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

Subseries 1: Meetings, 1990–1998.

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Steering committee. 15 August 1996. Meeting book, August 1996.

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

New York, August 15th, 1996

CHAIRMAN'S NOTES

MORT,
OUR MORNING IS PRETTY TIGHT AS WE HAVE TO BE AT ITEM
V ON AGENDA BY 11.45 AT THE LATEST. PROF. SUSAN
STODOLSKY CANNOT STAY PAST LUNCH.

9.30-9.40

WELCOME

I UNDERSTAND THAT ESTHER LEAH IS PLANNING TO BE AT OUR
MEETING. YOU MAY WANT TO SAY SOME WORDS OF WELCOME AND
MENTION HER BEING THE MOST RECENT RECIPIENT OF THE
JCCA BUILDERS AWARD - MOVING OCCASION.

KAREN BARTH HAS JOINED CIJE AS OF AUGUST 1ST AS SENIOR
CONSULTANT AND THIS IS HER FIRST STEERING COMMITTEE
MEETING. ALL MEMBERS OF THE STEERING COMMITTEE HAVE MET
HER (WITH THE EXCEPTION OF LEE HENDLER), AS HAVE ALL THE
STAFF.

KAREN BRINGS A VERY RICH BACKGROUND FROM THE WORLD OF
CHANGE MANAGEMENT AND CONSULTING IN FOR-PROFIT AND
NOT-FOR-PROFIT SETTINGS, AND HAS BEEN INVOLVED IN SOME
IMPORTANT WORK IN SYNAGOGUE TRANSFORMATION.

WISH HER EVERY SUCCESS AS WE ANTICIPATE HER "EVOLVING
ROLE" WITH CIJE.

9.40

GO THROUGH BOOKS

9.45

MASTER SCHEDULE CONTROL (I ON AGENDA)

THIS IS AN IMPORTANT TOPIC AS WE ARE PRESENTING NEW DATES
FOR ALL OF 1997.

(MORT,

YOU AND I HAD SCHEDULED A STEERING COMMITTEE FOR
OCTOBER 1997 WHICH FALLS ON THE LAST TWO HOLIDAY
DAYS OF SUCCOT. JOSIE HAS THEREFORE NOT INSERTED
THAT DAY - OCT 23, 1997 - ON THE MASTER SCHEDULE
CONTROL.

ON THE OTHER HAND, I WOULD NOT LIKE TO LOSE THE OCTOBER 1997 STEERING COMMITTEE, SO COULD YOU AND I LOOK FOR AN ALTERNATIVE DATE A FEW MINUTES BEFORE THE MEETING?)

9.55 - 10.45

MINUTES AND ASSIGNMENTS (II AND III ON AGENDA)
JOSIE WILL READ THROUGH THE MINUTES AND THEN WE NEED TO GO THROUGH THE ASSIGNMENT SHEET.

10.45 - 11.45

1997 WORKPLAN - STRATEGIC THRUSTS (IV ON AGENDA)
MENTION THAT THE STAFF COMPLETED A RETREAT YESTERDAY TO DO A FIRST ITERATION OF THE 1997 WORKPLAN.

CALL ON ADH TO REPORT AND FOCUS ON SOME CENTRAL ISSUES FOR DISCUSSION.

11.45 - 12.30

THE PROFESSORS: SUMMER 1996 AND BEYOND (V ON AGENDA)
IN OUR PREVIOUS MEETINGS WE HAVE HEARD A GREAT DEAL ABOUT THE PLANS FOR THE SUMMER SEMINAR FOR PROFESSORS OF GENERAL EDUCATION. TODAY WE HAVE WITH US PROFESSOR SUSAN STODOLSKY OF THE UNIVERSITY OF CHICAGO.

SUSAN STODOLSKY

IS PROFESSOR OF EDUCATION AND PSYCHOLOGY AT THE UNIVERSITY OF CHICAGO. HER CURRENT INTERESTS ARE IN THE AREA OF THE VARIOUS SUBJECT MATTERS OF EDUCATION AND THEIR IMPACT ON TEACHING AND TEACHERS' AND STUDENTS' BELIEFS. SHE DOES OBSERVATIONAL AND SURVEY RESEARCH AND TEACHES PROGRAM EVALUATION AND OTHER RESEARCH METHODS.

SUSAN DIRECTS THE PROGRAM IN MEASUREMENT, EVALUATION, AND STATISTICAL ANALYSIS. SHE WAS ELLEN GOLDRING'S TEACHER AT THE UNIVERSITY OF CHICAGO.

BARRY HOLTZ WILL GIVE US SOME CONTEXT FOR THE PROFESSORS SEMINAR AND WILL THEN CALL ON PROF. STODOLSKY.

12.30 - 1.30

LUNCH - INVITE SUSAN TO STAY.
IN THE AFTERNOON WE WILL BE JOINED BY RABBI DANNY

LEHMAN, A PARTICIPANT IN THE GOALS SEMINAR IN JULY. HE MAY ALSO JOIN US FOR LUNCH.

1.30 - 1.45

BOARD REDESIGN (MLM) VI ON AGENDA

RECOGNIZE RABBI DANNY LEHMAN - YOU WILL INTRODUCE HIM A LITTLE LATER.

SINCE OUR MEETING IN JUNE WE HAVE ALL HAD AN TIME TO MULL OVER THE ISSUES WHICH WERE RAISED. JOSIE REFRESHED OUR MEMORIES THROUGH THE MINUTES WHICH WE HEARD THIS MORNING.

ALAN, IN HIS REVIEW OF THE STAFF RETREAT, HAS ARGUED THAT OUR ULTIMATE STRATEGY FOR USING OUR OWN INSTITUTIONS FOR COMMUNITY MOBILIZATION MUST DEPEND ON THE BROADEST STRATEGIC VISION FOR CIJE.

I (MLM) WOULD LIKE TO SUGGEST THAT WE HAVE DEVELOPED, OVER THE PAST MONTHS OF DISCUSSION, A CONSENSUS ABOUT THE NEED TO EXPAND THIS STEERING COMMITTEE TO AROUND 20 LAY MEMBERS AND OFFICIALLY CONSTITUTE THIS GROUP AS THE TRUE GOVERNING BOARD OF THE CIJE.

CAN WE GET TO CONSENSUS ABOUT THIS SO THAT WE CAN PROCEED WHILE LEAVING THE "BOARD SEMINAR" AND THE "CIJE BIENNIAL" DISCUSSION UNTIL THE POINT WHERE WE HAVE A CLEARER SENSE OF THE LONG-TERM DIRECTION?

1.45 - 2.00

EARLY CHILDHOOD - UPDATE (VII ON AGENDA)

GAIL WILL GIVE US A SHORT UPDATE ON THIS TOPIC BEARING IN MIND THAT SINCE OUR JUNE STEERING MEETING THE ENTIRE STAFF HAS SPEND JULY IN ISRAEL WITH THE TWO CIJE SEMINARS AND THE JEWISH EDUCATION RESEARCH CONFERENCE IN THE FIRST DAYS OF AUGUST.

2.00 - 3.00

JULY GOALS SEMINAR (VIII ON AGENDA)

INTRODUCE RABBI DANNY LEHMAN:

RABBI DANIEL LEHMANN IS THE FOUNDING HEADMASTER OF THE NEW JEWISH HIGH SCHOOL OF GREATER BOSTON, A COMMUNITY JEWISH DAY HIGH SCHOOL. MOST RECENTLY HE SERVED AS THE UPPER SCHOOL PRINCIPAL AT THE BETH TEFILLA COMMUNITY SCHOOL IN BALTIMORE.

HE IS A GRADUATE OF YESHIVA UNIVERSITY AND ITS RABBINICAL SCHOOL.

DURING THE 1993-94 YEAR HE WAS A WEXNER FELLOW AT CLAL AND TAUGHT LAY AND PROFESSIONAL LEADERS OF THE NEW YORK FEDERATION.

HE EDITS "VISIONS AND VOICES" A COLLECTION OF CONTEMPORARY COMMENTARIES ON THE HAFTORA.

DAN PEKARSKY WILL PROVIDE THE CONTEXT FOR THE CIJE GOALS SEMINAR, HELD IN JERUSALEM IN THE SECOND HALF OF JULY. HE WILL CALL ON DANNY LEHMAN

DISCUSSION

REMINDER:

NEXT MEETING IS ON OCTOBER 16TH, FOLLOWED BY BOARD MEETING ON OCTOBER 17TH.

YOU MAY WANT TO WISH ALL A SHANA TOVA.



MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 8/9/96

--- 1996 ----- / ----- 1997 -----

ELEMENT	OCT	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. 10/16		N.Y. 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7				N.Y. 12/3
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/16						N.Y. 4/9								
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM	N.Y. 10/16 - 17						N.Y. 4/9 - 10								N.Y. 12/3 - 4
4. Sub-Committees:															
A. Building the Profession	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
B. Community Mobilization	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
C. Content & Program	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
D. Research & Evaluation	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4



MINUTES: CIJE STEERING COMMITTEE
DATE OF MEETING: June 26, 1996
DATE MINUTES ISSUED: August 7, 1996
PARTICIPANTS: Morton L. Mandel (Chair), Sheila Allenick, Dan Bader, John Colman, Gail Dorph, Adam Gamoran, Lee Hendler, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Josie Mowlem (sec'y), Nessa Rapoport, Charles Ratner
COPY TO: Seymour Fox, Ellen Goldring, Annette Hochstein, Lester Pollack, Dalia Pollack, William Robinson, Henry Zucker

I. Master Schedule Control

The master schedule control was reviewed. The December Steering Committee meeting will be held on December 5th, not 12th, in New York. The 1997 meeting dates will be available at the next meeting.

II. Minutes and Assignments

The minutes and assignments of May 1 were reviewed.

