel issues and serves as baseline data for the evaluation of the implementation of their projects.

The staff presented a framework for a national institute for evaluation in Jewish education as a mechanism to build local capacity to evaluate programs and initiatives in Jewish education. It was suggested that many communities do not have the personnel or the knowledge to conduct evaluations and CIJE should help train people in this area.

Minutes: CIJE Board Committee on Community Mobilization

Date of Meeting: April 27, 1995

Minutes Issued: May 15, 1995

Present: Charles Ratner (Chair), Matthew Maryles, Melvin Merians, Carl Sheingold (Guest); Jonathan Woocher

Staff: Stephen Hoffman; Alan Hoffmann; Nessa Rapoport

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1. The Domain of Community Mobilization: An Overview

Introduction:

When thinking about community mobilization on behalf of Jewish education, it was noted that in North America today, questions about the structure and process of the Jewish community turn very quickly into questions of meaning. Today, many Jewish institutions are asking the questions posed in the CIJE Goals process: What is the purpose of being Jewish? What kind of Jews do we want our graduates to be? What kind of Jewish communities do we want to create? It is therefore a ripe moment to engage community leadership around issues of Jewish education, whose subject is ultimately the vision, meaning and purpose of being Jewish. And it is in the domain of community mobilization that some of the most interesting questions are being asked.

Response to the CIJE policy brief:

Alan Hoffmann reported that CIJE has begun to engage with three new communities--Hartford, San Francisco and Seattle --about undertaking their own educators surveys and focusing on the personnel of Jewish education. Cleveland is also embarking on an educators survey. There was agreement that the message of the policy brief will have to be reiterated in an ongoing way as communities sense that if they are interested in continuity and change, they will have to address the question: Who are the teachers charged with conveying the Jewish tradition to our children and how can they engage in serious, substantive professional development to fill in the missing pieces of their training?

It is important to be able to show that what CIJE is advocating--comprehensive professional development for teachers and educational leaders--can make a real difference. CIJE is documenting models of Best Practice for in-service training in general and Jewish education, and has already been a partner with Baltimore and Milwaukee in developing new and innovative programs, as reported at the board meeting.

We went on to discuss two very specific opportunities to inform and mobilize nationally around Jewish education:



2. The New CJF Committee on Jewish Continuity

Jon Woocher described the new committee as one that will formalize the relationship between CJF, JESNA, CIJE and other partners (the JCCA, the religious movements) on behalf of Jewish education, primarily within the federated system. There was some discussion about whether this committee will serve as a catalyst/advocate or as an actual programmer for a national system. It was agreed that until now there has not been one address that can coordinate the functions and activities of a range of institutions whose mission is Jewish education. This committee is a way to bring key players to the table in order to push the overall agenda: "strategic planning and community organization at the national level for Jewish education and continuity."

From CIJE's perspective, community mobilization is essential for the transformation of the scope, quality and content of Jewish education. A national framework is therefore required. CJF brings its experience of community organizing and building coalitions; the other partners bring their expertise in building Jewish identity through education.

3. Reconceptualizing the GA

Carl Sheingold outlined the reconceptualization of the GA. Until now, the GA has been a stand-alone event; it was not designed to bring about change. Now the question being asked is: How can the GA bring about change throughout the year, so that participants leave the GA with an agenda and network that will infuse their work from year to year. This reformulation is part of a five-year plan that will include the GA in Jerusalem in 1998.

Programmatically, the GA will be different as well. Rather than concurrent forums and workshops, it will be organized around a series of institutes on different themes. People would sign on for an "institute" (on Israel-Diaspora relations; on Jewish continuity) and follow a track throughout the GA, including Shabbat and study. This new organization allows for the possibility that Jewish continuity, education and identity will not be simply one institute topic but can potentially infuse the others as well.

Conclusion:

The meeting closed with the sense that the new CJF committee and the restructured GA provide two national frameworks to advance the agenda of community mobilization for Jewish education. CIJE is also actively examining the question of how to engage people who are not within the federation context to become champions of Jewish education. This is on our agenda for 1995.

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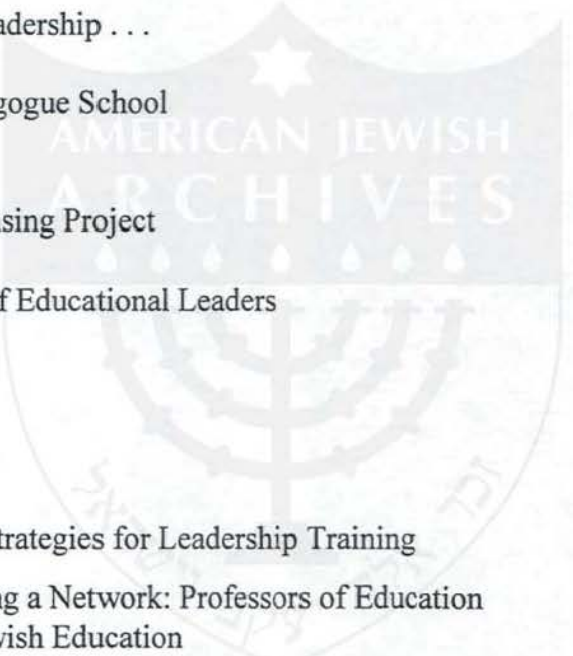
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Thursday, November 2, 1995  
New York**

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- |       |  |                      |
|-------|--|----------------------|
| I.    | Welcome and Introductions  | Morton Mandel        |
| II.   | Overview of the Day  | Alan Hoffmann        |
| III.  | The Impact of Leadership . . .   |                      |
|       | A. on a Synagogue School   | Joseph Reimer        |
|       | B. on JCCs   | Allan Finkelstein    |
|       | C. on the Lansing Project  | Sharon Feiman-Nemser |
| IV.   | The CIJE Study of Educational Leaders                                  | Ellen Goldring       |
| V.    | Discussion   | Gail Dorph           |
| VI.   | CIJE in Action   |                      |
|       | A. Two Strategies for Leadership Training                              | Gail Dorph           |
|       | B. Creating a Network: Professors of Education<br>for Jewish Education | Sharon Feiman-Nemser |
|       | C. The Ripple Effect of the Study of Educators                         | Adam Gamoran         |
| VII.  | Business Session   | Morton Mandel        |
| VIII. | D'var Torah  | Raymond Bloom        |