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Steering committee. 25 August 1995. Meeting book, August 1995.

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Bennett Yanowitz

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MEMORANDUM

To: CIJE Steering Committee Members

From: Alan D. Hoffmann

Date: August 4, 1995

Re: Steering Committee Meeting of August 25, 1995

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place from 9:30 am to 3:00 pm on Friday, August 25 at the CIJE office in New York. Members of the fund raising and search committees will meet following the steering committee meeting and can plan on concluding by 4:00 pm.

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

1. Agenda
2. Update on Building the Profession
3. CIJE document for the CJF/GA 1995 planning process:
Institute on Jewish Identity
4. Three recent examples of CIJE press coverage
5. Goals Project Update

We have also included two essays for your interest.

Please call Debra Perrin at 212-532-2360, ext. 425, to indicate your attendance plans.

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: June 8, 1995

DATE MINUTES ISSUED: June 20, 1995

PRESENT: Morton Mandel (Chair), Walter Ackerman (Guest), John Colman, Gail Dorph, Adam Gamoran, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Esther Leah Ritz, Richard Shatten, Jonathan Woocher, Virginia Levi (Sec'y)

Copy to: Seymour Fox, Ellen Goldring, Annette Hochstein Charles Ratner, Henry Zucker

I. MASTER SCHEDULE CONTROL

The master schedule control was reviewed. It was noted that dates for 1996 meetings will be set this summer in consultation with Steering Committee members.

Assignment

Future meetings of the CIJE Board will be listed on the CJF master calendar.

II. MINUTES AND ASSIGNMENTS

The minutes and assignments of April 27 were reviewed. It was noted that the identification of committee co-chairs will be postponed until we have recruited new board members. Plans are under way to expand the board to include more people likely to be active in CIJE's work. The chairman announced that Esther Leah Ritz had agreed to chair the Nominating Committee.

Adam Gamoran noted that a preliminary draft has been written on the study of educational leaders. It is anticipated that a series of recommendations for the dissemination of this study will be ready for consideration at the next meeting of the Steering Committee. This might include a policy brief and/or a series of action papers.

Assignment

At the April meeting of the Steering Committee there was a discussion of the possibility of developing a software package for use by communities in the analysis of the educators survey. Adam Gamoran distributed a memorandum (attached as Exhibit A) outlining the preparation of a manual to provide coding instructions and program lines for use with SPSS, a software package available commercially. This is a task that the MEF team will undertake when it is apparent that the product will be useful.

This area of data analysis is one in which CIJE and JESNA should be working together. It was suggested that we should also consider working with the Joint Authority, which is developing an international data base.

Assignment

With respect to planning of the 1995 General Assembly, it was noted that CIJE is actively involved and that there will be a report at the next Steering Committee meeting.

III. CIJE UPDATE

Alan Hoffmann brought the Steering Committee up to date on work undertaken by CIJE.

A. Building the Profession

1. Work is proceeding in the area of building capacity for trainers of congregational schools. (This is being funded, in part, by a grant from the Nathan Cummings Foundation). Staff recently held a two day very high level consultation with an advisory group to develop a curriculum for the project of training teacher trainers. A first seminar is planned for early August in Cleveland and will meet again throughout 95-96. Teams have been invited to participate from the Lead Communities as well as the four additional communities with which CIJE is working. It seems that the desired maximum of twenty participants will be easily reached.
2. Discussions have been held with the President of Brandeis University regarding the expansion of the University's mission for Jewish education. Joe Reimer is preparing a proposal which will create a planning group of university faculty and lay members with CIJE as active consultant to the process.
3. CIJE staff have met twice in the past months with the presidents of the five regional Colleges of Jewish studies. They have discussed the role that these institutions might take in building capacity for Jewish education, particularly in the area of in-service training. As a result of initial discussions, CIJE staff were invited to visit the five institutions for a better understanding of how we might work together. Many issues remain open for further discussion about how the regional institutions can serve capacity building for much of North America. This was a topic on the agenda of today's meeting.

B. Community Mobilization

1. CIJE has completed an important piece of planning with the Wexner Heritage Foundation. The result is that the annual retreat of all Wexner alumni will convene to discuss what works in Jewish education and what alumni of the program can do in their local communities to have maximum impact. As the Wexner program recruits lay leaders in new communities, CIJE will participate in the program in presenting the central issues of Jewish education to participants.
2. Chuck Ratner, Steve Hoffman, Alan Hoffmann, and Nessa Rapoport met recently to articulate issues on community mobilization for discussion at the August meeting of the Steering Committee.

3. Initial steps have been taken to expand CIJE's work to include Cleveland, Hartford, San Francisco, and Seattle. This was reported on later in the meeting.
4. JESNA and CIJE are working with CJF to provide support for the new Standing Committee on Jewish Continuity to be chaired by Chuck Ratner. Work is underway to find someone to staff the committee. It was suggested that JCCA be involved in this committee's work, as well.

C. Monitoring Evaluation and Feedback

1. Adam Gamoran is scheduled to present a paper at Stanford University on levers for change in in-service training, based on the educators study data.
2. Initial discussions have been held on conceptualizing informal Jewish education. This will serve as the basis for a diagnostic profile of informal education. It was suggested that the definition of the field will be difficult to determine and that MEF should reconsider the degree to which this should be an urgent priority.
3. A report has been drafted on the study of educational leaders and will be circulated before the next meeting of the Steering Committee.

Assignment

D. Content and Program

1. Barry Holtz and Steve Cohen have completed the first draft of the paper on Best Practices in JCC's. It should be ready for distribution by August.

Assignment

IV. REGIONAL TRAINING CAPACITY

A. The chair introduced Professor Walter Ackerman, author of the original paper for the Commission on Jewish Education in North America on "The Structure of Jewish Education," and consultant with CIJE for the past year. Walter thanked CIJE for the opportunity to continue his study of the structure of Jewish education during the past year. His paper "Reforming Jewish Education" is an attempt to identify what is now happening structurally in Jewish Education. He noted three primary findings which update his original research:

1. The fact that a community has convened a commission on Jewish continuity does not necessarily mean that change will occur or have occurred.
2. Foundations have emerged as significant players in Jewish communal life. One result has been to raise new issues of coordination and control.

3. The involvement of teacher training institutions in the effort to improve the quality of Jewish education is a departure from earlier thinking on the role of these institutions.

B. Walter noted that this third point led to his second paper on "Building the Profession: In-Service Training" in which he recommends that regional colleges of Jewish studies be tapped to develop and disseminate programs of in-service training. In order to maximize our resources, local federations and bureaus of Jewish education should also work in concert with the colleges of Jewish studies to design a framework for in-service training of Jewish educators.

He noted that colleges of Jewish studies have very limited faculty resources and that it would be difficult to imagine adding a major component such as in-service education without rethinking traditional approaches to faculty involvement and development. If a college could become a regional, rather than local, training institution, it might identify experts in other communities who could serve in an adjunct role from their own home sites. In addition, the five colleges might be encouraged to work cooperatively in the development of curriculum and sharing of faculty to create a national program of in-service training. One approach might be to follow the model of the Open University of Israel, where students do the majority of their work at home and periodically gather at tutorial centers.

C. In the discussion that followed it was suggested that should we move to a national model, it would be important to keep in mind that implementation would still have to occur at the local level. It will be crucial to encourage federations and synagogues to work together.

It was suggested that it would be important to include in rabbinical training a focus on the centrality of Jewish education. Walter Ackerman noted that he had discussed with Ismar Schorsch the possibility of applying some of the recent major grant to JTS to the training of rabbinical students in this area.

It was suggested that thus far CIJE has undertaken work on both the local and national levels, and that we should think also of a region as the unit of planning. We will have to consider the feasibility of this approach. It was suggested that regionalization may be a good approach on one level, but that it will be very difficult to gain consensus among both the lay and professional leaders from different communities.

It was also noted that the concept of "distance learning" could change the entire picture as we might involve such additional resources as the national training institutions and the Melton Centre in Jerusalem. It will be important to study the feasibility, costs, and applications of such an approach.

It was suggested that the Judaic studies programs at major secular universities may also contribute to this effort. There is value to building a Jewish education component on the basis of a strong program of general education. At the very least, we might look for ways to draw on the scholars at secular universities to

join our national network of participants in the training of Jewish educators. The perceived quality of faculty at some of the major universities could bring added prestige that would not come as readily from the colleges of Jewish studies. It may be that Brandeis University is in the best position to bridge these important issues.

In conclusion it was noted that the issue of involving regional versus national institutions is an important one and will need to be considered further.

V. EVALUATION INSTITUTE

Adam Gamoran presented a draft proposal on the establishment of a CIJE evaluation institute. He noted that the concept is based on recommendations of CIJE board members Esther Leah Ritz and David Hirschhorn to develop capacity for evaluation of Jewish education efforts in all communities. The purpose of evaluation is to: 1) Help programs to succeed, 2) determine whether a program is sufficiently successful to be continued, and 3) identify elements of a program which work and how, so that successes may be replicated elsewhere.

He noted that communities working with CIJE have become convinced of the importance of evaluation and that funding for new programs in those communities generally includes a demand for evaluation. Nonetheless, communities are discovering that they lack the time, that evaluation may lead to undesired conflict, but most importantly that the necessary personnel are not available to perform the desired evaluation. The proposed Evaluation Institute would be designed to respond to these issues and many communities have expressed an interest in its establishment.

The Institute would be a national training institute which would offer a series of seminars in three areas over the course of a 12 - 18 month program:

- A. The Purpose and Possibilities of Evaluation is a series intended for a federation professional and a lay leader from each community and would provide local champions for evaluation.
- B. Evaluation in the Context of Jewish Education would be a series to work with local experts in general evaluation selected by communities and prepare them to work in a particular community on the evaluation of Jewish education programs. It would create a resident "evaluation expert" for a community.
- C. Nuts and Bolts of Evaluation in Jewish education would be a seminar to train those individuals who would actually undertake the hands-on process of evaluation.

The Institute would be staffed by a director (perhaps on a half-time basis) who would be responsible for designing the content and bringing together various experts to provide the instruction. Because of the degree of overlap among the three subject areas, seminars might occasionally be held together so that each group is aware of what the others are doing.

In the discussion that followed, it was noted that JESNA is working on the design of a program to train evaluation personnel. Jon Woocher and Alan Hoffmann are discussing a collaborative approach. It was suggested that this is an area which foundations may be interested in supporting.

It was suggested that communities might begin this process by undertaking a self study. Then, to alleviate somewhat the capacity issue, we might develop a cadre of national or regional evaluators available to work with a number of communities. It was noted that the regional concept bears consideration, but that we may find that explicit community sponsorship is necessary to guarantee the training of an evaluator.

