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*Chair*  
Morton Mandel

**MEMORANDUM**

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

**To:** CIJE Steering Committee Members

**From:** Alan D. Hoffmann  
Karen A. Barth

*Honorary Chair*  
Max Fisher

**Date:** November 26, 1996

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Isadore Twersky  
Bennett Yanowitz

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place from **9:30 am to 2:00 pm on Thursday, December 5th** at the CIJE offices in New York.

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

1. Minutes
2. Agenda
3. 1997 workplan
4. Revised 25-year vision
5. A framework for discussing transformational change
6. An update on publications

The revised version of the 25-year vision (number 4 above) has been updated based on the discussion at our last Steering Committee meeting, on recent interviews and on two staff workshops. You will note that it has also been tightened-up and made much more concise. It is still a work-in progress and is far from perfect but we believe it has reached a stage where we can begin to move onto the next step, which is articulating our change philosophy.

*Executive Director*  
Alan Hoffmann

Our strategic plan discussion at the December meeting will focus on change philosophy. We will begin struggling with the question, "What would it take for the Jewish Community to reach this vision?" To guide our discussion of this question, you will find enclosed a framework of 13 generic change tools (number 5 above). We will talk about the following in relation to this framework:

- What are the strengths and weaknesses of each of these tools?
- Which combinations of tools are synergistic, i.e. the whole is greater than the sum of the parts?
- At what level should the tools be applied (e.g. Federation v. individual institutions, leadership v. more broad-based)?
- Which tools fit with which situations?
- Are there any tools missing from the framework?

We look forward to an interesting discussion on this material.

Please call Karen Jacobson at 212-532-2360, ext. 442, to indicate your attendance plans.

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

**AGENDA**

Thursday, December 5, 1996

9:30 am - 2:00 pm

New York

1. Welcome  
Review minutes and assignments
2. Workplan
3. Strategic Plan
4. Lunch Break
5. Strategic Plan
6. CIJE Update



# **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

STEERING COMMITTEE, THURSDAY, DECEMBER 5TH, 1996  
[15 E 26TH ST., 9.30 - 2.00]

## **CHAIRMAN'S NOTES**

**9.30** - WELCOME ALL. **MORRIS OFFIT** HAS JOINED OUR STEERING COMMITTEE AND WE WOULD LIKE TO EXTEND A SPECIAL WELCOME TO HIM. [YOU MAY WANT TO ASK MORRIS TO SAY A FEW WORDS ABOUT HIMSELF AND HIS JEWISH AND GENERAL COMMUNAL INVOLVEMENTS]

**NELLIE HARRIS** IS ALSO JOINING US FOR THE FIRST TIME. SHE IS AT PRESENT A JERUSALEM FELLOW AND HAS COME TO PARTICIPATE IN TEI NEXT WEEK AS PART OF HER TRAINING TO JOIN CIJE AS A NEW STAFF PERSON IN AUGUST. [I AM ENCLOSING HER C.V. , ALTHOUGH YOU MAY WANT ME TO INTRODUCE HER]

**KAREN JACOBSON** HAS BEEN AT CIJE SINCE THE END OF OCTOBER. KAREN IS WORKING AS A TRANSITION CONSULTANT ON SEVERAL OFFICE AND STAFFING ISSUES. SHE WILL ALSO BE READING AND TAKING THE MINUTES. [YOU MAY WANT TO ASK KAREN BARTH TO INTRODUCE KAREN JACOBSON]

**CHUCK RATNER** SENDS HIS REGRETS. HE HAS BEEN AT RUTH'S SHIVA AND HAS NOT BEEN IN THE OFFICE SINCE THANKSGIVING.

REMIND EVERYONE THAT SINCE TONIGHT IS THE FIRST CANDLE OF HANUKKAH, WE ARE CONCLUDING AT 2.00 ESPECIALLY EARLY SO AS TO ENABLE OUR OUT OF TOWN MEMBERS TO GET HOME.

- GO THROUGH BOOK.

**9.40** **MASTER SCHEDULE CONTROL (MLM)** I on Agenda

[MORT, DEPENDING ON OUR CONVERSATION ON WEDNESDAY, YOU MAY WANT TO ALREADY HINT AT THE FACT THAT WE MAY NOT HOLD OUR

BOARD MEETING AS PLANNED ON APRIL 9TH IN THE EVENING AND 10TH DAY. HOWEVER, THE STEERING COMMITTEE WILL DEFINITELY MEET ON APRIL 9TH AS PLANNED.]

