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Steering committee.1 November 1995. Meeting book,
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MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 10/27/95

ELEMENT	1995					1996								
	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1. Steering Committee 9:30 AM - 4:00 PM	N.Y. 11/1		N.Y. 1/22		CLEVE. 3/6		N.Y. 5/1	CLEVE. 6/26		CLEVE. 8/15		N.Y. 10/16		N.Y. 12/12
2. Executive Committee 6:00 - 7:30 PM	N.Y. 11/1						N.Y. 5/1-2					N.Y. 10/16		
3. Board of Directors 7:45-10:00 PM; 9:30 AM-3:30 PM	N.Y. 11/1-2						N.Y. 5/1-2					N.Y. 10/16-17		
4. Sub-Committees:														
A. Building the Profession	N.Y. 11/2						N.Y. 5/2					N.Y. 10/17		
B. Community Mobilization	N.Y. 11/2						N.Y. 5/2					N.Y. 10/17		
C. Content & Program	N.Y. 11/2						N.Y. 5/2					N.Y. 10/17		
D. Research & Evaluation	N.Y. 11/2						N.Y. 5/2					N.Y. 10/17		

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: August 25, 1995

DATE MINUTES ISSUED: September 26, 1995

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

Copy to: Lester Pollack, Henry Zucker

I. INTRODUCTORY REMARKS

The chair introduced Josie Mowlem, currently a member of the staff of the JCC Association, and announced that she will be joining the staff of CIJE as Assistant Executive Director on October 1, 1995. An education major from New York University with experience in Jewish education as well as organizational administration, Josie will gradually take on the responsibilities of Assistant Executive Director over the remainder of the year, becoming more than half-time by November, 1995.

The Chair referred to Ginny Levi's exemplary role during the period of the Commission, and in the CIJE. Ginny has been on loan to CIJE and now is needed full time by the Mandel Associated Foundations. The Chair thanked her for her outstanding contribution to CIJE. Alan Hoffmann also mentioned that Ginny had played a major role in helping him over the past two years and expressed his and the staff's gratitude for her help and counsel.

II. MASTER SCHEDULE CONTROL

Assignment

The master schedule control reflecting dates through the end of 1996 was reviewed. Steering Committee members were asked to note any problems with the proposed dates by the conclusion of the meeting. A final notice of upcoming dates will be circulated shortly.

III. MINUTES AND ASSIGNMENTS

The minutes and assignments of June 8 were reviewed. It was noted that Jon Woocher and Alan Hoffmann have been discussing ways to introduce experienced evaluators to the work of CIJE. Their goal is to identify one person to design and coordinate a program to train people to work on the evaluation of Jewish education activities in various communities. The difficulty they are experiencing in identifying a potential coordinator further reflects the need for capacity building in this field.

It was noted that in light of the number of Jewish education programs developing within Jewish Community Centers, it is important to involve the JCC Association in discussions of evaluation.

The assignment to develop a communications program will be revised to refer to the development of publications.

IV. CIJE UPDATE

Alan Hoffmann introduced this topic by noting that a revised CIJE workplan will be available for review by the Steering Committee at its next meeting. For this meeting, staff members were asked to provide updates on work that had occurred over the summer.

A. Building the Profession

In an effort to move forward with the issue of capacity building, planning is in process with Isadore Twersky on the development of a cadre of people to provide in-service training to day school teachers. At the same time, significant steps have been taken to develop teacher educators for congregational school teachers.

Gail Dorph reported that the first Teacher Educator Institute had taken place in Cleveland in late July. This approach was undertaken when it became apparent that the policy brief called for significant upgrading of in-service education and yet no significant programs were identified through which people are being prepared to be the trainers of teachers, or "teacher educators."

This first Teacher Educator Institute, part of a series of seven over a period of two years, focused on the following two central issues:

1. What kind of teaching/learning do we wish to foster?
2. What kind of experiences will accomplish this?

Using video tapes as the text for considering these issues, the group looked first at how mathematics, subject matter which is not value laden, might be more effectively taught. This discussion was followed by a similar consideration of the teaching of Torah by examining a short video tape of a lesson by a teacher who is highly thought of. The approach of this first Institute was to involve the participants in the kind of learning experiences we would like them to create for others.

It was noted that many educators participate in "one shot" educational experiences, then return to their own institutions and find themselves slipping back to their old ways. It has also been shown that it is easier to bring about change when groups of people work together. With this in mind, communities were invited to send teams of three to the Institute in order that participants would have others to support their efforts at change locally. In addition, Institute participants are now working collaboratively via e-mail and teleconferencing. This permits participants to reflect with each other on how their work is progressing, how to deal with setbacks and how to move ahead.

In the discussion that followed it was reported that the faculty of the Institute included CIJE staff members as well as two professors of education from Michigan State University, Deborah Ball and Sharon Feiman-Nemser. Both originally were invited to the academic advisory group meeting to pre-plan the Institute in May and expressed such enthusiasm for the project that they volunteered to teach. It may be that bringing these outstanding leaders in

general education to our enterprise is the most important contribution we can make.

It was noted that there is also an evaluation plan for the Institute. The MEF team will write an initial document describing in-service education in each of the participating communities and will follow up on how this changes over time. It is hoped that, through interview and observation, it will be possible to evaluate the quality of training which occurs in these communities and its impact on teaching.

In concluding this presentation, the Chair noted that this project is an example of what can be accomplished when a group of very highly qualified senior staff tackles a problem. He noted the importance of bringing together people of extremely high quality to accomplish our goals.

B. Report on Educational Leaders

Ellen Goldring reminded Steering Committee members that at the time the educators survey was undertaken in the three lead communities, a survey of educational leaders was also administered. The MEF team has now completed a first draft of a report on this survey and is working with CIJE staff and the MEF advisory committee to determine the best approach for disseminating the report and CIJE's response. It is anticipated that a Policy Brief will be prepared to reflect the results of the report as well as a call for action. In the interim, the report will be distributed to audiences which have a particular interest in its findings.

The study showed that a relatively small percentage of Jewish educational leaders has training in the fields of Jewish education, pedagogy and administration. It also showed that, while a significant majority intends to continue in the field and, in fact, in the same institution, relatively few are engaged in systematic, sustained ongoing professional growth.

It was noted that while it has become evident through CIJE's work that in-service education is critical to teachers already working in the field of Jewish education, issues of pre-service education and recruitment may be as critical for educational leaders.

It was suggested that the work of CIJE in Community Mobilization is as central with respect to educational leaders as our work with the professional leaders themselves. Frequently boards have relatively low expectations of their principals. We should undertake to encourage a change in this situation.

In addition to a composite report on educational leaders which will be disseminated broadly, individual leadership reports to the lead communities will be completed and distributed locally. A challenge for CIJE is to find ways to use this data constructively, a task which can best be accomplished in consultation with each individual community.

C. Best Practices Volume

Barry Holtz reported that during the past year work has been undertaken to review successful programs in Jewish education in JCCs. Unlike earlier Best Practice endeavors, this one is being done jointly with the JCC Association.

