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MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 1: Meetings, 1990–1998.

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Steering committee. 26 April 1995. Meeting book, April 1995.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

not full

From: gamoran
TO: Alan
DATE: 4/10/95 11:01 PM
RE: Re: Agenda for the Steering Committee
Cc: GINNY, ROBIN, ELLEN, GAMORAN

Alan,

I would be happy to have a discussion with the Steering Committee about informal education. I could lay out what I see as some of the problems which have forestalled our involvement up 'till now.

This means that presentation of the Module and discussion of the Institute for Evaluation would both come under item B. If that's what you intended, that's also fine with me. With these understandings, the agenda you originally proposed for the MEF section of the meeting looks good:

- | | | |
|----|--|---------------------------|
| A. | Preliminary data from Education Leaders Survey | AG/EG |
| B. | Developing evaluation capacity | ADH |
| C. | Towards studying informal educators - a discussion | AG (introductory remarks) |

April 11, 1995

Materials for CIJE Meetings: April 26-27, 1995
(mailings and factbooks only)

I. Steering Committee

Mailing

Cover Memo

Agenda

Research and Evaluation Matrix

Research and Evaluation Workplan

Community Criteria

Factbook

Agenda

Research and Evaluation Matrix

Research and Evaluation Workplan

Community Criteria

Master Schedule Control

Minutes

Assignments

Board of Directors

Committee Assignments

II. Executive Committee

Mailing

none

Folders

Agenda

Budget document

Fundraising document (?)

Board of Directors

Demographic breakdown of the Board (?)

III. Board Meeting

Left to Mail

Committee memos and updates for :

research and evaluation

building the profession

community mobilization

Factbooks

Agenda

minutes

Table of Contents

Reports

media chart

revised update (no info. of meeting time/place)

GZD's presentation section

Committee materials

memos (?) and updates



Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

To: CIJE Steering Committee Members
From: Alan D. Hoffmann
Date: April 11, 1995
Re: Steering Committee Meeting of April 26, 1995

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place at 9:30 am to 12:30 pm on Wednesday, April 26 at the CIJE office in New York.

Enclosed you will find a set of materials for your review prior to the meeting:

- I. Agenda
- II. 1995 Workplan for Monitoring, Evaluation and Feedback
- III. Guidelines for CIJE Affiliated Communities

Immediately following the Steering Committee Meeting, the Search committee will meet to interview candidates for CIJE Executive Director.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE, WEDNESDAY APRIL 26TH, 1995
[15 E 26TH ST., 9.30 - 12.30]

CHAIRMAN'S NOTES

- 9.30** - WELCOME ALL. WELCOME LESTER POLLACK TO HIS FIRST MEETING (IF HE ULTIMATELY DOES COME.)
- GO THROUGH BOOK.
 - THIS IS GOING TO BE A VERY INTENSIVE TWO DAYS FOR OUR STEERING COMMITTEE MEMBERS AND WE ARE ON A VERY TIGHT SCHEDULE. THE MEETING WILL ADJOURN AT 12.30 AND THE SEARCH COMMITTEE WILL CONTINUE OVER LUNCH (12.45) WITH PHILLIPS OPPENHEIM IN THE CORNER ROOM.
 - STAFF WILL REMAIN IN THE BOARD ROOM. STAFF HAVE A VERY FULL AGENDA FOR THE AFTERNOON.
- 9.35 MASTER SCHEDULE CONTROL (MLM)** I on Agenda
- NOTE CHANGE IN AUGUST 25 MEETING. IT IS NOW IN NEW YORK.
 - POLLACK MAY NOT BE AVAILABLE FOR NOVEMBER 1-2 BRD. MEETING. DO YOU WANT TO EXPLORE ALTERNATIVES?
- 9.40 MINUTES AND ASSIGNMENTS (VFL)** II on Agenda
- NOTE THAT ELLEN'S ASSIGNMENT IS TO BE DISCUSSED IN TODAY'S AGENDA.
 - HAVE ASSUMED 20 MINS. DISCUSSION ON MINUTES
- 10.00 MONITORING, EVALUATION AND FEEDBACK (III on Agenda)**
- ELLEN WILL REPORT ON PRELIMINARY DATA ON EDUCATIONAL LEADERS FROM THE SURVEY (10 MINS.)
 - DISCUSSION

- DEVELOPING EVALUATION CAPACITY:
 - ADAM WILL PRESENT THE MODULE FOR EACH COMMUNITY TO CONDUCT A LOCAL STUDY OF ITS EDUCATORS (5 MINS)
 - DISCUSSION
 - ADH WILL PRESENT THE IDEA OF BUILDING EVALUATION CAPACITY FOR COMMUNITIES THROUGH A NATIONAL TRAINING PROGRAM. (10 MINS.)
 - DISCUSSION

11.15 CIJE AND AFFILIATED COMMUNITIES: GUIDELINES (IV)

- GAIL WILL TAKE THE STEERING COMMITTEE THROUGH THE DOCUMENT DISTRIBUTED IN ADVANCE.
- DISCUSSION

12.00 BOARD MEETING REVIEW (V)

- MLM TAKES US THROUGH THE BOOKS

CIJE Council
for
Initiatives
in Jewish
Education

MODULE
FOR

*THE CIJE STUDY OF
EDUCATORS*

Adam Gamoran
Ellen Goldring
Roberta Louis Goodman
Bill Robinson
Julie Tammivaara

DRAFT

Council for Initiatives in Jewish Education
MODULE FOR THE CIJE STUDY OF EDUCATORS

INTRODUCTION

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. ... Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky
A Time to Act, 1990

In pursuit of this lofty vision, the members of the Commission on Jewish Education in North America asserted the primacy of two building blocks upon which action should focus: "developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education" (A Time to Act, 1990). Each Jewish community in North America should be encouraged to develop and implement a comprehensive plan for building the profession of Jewish education among its educators and educational institutions. In order to begin moving along this path, it is vital to know where one stands. A community's planning efforts should be informed by an accurate knowledge of the strengths and weaknesses of its current educational workforce.

The Module for the CIJE Study of Educators is a set of research instruments designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. This information can help in developing a comprehensive plan for building the profession of Jewish education in your community. In using the Module for the CIJE Study of Educators, you can obtain an accurate description of your current educational workforce, baseline data against

which future change can be assessed, and a means by which to mobilize the community in support of educational improvement.

The Module for the CIJE Study of Educators consists of two separate research instruments: the CIJE Educators Survey and the CIJE Educators Interview. Each instrument is accompanied by a guide, explaining its proper usage. The CIJE Educators Survey is a questionnaire designed to collect quantitative information from all of the educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. It consists of four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Interview is an in-depth interview process employing a series of questions and probes (a protocol) designed to elicit in-depth information from a sample of educators working in the Jewish schools in your community, concerning their professional lives as Jewish educators. There are separate protocols for teachers and administrative/supervisory personnel. Both protocols consist of six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Rewards and Opportunities, and Professional Issues. The CIJE Educators Survey and the CIJE Educators Interview can be used separately or in conjunction with each other to produce an accurate description of your current educational workforce.

The Module for the CIJE Study of Educators was developed by the CIJE's Monitoring, Evaluation and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of the CIJE (Atlanta, Baltimore, and Milwaukee). Both instruments were field tested in these three communities in 1992-93. The CIJE Educators Survey was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from The Los Angeles BJE Teacher Census (1990). The information obtained in the field tests has been used to develop comprehensive plans for building the profession in each community. Additionally, the information has been used to prepare the CIJE's Policy Brief Background and Professional Training of Teachers in Jewish Schools. This is the first of a series to be based on the data from the three Lead Communities. Based upon these experiences, the MEF Research Team revised the instruments and wrote the accompanying guides.

As communities begin to employ the Module for the CIJE Study of Educators in studying their own Jewish educational workforce, the data obtained can become a valuable continental resource - providing an increasingly detailed picture of our continental Jewish educational workforce and mobilizing national agencies in support of communal efforts toward building the profession of Jewish education. Each community is asked to provide a copy of the data obtained that they have acquired using their version of the CIJE Educators Survey, to the CIJE in order to build a continental data base. In addition, the Council for Initiatives in Jewish Education would appreciate the CIJE being acknowledged in any reports or other materials that are created through use of the Module for the CIJE Study of Educators.

MEF Research Team

Dr. Adam Gamoran

Professor of Sociology and Educational Policy Studies
University of Wisconsin, Madison

Dr. Ellen Goldring

Professor of Educational Leadership and Associate Dean
Peabody College of Education, Vanderbilt University

Bill Robinson

Staff Researcher

The members of the MEF Research Team acknowledge the substantial and invaluable work of Roberta Goodman, R.J.E. and Dr. Julie Tammivaara in creating the Module for The CIJE Study of Educators. They appreciate the efforts of the three Lead Communities (Atlanta, Milwaukee, and Baltimore). They are grateful for the guidance of the MEF Academic Advisory committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff. The members of the MEF Research Team are especially thankful to the Jewish educators who participated in the study.

Please contact Bill Robinson, CIJE Staff Researcher, with any questions or suggestions that you may have regarding the Module for The CIJE Study of Educators.

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e-mail address 74104.3335@compuserve.com

Council for Initiatives in Jewish Education

GUIDE TO THE EDUCATORS SURVEY

A. What is the CIJE Educators Survey?

The CIJE Educators Survey is a questionnaire designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. The CIJE Educators Survey contains questions in four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Survey, alone or in conjunction with the CIJE Educators Interview, is designed to provide information that will help in building the profession of Jewish education in your community. The CIJE Educators Survey will also provide a baseline against which you can measure any changes that occur from your efforts in this area.

B. Who completes the CIJE Educators Survey?

The questionnaire is to be completed by both the Judaic studies teachers and the administrative/supervisory personnel in **ALL** of the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Teachers and administrative/supervisory personnel working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are to complete the questionnaire.
- In supplementary schools, all teachers and administrative/supervisory personnel are to complete the questionnaire.
- Every principal or educational director in the Jewish schools is to complete the questionnaire.
- Both Jewish and non-Jewish persons who fit the above criteria are to complete the questionnaire.
- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are **NOT** to complete the questionnaire.

C. How to administer the CIJE Educators Survey

The CIJE Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (Atlanta, Baltimore, and Milwaukee) in 1992-93. In total, 983 teachers responded out of a total population of 1192 in these three communities. Obtaining such a high response rate (over 82%) was essential to having the research findings be considered an accurate representation of the total population of educators. The CIJE Educators Survey is intended to be administered to all educators, not a sample. Therefore, it is vital that when administering the CIJE Educators Survey in your community you obtain a similarly high response rate.