**9.45 MINUTES AND ASSIGNMENTS (KAREN JACOBSON) II and III on Agenda**

**10.00 1997 WORKPLAN (ADH & KAB) IV on Agenda.**

ALL HAVE RECEIVED A COPY OF THE WORKPLAN IN ADVANCE OF THE MEETING AND IT IS ALSO INCLUDED IN TAB 6.

**ADH AND KAB** WILL TAKE THE GROUP THROUGH THE WORKPLAN.

DISCUSSION AND COMMENTS.

[YOU MAY WANT TO SAY SOMETHING GENERAL ABOUT THE BUDGET]

**10.45 STRATEGIC PLAN [KAB] V on Agenda . TAB 6a**

ALL RECEIVED 3 DOCUMENTS IN ADVANCE WHICH ARE IN 6a  
CALL ON KAREN TO REPORT AND INTRODUCE THE DISCUSSION.

**12.15 LUNCH**

AS WE ARE UNDER A VERY, VERY TIGHT SCHEDULE, WE WOULD LIKE TO RECONVENE AT 12.45

**12.45 CONTINUE DISCUSSION ON STRATEGIC PLAN**

**1.40 CIJE GENERAL UPDATE [ITEM VIII ON AGENDA]**

**CALL ON ADH:** DEPENDING ON TIME, ALAN MAY DECIDE TO DO THE WHOLE UPDATE HIMSELF. OTHERWISE, THIS IS THE ORDER ALAN WILL CALL UPON STAFF.

**CIJE UPDATE:**

1. GA [NR]

2. TEI - DECEMBER [GZD]

3. HARVARD CONSULTATION [GZD]
4. PROFESSORS [ADH]
5. MILWAUKEE LAY LEADERSHIP [DP]
6. LUNCHEON SEMINAR [NR]

2.00: GOODBYE, NEXT MEETING IS FEBRUARY 6TH, 1997.

WISH ALL A HAPPY HANUKKAH



*Chair*

Morton Mandel

*Vice Chairs*

Billie Gold

Ann Kaufman

Matthew Maryles

Maynard Wishner

*Honorary Chair*

Max Fisher

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Seymour Martin Lipset

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Melvin Merians

Lester Pollack

Charles Ratner

Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

*Executive Director*

Alan Hoffmann

**To:** CIJE Steering Committee Members

**From:** Alan D. Hoffmann

**Date:** October 25, 1996

I thought the attached article would be of interest.

The next meeting of the Steering Committee will be held on Thursday, December 5 at our offices (15 East 26th Street, 10th floor) from 9:30 am - 2:00 pm.

I look forward to seeing you.

# The Harvard Education Letter

Volume XII, Number 4

Published by the Harvard Graduate School of Education

July/August 1996

## LEADERSHIP AND CHANGE

### Idealists and Cynics: The Micropolitics of Systemic School Reform

*Research on what happens inside schools attempting to make radical changes suggests that the true believers and the skeptics have a lot in common*

BY EDWARD MILLER

What makes school reform on a large scale so difficult? This may be the central question vexing education theorists and policymakers today. Optimistic visions of remaking America's schools have given way to the sober recognition that systemic reform—changing what goes on in classrooms across districts, states, and the country as a whole—is much harder than anyone imagined it would be.

"A significant body of circumstantial evidence points to a deep, systemic incapacity of U.S. schools, and the practitioners who work in them, to develop, incorporate, and extend new ideas about teaching and learning in anything but a small fraction of schools and classrooms," says Richard Elmore of

Harvard's Graduate School of Education. "Innovations that require large changes in the core of educational practice seldom penetrate more than a fraction of schools, and seldom last for very long when they do."

#### A Familiar Pattern

Researchers note an all-too-familiar pattern in the history of ambitious reform efforts. Blueprints for change are created, built on core principles that will drive the systematic rethinking of educational policies and practices. The package is sold to educators, who must turn the theory into reality, sometimes with the financial and moral support of foundations or government agencies, sometimes with nothing but the threat of sanctions to spur them on.

Some schools are truly transformed, and these exemplars are held up as models for others to replicate. In the last decade, great enthusiasm and hope were generated by reformers like Yale University's James Comer and his School Development Project, Stanford University's Henry Levin and his Accelerated Schools Project, and Theodore Sizer's Coalition of Essential Schools. But the problem of "scaling up"—of translating the successful practices of a

few exemplary models into the widespread adoption of those practices—has never been solved.