Steve Cohen and Barry Holtz convened a group of advisors for assistance in selecting sites and identifying criteria for Best Practices. Six sites were studied and reviewed. A first draft report was completed and, with the input of representatives of the JCC Association, revised. The goal of the document is to provide the Center movement with documentation which will help mobilize lay support for Jewish education in JCCs and also improve the quality of professionals involved in Jewish education efforts throughout the system. It is anticipated that this third Best Practices volume will be published by late fall or early winter.

D. Community Mobilization for CIJE

1. General Assembly

Nessa Rapoport reported that CIJE staff members have been participants in planning for a reconstituted GA. Instead of a series of "one shot workshops" it is expected that GAs in the future will be built around sustained multi-year planning and programming. This year's GA is designed around four institutes, one of which is Jewish Identity. Participants will be encouraged to stay with one institute throughout the GA.

Jon Woocher reported that a proposal submitted to the planning committee by CIJE has served as the basis for plans for the GA now and in the future.

In discussion it was noted that this is an appropriate time for CIJE to work closely with CJF on how to approach issues of continuity. For this reason, there was some concern with the approach of four parallel tracks, potentially leaving some people entirely out of discussions of continuity. A possible alternative for the future might be to offer the separate tracks sequentially rather than in parallel, so that participants would have an opportunity to select from all four. It was noted that each of the four does have some elements relating to Jewish education. It was also noted that the 1995 GA is an experiment and that there will undoubtedly be adjustments for the future. It was suggested that CIJE work for greater board involvement in the GA.

2. The Policy Brief which was published on the basis of the educators survey has been distributed to a number of distinct constituencies. Each has been accompanied by a cover letter to the group receiving it. CIJE is now in the process of publishing the presentation made by Jonathan Sarna at the April Board meeting. The distribution of such publications is a significant means of impacting community mobilization.

E. Brief Updates on Other CIJE Activities

1. Brandeis University

Brandeis has requested a grant from the Mandel Associated Foundations to undertake a 12 - 18 month planning process to involve University faculty and CIJE staff. The purpose is to look at Brandeis University's

strength relative to needs for personnel and Jewish education and ways for Brandeis to impact Jewish education strategically.

2. Colleges of Jewish Studies

There have been several meetings with the presidents of the colleges of Jewish studies. CIJE is encouraging the colleges to consider a joint approach to a single issue for Jewish education, perhaps focusing on early childhood.

3. CAJE

Two CIJE staff members attended the recent annual CAJE conference where serious interest was expressed in CIJE's work.

4. Community Organization

CIJE continues to work with CJF in an effort to establish joint relationships with individual communities. At the same time, continuing efforts are underway to establish relationships with Cleveland, Hartford, and San Francisco as affiliated communities.

5. JCC Camps

Initial discussions about improved Jewish programming in JCC camps have led to planning for a meeting with camp directors and JCCA representatives which may occur as early as November.

6. Wexner Heritage Alumni

CIJE, together with the Wexner Heritage program, has developed a curriculum for graduates of the Wexner programs. A retreat will be held in early December at which CIJE staff will serve as faculty. Their purpose is to charge the graduates of the last ten years with the importance of being community activists and advocates for Jewish education in their communities.

V. PERSONNEL AND TRAINING

In light of time constraints, this agenda item was postponed to the next Steering Committee meeting. It was briefly noted that personnel remains at the core of our work, that CIJE has continued to identify extremely gifted Jewish professionals with a serious interest in our work, and that we have had some success in bringing such people into the field. This remains an ongoing focus of CIJE and is an issue to continuing discussion with the Mandel Institute. We will continue to work on our goal of "turning out stars."

VI. GOALS PROJECT

Daniel Pekarsky reported that after serious review of the initial workplan for the Goals Project, it was concluded that additional work is necessary before we are in a position to move full force into the work of developing capacity in this area. In particular, it is premature to begin to develop a coalition of vision driven institutions because most institutions are not ready to take this concept seriously. Typically, they are more

interested in a quick fix than the serious struggle necessary for clarification of an institutional vision. In addition, it seems premature to train coaches to work with institutions until we are more knowledgeable about what such work will entail.

Therefore, a July consultation of CIJE core staff with consultants from the Mandel Institute and the Harvard Educational Research Center concluded the following:

- A. The notion of "seeding the culture" is critical. A body of materials needs to be developed and initial steps must be taken to help institutions understand what is involved in establishing a vision and goals.
- B. Building capacity should begin with pilot projects to test out our ideas and analyze outcomes. Dan Pekarsky will be working with one or more institutions in Milwaukee and Danny Marom of the Mandel Institute will be working with the Agnon School in Cleveland. Based on this experience, CIJE staff will be able to develop approaches for others and prepare further written material for use in moving this process forward.

At the same time, in order to begin to interest other top people in this process, plans are underway to develop a seminar for the summer of 1996 for a core of people who might then be available to work with CIJE.

- C. CIJE should establish a resource development center (fondly known as "the kitchen") where materials for the project are developed. This will include videos, vignettes, and written literature. All of this will be made available to coaches in the future.
- D. It is increasingly evident that the goals project must be integrated with the other work of CIJE as we look at goals and evaluation, goals and community mobilization, and goals and personnel training. In addition, the partnership of the Mandel Institute and CIJE in this process will significantly enrich the process.

In the discussion that followed, it was suggested that as we undertake something new, CIJE is undoubtedly going to encounter failures as well as successes. It was suggested that these should be carefully documented, as well.

It was suggested that the presentation made by Atlanta representatives about the visioning process undertaken in a single day suggested that such an approach, while perhaps not CIJE's ultimate goal, can have significant benefits. Staff is encouraged to stay aware of such opportunities and to keep standards at a level which permit progress to occur.

It was noted that goal setting can run into pitfalls when it encounters political obstacles or a strong push toward consensus. Goal setting is a developmental process which will change as time goes on and should be undertaken thoughtfully. It was suggested that CIJE should be careful not to be so studied in its approach that its own goals for this project are put off indefinitely. It may be that capacity building can occur as planning and development is undertaken. It was agreed that this is an important point, but that CIJE must first know what a goals coach should be and do before efforts are undertaken to recruit and train such people.

ASSIGNMENTS

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Function:	CIJE STEERING COMMITTEE
Subject/Objective:	ASSIGNMENTS
Originator:	Virginia F. Levi
Date:	8-25-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Circulate new list of meeting dates.		VFL	9/25/95	10/15/95
2.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	11/1/95
3.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee		AG/NR	6/8/95	11/1/95
4.	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
5.	Continue planning for 1995 GA and provide Steering Committee with updates.		NR	6/8/95	11/15/95
6.	Complete paper on Best Practices in JCCs.		BWH	6/8/95	12/31/95
7.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
8.	Prepare plan for increasing board size.		ADH	4/26/95	TBD
9.	Develop a communications/publications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
10.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

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DRAFT PROPOSAL

CIJE EVALUATION INSTITUTE

PURPOSE

A guiding principle of the CIJE has been that initiatives in Jewish education need to be accompanied by evaluation. In this context, evaluation has three basic purposes: (1) to assist efforts to implement ongoing programs more effectively; (2) to determine, after an appropriate period of time, whether a program is sufficiently successful to warrant further effort and resources; and (3) to provide knowledge about what works and how, so that successful programs can be replicated in new places.

