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February 2nd, 1998

Board Meeting

Agenda

Chairman's Council

Master Schedule Control

Minutes

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

AGENDA

Monday, February 2, 1997

9:30 am - 4:00 pm

New York

	<u>Tab</u>	<u>Assignment</u>
I. Master Schedule Control	1	LP
II. Minutes	2	KJ
III. 1998 Budget		KAB
IV. JEWEL Planning	4	EG/GZD
V. Leadership Forum	4a	CR
VI. Updates	4b	KAB

MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 10/6/97

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CONFIDENTIAL

MINUTES: CIJE BOARD OF DIRECTORS MEETING
DATE OF MEETING: February 2, 1998
DATE MINUTES ISSUED: February 23, 1998
PARTICIPANTS: Lester Pollack (Chair), Karen Barth, Gail Dorph, Ellen Goldring, Cippi Harte, Lee Hendler, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Michael Rosenak
COPY TO: Pearl Beck, John Colman, Seymour Fox, Adam Gamoran, Nellie Harris, Annette Hochstein, Stephen Hoffman, Elie Holzer, Lisa Malik, Morton L. Mandel, Nessa Rapoport, Susan Stodolsky, Henry Zucker

I. Master Schedule Control

The meeting was convened at 9:30 am. Alan Hoffmann, Barry Holtz and Michael Rosenak, guests from Israel, were welcomed to the meeting.

Condolences were extended to Dan Pekarsky and his family on the death of his mother and to John Colman, who was unable to attend the meeting due to the loss of his sister. The following attendance updates were made: Nessa Rapoport has begun her maternity leave; Adam Gamoran is on sabbatical in Israel for the remainder of the year; Dan Bader has officially resigned from the Board of Directors, due to scheduling difficulties. Mort Mandel and Steve Hoffman were also unable to attend.

The Agenda and Master Schedule Control were reviewed. The next Board meeting will take place in six weeks on March 19, with a gap until June 23 for the subsequent meeting. The first meeting of the Chairman's Council will be held on February 3 in New York.

II. Minutes

The minutes of the December 3, 1997 meeting were reviewed, corrected, and accepted.

III. 1998 Budget

The proposed 1998 budget was presented. We are currently operating under tentative budget approval from the Chair and Founding Chair for 1998, pending Board ratification of the 1998 budget.

The budget reflects the project-based structure of the strategic plan. The 1998 Workplan, originally containing 36 projects, has been tightly focused and condensed to 15 key projects in three areas: Leadership Development (JEWEL), R & D, and Consulting Firm Without Walls (CFWW).

The proposed 1998 projects were reviewed. Project areas have undergone substantial growth in the 1998 Workplan, including absorbing the start-up costs for the Forum, JEWEL, CFWW, and hiring a full-time fundraiser.

Incorporated under the leadership development umbrella are established JEWEL leadership projects, such as TEI, and new initiatives including: the Leadership Forum, the National Jewish High School Leadership Seminar, the Rabbinic Education Conference, and the Evaluation Institute. TEI commands a large percentage of the budget because it is a keystone program. TEI's curriculum for teacher training, will become a cornerstone of JEWEL.

The research projects under Research and Development are important for further developing our strategies and our philosophy of educational change. The think tank on institutional change will serve as a school of thought for CFWW.

On the Workplan for CFWW in 1998 are the development of a business plan and the hiring of a project leader. Three consulting pilot projects currently led by CIJE staff, Torah Umesorah, JTS and She'arim, will serve as a model for CFWW, developing CIJE techniques for consulting. In the Professors Group, 19 of the 22 members are currently doing consulting work referred to them by CIJE, which will be grouped under CFWW.

Located under Administration are costs for the Board and staff meetings and fundraising. Direct costs of travel, supplies, and other project-related expenses are reflected directly on the project lines.

The run rate of the last quarter of 1997 had increased from that of the previous three quarters of the year. This was attributed to additional staff members hired at the end of 1997, the move to a larger office, and moving the controller/financial position and operations to New York.

Funding will be sought for specific projects from new sources as well as from established sources. Growth in project areas will be funded by increasing the contributions from current funders and well as commitments already received from others. The gap currently is at \$350,000 for which new funding will be needed.

Staffing for 1998 was reviewed. Two and a half new positions are projected for 1998. The first is a research/evaluation director to manage our research projects as well as to evaluate each of our programs. The second position will be a full-time fundraiser; finally a half-time position which will be shared with CAPE will be a recruiter. The total senior staff count will be 10 ½ and 8 support staff. This number can be accommodated in the existing office space.

Three main mechanisms are in place for control and supervision of the budget: 1) the budget for individual projects will be supervised by the project manager who will receive monthly budget reports reflecting projected and actual expenditures; 2) Quarterly budgets vs. actual reports; 3) Specific events budgets to track projects and ongoing project expenditures.

After the discussion, the Board ratified the 1998 budget.

IV. JEWEL Planning

Michael Rosenak, Mandel Professor of Jewish Education at the Melton Centre at Hebrew University, led a text study session on a portion of Nevi'im (II Kings, Chapter 5). The text related to our work on "what it means to lead Jewishly." This study session is an example of the type of text learning that is part of the planning process for JEWEL.

Ellen Goldring presented the planning process for JEWEL. Its goal will be to provide an integrated approach to the recruitment, placement, and development of senior lay and professional leaders. The organization's three functions—recruitment and placement, preparation and development, and planning for personnel needs—would be closely linked. JEWEL would be geared to current and potential lay and professional leaders, bringing in leaders that are already involved and use a mentoring/assessment/training model to further develop their knowledge and skills.

Phase 1 of the planning process, which has already begun, seeks to clarify the objectives and educational philosophy of JEWEL as well as to refine our existing JEWEL pilots. In Phase 2, beginning in September 1998, a business plan for JEWEL will be developed and a flagship long-term program for senior Jewish leaders will be designed and implemented. Additional questions to be defined in the planning process are: Will JEWEL grant a degree or other academic credit? Will JEWEL programs be tailored for individuals? The discussion on the JEWEL planning process will be continued at future meetings.

V. Leadership Forum

The Forum Planning Committee members include: Chuck Ratner, Cippi Harte, Karen Barth, John Colman, Gail Dorph, Lee Hendler, Steve Hoffman, and Esther Leah Ritz.

Chuck Ratner, Chair of the Forum Planning Committee, presented a report on the work of the committee. The goals of the Forum were reviewed, and brought to the Board for feedback and approval. The best means for achieving the long-term project goal was defined as attracting those participants with the capacity to affect change in their communities. It was decided that our approach should be to attract "stars" and future stars and that representation from institutional, communal, and national spheres is paramount. The committee recommended that the forum target lay and professional leaders regardless of position, with particular focus on communal leadership from lay communities. The goal is to have 200-300 participants at the March 1999 conference. Additional groups of individuals, institutions, and foundations will

be consulted to solicit ideas and input on the planning process. These “spheres” will serve as a sounding board for the planning process. Discussion on the theme, approach, and foundation involvement are on the agenda of the upcoming committee meeting and will be brought back to the Board at a future meeting.

VI. Updates

A. Chairman's Council

The first meeting of the Chairman's Council will take place in New York on the morning of February 3, 1998. The group is comprised of key leaders who are interested in working with CIJE but do not have the time to commit to participate on the Board level. The strategic plan, CIJE's current activities and a draft of the CIJE brochure will be reviewed at the meeting. A second meeting will be held in the upcoming months.

B. Policy Brief

The Policy Brief on Professional Development will be published in the upcoming year. The Policy Brief will contain a portrait of the current state of professional development in Jewish education as compared with the state-of-the-art practices in general education. It will include the underlying assumptions, elements, structural characteristics and specific practices of good professional development, including a statement on what professional development should look like in a Jewish school as well as a plan for action-recommended strategy. The conclusions are based on research from the three lead communities as well as ideas developed from TEI.

C. National Jewish High School Leadership Seminar

Led by Dan Pekarsky with Daniel Lehmann, Headmaster of the New Jewish High School of Greater Boston, the Seminar will be an ongoing cross-denominational study group for the lay and professional leaders of Jewish High Schools from across North America. The seminar is designed as an opportunity for the leaders of these schools to wrestle with basic concepts of purpose and to examine the critical questions involved in the creation and implementation of a Jewish high school. A small meeting of Community High School leaders was held in February 1997 to gauge the interest in such a group.

The first meeting of the expanded group, including 30 lay and professional leaders from 9 different institutions, will take place in Boston on March 8 and 9, organized around issues of spirituality, especially in a pluralistic environment.

D. Leadership Seminar at Harvard

The Leadership Seminar entitled, “Leading Jewishly: Exploring the Intersection of Jewish Sources and the Practice of Educational Leadership,” was held on December 7-10 at Harvard University with 72 participants in attendance from a broad range of communities. The feedback from participants was extremely positive. They described

the Seminar as a powerful experience that they would bring back to their work in their communities.

E. Recruiting Conference

Organized by The Wexner Foundation and CIJE, the conference will be held in Boston on March 7 and 8. It is designed to reach out to college students, to encourage them to consider careers in Jewish education.

F. CIJE Brochure

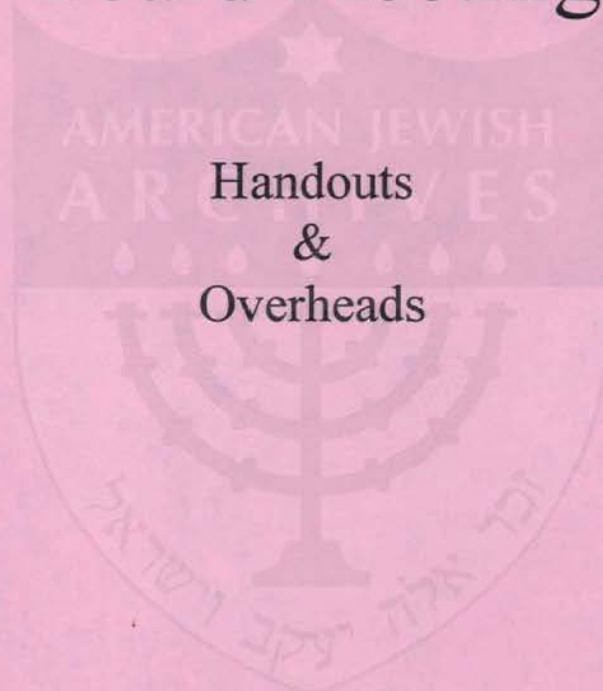
A black and white draft of CIJE's brochure was distributed. The brochure is scheduled for publication in the upcoming months.

The meeting was adjourned at 3:00 pm.



February 2nd, 1998

Board Meeting





CIJE Council
for
Initiatives
in
Jewish
Education

MEMORANDUM

Date: January 27, 1998
To: CIJE Board of Directors
From: Karen A. Barth
Re: Board meeting of February 2, 1998

This is to confirm that the next meeting of the CIJE Board of Directors is scheduled to take place from **9:30 am to 4:00 pm on Monday, February 2nd** at 15 East 26 Street, in the 10th floor conference room.

The major focus of our agenda will be the 1998 budget, JEWEL planning and the Leadership Forum.

Enclosed are items for your review prior to the meeting:

1. Minutes.
The minutes from the December 3, 1997 Board meeting are attached.
2. Publications update.

If you have not done so already, please call Chava Werber at 212-532-2360, Ext. 11, to indicate your attendance plans.

We look forward to an interesting discussion.



M E M O

To: Board Members
From: Nessa Rapoport
Date: January 27, 1998
Re: Report on CIJE Publications and Dissemination

**AMERICAN JEWISH
ARCHIVES**
Publications and Dissemination

The CIJE Study of Educators: Update

CIJE's research tools continue to be valuable to a range of communities. In addition to their initial use in Atlanta, Baltimore, and Milwaukee, the CIJE survey and manual have now been used in studies conducted in Cincinnati, Chicago, Cleveland, Columbus, Kansas City, and Seattle. The most recent request for our survey instruments came from London, England.

