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Subseries 1: Meetings, 1990–1998.

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Board of Directors. 2 May 1996. Board correspondence,  
April 1996.

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15 East 26th Street, New York, NY 10010-1579

File  
May 1996  
Board mtg

## Fax Cover Sheet

Date sent: April 18, 1996

Time sent:

No. Of Pages (incl. cover): 1

To: Jay Davis

From: Josie Mowlem

Organization: National Distributing Company

Phone Number: 404-696-9440

Phone Number: 212-532-2360

Fax Number: 404-691-0364

Fax Number: 212-532-2646

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### COMMENTS:

We're sorry to learn that you cannot be with us at the meeting on May 1st but hope you'll be able to join us on Thursday, May 2nd.

Our agenda will include an update on CIJE activities and the impact they are having on Jewish education, and a presentation by CIJE consultant Dr. Deborah Ball on her work on the transformation of teaching mathematics. Her remarks will be followed by a discussion of the implications of her work for the training of educational leaders and teachers for Jewish education.

The Board Meeting will take place at UJA/Federation, 130 East 59th Street, from 9:30 a.m. - 3:30 p.m. Refreshments will be served from 9:00 a.m.

Please let us know if we can expect you. Our fax number is 212-532-2646.

*Josie*

**To:** CIJE

**Fax:**

**From:** Jay Davis

**Date:** April 3, 1996

**Pages:** 2

I will not be able to attend the meeting on Wednesday, May 1, but I would like to details of the board meeting on Thursday. Please fax to 404/691-0364.

# fax

From the desk of...

Jay Davis  
President & C.O.O.  
NATIONAL DISTRIBUTING COMPANY,  
INC.  
One National Drive, SW  
Atlanta, GA 30336

404/696-9440  
Fax: 404/691-0364



Deborah Ball's class  
 Friday, January 19, 1990  
 Third grade, Spartan Village School, East Lansing, MI

Jillian	Bernadette
Martha	David

Kip	Ansumana
Liz	Tina
Mick	

Benny	Shekira
Pravin	Lin
Kevin	

Ogechi	Safriman
Rania	Shea
Tiffany	

(Class Seating Arrangement on 1/19)

(1:05:31)

Ball: More comments about the meeting? I'd really like to hear from as many people as possible what comments you had or reactions you had to being in that meeting yesterday. Shea?

Shea: Um, I don't have anything about the meeting yesterday, but I was just thinking about six, that it's a . . . I'm just thinking. I'm just thinking it can be an odd number, too, 'cause there could be two, four, six, and two, three twos, that'd make six ...

Ball: Uh-huh ...

Shea: And two *threes*, that it could be an odd and an *even* number. Both! *Three* things to make it and there could be *two* things to make it.

Ball: And the two things that you put together to make it were odd, right? Three and three are each *odd*?

Shea: Uh huh, and the other, the twos were even.

Ball: So you're kind of--I think Benny said then that he wasn't talking about *every* even number, right, Benny? Were you saying that? Some of the even numbers, like six, are made up of two odds, like you just suggested.

Other people's comments?

(1:06:33)

*I was assuming that this clarified things and showed that a number was not both even and odd. I interpreted that Shea was saying something that connected with what Benny had said a few minutes earlier when he pointed out that two even numbers combine to make other even numbers. I thought that Shea's point was that two odd numbers could also make an even number. I assumed that we could now move on with our discussion of the meeting and then move from there to what we were supposed to be working on today. But I was wrong. The class pursued Shea's point:*

(1:06:36)

Ball: Tina?

Tina: I *disagree* with Shea when he says that six can be an odd number. I think six can't be an odd number because . . . look--*(she gets up and comes up to the board)*

Ball: *(interrupting)* Jillian, Bernadette?

Tina: Six can be an odd number because this is *(she points to the number line, starting with zero)* even, odd, even, odd, even, odd, even, how can it be an odd number because *(starting with zero again)* that's odd, even, odd, even, odd, even, odd. Because zero's not a odd number.