III. Announcements

Mr. Mandel warmly welcomed two new members of the Steering Committee: Dan Bader and Lee Hendler, both of whom were attending their first meeting. He announced the appointment of Karen Barth as Senior Consultant effective August 1, 1996, initially on a part-time basis, leading to full-time by 1997. Until recently, Karen has been a Senior Engagement Manager with McKinsey and Co. and has specialized in helping organizations through change processes.

IV. Luncheon Seminar

The Luncheon Seminar, a forum for academics to come together, was held by CIJE five times in the past year. The list of invitees was circulated. It was suggested that we might consider bringing in other organizations as co-sponsors. A copy of Professor Art Green's paper to the Board Seminar in November 1995 will be included in the invitation to the next Seminar which will be held in the Fall.

Assignment

V. Board Redesign

Alan Hoffmann reviewed the previous discussion on Board structure. He noted the plan to expand the Steering Committee by 8 - 12 members, a process which has begun. This group, which would become the 'real' Board of CIJE, would continue to meet six times per year. The officers would be "folded" in to join the Steering Committee. Our aim is to keep leaders who have a serious commitment to Jewish education connected to our work. A CIJE "Board Seminar", held twice

a year for a day and a half, would take the place of the present Board meeting. An invitational Biennial will be planned with a target audience of the 400 top lay leaders involved in Jewish education. It was suggested that there should be a group of academics and professionals who would serve in an advisory capacity for the planning of this event.

The Steering Committee should become the real Executive Committee and "run" the agency. A small Board of 20 - 25 people would meet two to three times a year. The group will contribute dollars and wisdom to CIJE.

After further deliberation, this tentative plan emerged to be further refined at the next meeting: a basic governing body of 18 - 25 lay and professional members; a small group to deal with operational nuts and bolts; a larger lay and professional group; a Biennial event. There was lack of clarity on a larger board and how to involve its members in CIJE's work.

VI. Next Generation: Early Childhood

A. Why Now - Alan Hoffmann developed the rationale for CIJE engaging in a strategic initiative in the area of early childhood education, because it is both a systemic thrust and cuts across all the domains of CIJE. In addition, early childhood is a growth industry as the number of children in Jewish early childhood settings is increasing. Early childhood is a gateway to future Jewish education for both the child and his/her family. It can serve as a lever on the whole system of Jewish education, increasing the demand for quality Jewish education as these children and their families move up the potential ladder of Jewish educational experiences. Early childhood is an area that cuts across all denominations (50% of all Jewish early childhood education takes place in JCC's). In developing such an initiative, CIJE would take a leadership role in the entire country, which has treated this area as a stepchild at best. The fact that no institution of higher learning for Jewish education has a faculty member whose expertise lies in this arena is a symptom of this low esteem.

B. What do we know - Adam Gamoran presented information from the CIJE Study of Educators that focused on both teachers and educational leaders in early childhood settings. With regard to teachers, he painted the following portrait: 10% are not Jewish; 60% have background in general education; less than 10% are trained in Jewish studies. Because of state licensing requirements, it is common to have mandated professional development for early childhood educators. Rarely is Jewish content a component of these opportunities. Even though many teachers work full

time, their salaries are the lowest and their benefits packages virtually non-existent. Additionally, they rate lowest on issues of job satisfaction.

With regard to educational leaders, while 62% have training in general education, only 12% have a background in Jewish studies. In addition, pre-school educational leaders are predominantly untrained in administration and are relatively new to their settings. 44% have been working in pre-schools for less than six years. When compared to other educational leaders, they have the lowest levels of Jewish education both before and after age 13.

Pre-school educational directors have limited experience in other Jewish educational settings, and are relatively isolated from their colleagues. There is an urgent need to increase the professional development activities of pre-school educational directors which address their isolation, limited background in Judaic content, and lack of formal preparation for leadership positions.

Barry Holtz reported on the findings from "Best Practices in Early Childhood," which came out in 1993. One of the key features of best practices sites was the presence of family education. The issues of low salaries, low benefits and low job satisfaction were issues that surfaced in this report as well. When this volume came out, we at CIJE felt quite good because of the sense of excellence that was reflected in the write-ups. That is, those who wrote up the sites included in this volume were convinced that they matched current best practices in the field of education as a whole. In the conversations that Gail Dorph and Alan Hoffmann had been engaged in with experts in early childhood education at Yale and Tufts, this judgment has been called into question.

Gail Dorph reported on the contribution of the CIJE Harvard Principals Seminar and Machon L'Morim to our knowledge about professional development for early childhood educators. The former has pointed to opportunities to break through the isolation of early childhood leaders by including them with other Jewish educational leaders. The latter has demonstrated the beginnings of an innovative model which has institutional groups of teachers and leaders learning and working together. The curriculum emphasizes adult Jewish study and personal meaning. Connections are made between the importance of that which is being learned to the children and their families. The curriculum and the infrastructure of the program can serve as a model from which other

communities can learn.

The meetings that Gail and Alan have had with faculty members at the Eliot Pearson Child Study Center at Tufts and at the Yale Child Study Center and others have given a sense of the individuals who could serve as a professional advisory committee and who could work with us to create and develop an initiative in early childhood education. In order to move this initiative forward, CIJE will try to identify a staff person with early childhood credentials. Such a person might be Ruth Pinkenson Feldman, who is currently a Jerusalem Fellow. Next, we will need to appoint lay and professional advisory groups. There is a need for an early childhood advocacy role in the North American Jewish community as well.

It was suggested that we aim to produce a Policy Brief for the 1997 GA to make the case for a major, systemic early childhood initiative. An action plan to upgrade the quality of early childhood educators would be prepared as part of such a Brief. Some of the components of such an action plan might include: developing a lab site where exemplary Jewish early childhood education was taking place; launching a new version of TEI for early childhood educators; building community support for early childhood. It was noted that in the case of early childhood, compensation is a policy issue that needs to be addressed. Staff will come back to the Steering Committee in August with a recommendation on how we can begin to tackle this issue.

Assignment

VII. CIJE Update

Assignment

In his introduction, Alan Hoffmann noted that a future issue of the "Journal of Education" will contain an article by Adam Gamoran. This issue will be circulated to the Steering Committee when it becomes available. CIJE staff are involved in various capacities at the upcoming Research Network Conference, including chairing sessions and presenting papers.

A. Summer Institute for Professors

Barry Holtz reported that a group of professors would be in Israel from July 7-19, studying and learning together. The goal is to strengthen their connection to the Jewish community and involve them in CIJE's work. Each professor is committed to donating five days of consulting time to CIJE.

B. Building the Profession

Gail Dorph reported that we are involved in two interesting consultations:

Assignment

Torah Umesorah and Beit Rabban's Teacher Training Initiative. The second cohort of TEI, which recently met in Cleveland, will be monitored to see how teachers and central agency representatives are working differently as a result of their participation in the program. The video tape project for TEI is underway and we will show the Steering Committee a copy of a tape when one is available. Another Harvard Principals Seminar will take place in the spring. Josh Elkin will be working on this project.

C. Community Mobilization: Milwaukee Project

Nessa Rapoport reported on the initial stages of a lay leadership project in Milwaukee in which she and Dan Pekarsky participated. The community leadership has made a commitment to develop a two year program for lay leaders, to project what would a lay leader need to know in order to be a champion. She and Dan will attend another meeting in the fall.

VIII. Goals Project

Dan Pekarsky noted that all of our work should be infused with goals. Until now, we have been "seeding" the culture and exploring pilot projects in this area. There is a need for written materials; for example, the piece on Ramah which Seymour Fox is preparing with Nessa combines the story of vision and practice in a particular institution. The upcoming Goals Seminar in Israel, in which a diverse group of very high powered Jewish professionals will participate, is designed to develop a cadre of people who will be strong advocates for goals, will work with us as staff members or resources and will change their own institutions to become vision driven institutions. The Seminar is a collaborative effort with the Mandel Institute. Dan introduced Ray Levi, principal of the Agnon School in Cleveland, who participated in the pilot project on goals in 1994.

Mr. Levi said that the Agnon School is one year into the goals project. To date, he inaugurated a "Goals Project Core Group" of lay leaders and members of the faculty who meet once a month to study together and are developing core values for the school. The process has opened new levels of communication, has kept the leadership focused and involved faculty and students. Parents see values as part of what the learning community is about. For the teachers, their studying has been a way to bring about change in their work.

IX. Audited Financial Statements

Sheila Allenick reported that the Audit Committee, chaired by Bennett Yanowitz, with members Matthew Marlyes and Myron Strober, met on June 5 to review the Audit. She said that CIJE had received an unqualified opinion and there are no problems to report.



ASSIGNMENTS

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

Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Josie Mowlem	Date:	6/26/96

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
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1.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee, after the policy brief is drafted.		AG/NR	6/8/95	8/15/96
2.	Prepare plan for major initiative in Early Childhood.		ADH/ GZD	5/1/96	8/15/96
3.	Send copy of Professor Art Green's paper to Luncheon Seminar invitees.		NR	6/26/96	9/9/96
4.	Develop plan with Dr. Devorah Steinmetz to design educational component of training day school teachers.		GZD	3/6/96	TBD
5.	Show TEI video tape to Steering Committee.		GZD	6/26/96	TBD
6.	Send out article by Adam Gamoran printed in "Journal of Education."		ADH	6/26/96	TBD

ASSIGNMENTS

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Function:	CIJE STEERING COMMITTEE		
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NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
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1.	Send copy of Professor Art Green's paper to Luncheon Seminar invitees.		NR	6/26/96	9/9/96
2.	Prepare 1997 Work Plan for discussion at Steering Committee		ADH	8/15/96	10/16/96
3.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee, after the policy brief is drafted.		AG/NR	6/8/95	TBD
4.	Prepare plan for major initiative in Early Childhood.		ADH/ GZD	5/1/96	TBD
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6.	Show TEI video tape to Steering Committee.		GZD	6/26/96	TBD
7.	Send out article by Adam Gamoran printed in "Journal of Religious Education."		ADH	6/26/96	TBD