"Most reform efforts are too generic and trivial and don't penetrate the culture of the school enough to make a difference in the classroom," says Bill Honig, director of the Center for Systemic School Reform at San Francisco

*The problem of "scaling up" promising models of reform has never been solved.*

State University. "Evaluations of Comer's, Levin's, and Sizer's efforts show that only a few schools have made significant improvements." Sizer himself admits that his greatest disappointment in 12 years of work with the Coalition of Essential Schools is "how few schools have been able to break through."

"Reformers believe that their innovations will change schools," wrote David Tyack and William Tobin of Stanford in a recent analysis, "but it is important to

INSIDE: The Lessons of Systemic Reform

A Conversation with Ted Sizer

The Disheartening Work of School Reform

EDITOR: Edward Miller. EDITORIAL BOARD, HARVARD GRADUATE SCHOOL OF EDUCATION: Mildred Blackman, Director, The Principals' Center; Sally Dias, Superintendent, Watertown Public Schools, Watertown, MA; Jay P. Heubert, Assistant Professor, Harold Howe II, Senior Lecturer Emeritus; Susan Moore Johnson, Professor and Academic Dean; Robert Kegan, Senior Lecturer; Jerome T. Murphy, Professor and Dean; Gary A. Orfield, Professor; Robert S. Peterkin, Senior Lecturer; John Ritchie, Superintendent Principal, Lincoln-Sudbury Regional High School, Sudbury, MA; Judith D. Singer, Professor; Jay Sugannan, Teacher, Runkle School, Brookline, MA; Dennis Palmer Wolf, Lecturer on Education. NATIONAL ADVISORY BOARD: John Brademas, President Emeritus, New York University; Constance E. Clayton, former Superintendent, School District of Philadelphia; Alonzo A. Crim, Professor of Education, Spelman College; Linda Darling-Hammond, Professor, Teachers College, Columbia University; Andrew Heiskell, Chairman Emeritus, New York Public Library; Marya Levenson, Superintendent, North Colonie Central Schools, NY; Deborah Meier, Principal, Central Park East Secondary School, NY; John Merrow, President, The Merrow Report; Arthur J. Rosenthal, Publishing Consultant, Albert Shanker, President, American Federation of Teachers. GENERAL MANAGER: Karen Maloney. PRODUCTION EDITOR: Dody Riggs.



recognize that schools change reforms. Over and over again teachers have selectively implemented and altered reforms."

Tyack and Tobin argue that such mutations ought to be regarded as potentially valuable—that "reforms might be designed to be hybridized according to local needs and knowledge." But doing this work is not easy, they warn. It requires "reaching beyond a cadre of committed reformers to involve the public in a broad commitment to change. This would require not only questioning what is taken for granted but also preserving what is valuable in existing practice."

In practice, selective implementation often waters down and trivializes ambitious reforms at the individual school level. Elmore observes that this happens in part because of the "perverse incentives" built into most school reform movements.

"These reforms typically begin with a few teachers in a building and nurture a distinctive identity among those teachers," says Elmore, "or they construct a new school from scratch and recruit teachers who are highly motivated to join the faculty. Both strategies guarantee the isolation of the small fraction of teachers who are willing to engage in change from the majority who find it an intimidating and threatening prospect, and are likely to instigate a conflict between the two groups of teachers that renders the scaling up of this reform highly unlikely."

## The Four Factions

Few researchers have shed much light on the dynamics of such intra-faculty conflict. An exception is Robert Hampel of the University of Delaware. He spent four years studying ten schools engaged in a systemic reform effort called RE:Learning—a collaboration between Sizer's Coalition of Essential Schools and the Education Commission of the States. "The splintering and divisiveness within the sites," he reports, "was as unmistakable as it was unanticipated."

While Elmore talks about conflict between two groups of teachers—those

"willing to engage in change" and those who are threatened by change—Hampel discovered that four factions typically emerged in each school: the leaders, or "vanguard"; the "yes, but" people; the sleepy people; and the cynics.

The leaders—never more than 25 percent of the faculty—were the idealists and activists, ready to put in long hours organizing meetings, chairing committees, writing newsletters, and exploring ideas like cooperative learning and heterogeneous grouping. Hampel found that the vanguard attracted teachers in their mid-30s to

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### *The "yes, but" teachers needed to be reassured that Sizer was not an out-of-touch Ivy League professor.*

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mid-40s, "for whom RE:Learning was a midcareer jolt of energy." It also attracted three times as many women as men.

Most of the teachers in this faction were well regarded by the rest of the staff, but some came off as "self-righteous and preachy." The most vocal, says Hampel, "appeared more interested in discussion than action, or they conditioned action on an ideological purity without which any change seemed tainted."