In order to achieve a high response rate, the following procedures should be followed:

1. This survey process should be coordinated in advance with the principal of each school.
2. The questionnaire is to be administered at faculty meetings in each school. The educators are not permitted to take the questionnaire home. They must complete it and return it during the faculty meeting. (One hour should be allocated for completion of the questionnaire at each school.)
3. Principals or other administrative personnel are not to administer the questionnaire. It should be handed out and collected by persons designated for this purpose (e.g., central agency personnel, graduate students, study coordinator). The principals and other administrative personnel are to complete the questionnaire in a separate room, at the same time as the teachers.
4. Educators who were absent from the faculty meeting should receive the questionnaire at home by mail, accompanied by a stamped, self-addressed return envelope. The envelope should be addressed to the study coordinator, not to the school or principal.
5. In order to be able to calculate your response rate and control the distribution of the questionnaire, every questionnaire is to be coded BEFORE administering them at the schools.
 - a. First, the study coordinator (or someone s/he assigns) should code the boxes on the bottom of the last page of the survey with a two digit school ID number (between 01 and 99) that specifically identifies each school.
 - b. Then, at each school, the person(s) in charge of administering the questionnaire should code the same set of boxes with a two digit person ID number (between 01 and 99). Unlike the school ID number, individual educators are NOT to be identified by this number.

D. How do educators who work in more than one school respond to the questionnaire?

Educators who work in more than one school are to complete **ONLY ONE** questionnaire. The person(s) in charge of administering the CIJE Educators Survey at each school are to instruct those educators who already have completed a questionnaire to **NOT** complete another one.

It does not matter at which school an educator completes the questionnaire. In the CIJE Educators Survey, there are questions which will ask them information about the other school in which they work. (Since very few educators work in more than two schools, these questions only ask them about the two schools in which they work the most hours.)

E. Anchor Items - Modifying the CIJE Educators Survey

In using the CIJE Educators Survey, questions may be added and some questions may be modified to suit the particular needs and resources of your community. A number of the questions in the CIJE Educators Survey are "anchor items." This means that they address certain policy issues essential to building the profession of Jewish education in all kinds of communities. Data are or will be available on these items for many communities, contributing to a continental data base. The CIJE hopes that all community educator surveys will contain these anchor items.

The anchor items are:

- Q1: Number of schools in which respondent works
- Q3: Number of hours respondent works in each school
- Q4: Years of experience in current school
- Q6: Years of experience in the field of Jewish education
- Q7: Affiliation of school(s)
- Q9: Work settings
- Q10: Position(s)
- Q13: Salary
- Q14: Benefits in first school:
 - c. Continuing education
 - h. Health
 - i. Pension
- Q15: Benefits in second school:
 - c. Continuing education
 - h. Health

- i. Pension
- Q20: Satisfaction:
 - a. Salary
 - b. Benefits
 - c. Job security
 - d. Career opportunities
- Q21: Does respondent work full-time in Jewish education
- Q27: Experience in general education
- Q28: Is Jewish education respondent's career
- Q29: Workshops required
- Q30: Total number of workshops attended
- Q34: Professional growth beyond workshops:
 - a. Judaica/Hebrew course at community center or synagogue
 - b. Judaica/Hebrew course at college or university
 - c. Education course at college or university
- Q38: Adequacy of opportunities for professional growth:
 - a. In-service workshops
 - b. Informal study with other educators
 - c. Degrees in Judaic studies or Hebrew
 - d. Certification in Jewish education
 - e. Certification in administration
- Q39: Is respondent Jewish
- Q40: Respondent's Jewish affiliation
- Q45: Jewish schooling before age 13
- Q46: Jewish schooling after age 13
- Q49: Yeshiva after age 18
- Q50: Degrees since high school
- Q52: Licenses and certification:
 - a. Jewish education
 - b. General education
 - c. Administration
- Q55: Sex
- Q59: Total family income
- Q60: Significance of income from work in Jewish schools
- Q62: Plans for the future

Council For Initiatives In Jewish Education

EDUCATORS SURVEY

Dear Educator,

We appreciate your participation in this survey of educators in Jewish schools in this community. By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community and nationally.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

Your responses are confidential. The results will appear only in summary or statistical form so that individuals cannot be identified.

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education
EDUCATORS SURVEY

I. SETTINGS

This first set of questions asks you about the schools in which you work.

1. In how many Jewish schools do you work? _____

2. If you work in more than one school, do you do so to earn a suitable wage?

Yes

☐ 1

No

☐ 2

3. How many hours per week are you employed at each school?

(List them in order, so that the first school is the school at which you work the most hours and so on.)

First school _____

Second school _____

Third school _____

Fourth school _____

4. Please indicate how many years you have been working in your CURRENT school(s), including this year.

First school _____

Second school _____

Third school _____

Fourth school _____

5. How many years have you been working in Jewish education in THIS COMMUNITY, including this year? _____

6. How many years IN TOTAL have you been working in the field of Jewish education, including this year? _____

Please answer all of the following questions. If you work in more than two schools, please answer the questions only in regard to the two schools at which you work the most hours.

7. What is the affiliation of each school?

(Check one response for each school)

	First school	Second school
a. Reform	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Conservative	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Traditional	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Orthodox	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Reconstructionist	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Community	<input type="checkbox"/> 6	<input type="checkbox"/> 6
g. Jewish Community Center	<input type="checkbox"/> 7	<input type="checkbox"/> 7
h. Other (specify) _____	<input type="checkbox"/> 8	<input type="checkbox"/> 8

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check only one for each school)

	First school	Second school
a. Day school	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. One day/week supplementary school	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Two or more days/week supplementary school	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Pre-school	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Adult education	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Other (specify) _____	<input type="checkbox"/> 6	<input type="checkbox"/> 6

10. What position(s) do you hold in each school?

(Check all that apply)

	First school	Second school
a. Teacher	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher Aide	<input type="checkbox"/>	<input type="checkbox"/>
c. Educational director or principal	<input type="checkbox"/>	<input type="checkbox"/>
d. Assistant educational director or principal	<input type="checkbox"/>	<input type="checkbox"/>
e. Department head (e.g., Hebrew department chair, director of primary program)	<input type="checkbox"/>	<input type="checkbox"/>
f. Tutor	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

11. What subjects do you primarily teach this year?

(Check all that apply)

	First school	Second school
a. Hebrew language	<input type="checkbox"/>	<input type="checkbox"/>
b. Judaica (e.g., Bible, history, holidays) in Hebrew	<input type="checkbox"/>	<input type="checkbox"/>
c. Judaica (e.g., Bible, history, holidays) in English	<input type="checkbox"/>	<input type="checkbox"/>
d. Bar/Bat Mitzvah preparation	<input type="checkbox"/>	<input type="checkbox"/>
e. Secular subjects (e.g., math, reading, science)	<input type="checkbox"/>	<input type="checkbox"/>
f. Integrated kindergarten/pre-school curriculum	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
h. I am not teaching this year	<input type="checkbox"/>	<input type="checkbox"/>

12. In what grade levels are your primary responsibilities?

First School

Second school

13. What is your annual salary from each school?

(Check one range for each school)

First school

Second school

Less than \$1,000

1

1

\$1,000 - \$4,999

2

2

\$5,000 - \$9,999

3

3

\$10,000 - \$14,999

4

4

\$15,000 - \$19,999

5

5

\$20,000 - \$29,999

6

6

\$30,000 - \$39,999

7

7

\$40,000 - \$49,999

8

8

\$50,000 - \$59,999

9

9

\$60,000 - \$69,999

10

10

\$70,000 - \$79,999

11

11

\$80,000 or more

12

12

14. Which of the following benefits are available to you in the first school?

(Check one response for each item)

	Not Available	Available but do not Receive	Available and Receive
a. Free or reduced tuition for your children	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue of JCC	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Funding to attend conferences, continuing education courses	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other (specify) _____	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2

15. Which of the following benefits are available to you in the second school?

(Check one response for each item)

	Not Available	Available but do not Receive	Available and Receive
a. Free or reduced tuition for your children	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue of JCC	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Funding to attend conferences, continuing education courses	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other (specify) _____	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. How did you find your present position(s)? (Check only one for each school)

	First school	Second school
a. Central agency for Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Graduate school placement	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. National professional association	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Through a friend or mentor	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Recruited by the school	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Approached the school directly	<input type="checkbox"/> 6	<input type="checkbox"/> 6
g. Newspaper advertisement	<input type="checkbox"/> 7	<input type="checkbox"/> 7
h. Other (specify) _____	<input type="checkbox"/> 8	<input type="checkbox"/> 8

17. Which of the following factors affected your decision to work in the school(s) in which you presently do?

(Check Yes or No for each item)

	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Friends who work there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Principal, Rabbi, or professional staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Reputation of the school and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Religious orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. My own synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

18. Did you move to this community to take your current position(s)?

Yes

☐ 1

No

☐ 2

19. To what extent do you receive help and support for your work as a Jewish educator from the following?

(Check one response for each item)

Frequently

Occasionally

Seldom

Never

a. Principal/supervisor

☐ 1

☐ 2

☐ 3

☐ 4

b. Colleagues in your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

c. Colleagues outside your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

d. Parents and/or lay leaders

☐ 1

☐ 2

☐ 3

☐ 4

e. Rabbi

☐ 1

☐ 2

☐ 3

☐ 4

f. Faculty members at a local university

☐ 1

☐ 2

☐ 3

☐ 4

g. Central agency staff

☐ 1

☐ 2

☐ 3

☐ 4

h. Teacher resource center

☐ 1

☐ 2

☐ 3

☐ 4

i. National movement

☐ 1

☐ 2

☐ 3

☐ 4

j. Professional organizations

☐ 1

☐ 2

☐ 3

☐ 4

k. Other (specify) _____

☐ 1

☐ 2

☐ 3

☐ 4

20. The following items deal with different aspects of the life of a Jewish educator. Please indicate how satisfied you are with each of the following:

(Check one response for each item)

Very
satisfied

Somewhat
satisfied

Somewhat
dissatisfied

Very
dissatisfied

a. Salary

☐ 1

☐ 2

☐ 3

☐ 4

b. Benefits

☐ 1

☐ 2

☐ 3

☐ 4

c. Job security/tenure

☐ 1

☐ 2

☐ 3

☐ 4

d. Opportunities for career advancement

☐ 1

☐ 2

☐ 3

☐ 4

21. Are you a full-time Jewish educator?

Yes

☐ 1

No

☐ 2

22. Would you consider working more hours in Jewish education if the opportunity were available to you?

Yes

☐ 1

No

☐ 2

(If No, skip to Question #25)

23. If you would consider working more hours, would you prefer to work:

in one school

☐ 1

in several schools

☐ 2

24. If you would consider working more hours, which of the following would encourage you to do so? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

a. Salary

☐

b. Benefits

☐

c. Job security, tenure

☐

d. Opportunities for career advancement

☐

e. Opportunities to work closely with other educators

☐

f. Availability of training opportunities

☐

g. More resources at work

☐

h. Change in family status

☐

i. Other (specify) _____

☐

25. In addition to your work in Jewish schools, do you currently: (Check all that apply)

☐

a. tutor students privately in Judaica, Hebrew, or for Bar/Bat Mitzvah

☐

b. work with a Jewish youth group

☐

c. work in a Jewish camp

☐

d. do other work in an informal Jewish educational setting
(specify) _____

☐

e. I do not work in an informal Jewish educational setting

In total, how many hours per week do you work in the informal Jewish educational settings indicated above?

II. WORK EXPERIENCE

The following set of questions asks about your current and prior work experience.

26. For each of the following **JEWISH** settings check the positions you have held or are currently holding. Indicate the total number of years in each, including this year.