Peabody Journal of Education: "Educational Leaders as Teacher Educators...A Case from Jewish Education," by Barry W. Holtz, Gail Zaiman Dorph, and Ellen B. Goldring

This article on TEI as a case of leadership education, which you received in the fall, was distributed at a well-attended seminar on Jewish education at the GA; and to the board of the Nathan Cummings Foundation, as partial funders of TEI. It is also being sent to members of the Network for Research in Jewish Education; to members of ALOHA (the association of college-level Jewish education programs); and to current participants and alumni of TEI, the Harvard Leadership Institute, and the Jerusalem Fellows. Total: 600 copies.

Network for Research in Jewish Education

Gail Dorph is the program chair of the annual conference of the Network, which will take place in June at the Cleveland College of Jewish Studies.

CIJE Research Presentations

Adam Gamoran will be making a number of research presentations in 1997-98:

November 24, 1997: ***"Jewish Schools, Jewish Teachers, and the Jewish Future"***: Madison, Wisconsin: Community Center for Adult Jewish Learning.

April 1998: CIJE's research on Jewish educators will be presented at a conference entitled ***"Judaism, Jewish Identity, and Jewish Education"***: Bar Ilan University.

July 1998: Adam has been invited to submit a proposal for a paper at a session entitled ***"Public, Religious, and Private Education"*** at the World Congress of Sociology in Montreal. (The theme of the Congress is *"Social Knowledge: Heritage, Challenges, Perspectives."*) He will speak about professional development in Jewish education, based on the CIJE survey of professional development programs. An academic journal has expressed interest in publishing the papers from this session.

At the Congress there will also be a working group on social indicators. Adam's proposal on ***"Social Indicators of Religious/Ethnic Heritage: The Case of North American Jewry"*** has been accepted. He looks forward to receiving feedback on CIJE's approach from people working in this area.

CIJE Education Seminar

On December 16, Dr. Alisa Rubin Kurshan, Executive Director of the Jewish Continuity Commission of UJA/Federation of New York, discussed an excerpt of her dissertation, ***"Vocation and Avocation: A Case Study of the Relationship between Jewish Professionals and Volunteer Leaders in Jewish Education."***

Dr. Kurshan's work focuses on the professionalization of the governance structure of a Jewish day school and the questions it raises: What does it mean to generate commitment, allegiance, and community in a voluntary setting? How is the nature of Jewish volunteerism unique? And what are the policy implications for Jewish communal planners?

A lively discussion ensued among the seminar's attendees--educators, researchers, communal professionals, and academics in Jewish education representing the range of denominations.

We have enclosed the paper for your interest.

Publications Scheduled for Winter/Spring 1998

The CIJE Brochure

The CIJE Strategic Plan (a version for the public, as we continue to receive requests)

Study Guide for Transforming the Aleph by Arthur Green

The Teachers Report: A Portrait of Teachers in Jewish Schools

The Leaders Report

In addition, Barry, Adam, and Gail have begun to work on the next CIJE Policy Brief, *The Professional Development of Teachers*, which will summarize CIJE's key research findings and policy implications for communities.



Excerpts from

**“Vocation and Avocation: A Case Study of the
Relationship between Jewish Professionals and
Volunteer Leaders in Jewish Education”**

ARCHIVES

by

Dr. Alisa Rubin Kurshan

CIJE Education Seminar

December 16, 1997

Chapter 1

INTRODUCTION

It is a brilliant, sunny, and breezy autumn day, and the chill in the air is invigorating. The excitement is almost palpable. Cars must park several blocks away as several hundred people pour into the sparkling new building. Parents and guests admire the bright, primary color window frames in this building that was once a warehouse. This 55,000 square foot fully carpeted and air-conditioned facility is the new home of the fourth through eighth grades of the Masoret Day School. Conveniently close to the lower school, located just 6/10 of a mile walk through a wooded path and a three mile drive, this facility is a dream come true.

With several common areas for T'filah and class meetings, spacious lockers for all students, computer labs, resource rooms, an impressive new gymnasium, and large, bright classrooms, this building has the potential to generate a new excitement for learning that most educators can only dream of providing. Moving from an old building in poor condition which it leased from the city, the Masoret Day School community is filled with pride as it gathers together today to dedicate its new and permanent home.

Board members, community and civic leaders, past presidents, alumni, parents

and teachers are in attendance at this gala afternoon affair. This is a milestone in the history of the Masoret Day School, putting many in a reflective mood. Many of the highlights of the early history of the school are recalled by the speakers at the dedication. The challenges that the school faced in becoming an established institution - hiring a full time head of school, achieving fiscal solvency, finding a permanent site - are alluded to by one of the co-chairs of the event. Many in the room are privately recounting some of their own personal memories of the early years of the school.

This event is the culmination of years of hard work on the part of the board, the development office, the chairs and leaders of the capital campaign, and the head of school of Masoret. People are wishing one another Mazal Tov; the elegant food, and beautiful plants and flowers which decorate the lobby and hallways add to the festive atmosphere. One current board member is asked her schedule for the week so that a meeting can be set with several people to work on school issues, and she responds: "This is one day that I did not bring my calendar. Somehow, it felt wrong to bring it with me today. It feels as though it is Yontif today!"

Yet coupled with a feeling of accomplishment and festivity is the clear sense of acknowledgment that this is only one, albeit significant, step in a long process of improving the Masoret Day School. The successful completion of this new building is the result of a long and arduous process which began more than five years ago.

"Improving the educational facilities" was one of six major goals set forth in the long-range plan of 1991. It is the process of working toward these goals of the

long-range plan that I have been witnessing up close and studying from afar as I have observed, monitored and interviewed members of Masoret for the past six months.

This is a research project which stemmed from my interest in the relationship between the lead Jewish professional and the volunteer leadership of a particular school community but which quickly broadened into a study of the governance structure of the school. As my understanding of the culture of Masoret grew, I came to appreciate that the volunteer leader- professional relationship is viewed by both the head of school and the volunteer leadership as only one critical factor amidst a broader institutional concern for governance.

Both the volunteers and professional leaders in the school are seeking strategies to improve their relationship in order to help the school realize its potential. The entire governance structure has been changing during the last five years and therefore, to study the nature of the relationship between the professionals and the volunteers is to witness an instance of institutional change. This is a story which actually begins in 1990.

ANTECEDENTS TO THE LONG-RANGE PLAN

Most of the people from the Masoret Day School agree that the current school is in vast measure a reflection of the changes which began with the engagement of an

outside consultant in 1990 to conduct an institutional assessment. Both the head of school and the president also agree that the nature of their current relationship continues to be a result of the reverberations of the 1990 assessment done by the consultant, William Seeley. It is important to try to appreciate what type of setting this outside consultant encountered when he first walked into Masoret.

The school was almost thirty years old at the time, and it was a large and thriving institution. It enjoyed a reputation as a quality Jewish day school with a nationally renowned head of school. Dr. Solomon Levy, the current head of school, had served in this capacity since 1978, and under his stewardship the school had grown from 196 students in one building to 466 students situated on two campuses, each with a campus principal who reported to Dr. Solomon Levy. Eleven years later, Dr. Levy enjoyed popular support and was rightly proud of the school's many accomplishments.

Nevertheless, during the 1989-1990 academic year, Dr. Levy and several of the board members and parents began to ponder about the next stage in the school's development. The school was not specifically seeking more students, but rather was looking for ways to improve the quality of education that its current students were receiving. The question people were asking aloud that year reflected a question that had been building privately for several years: What does a school do to improve when it no longer seeks to grow in numbers?

Solomon Levy describes a gnawing sensation that he was experiencing during

that year. He worried that the reputation that the school enjoyed might be undeserved and that the quality of teaching was uneven. He was unhappy with the way decisions were being reached in the school, and he was concerned about complacency. Ever committed to self-improvement, it makes sense that Levy would worry that the school should not simply be satisfied with the success it had achieved so far.

Although he could not yet articulate precisely what change was needed, Levy felt that the school needed help to progress to a new stage in its development. There were several key members of the community who took their children out of the school during that time because they felt that the educational quality was suffering. There were teachers who did not belong in the school because of their poor skills and/or lack of commitment to values and practices of Conservative Judaism, and there was clearly a concern about the failure of the school to retain students in the transition to the middle grades and from one building to the other.

It was at this point of the school's history that Levy heard from a colleague about the excellent job William Seeley had done in another Jewish day school of similar size in helping the school to recognize the challenges it faced and to develop a long-range plan for the future. Seeley, an educational consultant, was hired by the school in 1990.

Today the head of school readily admits that he could not have predicted how wide-ranging the ramifications of the consultant's report and subsequent recommendations would be. "Much of what I am dealing with today on a regular basis

in terms of defining my role vis- a- vis the faculty, the president, the board, the committees and the community at large, is a direct outgrowth of the William Seeley report." In fact, Seeley's report has become such a part of the ethos of the institution that several present and former board members breezily refer to his recommendations and the lessons that he taught the school as "Seeleyisms."

Seeley spent three days in the Masoret Day School in May 1990 after reading what one board member described as, "a huge amount of stuff, eight inches high of paper." Seeley encountered a school in which he found many strengths. He outlined them carefully and noted that the school was at a turning point in its history: "Masoret rightly relishes the first calm in its history and it finds itself in new territory." But he also noted that there were areas in need of improvement.

Its very success has placed it in competition with the area's finest independent and public schools-- and has attracted a far broader and in some ways different constituency. Yet in definition of mission, refinement of program, security and appropriateness of facilities, and adequacy of governing structures, Masoret has yet to show necessary and corresponding growth. To move into adulthood from its hard-won adolescence will require hard work. Although the school has the luxury of a long term relationship with its head of school, the governance structure is in tremendous need of improvement.

It is these issues of governance structure and the process of change that bear directly on the research question of the volunteer leader- professional relationship. The board of directors was an unwieldy size. Forty people generally attended the monthly board meetings, but there were more than one-hundred people who were officially

members of the board. Additionally, board meetings were open, which meant that anyone could attend and raise any issue of importance to him/her. There was an acute lack of focus and severe discontinuity at these meetings and the board functioned largely as a "rubber stamp" in the decision-making process to the executive committee. This executive committee met on a regular basis to discuss the confidential matters of the school and to reach many of the critical decisions that determined the course of the school. With eighteen people on the executive committee, Seeley suggested that even it was too large "to handle especially sensitive and confidential matters."

He also concluded that the head of school's time was inordinately spent on "administrivia" and that he needed time to focus more closely on the students, the faculty, and the program. Seeley's descriptions of the governance structure of the school as a "parent co-op" and of the head of school as "running around swatting flies" spurred everyone to consider new ways of managing the day-to-day operations of the Masoret Day School. Perhaps ironic for a school almost thirty years old, buried in his lengthy written report was Seeley's contention: "Right now the school is without a single nerve center; it is not yet an adult."

Several past presidents describe the pre-Seeley early years with Dr. Levy as the head of school as a time when Dr. Levy was a "key member of the team, a team player." One past president indicated that during the board meetings, Levy would generally "act like an equal member of the team." His strength was (and is) as a

consensus builder and a community builder.

As Levy describes himself, "I wanted people to be happy and to feel connected to the school. I was more of a team player than an educational leader. Perhaps it was my youth, my inexperience, or maybe simply my personality." A clear picture emerges of the president and the head of school putting their heads together to solve problems. The line between the head of school's job description and the president's was very blurred. "It was cozy and supportive," explained one past board member. "I handled the teacher negotiations, not because I thought Solomon was incapable, but he didn't seem interested. After all, he is a Rabbi, not an MBA; so I just helped out and did my part."