CENTER FOR ADVANCED PROFESSIONAL EDUCATORS

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION



JULY 7 - 19, 1996

Sunday, July 7

- 10:30-12:00 **Introduction to the Seminar**
Annette Hochstein
Alan Hoffmann
Gail Dorph
Barry Holtz
Shmuel Benalal
- 12:00-13:00 *Lunch*
- 13:00-14:30 **Jewish Sources**
Human Potential According to Jewish Classical Sources:
Reading Session

Moty Bar-Or
Jonathan Cohen
Melila Helner-Eshed
Marc Hirshman
Shmuel Wygoda
- 14:30-14:45 *Coffee Break*
- 14:45-15:45 **Jewish Sources**
Human Potential According to Jewish Classical Sources:
Reading Session
- 15:45-16:00 *Coffee Break*
- 16:00-17:30 **Jewish Sources**
Human Potential According to Maimonides:
Lecture:

Menachem Lorberbaum
- 17:30 *Free*
- 18:15-20:30 Dinner and Conversation

Monday, July 8

08:30-10:15 **Jewish Sources**
Human Potential: Between Classical Sources and
Maimonides
Reading Session

10:15-10:30 *Coffee Break*

10:30-12:00 **Jewish Education**
Translating Jewish Thought into Education
Lecture:

Seymour Fox

12:00-12:30 **Comments by Participants**

12:30-13:30 *Lunch*

13:30-14:30 **Jewish People**
The Jewish Community in North America:
Present and Future Trends
Lecture:

Charles Liebman

14:30-15:00 **Comments by Participants**

15:00-15:15 *Coffee Break*

15:15-17:00 **Jewish Education**
Translating Jewish Thought into Education
Lecture:

Seymour Fox

17:00 *Free*

Reminder: Please bring your overnight bag for the trip to Mitzpe Ramon
with you tomorrow morning. Don't forget to bring a hat!

Tuesday, July 9

Reminder: Please bring your overnight bag for today's trip with you in the morning. Departure from CAPE

08:30-11:30

Jewish Education

Human Potential According to Maimonides
Application to Education
Lecture:

Michael Rosenak

11:30-11:45

Coffee Break

11:45-12:30

Comments by Participants

12:30-13:30

Lunch

13:30-15:00

Jewish People

Designing Strategies for the Future of the Jewish People
Lecture:

Yechezkel Dror

15:30-18:30

Depart for Mitzpeh Ramon

Guided by Eilon Schwartz

18:30-19:30

Arrival at Machtesh Ramon Overlook:

**Deep Time versus Historical Time:
Time's Cycles & Arrows**

19:30-21:00

Arrival at Ramon Inn

21:00

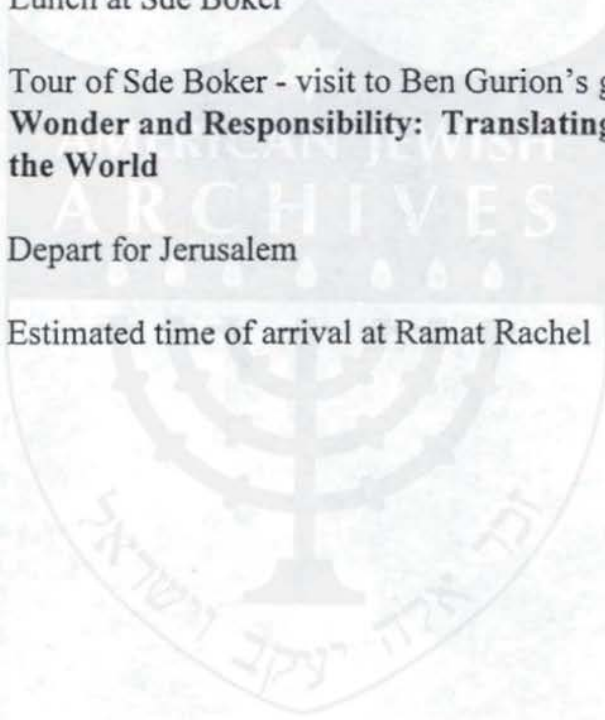
Nightstroll:

The Cosmos as Revelation:

On Considering the Vastness of the Universe

Wednesday, July 10

05:30	Hike to Ein Sahronim: Science and Religion: Languages of Wonder for Education
10:00	Return to Hotel
13:00	Depart for Sde Boker
13:30	Lunch at Sde Boker
14:30	Tour of Sde Boker - visit to Ben Gurion's grave Wonder and Responsibility: Translating Values into the World
16:30	Depart for Jerusalem
19:00	Estimated time of arrival at Ramat Rachel



Thursday, July 11

- 08:30-10:15 **Jewish Sources**
Human Potential According to HaRav Soloveitchik
Reading Session
- 10:15-10:30 *Coffee Break*
- 10:30-12:00 **Jewish Sources**
Human Potential According to HaRav Soloveitchik
Lecture:

Yaacov Blidstein
- 12:00-12:30 **Comments by Participants**
- 12:30-13:30 *Lunch*
- 13:30-14:30 **Jewish People**
The Jewish Community in North America:
Present and Future Trends
Lecture:

Steven Cohen
- 14:30-15:00 **Comments by Participants**
- 15:00-15:15 *Coffee Break*
- 15:15-17:00 **Open Session**
- 17:00-19:30 *Free*
- 19:30 **Dinner at Alan Hoffmann's home**
39 Tura Street
Yemin Moshe

Friday, July 12

08:30-10:00

Jewish Sources

Human Potential According to HaRav Soloveitchik:
Reading Session

10:00-11:30

Jewish Sources

Human Potential According to HaRav Soloveitchik

Lecture:

Yaacov Blidstein

11:30-11:45

Coffee Break

11:45-13:15

Jewish Education

Human Potential According to HaRav Soloveitchik:
Application to Education
Lecture:

Jonathan Cohen

13:15

Lunch (optional)

Shabbat Shalom

Sunday, July 14

08:30-10:15

Jewish Sources

Human Potential according to H. Brenner
Lecture:

Menachem Brinker

10:15-10:30

Coffee Break

10:30-12:00

Jewish Sources

Human Potential According to H. Brenner
Reading Session

12:00-12:30

Comments by Participants

12:30-13:30

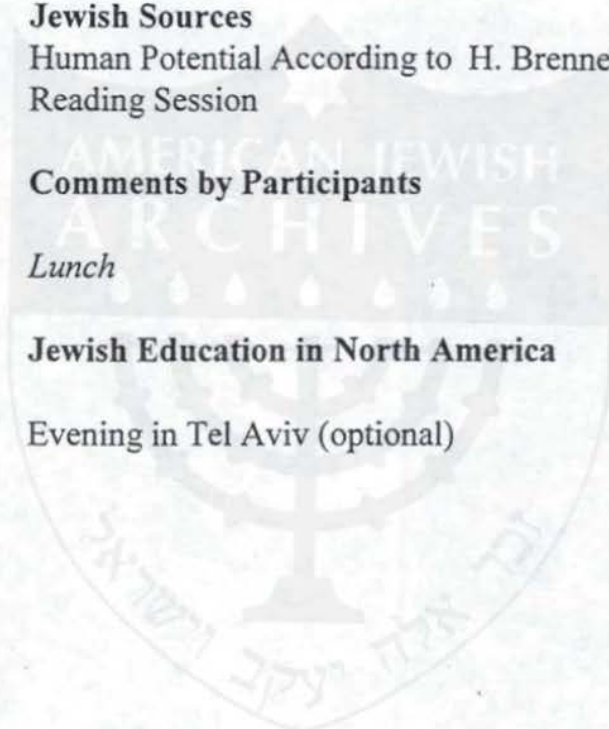
Lunch

13:30-17:00

Jewish Education in North America

18:00

Evening in Tel Aviv (optional)



Monday, July 15

08:30-10:15 **Jewish Sources**
Human Potential According to H. Brenner
Reading Session

10:15-10:30 *Coffee Break*

10:30-12:00 **Jewish Sources**
Human Potential According to H. Brenner:
Lecture:

Menachem Brinker

12:00-12:30 **Comments by Participants**

12:30-13:30 *Lunch*

13:30-16:00 **Jewish Education**
Human Potential According to H. Brenner:
Application to Education
Lecture:

Daniel Marom

16:00-16:15 *Coffee Break*

16:15-17:00 **Comments by Participants**

17:00 *Free*

Tuesday, July 16

Group Excursion to the Galil

06:30	Depart from Ramat Rachel
	Study at Oranim (HaMidrasha, Center for Study and Fellowship) The Halutz: A new breed of Jew
13:15-14:15	<i>Lunch</i>
14:30	Depart for Museum of Early Israeli Settlement (Kibbutz Yifat)
14:45-16:15	Tour Museum
17:00-21:30	Zippori - Tour of site and Second Temple Period Dinner Mark Rosenstein
23:00	Estimated time of arrival at Ramat Rachel

Reminder: *Tomorrow, please bring your passport/identity card for entry into the Knesset*

Wednesday, July 17

Reminder: *Please bring your passport/identity card for entry into the Knesset*

- | | |
|-------------|--|
| 08:30-10:15 | Jewish Sources
Human Potential According to HaRav Kook
Reading Session |
| 10:15-10:30 | <i>Coffee Break</i> |
| 10:30-12:00 | Jewish Sources
Human Potential According to HaRav Kook
Lecture:
Aviezer Ravitzky |
| 12:00-12:30 | Comments by Participants |
| 12:30-13:30 | <i>Lunch</i> |
| 13:30-16:00 | Jewish Education in North America |
| 16:30-17:00 | Tour of the Knesset |
| 17:15-18:30 | Jewish People - The State of Israel
An Overview of the Peace Process

Lecture:

M.K. Dr. Yossi Beilin
<i>At the Knesset</i> |
| 18:30 | <i>Free</i> |

Thursday, July 18

08:30-10:15

Jewish Sources

Human Potential According to HaRav Kook
Reading Session

10:00-10:30

Coffee Break

10:30-12:00

Jewish Sources

Human Potential According to HaRav Kook
Lecture:

Aviezer Ravitzky

12:00-12:30

Comments by Participants

12:30-13:30

Lunch

13:30-16:00

Jewish Education

Human Potential According to HaRav Kook:
An Exercise in Application to Education

Seymour Fox

16:00-16:15

Coffee Break

16:15-17:00

Comments by Participants

17:00-18:30

Free

18:30-22:00

Dinner and Guided Tour in the Jewish Quarter of the Old
City

Friday, July 19

08:30-10:00 **Jewish Education in North America**

10:00-10:30 *Coffee Break*

10:30-12:00 Summary and Planning the Next Encounter

12:00-13:00 *Lunch & Lehitra'ot!*



Participants in Seminar for Professors of Education

July 1996

Dorph, Gail

Gail Dorph is Senior Education Officer at CIJE. Her work is in the area of building the profession of the Jewish educator. Before coming to CIJE, she served as the director of the Fingerhut School of Education at the University of Judaism in Los Angeles. She is also one of the authors of the Melton Curriculum for Supplementary Schools in the area of Holiday/Prayer/Mitzvot. She is interested in pedagogical content knowledge for Jewish educators, particularly in the areas of Torah and Tefillah.