In response to a comment that an evaluator funded by and reporting to a community runs the risk of pressure not to deliver bad news, it was suggested that all involved will have to be convinced that the delivery of bad as well as good news is important to the long-term success of an undertaking. This will be facilitated by the way in which CIJE introduces the concept to participants and CIJE's own "modeling" in its community work.

It was suggested that quality control of building the evaluation process for CIJE will have to be undertaken by the MEF team.

VI. GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

Gail Dorph reviewed with the Steering Committee a second draft of a document entitled "Guidelines for CIJE Affiliated Communities." She noted that the document reflects what we have learned with the three lead communities and what we want to see happen as we move ahead with the establishment of relationships with other communities. With this in mind, the staff has worked with future potential affiliated communities to develop a set of guidelines for establishing a relationship. It appears that those communities are looking to CIJE for a much more hands-on relationship than it is felt CIJE can manage at present. Communities are looking for assistance with both conceptualizing and implementing new approaches.

One possible approach is to establish a shared commitment to a set of principles, as has been done with the Coalition of Essential Schools. Gail reviewed a recent article which mentioned some pitfalls in this approach. She concluded by asking the Steering Committee for thoughts on how to proceed in the development of guidelines.

In the discussion that followed, it was suggested that CIJE should decide which elements of the work with lead communities has met our goals and then proceed to work in the same fashion with additional communities.

Another thought was that the lead community model is just one approach to working toward change, and the coalition of the essential schools model is another. Perhaps CIJE should work with other national agencies to identify additional potential models and try to implement one or more of these with several communities.

It was suggested that any document of agreement with communities should require them to buy in to the CIJE premise of basic building blocks. Communities should agree to work with CIJE to define thier own local issues in the areas of Building the Profession and Community Mobilization and then work with us on identifying solutions.

It was suggested that the Essential Schools approach should not be rejected simply due to a single critique. We may wish to work with communities in stages of partnership, noting that only some will be sufficiently successful at one stage to move with CIJE on to the next. In the process, we will gradually narrow the communities we work with to a small group with which CIJE will work intensely. The guidelines document should provide "terms of entry."

Another opinion was that the Essential Schools approach of shared commitment to certain principles will not work because it does not address the capacity issue. It was suggested that the Evaluation Institute approach described earlier in the day is a possible model for CIJE to use in each of the areas of its focus. We will have to build the capacity for each step of the way.

It was suggested that both capacity and quality are issues of concern. CIJE does not have the capacity to accomplish its goals at the desired quality level with a significant number of additional communities. It may be, however, that the approach of offering guidance seminars to a group of communities could meet some of those needs. It will require careful internal planning to be able to accomplish this.

It was noted, in conclusion, that CIJE has developed a variety of products that are in demand by communities. It may now be appropriate for CIJE to identify other national agencies to help deliver some of these products. This is an important item for future discussion.

EXHIBIT A

**CIJE Steering Committee Meeting
June 8, 1995**

June 5, 1995

To: CIJE Steering Committee
From: Adam Gamoran
RE: support for analysis of survey data

At the last meeting, the Steering Committee asked whether the MEF team could provide support for community researchers who may be analyzing data gathered with the CIJE Educators Survey.

It is well within our means to prepare a manual including coding instructions and program lines to be used with SPSS, a commercially available software package. This would enable a user to code data collected from any community in a standardized manner using our coding procedures, resulting in the same indicators as we are using.

If the CIJE Evaluation Institute comes to be, this coding manual would be part of the training materials. The coding manual could also be used independently. In the long run, the coding manual could be the first step in preparation for a national data base.

We estimate that it would take about 60 hours of effort from Bill and about 10 hours each from Ellen and Adam to accomplish this task. We have not assigned ourselves this task yet because there are as yet no customers, but we will when the time comes.

ASSIGNMENTS

73890 ASN (REV. 7/94) PRINTED IN U.S.A.

Function:	CIJE STEERING COMMITTEE
Subject/Objective:	ASSIGNMENTS
Originator:	Virginia F. Levi
Date:	6-8-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Arrange for listing of CIJE board meetings on the CJF master calendar.		VFL	6/8/95	7/15/95
2.	Continue planning for 1995 GA and provide Steering Committee with an update.		NR	6/8/95	8/9/95
3.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	8/25/95
4.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee		AG/NR	6/8/95	8/25/95
5.	Circulate draft report on educational leaders to Steering Committee members		AG	6/8/95	8/25/95
6.	Complete paper on Best Practices in JCC's for August distribution		BWH	6/8/95	8/31/95
7.	Work with JESNA on developing a program for training evaluators and prepare a proposal for review by the Steering Committee.		ADH	4/26/95	11/1/95
8.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
9.	Prepare plan for increasing board size.		ADH	4/26/95	TBD
10.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
11.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

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MEMORANDUM

To: CIJE Steering Committee Members

From: Gail Dorph

Date: August 4, 1995

Re: Update on Building the Profession

This year's CIJE workplan for Building the Profession called for the development of a plan to create greater capacity in the area of professional development. In this packet, you will find a variety of documents that describe a partial status report of our work in this area. They include:

Summary of the Cummings Grant Proposal

Updates on CIJE Planning Process to Create a Teacher Educator Institute

June update (includes names of national advisory board)

July update

Program for the CIJE Teacher Educator Institute (July 30 - August 3)

List of Participants in the Institute

ORGANIZATION: Council for Initiatives in Jewish Education DATE: February 21, 1995

SUMMARY

TRANSFORMING THE SUPPLEMENTARY SCHOOL EDUCATOR

What would it take to transform the supplementary school into an institution where exciting learning takes place, where students are stimulated by what they encounter, and where a love of Jewish learning and the commitment to Jewish living is the hallmark of the institution? The Council for Initiatives in Jewish Education (CIJE) believes--and current educational research confirms --that the heart of any such transformation of an educational institution, such as the supplementary school, is linked to exciting, innovative teaching by knowledgeable and committed educators.

CIJE proposes developing a three-year project to create a cadre of outstanding teacher trainers for supplementary school education. There is currently a severe shortage of qualified teacher trainers nationwide who are able to plan and provide in-service education for supplementary school teachers. The Commission on Jewish Education in North America found in its research (1990) that training institutions are preparing fewer than 100 graduates per year to fill between 5,000 to 6,000 senior positions. The teacher trainers trained in this proposed program would have the skills necessary to upgrade the quality of supplementary school teacher education in their local communities and would be able to serve the needs of other communities throughout North America.

Along with the training of a national cadre of 25-30 teacher trainers, the project would create three products that to be used by both these teacher trainers and by planners and educators throughout North America: 1) a Policy Brief, based on the best research and thinking from Jewish and general education, that would present recommendations for upgrading the in-service training of supplementary school teachers throughout North America; 2) a set of ten video tapes that would show examples of outstanding teaching that would be used as an important tool for teacher education; 3) a published manual for teacher trainers outlining how to conduct in-service education for supplementary school teachers and how to use the video tapes effectively.

Our work in the CIJE Best Practices Project demonstrates that there are institutions and individual teachers that have the ability to teach in imaginative and inspiring ways. The CIJE Policy Brief on the Background and Professional Training of Teachers (1994; enclosed with this proposal) shows that in supplementary schools, the teaching pool is committed and stable. However, 80% of teachers are poorly prepared in both pedagogy and Judaica subject matter. Given the poor preparation and background of this teaching pool, in-service education becomes a crucial element in upgrading the profession. Yet, the CIJE research has shown that in-service education for teachers tends to be infrequent, poorly planned and not designed to meet teachers' needs.

What is required is a strategy that can capitalize on the commitment of teachers, redress the deficiencies in their preparation and background, and prepare them to actively engage children in meaningful encounters with the Jewish tradition. Old training models of professional

development are simply not adequate for the scope of this task. All teachers need both visual examples of good practice that they can study and emulate as well as mentors who can teach and support them in their learning and their efforts to change.

We know that there is a serious lack of personnel at the senior level who can serve as trainers and mentors. Thus, CIJE is proposing a three pronged approach to the preparation of a national cadre of teacher trainers, professionals who would be able to design and deliver the kind of in-service education that would make a difference in the quality of classroom instruction for the supplementary school. We propose the following program:

1. Preparing the Mentor-Trainers

CIJE will create an intensive program to prepare Mentor-Trainers. The program will focus on increasing understanding of issues of teaching and learning, and developing skills to support teachers' practice. Outstanding educators from across the country will be recruited for this program. They will include teachers, principals and central agency professionals with demonstrated potential for leadership in supplementary school education. Participants will encounter the latest thinking on teaching, learning and mentoring. Expert consultants from both general and Jewish education will help design and implement the program.

2. Resource Bank of Videotapes

Current educational research has shown the power of demonstrable examples in learning new approaches to teaching. If we wish to improve the quality of Jewish education, we need to provide people with such models. Although videotaped examples of excellent teaching have been successfully used in general education, there is currently no systematic videotape library that can assist Jewish teachers that wish to improve their practice. Creating a carefully designed resource bank of videotapes of outstanding teachers would provide the basis for this library.

CIJE will create 10 videotapes of outstanding supplementary school teachers demonstrating a variety of teaching styles, principles of good lesson design, and examples of approaches to the teaching of a variety of subjects. We will use these tapes as we work with our Mentor-Trainers. They in turn will be able to use the same tapes in their work with teachers in their own communities.

3. Handbook for Mentor-Trainers

This handbook will provide guidance for educators wishing to plan and implement in-service training programs for the continuation of their work in local settings. It will include specific suggestions for using the videotapes that have been used in the training seminars in ongoing in-service education programs. Topics to be addressed in the handbook include: Designing lessons for a variety of learning and teaching styles, developing thinking skills, and the teaching of Bible, Prayer, and Holidays.

CUMMINGS GRANT -- JUNE UPDATE
June 3, 1995

On May 31 and June 1, nine experts joined us to help plan the program to train a national cadre of in-service educators. These experts were invited for their specific areas of expertise. They included:

Deborah Ball and Sharon Feiman-Nemser, professors of Education at Michigan State University and senior researchers at the National Center for Research on Teacher Learning;

Steve Chervin, educational planner from Atlanta, former director of STEP program at Stanford University;

Carol Ingall, faculty member at JTS, former director of BJE in Providence, RI, has extensive experience in curriculum writing and teacher training and has been involved in a videotape project designed for use in supplementary schools;

Amy Wallk Katz, principal of the Kehillat Israel School in East Lansing, an ordained rabbi with a MA in Jewish education who is a doctoral candidate at MSU, director of project to train avocational teachers;

Vicky Kelman, director of family education projects at the San Francisco federation, curriculum developer, teacher trainer, and trainer of family educators;

Daniel Margolis, director of the Bureau of Jewish Education of Boston and chair of the Bureau Directors Fellowship;

Lifsa Schachter, provost, Cleveland College of Jewish Studies who has extensive experience in teacher education;

Linda Thal, principal of Leo Baeck Religious School of Los Angeles, winner of the 1994 Covenant Grant Educators Award.