CIJE has tried to foster an "evaluation-minded" approach to educational improvement in its Lead Communities. In this effort we have seen some success. Federation staff at least pay lip service to the need to evaluate any new programs that are under consideration. More concretely, budgets for evaluation are being included in new programs. Most important, key staff and lay leaders in all three communities recognize the value of basing decisions on substantive information; as a case in point, they are using the findings of the CIJE Study of Educators as a basis for decision-making.

Our experience in the Lead Communities has made it clear that as in other areas, community agencies lack the capacity to carry out external evaluations of programs. One theory, put forth by a CIJE board member, is that agency staff simply do not know what to do. Another theory, suggested by MEF researchers, is that agency staff avoid evaluation for the usual reasons: (1) They are too busy running programs to carry out evaluation; (2) Evaluation often brings conflict, and avoiding conflict is a high priority for agency staff. Yet a third barrier to evaluation, experienced in Cleveland, is that it is difficult to find qualified outsiders to carry out an evaluation that is knowledgeable, informative, and fair.

The proposed CIJE Evaluation Institute would address each of these problems. It would provide knowledge and motivation for evaluation by sharing expertise with a carefully chosen set of individuals from the communities with which CIJE is working.

DESIGN

The Evaluation Institute would consist of three separate but related ongoing seminars:

Seminar I: The Purpose and Possibilities of Evaluation

This seminar is intended for a federation professional and a lay leader from each community. Its purpose is to help these leaders understand the need for evaluation, as well its limits and possibilities. Participation in this seminar will provide local leadership with the "champions" for evaluation that will help ensure its role in decision-making.

Seminar II: Evaluation in the Context of Jewish Education

This seminar is intended to create an "evaluation expert" in each community. Participants should be trained in social science research at the Ph.D. level, and experienced in research on education, communities, public agencies, or related areas. The purpose of this seminar is to provide a forum for discussing specifically evaluation in Jewish education. Through this seminar, participants will become a source of expertise upon which their respective communities can draw.

There are two important reasons for including such local experts in the evaluation institute. First, and most essential, by engaging such experts in a long-term, ongoing relationship, communities can ensure continuity in their evaluation and feedback efforts, instead of one-shot projects that typically characterize evaluation when it does occur. Second, by entering into a relationship with a local expert, organized Jewish communities can exhibit their commitment to take evaluation seriously.

Seminar III: Nuts and Bolts of Evaluation in Jewish Education

This seminar is intended for the persons who will actually be carrying out the evaluation of programs in Jewish education. It will cover such topics as instruments, procedures, coding, analysis, and writing reports. Participants in the three seminars would also meet together. Evaluation research must be tailored to the political and cultural context in which it is to be conducted and interpreted. The best way to achieve this is to bring together those who "know" the context and those who "know" about evaluation. The CIJE evaluation institute could facilitate a learning process among the federation lay and professionals and the evaluation experts in which they teach one another in a structured and supportive context.

CONTENT

The content of these seminars will be drawn up by whoever is engaged to direct the evaluation institute. Instructors for the seminars will be drawn from a wide variety of fields, including both general and Jewish education. Within CIJE, we have substantial expertise in the study of personnel, including leadership, and we expect this to form a major part of the content for the first year. However, since we expect the Lead Communities to participate in the seminars, the personnel study cannot constitute the entire curriculum.

STAFF

To create this institute, it will be necessary to hire a director, who would work perhaps 12 hours per week PLUS the time spent at the seminars themselves. The institute director would be supervised by the CIJE executive director. CIJE office staff would need to provide support for the director and the seminar.

JESNA



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FAX MEMORANDUM

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FROM: Alan Hoffman
 Jon Woocher
 Leora Isaacs

RE: Consultation on the proposed *CIJE-JESNA EVALUATION CONSORTIUM*

DATE: October 23, 1995

Thank you for agreeing to participate in the upcoming consultation on the proposed *CIJE-JESNA EVALUATION CONSORTIUM*. The consultation will take place at the CIJE offices in New York (15 East 26th Street, 10th floor) on Friday, November 3, 1995 from 8AM - 12 noon.

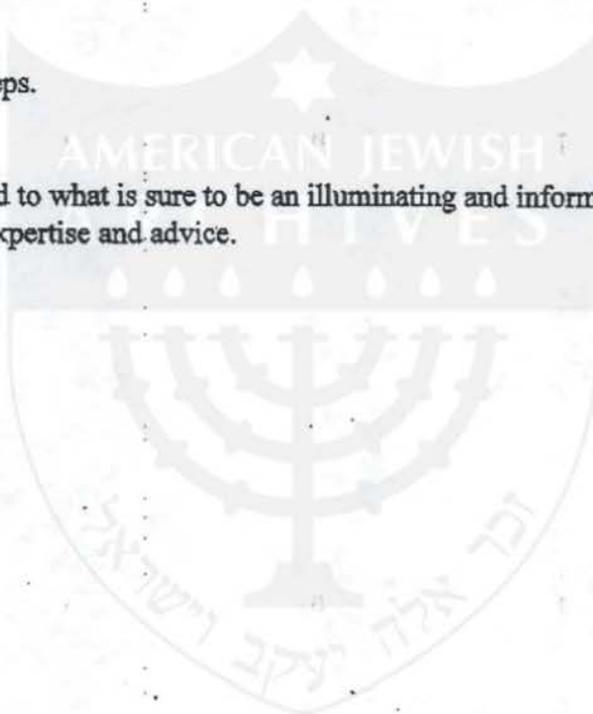
As we indicated when we invited your participation, CIJE and JESNA propose to establish a consortium to encourage and support evaluation initiatives in local communities. The purpose of the consultation is to allow us to benefit from the advice of experienced evaluators and trainers of evaluators on the one hand, and communal professionals knowledgeable about local needs and initiatives on the other as we move forward with our plans.

The goals of the consultation are to:

- 1) identify community evaluation needs and contexts, to ensure that the proposed initiative responds to community needs;

- 2) receive specific feedback about the enclosed *DRAFT PROPOSAL* outlining the purpose and design of the Consortium as a means of responding to local community evaluation needs;
- 3) discuss the content, formats, time requirements and potential participants for the proposed Evaluation Institute;
- 4) discuss mechanisms for the ongoing consultation and support aspects of the proposal;
- 5) outline resources needed to support the Consortium (*i.e.*, what would it take to make this happen?);
- 6) identify people to involve in various ways (*e.g.*, potential faculty, advisory group, Director, etc.);
- 7) suggest next steps.

We are looking forward to what is sure to be an illuminating and informative consultation, and to benefiting from your expertise and advice.