Shea: Because six, because there can be three of something to make six, and three of something is like *odd*, like see, um, you can make two, four, six. Three twos to make that and two threes make it.

Kevin: But that doesn't--

Ball: Kevin?

Kevin: That doesn't necessarily mean that six is *odd*.

Students: Yeah.

Ball: Why not, Kevin?

Kevin: Just because two odd numbers add up to an even number doesn't mean it has to be odd.

Ball: What's the definition--Shea?-- what's our working--

Shea: Two odd numbers make--

Ball: Shea? What's our working definition of an even number? Do you remember from the other day the working definition we're using? What is it?

Shea: It's, um, that (*pause*) . . . I forgot.

Ball: Could somebody help us out with this? Because we need in the group to have an idea that we're working with. What's the working definition we're using? (*pause*) Do other people know it besides Liz and Shekira? (*pause*) I think other people do. Marta, do you know what the definition is that we've been using for an even number?

(1:08:16)

*At this point I thought that Shea was just confused about the definition for even numbers. I thought that if we just reviewed that, he would see that six fit the definition and was therefore even. I assumed that after this we would be able to get on with our discussion.*

*Within a couple of minutes, we had settled on a definition of even numbers. Jillian said:*

If you have a number that you can split up evenly without having to split one in half, then it's an even number.

So I turned to Shea in order to make the connection and clarify things:

Ball: Can you do that with six, Shea? Can you split six in half without having to use halves?

Shea: Yeah.

Ball: So then it would fit our working definition, then it would be even. Okay?

*There was a pause.*

Shea: And it could be odd. Three twos could make it.

Ball: Okay. One of the points here is that if it fits the definition then we would call it even. If it fits our working definition, then we would call it even.

Shea: It fits the definition for odd, too.

*I began to see that the issue was more complicated than I had thought.*

Ball: What is the definition for odd? Maybe we need to talk about that?

*We discussed a definition for odd numbers--before this we had had an explicit definition for even numbers only. I had assumed that this was sufficient. I think now that I was wrong. So we agreed that odd numbers were numbers that you could not split up fairly into two groups. But this still did not satisfy Shea yet. He persisted with the observation he had made about what made six special:*

(1:11:24)

Shea: You could split six fairly, *and* you can split six not fairly. You can like cut six in half, um .... there's like, say there's two of you and you had, and you had, um, six cookies and you didn't want to split it in *half* and so that each person would get three and you wanted to split it by twos. Each person would get um, two and there would be two left.

Ball: For which number now? For six?



Shea: Uh huh.

Ball: So, are you saying *all* numbers are odd then?

Shea: No, I'm not saying all numbers are odd, but . . .

Ball: Which numbers are *not* odd then?

Shea: Um. . . Two, four, six . . . um, six can be odd or even . . . eight

Students: No. . . !

Kip: I don't know how. Show us.

Shea: *Because* there's three twos. One, two. Three, four. Five, six.

Kip: Prove it to us that it can be odd. *Prove* it to us.

Shea: Okay. (*He rises and comes up to the board.*)

Ball: Does everybody understand what Shea's trying to argue? He's saying six could be even or it could be odd.

Students: I disagree . . . I don't think so . . .

Ball: Well, watch what he's going to prove and then you can ask him a question about it.

Shea: Well, see, there's two, (*he draws*) number two over here, put that there. Put this here. There's two, two, and two. And that would make six.

o o | o o | o

Kip: I know, which is *even*!

Lin: I think I know what he's saying.

Kip: Which is *even*, Shea.

Ball: Lin? (*to Shea*) Could you stay there? People have some questions for you.

Lin: I think what he is saying is that it's almost, see, I think what he's saying is that you have three groups of two. And three is a odd number so six can be an odd number *and* a even number.