The consultation had two main purposes:

- a. To develop the principles by which the training program will be planned
- b. To discuss the content and format of the videotapes that will be produced support this project

We are now in the process of recruiting candidates so that we can begin the program in the summer. We have asked the lead communities and the communities with which we have recently engaged in serious conversation to send teams of three people to be trained. Our reason for asking communities to send teams is based on our understanding of what it will take to "drive the educational change process" in the communities themselves.

UPDATE ON TEACHER EDUCATOR INSTITUTE July 6, 1995

The first seminar of the CIJE Teacher Educator Institute is planned for the end of July. Between 15 and 20 central agency professionals, supplementary school principals and early childhood directors will attend. It will be held in Cleveland at the Glidden House. This first cohort will be involved in 5 seminars this year and two next year (1996-97).

In so far as this Institute is designed to improve professional development in supplementary schools, it is synonymous with the "creation of a cadre of mentor trainers" in the Cummings Grant. It goes beyond that grant in conception in two significant ways:

- a. We invited the participation of teams of professionals from communities with an emphasis on central agency personnel
- b. We invited a small group of early childhood educators to be part of this first cohort as well.

Central Agencies: In order for change to take place in this area we felt that central agencies had to be involved in this process from the beginning. Even though many central agency directors do not themselves deliver direct service (run workshops, consult with teachers and schools), we felt that they needed to understand the theory and practice of professional development that we will be developing over the course of the Institute. While it is important that what is currently being done be done better (and we will share current thinking about characteristics of "good professional development" professional), this Institute will suggest new approaches to the area of professional development as well. We, therefore, "recruited" directors of central agencies from the communities. Atlanta, Baltimore, Cleveland, Milwaukee, and San Francisco (and perhaps Chicago) will indeed be sending their directors as members of larger teams.

Early Childhood: It is very clear from the CIJE Study of Educators that serious attention needs to be paid to the area of Early Childhood. As part of our commitment to be involved in developing personnel for early childhood, we included early childhood directors in the educational leadership seminar at the Harvard Principals Center last fall. We have been involved in designing a pilot project for early childhood educators (Machon L'Morim: Breishit) described briefly by Genine Fidler at our last board meeting. We wanted to include several early childhood educators in this project after our first consultation because we felt that the design for the Institute and its contents were very appropriate to their needs.

The conceptualization for the Institute grew out of two separate consultations. The first was a two day consultation (May 31 and June 1) and was devoted specifically to professional development in supplementary school settings, the mandate of the Cummings Grant Proposal. The second was devoted to early childhood issues in particular and was held on June 15.

Drs. Deborah Ball and Sharon Feiman-Nemser, both professors at Michigan State University and senior researchers at their National Center on Research on Learning to Teach, will be serving as faculty for this seminar along with Barry Holtz and Gail Dorph and have spent two additional

days working with us on developing the specific curriculum of the first seminar.

All of the planning for this project has been sensational. By this I mean, the advisory groups were enthusiastic about the project, read and commented on all of the written materials that we sent out to them in advance and continue to be in touch with us as they see other academic articles, papers and projects that touch on this work. Deborah and Sharon have really taken this on as though they own it, more than as though they are outside consultants. We have been in communication weekly through e-mail in terms of the details of the first seminar in addition to our face to face meetings. Just this morning, I received their latest e-mail, written jointly on their return flight from a planning meeting in which they moved the details of our planning even further ahead.

The Grant provides for the development and production of a series of videotapes which can be used as part of professional development seminars. Sharon and Deborah have provided us with two models of tapes that have been produced: one by the National Center for Research on Teacher Learning and one by the Michigan Partnership For New Education. Yesterday, we developed a plan for using two videotapes (one from general education, one from Jewish education) in this first seminar to create a context for talking about learning and teaching and as a model of how tapes can be used in professional development.



CIJE TEACHER EDUCATOR INSTITUTE

Sunday Evening, July 30

- 6:00 - 7:00 Dinner, Registration, Opening Remarks
Gail Dorph
- 7:00 - 8:30 **Text Study**
Gail Dorph
- 8:30 - 9:00 **Journal Writing**

Monday, July 31

- 9:00 - 10:30 **Investigating Our Personal Images of Good Jewish Teaching and Learning**
(Please bring your writing about "Good Jewish Teaching and Learning")
Sharon Feiman-Nemser
- 10:30- 10:45 Break
- 10:45- 12:15 **Personal Images #2**
Sharon Feiman-Nemser
- 12:15- 1:15 Lunch
- 1:30 - 2:45 **Investigating Researcher-Practitioner Perspectives on Teaching and Learning (Ball and Wilson; Grossman; Paley--articles)**
Sharon Feiman-Nemser
- 2:45 - 3:00 Break
- 3:00 - 4:00 **Perspectives on Teaching and Learning #2**
Teaching Our Reading to Others
Sharon Feiman-Nemser
- 4:00 - 5:15 **Perspectives on Teaching and Learning #3**
What Does This Have to Do With Us
Sharon Feiman-Nemser
- 5:15 - 5:45 **Journal Writing**
- 6:30 - 7:30 Dinner
- 7:30 - 9:00 **Text Study**
Barry Holtz

Tuesday, August 1

- 9:00 - 9:30 **Journal Reading**
Gail Dorph
- 9:30 - 11:00 **Investigating Teaching: The Case of Math, A Videotape Exercise**
Deborah Ball
- 11:00 - 11:15 Break
- 11:15 - 12:45 **Investigating Teaching #2**
Deborah Ball
- 12:45 - 1:45 Lunch
- 2:00 - 3:00 **Investigating Teaching : The Tower of Babel, A Text Reading Exercise**

- Gail Dorph*
3:00 - 3:15 Break
3:15 - 6:00 **Investigating Teaching: The Case of Torah, A Videotape Exercise**
Deborah Ball
6:00 - 6:30 **Investigating the Investigation of Teaching: An Introduction to Tuesday Evening's Assignment**
Deborah Ball
6:30 Box Supper Available
7:30 - 9:00 **Evening Assignment plus Journal Writing**

Wednesday, August 2

- 9:00 - 9:30 **Journal Reading**
Gail Dorph
9:30 - 11:00 **Investigating the Investigation of Teaching**
Deborah Ball
11:00 - 11:15 Break
11:30 - 1:00 **Investigating the Investigation of Teaching #2**
Deborah Ball
1:00 - 2:00 Lunch
2:00 - 3:00 **Investigating the Investigation of Teaching #3**
Deborah Ball
3:00 - 3:15 Break
3:15 - 4:45 **Investigating Perspectives on Professional Development**
Deborah Ball and Gail Dorph
4:45 - 5:15 **Journal Writing**
5:30 - 6:30 Dinner
6:45 - Museum Visit

Thursday, August 3

- 9:00 - 10:30 **Text Study**
Lifsa Schachter
10:30 - 10:45 Break
10:45 - 12:00 **Investigating Perspectives on Professional Development #2/**
Journal Reading
What Does This Have To Do With Us
Gail Dorph and Barry Holtz
12:00 - 1:00 Lunch
1:00 - 4:30 **Developing our Work Plans** (Please bring your calendars to this session)
Gail Dorph and Barry Holtz

**Council for Initiatives in Jewish Education
Teacher Educator Institute
July 30 - August 3, 1995
Participants**

Sylvia Abrams
Director of Educational Services
Jewish Education Center of Cleveland
2030 South Taylor Road
Cleveland Heights, OH 44118
Ph: 216-371-0446
Fax: 216-371-2523

Sandy Dashefsky
Assistant Executive Director
Commission on Jewish Education
335 Bloomfield Avenue
West Hartford, CT 06117
Ph: 203-233-2288
Fax: 203-232-5221

Janice Alper
Executive Director
Jewish Educational Services
1745 Peachtree Rd
Atlanta, GA 30309
Ph: 404-873-1248
Fax: 404-607-1457

Marci Dickman
Acting Executive Director
Council on Jewish Education Services
5800 Park Heights
Baltimore, MD 21215
Ph: 410-578-6914
Fax: 410-466-1727

Deborah Ball
Associate Professor of Education
Michigan State University
College of Education
116 Erickson Hall
East Lansing, MI 48824
Ph: 517-353-0628
Fax: 517-432-2795

Gail Dorph
Senior Education Officer
Council for Initiatives in Jewish Education
15 E. 26th Street
New York, NY 10010-1579
Ph: 212-532-2360
Fax: 212-532-2646

Sandy Brusin
Director of Early Childhood
Milwaukee JCC
6255 North Santa Monica Blvd.
Milwaukee, WI 53217
Ph: 414-964-4444
Fax: 414-964-0922

Sharon Feiman-Nemser
Professor of Teacher Education
Michigan State University
College of Education
306 Erickson Hall
East Lansing, MI 48824
Ph: 517-353-0632
Fax: 517-353-6393

Rivka Dahan
Teacher Center Director
Jewish Education Center of Cleveland
2030 South Taylor Road
Cleveland Heights, OH 44118
Ph: 216-371-0446
Fax: 216-371-2523

Alan Hoffmann
Executive Director
Council for Initiatives in Jewish Education
15 E. 26th Street
New York, NY 10010-1579
Ph: 212-532-2360
Fax: 212-532-2646

Barry Holtz
Senior Education Officer
Council for Initiatives in Jewish Education
15 E. 26th Street
New York, NY 10010-1579
Ph: 212-532-2360
Fax: 212-532-2646

Joanne Barrington Lipshutz
Director of Education
The Temple
1589 Peachtree, N.E.
Atlanta, GA 30367
Ph: 404-873-1734
Fax: 404-873-5529

Betsy Katz
Director of Reform Education
Community Foundation for Jewish Education
618 South Michigan Avenue
Chicago, IL 60605
Ph: 312-427-5570, ext. 313
Fax: 312-427-7486

Robin Mencher
Program Assistant
Council for Initiatives in Jewish Education
15 E. 26th Street
New York, NY 10010-1579
Ph: 212-532-2360
Fax: 212-532-2646

Amy Walkk Katz
Rabbi
Congregation Kehillat Israel
2014 Forest Road
Lansing, MI 48910-3711
Ph: 517-882-9270
Fax: 517-882-9270

Nachama Moskowitz
Director of Curriculum
Jewish Education Center of Cleveland
2030 South Taylor Road
Cleveland Heights, OH 44118
Ph: 216-371-0446
Fax: 216-371-2523