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SUMMARY OF CIJE-LEAD COMMUNITY CONSULTATION

DATES OF MEETING: October 1-2, 1995

PARTICIPANTS: Janice Alper, Chaim Botwinick, Steve Chervin, Ruth Cohen, Marci Dickman, Gail Dorph, Ellen Goldring, Barry Holtz, Nessa Rapoport

COPY TO: Adam Gamoran, Alan Hoffmann, Ina Regosin

Prior to the meetings, participants in this consultation received the findings of the CIJE study of the educational leaders in their own communities. These documents described the findings across the three communities as well as describing the ways in which local leadership was different from the aggregate profile. The main purpose of the consultation was to discuss the contents of these reports and to discuss their communal and national implications.

I. COMMUNITY UPDATES

We began the two days by hearing brief communal updates. Updates focused on the status of personnel action planning and the involvement of community leadership in the personnel planning process in general and the lead community initiatives in general.

Atlanta

Steve Chervin put the Lead Community project in the context of the larger Atlanta "scene." The issues he raised included:

1. Atlanta's campaign was down
2. There is concern about government cuts in support of human services
3. Federation's role in education and its relationship to the central agency
4. Fundraising for new initiatives and the relationship of that activity to the regular campaign and existing endowment operations.

Atlanta's federation has undergone a process of self-study. One of the committees that was reviewed was the CJC, the "home" of the lead community process in Atlanta. Steve alerted us to the fact that there was some discussion about the future of this committee. As part of a larger reorganization of federation operations, Steve's department was integrated into the planning and allocations department.

Janice Alper reported on several changes in the regular groupings of people who are meeting. At the beginning of the personnel action planning process, there were two groups: a day school group that included heads of schools and their lay chairs and a supplementary school council of principals. These structures have changed some: the day school presidents now meet as an independent group; the day school group now includes assistant principals; there is now an early childhood directors council; the supplementary school group has met several times with

congregational rabbis (as part of the personnel planning process). She also reported on several JES initiatives that had been well received, particularly the initiative for children with special needs. Interestingly, this initiative had been championed from its inception by lay leaders and has included lay participation every step of the way. Additionally, she has continued to meet periodically with the group of principals which attended the Harvard Principals' Institute. That group has exerted leadership in the personnel action planning process both for themselves and for the community.

Baltimore

The CIJE committee completed its work by forwarding a personnel action plan to CAJE, the federation "address" for educational planning. This plan is in outline form. The next step is for the committee on personnel of CAJE to review the recommendations and develop those initiatives that they feel merit funding. Because the next stage of this process will be handled by a standing committee of CAJE, the CIJE committee has been disbanded.

Additionally, Chaim's job has been redefined. He will no longer wear two hats, educational planner at federation and director of CJES. He will be devoting all of his energies to becoming the advocate for Jewish education at the federation. Particularly, he will be involved in a major fundraising effort on behalf of Jewish education in Baltimore. Marci has been appointing acting director of CJES and has already begun to strengthen its board through developing a retreat on the goals of the central agency. CIJE has been her partner in the planning of this retreat.

Chaim also spoke briefly about the plans to offer health and pension benefits to full time educators in Baltimore. We look forward to a more complete report of this initiative as issues of benefits are on the docket in each of the communities.

Milwaukee

Ruth Cohen reported on the beginnings of the Cleveland College of Jewish Studies program in Milwaukee. 15 participants (the maximum allowed) have been accepted to the program and four more are on the waiting list. The participants come from across movements and work settings--two coming from the JCC in Milwaukee.

She suggested three areas of this program that merit special attention as we think about the potential of this program as a pilot project:

1. The internship: One of the elements of the program is a field based internship. How will this internship be constructed? Who will be the Milwaukee team that supervises the interns in their placements?
2. Evaluation: How will this project be evaluated? What constitutes success?
3. Future of program graduates: How can Milwaukee be thinking about the graduates of this program in order to increase their benefit to the whole Milwaukee system?

In addition, Ruth reported that the teen initiative which was part of the larger Milwaukee strategic plan for Jewish education was moving forward. Two consultations, called by the JCC and involving input from Barry Chazan, lead community representatives locally and CIJE staff nationally, had taken place since our last meeting.

II. PRESENTATION OF DATA ABOUT EDUCATIONAL LEADERS FROM CIJE STUDY OF EDUCATORS-- COMMUNITY REPORTS ON THEIR EDUCATIONAL LEADERS

Ellen Goldring presented some of the data on educational leaders, particularly the data on educational background and training and professional development. The report takes a stance on defining adequate training for educational leadership positions. Its claim: one needs adequate academic background in education, subject matter content, and educational administration/ leadership. Current masters degrees in Jewish education offered by Institutions of Higher Learning in Jewish Education were counted as providing adequate background in the first two areas but not the third. Both Marci and Janice, who are graduates of the Rhea Hirsch School of Education at HUC-LA, questioned this stance. Although they agreed that this program did not meet the standards that Ellen was setting out (that is, a masters degree of 32 + hours in educational administration/educational leadership), their sense was that it had indeed supplied them with the rubrics and skills to work as educational leaders.

There were some positive surprises in the findings. A larger percentage of supplementary school principals had actually been "trained" in two out of the three areas (general education and Judaica). On the other hand, few leaders had all three components of training as defined by this study. Few educational leaders were involved in professional training. Not surprisingly, few communal opportunities for growth are actually available to them. Disappointingly, few reported dissatisfaction with the opportunities for training available to them.

The possibility of community's receiving additional data was also raised. Ellen asked that communities put their requests in writing and the MEF team would review them and respond. The issue of more specific data reported at the communal level can raise issues of confidentiality, e.g., if information is broken down by denomination and setting, there may be only one or two respondents per community in a given category.

As we went through the data, a few significant typographical errors (dealing with numbers) were brought to our attention. In addition, some suggestions were made about clarifying the presentation of certain data in chart form. Ellen said that each community would receive one more version of this report that would incorporate these suggestions.

III. EXAMINATION OF PRE-SERVICE AND IN-SERVICE STANDARDS AND PROGRAMS FOR EDUCATIONAL LEADERS

Ellen presented information on the pre-service and in-service standards for educational leaders in public and private schools, and on the programs available in general education for educational

leaders to meet these standards.

In summary: Widely accepted standards in general education throughout the United States hold that educational leaders should have background and training in three areas: education/pedagogy, a subject matter, and administration/supervision. Preparation in education/pedagogy consists of an academic program leading to a BA or MA and a license or certification in general education. Subject matter preparation for elementary school may include a broad range of academic subjects, while high school teaching usually requires majoring an academic subject area. (For Jewish schools, the appropriate subject matter knowledge would be in a content area, such as Hebrew, Jewish history, Jewish literature, or a related field). After teaching for "x" number of years, one can then go on to gain an additional degree in educational administration and be licensed as a principal.

In order to maintain their licenses, principals like teachers are required to participate in ongoing professional development. The number of hours differs from state to state, but such requirements are standard.

The group reviewed a selection of materials on professional standards in both general and Jewish education in order to better understand the requirements (standards and norms that exist) and the content of preparation and professional growth programs. These included:

- a. "The Licensure of School Administrator: Policy and Practice", by Carl R. Ashbaugh and Katherine L. Kasten;
- b. "Performance Domains of the Principalship", from the National Committee for the Principalship;
- c. "Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary School", compiled by John Tryneski;
- d. "Guidelines and Requirements for Licenses" from the National Board of License for teachers and Principals of Jewish Schools in North America; and
- e. selected statistics from the Digest of Educational Statistics.