Ball: Do other people agree with that? *Is* that what you're saying, Shea?

Shea: Yeah.

Ball: Okay, do other people agree with him? (*pause*) Lin, you *disagree* with that?

Lin: Yeah, I disagree with that because it's not according to like . . . here, can I show it on the board?

Ball: Um hm.

Lin: (*She comes up to the board.*) It's not according to like. . .

Ball: Rania, can you watch what Lin's doing?

Lin: . . . how many groups it is. Let's say that I have (*pauses*) Let's see. If you call six an odd number, why don't (*pause*) let's see (*pause*) let's see--ten. One, two . . . (*draws circles on board*) and here are ten circles. And then you would split them, let's say I wanted to split, spit them, split them by twos. . . One, two, three, four, five . . . (*she draws*)

o o | o o | o o | o o | o o

then why do you not call *ten* a, like-

Shea: I disagree with myself.

Lin: . . . a, an odd number and an even number, or why don't you call *other* numbers an odd number and an even number?

Shea: I didn't think of it that way. Thank you for bringing it up, so --I say it's--ten can be an odd and an even.

Lin: Yeah, but what about . . .

Liz: Ohh!!!

Lin: What about *other* numbers?! Like, if you keep on going on like that and you say that other numbers are odd and even, maybe we'll end it up with *all* numbers are odd and even. Then it won't make sense that all numbers should be odd and even, because if all numbers were odd *and* even, we wouldn't be even having this *discussion*!

(1:15:40)

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*I decided that if we were going to pursue this, more people should be invited to join in. So I turned to the rest of the class.*

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15 East 26th Street, New York, NY 10010-1579

## Fax Cover Sheet

Date sent: April 19, 1996

Time sent:

No. Of Pages (incl. cover): 4

To: Michael Rosenzweig

From: Josie Mowlem, Assistant  
Executive Director

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 404-525-2224

Fax Number: 212-532-2646

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### COMMENTS:

I am happy to send you an invitation to the CIJE Board Seminar and Meeting. I am sending it to you via fax due to the late date. I will also send you a copy of the invitation via mail which you should receive in a few days.

Josie Mowlem  
Assistant Executive Director

*Look forward to  
seeing you  
on May 1-2.*





# CIJE

Council  
for  
Initiatives  
in  
Jewish  
Education

*Chair*

Morton Mandel

April 19, 1996

*Vice Chairs*

Billie Gold

Ann Kaufman

Matthew Maryles

Maynard Wishner

Michael Rosenzweig

230 Northland Ridge Trail

Atlanta, GA 30342

Dear Mr. Rosenzweig:

*Honorary Chair*

Max Fisher

I am delighted to invite you to the CIJE Board Meeting, which will take place on Thursday May 2 at UJA/Federation of Jewish Philanthropies, 130 E. 59 St., New York, from 9:30 a.m. to 3:30 p.m. Refreshments will be served from 9:00 a.m.

*Board*

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

David Hirschhorn

Gershon Kekst

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

Our main subject will be the recent revolution in teaching and learning in general education and its application to Jewish education. This revolution has profound implications for revitalizing Jewish education, from communal policy to the classroom. We will also talk together about how Jewish education can uniquely contribute to contemporary American education.

CIJE consultant Dr. Deborah Ball, a professor of education at Michigan State University and an acclaimed expert in math education, will present her work on the transformation of teaching mathematics. Her presentation will be followed by a discussion of the implications of her work for the training of educational leaders and teachers for Jewish education. We will soon be sending you advance materials as background to the meeting.

The Board Meeting will be preceded on the previous evening, May 1, by the fourth CIJE Board Seminar for board members and invited guests. Dr. David Hartman, Professor in Jewish Philosophy at Hebrew University and founder of the Shalom Hartman Institute in Jerusalem, will speak on "The Road to Sinai in Our Time."