Francine Klensin
Principal
Temple Beth Shalom Religious School
(Teacher Recruitment Consultant, CJS)
P.O. Box 59
Arnold, MD 21012
Ph: 410-974-0900
Fax: 410-974-4866

Fred Nathan
Coordinator of Teacher Development
Bureau of Jewish Education
639 14th Avenue
San Francisco, CA 94118
Ph: 415-751-6983, ext. 144
Fax: 415-668-1816

Judy Mars Kupchan
Director
Marshall Resource Center
7 Happ Road
Northfield, IL 60093
Ph: 708-501-5518
Fax: 708-501-5598

Bill Robinson
Field Researcher
Council for Initiatives in Jewish Education
1525 Wood Creek Trail
Ph: 404-552-0930
Fax: 404-998-0860

Ginny Levi
Associate Director
Council for Initiatives in Jewish Education
P.O. Box 94553
Cleveland, OH 44101
Ph: 216-391-1852
Fax: 216-391-5430

Rena Rotenberg
Director, Early Childhood Education
Council on Jewish Education Services
5800 Park Heights Avenue
Baltimore, MD 21215
Ph: 410-578-6947
Fax: 410-466-1727

Nessa Rapoport
Leadership Development Officer
Council for Initiatives in Jewish Education
15 E. 26th Street
New York, NY 10010-1579
Ph: 212-532-2360
Fax: 212-532-2646

Bob Sherman
Executive Director
Bureau of Jewish Education
639 14th Avenue
San Francisco, CA 94118
Ph: 415-751-6983, ext. 104
Fax: 415-379-9585

Ina Regosin
Executive Director
Milwaukee Association for Jewish
Education
6401 North Santa Monica Blvd
Milwaukee, WI 53217
Ph: 414-962-8860
Fax: 414-962-8852

Gerald Teller
Executive Director
Community Foundation for Jewish
Education
618 South Michigan
Chicago, IL 60605
Ph: 312-427-5570, Ext. 325
Fax: 312-427-7486

Hasia Richman
Education Consultant
Bureau of Jewish Education
333 Nahanton Street
Newton, MA 02159
Ph: 617-965-7350
Fax: 617-965-9776

Lynne Weinick
Director
Early Childhood Programs and Services
Atlanta JCC, Zaban Branch
5342 Tilly Mill Road
Dunwoody, GA 30338
Ph: 404-396-3250
Fax: 404-698-2055

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MEMORANDUM

To: Members of the CIJE Steering Committee

From: Nessa Rapoport

Date: August 4, 1995

Re: CIJE Planning Document for the GA 1995: Institute on Jewish identity

As part of a long-term strategic planning process begun this year by CJF, the 1995 GA is being restructured into four thematic institutes. CIJE staff are participants in the planning process for the institute on Jewish identity.

In June, members of the planning team were asked to conceptualize on paper what an initial model might be for the 1995 Jewish identity institute, in light of the five-year plan outlined by Carl Sheingold to the planners of all four institutes.

Attached is the document CIJE offered as a possible example of how to think about one year's program within a larger framework for change. This proposal has, in fact, become a centerpiece of subsequent meetings to plan the institute and has been influential in the overall discussion about restructuring the GA.

Chair
Morton Mandel

June 26, 1995

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

From: Nessa Rapoport; Barry Holtz, CIJE
To: GA 95 Jewish Identity Team

Honorary Chair
Max Fisher

We thought it might be useful to begin by articulating the goals of the five-year process of transforming the GA, since this GA is considered the first step in a plan for change.

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown

As Carl described them at our first meeting, they are:

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

1. "To transform the GA from an episodic event, planned in a crisis mode, to an event tied to others, conceived in a planning mode, with follow-through from GA to GA. The GA should be seen as a tool to reposition federations and CJF in a changing Jewish world."

2. "To transform federations from consumers of the GA to owners of the GA."

The goal, then, is to transform the GA from a kind of fair--at which many programs, communities, and individuals are showcased, and participants choose among a list of options--to a setting that will create a community of people who will set an agenda they will go on to implement throughout the year; network throughout the year; and build from 1995 until the year 2000--at which point the process of "transformation" will have attained its five-year goals.

The above two points are the process goals. What are the corresponding content goals for this institute? What do participants need to learn in order to transform their communities in a meaningful Jewish way? What understanding and skills must communal leaders and professionals acquire in this five-year process to make them effective, empowered leaders of purposeful change?

If we take the above two points as goals, the 1995 GA institute, while necessarily autonomous for those who will not attend in subsequent years, must nevertheless be part of a larger five-year plan. The GA institutes of Boston (1995), Seattle (1996), Indianapolis (1997), Jerusalem (1998), Atlanta (1999), and Chicago (2000) must be linked thematically, each to the next, to offer a cumulative experience for the participants who, in accord with #2 above, will be shaping the process of transformation, at the GA and in their home communities.

Executive Director
Alan Hoffmann

Unless each of these GA institutes has a coherent theme, the "show-and-tell" nature of previous GAs will inevitably be recreated. For genuine change to take place, each institute must cohere around a central theme and not try to offer "something for everyone." The latter can only result in a weaker version of previous GAs, with one-fourth the participants and a "catch-all" format that does not do justice to the magnitude of the goal of "transformation." We need to take seriously the idea that programs alone cannot make structural change; whatever we plan must reflect the awareness that a deep understanding of the change process and the role of professional and lay leaders as change agents must precede and will enhance all programming efforts.

As planners, we need to be able to answer these questions:

- a. What is the five-year plan for this institute? What should the GA institute look like in a "transformed CJF" in year five?**
- b. What then might be the first institute for year one? What should the "charge" be to participants at the end of GA institute 95, connecting it to GA institute 96 and beyond?**
- c. What needs to take place between GA 95 and GA 96 to make it possible for returning participants to feel like members, connected to and anticipatory of year two? Or for new participants to join?**

The institutes must be designed so that each session builds on the preceding one toward a clear goal. By the end of the institute, the participants will have followed a path that has taken them through a coherent process of study and experience toward increasing vision and efficacy when they return home.

That process would contain at least these components: A theory and vision that participants could take with them to apply to their diverse circumstances; case studies of success (or failure) that they can offer each other; an experiential aspect to the learning; and a dialogue between Jewish life and tradition and North American life and learning.

What follows is one suggestion for approaching the three challenges (a, b, c) above:

- a. What is the five-year plan for this institute?**

Here is one possible example:

Year One: "From Personal Transformation to Communal Transformation":

What has been our personal experience of Jewishness? What have been the turning points to deeper understanding, greater connection to sacredness, the life of the spirit, the Jewish people? How can we translate personal spiritual growth into communal change? How has the Jewish tradition been shaped by leaders who were able to turn their personal journeys into structures for communal revitalization?

Year Two: "Reimagining the North American Jewish Community":

What are our visions of the Jewish future in the richest, most welcoming diaspora Jews have ever experienced? What should be the outcomes of the quest for Jewish identity--personal, institutional, and communal? What place do North American Jews have in contemporary life? Where do we ally with the culture of North America and where do we significantly differ? What are the difficulties in living Jewish life in North America?

Year Three: "Theories and Applications of Change":

The study of organizational change is a significant field in North American culture. What might the Jewish community learn, and what might it contribute, to this growing body of knowledge being applied in North American corporations, schools, and foundations? What are the impediments to genuine change? What are examples of success stories from the literature of change? What skills do leaders of the change process need to have? And what might we learn from our own resilience as a people that has enabled us to adapt to and flourish under a range of circumstances?

Year Four: "A North American Judaism":

As we encounter Israel and Israelis at this GA, we will have an unprecedented opportunity to present ourselves to our fellow Jews. What is distinctive about Judaism as it has taken root in North America? What can Israeli Jews and North American Jews learn from each other? How can that learning take place? How can we stay connected? What have the previous years of self-reflection allowed us to understand about ourselves, about our connection to Israel? What deeper and richer understanding of Israel can we take back to our communities? What are Jewish precedents for relationships between communities in Israel and the diaspora? How can we intersect with the ongoing work of the institute on Israel-diaspora relations?

Year Five: "Leadership":

What is effective leadership? What are case studies in leadership? How do leaders create a vision, share it with key stakeholders, and design a process to implement that vision in institutions and communities? How can the Jews of North America become a community of leaders? How do leaders build consensus, engage others in decision-making, build teams to make change? What does the Jewish tradition have to teach us, in rabbinic literature and in our history, about the critical role of leadership in sustaining a vital community?

Year Six (2000): "Through Five Years into the Century":

What has the community learned about itself in these five years? How have we grown, changed? Have we fulfilled or begun to fulfill the dream of a more engaged, meaningful Jewishness pervading our lives, institutions, communities? What are the next steps in this new century? How can we evaluate the unprecedented communal process of focussing our efforts around "Jewish continuity"? What are our successes and what challenges do we face that we could not have foreseen in 1995? What can we learn from the Jewish past in its encounter with modernity to help us and the future community?

Two issues in thinking about the five-year plan:

Can we link these institutes in a serious way to what's going on in each of the host communities where the GAs take place? It would be interesting to think about how the individual community could become a resource to the change process, presenting itself as a lab and case study in an exchange with GA participants from which all might benefit.

What is our relationship to the process and content of the other institutes as this process unfolds? What will be connection among the participants of each institute when they return to the same community?

b. What might be the first institute for year one?:

Here is a sample structure for the coming GA institute, based on the above strategies:

"From Personal Transformation to Communal Transformation"

Session One (Wed. aft.): Personal Testimonies:

Experiential exchanges of participants' stories of their own Jewish journeys, including film clips, monologues/performances pieces, journal writing, etc.

Session Two: (Thurs. morning): Study:

Study of Jewish texts, poems, diaries excerpts, ethical wills, etc., related to issues of individual transformation, spiritual quest, and making the connection to Jewish peoplehood.

Session Three: (Thurs., following the study): Envisioning the Jewish Future: What are our dreams for ourselves, for our communities?

Session Four (Thurs. aft.): Implementing Vision:

Can individuals change institutions? Case studies in small groups.

c. What needs to take place between GA 95 and GA 96?

Among the possibilities are:

1. Addresses, faxes and e-mail addresses to all institute participants.
2. A newsletter, electronic/paper, or an electronic conversation to keep people informed and engaged from January 96 throughout the year in a process that would inform them about results of GA institute 95 and involve them in building toward the institute of GA 96. Distribution of articles and developments related to the themes of 95 and 96.
3. Regional meetings around interests and possible partnerships, within communities and between them, that have emerged from the first institute.

4. Evaluation: We will need to build in a process of learning as much as we can about the effectiveness and impact of this first institute, both from the participants and especially from those who led sessions.