The "yes, but" group was the largest. These teachers were cautiously supportive of reform and admired Sizer's philosophy, but wanted hard evidence that the ideas would work. "For these teachers," says Hampel, "conversation was not enough. They liked to travel to other sites to be reassured that Sizer was not an out-of-touch Ivy League professor, and that RE:Learning would not fizzle after a few years."

The sleepy people were mostly men, often close to retirement. They avoided extra work whenever possible, wouldn't read Sizer's books, and said nothing at faculty meetings, but would reveal their distaste for the new ideas

by body language and lunchroom complaints. "Frequently, they disparaged students as undisciplined and unmotivated," says Hampel, "blaming everything on a sad decline from better conditions decades ago when they started teaching. Their appetite and capacity for either critical self-scrutiny or collaboration seemed very modest."

The cynics were the outspoken opponents, raising uncomfortable questions at faculty meetings about the equity and effectiveness of the proposed changes. "They deeply resented what they considered preferential treatment of the vanguard," says Hampel, "whom they felt inflated claims of their successes without any hard data to show the world."

Hampel observed that, while the vanguard and the cynics at first appeared to be at opposite ends of the spectrum, the two groups really had much in common. "They often shared an abundance of energy and intelligence," he says. "Each had to be bold and smart enough to take strong public stands on RE:Learning." Cynics, he found, had often been members of the vanguard 10 or 20 years earlier, for that era's big reform movement. "Sometimes they still believed that was the way to go," he says, "or they mistrusted any pilot project after past disappointments." One superintendent in Hampel's study remarked that "maybe the cynics are idealists turned inside out."

Hampel notes that the cynics' perspective was potentially valuable. Their candor was refreshing compared with the vacillations of the "yes-but" people and the lethargy of the sleepy. But the leaders usually underestimated the possibilities for recruiting cynics to their cause. "It was too tempting to disparage or avoid [them]," says Hampel, "especially when they were burnt-out or angry human beings, and to assume that none of their observations made sense."

## Squashing the Questioner

Although virtually every school reform theorist emphasizes the importance of winning over the skeptics and cynics who resist change, educational

research is almost completely silent on the question of how to do it. Sizer describes the challenge trenchantly (see "The Disheartening Work of School Reform," page 6), but gives no prescription for success. Elmore's analysis is on target, but his proposals for tackling the problem by "developing structures" and "creating processes" are vague policy recommendations that offer little practical help to school leaders.

One must look outside the field of education research for powerful new ideas about what is fundamentally a problem of leadership. Ronald Heifetz, a psychiatrist who studies leadership at Harvard's Kennedy School of Government, argues that the cynics and troublemakers (whom he calls "deviants") can become indispensable partners in the work of systemic change if they are able to exercise "leadership without authority"—that is, if their voices are not silenced by those who don't want to hear what they have to say.

"Those who lead from senior positions must protect voices of leadership without authority," says Heifetz. "Yet how can a person in authority recognize these voices? I suggest a counterintuitive rule of thumb. Because the pressures on authority are to restore equilibrium, one's emotional impulse will often be to squash those in the community who raise disturbing questions. Consequently, an authority should protect those whom he wants to silence."

Getting teachers to change the way they work is much more difficult than anyone thought it would be. Heifetz helps us understand why. "Adaptive work often demands loss," he explains. "Even a bright new innovation will meet resistance from those that feel threatened." That resistance, he says, is not an obstacle to be overcome but a signal of opportunity—the opportunity to face the severe stresses of adaptive work and the pain of loss that accom-

panies all fundamental growth and change in human endeavors.

### For Further Information

R. Elmore. "Getting to Scale with Good Educational Practice." *Harvard Educational Review* 66, no. 1 (Spring 1996): 1-26.

R. Hampel. "The Micropolitics of RE-Learning." *Journal of School Leadership* 5, no. 6 (November 1995): 597-616.

R. Heifetz. *Leadership Without Easy Answers*. Cambridge: Harvard University Press, 1994.

B. Honig. "How Can Horace Best Be Helped?" *Phi Delta Kappan* 75, no. 10 (June 1994): 790-796.

D. Tyack and W. Tobin. "The 'Grammar' of Schooling: Why Has It Been So Hard to Change?" *American Educational Research Journal* 31, no. 3 (Fall 1994): 453-479.

Edward Miller is coauthor of *Changing Middle Schools* and editor of four other books on education research, policy, and practice. This is his last issue of the *Harvard Education Letter*, which he has edited since 1993. He can be reached at 617-495-4841 or by e-mail: MillerEd@bugse1.harvard.edu.