These documents gave a sense of how the various states of which the lead communities are a part define their standards. Additionally, the document on domains (#b) gave some sense of the contents of educational leadership programs.

A discussion followed comparing standards and programs existing in Jewish education with those existing in general education.

Monday

IV. IMPLICATIONS FOR ACTION

Monday morning's discussion focused on possible implications of the findings for action at the

communal and national level. This discussion was divided into two parts. The first asked the question: what kind of program models are available or might be created to address the lacunae in background and training of current educators. The second asked: If we had our druthers, what kinds of leadership functions would each community like to fill for which there are currently no candidates. Without a discussion that looks at leadership in at least these two ways, we felt that a plan for action would be incomplete.

A. Models

In order to begin the first discussion, Gail and Ellen outlined five models that the CIJE could pursue that would address the lack of pre-service and in-service training. They included:

1. Pre-service Programs
 - a. impact what is currently occurring in schools of Jewish higher learning
 - b. entice (other) universities to offer programs in Jewish educational leadership (such as the University of Wisconsin at Madison)
 - c. recruit people with Jewish content and entice them to attend current leadership programs in non-Jewish universities
2. Institute Model (professional growth model)
 - a. Harvard Model (subcontract out, but design content)
 - b. TEI Model (CIJE also does instruction)
 - c. ongoing programs
3. Principal Center Model (grassroots, resource centers)
4. Leadership Academy Model (state/district approach to professional development, tied to standards - analogue: BJE's?)
5. "Training of Trainers" Model

Participants added the following additional suggestions:

1. Distance Learning
2. Professional Organizations, such as NATE, CAJE, JEA as locus of professional development
3. Series of Retreats
4. Israel

Pursuing some of these models implies communication with current programs and offerings, whereas, pursuing other models might mean the creation of new institutions and programs. An example of the latter might be a National Center for Educational Leadership which might develop both pre-and in- service programs.

B. New Positions

We then turned the discussion on its head by asking: What positions or functions need to be present in our communities for which there are currently too few/ or no qualified candidates. Suggestions included:

1. Specialist in pedagogy of Jewish subject matter
2. Expert on models of staff development who can work both at communal level and institutional level
3. Jewish educator on staff of JCC, JFS, JVS
4. Evaluation expert who can work at communal and institutional level
5. Grant writer at communal and institutional level

One of the interesting features of this discussion was not only the generating of domains and functions that need to be filled in communities and are, for the most part missing, but also the idea that such experts could work at both the communal and institutional level.

V. DISSEMINATION

The discussion turned to plans for disseminating these reports at the communal and national levels.

We discussed our common concerns centering on the impact of these findings on each of the communities. One of the important issues raised was the lack of opportunities for people at the leadership level to be trained.

Although there is considerable commonality between the communities in their findings, there are also significant differences when an individual communal profile is drawn. Thus, no "generic" executive summary was part of the communal reports. Ellen distributed the summary and conclusion sections of the integrated report and suggested that communities might use these to help them craft executive summaries of their reports.

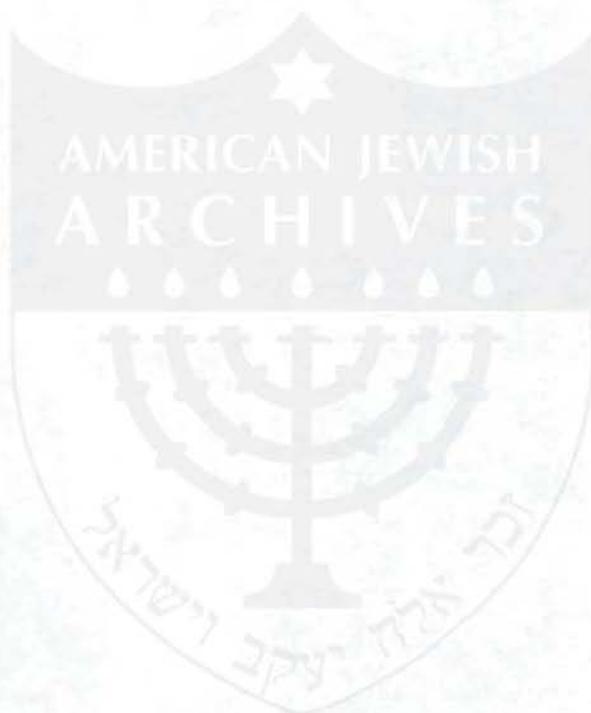
Everyone agreed that the first step in dissemination of this report is to share the results with the principals themselves who participated in the study. This step would serve not only as a way of sharing information but the beginning of designing a personnel action plan to meet their needs.

Additionally, key lay leadership must be made aware of the situation and involved in thinking about what local communities can do to support lay leaders in efforts to be involved in ongoing professional growth. We decided that Gail and Alan would be in touch with each community's leadership team to discuss ways in which CIJE might be helpful in making this case and collaborating on creating such strategies.

VI. CIJE UPDATE

Barry and Gail gave a brief update of some current CIJE projects;

1. Best Practices volume on JCC's-- will be available in early 1996
2. CIJE's planning involvement in upcoming retreat for alumni of Wexner Heritage Program, taking place at the beginning of December
3. TEI -- Teacher Educator Institute (we began to discuss recruitment of candidates for next year's cohort)
4. Harvard Principal's Institute scheduled for March to include both participants from last year and new participants this year. (Fall, '96)





bc

**BALTIMORE'S CJES LAY/STAFF RETREAT
OCTOBER 1995**

The Council for Jewish Education Services is Baltimore's central agency for Jewish education. As a result of recent changes in organizational structure and other local circumstances, the leaders of CJES determined in the spring of 1995 that it should schedule a lay/staff retreat for the fall of that year. Through this retreat and appropriate follow-up activities, they hoped to enhance lay/professional working relationships; to increase the involvement and productivity of the lay board; and to begin a process of articulating the agency's goals. Because of Baltimore's ongoing relationship with CIJE as a Lead Community, and especially because representatives of CJES had participated in the Goals Seminar in Jerusalem in the summer of 1994, the agency's leadership turned to CIJE for help in conceptualizing and developing the program for this important process of agency development. It was hoped that CIJE's understanding and resources in the area of educational vision and goals could be used to enhance the agency's efforts to develop meaningful goals that would give the agency a worthy sense of direction in the years to come. Through the summer of 1995 and into the fall, CIJE has actively worked with CJES to develop the program. An introductory activity at the agency's fall Board meeting was followed by an all-day retreat in October; one or more follow-up sessions are scheduled for the months ahead. Enclosed below is the schedule of the all day retreat which was held on October 22nd.

BALTIMORE CJES OCTOBER RETREAT

INTRODUCTIONS/ORIENTATION -- Marci Dickman or another agency representative
(25 minutes)

In addition to giving participants a chance to introduce themselves, this is an opportunity to frame the day in at least two ways: first, to explain what is hoped for and expected in the way of outcome; and second, to explain the structure of the day and the rationale for the kinds of activities we will be engaged in. It may be important to note that the day will at critical points build on the exercise they did at the September session.