Setting	Position	Number of years
SUPPLEMENTARY SCHOOL	<input type="checkbox"/> Aide	_____
	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Supervisor	_____
	<input type="checkbox"/> Specialist	_____
	<input type="checkbox"/> Principal	_____
	<input type="checkbox"/> Other	_____
DAY SCHOOL	<input type="checkbox"/> Aide	_____
	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Supervisor	_____
	<input type="checkbox"/> Specialist	_____
	<input type="checkbox"/> Principal	_____
	<input type="checkbox"/> Other	_____
DAY/RESIDENTIAL CAMP	<input type="checkbox"/> Counselor	_____
	<input type="checkbox"/> Specialist	_____
	<input type="checkbox"/> Unit Leader	_____
	<input type="checkbox"/> Division Head	_____
	<input type="checkbox"/> Director	_____
	<input type="checkbox"/> Other	_____
JCC	<input type="checkbox"/> Group Worker - Teacher	_____
	<input type="checkbox"/> Program Director	_____
	<input type="checkbox"/> Department Head	_____
	<input type="checkbox"/> Director	_____
	<input type="checkbox"/> Other	_____
PRE-SCHOOL	<input type="checkbox"/> Assistant Teacher or Aide	_____
	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Director	_____
	<input type="checkbox"/> Other	_____
INFORMAL EDUCATION YOUTH WORK	<input type="checkbox"/> Group Advisor	_____
	<input type="checkbox"/> Youth Director	_____
	<input type="checkbox"/> Other	_____
ADULT EDUCATION	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Program Director	_____
	<input type="checkbox"/> Other	_____

27. Have you ever worked in general education?

Yes

☐ 1

No

☐ 2

If Yes, how many years (including this year)? _____

28. Would you describe yourself as having a career in Jewish education?

Yes

☐ 1

No

☐ 2

III. TRAINING AND STAFF DEVELOPMENT

The next set of questions asks about your training and staff development experiences.

29. During the last two years, have you been required to attend in-service workshops?

Yes

☐ 1

No

☐ 2

If Yes, how many were you required to attend? _____

30. In total, how many in-service workshops did you actually attend during the last two years, whether required or not? _____

31. During the last two years, have you attended workshops in any of the following areas:

(Check Yes or No for each item)

	Yes	No
a. Judaic subject matter (e.g., Bible, history)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Curriculum development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Educational leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

32. How helpful were the local workshops that you attended in the past two years in each of the following areas:

(Check one response for each item)	Very helpful	Somewhat helpful	Not helpful	Did not attend
a. Judaic subject matter (e.g., Bible, history)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Curriculum development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Educational leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

33. What would encourage you to spend additional time on professional training?
Check only the TWO items that are most important to you.

- ☐ a. Increased salary
- ☐ b. Release time
- ☐ c. Tuition subsidies
- ☐ d. Topics of personal interest
- ☐ e. Relevance to your work in Jewish education
- ☐ f. Availability of certification
- ☐ g. Other (specify) _____

34. Beyond attending in-service workshops, during the past two years did you:

(Check Yes or No for each item)

	Yes	No
a. Attend a course in Judaica or Hebrew at a community center or synagogue?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Attend a course in Judaica or Hebrew at a college or university?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Attend a course in education at a college or university?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in a private Judaica or Hebrew study group?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Study Judaica or Hebrew on your own?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Participate in some other on-going form of study in Judaica or Hebrew (e.g., year-long seminar)? (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

35. In which of the following areas would you like to develop your skills further?
Check only the three most important.

- ☐ a. Classroom management
- ☐ b. Child development
- ☐ c. Lesson planning
- ☐ d. Curriculum or program development
- ☐ e. Creating materials
- ☐ f. Parental involvement
- ☐ g. Motivating children to learn
- ☐ h. Educational leadership
- ☐ i. School administration
- ☐ j. Staff development
- ☐ k. Other (specify) _____

36. In which of the following areas would you like to increase your knowledge?
Check only the three most important.

- ☐ a. Hebrew language
- ☐ b. Holidays and rituals
- ☐ c. Israel and Zionism
- ☐ d. Jewish history
- ☐ e. Bible
- ☐ f. Synagogue skills/prayer
- ☐ g. Rabbinic literature
- ☐ h. Jewish thought
- ☐ i. Other (specify) _____

AMERICAN JEWISH
ARCHIVES

37. How proficient are you in Hebrew?

(Check one response for each item)

	Fluent	Moderate	Limited	Not at all
a. Speaking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Writing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

38. In your community, how adequate are the opportunities for:

(Check one response for each item)

	More than adequate	Adequate	Less than adequate	Inadequate
a. In-service workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Degrees in Judaic Studies or Hebrew	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Certification in Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Certification in administration/supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

IV. BACKGROUND

Next we are going to ask you about yourself.

39. Are you Jewish?

Yes

☐ 1

No

☐ 2

40. At the present time, which of the following best describes your Jewish affiliation?

☐ 1

Reform

☐ 2

Conservative

☐ 3

Traditional

☐ 4

Orthodox

☐ 5

Reconstructionist

☐ 6

Unaffiliated

☐ 7

Other (specify) _____

41. Are you currently a member of a synagogue?

Yes

☐ 1

No

☐ 2

If Yes, are you an educator in the synagogue where you are a member?

Yes

☐ 1

No

☐ 2

42. Which of the following do you usually observe? (Check all that apply)

☐

a. Light candles on Friday evening

☐

b. Attend a Passover Seder

☐

c. Keep Kosher at home

☐

d. Light Hanukkah candles

☐

e. Fast on Yom Kippur

☐

f. Observe Shabbat

☐

g. Build a Sukkah

☐

h. Fast on the Fast of Esther

☐

i. Celebrate Israel Independence Day

43. During the past year, did you:

(Check Yes or No for each item)

	Yes	No
a. Attend synagogue on the High Holidays	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Attend synagogue on Shabbat at least twice a month	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Daven or attend synagogue daily	<input type="checkbox"/> 1	<input type="checkbox"/> 2

44. Have you ever been to Israel?

Yes ☐ 1 No ☐ 2

If Yes, did you ever live in Israel for three months or longer?

Yes ☐ 1 No ☐ 2

45. What kind of Jewish school, if any, did you attend before you were thirteen? (Check all that apply)

- ☐ a. One day/week supplementary school
- ☐ b. Two or more days/week supplementary school
- ☐ c. Day school or yeshiva
- ☐ d. School in Israel
- ☐ e. None
- ☐ f. Other (specify) _____

46. What kind of Jewish school, if any, did you attend after you were thirteen (and before college)?

(Check all that apply)

- ☐ a. One day/week supplementary school
- ☐ b. Two or more days/week supplementary school
- ☐ c. Day school or yeshiva
- ☐ d. School in Israel
- ☐ e. None
- ☐ f. Other (specify) _____

47. Did you attend a Jewish summer camp with mainly Jewish content or program?

Yes

☐

No

☐

If Yes, how many summers? _____

48. Did you belong to a Jewish youth group?

Yes

☐

No

☐

If Yes, how many years? _____

49. After age 18, did you attend a yeshiva (or women's equivalent)?

Yes

☐

No

☐

If Yes, how many years? _____

50. Have you earned any type of degree since high school?

Yes

☐

No

☐

If Yes, please specify all the degrees that you have earned since high school and the appropriate major(s) and minor(s) for each degree. (List all that apply)

	Type of Degree	Major(s)	Minor(s)
Two-year degrees (e.g., AA, ACD, etc.)	_____	_____	_____
	_____	_____	_____
Degrees from teachers seminary (non-university)	_____	_____	_____
	_____	_____	_____
Bachelors degrees (e.g., BA, BS, BHL, etc.)	_____	_____	_____
	_____	_____	_____
Masters degrees (e.g., MA, MS, MEd, MHL, MSW, etc.)	_____	_____	_____
	_____	_____	_____
Doctorates (e.g., PhD, EdD, DHL, etc.)	_____	_____	_____
	_____	_____	_____
Rabbinic ordination/smicha	_____	_____	_____
Other degrees	_____	_____	_____
	_____	_____	_____

51. Are you currently enrolled in a degree program?

Yes

☐

No

☐

If Yes, for what degree? _____

in what major(s)? _____

52. Do you hold a professional license or certification in:

(Check Yes or No for each item)

Yes

No

a. Jewish education

☐☐

If Yes, from where? _____

b. General education

☐☐

If Yes, from where? _____

c. Educational administration/supervision

☐☐

If Yes, from where? _____

d. Other (specify) _____

☐☐

If Yes, from where? _____

53. Are you currently working toward a professional license or certification in:

(Check Yes or No for each item)

Yes

No

a. Jewish education

☐☐

If Yes, from where? _____

b. General education

☐☐

If Yes, from where? _____

c. Educational administration/supervision

☐☐

If Yes, from where? _____

d. Other (specify) _____

☐☐

If Yes, from where? _____

54. What is your age? _____

55. What is your sex?

Male

☐

Female

☐

56. Where were you born?

- ☐ 1 USA
- ☐ 2 Other, (specify country) _____

57. What is your marital status?

- ☐ 1 Single, never married
- ☐ 2 Married
- ☐ 3 Separated
- ☐ 4 Divorced
- ☐ 5 Widowed

58. If you are married, is your spouse Jewish?

Yes ☐ 1 No ☐ 2

59. What is your approximate total family income?

- ☐ 1 \$30,000 or below
- ☐ 2 \$31,000 - \$45,000
- ☐ 3 \$46,000 - \$60,000
- ☐ 4 \$61,000 - \$75,000
- ☐ 5 \$76,000 - \$90,000
- ☐ 6 Above \$90,000

60. How important to your household income is the income you receive from your work in Jewish schools?
(Check one)

- ☐ 1 The main source
- ☐ 2 An important source of additional income
- ☐ 3 Insignificant to our/my total income

61. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- ☐ a. an educator in a non-Jewish setting
- ☐ b. engaged in other employment outside the home
(specify) _____
- ☐ c. not employed elsewhere
- ☐ d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

62. Which of the following best describes your career plans over the next three years?

I plan to: (Check only one)

- ☐ 1 continue working in my current teaching or administrative position at the same school(s).
- ☐ 2 continue in the same type of position (either teaching or administrative) at a different Jewish school.
- ☐ 3 move from a teaching position to an administrative position at a Jewish school (or vice-versa).
- ☐ 4 seek a position in Jewish education other than in a school (such as a central agency).
- ☐ 5 seek an education position in a non-Jewish setting.
- ☐ 6 seek work outside of education.
- ☐ 7 not work.
- ☐ 8 I don't know. I am uncertain.
- ☐ 9 Other (specify) _____

Thank you very much for your cooperation!

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Council for Initiatives in Jewish Education

GUIDE TO THE CIJE EDUCATORS INTERVIEW

A. What is the CIJE Educators Interview?

The CIJE Educators Interview is a research process by which in-depth information can be obtained about the professional lives of educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. The CIJE Educators Interview consists of two separate protocols to be used with teachers and administrative/supervisory personnel, respectively: the CIJE Educators Interview: Teachers Protocol and the CIJE Educators Interview: Administrators Protocol. Each protocol contains a series of questions that can be asked during the interviews and suggestive probes by which additional information can be elicited, in six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Satisfaction and Opportunities, and Professional Issues. The CIJE Educators Interview, alone or in conjunction with the CIJE Educators Survey, is designed to provide information that will help in building the profession of Jewish education in your community.