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Chair
Morton Mandel

About the Council for Initiatives in Jewish Education (CIJE)

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

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

Honorary Chair
Max Fisher

Board
David Arnov
Daniel Bader
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Melvin Merians
Lester Pollack
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Esther Leah Ritz
William Schatten
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Ismar Schorsch
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Bennett Yanowitz

CURRENT ACTIVITIES

The Harvard-CIJE Leadership Institute

In the fall of 1994, the staff of CIJE developed with the Harvard University Principals' Center the first inter-communal and trans-denominational institute on Jewish educational leadership. Fifty leaders of Jewish schools and early childhood programs from across the country attended the Harvard-CIJE Leadership Institute. The intensive program brought the latest research and thinking in general education to bear on such questions as: What is effective school leadership? How do leaders create a vision and implement it within their schools? What does the Jewish tradition teach us about the the critical role of leaders in Jewish education?

In 1995-96, CIJE will extend its work in the area of leadership through additional institutes.

"Transforming the Supplementary School": The CIJE Teacher-Educator Institute

In May 1995, CIJE received a substantial three-year grant from the Nathan Cummings Foundation to forge a national cadre of teacher-educators who will design and implement new approaches to the professional development of teachers. (There is a nationwide shortage of qualified teacher-trainers for Jewish educational institutions.) Directed by Dr. Gail Dorph and Dr. Barry Holtz, this pioneering initiative was undertaken to transform the quality of teaching in the classroom by giving institutions and communities access to skilled professionals who can guide the improvement of teachers' growth, learning and practice.

Executive Director
Alan Hoffmann

"Transforming the Supplementary School": The CIJE Videotape Project

Teachers improve their practice not only by deepening their understanding of Judaica and pedagogy and by learning new skills, but by watching and reflecting on the practice of teachers as they work in the classroom. CIJE is creating a set of videotapes for use in professional development programs across the country.

The Best Practices Project

Under the direction of Dr. Barry Holtz, CIJE has produced two volumes: *Best Practices in Supplementary Schools* and *Best Practices in Early Childhood Education*. These volumes offer examples of excellence in these two settings. Future volumes will include *Best Practices in JCCs* and *Best Practices in Professional Development*.

The Goals Project

The North American Jewish community has entered a critical stage of reflection and analysis. Contemporary Jewish education requires not only new approaches but also new formulations of purpose. The Goals Project is designed to address the question: What kind of Jews do we want to foster through our institutions and communities?

The CIJE Goals Seminar (Jerusalem: July 1994) brought together lay and professional leaders from several communities to work together on conceptualizing "vision-driven" institutions and communities--that is, those with a distinct vision of their work and clarity about their goals.

Since then, CIJE, together with the Mandel Institute in Jerusalem, has been engaged in a series of seminars in communities and pilot projects in Jewish educational institutions for lay leaders and professionals, under the direction of Dr. Daniel Pekarsky, a philosopher of education from the University of Wisconsin.

Building Research Capacity

CIJE is committed to helping set an agenda and build the capacity to conduct research with implications for communal policy--one of the most underdeveloped areas in Jewish education. CIJE consultants Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of Peabody College of Education, Vanderbilt University, are directing CIJE's efforts in this area.

A critical domain is educational evaluation. In this decade, when the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the issue of evaluation has become urgent. As communities and institutions consciously set goals for Jewish education and continuity, it is imperative to establish indicators by which success and failure can subsequently be measured. In this way, we can learn from each other in order to transform the quality of Jewish education in North America.

August 1995



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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Members of the Steering Committee

From: Alan D. Hoffmann

Date: August 23, 1995

Re: Educational Leaders in Jewish Schools: A Study of Three Communities

As you will recall, Ellen and Adam have been analyzing the data on the CIJE Study of Educators that deals with the findings on the educational leaders in Jewish schools. We will be discussing these findings at Friday's Steering Committee meeting.

Attached you will find the introduction and conclusion of this document. We are enclosing both (although there is some overlap in the information) in order to give you some additional background for our discussion.



Council for Initiatives in Jewish Education

EDUCATIONAL LEADERS IN JEWISH SCHOOLS:
A STUDY OF THREE COMMUNITIES

OVERVIEW

In its landmark report *A Time to Act* (1990), the Commission on Jewish Education in North America concluded that developing the profession of Jewish education was essential for improving Jewish education as a means of preserving Jewish continuity. Without doubt, the development of a cadre of professional educational leaders for Jewish schools is essential for realizing this goal.

This report presents a study of educational leaders of Jewish schools in three communities: Atlanta, Milwaukee and Baltimore—the Lead Communities of the Council for Initiatives in Jewish Education (CIJE). These communities chose to participate in the study as part of a process to develop a plan of action for enhancing the profession of Jewish education. The study is based upon results from a survey of 77 leaders and 58 in-depth interviews.

This study examines the professional backgrounds, careers and sentiments of the educational leaders in day schools, supplementary schools and pre-schools. The study identifies aspects of strength as well as areas that need dramatic improvement.

Summary of Findings

1. Educational leaders in Jewish schools fall well short of the highest standards for the preparation of professional school leaders. Although 65% have university degrees in education, only 49% are trained in Judaic content areas. Moreover, only 27% of the leaders are trained in educational administration. Overall, a scant 16% of educational leaders are professionally prepared in all three areas (education, Jewish content, and administration).
2. Jewish school leaders also fall short of commonly accepted standards for professional growth. For example, educational leaders in the state of Georgia spend about 100 hours in workshops over a five-year period to remain certified; by contrast, we estimate that the leaders in our survey participate in about 37.5 hours of workshops in the same time span, even though most are not formally prepared for their leadership roles.
3. Most educational leaders view Jewish education as their career. They work full-time in a single school setting. The leaders have extensive experience in Jewish education: 78% said they had worked in Jewish education for more than 10 years. However, they have less seniority in educational leadership positions. The vast majority plan to remain in the field.

4. Over the course of their careers, leaders in day schools often have experience in supplementary schools and supplementary school leaders have often worked in day schools, but pre-school leaders have mainly worked only in pre-schools. When asked whether they had moved to their current community to take their leadership positions, 36% of day school leaders and 27% of supplementary school leaders said they had, but this was not the case for any of the pre-school leaders.

5. Although 78% of the leaders work full-time in Jewish education, 33% earn less than \$30,000 per year. Another 37% earn between \$30,000 and \$59,999, and 30% earn \$60,000 or more per year. Only 9% reported they were very satisfied with their salaries, but 55% said they were somewhat satisfied, while 36% said they were somewhat or very dissatisfied.

6. More dissatisfaction was expressed over benefits: 57% said they were somewhat or very dissatisfied with benefits. For full-time workers, benefits packages seem slim. For example, 79% of day school leaders were offered health benefits, and 71% were offered pensions. Even more severe is the situation in pre-schools: although 81% work full-time, only 44% were offered health benefits, and pensions were available only to 38%.

7. On the whole, the educational leaders report substantial support and involvement from rabbis and supervisors. However there is a small group (about 10%-20% across all settings) who indicate that such support is not forthcoming. Some educational leaders also lamented that they lack status in their communities.

Implications

These findings highlight a number of issues pertaining to the professional development of educational leaders in Jewish schools.

- a. The finding that only one-half of the educational leaders are formally trained in a Jewish content area (i.e., through a degree in Jewish studies or certification in Jewish education) is a matter of great concern. Leaders of Jewish schools are symbols of Jewish learning and role models for Jewish schooling. Serving in this capacity requires Jewish scholarship. Moreover, given the limited Judaica backgrounds of many teachers in Jewish schools, educational leaders with strong Judaica backgrounds are needed to provide instructional leadership in schools.
- b. The lack of formal training in educational administration is also an important shortcoming. Leadership in today's schools is complex, involving many different roles and responsibilities. Training in administration can help the leaders of Jewish schools become more effective.
- c. In light of background deficiencies, one might have expected educational leaders to engage in extensive professional development. This is not the case. There do not appear to be standards for professional growth.

- d. Educational leaders are experienced and highly committed to their work. This suggests that investment in improving the knowledge and skills of educational leaders who are currently at work can have substantial impact in the future.
- e. Most leaders are satisfied with their earnings, although some are not, and salaries for pre-school leaders appear relatively low. Almost half the leaders are dissatisfied with their benefits packages. This is not surprising since many are not offered health or pension benefits, especially in pre-schools.

The results of this study suggest changes are needed in the preparation, professional growth, and remuneration of educational leaders as the Jewish community strives to build the profession of Jewish education.



CONCLUSIONS: LEARNING AND LEADING

The role of educational leadership in school improvement efforts is paramount. This report describes professional backgrounds, careers, and sentiments of educational leaders in Jewish schools in three communities in North America. It is designed to stimulate discussion and provide a basis for planning for the professional development of a cadre of educational leaders in our Jewish schools.

Critical Findings

- 1) Many educational leaders are inadequately prepared in Jewish content. Only half of the leaders have post-secondary training in Judaic content, and only 35% of the educational leaders have training in both education and Jewish studies.
- 2) The educational leaders have little formal preparation in administration and supervision. Only 27% of all the leaders are trained in educational administration, while only 16% have preparation in education, Judaic content, and administration.
- 3) Although many educational leaders report that opportunities for professional growth are adequate in their communities, they do not participate in widespread professional development activities. Most educational leaders indicated receiving little or no support from local universities and national movements.
- 4) The majority of educational leaders report they have a career in Jewish education, and they work full-time in one school setting.
- 5) Educational leaders have long tenure in the field of Jewish education across various settings, but they have less seniority in leadership positions.
- 6) The large majority of educational leaders plan to stay in their current positions.
- 7) Educational leaders are not completely satisfied with their salary and benefits packages. Pre-school educational leaders are the least likely to have access to health and pension benefits.
- 8) Educational leaders would like to be more involved in communal decisions and to receive more support in their work. Pre-school educational leaders receive the least amount of support from rabbis and lay leaders.

These findings suggest a number of important implications for schools, local communities and the continental Jewish community as a whole.

School Level

Educational leaders would like the participation and support of teachers, rabbis, and lay leaders. The boards of schools, congregations, and JCC's may want to consider a process whereby roles and relationships can be explored to ensure a high level of support and involvement from all partners in the educational process.

Educational leaders should be supported in their efforts to work with teachers and other staff to implement changes, mobilize resources, and develop programs. The teacher-leader relationship should not be bound by teacher contract hours. A culture that promotes on-going collaboration and group problem solving should be encouraged. Training and professional growth activities should be supported at each school. Furthermore, professional development programs should be attended by teams of professionals from the same school.

Local Communal Level

Since most educational leaders work full-time and view Jewish education as their career, and many have limited professional preparation, it seems that higher levels of professional development can be expected. Furthermore, given their long tenure in the profession, ongoing professional growth is important.