Depending on the plan we finalize, it may or may not be useful for Pekarsky to make some additional comments concerning the day.

SHARING INDIVIDUAL PORTRAITS IN CHEVRUTA OR IN 3-SOMES (20 min.)

The homework assignment, which requests that participants sketch out their own visions of the ideal product of a Jewish education, is the basis for this activity. In groups of 2 or 3, participants have a chance to share what they've come up with and, through questioning, help one another develop their ideas. Guide-questions may prove helpful. Instructions need to emphasize that this activity needs to be approached non-judgmentally; it's a chance to listen, to better understand one another's views, not a chance to decide whose views are more worthy.

TEXT-STUDY -- Gail Dorph and/or Barry Holtz (1 hour)

a) The challenge is to identify a text and a pedagogy that will set a thoughtful and congenial tone for the day and that will establish themes and insights that will carry over into the rest of the day's work.

b) A chance to revisit their individual portraits, again in Chevruta or 3-somes, against background of the study-session. It will be important to offer instructions and/or questions that allow the participants to move quickly into this activity.

BREAK (15 min.)

THE PLACE OF VISION AND GOALS IN EDUCATION: INTRODUCTION --Pekarsky
(1/2 hour)

Pekarsky will make a presentation designed succinctly to explain what is intended by terms like "Vision" and "Goals" and their critical importance not just to the enterprise of educating but also to personnel- development, curriculum development, evaluation, etc.

EXERCISE #1: SCANNING CURRENT REALITY (55 min.)

This exercise presents participants with a list of some 5 or 6 general statements of ways in which goals may be inadequately represented in educating institutions. With attention to institutions they are familiar with, they are asked to write down examples of each of the general statements. (There is also an opportunity to describe examples of the opposite -- that is, of instances in which goals are appropriately conceived of and embodied; but the emphasis is on areas in need of improvement.)

The intent of this exercise to make vivid and concrete some of the general points made in Pekarsky's introduction, as well as to begin to use a vision/goals lens to examine educating institutions. If the exercise is successful, it will shed significant light on why it is that our educating institutions are often not as successful as we might hope.

It will take about 10 minutes to review and explain the general statements that make up the exercise, and participants will then have another 15 minutes to jot down examples. We will then allow up to half an hour to discuss their examples.

SIMULATION - Pekarsky (35 minutes)

The simulation is designed to offer a vivid example of what an educating institution looks like when it is seriously informed by a compelling vision and set of goals. The Dewey School offers a good example of this in general education; whether there is a Jewish example that is adequate to our purposes is something we may want to consider. Based on this activity, the 5 or so defining characteristics of a vision-driven institution will be identified at the end of the session.

BREAK (15 minutes)

EXERCISE #2 - ON TAKING A GOAL SERIOUSLY

Part I -- Introductory discussion (Pekarsky) 15 minutes

The introduction emphasizes 1) that meaningful efforts to realize a goal require real clarity concerning the nature of the goal to be achieved, and 2) the need for the kinds of strategic thinking we typically employ in other domains in which we want to achieve a goal. The point will be illustrated with a goal often associated with Jewish education like "love of Israel".

Part II: A strategic approach to the agency's goals.

This part of this exercise asks participants to apply serious strategic thinking to

goal-attainment for their own agency. The exercise is designed to build on the day's earlier activities, as well as on the written exercise done in September. There are several components.

a. Marci Dickman's introduction (30 minutes)

The introduction includes two elements: first, a general introduction to the exercise that will be done in small groups; second, an illustration of how the small group exercise might be approached, using the example of the agency-run community high school. The first part, the general introduction to the exercise, might look something like this:

"We have just discussed the need for careful, strategic thinking if we are to have a reasonable shot at realizing our own agency's goals. Building on our earlier discussions today, let's assume that this agency decides that a central part of its mission is to encourage local educating institutions to become increasingly guided by compelling goals that are anchored in a powerful vision of the kinds of people they hope to educate. What would it mean for this agency to approach this goal in a serious way?

We would like to approach this question as follows: in the exercise you wrote up in September, many interesting things were said about the agency's principal mission. Among them were three recurrent themes: Advocacy, Professional Development, Resource for Curriculum. We would like to take each of these areas and examine what the agency's work might look like if the areas were approached in light of its concern with encouraging institutions to become better organized around compelling educational goals and visions.

With this objective in mind, you will be broken into 4 (?) groups, each of which will focus on one of these issues. The question the group is to consider is the following: If our interest is in encouraging institutions to be increasingly organized around meaningful goals, what kinds of advocacy (or professional development or curriculum development) efforts would we need to undertake? What would be the major challenges? What kinds of skills and resources would we be helpful to us?"

c. Small group exercise (OVER DINNER) (50 min.)

d. Share results of small group exercise. (30 min.)

CONCLUDING SESSION: WHERE HAVE WE COME AND WHERE DO WE GO FROM HERE? (30 min.)

This session will include - and perhaps even begin with - a questionnaire that asks participants to reflect on the ways in which the program has (or has not) helped them to further their thinking about the agency's own mission.

They will be told that the Executive Committee of the Board will meet soon to think about next steps in this process of developing the agency's mission. Towards this end, participants could be asked, as part of the questionnaire, to jot down questions and issues that they think need to be addressed as part of this process, as well as next steps.

There might be a chance to share some of this orally.

Marci and/or one of the other agency-leaders might want to pull together achievements, issues, etc. that emerged from out of the day -- and to put the day's activities into a larger perspective.



SUMMARY OF DAY'S ACTIVITIES

INTRODUCTION (Marci Dickman or another agency leader)
25 min.

PORTRAIT EXERCISE IN CHEVRUTA
20 min.

TEXT STUDY SESSION (including opportunity to return to Chevrotot at the end of the session)
(Gail Dorph, Barry Holtz)
60 min.

BREAK
15 min.

THE PLACE OF VISION AND GOALS IN EDUCATION (Pekarsky)
30 min.

EXERCISE 1: SCANNING CURRENT REALITY (Pekarsky)
60 min.

SIMULATION OF VISION-DRIVEN INSTITUTION
40 min.

BREAK
15 min.

ON TAKING GOALS SERIOUSLY - INTRODUCTORY DISCUSSION (Pekarsky)
15 min.

BACKGROUND TO SMALL GROUP DISCUSSIONS AND AN ILLUSTRATION OF THE TASK (Marci Dickman)
30 min.

ORGANIZING THIS AGENCY'S EFFORTS AROUND THE DEVELOPMENT OF A COMMUNITY OF VISION-DRIVEN INSTITUTIONS: A SMALL GROUP EXERCISE (over dinner, facilitated by group-leaders)
50 min.

SHARING RESULTS OF SMALL GROUP EXERCISE (Marci Dickman)
30 min.

CONCLUDING SESSION: WHAT WE'VE LEARNED AND WHERE WE GO FROM HERE? (Marci or another agency-leader)
30 min.