B. Who participates in the CIJE Educators Interview?

The protocols are to be used with a **SAMPLE** of **ELIGIBLE** educators working in the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Educators working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are eligible to be interviewed.
- In supplementary schools, all teachers and administrative/supervisory personnel are eligible to be interviewed.
- Every principal or educational director in the Jewish schools is eligible to be interviewed.
- Both Jewish and non-Jewish persons who fit the above criteria are eligible to be interviewed.

- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are NOT eligible to be interviewed.

From the group of eligible educators, a REPRESENTATIVE sample is selected to be interviewed. Separate samples for teachers and administrative/supervisory personnel are selected. By obtaining a representative sample, it is more likely that the information obtained through the interviews will be generalizable to and "representative" of the total population of teachers or administrative/supervisory personnel in the Jewish schools in your community. To be representative, the samples should contain participants in proportions similar to the ratios that characterize the total populations (for those characteristics that are deemed important). For example, if 40% of the teachers in your community work in day schools, the sample of teachers should contain approximately that proportion (40%) of day school teachers. Characteristics that your community could consider to be important may include the type of setting (i.e., Day school, Supplementary school, Pre-school, Adult education), gender, experience in Jewish education, and Jewish affiliation.

Ideally, to obtain a representative sample, participants should be selected randomly from a complete list of the teachers and administrative/supervisory personnel working in the Jewish schools in your community. If this method is not feasible, participants may be selected through other methods such as nomination by the administrator of each school. In addition, specific participants may be selected based upon their leadership, role in the community, or other characteristics. These targeted individuals may be added to the sample, but this should be kept in mind when interpreting the interview responses.

C. How to conduct the interviews

The interviews should take approximately 45 to 60 minutes. The interviews are to be audio taped and the tapes transcribed. At the beginning of each interview, the interviewer is to inform the participants that their individual responses will be kept confidential and any use of quotes will be done anonymously.

Two separate protocols are provided to guide the interviews with teachers and administrative/supervisory personnel. Each protocol contains a series of questions that the interviewer can employ to gather information on particular topics, such as experience, early Jewish education, relations with other teachers, frustrations and rewards of teaching, etc. For several of the questions, probes are provided which can assist the interviewer in eliciting additional information on a particular topic. The protocols are offered as guides for conducting successful interviews. They were developed for and successfully employed by the CIJE's three Lead Communities (Atlanta, Baltimore, and Milwaukee) for their community studies of the educators in

their Jewish schools. Some topics may be emphasized over others and additional questions may be included on topics that are specific to the needs and resources of your community.

It is very important to maintain the **CONFIDENTIALITY** and **ANONYMITY** of the participant's responses. To achieve this, the tapes and transcriptions should not be shared with any members of the community. Only a summary analysis of the transcribed interviews should be provided to the community. In providing specific information about participants (such as place of work, experience, Jewish affiliation, etc.) or in using quotes, it is important not to reveal the identity of any participants. The names of people or places may need to be changed and revealing phrases from within quotes may need to be omitted. Finally, the interviews should be conducted in a relatively private location, such as an empty classroom or office, or at the participant's home.



Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: TEACHERS PROTOCOL

This interview protocol for teachers consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions designed to elicit information from the teachers (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

I would like to begin our interview with some questions about your background. To begin,

1. I am interviewing you as a teacher of [name of institution]. How many hours per week do you work there? *[Elicit the name of roles teacher has in this setting and approximately how many hours are spent in each role.]*
2. How long have you been employed at [name of institution]?
3. Do you work in any other setting? *[If yes, elicit kind of work and whether full-time or part-time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]*
4. How long have you been involved in Jewish education? *[Probe specifics, that is, in what capacity, for how long, where, etc.]*
5. Do you identify with any movements in Judaism? *[If so, ask which one and ask if teacher is affiliated with a synagogue.]*

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

1. At what point did you make a definite decision to become a Jewish educator?
[Probe: What were the specific circumstances at the time? Get the year, place, etc. If teacher says he or she always wanted to be a teacher, ask for earliest memory of this desire.]
 2. What were the main attractions Jewish education held for you?
 3. What people were influential in your decision to become a Jewish educator?
-

C. Training

The next set of questions will focus on your preparation to become an educator. I am interested in areas of general instructional preparation and Jewish studies preparation.

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit information on both formal and informal instruction. Get the amount of time as well as the ages through high school.]*
 2. Did you attend college after high school? *[Elicit what school(s), where located, what major(s), what degree(s) received.]*
 3. What types of Jewish educational experiences have you participated in since high school? *[Elicit what Jewish studies courses or degrees, Jewish education certificates, etc. Probe as to what trips to Israel, study groups, JCC courses, etc.]*
 4. As you think about where you are as a Jewish educator, in what areas would you like more preparation?
-

D. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began teaching here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a teacher. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow teachers;
 - the principal [and educational director, if there is one];
 - rabbis;
 - communal resource [i.e., central agency] people;
 - federation personnel;
 - others.
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your principal? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? *[Probe: Is teacher main family bread winner? How would life change if salary is not available?]*
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?

9. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
 2. What rewards are available in a Jewish educational setting that may not be available in others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
-

F. Professional Issues

1. What are you really trying to accomplish as an teacher?
2. In what ways do you model a Jewish life for your students?
3. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*

4. In what ways are you continuing to develop as a teacher? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
 5. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 6. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
-



Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: ADMINISTRATORS PROTOCOL

This interview protocol for administrative/supervisory personnel consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions designed to elicit information from the administrators (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

I would like to begin our interview with some questions about your background. To begin,

1. I am interviewing you as an administrator of [name of institution]. Are you contracted as a full-time or part-time administrator? How many hours per week do you work there as an administrator? *[Elicit the name of roles administrator has in this setting and approximately how many hours are spent in each role. If administrator is part-time, how is this defined?]*
2. How long have you been employed at [name of institution]?
3. Do you work in any other setting? *[If yes, elicit kind of work and whether full-time or part-time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]*
4. How long have you been involved in Jewish education? *[Probe specifics, that is, in what capacity, for how long, where, etc.]*
5. Do you identify with any movements in Judaism? *[If so, ask which one and ask if administrator is affiliated with a synagogue.]*

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

1. At what point did you make a definite decision to become a Jewish educator?
[Probe: What were the specific circumstances at the time? Get the year, place, etc. If teacher says he or she always wanted to be a teacher, ask for earliest memory of this desire.]
 2. What were the main attractions Jewish education held for you?
 3. What people were influential in your decision to become a Jewish educator?
-

C. Training

The next set of questions will focus on your preparation to become an educator. I am interested in areas of general instructional preparation and Jewish studies preparation.

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit information on both formal and informal instruction. Get the amount of time as well as the ages through high school.]*
 2. Did you attend college after high school? *[Elicit what school(s), where located, what major(s), what degree(s) received.]*
 3. What types of Jewish educational experiences have you participated in since high school? *[Elicit what Jewish studies courses or degrees, Jewish education certificates, etc. Probe as to what trips to Israel, study groups, JCC courses, etc.]*
 4. As you think about where you are as a Jewish educator, in what areas would you like more preparation?
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D. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began as an administrator there? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as an administrator. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow administrators;
 - teachers;
 - rabbis;
 - communal resource [i.e., central agency] people;
 - federation personnel;
 - school board or committee;
 - others.
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your teaching staff? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? *[Probe: Is administrator main family bread winner? How would life change if salary is not available?]*
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?

9. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
 2. What rewards are available in a Jewish educational setting that may not be available in others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
 8. What aspects of your work deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?
-

F. Professional Issues

1. What are you really trying to accomplish as an administrator?
2. What changes have you made in your school's program? What changes are you working on now?

3. In what ways do you model a Jewish life for your students?
 4. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
 5. In what ways are you continuing to develop as an administrator? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
 6. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 7. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
 8. Besides teaching their classes, what expectations do you have of your faculty? Are these expectations in the teachers' contracts? *[Probe: How do teachers know these expectations are being held for them?]*
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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
MASTER SCHEDULE CONTROL

Schedule 1
Date Prepared: 4/10/95

1994				1995				1996								
ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN
1. Steering Committee 10:00 AM - 4:00 PM	N.Y. 10/5				N.Y. 2/14		N.Y. 4/26		N.Y. 6/8		N.Y. 8/25			N.Y. 11/1		CLEVE 1/22
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/5						N.Y. 4/26							N.Y. 11/1		
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 4:00 PM	N.Y. 10/5-6						N.Y. 4/26-27							N.Y. 11/1-2		
4. Sub-Committees:																
A. Building the Profession	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
B. Community Mobilization	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
C. Content & Program	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
D. Research & Evaluation	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: February 14, 1995

DATE MINUTES ISSUED: March 8, 1995

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Seymour Fox, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi (Sec'y)

Copy to: Adam Gamoran, Lester Pollack, Jonathan Woocher, Henry Zucker

I. Introductory Remarks

The master schedule control, minutes, and assignments were reviewed. Steering Committee members were encouraged to review the master schedule control carefully and advise a member of the CIJE staff if any of the meeting dates are inconvenient. Note: The August meeting will take place in New York, not in Cleveland, as originally scheduled.

With respect to CIJE's continental agenda, it was suggested that a significant amount of data is being generated by the work of CIJE. CIJE should consider establishing a national data base as a repository for this information. It was noted that the MEF team has this on its agenda, but that we may wish to be selective about the data that we collect and store, perhaps by focusing on "leading indicators."

It was also suggested that other organizations are collecting data and that we should find a way to coordinate and standardize the collection process. It was noted that baseline information is important to the evaluation of any effort and is frequently not available. This issue should be considered within this context.

Assignment It was concluded that the MEF committee should consider this matter, outline the issues and begin to develop a plan. A first cut into this issue may be a topic for discussion at the next meeting of the steering committee.

II. Overview of Organization Workplan

Alan Hoffmann reminded the steering committee that much of 1994 was spent on developing the structure of CIJE and focusing its agenda. During that time, the four committees were established which represent the primary domains of CIJE's work. Now, based on those four domains, a 1995 workplan has been developed. It is anticipated that the workplan for 1996 will be drafted by August, 1995, so that input of the steering committee can be sought much earlier in process.

A. Building the Profession

CIJE continues to work on the mandate set forth by the Commission on Jewish Education in North America: building the profession and mobilizing community support for Jewish education. Based on the outcomes of the personnel research which was undertaken in 1994, it has been concluded that first efforts should be focused on in-service training, while initial steps are taken to develop a comprehensive plan for future efforts to build the profession. A scan of the field suggests that there is no obvious agency or institution to which we can turn for assistance in providing comprehensive in-service training for classroom Jewish educators. The first step in this effort is to determine what capacity is needed to provide the necessary training and then to build that capacity so that by the end of 1995 we will have a cadre of trainers available to move this initiative forward.