Educational leaders have experience in various settings. Day school leaders have taught in supplementary schools and visa versa. The only exception seems to be pre-school leaders who have much less experience in other settings. Therefore, it seems that if high standards of pre-service training are in place, community-wide professional growth activities can be very beneficial. In addition, once educational leaders have adequate preparation for their positions in Jewish education they should be a valuable resource in the community for teacher in-service as well.

Educational leaders need opportunities to interact with their colleagues across all settings for networking, support, and feedback. All educational leaders should be highly involved in developing individual and community-wide professional growth plans.

The educational leaders have expressed interest in increasing their knowledge and skills in both Jewish content areas and administration and supervision. All educational leaders need to increase their knowledge in Judaic subject matter. It is important to note the complete lack of formal training in Judaica among pre-school educational leaders.

Communities may want to consider the level of fringe benefits offered to educational leaders. This is perhaps most pressing in pre-schools where the large majority of educational directors work full-time but are not offered health or pension benefits. Communities may want to consider linking certain benefits, such as sabbaticals, and merit pay to participation in professional growth activities.

Educational leaders desire more involvement and status in the Jewish community.

Although they feel that Jewish education is respected by others, they do not feel very empowered as participants in decision-making. Lay leadership should become more involved in Jewish education. Community institutions may want to consider ways of expanding the participation of educational leaders in these organizations.

The findings in this report also suggest implications for each school setting.

DAY SCHOOLS:

Over half of the educational leaders in day schools are not trained in Jewish content areas. They do not hold degrees or certificates in Jewish education, Jewish studies, or related subjects. This is a serious deficiency in the cadre of educational leaders in these schools. Day school educational leaders must begin to address this deficiency by attending summer programs, institutions of higher Jewish learning, and exploring other opportunities for raising the level of Judaic knowledge, such as distance learning.

Day school educational leaders also lack formal preparation in educational administration. They fall far below expected standards for public school leaders. This type of training is usually readily available in most communities through local colleges and universities.

Given these areas of needs, professional growth activities should be required of all day school leaders. Standards must be upheld in terms of both the quantity and quality of professional development experiences. The majority of day school leaders (74%) indicated that opportunities for their professional growth are adequate, but yet they do not participate in widespread professional activities. Local communities will need to heighten the awareness of their leaders to the importance of ongoing professional development.

Many day school educational leaders have a wealth of experience in their current settings as well as long tenure in the field of Jewish education. Similarly, a large majority of day school educational leaders desire to remain in their current schools. They are committed to the field of Jewish education. If their credentials are upgraded and they are successful participants of professional growth activities, they can serve as future mentor-leaders for other educational leaders in day schools. They can serve as the professional guides for less experienced educational leaders in their communities.

SUPPLEMENTARY SCHOOLS

The majority of educational leaders in supplementary school settings (66%) have worked in their current settings for 5 years or less, but they plan to remain in their current setting over the next few years. Consequently, there is a great need for professional growth and training for supplementary school educational leaders. They are relatively new to their jobs. They have very limited backgrounds in Judaic content and virtually no training in educational administration. They are most probably recently recruited into administration from teaching. However, unlike their roles as teachers in supplementary schools, many of the educational leaders are full-time. Therefore, it must be expected that they upgrade their professional knowledge and credentials.

In addition, it would be important to address the part-time nature of some of the educational leadership positions in supplementary schools. If supplementary school educational leaders are full-time and are held to high standards of professional preparation, they could serve important roles in the school and the community.

An important aspect of changing the culture of the Jewish supplementary school should include the involvement of teachers in decision making and increasing the interactions of educational leaders with teachers about issues of pedagogy even though many teacher work part-time. Educational leaders should be encouraged to see themselves as staff developers in their schools, and as facilitators in building collaborative school cultures.

PRE-SCHOOLS

Pre-school educational leaders are severely lacking in Judaic subject matter. Only 12% of the pre-school leaders are trained in Jewish studies, and they have the lowest levels of Jewish education both before and after age 13 when compared to other educational leaders in Jewish schools. There is an urgent need to increase the Judaic content knowledge of pre-school educational directors.

In addition, pre-school educational leaders are overwhelming untrained in administration, and are relatively new to their settings. Forty - four percent have been working in pre-schools for less than six years. Pre-school educational directors have limited experience in other Jewish educational settings, and are relatively isolated from colleagues in the field of Jewish education in their communities. They experience limited involvement and support from lay leaders, rabbis and other educational professionals. There is an urgent need to increase the professional development activities of pre-school educational directors which address their isolation, limited background in Judaic content, and lack of formal preparation for leadership positions.

Pre-school educational directors are usually recruited locally, although they work in full-time positions. Compared to their counterparts in other full-time Jewish education settings, they receive relatively fewer benefits and lower salaries. However, they are committed to a continuous career in Jewish education and attend more in-service workshops than other educational leaders. Given this commitment to Jewish education and professional growth, each community should begin to design high quality professional support for educational leaders in pre-school settings.

National level

Educational leaders have very limited post-secondary training in Jewish content. Therefore, substantial thought and resources should be placed on developing comprehensive pre-service and in-service programs that can greatly improve the Jewish knowledge base of all educational leaders. In addition, most educational leaders do not have preparation for their leadership roles in the areas of administration and supervision. National institutions of higher learning must address this void and provide programs that join both Jewish content and the latest thinking about leadership development which meet high standards. For example, the Jewish

Theological Seminary and Hebrew Union College-NY do offer a principal certification program. At JTS this program requires 15 credit hours in administration and supervision beyond the Masters degree in Jewish Education.

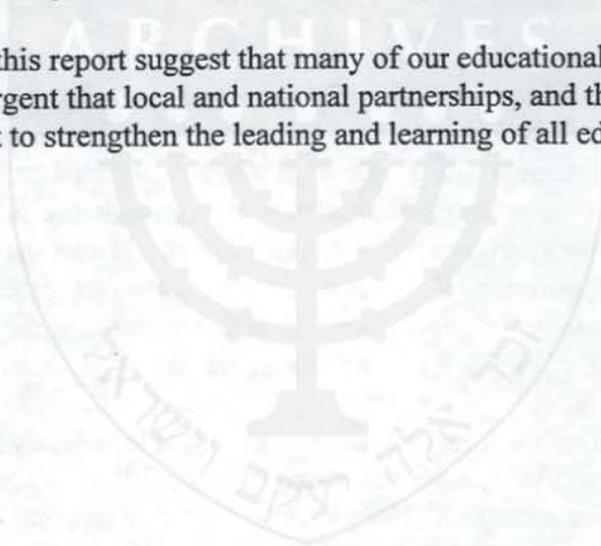
As national institutions emerge to prepare and certify educational leaders, a wider network may be developed to advertise and recruit highly trained educational leaders for local institutions.

Learning and Leading

Recently, Roland Barth, founder of the Harvard Principal's Center said:

"School principals have an extraordinary opportunity to improve schools. A precondition for realizing this potential is for principals to put on the oxygen mask--to become learners. In doing so, they telegraph a vital message: Principals can become learners and thereby leaders in their schools. Effective leaders know themselves, know how they learn, know how they affect others, and know they can't do it alone".

The findings in this report suggest that many of our educational leaders in Jewish schools are not learning. It is urgent that local and national partnerships, and the educational leaders themselves, begin to act to strengthen the leading and learning of all educational leaders.





MEMO TO: CIJE Steering Committee
FROM: Daniel Pekarsky
RE: Goals Project update
July 25, 1995

INTRODUCTORY

Our experience with the Goals Project to date, carefully examined and richly illuminated during a recent consultation with faculty associated with the Harvard University (Philosophy of Education Research Center)-Mandel Institute Program of Scholarly Collaboration, has made it possible to refine the project's long-term challenges and immediate tasks. This report is designed to bring you up to date with our thinking and activities.

The imagined future that animates the work of the Goals Project includes the following elements: Jewish educating institutions, encouraged by their communities, are actively engaged in serious deliberation and study designed to deepen their understanding of their central goals; they are working to develop practices that seem adequate to these goals; and they are employing evaluation procedures that make it possible to recognize and diminish the gap between aspiration and outcome. We imagine a future in which the language of vision, goals, and evaluation figures prominently in the discourse and deliberations of educators and lay constituencies, a future in which thoughtful attention to these matters contributes to substantially improved educational practices and outcomes. Three principal emphases have defined our efforts to move towards this imagined future.

THE THREE PRINCIPAL EMPHASES

Seeding the culture. First of all, the Goals Project is an attempt to cultivate a culture in the Jewish community that takes questions of vision, goals, and evaluation to heart, a culture that recognizes that educational and communal well-being depends on a willingness to think critically and regularly about such matters in their relationship to practice. We have informally begun to describe initiatives that are aimed at engendering an hospitable cultural environment as "seeding the culture." The metaphor of "seeding" is intended to suggest that out of this kind of effort some very good things are likely to grow, including the emergence of increasing numbers of institutions, embedded in strongly supportive communities, that approach us with the serious intention of becoming organized around shared and compelling educational goals. The word "serious" is critical here; for what we have in mind is not a one-shot "visioning session" but a demanding process that integrates institutional self-study, study of pertinent Jewish texts and conceptions, and careful deliberation concerning "the what" and "the how" of Jewish education. Carried through in the right spirit, this process will give rise to stronger educational practices as well as to institutional cultures which encourage inquiry aimed at continuing self-improvement.

Several of CIJE's recent and upcoming activities are organized around this "seeding the culture" agenda. Pertinent examples include the Jerusalem seminar last summer, the set of four

seminars held in Milwaukee during the spring, and the upcoming December retreat with the some 400 graduates of the Wexner program. We also view consultations like the one held with the group planning a high school in Atlanta and our upcoming programs with the JCCs and with Baltimore's central agency as opportunities to educate these constituencies concerning the important place of vision and goals in educational deliberation and practice.

As our work has progressed, we have come to recognize that it would be a mistake to "ghetto-ize" the concerns animating the Goals Project by confining them to activities pre-designated as "Goals Seminars." If we are serious about nurturing a goals-sensitive culture among the constituencies that will shape the course of Jewish education, all of CIJE's activities -- for example, in the areas of personnel development and community mobilization -- need to be infused with the concerns that are at the heart of the Goals Project. We have also come to realize that effectiveness in making these concerns come alive for targeted institutions and populations will usually require going beyond talking about the importance of goals, vision, and evaluation; we will also need to engage them in addressing genuine problems and perplexities relating to such matters in relation to their own areas of educational interest. It will be crucial to infuse such discussions with philosophically powerful Jewish conceptions so as to exhibit their capacity to deepen educational deliberations by stimulating serious thinking concerning the aims of Jewish education.