### HORACE'S HINDSIGHT

## Hard-Won Lessons from the School Reform Battle: A Conversation with Ted Sizer

*Looking back on 12 years of working for change with the Coalition of Essential Schools, the dean of American reformers finds reason for hope*

Theodore Sizer retired on July 1 as University Professor and director of the Annenberg Institute for School Reform at Brown University. He retains the title of chairman of the Coalition of Essential Schools, which he founded in 1984, and will spend his time visiting schools, writing, and speaking out on reform issues. Sizer previously served as dean of the Harvard Graduate School of Education, headmaster at Phillips Academy, Andover, and director of A Study of High Schools. His books include *Horace's Compromise*, *Horace's School*, and his latest, *Horace's Hope: What Works for the American High School*, to be published in September by Houghton Mifflin. He was interviewed for the *Harvard Education Letter* by Edward Miller.

HEL: What matters most in what schools teach children? That is, what is school really for?

Sizer: School is for what young people do when no one is looking. I care about the social studies hot shot with high test scores who in fact bothers to vote and votes in an informed way. I have no interest in the kid who gets a 5 on the U.S. History A.P. but never votes in an informed way or reads a newspaper.

HEL: Are there tests to measure these things that matter most?

Sizer: Our current predominant form of testing is extremely time bound and thus unrealistic. Show me the serious business or military organization or college faculty that makes its personnel judgments on the basis of time-driven paper-and-pencil tests. There isn't one. Only the schools are subjected to that formula.

In business, you care about persistence, imagination, being informed. But even more you care about being able to get informed when you don't know something. We measure that slowly,

over time, on the basis of the individual's performance.

You can learn more about a kid's mind by looking at a serious piece of that kid's work and then talking with him about it than from any test. It is no surprise that most of the test scores appear not to correlate with anything except other scores. We're driven by a system of assessment that doesn't assess what we care about.

But admitting that fact is too painful for most people. Very few even ask what the correlations are. When we hear that test scores are up, how many people ask, "Which tests?" How many have in fact looked at those tests?

HEL: Your new book is a distillation of what you've found out in the last 12 years about trying to change schools, and trying to start new schools from scratch with a new set of ideas. What things do you say now that you would not have said in 1984?

Sizer: I say now that it's a lot more than just getting the numbers down—that is, reducing the number of students per teacher. I say a lot more about the culture of the school. I say a lot more about the seemingly intractable form of public school governance. I have less patience with it now. Maybe that's the wrong word. I am more convinced that it is fundamentally flawed, and a few good men and women trying to do the right thing won't succeed.

I've watched too many good people in too many districts come in as the new superintendent—the answer to the prayer, the man on the white horse. Three years later they're out on their ear and the next one is brought in. Now this one is going to get it right. And then the next one, and then the next one.

It's not that these are bad people. In New York City alone, I've seen two good friends killed by the job of being chancellor: Calvin Gross in the 1960s, who was effectively destroyed by the job of being then superintendent, and Richard Green, an old friend, who ostensibly died of asthma.

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*School is for what young people do when no one is looking.*

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So I'm more pessimistic about the system, and more convinced that we've got to change it.

HEL: What has been your biggest personal disappointment in those 12 years?

Sizer: How few schools have been able to break through, relatively speaking. I was aware that it would be hard, but I was not aware of how hard it would be, how weak the incentives would be, how fierce the opposition would be, often in the form of neglect.

But there still are the schools that break through. It can be done.

HEL: One phrase from your book: "The typical routines of high schools defy logic and experience, yet are exceedingly difficult to change." Is that a fundamental truth that has emerged for you?

Sizer: Absolutely a fundamental truth. I have never met a high school principal who said that a serious class in Spanish should be interrupted, but I watch the same principal turn on the P.A. system and interrupt it.

HEL: You like to say that tracking is

fine as long as you have one track for every kid. Some small schools seem to be able to do that, but is it possible in a typical large American high school?

Sizer: It's not possible, because the faculty can't know the kids well enough to make the adjustments that need to be made. There may be reasons why a kid isn't doing well in math that have less to do with math than with something else. Unless you know what that something else is you can't really help him. There's no point in just dropping him back into the "bluebird" section.

Good schools are very flexible, because kids are infinitely changeable.

HEL: You write at some length about the problem of change in wealthier communities that are generally thought to have good schools, and yet where kids are just sitting there marking time, totally disengaged, not doing any real intellectual work. When you challenge the old ways of doing things you encounter fierce opposition.