B. Work toward mobilization of community support for Jewish education will involve four foci in 1995:

1. We will continue to work toward engaging additional lay leaders for Jewish education through our own board. This includes appointing vice-chairs to the CIJE committees, adding eight to sixteen new board members and encouraging committees to meet more frequently than two times each year.
2. CIJE will work with additional communities, aiming toward engaging nine communities in comprehensive planning for educational change and then developing a network of affiliated communities.
3. Work will be undertaken to disseminate information to clearly defined and prioritized constituencies in the ongoing effort to mobilize the community.
4. A plan will be developed for community mobilization. The first step, to be accomplished during 1995, is to develop a "think piece" which will be the basis for developing a plan to engage major community leaders, and untapped potential champions from outside the organized communal framework, in Jewish education.

C. Monitoring Evaluation and Feedback

MEF plans to focus on the following areas in 1995:

1. Analysis and dissemination of community data on educators and survey methods.

2. Continued monitoring and evaluation of CIJE initiated projects.
3. Begin work on developing a study of informal education and educators.
4. Develop a set of "leading educational indicators" to help monitor change in Jewish educational efforts.
5. Develop a plan for creating a research agenda for North America.

D. Content and Program

Work in the area of Best Practices will include the publication of a report on best practices in JCCs and initiation of work on best practices in the teaching of Hebrew. Shorter papers will be developed to review best available practices in in-service training.

The Goals Project will concentrate on developing resource people ("coaches") to work in selected communities.

In the brief discussion that followed, we were reminded to keep informal education in mind as the workplan is implemented. Consideration is being given to development of a policy brief on non-classroom educators.

III. Reporting and Community Mobilization

Alan reported briefly on the November 1994 GA at which CIJE presented the results of the surveys of educators in the lead communities through a report by Adam Gamoran and the dissemination of the Policy Brief. He noted that the reporting was an effective effort which moved CIJE's agenda forward. At the same time, he noted that CIJE will be more centrally involved in the planning of future GAs and will seek to make Jewish education a more central part of the agenda for the 1995 GA.

Nessa Rapoport reported on her work on communications, noting that her mandate is to raise awareness of CIJE and its work. The policy brief and the presentation at the GA resulted in significant press attention. We are continuing to identify opportunities for exposure in the press. A special forthcoming supplement in the March issue of Reform Judaism is an example of this work.

Communications is a priority because of its importance in mobilizing community interest and support. Work has begun on the notion of a "library of essential documents" in Jewish education. In addition, CIJE will begin its planning for the GA by spring. Work is also under way to develop a package of materials which can be distributed as we begin to establish relationships with new communities.

In discussion, it was suggested that CIJE consider the audiences it wishes to reach. It was suggested that the GA participants represent a fairly narrow audience and that we should consider how to reach others.

It was reported that CIJE has begun to open conversations with Hartford, San Francisco, and Seattle as possible additional communities with which we will work. In response, it was suggested that CIJE not limit itself to communities where success is assured, as this will be less helpful in the long run. "Risk of failure is part of the game."

Assignment

It was also noted that many people respond well to the opportunity to see themselves as part of an elite group. It was suggested that CIJE plan a special "invitation only" session at the 1995 GA in an attempt to attract the right people.

It was reported that plans are under way to study the impact of Jewish education on lay leaders by developing a program to work with graduates of the Wexner Heritage Program. Participants are young lay leaders who spend two years studying Jewish sources and who, it appears, do not necessarily become more involved in community activities following their studies. CIJE proposes to work with Wexner alumni, and perhaps to develop a module for inclusion in the Wexner Heritage Program curriculum. The module would deal with Jewish educational change as a focus for leadership development.

IV. Capacity Building

A. Building the Profession

Gail Dorph expanded on the workplan goal to develop a program of in-service training during 1995. She noted that the first step is to identify people who can provide the training, after which it can be institutionalized. The strategy is to develop a high-level cadre of people who can teach others to be teacher trainers on a local level. Described as a "virtual college," this group of educators would serve as mentors/trainers of local master teachers.

At the same time, it was noted that work with teachers can have little impact without the commitment of educational leaders. The Harvard Leadership Institute last October was a first effort to mobilize educational leaders. During 1995 this model will be used to plan similar work with other educational leaders.

Work on building the profession also involves work with currently active institutions of higher Jewish learning. CIJE is working with Brandeis University in its own planning process concerning its role in Jewish education in North America. Professor Walter Ackerman is examining the feasibility of a regional college of Jewish studies serving as an educational center to provide local

service. CIJE continues to work with the denominational training institutions to determine how they can be supportive of the needs of local communities.

In discussion it was suggested that synagogues and day schools hire educators without respect to their personal denominational commitments. It may be that the involvement of the denominational training institutions is not critical to effective in-service training.

It was noted that the original expectation of wall to wall coalition has meant that individual synagogues are involved to some degree in CIJE's activities in the lead communities. Local synagogues do not wish to be left out as planning and implementation are undertaken.

B. Content and Program

Barry Holtz reported that the best practices project is intended to provide information and knowledge which can help with both building the profession and community mobilization. CIJE staff will continue to work during 1995 in disseminating the two Best Practice reports already completed so that they can serve as a resource for educators. In addition, a new report on best practices in the JCC arena is nearing completion as work begins on best practices in the teaching of Hebrew. Work will also be undertaken to identify "best available practice" in the area of in-service education, drawing on both Jewish and general education.

Daniel Pekarsky reported that work continues on the Goals Project, as seminars are developed for use in local communities. Work is now under way to identify individual institutions that wish to work on a goals project. A first step will be to identify and train people to serve as coaches to local goals efforts. It was reported that as a result of the Goals Seminar in Israel during 1994, Cleveland has started a course on goals identification with Walter Ackerman as the teacher. The intent is to develop community-wide goals for Hebrew language instruction.

It was reported that CIJE staff and consultants had just returned from a day of work in Atlanta with 70 lay leaders interested in establishing a Jewish high school in Atlanta. They had determined that the first step in this process is to develop a vision for the ideal graduate of such a school to serve as the starting point for planning. This was the purpose of the consultation, which was deemed a major success as the community now moves forward in its planning.

C. Senior Personnel

It was noted that there is a limited number of top level positions in Jewish education which are central to both planning and implementation of change in local communities and continentally. There is currently no comprehensive plan for senior personnel in North America. CIJE is beginning to think about this, in close consultation with the Mandel Institute in Jerusalem.

Annette Hochstein reported that the Mandel Institute has determined that there is insufficient capacity to train the senior personnel needed in North America and elsewhere. Few of the people in top level positions have been appropriately trained to fill them.

There are a number of organizations in Jerusalem that currently do train small numbers of people for senior positions. The Mandel Institute is considering what it would take to increase the capacity of these programs to train the number of people required. Work is under way to identify actual needs of individual communities and to develop a plan to address these senior personnel needs. It was initially thought that recruitment would be a stumbling block, but current efforts to recruit students to the existing programs have been stepped up and are resulting in many more qualified people than had been anticipated.

One possible outcome for this sort of training might be to develop a cadre of senior educators who could establish a similar, perhaps affiliated, training program in North America.

V. Research and MEF

Ellen Goldring reported that the MEF team had completed the study of educators and the publication of the policy brief in 1994. Work is now under way to complete a similar study of educational leaders to be completed prior to the April board meeting. Preliminary review suggests that a significant number of educational leaders do not possess the sort of training one might expect of people in positions of educational leadership.

It was noted that the MEF team has documented planning for action and organizing for action. If it is now to begin evaluating the action, itself, those involved must be challenged to articulate clear desired outcomes.

It was noted that monitoring, evaluation and feedback is a means to community mobilization.

We were reminded that each community needs an evaluation and research capacity. It is hoped that the work of CIJE in measuring outcomes of its own work

can serve as a model for individual communities. At the same time, it is important to note that the same need to build capacity to accomplish this work that has been pointed to in earlier segments of the meeting is also a serious issue in the area of research and evaluation.

It was suggested that the first step in undertaking this capacity building is to develop a map of what is now available and what is desirable. We can then begin to think about what it would take to get there.

- VI. Committee chairs and staff met over lunch to discuss issues related to their work. Summaries of those meetings are attached.

The meeting adjourned at 2:00 p.m., at which time the steering committee went into executive session.



SUMMARY OF COMMITTEE ON BUILDING THE PROFESSION

Date: February 14, 1995

Present: Gail Dorph, Annette Hochstein, Morton Mandel

Gail's report at the Steering Committee highlighted CIJE's plans for building the profession through building capacity for teacher and leadership training. The committee discussed some of the issues and challenges that emerge from the conceptualization of the plans to create a high quality cadre of teacher trainers to deliver in-service programs at the local and national level. A strategy was developed for thinking about the plan in a way that departs from Gail's presentation in the morning meeting.

The issues discussed included:

1. The difficulty in getting sufficient time from the "Virtual College" faculty to actually use them as primary faculty for inservice programs.
2. The challenge for CIJE to serve as a catalyst for in-service training if our plans only include an intervention at the highest level of educators.
3. Isadore Twersky's suggestion to create a program for Master Teachers who would engage in the teaching of other teachers.

The strategy that emerged suggests beginning not only by identifying and working with the virtual college faculty but also with a larger pool of potential teacher trainers (including not only central agency personnel and principals, but also master teachers). This strategy addresses the concerns inherent in all the issues discussed. Gail will develop this strategy more fully and report back.

SUMMARY OF COMMITTEE ON COMMUNITY MOBILIZATION

Date: 2/14/95

Present: Steve Hoffman, Alan Hoffmann, Nessa Rapoport, Chuck Ratner, Richard Shatten

The meeting focused on two issues: CIJE's role at the 1995 GA; and the agenda for the next meeting of the board committee on community mobilization (April 27, 1995).

1995 GA: Discussion focused on our recognition from the 1994 GA that many of CIJE's key audiences--federation presidents and execs; senior staff and lay leaders of national organizations are at internal meetings at the same time that public programs take place. It was suggested that if we want to reach federation presidents and execs, we need to hold a meeting during the GA specifically for them.

Board Committee: At the October meeting, this committee discussed traditional ways the organized community has rallied around crises, and the different nature of the crisis in Jewish education (it is long-term, without quick fixes; it is not about the "rescue, relief and rehabilitation" of Jews abroad, but about ourselves).

In the current composition of the committee, several of its members represent national organizations whose mission is primarily or in part Jewish education. (The remainder are Lead Community representatives.) There was some discussion about the most fruitful way for this committee to think through questions of community mobilization around the CIJE agenda and vocabulary. One suggestion was to engage its members in looking at ways of "spreading the word" through the organizations represented around the table. Since in CIJE's design, the revitalization of Jewish education can only take place through our partnership with other national organizations, there was some discussion about whether this committee meeting could be a forum to explore those possibilities. It was agreed that there are inherent limitations of time and format to such an option.

The meeting concluded with the understanding that Nessa Rapoport would need to convene a further meeting shortly among these participants to continue to think through the appropriate agenda for this committee in future board meetings and throughout the year.

SUMMARY OF COMMITTEE ON CONTENT AND PROGRAM

Date: February 14, 1995

Present: John Colman, Seymour Fox, Barry Holtz, Daniel Pekarsky

The group reviewed a draft of a report to the full committee on CIJE's recent and future activities in the area of content and program. Most of our meeting was then spent in discussing possible directions the Goals Project might take and has been taking.