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Feiman-Nemser,
Sharon

Sharon Feiman-Nemser is Professor of Teacher Education at Michigan State University where she directs a reform-oriented, field-based teacher preparation program and coordinates a cross-cultural study of mentoring. She is interested in research and practice concerning teacher knowledge, learning in and from experience, and curriculum and pedagogy of teacher education.

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Gamoran, Adam

Adam Gamoran is Professor of Sociology and Educational Policy Studies at the University of Wisconsin - Madison. His research focuses on stratification and inequality in education and on the organizational context of teaching and learning. He has served as a consultant to the Council for Initiatives in Jewish Education since 1991, co-directing the Monitoring, Evaluation and Feedback (MEF) project.

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Goldring, Ellen

Ellen Goldring is Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbilt University. Her research focuses on how organizational systems of governance and control impact on educational institutions. Other research examines leadership changes as schools undergo reform and restructuring. She is a consultant to CIJE where she co-directs the Monitoring, Evaluation and Feedback (MEF) project. She is interested in developing professional preparation programs for educational leaders.

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Hoffmann, Alan

Alan Hoffmann is the Executive Director of the Council for Initiatives in Jewish Education (CIJE). He is on loan from the Hebrew University where he served as Director of the Melton Center for Jewish Education in the Diaspora. He is interested in issues of educational innovation and change within the broader organizational context of Jewish communal life.

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Holtz, Barry W.

Barry W. Holtz is Associate Professor of Jewish Education at Jewish Theological Seminary and a long time consultant to CIJE where, among other things, he directs the Best Practices Project. His areas of interest include curriculum development, teacher education, and the "translation" of Jewish scholarship and Judaica for the purposes of Jewish education.

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Jacobs, Fran

Fran Jacobs is Associate Professor at Tufts University with a joint appointment in the Departments of Child Development and Urban/Environmental Policy. Her

research and teaching interests are in child and family policy and program evaluation. Within the public policy domain, she focuses on early childhood education, child care, parent education, and child welfare. She coedited a volume on family program evaluation and one on US child and family policy.

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Neufeld, Barbara

Barbara Neufeld is President of Education Matters Inc., an applied research and evaluation firm in Cambridge, MA that focuses its work on urban school reform. She is especially interested in improving teaching and learning for students not well-served by the public schools. Dr. Neufeld is also a lecturer on education at the Harvard Graduate School of Education, where she teaches courses on qualitative methods and the reform of teaching and learning.

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Pekarsky, Daniel

Daniel Pekarsky is Professor in Educational Policy Studies at the University of Wisconsin - Madison. He is a philosopher of education with strong interests in the ethics of educational practices and policies and in moral education. He serves as a consultant to CIJE, with major responsibilities in the Goals Project. His prior work in Jewish education included developing and directing the Cleveland Fellows Program which was designed to upgrade Jewish educational personnel in Cleveland.

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Rapoport, Nessa

Nessa Rapoport is Leadership Development Officer of CIJE. She is responsible for the domain of mobilizing community support for Jewish education, which includes fostering a partnership between lay leaders and professionals for the revitalization of the community through education. She is the author of a novel, Preparing

for Sabbath, and of A Woman's Book of Grieving. She is co-editor of the Schocken Book of Contemporary Jewish Fiction. For ten years Nessa was a senior editor at Bantam Books, where she edited the memoirs of Jimmy Carter, Ezer Weizman, Lee Iacocca, and Geraldine Ferraro, among others.

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Schneider, Barbara

Barbara Schneider is a Senior Social Scientist at NORC and The University of Chicago. She is interested in the study of the social organization of schooling. She is currently engaged in studies of adolescence and family.

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Stodolsky, Susan

Susan Stodolsky is Professor of Education and Psychology at the University of Chicago. Her current interests are in the area of subject matter and its impact on teaching and teachers' and students' beliefs. She does observational and survey research and teaches program evaluation and other research methods. Susan directs a program in measurement, evaluation, and statistical analysis.

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Zeichner, Ken

Ken Zeichner is Hoefs-Bascom Professor of Education at the University of Wisconsin - Madison. His research has focused on different aspects of teacher learning and professional development at both the preservice and inservice levels. He has been focusing recently on practitioner (action) research as a form of professional development and as a stimulus for institutional reform and on issues related to the preparation of teachers to work in a culturally diverse society.

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Education:

AB Antioch College, Yellow Springs, Ohio, 1961
AM University of Chicago, Chicago, Illinois, December 1963
PhD University of Chicago, Department of Education, December 1965
Special Field: Measurement, Evaluation and Statistical Analysis

Honors:

National Defense Education Act Fellowship, 1962-65
University of Chicago Tuition Scholarship, 1962-63; 1964-65
Ford Foundation Tuition Scholarship, 1963-64
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, 1984-85

Experience:

September 1960 - December 1960	Research Associate, Science Research Associates, Chicago, Illinois
September 1961 - August 1962	Research Assistant, Center for the Study of Higher Education, University of California, Berkeley, California
1964	Research Assistant, Research Conference on Education and Cultural Deprivation, University of Chicago
September 1965 - August 1966	Research Associate, Pre-School Project, Harvard Research and Development Center, Cambridge, Massachusetts
September 1966 - August 1967	Assistant Professor, Harvard Graduate School of Education; Research Director, Pre-School Project, Harvard Research and Development Center
September 1967 - September 1972	Assistant Professor, Department of Education, University of Chicago

Experience (Cont.):

April	1970 - September 1972	Assistant Professor, Committee on Human Development, University of Chicago
October	1972 - September 1988	Associate Professor, Departments of Education and Behavioral Sciences (Committee on Human Development), University of Chicago
October	1988 -	Professor, Departments of Education and Psychology (Committee on Human Development), University of Chicago

Selected Professional Activities:

Member, Instruction and Curriculum Advisory Committee, Chicago United Special Task Force on Education in the Chicago Public Schools, 1981-1984

Consultant, Project Primer, Jamaica, W.I. and Organization of Economic and Cultural Development, Canada, 1983

Principal Investigator, Origins of subject matter differences in instruction: Analysis of teacher's guides, textbooks and methods books, Spencer Foundation research grant, 1984-1986.

Member, Think Tank on Jewish Education, American Jewish Committee, 1985-1987

Co-Director, Evaluation Component, University of Chicago School Mathematics Project, 1983-1989

Member, Research Review Panel, National Center for Research on Teacher Education, East Lansing, Michigan, 1987-1989

Reviewer, Spencer Dissertation Year Fellowship Program, Woodrow Wilson Foundation, 1987-1992.

Member, Publications Committee, American Educational Research Association, 1976-1979; 1989-1992

Member, American Educational Research Association

Member, North Dakota Study Group on Evaluation

Member, Board of Editors, **American Journal of Education**, 1986-

Member, Editorial Advisory Board, **Journal of Curriculum Studies**, 1989- 1995

Member, Middle Childhood/Generalist Standards Committee, National Board for Professional Teaching Standards, 1991-

Faculty Advisor, Pi Lambda Theta, Lambda Chapter, 1993-

Selected Professional Activities (Cont.):

Co-Principal Investigator, Subject matter as a context for high school teaching, Spencer Foundation Research Grant, 1992-

Member, Advisory Panel on Teaching and Learning, Consortium for Chicago School Research, 1993-

Principal Investigator, The distinctive nature of mathematics teachers: An examination of beliefs, instructional practices, and adaptation. University of Chicago School Mathematics Project Research Fund Grant, 1994-

Member, Board of Directors, National Society for the Study of Education, 1995-

Publications:

Silverman, S.B. **Self-images of upper-middle class and working class young adolescents.** Unpublished AM thesis, University of Chicago, 1963.

Silverman, S. B. An annotated bibliography on education and cultural deprivation. In B. S. Bloom, A. Davis, and R. Hess (Eds.), **Compensatory education for cultural deprivation.** Holt, Rinehart, Winston, 1965, 67-179.

Silverman, S. B. Compensatory education for cultural deprivation: An essay review. **Administrator's Notebook**, April 1965, XIII(8); and **International Review of Education**, 1965, XI(4), 489-91.

Stodolsky, S. S. **Maternal behavior and language and concept formation in Negro pre-school children: An inquiry into process.** Unpublished doctoral dissertation, University of Chicago, 1965.

Stodolsky, S. S., and Lesser, G. S. Learning patterns in the disadvantaged. **Harvard Educational Review**, 1967, 37 (4), 546-93.

Stodolsky, S. S. The mother's role in language development in the pre-school years. In **Make Way for Children**, The CAEYC 1968 Conference Papers on Cognitive Learning. Chicago Association for Education of Young Children, 1968, 15-29.

Stodolsky, S. S. **Transition behavior of children during free play in nursery schools.** Paper presented at Biennial Meeting, Society for Research in Child Development, Santa Monica, California, March 1969.