When it came to the budget process, Solomon was very involved on the committee level, but did not play a visible role in the process on the board level. In fact, one board member developed the strategy for the board to vote their "choice points" in order to reach agreement. This meant prioritizing items in the budget according to a preference while all along understanding that voting "a" higher on the list than "b" might eliminate "b" from the budget. One former president lamented, "I always wanted Dr. Levy to articulate his choice points first. I believe that the budget reflects the mission of the school and no one should be able to articulate that better than the head of school."

As is common in all Jewish day schools, the board at Masoret was comprised almost exclusively of parents of students. The head of school did little to cultivate

people to express allegiance to the school outside of the board, or to build a constituency of community leaders, Jewish professionals, parents, or even teachers who felt a personal allegiance to him.

Yet it was more than the governance structure, the decision making process and the head of school's relationships that were in question during the institutional assessment. In truth, the "gnawing feeling" that the head of school describes today was also due to less-than-excellent education taking place within the classroom. The explosive growth of the school in the early eighties caught the school breathless. The administrative structure did not keep pace with the new needs of the school. Very few teacher evaluations were conducted. The head of school was evaluated only twice in sixteen years. Teachers who did not reflect the mission of the school were hired, and many people began to wonder about the quality of education which their children were receiving.

In addition, as the numbers increased, the range of both the student and parent bodies grew more diverse. It became evident that the original mission of the Masoret Day School might not be entirely clear to everyone involved in the school. One volunteer leader, who was president of the parents' association during that period of explosive growth, recounted her feelings during that time:

It was a really exciting and at the same time scary period of growth for the school. On the one hand, you had people who were choosing to send their children to our school over some of the best private schools in the area. That certainly made us feel good that they thought of us as better than Stevens Academy, for instance. But at the

same time, it would worry some of us "old-timers." Was this good for our school that kids who could be happy at Stevens were choosing Masoret? How will they change the culture of our school? Will Jewish values become more diffuse? Can we feel confident that birthday parties will be kasher? It was around that time that we started the parents' association adult education classes.

Consciously or not, we were trying to find ways to teach the parent body about Judaism to help connect them to what we were really about. I wish this had been going on for the teachers as well. They needed it too.

But it was Seeley's coinage of the phrase "parent co-op" to describe the nature of the school that became the catch-phrase of all that was unwieldy and unmanageable in the school. One parent and former board member strenuously objects to Seeley's depiction of the school as a "parent co-op." She argues:

The term conjures up images of meddlesome parents and that is totally unfair. Parents were involved in lots of things in the school- because the school couldn't afford to pay for anyone to do these things like transportation, helping out in the office, etc. If parents were involved in areas they should not have been, no one told us to get out. There was a vacuum left by the administration and we parents and board members who cared deeply about the school stepped in. But we were never discouraged from doing so. Seeley's report gives parents a bad rap and I think unfairly so!

Interestingly enough, however, William Seeley's concern about the parent co-op model was not new to the school; only the label was. Almost everyone invokes the Seeleyism, "The school was being run like a parent co-op" as the beginning of the change towards professionalism and role clarity in the volunteer-professional

relationship, yet attempts to change this model actually preceded his analysis of the school by more than eight years. This original attempt at change in 1982 seems to have been a foreshadowing of the events that ensued following the William Seeley report. Although it took a great deal of time and a thorough deliberative process, the board (following the long-range study of 1990) ultimately followed a very similar course of action to that which the educational policy committee instituted in 1982.

There was always an education committee in the school. Its function was to oversee the educational program of the school. It is considered a committee of the board of trustees. This large committee consisted exclusively of parents and, as in the board meetings, the meetings were always open. As early as 1981, only three years after Dr. Levy's arrival at the school, he and the chair of the education committee sought the support of the president of the school to change the nature and structure of the education committee. The president unilaterally changed the committee to reflect the concerns expressed. The committee was downsized from approximately twenty-five members to ten members (which included the head and two teachers), its meetings were closed, and the education committee shifted the focus from discussing the operations and curriculum choices to setting policy for the school and reviewing the curriculum. It was at that time that the committee changed its name from the education committee to the educational policy committee (EPC).

According to the head of school, the productivity of the committee dramatically improved, and shortly thereafter, the committee began a process of self-study in

preparation for the Independent School accreditation visit. As a reflection of the change in approach and increased level of seriousness with which committee members approached their newly constituted committee, the head of school and a member of the self-study committee pointed out that the self-study was even chaired by two volunteer committee members rather than by the head of school of the school.

Although all the volunteer members of the educational policy committee were parents, the change in name and structure forced a new outlook on the role of the committee in general, and on their respective roles as individual committee members.

One committee member expressed it well:

I was still a parent of a fourth grade student, and I didn't care any less about the quality of her education, but I learned that I was not sitting in the room as a parent. I was on the EPC as a volunteer leader who had to consider the best interests of the school as a whole. I surely was not always successful, but I was conscious of it thereafter.

As one of its first tasks as a newly reconstituted committee, the EPC produced a document which articulated five goals for itself. This document reflected the desire for the committee to move away from micro-managing the school in partnership with the head of school to independent policy making.

It is interesting to note that although the change in the title of the committee endures, the role of the EPC as a policy-making body blurred once again in the 80's. The EPC could not singlehandedly re-create the norms of the total school community. The culture of the board of trustees and the school in general was too powerful for the

EPC's changes to be long lasting. Some argue that the board's operational style made the goal of the EPC impossible to sustain. One member of both the EPC and the board during the early and mid- 1980's reflected on the school governance structure at that time:

It was almost silly. I would be sitting at an EPC meeting and an issue such as why the students in the fifth grade seemed to be having so many problems in math would be raised by a parent. Then the chair would try to explain that it wasn't really the proper place to discuss it, and then the EPC member [who voiced the concern] would say that it was already discussed at the board of trustees meeting!!

In truth, William Seeley sounded a warning cry in 1990 to the school's administrative leadership that it had better clean up its act. It also poured cold water on the board, warning that the school did not reflect a professional operation. He did not specifically address the issue of the relationship between the volunteer leadership and the head of school at Masoret, but the implications of his findings would take the school down a path that would soon bring the issue to the fore.





SHARED VISION

There are three different levels on which the status of shared vision must be explored: the relationship between the head of school and the president, between the head of school and the board, and between the board (including the head of school) and the parent body. The president and the head of school have an excellent working relationship. Although their styles are quite different, their strengths complement one another's quite well.

Larry Artzen, the current president of Masoret, is a committed Conservative Jew. A product of Camp Ramah, he is a regular Torah reader in his Shabbat morning service and chose to live in this community, in part, because of Masoret. One parent in the school who prays with Larry suggested:

I have no idea if Larry is a good president of Masoret or not. The truth is, he is not a big money man or even a big fund raiser. I think the school has missed the boat with him because the best thing about Larry is his goodness. He should be interviewed in our newsletter—his family featured and photographed. All of his kids have gone to Masoret and his wife works for a Jewish organization. They are your model Conservative Jewish family, and they represent the best in us. That he is our president says more about what we stand for and what we value than anything else. He could serve as a role model to all potential presidents and leaders in our school.

Artzen's involvement with the school began many years ago when he was asked to join the board at a time "when everybody belonged to the board". He sat at board meetings and realized very quickly that there were some serious unresolved issues about the structure of the school. He became involved in a committee to look at the financial organization of the school, and after the committee did much research and issued some recommendations, the executive committee (which at that time assumed the role that the board plays at present) rejected the plan.

Artzen claims he learned from this experience that there was a culture in the school that was resistant to change. He also argued that "there is something wrong with a process when a committee gets so far in a study that it makes recommendations

only to have them totally rejected.” He learned a great deal about process and he decided to learn more about the culture of the institution. He was soon asked to serve in several leadership capacities.

As chair of the educational policy committee at the beginning of the downsized board, Artzen was passionately committed to the new governance structure. He made it his mission to use the EPC as the venue to teach about the need to change the structure and responsibilities of the volunteer roles. That meant clearly defining the educational policy committee as a sounding board for the policies of the school and the head of school as fully responsible for the daily management of the school.

He argued that the new governance structure had to be understood as more than just a downsizing of the board; it also had to be understood as a change in roles for everybody. The role of the members of the EPC was clearly distinguished from that of the professional staff. Committee members were slowly educated about the differences between policy-making and management decision-making. As Artzen describes it, it was and still is a slow learning process, and there have been several disappointments along the way. Nevertheless, over the course of a retreat, the EPC developed action plans to try to establish educational priorities for the school.

Artzen admits that he worked alone and not sufficiently in collaboration with the head of school to educate the committee. “I was ahead of the curve on this one, and devoting the time that I should have to engage Levy in the process was hard.” Artzen has not made the same error a second time. As president, he tries to keep the

exchange with Levy as fluid as possible in order to remained focused on their shared vision for Masoret.

Although there is never really enough time, he claims he makes more time than he would have dreamed possible. His vision for the school is to institutionalize a change in culture, so that process is respected and accountability of the professionals makes the need to keep volunteer leaders out of operations relatively simple.

Artzen even goes a step further than anyone else in the school when it comes to defining roles. He argues that the head should be developing all the policies of the school and defining the educational program in the school. The EPC, the board, and all other committees should act as sounding boards and ratifiers, but subcommittees should not be generating policy decisions. He wants the head to stand out alone as the policy formulator, the educational leader and the visionary for the school. Ostensibly, Artzen rejects the prescriptive advice offered in the non-profit literature that maintains that "the greatest sinner is the president who far too often gives over responsibility to the executive director" (O'Connell 1976). He is probably most aligned with Drahmman's definition of the Catholic School principal: "the principal is the leader of the board, initiator of educational policy, the teacher of the board, the motivator of the board to inspire and challenge board members to growth in the sense of the mission" (Drahmann 1989).

In shepherding the change process carefully built by his immediate predecessor, Artzen appears to be the extremist among the rest of the leadership of the school. His

vision assumes a great deal of leadership strength on the part of the principals and head of school. The head of school is trying hard to catch up to a president who desperately wants Levy in front leading the way through this change process.

Since this is Artzen's last year as president, it is unclear if his vision of the appropriate governance structure will be achieved. As he readily admits, the school has not yet reached his goal, and the change he desires is a long way from being institutionalized. Some board members vehemently disagree with this vision and assume it will never be realized. Several admit privately that his vision goes too far and will not serve the institution well since it is too restrictive of the volunteer leadership. Others are not as sure, but realize that his term of office is shortly coming to an end and do not believe that "his" vision has become the "common" vision. Most of the board members seem to accept a more pragmatic, ambiguous model of leadership.

Not one to use any words cavalierly, Artzen is deliberate when he describes his relationship with Dr. Levy as a partnership. He argues that once an institution engages someone to be the head, the volunteer leaders have a responsibility to form a "critical partnership" with that individual by engaging in "critical conversations and defining conversations to help facilitate the process of growth."

In that spirit, the two leaders speak in one voice at meetings and are very supportive of one another. There is no backstabbing or pettiness in their relationship. Regarding the mission of the school to improve the quality of education for every

student, the two share a similar vision for the future.

In the area of process and job delineation, however, the two stand apart. They do not disagree with one another, but are at different points in the process of change. Artzen seeks greater leadership, direction and initiative from the head of school. Levy claims that he is personally committed to the change process as he understands it. Yet, it appears that he is still trying to catch his breath and is unsure what next steps he should initiate to move the process of change forward.