Sizer: The ferocity of the opposition often reassures me that I'm on the right track. Art Powell, Eleanor Farrar, and David Cohen really lay this out in *The Shopping Mall High School*, in that devastating chapter they call "The Unspecial Majority." A lot of the high-ranked school's reputation turns on 10 percent of the kids. If you went into a school and, instead of saying, "Show me the work of your best kids," you said, "Show me the work of every seventh kid, going down the alphabet," you'd get a very different view of that school.

We operate under the illusion that everybody has all the opportunities offered to the fanciest children.

HEL: Why is it so difficult to get schools to change?

Sizer: The momentum of tradition is very powerful. The symbolic importance of the high school career is very important to Americans, and they don't mess with it lightly. And the incentives for serious change are so incredibly weak.

HEL: What kind of incentives do we need?

Sizer: The most important incentives are for the kids. That's where you start. I've been delighted at the way using exhibitions has emerged in good schools. Not only does it force the faculty to think hard about what kids should do and at what standard, but it also provides in its public aspects a positive incentive for most kids. It's like performing in a school play or playing

soccer. If you know you're going public and your mom and dad will be there along with some strangers, that changes the nature of the contract between the kid, the teacher, and the ideas.

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*The ferocity of the opposition often reassures me that I'm on the right track.*

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But these exhibitions can't be imposed from the outside. That kills it. They have to be creatures of a particular school in a particular place, a particular kid. Otherwise they become ritualized—like the college admissions game, which is now little more than a cynical ritual.

HEL: But when most people talk about incentives, they don't mean student exhibitions.

Sizer: No, they're not talking about kids. The whole point is to get the kids to want to do this hard work. You don't do that by threatening them. And you certainly don't do it by giving them tests that are inadequate on their face, and which you drill for and then forget. The idea that these external tests are objective is just a fantasy.

HEL: "Practice caring rigor," you write, "and rigorous caring." How can caring teachers demand high-quality work when they know that they're putting even more pressure on a kid who's already hurting?

Sizer: That's where those snide comments about "feel-good schools" come from. Like many snide comments, there's a lot of truth in them.

Again, this is why external exhibitions are so important. I'm a floundering kid and you're my teacher and you don't want to put me under too much stress because you know that my mother is dying of cancer and my father is in jail. But there is that exhibition coming up in a month.

The example of athletics is good. The basketball coach who says I'm not going to have you practice very hard because it might hurt your psyche is the coach of a losing team.

HEL: Many of the success stories in your new book are about schools that were started from scratch, with a core of smart, dedicated people. The success stories about existing, poor schools that have been transformed into good

ones are much rarer. Do we simply have to close down the schools and start new ones?

**Sizer:** The answer is yes in extreme cases—and there are many extreme cases. But look at Julia Richman High School in Manhattan, which had a dreadful record, even though it had some devoted teachers in it. Chancellor Joe Fernandez shut it down.

Then they cleaned up that wonderful ark of a building and painted it and brought in a very imaginative head custodian, who is a bloody genius. They put six small schools into that building. You walk into that school now and the difference in the feel is astonishing, particularly when one contrasts it with James Monroe High School in the South Bronx, which has exactly the same floor plan, the same architecture.

The kids at Julia Richman are the same sorts of kids who were always at Julia Richman, but the sense of hope and determination and friendliness that you feel there now is as night is to day.

What we need to do more in education is listen to the custodians. That particular head custodian—a 40-year veteran of the New York City public schools—painted for me a picture of human-scale schools within a large building that was as exciting and as positive a story as I've ever heard.

New York is not the only district that has done it. The Pacifica School District in the San Francisco Bay Area did the same thing. The heart of it is the gathering of teachers who share fundamental values.

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*The symbolic importance of high school is very important to Americans. They don't mess with it lightly.*

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**HEL:** You write that clusters of schools proceed more effectively than individual schools alone. How did you come to that conclusion?

**Sizer:** I've learned that in a variety of places. One dimension is political. It's easy to pick off one school at a time if you're a hostile central administration.

Here's a grotesque example:

In one big city school district a new deputy superintendent arrived and noticed that one elementary school had a

much larger library than all the others. He inquired why and was told that the principal was aggressive in raising money and buying books. He said, "You can't do that, because the other schools have small libraries." The principal said, "Well, I raised the money." He said, "It doesn't make any difference. You can't have a large library." The principal protested and he fired her.

But that school belonged to a cluster of schools across the city, in different districts, all working together with a full-time coordinator to pursue certain educational commitments. The coordinator had made it her business to know the local press. She got on the phone and the story about the library was on page one within 24 hours. Within another 24 hours, the superintendent reversed the deputy.