Professor Hartman is internationally known for building a bridge between the classic sources of Judaism and contemporary issues in Israeli and Jewish life in a context of religious pluralism. He will offer a framework for thinking about Jewish education within the drama of our day.

*Executive Director*

Alan Hoffmann

The Board Seminar with Dr. Hartman will take place on the evening of Wednesday, May 1, also at UJA/Federation. We will gather for conversation and dessert at 7:30 p.m.; the program will begin promptly at 8:00 p.m.

I hope you will be able to join us at both meetings. Please complete and return the enclosed reply form.

*Morton L. Mandel*

MORTON L. MANDEL





**Council for Initiatives in Jewish Education (CIJE)**  
**Board Seminar with Professor David Hartman**  
**Board Meeting**

☐ Yes, I plan to attend the Board Seminar with Professor David Hartman (Wednesday, May 1; gathering at 7:30 pm; Board Seminar promptly at 8:00 pm, at UJA/Federation, 130 East 59th Street).

☐ I plan to bring a guest to the Board Seminar. \_\_\_\_\_  
Name

☐ Yes, I plan to attend the CIJE Board Meeting (Thursday, May 2; 9:00 am to 3:30 pm at UJA/Federation).

☐ Sorry, I am unable to attend either of these meetings.

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State/Province Zip

\_\_\_\_\_  
Phone Fax

Please return this form by fax to (212) 532-2646 or by mail to:

CIJE  
15 East 26th Street  
New York, NY 10010-1579



15 East 26th Street, New York, NY 10010-1579

## Fax Cover Sheet

Date sent: April 19, 1996

Time sent:

No. Of Pages (incl. cover): 4

To: Steve Berman

From: Josie Mowlem, Assistant  
Executive Director

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 404-633-7738

Fax Number: 212-532-2646

---

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Josie Mowlem  
Assistant Executive Director

*Look forward to  
seeing you on  
May 1-2*





*Chair*  
Morton Mandel

April 19, 1996

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

Steve Berman  
160 Sheridan Point Lane  
Atlanta, GA 30342

*Honorary Chair*  
Max Fisher

Dear Mr. Berman:

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman

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Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
David Hirschhorn  
Gershon Kekst  
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

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*Executive Director*  
Alan Hoffmann

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I hope you will be able to join us at both meetings. Please complete and return the enclosed reply form.

*Morton L. Mandel*

MORTON L. MANDEL





Peggy Tishman  
1095 Park Avenue  
New York, NY 10128  
Fax 326-4897

April 1, 1996

Mr. Morton Mandel  
CIJE  
15 East 26th Street  
New York, NY 10010-1579

Dear Mort:

It surely has been a long time since we got together, and I really miss our occasional visits.

I know that the Jewish community is about as over-programmed as any community, but I read with great regret that the Board Seminar for CIJE will take place on the evening of May 1st. That evening is the benefit for CLAL in honor of Charles and Andrea Bronfman (who serves on your board), and I thought that there would be some cross-referencing so that we would not have this kind of an overlap.

As you doubtless know, many of the people on your board are also active members of the CLAL board, and even more of them are active supporters. I don't know whether it is too late to change your date, but if not, I obviously have to regret the invitation to hear Dr. David Hartman.

I wish you a very wonderful Passover.

Fondly,

Peggy

PREMIER INDUSTRIAL CORPORATION  
FACSIMILE HEADER SHEET  
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Date: April 10, 1996

Number of Pages  
(including cover): 1

INFO &amp; TOSS

To: Fax No.:	(212) 326-4897	From: Fax No.:	(216) 361-9962
Name:	Peggy Tishman	Name:	Morton L. Mandel
Company:		Company:	
Street Address:		Telephone No.:	(216) 361-4800
City, State, Zip	New York		

Dear Peggy,

Thanks for your very nice fax indicating that you cannot attend the CIJE meeting. We'll miss you.