Three directions were identified:

- a) Efforts to work with institutions and to cultivate coaches who would be doing this kind of work;
- b) Efforts to introduce new communities/institutions to the basic ideas informing the Goals Project (via seminars like the one done in Jerusalem and the ones now being done in Milwaukee);
- c) The Community Goals agenda.

We ended with the suggestion that Dan Pekarsky prepare a brief oral presentation for the meeting of the full committee in April on the implications of pursuing these different routes, along with some discussion of the route(s) we have been pursuing.



SUMMARY OF COMMITTEE ON RESEARCH AND EVALUATION

Date: February 14, 1995

Participants: Esther Leah Ritz, Ellen Goldring

We reviewed the 1995 workplan for monitoring, evaluation and feedback. At present the MEF team is working on the report of educational leaders in the three Lead Communities and is completing a module for the study of educational personnel to be used by Jewish communities beyond the three Lead Communities.

Next we discussed whether MEF should begin to evaluate CIJE implementation projects, specifically the Goals Project and Personnel Action Plans. To date, MEF has documented the processes of 'organizing for action' in the three lead communities. We spoke about the complicated distinction between short term and long term indicators of evaluation. We also discussed the role of evaluation in relation to the other important strands of MEF's work: continuing the research agenda with more policy briefs and reports, and the need to embark on the study of informal education.

There will be a CIJE staff meeting on March 6 to help address these issues. After this staff meeting the agenda for the next board meeting will be addressed.



- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	2/14/95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNM'T STARTED	DUE DATE
1.	Outline the issues and draft a plan for the establishment of national data base for data generated and/or collected by CIJE.		EG	2/14/95	4/26/95
2.	Work with committees on identifying vice-chairs.		ADH	8/24/95	6/15/95
3.	Consider planning special "invitation-only" session at 1995 GA.		NR	2/14/95	8/95/95
4.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
5.	Redraft total vision for review by Steering Committee		BWH	4/20/94	TBD

CIJE COMMITTEE ASSIGNMENTS

As of 4-11-95

Building the Profession Committee

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

Content & Program Committee

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

Community Mobilization Committee

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

Research & Evaluation Committee

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

ALPHABETICAL LISTING OF DATA SOURCE "BDETC.VAR".

INCLUDES BOARD MEMBERS, LEAD COMMUNITY PEOPLE, AS WELL AS GUESTS INVITED TO BOARD MEETINGS.

NAME	ADDRESS	Salutation	PHONE	FAX	CODE
X Ackerman, Walter	Cleveland College of Jewish Studies, 26500 Shaker Boulevard, Beachwood, OH 44122	Walter	PH: 216-464-4050	FX: 216-464-5827	g
Arnov, David	Swig, Weiler & Arnov Mgmt. Co., 1114 Ave. of the Americas, New York, NY 10036	David	PH: 212-869-9700	FX: 212-921-4967	b
Bader, Daniel	Helen Bader Foundation, 777 E. Wisconsin Ave. #3275, Milwaukee, WI 53202	Daniel	PH: 414-224-6464	FX: 414-224-1441	b
Berman, Mandell	29100 Northwestern Hwy, Suite 370, Southfield, MI 48034	Bill	PH: 810-353-8390	FX: 810-353-3520	bx
Bloom, Raymond	The Jim Joseph Foundation, 4200 Biscayne Blvd., Miami, FL 33137		PH: 305-576-0833	FX:	g
Botwinick, Chaim	Council of Jewish Education Services, 5800 Park Heights Ave., Baltimore, MD 21215	Chaim	PH: 410-578-6914	FX: 410-466-1727	l
Bronfman, Charles	1170 Peel Street, #800, Montreal, Que. CAN H3B 4P2	Charles	PH: 514-878-5201	FX: 514-878-5296	bx
Chervin, Steve	Atlanta Jewish Federation, 1753 Peachtree Road, N.E., Atlanta, GA 30309	Steve	PH: 404-870-1601	FX: 404-874-7043	l
Cohen, Ruth	Milwaukee Jewish Federation, 1360 North Prospect Ave., Milwaukee, WI 53202	Ruth	PH: 414-271-8338	FX: 414-271-7081	l
Colman, John	4 Briar Lane, Glencoe, IL 60022	John	PH: 708-835-1209	FX: 708-835-4994	bsx
Corson, Maurice	The Wexner Foundation, 41 S. High Street, Suite 3390, Columbus, OH 43215	Maurice	PH: 614-461-8112	FX: 614-461-8276	b
Crown, Susan	Ari & Ida Crown Memorial, 222 N. LaSalle St. #2000, Chicago, IL 60601-1102	Susan	PH: 312-899-5030	FX: 312-899-5038	b
Davis, Jay	2167 West Wesley Road, N.W., Atlanta, GA 30327	Jay	PH: 404-696-9440	FX: 404-691-0364	b
Dorph, Gail	CJJE, 15 East 26th St. Rm 1010, New York, NY 10010	Gail	PH: 212-532-2360	FX:	s
Fidler, Genine Macks	8009 Melody Lane, Baltimore, MD 21208	Genine	PH: h. 410-484-3256 w. 410-358-4934	FX:	l
Field, Irvin	Liberty Vegetable Oil Co., P. O. Box 4207, Cerritos, CA 90703	Irvin	PH: 310-921-3567	FX: 310-802-3476	b
Finkel, Cheryl	3388 Northaven Lane, Atlanta, GA 30340				g
Finkelstein, Allan	Jewish Community Centers Assoc., 15 East 26th Street, New York, NY 10010	Allan	PH: 212-532-4949	FX: 481-4174	g
Fisher, Max M.	Fisher Building, 3011 Grand Blvd., Detroit, MI 48202	Max	PH: 313-871-8000	FX: 313-871-5634	b
Fishman, Joshua	Torah Umesorah, 160 Broadway, New York, NY 10038	Joshua	PH: 212-227-1000	FX: 212-406-6934	g
Friedman, Darrell D.	The Associated, 101 West Mount Royal Ave., Baltimore, MD 21201	Darrell	PH: 301-727-4828	FX: 301-752-1177	l
Gamoran, Adam	University of Wisconsin, 2444 Social Science, Madison, WI 53706	Adam	PH: 608-263-7829	FX: 608-263-6448	s
Gellman, Jane	3535 N. Summit, Milwaukee, WI 53211	Jane	PH: 414-963-9196	FX:	l
Gold, Billie	300 Central Park West, New York, NY 10024	Billie	PH: 212-799-3120	FX: 212-362-5870	bx
Goldring, Ellen	Vanderbilt University, Box 514, Nashville, TN 37203	Ellen	PH: 615-322-8037	FX: 615-343-7094	s
Goodman, Charles H.	222 North LaSalle Street, Chicago, IL 60601	Corky	PH: 312-899-5020	FX: 312-899-5038	b
Gottschalk, Alfred	Hebrew Union College, 3101 Clifton Ave., Cincinnati, OH 45220-2488	Fred	PH: 513-221-1875	FX: 513-221-2810	b
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CODE Key:

- b - Board Members
- bsx - Board Members Who Are On Executive And Steering Committee
- bx - Board Members Whoare On Executive Committee
- g - Guests invited to Board meetings
- l - Lead Community people invited to Board meetings
- s - Staff members attending board meetings

Community Mobilization Committee

Ballroom E - Green name tags (9)

Y-Charles Ratner, Chair *Hebrew* Guest

Y-Alan Hoffmann, Staff Y-Carl Sheingold

Y-Steve Hoffman, Staff

Y-Nessa Rapoport, Staff

N-Charles Bronfman - *Israel Experience*

N-Jay Davis - *Atlanta*

N-Darrell Friedman *Baltimore*

N-Jane Gellman - *Milwaukee*

Y-Billie Gold - *NYC - JESNA?*

N-Neil Greenbaum *JESNA?*

N-Ann Kaufman

N-Martin Kraar

N-Marvin Lender

Y-Matthew Maryles - *Financial Org / Local / older - NY / orthodox*

Y-Melvin Merians - *UAHC*

N-Arthur Rotman

Y-Jonathan Woocher

Research & Evaluation Committee

Rosenwald Room - Gold name tags (9)

Y-Esther Leah Ritz, Chair

Y-Adam Gamoran, Staff

Y-Ellen Goldring, Staff

Y-David Arnow - *NY - New Israel Fund*

N-Ruth Cohen - *pro - Milwaukee*

N-Susan Crown - *Crown Family*

Y-Genine Fidler - *Baltimore / Lay person*

N-Irwin Field - *Jewish Agency connection*

Y-David Hirschhorn - *Bloustein Family, Editor Baltimore*

N-Mark Lainer - *California*

Y-Seymour Martin Lipset (*LEAVING EARLY*) *marty / professor*

Y-Richard Shatten - *MLM - right hand*

Y-Bennett Yanowitz - *Unclerk Fed*

JESNA

CIJE COMMITTEE ATTENDANCE

Board Meeting - 4/27/95

Building the Profession Committee

Weiler Room - Blue name tags (14)

?-Lester Pollack, Chair

Guests

Y-Gail Dorph, Staff

Y-Walter Ackerman

N-Steve Chervin *pro*

Y-Raymond Bloom

N-Max Fisher

Y-Jim Joseph

Y-Joshua Fishman

Y-Isadore Twersky - *Orthodox/Hanover*

N-Charles Goodman

Y-Alfred Gottschalk

Y-Robert Hirt - *YU*

Y-Gershon Kekst

Y-Norman Lamm

N-Norman Lipoff

Y-Morton Mandel

N-Florence Melton

N-Richard Meyer - *Fed/Milwaukee*

Y-Ismar Schorsch

Y-Louise Stein - *Lay - Milwaukee*

N-Maynard Wishner

Isadore Twersky (Going to Building the Profession)

N-Ilene Vogelstein - *Baltimore*

Content & Program Committee

Ballroom D - Red name tags (9) *close Chicago*

Y-John Colman, Chair - *JOC* - Guest

Y-Barry Holtz, Staff

Y-Michael

Rosenzweig

Y-Daniel Pekarsky, Staff - *Goals project*

N-Daniel Bader - *Mil./Principal of Felder in Milwaukee*

Y-Mandell Berman

N-Chaim Botwinick - *Baltimore/J. Prov.*

Y-Maurice Corson - *Let me*

Y-Allan Finkelstein

N-Henry Koschitzky - *Canadian*

N-David Sarnat - *Atlanta*

N-William Schatten - *Atlanta/Lay*

?-Richard Scheuer - *Hue*

Y-David Teutsch - *New York College*

*Council
for
Initiatives
in
Jewish
Education*

עת
לעשות
A
Time to
Act

CIJE

CIJE: A Catalyst for Change

Launched in 1990, the Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. Through strategic planning and the management of change, CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. CIJE focuses on critical educational issues which will ultimately impact on the future of Jewish life, for Jewish education is a cornerstone of meaningful Jewish continuity.