Chapter 3

COMMITMENT

RECRUITMENT OF VOLUNTEER LEADERSHIP

The volunteer leadership of the school, as represented by both the current roster of the board of trustees as well as the list of past presidents and past leaders associated with the school is an impressive group of individuals who command the respect and high regard of many in the broader Jewish community. Masoret's stature in the local community was not easily attained. In the early years, battles for funding, space and stability tapped the energies of a few remarkably capable, dedicated and generous individuals. Without their commitment to Jewish education and their faith in the Masoret Day School to provide quality Jewish education, this school would not have survived. The reality today is quite different. The involvement of volunteer leaders in the Masoret Day School remains strong, and a more diverse group of individuals than in the past leads the school. Masoret has worked hard to cultivate new leaders who have been previously involved in the community Jewish federation, the local Jewish community center, and different local synagogues.

In previous years, when board meetings were a chaotic exchange of suggestions, complaints, and decision making, the board did not attract or seek leaders

outside the parent body. For the most part, trustees were parents of current students within the school. After the recommendation of Seeley to broaden the board to include "past-parents, alumni, and members of the broader community", and the recommendations of the ad hoc committee on governance that "fifteen of the trustees should be current parents, three trustees should not be current parents, at least one trustee should be an alumnus," significant changes were made to the composition of the board to reflect those recommendations. Printed agendas and a more professional tone to the board meetings contributed to the board feeling better about itself. In the words of a past board member, "the board is now a bonafide governing body and not a circus."

The head of school explains that the board of trustees had to "aim high to improve the quality of its board meetings before it could attract big names in the Jewish community." Today the board boasts some of the top names in Jewish communal life in the area. Even more striking is the fact that several presidents have remained very much involved in the school in leadership capacities. For the most part, the presidency has not been used by them as a "stepping stone" to bigger and more visible positions in the Jewish community. The immediate past president has assumed the position as co-chair of the committee on trustees; and the chair of the just completed capital campaign served as the chair of the long range plan immediately after his presidency.

As part of the responsibilities of serving on the board, each member of the

board of trustees must serve on at least one committee of the school. There has been a concerted effort to move the deliberations and brainstorming sessions out of the board meetings and into the committee sessions. This results in time-consuming meetings several nights a month for board members. The time that these individuals give to the school is a reflection of their commitment to the school.

In addition, the process of selecting people to serve on the board of trustees or even a committee of the school has radically changed in the past few years. One former board member described the process:

In the old days, all you had to say was, 'I want to get involved' and poof! You were on the board. Then, after the downsizing, it was who you knew. If you were friends with the head of school, you were in. But now, the school is really trying to clean up its act.

The school now formally asks that all parents who are interested in serving the school on any level respond in writing by a certain date. The vice president for committees reads through all of the forms and schedules interviews with each person to ascertain the individual's areas of expertise, commitment to the school, appreciation of the mission of the school, and leadership potential. The board has recently formed a human resource development committee to create a database for volunteers and a process for nurturing potential leadership. It is seeking to help board members become "successful trustees," and to track the development of these designated "potential leaders" within the school committee structure.

As of December 1995, twenty-five individuals asked to be assigned to a

committee; twenty had been assigned within four months. This strategy fosters a sense of seriousness regarding leadership appointments in the school. According to the vice president:

It also lessens the chances that people with hidden agendas or who are too small minded or selfish to see the big picture or those who are very ambivalent about the mission of the school get into positions of power.

On the other hand, the process can also be construed as controlling, alienating and judgmental. One very thoughtful former board member who often asks difficult questions and plays the role of the contrarian comments bluntly:

What are we so afraid of? So, maybe someone who isn't a "perfect fit" for the school will assume a seat on the board. So what? Maybe we will all learn from that person at the same time that he/she will learn from us? And why are we so elitist? It is not good for the school to alienate so many eager volunteers. Truth is, there have been so many people that we have kept out of the board because the head of school warned us that the person was not "leadership material" and then after a few years when we would be desperate for new faces we would put those very same people on and they have proved time and again to be wonderful workers and great assets to the school. I really wish we could open the process up a little more.

In truth, the decade of the 1990's has been an exciting time to be involved in the Masoret Day School. The success of the capital campaign and the completion of the new building have given the school an excellent reputation as a successful enterprise in the Jewish community. There has been a greater opportunity to attract

potential donors and board members to a school with a clear vision, long-term plan of action, and plans for a new building.

With the completion of the building and the attendant publicity, the effect has been energizing and exciting for the volunteer leaders of the school. One board member commented to me at the dedication of the new building: "We are as glamorous as the [Jewish] federation now. Look around: Big names, big contributions, state of the art facility— we've made it!"

While the 1990's is an excellent time to be involved in the Masoret Day School in particular, it is also true that it is an excellent time, on a more general level, to be involved in Jewish education. The renewed focus on Jewish education as a result of the 1990 National Jewish Population Study on the part of Jewish communal planners has resulted in more status for Jewish educational institutions.

School leaders are involved because they care deeply about the school and believe they can make a difference in improving the quality of Jewish life. As one board member without children in the school told me, "We need to offer a compelling solution to the Jewish continuity crisis." One past president summed up the attitudes of several individuals whom I interviewed when she explained:

I have been involved with this school for a long time. My friends in the [Jewish] federation always used to tease me that I was slumming when I was going to Masoret events. I sense a big a change recently. One woman asked me how I have known for so long, even before the experts did, that intensive Jewish education is the best thing for the Jews. And this woman is not dumb! She was wearing her Lion of Judah pin [indicating that she had given over

\$5,000 to her federation] and she counseled me in a low voice, lest she be accused of being a traitor or something, that it is time to start a Masoret Day School Lion of Judah pin. "People would wear it proudly, you will see! After what they heard at the GA [General Assembly—annual meeting of all volunteer and professional leaders of federations nationwide] about how important Jewish education is, trust me, they will give money and wear the pin!"

COMMITMENT OF VOLUNTEER LEADERS

There are many reasons that attract people to support an institution. Energy of individuals is galvanized by many different needs and motives. Time, money and expertise that the volunteer leaders have given to this school are all evidence of intense commitment to the school and its mission. Obviously, motives for involvement are not simple to chart, but two themes emerge as dominant.

The most common theme which emerges in the responses of the board members is that the school is a source of Jewish community for them. They rely on the school to enable them to unite with other Jews in a common purpose. Even though they are involved and feel connected to a synagogue—indeed, most board members belong to a synagogue or minyan⁶ — they nevertheless invoke Masoret Day School as their primary address for Jewish community.

For a while I considered the possibility that the large percentage of board members who are not members of a conventional synagogue, but rather, a havurah type minyan, might heighten the needs of those individuals to find a sense of community in Masoret. In fact, there is not a large difference between their behaviors and attitudes and the behavior and attitudes of those who do belong to traditional synagogue communities.

A second theme which is expressed in many different forms is that of Jewish identity. "This school is my way of feeling good about being Jewish." "When I am sitting in a board meeting, I see my father in his Jewish day school meetings, and I feel a sense of Jewish continuity." "This is my contribution to the Jewish continuity movement. I can give money to funding agencies that will decide that Jewish education is important, or I can give money directly to one Jewish educational setting that is doing it well."

Solomon Levy's tenure as the head of school for more than seventeen years affords him the luxury of first-hand reflection on the growth of the commitment of many to the school. He comments that he is forever awed by the deep engagement of the volunteer leaders with whom he has worked. "The styles of some of the presidents may not have been my favorite, but the sincere desire to give their all to this place is humbling to witness." One teacher commented upon the parents' association leaders in particular, "They are in the building all the time helping to make the students' experience better and to make their learning more enjoyable. I may be here all day too, but remember, I get paid to be here; they do not." One recent facilitator of the annual board retreat exclaimed:

Really, it is quite absurd to expect these busy people to give up a Motzaei Shabbat and a full Sunday as it was for the long-range retreats or a five in the afternoon till midnight evening retreat as it was scheduled most recently, just to reflect on how they are performing as board members! You have to be pretty committed to doing well by the school to give so much time to it. After all what do they get out of this?

Surely there are those who seek positions of leadership in the school to exercise power, gain social status, or as one current member of the board described herself to me, "I love to be in the center of the action and to be in the know." But these motivations do not detract from the more selfless commitment to the well-being and progress of the school of most of the school's volunteers.





BOARD STRUCTURE AS A VENUE TO EXPRESS COMMITMENT

It is clear that the volunteer leadership in the school has a deep sense of commitment. A remaining question is whether they feel that the current board structure provides them with satisfactory means of expressing this commitment. There are indications that it does not. One long-time trustee suggested:

The more professional the meetings are, and by professional I mean set agendas, allotted times for each agenda item clearly marked, controlled atmosphere, no food (often)... the more tedious it feels and the less fun and energizing the process is. I really used to love to come to board meetings to argue for what I believed in—even if it temporarily lost me friends. But now, it all feels so sanitized and cut and dry. Vote yes or no—committee worked long and hard on this don't dissect it, be sure you can recite the difference between policy and operations on command, respect the process and you will have a place in the world to come.

Members of the committee on trustees realize the need to make the process a satisfying one for the board members. They realize that if board members do not gain satisfaction from their involvement, they will not continue to volunteer their time. This is a dilemma that is very hard to resolve. As one board member summed up the conundrum succinctly, "I don't want to be just a rubber stamp, but on the other hand,

I am happy and think it is better policy that the administrators and the head of school in particular are doing the work that board members used to do." One vice president addressed this dilemma forthrightly:

There is a wide gap between micro-managing and feeling useless. Sometimes I think it should be very easy to find that perfect divide. There are times we have hit it and other times I know we have missed. We just have to keep working at it so everyone will want to stay involved.

Given the financial expectations (in addition to the time commitment) of board members, the composition of the board cannot possibly represent the full spectrum of commitment that exists among the parent body. It is assumed that if you take a seat on the board, you will devote much time, and, in most cases, donate money to the school. Perhaps it is testimony to the tenacity of the development staff, but it is impressive that seventy-eight percent of the parent body made a contribution to the capital campaign. That statistic notwithstanding, the board does not represent the broad range of financial commitment which is found among the parent body.

COMMITMENT OF PARENT BODY TO SCHOOL

It has been of growing importance to the board in recent years that it be in touch with the broad range of commitment among the parent body of the school. In the absence of open board meetings which served as a forum (albeit inefficient, some argue) for parents to express their concerns about the quality of instruction and the future of the school, there has been a great need to provide new opportunities for the

board to listen and hear the thoughts of the larger community.

The annual EPC open forum has been one such channel as have the regularly written communications from both the president and the head of school to the parents. The very thick weekly flyer, The Masoretic Text, is replete with varied announcements: news about work being accomplished by various committees, and even condolence and Mazal Toy notices .

Nevertheless, the concerns of the parent body are instructive when we monitor commitment because they reveal a great deal about the need of each constituent group to express commitment to the institution. To the extent that the focus of the board's attention in the last few years has been on raising sufficient funds to complete the new building, there are many who wonder aloud if there is still room for other expressions of non-financial commitments to the school through the board. Now that the school has been downsized, there are parents who question what they have to do to prove their desire to contribute their expertise and knowledge to the school.

Some parents have found the classroom to be an excellent venue to volunteer their time and express their commitment to the school and to quality instruction. They volunteer in the classrooms of those teachers who express interest in having volunteers. Some help students with specific projects; others come in to help with Hebrew reading on a regular basis. One parent described the experience to me in the following manner: "The more time I spend in the class— and I wish I had more time to offer— the more I admire the dedication and talent of my daughter's teacher.

Besides, in the process, I am learning plenty!"

Administrators and board members alike argue that the parents' association is the perfect forum for parents to volunteer their time in support of the school. Yet there are many parents who are seeking different opportunities for involvement. Perhaps a past president of the P.A. spoke for many when she said adamantly, "I'd like to tell the entire administration: Don't assume that we just cut bagels and pour coffee. We do so much more than that!" One woman, who served on the board for several years and who is now no longer on the board, lamented that "contributing time to the school is less fun and less rewarding than in previous years— in part because time is undervalued. I would never be offered a seat on the board anymore. I am not rich enough."