"The kitchen." We have come to refer to "the kitchen" as the backstage where we develop the resources - the materials, the know-how, the conceptualizations -- that are required to be effective in "seeding the culture" and in guiding serious institutional efforts to become organized around clear and compelling goals. Kitchen-work is wide-ranging, and it builds on the substantial and soon-to-be-published work already done under the auspices of the Mandel Institute's Educated Jew Project. It includes, but is not limited to, imaginative publications that make vivid the power of a guiding educational vision and the nature of the journey towards such a vision; continuing efforts to develop materials like those produced through the Educated Jew Project that can be used to raise the level of consciousness among lay and professional constituencies concerning the aims of Jewish education; and a repertoire of strategies that can be drawn on in the effort to encourage institutions to "take the next step" on a goals-agenda. A well-developed library of such resources will also be invaluable in the training of those individuals who will be doing this work.

Developing capacity. The ability of interested institutions to become more vision-driven and goals-sensitive may depend substantially on their being helped along by "coaches" or "guides" who possess the right kinds of aptitudes, skills, understandings, and convictions. Since the requisite expertise is not common, a third emphasis of our project has been on developing the human capacity to work with communities and institutions on a goals-agenda.

This "developing capacity" imperative has pointed us in two directions. One of these directions focuses on "pilot-projects" in which a small number of institutional guides (especially members of our own staff) work with select institutions on a goals-agenda; carefully studied,

their experience will deepen our understanding of the nature of the work that guides need to be doing and will thereby enhance our ability to train other individuals to do this kind of work. The other direction focuses on the identification, recruitment, and training of individuals who show promise of making effective guides.

Our actual work with institutions to date has emphasized the "pilot-projects". The intensive and continuing work of the Mandel Institute's Daniel Marom with Cleveland's Agnon School is a principal example; and Daniel Pekarsky has initiated some efforts in this domain with Milwaukee institutions that participated in the spring Goals Seminars.

It is worth noting in passing that in addition to what these pilot-projects will teach us about the art of helping institutions make progress on a goals-agenda, they are important to our work in a number of other ways. For example, these pilot-projects offer a wealth of information concerning institutions and institutional change; and they will also instruct us about the kinds of resources (texts, strategies, exercises, diagnostic and evaluation tools, etc.) "the kitchen" needs to be producing to help institutions make progress on the goals agenda. Finally, even one successful pilot-project, if suitably documented, analyzed, and packaged, could do wonders for our effort to convey what it means to take on a goals-agenda and the benefits of doing so. Developing such a case-study of a "success-story" may prove a very worthwhile endeavor.

BALANCING THE THREE EMPHASES

Our July meetings with Professors Seymour Fox, Israel Scheffler, and other scholars affiliated with the Harvard University (PERC)-Mandel Institute Program of Scholarly Collaboration have helped to clarify and deepen our understanding of the relationships between the three emphases enumerated above. The following general conclusions summarize our judgment as to the most fruitful way to distribute our available energies among these emphases:

1) All three of these emphases continue to seem worthy and need to be simultaneously pursued.

2) In the third area, identified as "Developing Capacity", our immediate work should favor selected pilot-projects, each with a different focus, over an attempt to train a cadre of coaches. Standing behind this judgment is our strong sense that our ability to train individuals to work with institutions will be substantially enhanced through pilot-projects that focus on different dimensions of the work and that give rise to increasingly more fine-tuned and powerful bodies of knowledge and strategic know-how, tailored to different institutional circumstances. This knowledge-base will be an integral part of the curriculum for training others to work with institutions.

3) At the same time, we should begin now to involve in our project senior educators who have the potential to be effective in helping educating institutions become more goals-sensitive, so

that at the appropriate moment they can be tapped for this important work. The upcoming seminars for principals and a seminar for senior educators planned for next summer are informed by this concern.

CAPSULE SUMMARY OF THE WORK AHEAD

1. Seminars, consultations, and workshops organized around the following:

Seeding the culture: bringing lay and/or professional leaders in the field of Jewish education to an appreciation of the need to take questions of vision, goals and evaluation seriously, thus laying the ground for communal and institutional initiatives. Upcoming examples of such efforts include the projected seminar for the leadership of new Affiliated Communities and a spring seminar for principals organized around the concerns at the heart of the Goals Project.

Initiating some outstanding senior people into the work of the Goals Project and engaging them, as appropriate, in the project's activities. An extended seminar for this constituency, to be developed in collaboration with the Mandel Institute, has been projected for July, 1996.

Honoring commitments we've made (in ways that forward the project's principal goals). Representative activities include a set of sessions developed in cooperation with Baltimore's central agency designed to help the leadership to clarify the agency's central mission and goals; working with Wexner to develop a retreat for the Wexner graduates that is designed to focus their energies on Jewish education in their local communities; and working with teams from a number of JCCs around questions concerning the vision animating their camps.

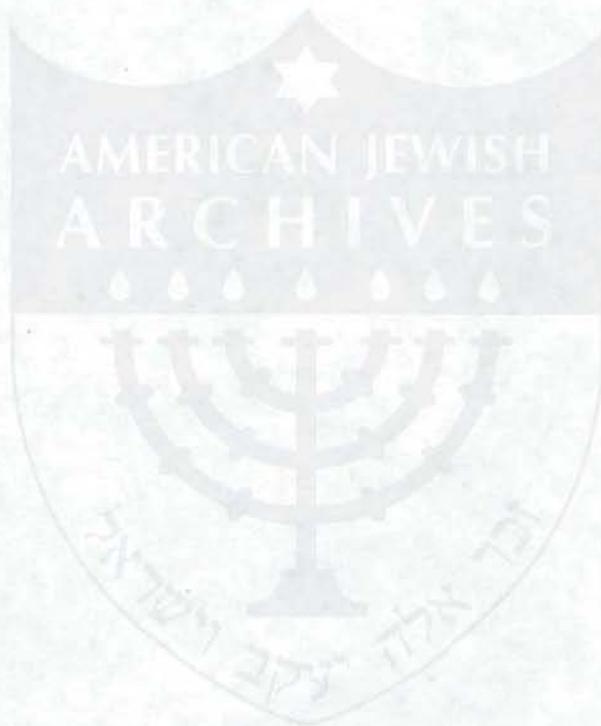
2. Developing our Understandings and Tools

On-going work aimed at developing a library of resources, materials, strategies, and evaluation tools that will enhance our efforts to do the following: to mobilize Jewish communities in support of the goals-agenda; to help educating institutions become organized around meaningful goals; and to train the personnel to work with these institutions. The analysis and development of this crucial part of our work will be the subject of some intensive deliberations at the Mandel Institute scheduled for January, 1996.

3. Pilot Projects

Marom will continue his work with Agnon and Pekarsky will try to finalize an arrangement with one or two other institutions, probably in Milwaukee.

Careful documentation and analysis of the work that goes on in the pilot projects are of critical importance. Along the way, seminars for carefully chosen clientele designed to analyze this work will be invaluable and will be scheduled as appropriate.





CIJE Workplan and Budget

Fiscal Year 1995: Draft 5 [7/11/95]

- Footnotes indicate text that has been altered or removed.
- Underscored words indicate text that has been added.

I. INTRODUCTION

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

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

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

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

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

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

- convening in Jerusalem a seminar on the goals of Jewish education, for lay and professional leaders from the lead communities together with the Mandel Institute
- restructuring the board and the board process
- creation and publication of policy brief on "The Background and Professional Training of Teachers in Jewish Schools"
- distribution of policy brief to 3,000 GA attendees and CIJE sponsored forum on the data
- coverage of policy brief data in Jewish and some general media outlets

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

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

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

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

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II. WORKPLAN

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

A. BUILDING THE PROFESSION

To include:

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

a. in-service training

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

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

¹central agencies, professional organizations, and the denominational movements to the endeavor

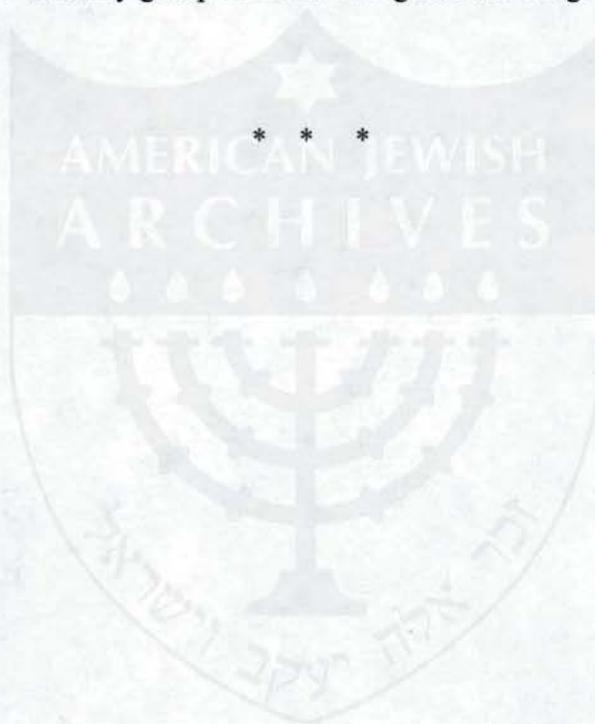
universities and regional colleges.

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

b. comprehensive planning for Building the Profession

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

Establishing an academic advisory group to define and guide the assignment.²



²This group will articulate the charge to a planner to be commissioned in 1996.

B. MOBILIZING THE COMMUNITY

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

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

1. CIJE Board, Steering Committee and Committees

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

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

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

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high quality planning for Jewish educational change. Our target for December 1995 is 6 communities³ engaged in this process.
- Articulate a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

3. Telling the Story

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

³9 communities

- Dissemination of policy brief to key constituencies
- preparing and disseminating 1 - 2 CIJE publications⁴ selected from:
 - guidelines on preparation of local personnel plan from educators' survey
 - guidelines on in-service training
 - policy brief: on the remuneration of Jewish educators
 - occasional paper: the goals project
 - occasional paper: best practices on in-service training
- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Develop a publicity program with future targets
- Planning and preparation for 1995 GA⁵

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

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

⁴3 - 4 CIJE publications

⁵1996: Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership

C. MONITORING, EVALUATION AND FEEDBACK

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

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

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

This includes:

- Further analysis of Educators' Survey data in the CIJE laboratory communities including a further Policy Brief on Educational Leaders⁶
- Full Integrated Report across all three communities
- Development of a "module" for studying educators in additional communities which involves refining the survey instruments and interview protocols and making them available to other communities by writing descriptions of the procedures.