So there's political strength in numbers. That's putting the whole thing in a paranoid way. But in the real world you've got to be moderately paranoid.

Another advantage of clusters is in holding each other accountable. If all the schools believe in student exhibitions and portfolios, for example, they commit themselves to sharing them. Now if your school has very sloppy stuff, and my school is really moving, and we compare each other's work, I say to you, "Ed, pull up your socks. It's not good enough." There's a kind of collegial peer pressure, which is the most effective kind of peer pressure.

**HEL:** Why can't that work among teachers within a single school?

**Sizer:** Because they have to eat lunch with each other every day. But if you're 2 miles away, or 5 miles away, or 20 miles away, it's different.

Why can't schools be gathered by educational objectives rather than by geography? Why are districts all geographical? There are wonderful, long-standing examples of schools gathered into districts by educational commitments. The Montessori and Waldorf schools in the private sector, and the great diocesan systems of Catholic schools.

Clever people like Paul Hill at the University of Washington have been talking about charter districts and virtual districts. I think the idea has arrived. I wasn't talking about this at all back in 1984. I was talking about individual schools. I said the Coalition of Essential Schools is about what happens within the four walls of the school. That was a very naive notion.

**HEL:** You write, in *Horace's Hope*,

that "the day of the one best system designed by experts for the mandatory use of all appears mercifully to have passed." If that's so, why are we still talking about "scaling up"?

**Sizer:** Because there are two kinds of scaling up. When people say, "We've got to scale up," I say, with a twinkle in my eye, "We're already scaling up." We scale up with ideas, we don't scale up with a model. Even though the work is very difficult, the fact is that new schools continue to join us in the Coalition. They're joining up because common sense is infectious. If more and more people take seriously the idea that kids learn in different ways—that's scaling up.

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*What we need to do more in education is listen to the custodians.*

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The other kind of so-called scaling up is when people think there's a single design to be implemented. The very language those people use is not only wrong-headed, it's patronizing.

Which brings us back to incentives. You have to think about incentives for the teachers, too. When you say we'll let teachers do anything they want, except we will set the goals, standards, and assessments, that is an absolute joke. You rob them of the very thing that's the heart of schooling.

**HEL:** Is outside financial support critical for doing this kind of work?

**Sizer:** Yes, because serious reform requires teacher time, principal time, parent time. That means wise schools overstaff. They don't fly in consultants, squeeze them tight, and then send them on their way. That's the wrong way to spend your money. Instead of 20 teachers you have to have 25 teachers, with 5 of them on in-place sabbaticals.

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all the time.

HEL: What do you make of researchers who argue that money really doesn't make a difference?

Sizer: It's silly, because they're taking one variable, which is investment. Give me a school with 100 kids, whom I pick, and I'll show you a school that can run quite inexpensively. Show me a school with 1,000 kids whom I don't pick, a third of whom arrive during the year and a third of whom leave during the year, and I'll show you a school that's expensive to run.

It's like so much of the education research. As soon as it's aggregated it ceases to have much meaning. It's about as useful as knowing the average shoe size. Measure all the feet of the soldiers in the Army and then have one size shoe. It's nutty.

HEL: In the end, your book is ex-

tremely hopeful about the prospects for improving schools. Why?

Sizer: The inadequacy of the existing system is becoming more and more apparent, and people are beginning to have the courage to talk about it. It comes out in paradoxical forms. For example, people say standardize this and standardize that, and then an hour later the same people talk about choice. Those are contrary policies. These aren't stupid people. It's a measure of the confusion out there, and confusion is the beginning of wisdom. That's the hopeful thing.

HEL: You must feel sometimes a great sense of frustration at the level of public and political discourse about education.

Sizer: And academic discourse.

HEL: How do you keep from being cynical about school reform?

Sizer: I choke it back. I'm cynical over the dinner table. How smart people can be so arrogant about these matters, how they keep missing these points, is very hard to take. What keeps me going is seeing the graduation ceremonies at schools that turn out kids who do what no one thought they could do. Those ceremonies are deeply moving. School *can* make a difference. That helps choke back the cynicism.

HEL: Did you invent Horace Smith, the exhausted and skeptical English teacher in your books, in order to place your own personal frustration and resentment onto another character—so that you wouldn't have to say these things yourself?

Sizer: Of course not. It's all Horace's fault, not mine.



## LOUNGE TALK

# The Disheartening Work of School Reform

*Changing the fundamental rules and assumptions driving the status quo in education is harder than anyone imagined it would be*

BY THEODORE R. SIZER

**D**efining a school's goals and standards is easy work compared with putting them into practice. As chairman of the Coalition of Essential Schools, I recently visited Massey High School (not its real name), a member of the Coalition, and found myself faced with powerful evidence of this truth.