These feelings of disenfranchisement are natural outgrowths of not being in the center of the school's decision making structure. Yet, the complaints take on greater significance when heard against the backdrop of a statement made more than once by the head of school, and by one administrator, and even two board members: "The parents just care too much."

This comment reflects a defensive view of governance that certain constituent groups need to be marginalized to protect the efficiency of the school's decision making process. It is certainly easier not to deal with parents who are concerned only with their own child's progress, or who do not understand the totality of the institution's needs or the school curriculum. Nevertheless, it is dangerous to ostracize

people who represent the widest base of support for the school. Exclusion of certain constituencies can erode the commitment of a segment of the primary clients of an elementary school— the parent population.

In sum, the commitment to The Masoret Day School on the part of the volunteer leadership and the professional leadership is exceedingly strong. The task of channeling the commitment of the broader constituencies of Masoret remains a formidable challenge.



CIJE Board Meetings

CHECKLIST

In advance of the meeting:

- 1) Rooms reserved - 10th floor Conference Room & Mazer Study ✓
- 2) Meeting planning form filled out ✓
- 3) Budget form completed
- 4) Invitation letter and RSVP form ✓
- 5) RSVP list established ✓
- 6) Minutes sent out ✓
- 7) Memo with meeting documents and publications update sent out ✓
- 8) Phone calls to non-respondes ✓
- 9) Attendance finalized ✓
- 10) JCC setup form filled out: Coffee, decaf, hot water, flip charts, no chalkboard, pitchers of ice water (see attached copy), extra table for publications
- 11) Breakfast ordered: Muffins: Lowfat and Regular - labeled, no kale or chocolate /chocolate chip muffins, fruit garnish on the side, holes in plastic ✓
Lunch ordered: Crudite with hummus, nice mixed mesculun greens salad (no iceberg), bagels (no sweet) and lox, whole white fish, 3 cream cheeses, fruit platter, cottage cheese, tea cookies/rugelach/brownie platter, paper goods + Sandwiches for support staff in separate container

The week and a half before the meeting:

Check and order supplies

Coffee, tea, milk, muffins, "dial 9," "reserved for use of CIJE Board," and where to reach me signs made up

(Teleconference set up)

Binders compiled and edited minutes completed

Overheads and handouts prepared, in labeled folders for KAB

Binder messengered to LP with Chairman's notes and additional documents Pierre/MLM and

Buy skim milk, decaf, balsamic vinegar, olive oil and herbal tea (if necessary)

Sharpen pencils

Check that phones are working

To pack on cart:

- ☐ Binders
- ☐ Additional materials: handouts and overheads
- ☐ Overhead projector + extra bulb
- ☐ Pads and pencils
- ☐ Flip chart markers, masking tape, stapler, paper clips, pens, pad
- ☐ (Conference phone)
- ☐ Sodas and water pitchers
- ☐ Skim milk, herbal tea, decaf, balsamic vinegar and olive oil
- ☐ Labels and signs (2 kinds)
- ☐ Work for the day plus info for work, phone numbers, etc.
- ☐ ID card and keys
- ☐ Tapes and tape recorder

Day of the meeting:

- ☐ Soda put into refrigerator
- ☐ Coffee, teas and breakfast set up and labeled
- ☐ Ice water and pitchers placed on table
- ☐ At each seat: binders, scratch pads, pencils and a plastic cup
- ☐ Extension cord for overhead projector obtained and projector set up and marked with tape
- ☐ Flip charts set up, chalkboard removed
- ☐ Phones set up in Mazer Study with "dial 9" sign (find out-is there anywhere else we can reserve a phone space?)

- ☐ CIJE publications laid out
- ☐ Lunch laid out with ice, sodas, and n'tillat yadayim cup and bowl laid out
- ☐ Room cleaned up, flip charts collected, remaining paper goods brought upstairs



MEMORANDUM

To: Lester Pollack and Karen A. Barth
CIJE, NYC

From: John C. Colman

Date: February 1, 1998

Subject: Steering Committee Meeting, Monday, February 2

By facsimile: 1-212-532-2646

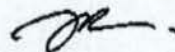
Lester and Karen:

Let me repeat the rather hasty voice mail message left late Friday afternoon to confirm that I will not be able to attend the meeting of the Steering Committee on Monday.

My sister passed away after an extended illness and the memorial service for her is to be held on Monday in Ohio. So, the higher duty calls.

I doubly regret having to miss the meeting especially after my absence in December. Don't scrub me from the team quite yet. As the Dodgers used to say (in your town, Karen) ".... wait till next year!"

Regards to all.



MEMORANDUM

Date: March 10, 1998
To: CIJE Board of Directors
From: Karen A. Barth
Re: Board meeting of March 19, 1998

This is to confirm that the next meeting of the CIJE Board of Directors is scheduled to take place from **9:30 am to 4:00 pm on Thursday, March 19th** at 15 East 26 Street, in the 10th floor conference room.

The major focus of our agenda will be lay leadership research, the Leadership Forum, new board members, and Guiding Principles.

Enclosed are items for your review prior to the meeting:

1. Minutes.
The minutes from the February 2, 1998 Board meeting are attached.
2. Guiding Principles Document.

Please note that because Nessa Rapoport is on maternity leave, no Publications Update is enclosed. We are delighted to announce that Doria Bella Rapoport Kahn was born on February 3rd to Nessa and her husband, Tobi Kahn.

If you have not done so already, please call Chava Werber at 212-532-2360, Ext. 11, to indicate your attendance plans.

We look forward to an interesting discussion.

To: All Staff
From: KAB

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Memorandum

To: Board Members
From: CIJE Staff
Date: March 10, 1998
Re: Guiding Principles

After the completion of the outlines of our strategic plan, we were left with two critical planning tasks:

1. Creating a workplan for the first year of implementation of the strategic plan;
2. Laying out the principles that would guide our work and our work culture

The first of these tasks focuses on **what** we are going to do; the second on **how** we will do it. The workplan is now complete. The work on the guiding principles will probably take years to complete. The development of a useful set of guiding principles, almost by definition, must be the result of a long process of reflection by lay and professional leaders about our values, our beliefs and experiences.

We are enclosing for your review, a document which represents the first step in such a long-term process. It is our hope that we can revise this list of fourteen basic principles and then begin to engage in fleshing out each one of them. The eventual end-product would be a half-page to a page on each principle that would explain more deeply what each principle means to us.

A discussion of this draft set of principles is on the agenda of our upcoming Board meeting.

We look forward to an interesting dialogue.

CIJE GUIDING PRINCIPLES

How we work to revitalize Jewish education in North America

- Continually define and refine a paradigm of Jewish education and of institutional change, “a school of thought” that in the foundation of our work
- Focus on outcomes and on demonstrating the successful application of this school of thought
- Use a fact-based problem-solving approach
- Bring powerful ideas from the fields of Jewish education, Jewish studies, Business, General education as well as other fields, to bear on the problems of Jewish education
- Apply an “educational lens” to every aspect of our work
- Create partnerships with other organizations, wherever and whenever appropriate
- Infuse and inform our work with Jewish content

How we operate internally

- Adhere to standards of professional and ethical practices based in Jewish texts and ideas
- Create a reflective, self-evaluative culture
- Maintain a focus on our mission and strategies
- Work in a team-based, non-hierarchical, collegial manner
- Create a lay/professional partnership to guided by decisions and direction set by our Board
- Model excellence in organizational management
- Invest in the development of staff at all levels
- Only move into new areas when we have superior leadership and responsible funding plan

Leadership Forum
Board Presentation
February 2, 1998

Overview of our planning process

PLANNING COMMITTEE is made up of board and staff
A model of a positive lay and professional partnership
-One of our goals of a measure of success

As you can see on the overhead and on the sheets in your notebooks, there are additional groups we have identified as those who can be helpful to us in the planning process for the Forum.

Additional groups we want to consult with for this planning process are
A sphere of individuals
A sphere of institutions
A sphere relating to possible foundations we could approach to join us in this venture

For all of these groups our goal is to solicit ideas and input while retaining the decision making of any and all aspects of the Forum

INSTITUTIONS

Our plan is to meet with each institution on an ongoing basis and will actively solicit their thoughts and input

We will also seek their help and expertise about specific individuals in the field or potential individuals with whom we should meet with individually to both get their ideas as well as to get them excited about the prospect of an event focused on Jewish education

This will provide us with a wider audience to excite and get feedback from

In addition we hope to have these institutional representatives help us by making suggestions of names of individuals for the invitation list

Currently we are meeting with these institutions on an individual basis and will solicit input from them to help us during our planning meetings

They will be a sounding board, not a decision making group

We plan to acknowledge the institutions and individuals who assist us in this manner with a "in consultation with" on our written material.

During a committee meeting the planning committee generated a list of **INDIVIDUALS NAMES**

-Representing both lay and professionals with whom we will set up individual meetings

Our goal is to both peak their interest as well as to get a sense from them what they perceive issues to be and what would be of interest to them,

Another goal is to ask them to recommend individuals we might want to consider for the invitation list

After meeting with this group individually, we hope to invite them to a meeting in which they can meet each other and be a source of input for us as we develop the program and design of the content of the Forum

If you think of names for us to add to our list please let me know, both for the individual interviews as well as those who should be on the invitation list.

We also began to raise the issue of asking **FOUNDATIONS** to join us in the planning and running of the Forum, we have not fleshed this out fully yet which is why there is the question mark after foundations (if time permits we can raise this issue for discussion-re which foundations and in what context, also as input and mobilization or in another venue)

This is an overview of our planning process and thinking and we would appreciate your thoughts and input

As we will be meeting again this afternoon after the board meeting, we welcome your thoughts and ideas

Are we on the right track and have we followed guidelines set by the board for this planning process?



Messer in leader development

is :

Jewel pilot

true - pilot is in 1999

but so is for you



KJ: FYI as of 1/20/98

BOARD MEETING 2/2/98
RSVP List

Last Name	First Name	Response	Notes
Barth	Karen	.	✓
Am Colman	John	✓	—
Dorph	Gail	.	✓
Gamoran	Adam	.	—
Goldring	Ellen	✓	✓
Harris	Nellie	✓	—
Harte	Cipora	✓	✓
Shed Hendler	Lee M.	✓	✓
Hoffman	Stephen		
Hoffmann	Alan D.	✓	✓
Holtz	Barry	—	✓
Deval Holzer	Elie	—	—
Horowitz	Stanley	✓	✓
Jacobson	Karen	✓	✓
2. Mandel	Morton L.	✓	—
Pekarsky	Daniel	✓	✓
— Pollack	Lester	✓	✓
Rapoport	Nessa		
— Ratner	Charles	✓	✓
— Ritz	Esther Leah	✓	✓
Rosenak	Michael	✓	✓
Stodolsky	Susan	X	—
Zucker	Henry	X	—

Forum Planning Committee
January 20, 1998
Agenda

1. Who is it for?
 - Options (target audience)
2. How are we going to plan it?
 - Committees (3 committees? Internal staff and board, outside people and outside organizations)
 - Partners – who and what their role should be
 - Who to talk to-key people in various communities and organizations
 - Working together
 - Teleconference, videoconference, etc.
 - Meetings
 - Schedule
3. Board Presentation for February 2, 1998


OPTION 1: COMMUNITY LEADERSHIP		
TARGET AUDIENCE	HOW SELECTED	LIKELY TOPICS
<ul style="list-style-type: none"> From 6-12 communities active in Jewish education Teams of lay and professionals from Federations, Jewish Continuity Commissions, BJE-Boards of Jewish Education, Selected schools, synagogues, JCC-Jewish Community Centers, etc. 	In cooperation with community leadership	<ul style="list-style-type: none"> Board management Lay/Professional relationships Communal strategies <ul style="list-style-type: none"> - Funding - Change - Lay Leadership Mobilization Communal vision Supporting institutional change

OPTION 1	
PROS	CONS
<ul style="list-style-type: none"> Easy selection Strengthens community teams Level at which policy happens We have connections Builds on existing work Easier focused curriculum 	<ul style="list-style-type: none"> Too local Not addressing systemic national issues?