Peggy, the scheduling problem is really "fierce". The CIJE Board dates were set a year ago, and I'd guess that is well before the CLAL date was picked. However, these conflicts do happen because so very much is going on, and I fully understand.

Hope all is well, warmest regards.

MORTON L. MANDEL ✓

VFL

FBI

R

Alan -

FBI

R



*Chair*  
Morton Mandel

**MEMORANDUM**

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

**TO:** Board Members and Invited Guests

**FROM:** Alan D. Hoffmann

*Honorary Chair*  
Max Fisher

**DATE:** April 24, 1996

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
David Hirschhorn  
Gershon Kekst  
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

In preparation for the CIJE Board Meeting on May 2, I am enclosing an updated description of our current work. As you know, the focus of the meeting will be the recent revolution in teaching and learning in general education and the implications for Jewish education. CIJE's undertakings are informed by the changing thinking about what teachers and students need to know in order to flourish.

This revolution has the potential to transform Jewish education--from communal policy to the classroom. We are looking forward to Dr. Deborah Ball's presentation on the transformation in math education and a lively discussion on the implications of her work for the training of Jewish educational leaders and teachers.

Best wishes.

*Executive Director*  
Alan Hoffmann

*Chair*

Morton Mandel

*Vice Chairs*

Billie Gold

Ann Kaufman

Matthew Maryles

Maynard Wishner

## CURRENT ACTIVITIES: 1996

*Honorary Chair*

Max Fisher

### The Council for Initiatives in Jewish Education (CIJE)

*Board*

David Arnov

Daniel Bader

Mandell Berman

Charles Bronfman

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

David Hirschhorn

Gershon Kekst

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

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish education. CIJE's mission, in its projects and research, is to be a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions to build the profession of Jewish education and mobilize community support for Jewish education.

"Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith."

Professor Isadore Twersky, *A Time To Act*

*Executive Director*

Alan Hoffmann



## **CURRENT ACTIVITIES: 1996**

### **CIJE PILOT PROJECTS AND SEMINARS**

#### **Professors of Education:**

Fifteen tenured professors of education from among the most prestigious American universities will be attending an intensive seminar in Jerusalem this July. The seminar, co-sponsored by CIJE and the Center for Advanced Professional Education of the Mandel Institute in Jerusalem, will provide participants with a background in the issues and content of Jewish education.

These professors, Jewish themselves, will serve as consultants to CIJE in 1996 and beyond, enriching the field of Jewish education by bringing their areas of knowledge to bear on our distinctive concerns. CIJE will continue to work with the group and expand it, creating a new network of outstanding educators committed to revitalizing Jewish education.

\*\*\*

#### **The CIJE-Harvard Principals Institute:**

The second CIJE institute for educational leaders was held at Harvard University in March on the theme of "Leadership and Vision for Jewish Education." Fifty participants came in teams from seven communities, across denominational lines, to focus on the centrality of a compelling Jewish vision for effective school leadership. Lectures and workshops with a range of scholars and experts in Judaica, adult development, school governance, and other topics addressed the application of a powerful vision to the daily life of Jewish day schools, supplementary schools, and pre-schools.

In conjunction with Dr. Gail Dorph, CIJE consultants Drs. Ellen Goldring and Daniel Pekarsky, and Daniel Marom of the Mandel Institute, designed the integration of the Jewish and general themes of the program in the areas of leadership and educational vision.

\*\*\*

#### **The Teacher-Educator Institute (TEI):**

In May 1995, CIJE received a three-year grant from the Nathan Cummings Foundation to forge a national cadre of teacher educators with the expertise to design and implement new approaches to the professional development of teachers. TEI focuses on the supplementary school system, offering two cohorts, of 25 participants each, six intensive seminars over a period of two years.

Graduates of the program will serve as teacher mentors; designers of professional development; and faculty in individual institutions and across communities.

Meeting next in May, participants in the first cohort have been drawing on both Jewish and general education to rethink what teachers need to know and be able to do in order to revitalize the Jewish classroom--and how to guide real improvement in teachers' growth, learning, and practice. The second cohort is beginning its work in June.