Lead

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Members of CIJE Steering Committee

From: Alan D. Hoffmann

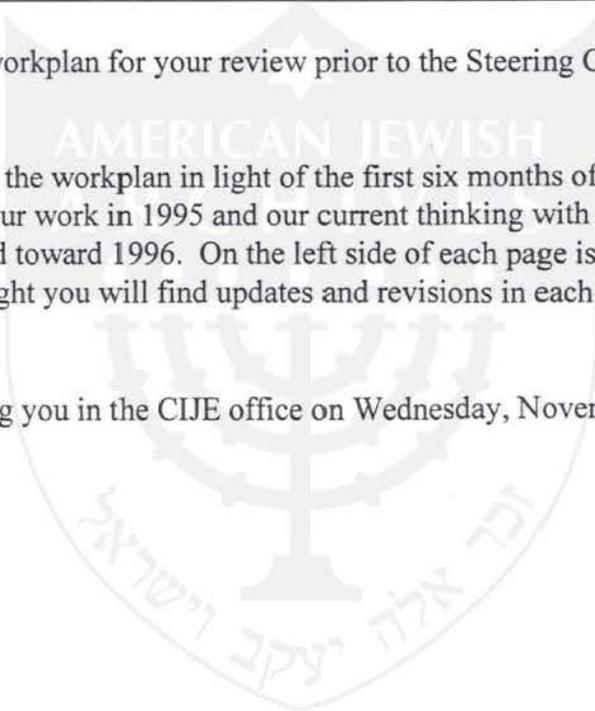
Date: October 13, 1995

Re: Materials in Preparation for November 1 Steering Committee Meeting

Enclosed is the 1995 workplan for your review prior to the Steering Committee Meeting of November 1.

The staff has reviewed the workplan in light of the first six months of 1995 and revised it to provide an update on our work in 1995 and our current thinking with regard to the remaining months of this year and toward 1996. On the left side of each page is the workplan as originally approved and on the right you will find updates and revisions in each of the corresponding sections.

I look forward to seeing you in the CIJE office on Wednesday, November 1 at 10:00 am.



CIJE Workplan and Budget Fiscal Year 1995: Draft 4 [1/12/95]

I. INTRODUCTION

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

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

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

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

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

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

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

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

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

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

- 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.

* *
*

II. WORKPLAN

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

A. BUILDING THE PROFESSION

To include:

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

a. in-service training

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

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

1995 WORKPLAN: UPDATE AND NOTES FOR SEPTEMBER - DECEMBER

A. BUILDING THE PROFESSION

To include:

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

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

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

a. in-service training

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

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

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

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

b. comprehensive planning for Building the Profession

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

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



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

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

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

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

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

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

Two projects are underway:

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

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

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

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

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



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

b. comprehensive planning for Building the Profession

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

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



B. MOBILIZING THE COMMUNITY

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

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

1. CIJE Board, Steering Committee and Committees

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

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

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

This involves:

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

3. Telling the Story

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

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

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

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- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting).

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

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

This involves:

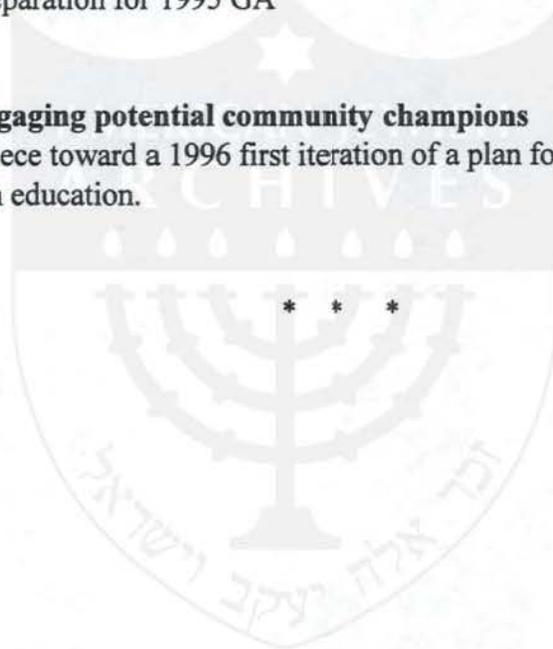
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- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

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

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

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

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



3. Telling the Story

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

- Dissemination of policy brief to key constituencies
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- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Development of a publicity program with future targets
- Planning and preparation for 1995 GA

Update, point by point:

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

- Preparing and disseminating 3-4 CIJE publications:

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

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

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

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



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

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

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

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

- **Development of a data base for distribution and tracking:**

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

- **Distribution plan for Best Practices volumes:**

See under Publications, 3., above.

- **Creation of small advisory group for media/communication:**

Deferred until 1996. See following item.

- **Develop a publicity program with future targets.**

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

- **Planning and preparation for 1995 GA.**

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

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

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

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



4.A Strategy for engaging potential community champions

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

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

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



C. MONITORING, EVALUATION AND FEEDBACK

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

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

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

This includes:

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

2. Monitoring and Evaluation of CIJE-initiated Projects

In CIJE selected communities, MEF will:

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

3. Conceptualizing a Method for Studying Informal Education and Educators

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

4. Leading Educational Indicators

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

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

5. Towards a Research Capacity

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

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

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

I. Building a Research Capacity in North America

A. Conducting high-quality research

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

II. Building an Evaluation Capacity in North America

A. The CIJE Manual for the Study of Educators

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

B. Dissemination of the module

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



III. Evaluating CIJE Initiatives

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

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

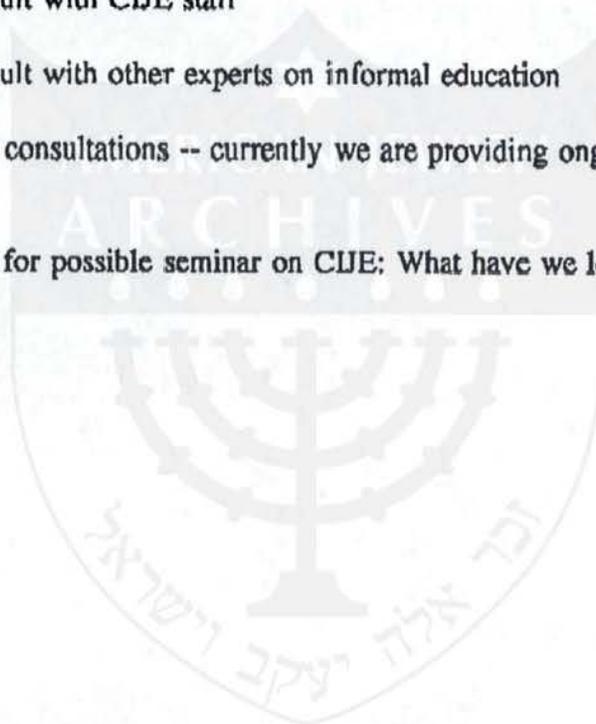
IV. Planning for the Future

A. Informal education -- conceptualization

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

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

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





V. Products

A. Research Capacity

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

B. Evaluation Capacity

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

C. Evaluation of CIJE Initiatives

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

D. CONTENT AND PROGRAM

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

Best Practices will:

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

The Goals Project

- The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".
- CIJE will concentrate on developing "coaches"/resource people for 9 communities in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

* * *

1995 WORKPLAN: UPDATE AND NOTES
SEPTEMBER- DECEMBER

D. CONTENT AND PROGRAM

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

Best Practices will:

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

The Goals Project

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



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

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

September 8, 1995



E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:
 - Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
 - Identification and training of a successor to Virginia Levi
 - Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.
2. Developing and implementing a **fundraising plan** for CIJE with:
 - a fundraising subcommittee to approve, supervise and cooperate on the plan
 - clear \$ targets and clear allocation of responsibility
 - a system for monitoring fundraising income and regular solicitations
3. Managing the CIJE side of the **successor search**:
 - Contact with Phillips Oppenheim
 - Convening search committee

III. HUMAN RESOURCES

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

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

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

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

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

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



6e

CIJE's Involvement at the 1995 GA

TO: Members of the Steering Committee

FROM: Nessa Rapoport

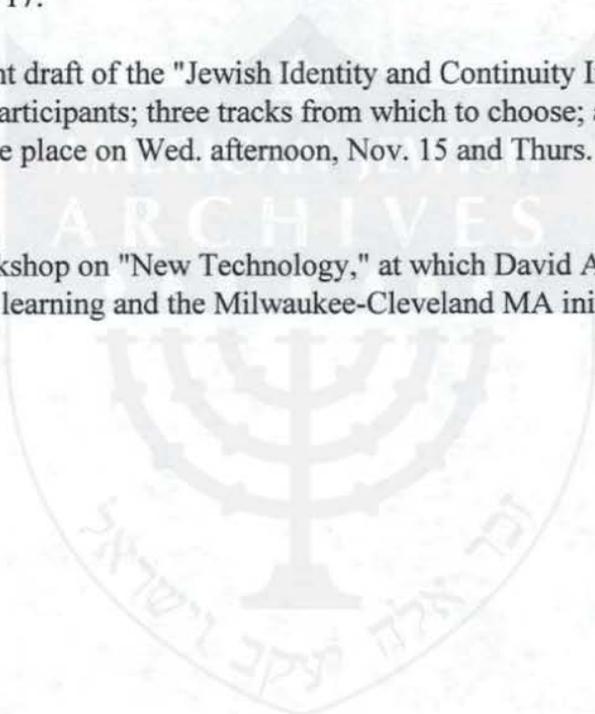
DATE: November 1, 1995

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

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

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

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



Event #7070H

Thursday, November 16

4:15 PM - 5:45 PM

Hynes 304

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

AMERICAN JEWISH

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

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

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

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

Speakers:

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

Staff: Jonathan Woocher, JESNA
Alan Hoffmann, CIJE

Event #8162 H

Friday, November 17

8:00 AM - 9:30 AM

Hynes 210

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

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

✦ Chair: Louise Stein, Milwaukee

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

Event #8161 H

Friday, November 17

8:00 AM - 9:30 AM

Hynes 210

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

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

Chair:

Speakers:

Rabbi David Gordis, President, Hebrew College, Boston

Rabbi Alan Silverstein, President, Rabbinical Assembly

Staff: Rabbi Art Vernon, JESNA



Event #8248 H

Friday, November 17

10:00 AM - 12:15 PM

Hynes 206

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

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

★ **Chair:** Mandell Berman, Detroit

★ **Speakers:**

Bethamie Horowitz, New York

Ellen Goldring, Vanderbilt University, CIJE Consultant

Susan Shevitz, Brandeis University

Leora Isaacs, JESNA

Event #8247 H

Friday, November 17

10:00 AM - 12:15 PM

Hynes 203

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

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

Chair:

Speakers:

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

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

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

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

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

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

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

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

Wednesday, November 15

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

TELLING OUR STORIES

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

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

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

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

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

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

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

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

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

Institute staff: Leslie Robin, CJF
Jonathan Woocher, JESNA

Event #7010H

Thursday, November 16

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

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

TRACK I - BUILDING A COMMUNITY OF SPIRITUALITY AND MEANING

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

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

Chair: Michael Rukin, Boston

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

Presenter: Arthur Green, Professor, Brandeis University

(Insert material on opening panel)

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

A: Faith and Healing in Synagogues

Chair:

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

B: Israel as a Spiritual Encounter

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

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

C: Gender and Spirituality

Chair:

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

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

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

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

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

TRACK II - BUILDING A COMMUNITY OF LEARNING

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

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

Chair: Linda Cornell Weinstein, Rochester

Moderator: Barry Holtz, CIJE, New York

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

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

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

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

TRACK III - BUILDING A COMMUNITY OF CARING AND ENGAGEMENT

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

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

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

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

Event #7050

Thursday, November 16

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



FROM VISION TO ACTION

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

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





PREMIER INDUSTRIAL CORPORATION

MASTER SCHEDULE CONTROL

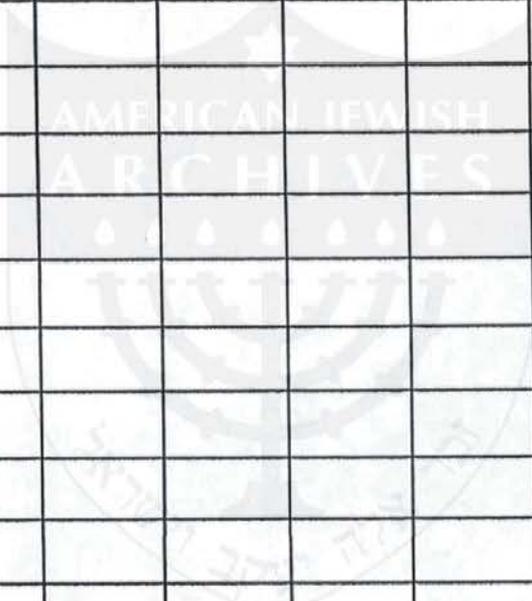
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Schedule No. 7

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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Henry Koschitzky	Maynard Wishner *
	Bennet Yanowitz

* Executive Committee Member

2/14/95

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As of 4-11-95

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Norman Lipoff
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**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
STEERING COMMITTEE
AGENDA
Wednesday, November 1, 1995, 10:00 AM - 4:00 PM
New York**

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I. Master Schedule Control	1	MLM
II. Minutes	2	VFL
III. Assignments	3	VFL
IV. CIJE Update		
A. Overview		ADH
B. Evaluation Institute Consultation	6a	ADH
C. Lead Communities Consultation	6b	GZD
D. The Goals Project: Baltimore Seminar and JCC Camping Consultation	6c	DP
E. Report on JCC Best Practices		BWH
V. Workplan 1995 -- Toward 1996	6d	ADH
VI. Expanding the CIJE Network: Summer Institute for Professors of Education		ADH
VII. CIJE at the General Assembly	6e	NR
VIII. Reconceptualizing the CIJE Board		MLM
IX. Review of Board Seminar and Meeting		MLM