OPTION 2: STARS		
TARGET AUDIENCE	HOW INVITED	LIKELY TOPICS
<ul style="list-style-type: none"> • The best & most high impact people regardless of position • Large givers • High-profile institutional leaders • Wexner stars • Senior and up-and-coming leaders 	<ul style="list-style-type: none"> • Lots of networking • Personal invitation <p>Lay → Lay Professional → Professional</p>	<ul style="list-style-type: none"> • Economics of Jewish Ed. • Mobilizing national support for Jewish education • Systemic change issues • Lessons of history • What are the missing institutions? • Continuity of what?

OPTION 2	
PROS	CONS
<ul style="list-style-type: none"> • Very influential • Potentially <u>very</u> high impact 	<ul style="list-style-type: none"> • Hard to figure out who they are • Insult factor • No natural lay/professional teams • Harder to motivate people to attend • A lot more work to recruit

OPTION 3: NATIONAL / REGIONAL/ORGANIZATIONAL LEADERSHIP

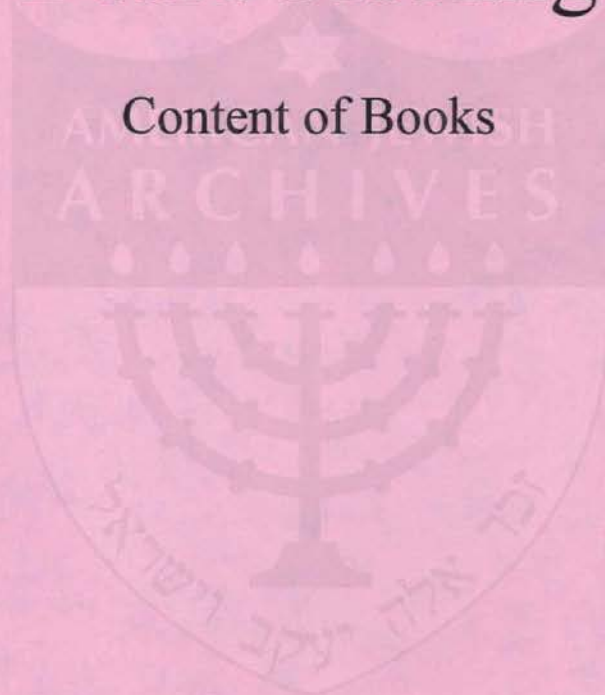
TARGET AUDIENCE	HOW SELECTED	LIKELY TOPICS
<ul style="list-style-type: none"> National / Regional leadership invited by position E.g.: CJF-Council of Jewish Federations, JCCA-Jewish Community Center Association, UAHC-Union of American Hebrew Congregations, United Synagogue of America, JTS-Jewish Theological Seminary of America, Torah u'Mesorah, OU-Orthodox Union, plus leading top Fed lay and professionals Teams of lay and professionals 	<ul style="list-style-type: none"> List of organizations and positions Personal invitation and recruiting 	Mixture of Options 1 and 2

OPTION 3

PROS	CONS
<ul style="list-style-type: none"> Lay/Professional teams Objective invitation criteria Politically good for CIJE Works within the system 	<ul style="list-style-type: none"> Raises turf issues Quality of people may be lower Missing key people

February 2nd, 1998

Board Meeting



the men to eat. While they were still eating of the stew, they began to cry out: "O man of God, there is death in the pot!"^c And they could not eat it. ⁴¹"Fetch some flour," [Elisha] said. He threw it into the pot and said, "Serve it to the people and let them eat." And there was no longer anything harmful in the pot.

⁴²A man came from Baal-shalishah and he brought the man of God some bread of the first reaping—twenty loaves of barley bread, and some fresh grain ^fin his sack. ^f And [Elisha] said, "Give it to the people and let them eat." ⁴³His attendant replied, "How can I set this before a hundred men?" But he said, "Give it to the people and let them eat. For thus said the LORD: They shall eat and have some left over." ⁴⁴So he set it before them; and when they had eaten, they had some left over, as the LORD had said.

5 Naaman, commander of the army of the king of Aram, was important to his lord and high in his favor, for through him the LORD had granted victory to Aram. But the man, though a great warrior, was a leper.^a ²Once, when the Arameans were out raiding, they carried off a young girl from the land of Israel, and she became an attendant to Naaman's wife. ³She said to her mistress, "I wish Master could come before the prophet in Samaria; he would cure him of his leprosy." ⁴[Naaman] went and told his lord just what the girl from the land of Israel had said. ⁵And the king of Aram said, "Go to the king of Israel, and I will send along a letter."

He set out, taking with him ten talents of silver, six thousand shekels of gold, and ten changes of clothing. ⁶He brought the letter to the king of Israel. It read: "Now, when this letter reaches you, know that I have sent my courtier Naaman to you, that you may cure him of his leprosy." ⁷When the king of Israel read the letter, he rent his clothes and cried, "Am I God, to deal death or give life, that this fellow writes to me to cure a man of leprosy? Just see for yourselves that he is seeking a pretext against me!"

⁸When Elisha, the man of God, heard that the king of Israel had rent his clothes, he sent a message to the king: "Why have you rent your clothes? Let him come to me, and he will learn that there is a prophet in Israel." ✓

^c The wild gourds cause severe cramps.

^f Or "on the stalk"; perhaps connected with Ugaritic bšql.

^a Cf. note on Lev. 13.3.

⁹So Naaman came with his horses and chariots and halted at the door of Elisha's house. ¹⁰Elisha sent a messenger to say to him, "Go and bathe seven times in the Jordan, and your flesh shall be restored and you shall be clean." ¹¹But Naaman was angered and walked away. "I thought," he said, "he would surely come out to me, and would stand and invoke the LORD his God by name, and would wave his hand toward the spot, and cure the affected part. ¹²Are not the Amanah and the Pharpar, the rivers of Damascus, better than all the waters of Israel? I could bathe in them and be clean!" And he stalked off in a rage.

¹³But his servants came forward and spoke to him. "Sir,"^b they said, "if the prophet told you to do something difficult, would you not do it? How much more when he has only said to you, 'Bathe and be clean.'"

¹⁴So he went down and immersed himself in the Jordan seven times, as the man of God had bidden; and his flesh became like a little boy's, and he was clean. ¹⁵Returning with his entire retinue to the man of God, he stood before him and exclaimed, "Now I know that there is no God in the whole world except in Israel! So please accept a gift from your servant." ¹⁶But he replied, "As the LORD lives, whom I serve, I will not accept anything." He pressed him to accept, but he refused. ¹⁷And Naaman said, "Then at least let your servant be given two mule-loads of earth; for your servant will never again offer up burnt offering or sacrifice to any god, except the LORD. ¹⁸But may the LORD pardon your servant for this: When my master enters the temple of Rimmon to bow low in worship there, and he is leaning on my arm so that I must bow low in the temple of Rimmon—when I bow low in the temple of Rimmon, may the LORD pardon your servant in this." ¹⁹And he said to him, "Go in peace."

When he had gone some distance from him, ²⁰Gehazi, the attendant of Elisha the man of God, thought: "My master ^chas let that Aramean Naaman off without accepting what he brought! ^cAs the LORD lives, I will run after him and get something from him." ²¹So Gehazi hurried after Naaman. When Naaman saw someone running after him, he alighted from his chariot to meet him and said, "Is all well?" ²²"All is well," he replied. "My master has sent me to say: Two youths, disciples of the prophets, have just come to me from the hill country of Ephraim. Please give them a talent of silver and two changes of clothing." ²³Naaman said, "Please take two talents." He urged him, and he wrapped the two talents of silver in two bags and gave them, along with two changes of clothes,

^b Lit. "[My] father."

^c Lit. "has prevented that Aramean Naaman from having what he brought accepted."

to two of his servants, who carried them ahead of him. ²⁴When [Gehazi] arrived at the citadel, he took [the things] from them and deposited them in the house. Then he dismissed the men and they went their way.

²⁵He entered and stood before his master; and Elisha said to him, "Where have you been, Gehazi?" He replied, "Your servant has not gone anywhere." ²⁶Then [Elisha] said to him, "Did not my spirit^d go along when a man got down from his chariot to meet you? Is this a time to take money in order to buy clothing and olive groves and vineyards, sheep and oxen, and male and female slaves? ²⁷Surely, the leprosy of Naaman shall cling to you and to your descendants forever." And as [Gehazi] left his presence, he was snow-white with leprosy.

6 The disciples of the prophets said to Elisha, "See, the place where we live under your direction is too cramped for us. ²Let us go to the Jordan, and let us each get a log there and build quarters there for ourselves to live in." "Do so," he replied. ³Then one of them said, "Will you please come along with your servants?" "Yes, I will come," he said; ⁴and he accompanied them. So they went to the Jordan and cut timber. ⁵As one of them was felling a trunk, the iron ax head fell into the water. And he cried aloud, "Alas, master, it was a borrowed one!" ⁶"Where did it fall?" asked the man of God. He showed him the spot; and he cut off a stick and threw it in, and he made the ax head float. ⁷"Pick it up," he said; so he reached out and took it.

⁸While the king of Aram was waging war against Israel, he took counsel with his officers and said, ^a"I will encamp^a in such and such a place." ⁹But the man of God sent word to the king of Israel, "Take care not to pass through that place, for the Arameans are encamped there." ¹⁰So the king of Israel sent word to the place of which the man of God had told him. ^bTime and again^b he alerted ^csuch a place^c and took precautions there. ¹¹Greatly agitated about this matter, the king of Aram summoned his officers and said to them, "Tell me! Who of us is on the side of the king of Israel?" ¹²"No one, my lord king," said one of the officers. "Elisha, that prophet in Israel, tells the king of Israel the very words you speak in your bedroom." ¹³"Go find out where he is," he said, "so that I can have him seized." It was reported to him that [Elisha] was in Dothan; ¹⁴so he sent horses and chariots there and a strong force. They arrived at night and encircled the town.

^d Lit. "heart."

^{a-a} Meaning of Heb. uncertain.

^{b-b} Lit. "not once or twice."

^{c-c} Heb. "it."

**MOVING FORWARD WITH
THE CREATION
OF A NATIONAL CENTER FOR
JEWISH EDUCATIONAL LEADERSHIP
AR (JEWEL) ES**

The Basic Concept & Workplan

January 1998

JEWEL: THE NEED

Visionary lay and professional leadership are crucial for bringing about meaningful change in Jewish education. Currently there is a shortage of prepared senior leaders who can inspire shape, alter, and transform communities, institutions and people. Existing programs leave important gaps:

*These examples
led us to
determining
the need for
Jewel.*

PROFESSIONAL

- Almost no opportunities for in-service development
- Preservice programs prepare too few leaders to meet demand
- No programs for people – ie CAS, professors etc. – changing careers
- Few programs address the skills needed for leading transformative change in institutions

LAY

- No programs focus on lay leadership for Jewish education development
- No organized effort to recruit lay people into the field

is farthest need for JEWEL

JEWEL OVERVIEW

PURPOSE

To provide an integrated approach to the recruitment, placement and development of senior lay and professional leaders who are able to vitalize, energize and influence Jewish education in North America.