Current participants include representatives from bureaus of Jewish education, supplementary schools, and pre-schools. The second cohort will also include representation from the denominations; additional candidates from current communities; and candidates from five new communities.

TEI is directed by Dr. Gail Dorph. Serving as advisors and faculty to this project are CIJE consultants Dr. Barry Holtz, Associate Professor of Jewish Education at The Jewish Theological Seminary of America; Dr. Sharon Feiman-Nemser, Professor of Teacher Education, and Dr. Deborah Ball, Associate Professor of Education--both of the National Center for Teaching and Learning of Michigan State University.

The project will result in:

- 1. A national cadre of 50 teacher educators.** (There is currently a severe shortage of qualified teacher educators for Jewish educational institutions.)
- 2. A CIJE Policy Brief** on the "best practices" of in-service education for teachers in the supplementary school system.
- 3. A videotape library** with an accompanying **manual**, enabling teachers to watch and reflect on the practice of their peers as an essential element in the transformation of their practice.

\*\*\*

### **The Goals Project:**

A joint project of CIJE and the Mandel Institute in Jerusalem, the Goals Project is an ongoing effort to explore the place of vision and goals in Jewish educational transformation. A central premise of CIJE's work is that such transformation cannot take place without a clear understanding of the meanings and purposes of Jewish education.

Beginning with the CIJE Goals Seminar in 1994, the Goals Project has embarked on a series of seminars and pilot projects with both lay and professional leaders and educators, under the direction of CIJE consultants Dr. Daniel Pekarsky, Professor of Educational Policy at the University of Wisconsin, and Daniel Marom, senior staff member of the Mandel Institute in Jerusalem.



Current activities include:

**1. Goals Summer Seminar:** This seminar in Jerusalem will initiate new colleagues from across the United States into our work, enabling them to contribute to the growth of the project.

**2. Goals Pilot Project:** Daniel Marom is continuing the pilot project launched in Fall 1995 with the Agnon School in Cleveland. The Agnon School, a community day school, has embarked on an intensive engagement with issues of Jewish vision throughout the school. Daniel Marom will present aspects of this ongoing case study at the seminar this summer. A written case study will result when the pilot project is formally complete.

**3. Goals Consultations--The Wexner Heritage Foundation:** Held in December 1995, the East Coast alumni retreat of the foundation addressed "What Works: Innovations for Revitalizing American Jewry," focusing on vision and leadership in four areas--day schools, summer camping, adult education, and Israel experiences. The staff of CIJE served as consultants in a year-long planning process leading to the retreat.

Consultations have also been held in Atlanta, Baltimore, and Milwaukee on institutional goals; and with the Jewish Community Center Association in the area of camping.

**4. Goals Publications and Resources:** In 1996-97, the project will produce a range of materials and resources to illuminate this work. In addition to the case study, these materials will include an essay on *The Place of Vision in Jewish Educational Reform* and an in-depth description of a vision-guided institution and its educational lessons.

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#### **CIJE Board Seminar Series:**

Beginning in Fall 1994, CIJE has held an invitational seminar twice a year preceding the CIJE Board Meeting. Speakers have included Dr. Terrence Deal, Dr. Jonathan Sarna, Dr. Arthur Green, and, in May, Professor David Hartman. Dr. Sarna's presentation, *A Great Awakening: The Transformation that Shaped Twentieth Century American Judaism and its Implications for Today*, was published in Fall 1995 as part of the CIJE Essay Series and is now in its second printing. Dr. Green's essay will be available later in 1996.