LaCrosse, E. R., Lee, P., Litman, F., Ogilvie, D., Stodolsky, S. S., White, B. L. The first six years of life: A report on current research and educational practice. **Genetic Psychology Monographs**, 1970, 82, 161-266.

Publications (cont.)

- Stodolsky, S. S., and Jensen, J. Ancona Montessori research project for culturally disadvantaged children. **Final Report OEO Grant CG-8469 A/2.** (Reporting period September 1968 through August 1969.) Submitted to OEO Research and Evaluation Division.
- Stodolsky, S. S., and Karlson, A. L. Ancona Montessori research project for culturally disadvantaged children. **Final Report OEO Grant CG-8469 A/2.** (Reporting period September 1969 through August 1970.) Submitted to OEO Research and Evaluation Division.B
- Stodolsky, S. S. Essay review: Ecological psychology or what's going on at Kansas? **School Review**, 1971, 79, 625-636.
- Stodolsky, S. S., and Karlson, A. L. Differential outcomes of a Montessori curriculum. **Elementary School Journal**, 72, 419-433. (Reprinted as **American Montessori Society Bulletin**, 1973, 11 (2), whole.)
- Stodolsky, S. S. Defining treatment and outcome in early childhood education. Chapter in H. Walberg and A. Kopan (Eds.), **Rethinking urban education**, sponsored by Phi Delta Kappa, Jossey-Bass, 1972, 77-94. (Reprinted abridged in **Education at Chicago**, 1973, 3 (1), 4-11.)
- Karlson, A. L., and Stodolsky, S. S. **Predicting school outcomes from observations of child behavior in classrooms.** Paper presented at annual meeting of American Educational Research Association, New Orleans, March 1973. (ERIC Document Reproduction Service No. ED 128 426.)
- Stodolsky, S. S. How children find something to do in preschools. **Genetic Psychology Monographs**, 1974, 90, 245-303.
- Stodolsky, S. S. **Open education: A challenge to evaluators.** Prepared for ERIC Clearinghouse on Tests, Measurement and Evaluation, Princeton, New Jersey, 1974, 23 pp.
- Stodolsky, S. S. What tests do and don't do. **Testing and Evaluation: New Views**, Association for Childhood Education International, Washington, DC, 1975, 13-17.
- Stodolsky, S. S. Identifying and evaluating open education. **Phi Delta Kappan**, October 1975, 57 (2), 113-117.
- Stodolsky, S. S. **Observational studies of variation in child behavior in classrooms** (Final Report NIE-C-74-0030). University of Chicago: Department of Education, 1975, mimeo, 58 pp.
- Stodolsky, S. S. **Correlates of children's patterns of activity in "garden variety" open classrooms.** Paper presented at biennial meeting of Society for Research in Child Development, New Orleans, March 1977. (ERIC Document Reproduction Service No. ED 135 496.)
- Stodolsky, S. S. **The early school years.** Paper presented at Alumni College, University of Chicago, July 1977.

Publications (cont.)

- Stodolsky, S. S. **Ecological features of fifth-grade math and social studies classes and their relation to student involvement.** Paper presented at annual meeting of American Educational Research Association, San Francisco, April 1979. (ERIC Document Reproduction Service No. ED 184 810.)
- Stodolsky, S. S., Ferguson, T. L., and Kemmerer, F. **The recitation isn't dead, but is it recitation?** Paper presented at annual meeting of American Educational Research Association, Boston, April 1980.
- Stodolsky, S. S., Ferguson, T. L., and Wimpelberg, K. **The recitation persists, but what does it look like?** *Journal of Curriculum Studies*, 1981, 13 (2), 121-130.
- Stodolsky, S. S. **Subject matter constraints on the ecology of classroom instruction.** Paper presented at annual meeting of American Educational Research Association, Los Angeles, April 1981. (ERIC Document Reproduction Service No. ED 205 290.)
- Stodolsky, S. S. **Age related changes in the individual: Childhood and adolescence.** *Chicago Kent Law Review*, 1981, 57 (4), 851-857.
- Stodolsky, S. S. **Combining evidence between and within educational research studies.** Paper presented at annual meeting of American Educational Research Association, New York, April 1982. (ERIC Document Reproduction Service No. 218 302.)
- Stodolsky, S. S. **Frameworks for studying the uses of instructional groups in classrooms.** Paper presented to conference on Student Diversity and the Organization, Processes and Use of Instructional Groups in the Classroom, University of Wisconsin, Madison, May 1982.
- Stodolsky, S. S. **Book Review of Student characteristics and teaching by J. Brophy and C. Evertson.** *Elementary School Journal*, 1982, 83 (1), 76-79.
- Stodolsky, S. S. **An ecological perspective on classroom instruction: Implications for teacher education.** Paper presented to the Bat-Sheva Seminar on Preservice and Inservice Education of Science Teachers, Israel, January 1983. In P. Tamir, A. Hofstein and M. Ben-Peretz (Eds.), *Preservice and inservice training of science teachers*. Philadelphia: Balaban International Science Services, 1983, 503-517.
- Stodolsky, S. S. **Classroom activity structures in the fifth grade.** (Final Report: NIE Contract No. 400-77-0094) University of Chicago. November 1983, 332 pp. (ERIC Document Reproduction Service No. ED 242412.)
- Stodolsky, S. S. **Frameworks for studying instructional processes in peer work groups.** In P. L. Peterson, L. C. Wilkinson, and M. T. Hallinan (Eds.), *The social context of instruction: Group organization and group processes*. New York: Academic Press, 1984, 107-124.
- Stodolsky, S. S. **Curricular verification and curricular function: Two uses of activity structure analysis.** Paper presented at annual meeting of American Educational Research Association, New Orleans, April 1984.

Publications (cont.)

- Stodolsky, S. S. Teacher evaluation: The limits of looking. **Educational Researcher**, 1984, 13 (9), 11-18.
- Graybeal, S. S., and Stodolsky, S. S. Peer work groups in elementary schools. **American Journal of Education**, 1985, 93 (3), 409-428.
- Stodolsky, S. S. Telling math: Origins of math aversion and anxiety. **Educational Psychologist**, 1985, 20 (3), 125-133.
- Graybeal, S. S., and Stodolsky, S. S. **Instructional practice in fifth-grade math and social studies: An analysis of teacher's guides**. Paper presented at annual meeting of American Educational Research Association, San Francisco, April 1986. (ERIC Reproduction Service No. ED 276 164)
- Stodolsky, S. S. A model for teacher certification at the end of residency. Paper commissioned by the California State Department of Education and Stanford University for a policy seminar. **Proceedings of Policy Seminar** (Sacramento, CA), 1987.
- Stodolsky, S. S. **The subject matters: Classroom activity in math and social studies**. Chicago: University of Chicago Press, 1988.
- Stodolsky, S. S., and Glaessner, B. Students' views about learning math and social studies. Paper presented at annual meeting of American Educational Research Association, New Orleans, April 1988.
- Stodolsky, S. S. Is teaching really by the book? In P. W. Jackson and S. Haroutunian-Gordon (Eds.), **From Socrates to software: The teacher as text and the text as teacher**. 89th National Society for the Study of Education Yearbook, Part I, 1989, 159-184.
- Stodolsky, S. S. Classroom observation. In J. Millman and L. Darling-Hammond (Eds.), **The new handbook of teacher evaluation**. Newbury Park, CA: Sage Publications, 1990, 175-190.
- Stodolsky, S. S. and Hedges, L. V. The role of evaluation in the University of Chicago School Mathematics Project. In I. Wirszup and R. Streit (Eds.) **Proceedings of the Second International UCSMP Conference on Mathematics Education**. Chicago: UCSMP, 1990, 411-422.
- Stodolsky, S. S., Marope, M., and Sosniak, L. A. **Curriculum pressures at work: Case studies of elementary teachers' content decisions**. Paper presented at annual meeting of American Educational Research Association, Boston, April 1990.
- Sosniak, L. A. and Stodolsky, S. S. **Subject-specific research in the elementary grades?** Paper presented at annual meeting of American Educational Research Association, Boston, April 1990.
- Stodolsky, S. S., Salk, S., and Glaessner, B. Student views about learning math and social studies. **American Education Research Journal**, 1991, 28 (1), 89-116.

Publications (cont.)

Stodolsky, S. S. **La importancia del contenido en la enseñanza: Actividades en las clases de matemáticas y ciencias sociales.** Barcelona: Centro de Publicaciones del Ministerio de Educación y Ciencia, Ciudad Universitaria, 1991. [Spanish edition of **The Subject Matters**]

Stodolsky, S. S. and Grossman, P.L. **Subject matter as context.** Paper presented at annual meeting of American Educational Research Association, San Francisco, April, 1992.

Sosniak, L. A. and Stodolsky, S. S. Teachers and textbooks: Materials use in four fourth-grade classrooms. **Elementary School Journal**, 1993, 93 (3), 249-276.

Grossman, P.L. and Stodolsky, S.S. **Adapting to diverse learners: Teacher beliefs in context.** Paper presented at the annual meeting of the American Educational Research Association, Atlanta, April 1993.

Stodolsky, S. S. A framework for subject matter comparisons in high schools. **Teaching and Teacher Education**, 1993, 9 (4), 333-346.

Sosniak, L. A. and Stodolsky, S. S. Making connections: Social studies education in a fourth-grade urban classroom. In J. Brophy (Ed.) **Advances in Research on Teaching**, 1993, Volume 4, Greenwich, Conn.: JAI Press, 71-100.

Grossman, P. L. and Stodolsky, S. S. Considerations of content and the circumstances of high school teaching. **Review of Research in Education**. 1994, Volume 20, 179-222.

Stodolsky, S. S. and Grossman, P. L. The impact of subject matter on curricular activity: An analysis of five academic subjects. **American Educational Research Journal**, 1995, 32 (2), 227-251.

Grossman, P. L. and Stodolsky, S. S. Content as context: The role of school subjects in secondary school teaching. **Educational Researcher**, 1995, 24 (8), 5-11.