The CIJE Strategic Agenda

CIJE was established to implement the recommendations of the Mandel Commission on Jewish Education in North America, a distinguished coalition of community and foundation leaders, scholars, educators, and rabbis from all denominations. After deliberating for eighteen months about how to “enlarge the scope, raise the standards, and improve the quality of Jewish education,” the Commission concluded in June 1990 that educational reform depends foremost on the achievement of two vital tasks: building the profession of Jewish education and mobilizing community support for Jewish education and continuity. These are the building blocks of the CIJE agenda.

■ **Building the Profession**

Although there are many talented educators involved in Jewish education, the system suffers from a shortage of quality teachers, principals, educational directors, camp directors, and other professionals committed to the field, in both formal and informal settings. CIJE’s efforts to enhance the Jewish educational profession are multi-pronged. On the local level, CIJE strategizes with communities to develop plans and initiate action to recruit new educators and to offer better salaries and benefits, ongoing professional development programs, and career

track opportunities. Simultaneously, CIJE serves as an intermediary with universities, training institutions, and continental agencies to create innovative programs to build an infrastructure for attracting excellent people to the field.

■ Mobilizing Community Support

One essential element of community mobilization is significant new funding, another is leadership. CIJE promotes local efforts to attract a new generation of leaders committed to Jewish education and to recruit and build “wall-to-wall coalitions”—community leaders in tandem with educators, academic specialists, philanthropists, and rabbis, with all segments of the community represented—to support and sustain reform. CIJE also works to develop a cadre of leaders at the continental level who will be advocates for Jewish education.

To demonstrate these interrelated principles in concrete ways, CIJE has established lead communities — laboratories for change—where CIJE staff works closely with lay and professional leaders. In these cities, CIJE seeks to showcase the positive results that emerge when personnel and community issues in Jewish education are taken seriously. Atlanta, Baltimore, and Milwaukee were selected in Fall 1992 as the initial lead communities. CIJE’s next step is to widen its efforts and form new partnerships, disseminating the lessons learned in the lead communities to communities across North America.

Reform Through Thoughtful Action

CIJE sees itself as an architect for reform—planning an innovative strategic design for Jewish education and working with others to implement it. If building the profession and mobilizing community support are the foundations of CIJE’s plan, its support projects are the pillars:

■ **Documenting Success— *The Best Practices Project***

Throughout North America there are examples of successful Jewish education—outstanding early childhood programs, supplementary schools, day schools, summer camps, adult education, and other venues of Jewish education that *do* work. CIJE researchers are identifying and documenting successful models; published guides based on their work analyze and explore how such models can be translated to other educational settings. Through the Best Practices Project, CIJE is furthering the understanding of the components of excellence.

■ **Building “Vision-Driven” Institutions—*The Goals Project***

The Goals Project is a CIJE initiative toward the development and actualization of visions and goals for Jewish educational institutions.

Some educational institutions have underlying, but often unspoken, visions of what they seek to accomplish; many others need to generate a comprehensive vision of their mission. When visions and goals are clarified, communicated, and put into action, they can play a significant role in shaping the educational experience. Through the Goals Project, CIJE engages educational institutions and the local community in a process of learning, reflection, and analysis to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and planning. An important aim of the Project is to create a climate in communities that encourages and supports serious attention to this process.

■ **Creating a Framework for Educational Research**

Ongoing analysis and research informs and supports all of CIJE's efforts. A leader in bringing professional tools of monitoring and evaluation to Jewish education, CIJE is involved with research on two levels: building a comprehensive research agenda for Jewish education and using cutting-edge techniques to evaluate its ongoing projects in the field. In its work with the lead communities, CIJE moves responsively from research to analysis to action.

CIJE At Work: A New Vision of Jewish Education

CIJE's staff includes experienced educators, consultants, and internationally-renowned experts in the areas of Jewish and general education, community planning, Judaic Studies, educational philosophy, research, leadership, and organizational change. They bring the latest thinking in their fields to the endeavor of Jewish education.

Engaged in efforts with communities across North America and with a wide range of communal organizations, foundations, universities, and denominational movements, CIJE is bringing together a new alliance of talented people committed to its agenda of Jewish educational reform. CIJE is forging new connections, developing effective means to join forces toward a common goal.

Through its innovative approach and strategic partnerships, CIJE seeks to demonstrate the significant breakthroughs that are possible when funding, planning, and leadership coalesce on behalf of Jewish education.

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MANDEL INSTITUTE

FACING THE CRITICAL CHALLENGE

מכון מנדל

We are witnessing a profound change in the agenda of the Jewish people. Within a relatively short period, Jewish communities all over the world have agreed that the critical challenge of our age is to take positive action through education to ensure meaningful Jewish continuity.

A powerful expression of this was the Commission for Jewish Education in North America. In its path breaking report, forty four outstanding community leaders, scholars, educators and rabbis concluded:

"Throughout history Jews have faced dangers from without with courage and steadfastness; now a new kind of commitment is required. The Jews of North America live in an open society that presents an unprecedented range of *opportunities* and choices. This extraordinary environment confronts us with what is proving to be an historic dilemma: while we cherish our freedom as individuals to explore new horizons, we recognize that this very freedom poses a dramatic challenge to the future of the Jewish way of life. The Jewish community must meet the challenge at a time when young people are not sure of their roots in the past or of their identity in the future. There is an urgent need to explore all possible ways to ensure that Jews maintain and strengthen the commitments that are central to Judaism".

That we have arrived at a situation in which the future continuity of the majority of the Jewish people is in doubt, was brought starkly into relief by the findings of the Council of Jewish Federation's 1990 National Jewish Population Survey. These findings show that, since 1985, out of every three marriage ceremonies involving Jews in the USA, only one was a celebration in which both of the partners were Jewish.

The challenge is to create an environment in which Jews will choose to be Jewish. To do this all the forces of the community will have to be rallied in a combined assault on the problem. In the vanguard will be education and community leadership - education as the critical instrument and community leadership the mobilizing force to address the most serious issue facing the Jewish people today.

Forging a response to this challenge is the mission of the Mandel Institute in Jerusalem.

THE ROLE OF THE MANDEL INSTITUTE

The Mandel Institute was established in Jerusalem in December 1990 by the Mandel family of Cleveland, Ohio, as a center for the advanced study and development of Jewish education. It was founded on the premise that the way to address the problem of ensuring meaningful Jewish continuity is by helping communities plan strategically to deal with this issue, articulating powerful ideas and recruiting outstanding community and professional leadership. These, in turn, will help Jewish education to find its proper role in the community. This combination of people and ideas is seen as the best means for enhancing a process that will lead to systematic change in Jewish education. The Institute is a place in which new programs based on innovative ideas will be planned and implemented, and existing programs that have proven themselves will be further developed.

In the three years since its creation the Mandel Institute has been involved in a number of major educational initiatives both in the Diaspora and in Israel, each one concerned with aspects of ensuring meaningful Jewish continuity through people and ideas. In its brief existence the Institute has:

—♦—
Served as a key consultant for the Commission on Jewish Education in North America and for the implementation of its findings through the Council for Initiatives in Jewish Education (CIJE)
—♦—

The senior staff of the Mandel Institute was responsible for co-ordinating the work of the Commission on Jewish Education in North America, from the initial design of the process through a two year period of research, consultation and discussion, leading to the publication of the Commission's report, "A Time to Act" in November 1990, and the subsequent immediate creation of the CIJE, launched to implement the Commission's recommendations.

The Commission identified building a profession of Jewish education, mobilizing community support and developing a research capability as the building blocks for Jewish educational renewal in North America. The Institute has served as a consultant to the CIJE and particularly its Lead Communities project as it has developed the infrastructure through which its ambitious program can be implemented.

—◆—
*Established the School for Educational
Leadership in Jerusalem*
—◆—

In 1991 Israel's Minister of Education and Culture turned to the Mandel Institute for consultation in addressing the need for training additional outstanding educational leaders. There are 120,000 educators in Israel and it is generally agreed that 1,000 of these, by virtue of the positions they hold, decide policy and influence the outcomes of Israel's educational system. The Mandel Institute studied this problem and ultimately recommended to the Minister the establishment of a School for Educational Leadership to train the professionals for key positions in the educational

system. The Institute then recruited two additional founding partners - the Doron/Rich foundations and Mr. Felix Posen - to join together with the Mandel Associated Foundations and the Ministry of Education in the establishment of the school.

The response to this initiative has been outstanding, with thousands of applicants applying to be accepted as one of the 40 students who study each year at the school. The Institute recruited the teaching staff, designed the curriculum and continues in its role as consultant to the school. The first graduating class takes up a range of key senior positions within the Israeli educational system in the Fall of 1994.

—◆—
*Created a deliberation worldwide amongst outstanding scholars
and educators concerning the aims and purposes of
Jewish education*
—◆—

The Institute has brought together some of the world's leading scholars in Jewish thought, education and the social sciences to think about alternative visions that could energize Jewish education. A two year process of deliberation is now nearing completion and a volume will soon be published which presents the outcomes of these discussions and portrays a number of alternative visions of a successful Jewish education and their implications for practice.

WORK IN PROGRESS

Though the mission of the Mandel Institute is the enhancement of meaningful Jewish continuity, it is continuously reviewing and revising its agenda. The Institute is committed to a problem solving approach rather than to any particular set of projects. For this reason it may choose to play any one of a number of roles, ranging from strategic planning, research and development, to program design and implementation, as it serves the Jewish world in addressing the critical challenge facing the Jewish people in our time.

Amongst the many important priorities, the Institute is currently focussing its attention on three basic building blocks for Jewish education worldwide, without which real change will not be possible: to recruit and nurture a larger cadre of talented and committed senior professionals for Jewish education, to establish a knowledge base that will enrich the decision making process, and to mobilize community support by recruiting outstanding community leaders to the cause of Jewish education.

Senior Personnel Development

In the area of senior personnel development, the Institute is offering consultation to some of the existing successful initiatives, such as the Jerusalem Fellows program, which are training professional leadership for Jewish education, and also developing additional approaches to correct a chronic shortfall in the quantity and quality of professional Jewish educational leadership worldwide.

*Building knowledge, ideas and understanding in
Jewish education*

In the belief that there could be created a greater organized and analyzed body of knowledge and understanding which would enrich the decision making process in Jewish education, the Institute is building a knowledge base and intelligence gathering network. Knowledge of many kinds is critical to Jewish education if it is to address problems thoughtfully. Because it is committed to the idea that policy and planning in the field of Jewish education must be based on solid foundations, the Institute is creating a unit to identify, collect, analyze and communicate knowledge effectively in key areas such as personnel, alternative goals and visions, and ways of developing a closer partnership between educational professionals and community leaders.

Mobilizing outstanding community leaders for Jewish education

The task of recruiting and engaging senior volunteer community leadership for Jewish education is essential if the commitment to Jewish continuity is to be translated into a real program for renewal. Such individuals must be encouraged to contribute their wisdom, influence, power and resources to this challenge. The Institute is currently engaged in creating close links with key leaders and institutions to develop a more effective partnership between senior professionals and community leaders in Jewish education.

THE MANDEL INSTITUTE IN JERUSALEM

The Mandel Institute is governed by a Board of Directors who work with a group of senior professionals in Jewish education and a panel of outstanding academicians and thinkers in the fields of Jewish thought, Jewish and general education, policy studies and the social sciences to develop ideas, build institutions and offer consultation to projects and to communities.