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#### **CIJE Luncheon Seminar Series:**

Since the fall of 1995, CIJE has convened an invitational research seminar that meets several times a year to consider recent academic and conceptual work in the broad field of Jewish education, identity, and policy. Participants are drawn from the greater New York area, from academic institutions, Jewish community organizations, and foundations. Presenters have included Dr. Jonathan Woocher of JESNA, Professor Michael Rosenak of the Hebrew University, Dr. Gail Dorph of CIJE, and, in June, Dr. Sherry Blumberg of HUC-JIR.

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### **The Best Practices Project:**

In May, CIJE is publishing the third volume in its Best Practices series, *Best Practices: Jewish Education in JCCs*. Co-commissioned by the Jewish Community Center Association (JCCA), this comprehensive essay by Drs. Steven M. Cohen and Barry Holtz is an examination of a setting where dynamic Jewish education is taking place. Based on six "best practice" sites, the volume describes the evolution of JCCs from primarily recreational and cultural facilities toward a new emphasis on Jewish learning by members, staff, and administration. It also discusses the professional position of "JCC Educator" and the way a national system has become a champion of serious Jewish education.

The two previous volumes in the series, *Best Practices: Early Childhood Jewish Education* and *Best Practices: Supplementary School Education*, are being redesigned and reissued in Fall 1996. The portraits in these volumes are an inventory of outstanding practice in contemporary Jewish education.

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### **The Manual for the CIJE Study of Educators and the CIJE Coding Manual:**

Conducted with the support of the Blaustein Foundation, CIJE's extensive survey of Jewish educators in our laboratory cities of Atlanta, Baltimore, and Milwaukee is now available and being replicated in other cities. The *Manual for the CIJE Study of Educators* offers directions and materials to study all the teachers and educational leaders in a community; the *CIJE Coding Manual* provides technical directions for using the materials and entering the data; and lists the anchor items to be retained for future comparability and for a continental data bank.

*The CIJE Study of Educators* was conducted under the direction of Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of the Peabody College of Education, Vanderbilt University. CIJE field researcher Bill Robinson supervised the preparation and production of the Manuals.

Now in its second printing, the *CIJE Policy Brief on the Background and Training of Teachers in Jewish Schools* draws on the study to offer hard data and an action plan for the professional development of Jewish educators.

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## CIJE PLANNING INITIATIVES

### An Evaluation Institute for Jewish Education:

In 1995, CIJE, together with JESNA, convened a first consultation toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives. As the Jewish community and its leadership allocate resources to a range of Jewish educational projects, the issue of evaluation is becoming urgent. When new initiatives are undertaken, how can their impact be measured and assessed against other approaches? CIJE is committed to increasing the capacity for research and evaluation with implications for communal policy. With JESNA, we are currently planning and designing an Evaluation Institute to be launched in the coming year.

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### Brandeis University:

With CIJE's guidance, Brandeis University has embarked on a strategic planning process to significantly expand Brandeis's role in American Jewish life and education. Together with a faculty steering committee, CIJE consultants have helped to frame the issues and guide the planning process. The president of Brandeis, Dr. Jehuda Reinharz, and his faculty Task Force are committed to building on Brandeis's transdenominational character, its Judaic studies faculty, and its dedication to training professionals for Jewish public service.

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### The Lead Community Project:

CIJE continues to work with the three Lead Communities--Atlanta, Baltimore, and Milwaukee--on comprehensive plans for the professional development of their educators. In addition, we are also consultants to these projects: **Machon L'Morim**, an early childhood initiative in Baltimore funded by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund; the **New Atlanta Jewish Community High School**; and, in Milwaukee, a **Masters of Judaic Studies in Jewish Education**, a pioneering M.A. program funded by the Helen Bader Foundation. The M.A. degree, from the Cleveland College of Jewish Studies, will be earned by Milwaukee educators in a distance-learning program of the Lead Community Initiatives project of the Milwaukee Jewish Federation.

CIJE is also in consultation on the professional development of teachers with **Torah U'Mesorah**; and with **Beit Rabban**, a new day school in New York City that has recently received a major grant for intensive pre-service training of day school teachers.

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