CONCEPT

An organization with three closely linked functions

- Recruitment and placement
- Preparation and development
- Plan for personnel needs

*Severed to
Professionals + Lay*

Target groups include:

- Professionals (current and potential)
- Lay leaders (current and potential)

*activities that
JEWEL
could do.*

POSSIBLE JEWEL ACTIVITIES FOR LAY AND PROFESSIONAL LEADERS

Recruitment and Placement

- Matching searches
- Databases, web sites
- Career counseling and planning

*facilitate
match*

Leadership Preparation & Development

- Long Term Programs
- Fast Track Fellows Program
- Conferences & Retreats
- Alumni Networking
- Institutional Programs

*high
instatns*

*Custom
Planned
Programs*

Personnel Planning

- Community/institutional consultations
- Conferences — like Warner

*High level
career —
people
change
for
daily career*

*Leadership
Conference*

*help communities
look / think into
the future for
planning / personnel
→ playful change*

EXAMPLES OF POSSIBLE JEWEL PROGRAMS FOR PREPARATION & DEVELOPMENT OF LEADERS

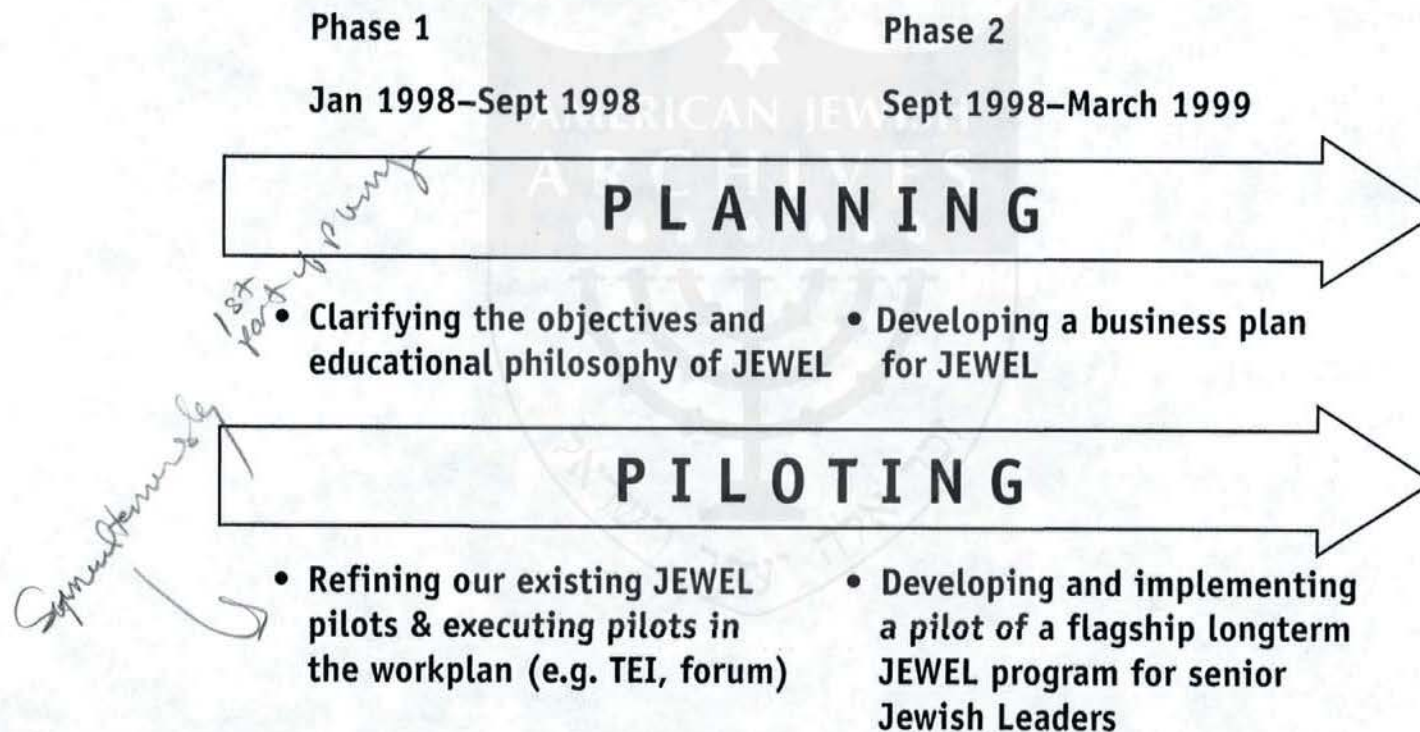
	LAY	PROFESSIONAL
Long Term Programs	<ul style="list-style-type: none"> Community-based senior leaders program of studies & mentoring 	<ul style="list-style-type: none"> Mid-Career people; 2-3 year JEWEL flagship program ✓ TEI Principals Center
Fast Track Fellows Program	<ul style="list-style-type: none"> Program to bring Lay People into Jewish Education 	<ul style="list-style-type: none"> Program to bring people into Jewish education from other fields *
Conferences & Retreats	<ul style="list-style-type: none"> Forum ✓ 	<ul style="list-style-type: none"> Rabbinic Education Conference ✓
Alumni Networking	<ul style="list-style-type: none"> Lay Graduates Network * 	<ul style="list-style-type: none"> TEI Network ✓ Principals Network
Institutional Programs	<ul style="list-style-type: none"> Separately or jointly with professionals, content-oriented programs to train & energize organizational leaders * 	<ul style="list-style-type: none"> Programs for developing senior leaders at various organizations (e.g. JCCA, Hillel) *

major endeavor for 1st year program

✓ current
* future

SH asked when this would happen
ans- We don't know yet.
SH → we would have a great interest in this CMPP

SUMMARY OF JEWEL PLANNING PROCESS



PHASE 1 PLANNING ACTIVITIES

TIMING

1/98-9/98

OBJECTIVE

Clarify the objectives, educational philosophy of JEWEL

KEY ISSUES

- What is our vision of a Jewish educational leader?
- What does an educational leader need to know and be able to do?
- What is our basic philosophy of how leaders are developed?
- How should JEWEL contribute to the development of leaders?

ACTIVITIES

Data Gathering

- Work with CAPE
- Scan various domains → broad file of leadership development in not profit, ed, business, religion shows
- Examine needs of field
- Visit best practice sites — market analysis —
- Review feedback from pilots —

END PRODUCTS

→ Lay leadership research
A concept paper describing JEWEL

PHASE II PLANNING ACTIVITIES

TIMING

6/98-12/98

OBJECTIVE

Address the practical issues of creating JEWEL as an institution

KEY ISSUES

- Where will JEWEL programs take place?
- How will faculty be recruited?
- How will we build community support and ownership for JEWEL?
- How will it be funded?

ACTIVITIES

Data Gathering

- Review various instructional models
- Review economics
- Review community organization approaches

Meet with prospective funders

Develop institutional plan

- Prioritize and phase in various aspects

Develop budgets and implementation plan

END PRODUCTS

A business plan for JEWEL

Shippin

PHASE I PILOTING ACTIVITIES: CURRENT PILOTS ON THE WORKPLAN

PROFESSIONAL

- TEI
- Community Day High School Leaders
- Conference on Rabbinic Education
- Evaluation Institute

LAY & PROFESSIONAL

- Forum
- TEI Cohort 3



PHASE II PILOTING ACTIVITIES - DEVELOPMENT OF PROFESSIONAL PILOT FLAGSHIP PROGRAM

Jewish Planning -

DEVELOP A LONG TERM PROGRAM FOR SENIOR LEADERS THAT MIGHT LOOK LIKE:

- Two year program for senior educators
- 4 day session each month beginning winter '99
- 1st summer - two week seminar
- 2nd summer - two week seminar in Israel (to be planned in cooperation with CAPE)
- Mentored internships ✓
- Internet connections and assignments between monthly seminars -

KEY ACTIVITIES IN DEVELOPING THE PILOT

- Select target audience for pilot ✓
- Develop concept and curriculum
- Recruit faculty ✓
- Recruit participants ✓
- Develop feedback and evaluation plan

Proposed
→ *move us ahead in planning of seminar.*

LEADERSHIP FORUM

MEASURES OF SUCCESS:

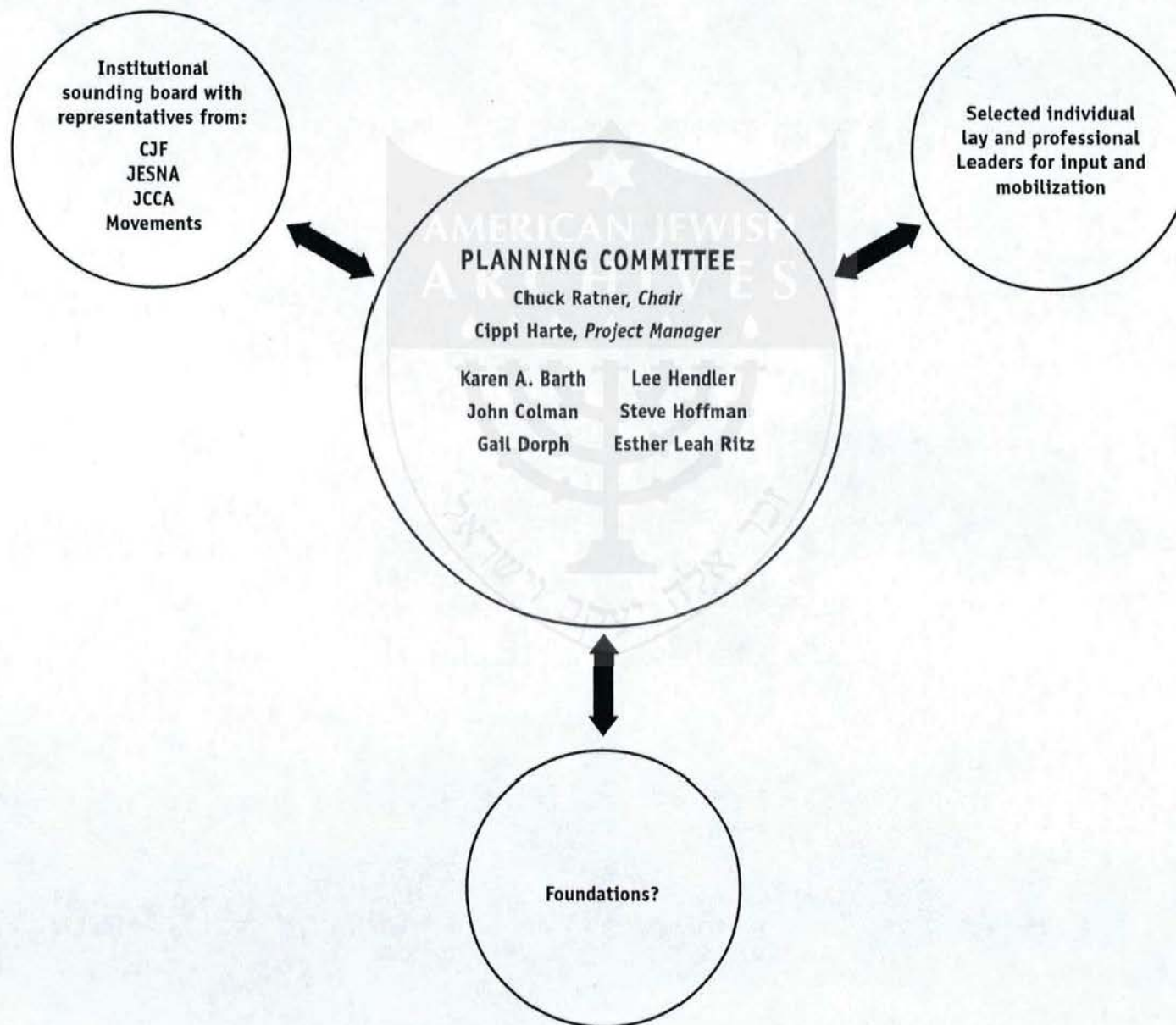
- Develop a cohesive community of national leadership who share common vocabulary and goals / *agenda*.
- Mobilize community ^{Lay/professional} leadership to support national and communal efforts for Jewish education *But nat + communal*
- Focus at a high level with new, big ideas, plus some exchange of "best practices"
- Foster lay/professional partnerships *← contribute for both.*
- Support for CIJE's agenda and priorities *- hidden agenda*
- Seize and sustain attention for Jewish education — *(LDB)*