11-95

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PHILOSOPHY AND PRACTICE IN JEWISH EDUCATION

A Seminar and Consultation

AMERICAN JEWISH
ARCHIVES

Friday, July 19 - Friday, July 26

at CAPE, 9 Yad Harutzim Street, Jerusalem

Sponsored by the Council for Initiatives in Jewish Education and
The Mandel Institute for the Advanced Study and Development of Jewish Education

SCHEDULE

Friday, July 19th

11:00 a.m. - 12:00 p.m.

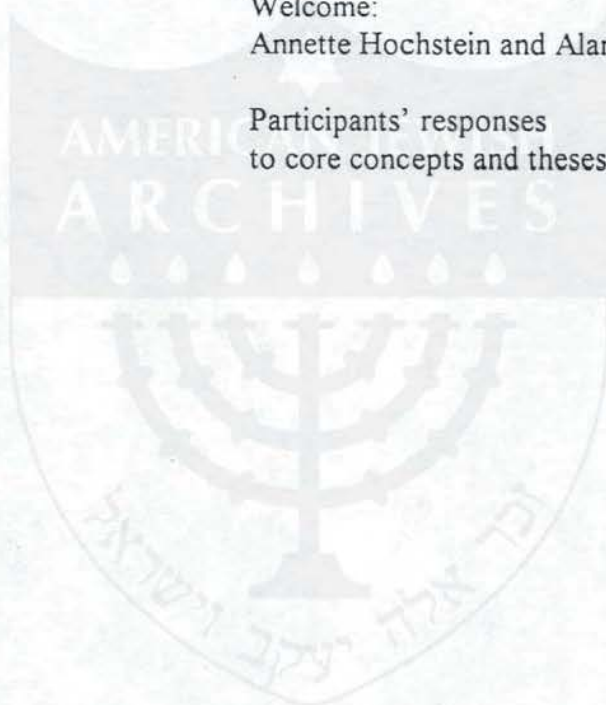
Lunch

12:00 p.m. - 3:00 p.m.

Introduction:
Daniel Marom and Daniel Pekarsky

Welcome:
Annette Hochstein and Alan Hoffmann

Participants' responses
to core concepts and theses



Sunday, July 21st

8:30 a.m. - 10:15 a.m.

Recapitulation and discussion

Daniel Pekarsky

10:30 a.m. - 1:00 p.m.

From Philosophy to Practice

From Philosophy to Philosophy of Education

Seymour Fox

1:00 p.m. - 2:00 p.m.

Lunch

2:00 p.m. - 3:00 p.m.

From Practice to Philosophy

Areas of Practice as Entry Points for the
Development of Vision Driven Education

Daniel Marom

3:00 p.m. - 6:00 p.m.

From Practice to Philosophy

Small groups

a) Working with Institutions: Led by Daniel Marom and Daniel Pekarsky: Amy Gerstein, Alan Hoffmann, Alvan Kaunfer, Daniel Lehmann, Michael Paley, Nessa Rapoport, and Linda Thal.

b) Developing Personnel: Led by Gail Dorph and Seymour Fox: Ellen Goldring, Daniel Gordis, Barry Holtz, Eli Holzer, Devorah Steinmetz.

Monday, July 22nd

8:30 a.m. - 9:00 a.m.

Recapitulation and discussion

9:00 a.m. - 1:00 p.m.

From Practice to Philosophy
Small groups continued

1:00 p.m. - 2:00 p.m.

Lunch

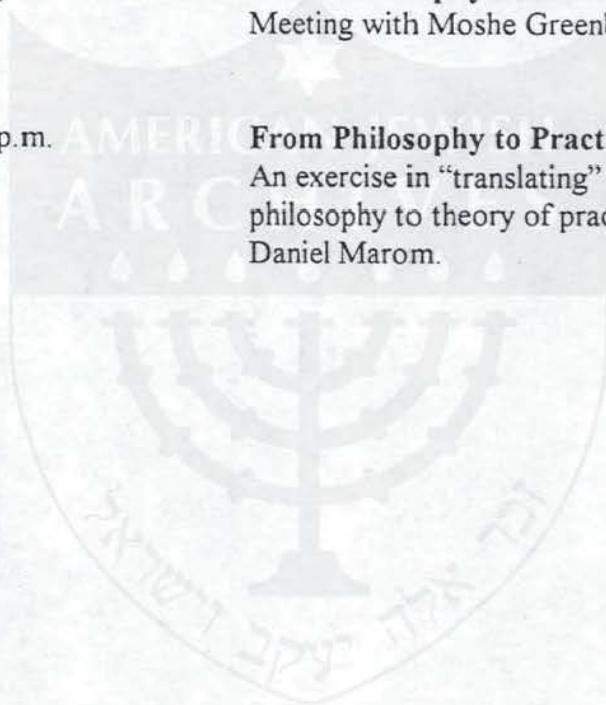
David Bernstein

2:00 p.m. - 4:15 p.m.

From Philosophy to Practice
Meeting with Moshe Greenberg

4:30 p.m. - 6:00 p.m.

From Philosophy to Practice
An exercise in "translating" educational
philosophy to theory of practice
Daniel Marom.



Tuesday, July 23rd

8:30 a.m. - 9:00 a.m.

Recapitulation and discussion

9:00 a.m. - 11:30 a.m.

From Philosophy to Practice

Inquiries into a community-based vision for
North American Jewry

Michael Paley and Daniel Lehmann
with the participation of
Menachem Brinker and Michael Rosenak.

11:45 a.m. - 1:00 p.m.

Discussion

Michael Paley and Daniel Lehmann

1:00 p.m. - 2:00 p.m.

Lunch

Lisa Muckley

2:00 p.m. - 3:30 p.m.

From Practice to Philosophy

Community Mobilization Project:

The Milwaukee Pilot Project

Daniel Pekarsky and Nessa Rapoport

3:45 p.m. - 6:00 p.m.

From Practice to Philosophy

Small groups - continuation and summation

7:30 p.m.

Dinner at Alan Hoffmann's home:
39 Tura Street, Yemin Moshe

Wednesday, July 24th

8:30 a.m. - 9:00 a.m.

Recapitulation and discussion

9:00 a.m. - 10:00 a.m.

The Center for Advanced Professional Educators:
Its vision and program for leadership in Jewish Education

Annette Hochstein

10:15 a.m. - 12:15 p.m.

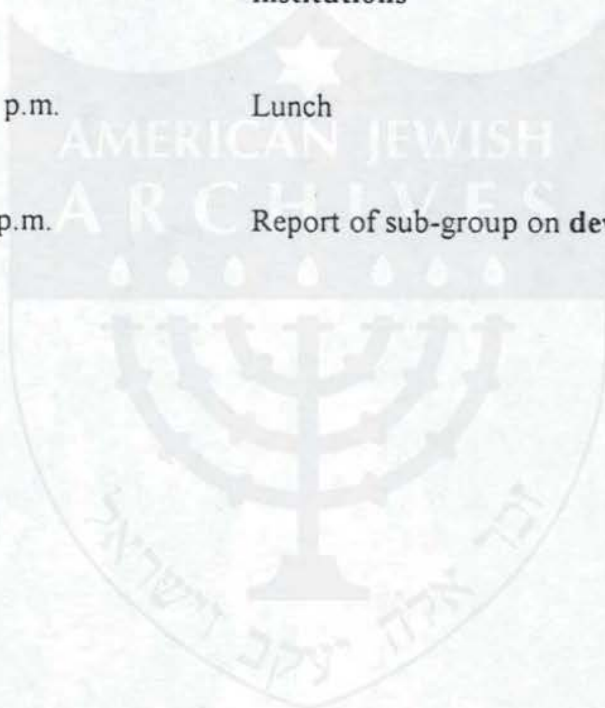
Report of sub-group on **working with
institutions**

12:15 p.m. - 1:15 p.m.

Lunch

1:15 p.m. - 3:15 p.m.

Report of sub-group on **developing personnel**



Thursday, July 25th, Tisha B'Av

Individual meetings (optional)



Friday, July 26th

8:30 a.m. - 10:00 a.m.

Recapitulation and discussion

10:15 a.m. - 11:30 a.m.

The Educated Jew Project - Next Steps
Seymour Fox

11:30 a.m. - 12:45 p.m.

The Goals Project for 1996-7: Topics and Issues
Daniel Pekarsky

12:45 p.m. - 1:45 p.m.

Lunch

1:45 p.m. - 3:00 p.m.

Conclusion



PHILOSOPHY AND PRACTICE IN JEWISH EDUCATION

A Seminar and Consultation (July 1996)

PARTICIPANTS

Dorph, Gail

Gail Dorph is Senior Education Officer at CIJE. Her work is in the area of building the profession of the Jewish educator. Before coming to CIJE, she served as the director of the Fingerhut School of Education at the University of Judaism in Los Angeles. She is also one of the authors of the Melton Curriculum for Supplementary Schools in the area of Holiday/Prayer/Mitzvot. She is interested in pedagogical content knowledge for Jewish educators, particularly in the areas of Torah and Tefillah.

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Fox, Seymour

Seymour Fox received his Ph.D. at the University of Chicago in the Philosophy of Education and Rabbinic ordination from the J.T.S.A. He served as Dean of the Teachers Institute of the J.T.S.A. where he established the Melton Center for Research in Jewish Education, and was active in the development of the Ramah Camps. In 1967 he was appointed director of the School of Education of the Hebrew University where he established several new departments, among them the Melton Center for Jewish Education in the Diaspora. He served as a Senior Advisor to four Ministers of Education. In 1981 he established the Jerusalem Fellows Program and in 1990 was appointed President of the Mandel Institute. He has written in the fields of philosophy of education, curriculum and the education of educators.