2. Monitoring and Evaluation of CIJE-initiated Projects

In CIJE selected laboratory communities, MEF will:

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

3. Conceptualizing a Method for Studying Informal Education and Educators

A process of consultation with experts and thinking to result in a design by the end of 1995 for implementation in 1996⁷

⁶further Policy Briefs on: Salaries and Benefits; Career Plans and Opportunities and Teacher Preferences for Professional Development; Educational Leaders

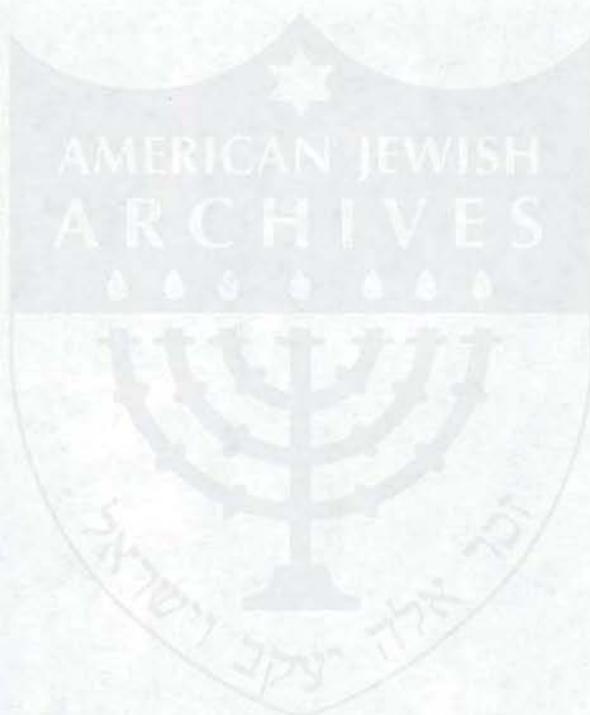
⁷Leading Educational Indicators

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

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

4. Towards a Research Capacity

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



of the year.

D. CONTENT AND PROGRAM

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

Best Practices will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans
- make presentations to lay leaders as part of CIJE Community Mobilization efforts⁸

The Goals Project

- The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".
- CIJE will concentrate on developing "coaches"/resource people for laboratory communities⁹ in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

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⁸create two seminars for educators on Best Practices in local communities

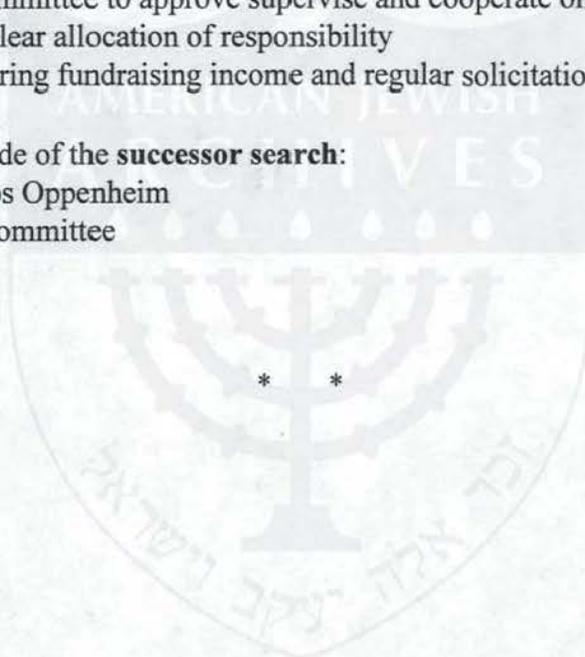
⁹for 9 communities

E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:
 - Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
 - Identification and training of a successor to Virginia Levi
 - Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.

2. Developing and implementing a **fundraising plan** for CIJE with:
 - a fundraising subcommittee to approve, supervise and cooperate on the plan
 - clear \$ targets and clear allocation of responsibility
 - a system for monitoring fundraising income and regular solicitations

3. Managing the CIJE side of the **successor search**:
 - Contact with Phillips Oppenheim
 - Convening search committee



III. HUMAN RESOURCES

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

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

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

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

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

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

d. **Mandel Institute**

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

e. **Successor Search**

Phillips Oppenheim & Co.

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

APPENDIX A: ISSUES FACING CIJE

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

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

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

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

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

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

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



PREMIER INDUSTRIAL CORPORATION

MASTER SCHEDULE CONTROL

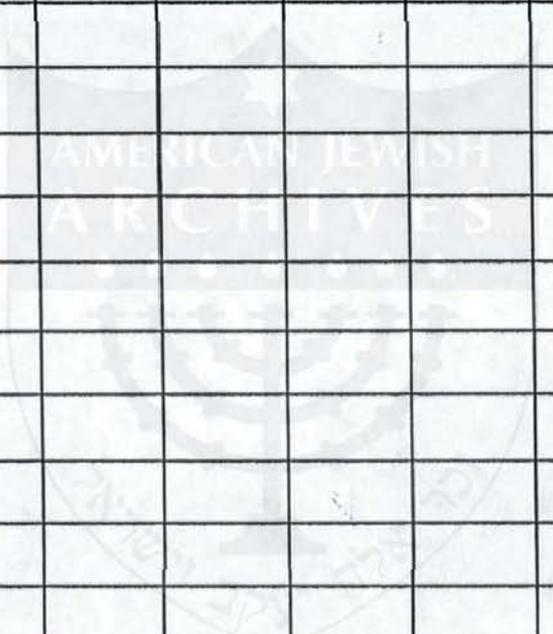
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Schedule No. 7

Calendar of Events - Council for Initiatives in Jewish Education

Date Prepared 12/17/93

ELEMENT															
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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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2/14/95

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As of 4-11-95

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

AGENDA

**Friday, August 25, 1995, 9:30 AM - 2:30 PM
New York**

	<u>Tab</u>	<u>Assignment</u>
I. Master Schedule Control	1	MLM
II. Minutes	2	VFL
III. Assignments	3	VFL
IV. CIJE Update		
A. General Remarks		ADH
B. Report on Educational Leaders	6d	AG/EG
C. JCC Best Practices Volume		BWH
D. Report on Teacher Educator Institute	6a	GZD
V. Community Mobilization for CIJE		NR
A. General Assembly	6b	
B. Update: Dissemination of Policy Brief	6c	
VI. Personnel and Training		ADH
A. Presentation		
Lunch		
B. Discussion		
VII. Goals Project	6e	DNP
A. Directions		
B. Workplan		

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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

Structure and Process	
<u>CIJE</u>	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.
	CIJE will provide periodic consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education.
	CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts.
	CIJE will help prepare local personnel to conduct program evaluation.
<u>Communities</u>	The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.
	Communities will develop a cadre of lay leaders committed to Jewish educational issues.

Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.

Communities will create a plan for a structure in the community to organize and direct the project.

The plan will address:

- a. issues of coordination with other agencies within the Federation (committees such as planning and allocations, etc.)
- b. agencies outside of Federation (e.g. synagogues, Central Agency for Jewish Education, JCC, etc.),
- c. lay involvement, representation and structure (e.g. "wall to wall" coalition)
- d. coordination with national organizations where appropriate (e.g. JESNA, JCCA, denominational organizations, etc.)

Communities will designate a person to lead the process.

Person's responsibility will include:

- a. managing the process
- b. communicating the process and products appropriately throughout the community.

Communities will commit themselves to a process of ongoing evaluation of its educational system, projects and outcomes.

The CIJE Study of Educators

CIJE

CIJE will provide a module to help communities implement a study of its educators. The module will include a survey questionnaire, interview protocols, a software package for data analysis, a manual describing implementation of the study, and seminars on conducting and analyzing interview study.

Communities

Communities will conduct a study of its educators.

This means:

- a. use CIJE's Study of Educators Module
- b. contribution of findings to the CIJE national database
- c. designation of local person to lead this process.

Personnel Action Plans

CIJE

CIJE will help communities develop a personnel action plan by providing regular seminars to and opportunities for networking.

Communities

Communities will develop a personnel action plan and a strategy for implementing the plan.

The Goals Project

CIJE

CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process.

Communities

Communities will engage in the Goal's Project.

This may mean:

- a. engagement in searching for communal goals
- b. seminars for leadership of educational institutions (synagogues, schools, JCC's) about the goals of their institutions
- c. individual institutions engaged in articulating their vision.

Pilot Projects

CIJE

CIJE will consult on a select number of pilot projects.

These projects must.

- 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.

Communities

Communities will initiate a select number of pilot projects.

The Best Practices Project

CIJE

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.

Communities

Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project.

July 10, 1995



Chair

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Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

MEMO

TO: LESTER POLLACK

FROM: GAIL DORPH

RE: TEACHER EDUCATOR INSTITUTE

August 11, 1995

The first meeting of the CIJE Teacher Educator Institute took place in Cleveland last week and it was a very exciting experience for all of us. Professors Deborah Ball and Sharon Feiman-Nemser of Michigan State University and senior researchers at the National Center for Research on Learning to Teach joined us for much of the week.

In order to give you a sense of the week, I will try to briefly describe it. In addition, I am enclosing the week's schedule, the list of participants and the articles that we distributed to participants. (Perhaps you're thinking about becoming a teacher educator yourself!) Kidding aside, I thought I'd send this all to you because it's fabulous, but if you don't want it in your massive CIJE file, I'll take it back when I see you next week.

We focused in on two issues:

1. What kind of teaching and learning are we trying to foster?
2. What kind of professional development opportunities are most likely to foster that kind of teaching and learning?

We began Sunday evening by studying Jewish texts that deal with teaching and learning. On Monday, we turned to our own personal images of good Jewish teaching and learning and images that were described in articles by practitioners/ researchers in the field of general education. In the journal writing that we did, we reflected on the ways in which these three sources of images complemented and/or were in tension with each other. Monday evening we continued to study Jewish texts. Starting on Tuesday, each day began with a time to share journal writing and reflection as well as a review of

the previous day's summary notes.

Tuesday, we examined two videotape selections: one from a math class and one from a Torah class. We discussed what we liked or found problematic about each. In addition, we raised a set of questions that watching these videos raised for us. Wednesday, we turned our attention to exploring some of the questions that had been raised vis a vis the Torah tape using materials that we were able to provide. The JECC in Cleveland generously shared a host of resource material with us augmenting the taped materials that we were able to bring from NY. These investigations were the beginning of moving from the first question to the second question. The investigations were themselves models of the kind of professional development that grow out of a vision of teaching and learning that puts the learner (teacher or student) in the center of the investigation.

After debriefing our own experiences, we turned our attention to articles about professional development and began to discuss both what these articles added to our thinking about our own experiences this week and what they contributed to the questions that we thought we ought to investigate as we move forward.

Last, but certainly not least, the choice of Cleveland and the Glidden House as the site for this seminar added to its success. We benefited from our Cleveland staff for all kinds of support and details. The location of the Glidden House allowed us easy access to the Cleveland Art Museum and beautiful botanical gardens.

Looking forward to seeing you August 21 at 5:00 pm. Take care!



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