Committee Recommendation for Leadership Forum Target Audience

TARGET AUDIENCE	HOW IDENTIFIED	HOW INVITED
<p>Lay and professional leaders regardless of position</p> <ul style="list-style-type: none"> • Institution • Communal • National <p>Some attention to assure invitations to communal leadership from key communities</p>	<p>Networking through</p> <ul style="list-style-type: none"> • Institutions • Communities • Individuals 	<p>Personal invitations</p>

PROS	CONS
<ul style="list-style-type: none">• Dynamic group• Influential individuals• High level of involvement and commitment• Potentially <u>very</u> high impact• Opportunity to create/develop teams	<ul style="list-style-type: none">• More challenging to figure out who the stars are• No natural cohort groups/teams >• More effort needed for recruitment• Harder to attract and motivate attendance• Higher insult factor

LEADERSHIP FORUM PLANNING PROCESS



National Jewish High School Leadership Seminar
"The Place of Spirituality and Tfillah in the Life of High Schools"
March 8 – 9 1998, Boston

Invitations to the first meeting of the cross-denominational National Jewish High School Leadership Seminar were sent to the lay and professional leaders of the following 28 schools from across North America:

Name

Akiba Hebrew Academy
Ben Lipson Hillel Community High School
Beth Tfiloh Community School
Charles E. Smith Jewish Day School
Community Hebrew Academy of Toronto
The Frisch School
Hebrew Academy of Greater Washington
Herzeliah High School – Snowden
Herzeliah High School – St. Laurent
Hillel Academy of Dayton
Hyman Brand Hebrew Academy
Ida Corwn Jewish Academy
Joseph Wolinsky Collegiate Institute
Kushner Yeshiva High School
Milken Community High School of Stephen Wise Temple
New Atlanta Community High School
New Jewish High School of Greater Boston
Ramaz Upper School
Rocky Mountain Hebrew Academy
Shalhevet High School
Solomon Schechter Upper School of Essex and Union
Solomon Schechter High School of Long Island
Solomon Schechter High School of New York
Stern Hebrew High School (opening in 1998)
Tarbut V'Torah Community High School
Westchester Hebrew High School
Yeshiva High School of Boca Raton
Yeshiva of Flatbush High School

Location

Merion Station, PA
North Miami Beach, FL
Baltimore, MD
Rockville, MD
Downsview, Ontario (Canada)
Paramus, NJ
Silver Spring, MD
Montreal, Quebec (Canada)
St. Laurent, Quebec (Canada)
Dayton, OH
Overland Park, KS
Chicago, IL
Winnipeg, Manitoba (Canada)
Livingston, NJ
Los Angeles, CA
Atlanta, GA
Waltham, MA
New York, NY
Denver, CO
Los Angeles, CA
West Orange, NJ
Hicksville, NY
New York, NY
Philadelphia, PA
Irvine, CA
Mamaroneck, NY
Boca Raton, FL
Brooklyn, NY

also
are
additional
institutions

CIJE POLICY BRIEF: THE PROFESSIONAL DEVELOPMENT OF TEACHERS**I. INTRODUCTION**

In its efforts to improve the quality of Jewish education in North America CIJE launched and published a research study of teachers in three typical Jewish communities. The results of this study documented what was already well known or long suspected in the field: teachers in Jewish schools, though highly motivated and serious about their work, were underprepared for their jobs.

Educational research has shown that the preparation and educational background of teachers are among the most important factors in influencing teaching effectiveness. The findings of the CIJE research study indicate a crucial area in need of dramatic improvement. In what way can Jewish education respond to this crisis? An obvious answer is to recruit teachers with richer Jewish backgrounds and to find ways to place prospective teachers in strong preparation programs. But both of these responses are long-term solutions to an immediate crisis. Moreover, given the part-time nature of field--particularly in supplementary schools--such a change in personnel is not likely to happen without major innovations in school and staffing structures. In addition, even if it were desirable, it is impractical to imagine replacing the entire population of those teachers who have inadequate preparation, given the vast numbers that would be involved. Along with imagining better plans for recruiting talented people into the field of Jewish teaching and together with efforts to improve existing teacher preparation programs and create new ones, the Jewish community in North American must ask itself: What can be done rapidly and effectively to improve the current quality of teaching, especially given the expressed desire of teachers today to stay in the field and their high degree of commitment to Jewish education? It is clear that we must work with the population of teachers now in the field. Ongoing professional development--in-service education-- for teachers must be at the heart of any effort to change the face of contemporary Jewish education. We have learned from general education that professional development is important even for teachers with excellent background and preparation. The case of Jewish education calls out even more dramatically for the continuing education and training of teachers.

In this Policy Brief we shall first describe the latest thinking about professional development from the world of general education. We will then turn to a report on new research about the nature and kinds of the professional development currently being offered in a number of Jewish communities. We will compare the current efforts in Jewish education with the state-of-the-art in the field to see our strengths and weaknesses. Finally, we will propose approaches to professional development that could have an important impact on how teachers teach and consequently how children experience Jewish education.

CHAIRMAN'S COUNCIL

NAME	ATTENDING FIRST MEETING	AGREED TO COME TO ONE MEETING AND WILL SEE	AGREED TO BE ON COUNCIL	NOT INTERESTED
David Arnow	?	X		
Mandell Berman	No		X	
David Hirschhorn	No		X	
Michael Jesselson	Yes		X	
Gershon Kekst	No		X	
Mark Lainer	No		X	
Matthew Maryles	No		X	
Ezra Merkin	Yes	X		
Judith Stern Peck	No		X	
Richard Scheuer	No		X	
Bennett Yanowitz	No		X	
Charles Bronfman	?		X	
Morris Offit	No		X	
George Rohr	No			
Jack Nash	No		?	
Bruce Slovin	No			
Burt Lehman	Yes			
Michael Steinhardt	Yes			
Henry Taub	No			X
Daniel Rose	No			X
Alan Jaffe	No		X	
Louis Pearlmutter	?			

II. PROFESSIONAL DEVELOPMENT FOR TEACHERS: THE STATE OF THE ART

A. Underlying assumptions of good professional development:

1. Flows out of a particular conception of teaching itself
2. The kind of professional development that will help teachers today must look very different from the old ways of doing professional development.

B. Elements of good professional development:

1. Focused on the specific subject matter to be taught and with reflection on how it can best understood by learners.
2. Experiential, concrete
3. Grounded in inquiry and reflection-[driven/led by the participants themselves]
4. Collaborative-involves a sharing of knowledge among educators
5. Connected to and derived from teachers' work with students- reflection on practice
6. In addition professional development activities may serve in part as a model of the kind of good teaching with children that is the desired outcome. That is, "good" professional development looks like "good" teaching!

C. Formal or structural characteristics of good professional development:

1. Sustained-- not one-shot workshops
2. Systematic-- not a hodgepodge of unconnected events
3. Differentiated-- according to experience of teachers, subject matters being taught, age and other factors of children being taught
4. Built into the system and structures of the school: Schools must set professional development as a priority and make it safe for "teachers to critically examine their practice and take risks
5. Supported by mentoring, modeling and coaching
6. Connected to other aspects of school change

D. Some specific practices of good professional development:

Ann Lieberman: Professional development is: "long-term, continuous learning in the context of school and classroom with the support of colleagues." ("Practices That Support Teacher Development")

Milbrey McLaughlin: Professional development is: "site-based activity supportive of teachers' efforts to identify and integrate new classroom practices." ("Enabling Professional Development")

1. In school: list plus explanations
2. Out of school: list plus explanations

- E. What must schools do to help implement good professional development
1. Deal with issues of time
 2. Deal with issues of compensation, professional advancement
 3. Deal with structures of departments, etc.
 4. Find appropriate outside institutions to work with school or individuals
 5. Etc.

III. WHAT DOES PROFESSIONAL DEVELOPMENT CURRENTLY LOOK LIKE IN JEWISH EDUCATION AND HOW DOES IT COMPARE TO THE STATE-OF-THE-ART IN GENERAL EDUCATION?

Here we summarize the recent CIJE study of Jewish communities in which "maps" of current professional development activities were created. These maps allow us to judge the effectiveness of what is currently being offered in Jewish education when it is compared to state-of-the-art described in Section II above.

IV. WHAT POLICIES SHOULD BE INTRODUCED INTO JEWISH EDUCATION AND HOW?

In this section we analyze the implications of the analysis in Section III above. Jewish education presents significantly different challenges and contexts from that of general education. For example, teachers working in supplementary schools are part-time and therefore less able to devote the time needed for professional development. How might schools address this situation? We will offer specific suggestions for practices that could be provided in schools and for the kinds of projects that federations, foundations, and universities should be supporting.

DRAFT

**MANY
PATHS LEAD
TO SUCCESS.**

**HOW MANY
LEAD TO
FULFILLMENT?**

MARCH 7 and 8, 1998

**1998 CONFERENCE ON
EXPLORING CAREERS IN
JEWISH LEADERSHIP**

PARK PLAZA HOTEL • BOSTON



Conference Highlights

- Networking
- Opportunities Shuk
- Speakers
- Discussions
- Study Sessions
- Celebration

The conference begins following Shabbat with orientation, a reception and Havdalah service and continues through Sunday with study sessions, presentations, and many networking opportunities.

Conference fees, including an overnight stay in Boston, are just \$25 per student. Travel subsidies are available for those who need them.

For more information, call

800.209.1387

Come & learn how you
can begin a career as
a Jewish leader.

Don't follow — lead.

Ever since David slew Goliath and Esther saved the Jews of Persia, youth has never been a barrier to leadership in Jewish life.

A career in Jewish leadership requires vision, daring, new thinking and the ability to plan and implement.

We're looking for a few good leaders. Like David. Like Esther.

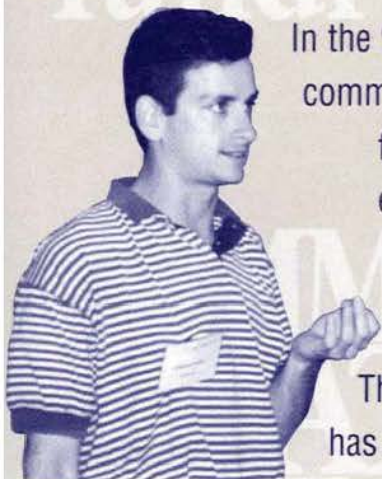
Like you.

Come to "Exploring Careers in Jewish Leadership." You'll study with some of our best teachers, network with Jewish leaders from all over New England, and connect with your peers — the students who will be the Jewish leaders of tomorrow.

Who knows? It could lead to a career where you could make a difference — as an educator, policy maker, community builder or fundraiser.

Don't follow — lead. The world is waiting for you to show the way.

JOIN US IN BOSTON TO FIND YOUR PATH TO A CAREER IN JEWISH LEADERSHIP.



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John Colman
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Fax: 216-566-9084

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Forest City Enterprises
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Fax: 216-263-6208

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New York, NY 10010-1579
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Fax: 212-532-2646

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Milwaukee, WI 53202
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Fax: 414-291-0207

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AGENDA

Monday, February 2, 1997

9:30 am - 4:00 pm

New York

		<u>Tab</u>	<u>Assignment</u>
I.	Master Schedule Control	1	LP
II.	Minutes	2	KJ
III.	1998 Budget		KAB
IV.	JEWEL Planning	4	EG/GZD
V.	Leadership Forum	4a	CR
VI.	Updates	4b	KAB