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Gerstein, Amy

Amy Gerstein is Associate Director of the Bay Area School Reform Collaborative. She has been working with BASRC since its inception in 1995. Her duties include working with the membership of the Collaborative, designing the program activities and directing a network of Support Providers. Prior to working at BASRC, she was the Associate Director of the Bay Area Coalition of Essential Schools and the Associate Director of the Schools Division of the national office of the Coalition of Essential Schools based at Brown University. She has taught high school science, outdoor education and teacher education. She holds a Ph.D. in Education from Stanford University.

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Goldring, Ellen

Ellen Goldring is Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbilt University. Her research focuses on how organizational systems of governance and control impact on educational institutions. Other research examines leadership changes as schools undergo reform and restructuring. She is a consultant to CIJE where she co-directs the Monitoring, Evaluation and Feedback (MEF) project. She is interested in developing professional preparation programs for educational leaders.

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Gordis, Daniel

Daniel Gordis received his BA from Columbia College, an MA degree and Ordination from the Jewish Theological Seminary and his Ph.D. from the University of Southern California. He has been associated with the University of Judaism since 1984, and now serves as Vice President for Public Affairs and Community

Outreach as well as dean of the Rabbinical School. He is the author of *God Was Not In The Fire: The Search For A Spiritual Judaism* (Scribner, 1995), and of the forthcoming *The Chosen People In Crisis: Modern Jews In Search Of A Reason To Survive* (Scribner, 1997) and *For The Sake Of Heaven: Conversion, Law And Politics In The World Of Modern Orthodoxy* (University of California Press, 1998), co-authored with David Ellenson.

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Hoffmann, Alan

Alan Hoffmann is the Executive Director of the Council for Initiatives in Jewish Education (CIJE). He is on loan from the Hebrew University where he served as Director of the Melton Center for Jewish Education in the Diaspora. He is interested in issues of educational innovation and change within the broader organizational context of Jewish communal life.

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Barry W. Holtz is Associate Professor of Jewish Education at Jewish Theological Seminary and a long time consultant to CIJE where, among other things, he directs the Best Practices Project. His areas of interest include curriculum development, teacher education, and the "translation" of Jewish scholarship and Judaica for the purposes of Jewish education.

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Holzer, Eli

Born in Belgium in 1962, Eli Holzer is an Israeli citizen who has served as a shaliach for B'nei Akiva in Belgium, and as a lecturer and teacher in both youth and adult education. He holds an MA in Jewish Thought from the Hebrew University, where he is currently working on his

Ph.D. He also earned his teaching certificate from the Yaakov Herzog Institute at Alon Shvut, and a BA in Psychology and Jewish Philosophy from Bar Ilan University. As a Jerusalem Fellow, he is examining ways to utilize Jewish Thought in Jewish education and in teacher training which he plans to implement upon assuming a position in Jewish education in a North American community.

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Alvan Kaunfer is a Rabbi at Temple Emanu-el in Providence, where he oversees educational programming. He was the founding director of the Solomon Schechter Day School in Rhode Island. He completed his doctoral work on the teaching of Midrash at the Jewish Theological Seminary, and he has published several articles on Midrash and the teaching of Midrash.

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Lehmann, Daniel

Rabbi Daniel Lehmann is the founding Headmaster of the New Jewish High School of Greater Boston, a community Jewish day high school. Most recently, he served as the Upper School Principal at the Beth Tfiloh Community School In Pikesville, MD. A graduate of Yeshiva University, and its Rabbinical School, he was the Director of KIRUV, the College Outreach Program of Yeshiva University and Assistant Rabbi of the Beth Tfiloh Congregation. During the 1993-94 academic year, he was the Wexner Heritage Foundation Fellow at the National Jewish Center for Learning and Leadership where he studied with Rabbi Irving Greenberg, taught lay and professional leaders of the New York Federation, and developed CLAL's first College Student Leadership Conference. He is the editor of *Visions and Voices*, a collection of contemporary commentaries on the Haftarat, and has lectured in various settings in Baltimore and throughout the country. In addition, he has been an active participant in scholarly programs sponsored by the Institute for Christian and Jewish Studies. He is married to

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Daniel Marom is a Senior Researcher at the Mandel Institute for the Advanced Study and Development of Jewish Education, located in Jerusalem. He is co-director of the Mandel Institute's "Educated Jew Project", the purpose of which is to develop and publish alternative conceptions of the aims of contemporary Jewish education. In addition, he collaborates with the Goals Project in facilitating the development of vision and vision-guided practice in various settings for Jewish education. Before coming to the Mandel Institute, he trained teachers in Judaica at Kerem Teacher Training Institute for Jewish Humanism and developed curricula at Melitz: Centers for Jewish-Zionist Education.

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Paley, Michael

Rabbi Michael Paley is a Professor of Jewish Studies and Dean of Special Projects at Bard College. His central responsibility is to design a new Jewish High School and Early College for Manhattan. Previous to Bard College, he was the Vice President of the Wexner Heritage Foundation. Before that he was the University Chaplain and Director of Earl Hall at Columbia University. As Chaplain he was an advocate for the religious and spiritual mission of the University and the coordinator of social service, humanitarian, political and multi-cultural activities. He was the founder and first director of the Edgar M. Bronfman Youth Fellowship in Israel, as well as the founder of the Conference on Judaism in rural New England.

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Daniel Pekarsky is Professor in Educational Policy Studies at the University of Wisconsin - Madison. He is a philosopher of education with strong interests in the ethics

of educational practices and policies and in moral education. He serves as a consultant to CIJE, with major responsibilities in the Goals Project. His prior work in Jewish education included developing and directing the Cleveland Fellows Program, which was designed to upgrade Jewish education in Cleveland.

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Rapoport, Nessa

Nessa Rapoport is Leadership Development Officer of CIJE. She is responsible for the domain of mobilizing community support for Jewish education, which includes fostering a partnership between lay leaders and professionals for the revitalization of the community through education. She is the author of a novel, *Preparing for Sabbath*, and of *A Woman's Book of Grieving*. She is co-editor of the *Schocken Book of Contemporary Jewish Fiction*. For ten years she was a senior editor at Bantam Books, where she edited the memoirs of Jimmy Carter, Ezer Weizman, Lee Iacocca, and Geraldine Ferraro, among others.

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Steinmetz, Devora

Devora Steinmetz is the founder and director of Beit Rabban. She is co-director of She'arim, a new program for the education of future day school teachers which is co-sponsored by Beit Rabban and Drisha Institute. She teaches Talmud at the Jewish Theological Seminary and has been an instructor at Drisha Institute. She is author of *From Father to Son: Kinship, Conflict and Continuity in Genesis*.

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Thal, Linda

Linda Thal has recently moved from Los Angeles to New York City where she will be directing a new project, *Creating Learning Congregations*, for the Union of American Hebrew Congregations and pursuing doctoral studies in the joint program in religion and education at Union Theological seminary and Colombia Teachers

college. In Los Angeles she was the Director of Education at Leo Baeck Temple, she also served as a member of the Clinical faculty at Hebrew Union College - Jewish Institute of Religion Rhea Hirsch School of Education and as a consultant to the Experiment in Congregational Education. She has taught and written in areas of family and tzedakah education, the use of art in Jewish education, Judaism and spiritual growth, and educational and congregational change. Linda was a 1994 recipient of the Covenant Award.



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EDUCATION

Rabbi Isaac Elchanan Theological Seminary (Yeshiva University),
Rabbinic Ordination

Bernard Revel Graduate School of Jewish Studies, Yeshiva University,
Graduate program in Jewish Philosophy including courses in Jewish Studies also
taken at the Jewish Theological Seminary and the Graduate Center of The City
University of New York

Yeshiva College, Bachelors of Arts (major in Philosophy), recipient of the Arten
Memorial Award for Excellence in Talmud and the Professor David Mirsky
Memorial Award for representing the ideals of Yeshiva College

Yeshivat Hamivtar, Jerusalem, Biblical and Talmudic Studies

PROFESSIONAL EXPERIENCE

1996 - Founding Headmaster, New Jewish High School of
Greater Boston

1994 - 1996 Principal, Beth Tfiloh Community Upper School
Responsible for the development and supervision of the
General and Jewish Studies curriculum, budget, faculty,
and co-curricular programs for grades 6-12 in this Jewish
community day school. In addition, I have maintained
rabbinic responsibilities in the synagogue including
leading a monthly shabbat minyan, giving shabbat
shiurim, and teaching adult congregants.

1993 - 94 Wexner Heritage Foundation Fellow at the National
Jewish Center for Learning and Leadership (CLAL)
Studied one-on-one with Rabbi Irving Greenberg, taught
classes for Federation lay-leaders, participated in Wexner
Heritage Foundation classes and retreats, helped develop
curriculum for lay-leadership development based on
Jewish texts, and staffed professional retreats for Rabbis,
Jewish educators, and Federation professionals

- 1993-94
Director of the CLAL Student Leadership Conference
Organized and supervised the development of a five day
retreat for 35 college students from across the country.
- 1993, Spring
Served on the Middle States Association of Colleges and
Schools evaluation team for accreditation of the Ramaz
School
- 1991 - 1994
Dean of Jewish Studies, Beth Tfiloh Community
School in Baltimore, Maryland. Responsible for
supervision of the Jewish Studies curriculum and faculty
for grades 6-12
- 1989 - 1994
Assistant Rabbi, Beth Tfiloh Congregation in Baltimore,
Maryland. Responsibilities include developing and
leading the adult education program, pastoral guidance,
leading religious services, delivering sermons and
eulogies, participating in various youth activities, and
serving as a religious leader in all aspects of
congregational life. Beth Tfiloh is a member of the Union
of Orthodox Jewish Congregations.
- 1988 - 1991
Full-time teacher in the Jewish Studies department of
the Beth Tfiloh Community High School. Taught classes
in Talmud, Bible, Jewish Thought, Jewish Law, Judaism
and Christianity, and the Four Movements of Judaism.
- 1988 - 1989
Assistant Rabbi for Education, Beth Tfiloh Congregation.
Responsible for Adult education program as well as other
Rabbinic duties.
- 1988, Spring
Co-led the National Jewish Center for Learning and
Leadership's (CLAL) Learning Leaders program
in Birmingham, Alabama and Dallas, Texas. Wrote
source material for CLAL's Critical Issues Conference.
- 1983 - 1987
Director of KIRUV, the college outreach program of
Yeshiva University and the Rabbinical Council of
America. Responsible for all administrative and
programmatic aspects of the KIRUV, and organization of
student volunteers that provided over 50 college
campuses with Jewish educational programs.