BOARD OF DIRECTORS

MORTON L. MANDEL Chairman, Cleveland, USA
Convener and Chairman of the Commission on Jewish Education in North America and Chairman of the Council for Initiatives in Jewish Education; former President of the Council of Jewish Federations, the JWB (now JCC Association) and the Jewish Community Federation in Cleveland

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MANDEL INSTITUTE - HARVARD UNIVERSITY: A PROGRAM OF SCHOLARLY COLLABORATION

The Institute has established a program of scholarly collaboration with
Harvard University's Philosophy of Education Research Center in the
areas of Leadership, Training and Education.



Mandel Institute: A Center for the Advanced Study
and Development of Jewish Education

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1995 Workplan on Monitoring, Evaluation, and Feedback
March 8th Version

I. Building a Research Capacity in North America

A. Conducting high-quality research

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

B. Convening a consultation on the necessary infrastructure and/or preferred objectives of research on Jewish education in the United States, probably in the context of the Board Subcommittee on Research and Evaluation.

II. Building an Evaluation Capacity in North America

A. The CIJE Module for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community.
 - a. Survey instrument
 - b. Interview protocol
 - c. Instructions for both
2. Will identify anchor items to be used in a national data base.

B. Dissemination of the module -- The preferred design also addresses the broader need for creating a capacity for evaluation in North American communities: A three-tiered seminar on evaluation.

1. First tier -- for high-level community consultants, e.g. Sam Weinburg.
2. Second tier -- for committed lay leaders and federation professionals, e.g. Chuck Ratner, Mark Gurvis.
3. Third tier -- for persons who will be entering and analyzing survey data, and/or conducting interviews.

4. Note: this plan falls somewhere between options 2 (centralized agency) and 3 (comprehensive package) from the memo of Feb.9. It has a central address (CIJE), and it offers a comprehensive package, but also provides consultation in implementing the package. Moreover it develops the local capacity to implement and interpret the module.

C. What the Evaluation Seminar would need to get off the ground.

1. A CIJE staff member to coordinate it -- probably a new half-time position.
2. New York staff responsibilities
 - a. test the market -- is this what our clients want?
 - b. hire the coordinator
 - c. work with the coordinator, do some of the teaching
3. MEF staff responsibilities
 - a. work with the coordinator, do some of the teaching, write much of the curriculum (at least for the first year).

D. Scope of the program

1. In year one -- focus on the module for the study of educators
2. In subsequent years -- work on the other areas -- to be determined based on decisions on CIJE's future initiatives.
3. Client needs may require a broader curriculum in the first year. However, it is not clear whether we will have the capacity to offer a broader curriculum yet.

III. Evaluating Our Own Work

A. Options we rejected

1. After discussion, we decided not to evaluate the Personnel Action Plans per se. We decided the evaluation would be largely trivial, the Plans may well be flawed, and the evaluation would be too process-oriented and not sufficiently outcome-oriented.
2. We also decided not to take a direct hand in evaluating programs such as Machon L'Morim. We are not confident enough about the scope, content, and quality of such programs to make the evaluation fully worthwhile for our own purposes. However, we will encourage and provide consultation

for such programs to include evaluation components of their own.

B. Options we accepted

1. We decided that CIJE's MEF team should evaluate CIJE's two major initiatives: The training of trainers, and the training of goals coaches.
2. Exactly what this evaluation entails needs to be developed. The first step is for the NY staff (for training of trainers) and Dan Pekarsky (for training of goals coaches) to articulate the objectives of the programs, and tell us where and when the programs are taking place, so we can begin to design an evaluation.

IV. Planning for the Future

- A. New York staff will consider what future policy issues they want to undertake, so MEF staff can produce relevant information. E.g.'s -- salaries/benefits; characteristics of leaders; community mobilization. First, MEF staff will provide a menu of possible topics.
- B. Informal education -- MEF staff will work on conceptualization for policy research on informal education
- C. Possible Jerusalem seminar on CIJE: What have we learned from three years of MEF?
 - about mobilizing communities
 - about creating and working as a change agent
 - about conducting MEF in communities
 - The purpose of the seminar would be to take a step back and assess where we have been and what we have learned over the last three years. It is intended for staff and close advisors. One product of the seminar would be a summary document about what we have learned, for our internal use and for orienting new advisory committee members. A research paper might also result from the seminar, but we are not sure about that.
 - Running this seminar would take a substantial investment of planning time from MEF staff.

V. Products -- the original list of seven products remains, but one item has been deleted: Item #5, Reports on Personnel Action Plans and on vision-driven institutions in the Lead Communities will not be done. Instead, there will be some sort of evaluation report on the training of trainers and the training of goals coaches. The new list of products is:

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities). Deadline: July.

2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders: One for each community, and one on all three communities. Deadlines: May.
4. Research papers: One on teacher power, another on the quality of inservice experiences.
5. Reports on training of trainers and on training of goals coaches -- OBJECTIVES AND PLAN TO BE SPECIFIED.
6. Module for "Studying Educators in a Jewish Community." Deadline: April 1.
7. Proposal for collecting data on Leading Indicators, in response to decisions of the CIJE implementation staff.



6-8



GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

PREFACE

CIJE is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. In November 1990, the Commission on Jewish Education in North America released A Time to Act, a report calling for dramatic change in the scope, standards, and the quality of Jewish education on this continent. **It concluded that -- whatever the setting or age group -- the revitalization of Jewish education will depend on two essential tasks: 1) building the profession of Jewish education; and 2) mobilizing community support for Jewish education.** CIJE was established to implement the Commission's conclusions.

Created as a catalyst for change, CIJE promotes reform by working in partnership with individual communities, local federations and central agencies, continental organizations, denominational movements, foundations, and educational institutions.

THE PARTNERSHIP OF CIJE AND LOCAL COMMUNITIES

CIJE	COMMUNITIES
Structure and Process	
CIJE will help orient communities' educators and lay leaders to the purposes and importance of CIJE's rationale. This will include rationale for involvement in the CIJE Study of Educators.	The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.
CIJE will provide ongoing consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education	Communities will develop a cadre of lay leaders committed to Jewish educational issues.
CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts	Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.

CIJE	COMMUNITIES
<p>CIJE will provide community with "communication" support.</p>	<p>Communities will designate a person to lead the process. Person's responsibility will include:</p> <ul style="list-style-type: none"> a. managing the process b. communicating the process and products appropriately throughout the community
<p style="text-align: center;">The CIJE Study of Educators</p>	
<p>CIJE will provide a module to help communities implement a study of its educators This may mean:</p> <ul style="list-style-type: none"> a. seminar describing implementation of project b. series of seminars on analyzing survey results c. seminars on conducting and analyzing interview study d. prepare local person to manage entire process 	<p>Communities will conduct a study of its educators. This means:</p> <ul style="list-style-type: none"> a. use CIJE's Study of Educator Module b. contribution of findings to the CIJE national database c. designation of local person to lead this process
<p style="text-align: center;">Personnel Action Plans</p>	
<p>CIJE will help communities develop a personnel action plan.</p> <ul style="list-style-type: none"> a. CIJE will provide regular seminars to share provide expertise and opportunities for networking. b. CIJE will consult with community on the process and content of the plan 	<p>Communities will develop a personnel action plan and a strategy for implementing the plan</p>

CIJE	COMMUNITIES
<p style="text-align: center;">The Goals Project</p> <div> <div> <p>CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process. CIJE will train goals coaches to facilitate this process.</p> </div> <div> <p>Communities will engage in the Goal's Project This may mean:</p> <ul style="list-style-type: none"> a. engagement in searching for communal goals b. seminars for leadership of educational institutions (synagogues, schools, JCC's) c. individual institutions engaged in articulating their vision </div> </div>	
<p style="text-align: center;">Pilot Projects</p> <div> <div> <p>CIJE will consult on a select number of pilot projects. These projects must.</p> <ul style="list-style-type: none"> a. be oriented toward one of the "building blocks"-- 1) building the profession and 2) mobilizing community support b. have implications for adaptation and replication in other communities c. have an evaluation component built into the project from the beginning </div> <div> <p>Communities will initiate a select number of pilot projects</p> </div> </div>	
<p style="text-align: center;">The Best Practices Project</p> <div> <div> <p>CIJE will provide communities with results of its best practices projects and opportunities to use these results with both lay leaders and professionals in a variety of settings.</p> </div> <div> <p>Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project</p> </div> </div>	

CIJE	COMMUNITIES
<p data-bbox="672 300 948 336" style="text-align: center;">Ongoing Evaluation</p> <div data-bbox="191 400 732 476"> <p>CIJE will help prepare local personnel to conduct program evaluation.</p> </div> <div data-bbox="821 400 1395 517"> <p>Communities will commit itself to a process of ongoing evaluation of its educational system, projects and outcomes</p> </div>	





MASTER SCHEDULE CONTROL

76392 (REV. 12/86) PRINTED IN U.S.A.

Schedule No. 7


Calendar of Events - Council for Initiatives in Jewish Education

Date Prepared 12/17/93

[illegible]

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**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
EXECUTIVE COMMITTEE**

**WEDNESDAY, APRIL 26, 1995
6:00 - 7:30 PM**

AGENDA

- 
- I. **Executive Search** Morton L. Mandel
 - II. **CIJE 1995 Budget** Alan D. Hoffmann
 - III. **Fund Raising Strategy** Morton L. Mandel
 - IV. **Board Development** Morton L. Mandel

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors
APRIL 27, 1995

AGENDA

I. Board Plenary

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

II. Lunch

III. Committee Meetings

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

IV. Board Plenary

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

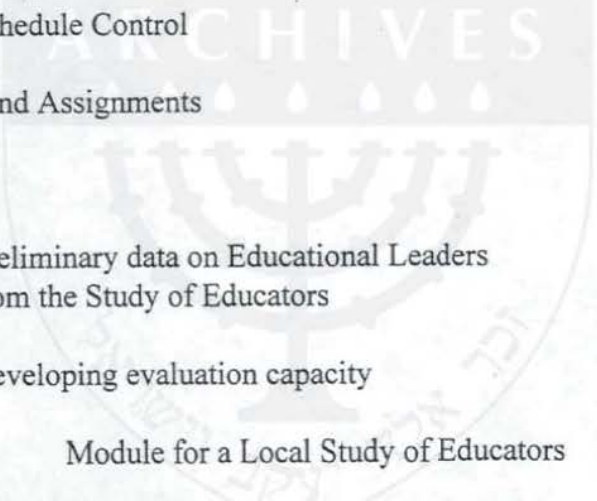
V. D'var Torah

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

AGENDA

Wed., April 26, 9:30 am - 12:30 pm

- 
- | | | |
|------|--|-----|
| I. | Master Schedule Control | MLM |
| II. | Minutes and Assignments | VFL |
| III. | MEF | |
| | A. Preliminary data on Educational Leaders from the Study of Educators | EG |
| | B. Developing evaluation capacity | |
| | 1. Module for a Local Study of Educators | AG |
| | 2. Creating Evaluation Capacity for Communities | ADH |
| IV. | CIJE and Affiliated Communities: Guidelines | GZD |
| V. | Board meeting review | MLM |