- 1985 - 1986 Rabbinic Intern for the National Jewish Center for Learning and Leadership (CLAL). Led interdenominational discussion groups and learning sessions aimed at bringing together rabbinical students from the four major seminaries. Participated in learning programs with the CLAL faculty and staff.
- 1983 - 1986 Led educational workshops and participated in the annual Conference for Alternatives in Jewish Education (CAJE)
- 1986, Spring Taught a weekly class in traditional Jewish Thought for Jewish students at Princeton University under the auspices of Yavneh.
- 1985, Summer Educational Coordinator for the Torah Leadership Seminar (TLS) sponsored by Yeshiva University. Developed formal and informal educational programs for high school students attending this five-day seminar.

COMMUNITY AND PROFESSIONAL ACTIVITIES/AFFILIATIONS

- 1995 - Member of the Board of Directors of the Jewish Vocational Service of Baltimore
- 1995 - Member of the Educators Council of America
- 1994 - Member of the National Association of Secondary School Principles
- 1994 - Member of the Association for Supervision and Curriculum Development
- 1993 - 1994 Participant in the Catholic - Jewish Colloquium sponsored by the Institute of Christian-Jewish Studies and funded with a grant from the Lily Foundation. 22 Jewish and Catholic educational leaders in the United States and Canada were chosen to participate in 5 seminars that focused on inter-religious understanding and the implications for religious education.
- December, 1993 Co-leader of the Institute for Christian-Jewish Studies Seminar in Israel

- | | |
|----------------|---|
| 1992 - 1993 | Member of the Executive Board of the Baltimore Jewish Council, the community relations organization for the Baltimore Jewish community |
| 1992 - present | Member of the Baltimore Board of Rabbis |
| 1991 - present | Member of the Scholars Group of the Institute for Christian Jewish Studies. Participated in dialogue and study sessions with Christian and Islamic clergy on a variety of theological issues. |
| 1990 - 1991 | Member of the Housing Task Force of the Baltimore Jewish Council. Helped to plan a conference on housing and the homeless for the Baltimore Jewish community. Participated in the development of a curriculum on the issue of the homeless for Jewish schools. |
| 1989 - 1993 | Faculty member of the Adult Institute of Jewish Studies, a program of courses offered by the Rabbis of congregations in the Baltimore area. |
| 1989 | Member of the organizing committee for the Young Leadership Retreat of the Associated Jewish Charities of Baltimore. Participated in the planning and leading of this weekend retreat with special focus on the areas of religious and educational programming. |

PUBLICATIONS

- | | |
|------|---|
| 1994 | Editor, <u>Visions and Voices</u> , Contemporary Commentaries on the Weekly Prophetic Readings, published by the National Jewish Center for Learning and Leadership |
|------|---|

STUDENT LEADERSHIP POSITIONS

- | | |
|---------|--|
| 1984-85 | Editor-in-Chief, <u>Hamevaser</u> , a student periodical of Jewish thought and ideas published in conjunction with the undergraduate Jewish Studies program of Yeshiva College |
| 1983-84 | Vice-President of the Yeshiva College Student Council |

References available upon request

A Newsletter about the
New Jewish High School of Greater Boston
Summer 1996 - Vol. 1.0
קיץ תשנ"ו

High School

חזון התיכון

Headmaster Appointed



The New Jewish High School has announced the appointment of Rabbi Daniel Lehmann as Headmaster. The announcement was made by Michael Bohnen, Chairman of the Board and former Chairman of the Combined Jewish Philanthropies of Greater Boston. An international search, led by Barbara Skydell Safran and a distinguished search committee, resulted in an unqualified recommendation to offer Rabbi Lehmann the Headmaster position. Rabbi Lehmann will assume his post at the School later this summer.

"Rabbi Lehmann is the ideal leader for our multi-denominational School because of his hands-on experience and broad vision," commented Bohnen. "He comes to us with outstanding recommendations from across all branches of Judaism, and has gained an outstanding reputation for academic excellence within the context of *Clal Yisrael*—the entire Jewish community."

"At Beth Tfiloh, Rabbi Lehmann adopted the best practices from private schools and aggressively recruited students beyond the school's Orthodox community," noted Bonnie Hausman, President. "We were impressed that student enrollment increased dramatically during his tenure, and that his graduates were accepted at the finest American and Israeli colleges and yeshivot," according to Hausman.

"Rabbi Lehmann has demonstrated a spirit of innovation, flexibility, and responsiveness to meeting the diverse needs of students. We are delighted that he selected our community in which to focus his professional energies," concluded Bohnen.

The New Jewish High School is a coeducational school that integrates intensive Judaic studies with a rigorous college preparatory program. Committed to a pluralism that respects the religious diversity of our Jewish community, the School seeks to nourish the intellectual, spiritual and emotional growth of each student.

Our Founding Headmaster

Rabbi Daniel Lehmann is Principal of the Beth Tfiloh Community Upper School in Baltimore, Maryland. During his eight years at Beth Tfiloh, Rabbi Lehmann was instrumental in the development and supervision of the Upper School's curriculum, budget, faculty, and co-curricular programs.

Throughout his tenure Rabbi Lehmann upgraded the academic standards and intensified the pursuit of excellence. He reorga-

nized the school's schedule so that classes meet for longer periods, making classroom time more productive and allowing students to probe more deeply into special subject areas. Rabbi Lehmann has demonstrated sensitivity to the needs of students, having arranged individual learning experiences for students who showed a unique talent or passion. He was also responsible for expanding extracurricular offerings, including a Mock Trial team, a Model UN club, a cultural arts program,

Letter from Rabbi Daniel Lehmann

Dear Friends,

As the founding Headmaster of the New Jewish High School of Greater Boston, I am truly excited about the opportunity to build an innovative and creative educational institution that will serve as a national model for Jewish high school education.

Our School will be unique in its ability to create a community of learners that represents the full spectrum of religious and denominational affiliations. The curriculum in both Jewish and general studies will be characterized by academic rigor, a high level of interdisciplinary integration, and a commitment to engage each and every student in an active process of learning. The best educational practices from the

(continued on page 4)

and a community service project. In addition, Rabbi Lehmann has led music tutorials with students using his many years of training on the violin and voice. In addition to his administrative and supervisory accomplishments, Rabbi Lehmann is also a talented teacher who has taught courses in Talmud, Bible, Jewish Thought, Jewish Law, Judaism and Christianity, and the Four Movements of Judaism.

(continued on page 4)

Letter from Rabbi Lehmann*(continued from page 1)*

independent school community and the expanding world of Jewish education will be incorporated into our School from the very beginning.

We want to nurture our students' talents and interests in art, music, and theater as well as in a wide range of athletic activities. Extra-curricular programs that enable our students to develop leadership skills and interact with students from other institutions will be an important element of our school

life. Community service projects and a semester in Israel will be instrumental in training a new generation of well educated and passionately committed Jewish leaders.

The goal of our School is to provide a compelling educational opportunity for Jewish high school students in Greater Boston. We will instill in our students a love for the people and Torah of Israel. They will become Jews with a deep and profound understanding of Jewish tradition and culture. They will graduate

with the tools to think critically and creatively, the ability to express themselves persuasively, and the values that will inspire them to transform this world into a more Godly place.

We hope that you will want to be a part of this exciting educational enterprise. With your interest and support, we can create a school that will set new standards for excellence in Jewish secondary education. Together, we can build a Jewish community high school of which we can all be proud.

Our Founding Headmaster*(continued from page 1)*

Rabbi Lehmann has a long history of support for *Clal Yisrael*. As a Wexner Heritage Foundation Fellow at the National Jewish Center for Learning and Leadership (CLAL), headed by Rabbi Irving "Yitz" Greenberg, he emerged as a national Jewish educator. He helped create curricula based on Jewish texts for lay leaders, served as Director of the CLAL Student Leadership Conference, and led interdenominational discussion groups

As Assistant Rabbi of the Beth Tfiloh Congregation (a member of the Union of Orthodox Jewish

Congregations), Rabbi Lehmann performed a full range of rabbinical duties. During his college and Rabbinical school years, he served as the Director of Kiruv, an outreach program of Yeshiva University and the Rabbinical Council of America that provides educational programs to more than 75 college campuses.

Rabbi Lehmann received his rabbinical ordination from the Rabbi Isaac Elchanan Theological Seminary at Yeshiva University. He also holds a Bachelor of Arts Degree in Philosophy from Yeshiva College where he received the Arten Memorial Award for excellence in Talmud and the

Professor David Mirsky Memorial Award for representing the ideals of Yeshiva College.

Rabbi Lehmann is married to Dr. Lisa Soleymani Lehmann. In addition to completing her medical training in internal medicine at Johns Hopkins, she is pursuing a Ph.D. in philosophy. Upon moving to Boston, she will begin a fellowship in the Division of Medical Ethics at Harvard. The Lehmans have two sons, ages 4 and 16 months.

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MASTER SCHEDULE CONTROL

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Schedule No. 7

Calendar of Events - Council for Initiatives in Jewish Education

Date Prepared 12/17/93

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

AGENDA

Thursday, August 15, 1996, 9:30 am - 3:30 pm
New York

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I.	Master Schedule Control	1	MLM
II.	Minutes	2	JM
III.	Assignments	3	JM
IV.	1997 Work Plan - Strategic Thrusts		ADH
V.	The Professors: Summer 1996 and Beyond	6a	BWH
VII.	Board Redesign		MLM
VII.	Early Childhood - Update		ADH/GZD
VIII.	Goals Seminar	6b	DP