My visit was carefully orchestrated. First I had a chat with the senior administrators, all of us having coffee in mugs decorated with the school logo and motto: *Go Tigers!* The mood was sober, realistic, but still optimistic. A student arrived to show me around. We made brief visits to a few classes, these room-by-room forays serving more to interrupt each lesson than to enlighten me, and ended with an extended session listening to the massed concert band practicing Brahms's Academic Festival Overture.

## In the Lunchroom

Luncheon with the faculty followed, in a small lounge off the cafeteria.

Teachers came in and out; since their contract with the district had recently been amended to give them a "nonsupervisory lunch break," they got their 20 or 40 minutes (depending on the vagaries of the complex schedule) apart from the students. If they chose, they could spend it eating with their colleagues at small round tables in this oasis far from adolescents.

This school was trying to reshape its work, or as the jargon has it, to restructure. The faculty members had read about the Coalition of Essential Schools and were proceeding with a plan derived from ideas they had gleaned there. The administration had advised them that I would be in the lounge to chat with them and to answer questions.

The conversation was awkward. Most people concentrated first on their bag lunches (few turned to the school cafeteria for their meal). There was talk of the immediate—of a recent basketball game, of a parents' night that had had sparse attendance, of an altercation

in the gym, of the push for recognition for a gay and lesbian student organization, of a rash of gang confrontations in the nearby city park.

Some came to my table; others went elsewhere in the room, avoiding conversation. Quickly I sensed that those with me were mostly teachers in the Essential school pilot program. I asked them how they were doing.

They spoke of the difficulties first, then the rewards. The kids did not like the pressure to do more on their own and to present their work publicly, such as (for a U.S. history class) making and defending a case in favor of the 1890 Sherman Anti-Trust Act. Standing up to questions from an audience of teachers and parents was tough for them. They alternately cursed and reveled in the attention the new regimen afforded them. They understood that they were on a new sort of academic hook, and they resented that.

Although the administration supported the new program, the details of school kept getting in the way. The bells

rang at inappropriate times. The city computers that scheduled the students (by central office order) were incapable of handling the new Essential school pattern of classes. The second-level district administrative staff did not seem to understand how much freedom the Essential school teams had been promised. Glitches abounded, mostly dealing with the trivial but with untrivial consequences.

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*Even after a Herculean effort at reaching out, parents still did not seem to appreciate what was going on.*

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The likelihood of new budget cuts imposed on the district created a pervasive gloom. New state and district mandates kept adding things to cover, threatening to bloat the carefully slimmed-down program designed by the Essential school teams—quartets of teachers from mathematics, science, English, and social studies departments who had been assigned two-and-a-half-hour daily blocks of scheduled class time to work with a common group of 110 ninth-grade students. The state tests rewarded the display of straightforward memory work, not the use of knowledge. If the students were to be judged on the basis of such tests and not more sensible and demanding ones, in what sort of jeopardy did that place the new program?

### The Need to Vent

I pondered the basically negative temper of the talk. Why complain to me? To show me how hard the work was? I already knew that, and they knew I knew it. To show me how little support from the top they got? If so, why not be wholly explicit about what had to be done about the matter? The most plausible explanation was frustration

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and the need to vent. I was a convenient (and, I gathered, rare) audience. Few folks came to listen to these teachers.

The litany of complaints continued. Even after a Herculean effort by the staff to reach out to families, parents still did not seem really to understand or appreciate what was going on. There were no subject-matter materials that supported the new kinds of teaching and learning. Teaching in teams was unfamiliar and stressful; each teacher was on show for the others. There was no money for relief, no planning time, no real help. Apparently the powers that be believed that reform was to happen merely by fiat—which meant that change was on the teachers' backs. It all was exhausting.

I began to feel dismayed. But then...

And exhilarating too, they said. The kids were coming alive. It was rewarding to know them better, something that was possible with the more focused academic program—a concerted and interconnected program in the four key subjects represented by the teachers. Team teaching helped too, they said; they all had the same kids and could discuss their work daily. The students' performance was better. They showed up. They depend on us, the teachers reported. They take our time, and while this stretches us, it is rewarding too. The kids engage more. It is nice to have colleagues, other teachers in the team on whom to lean from time to time. Some parents see a new energy for school in their children and tell us about it. We are going in the right direction.

### A Solitary Calling

All this was familiar. The better the teachers know the students, the more likely it is that the students will take, even demand, their time. Good teaching creates a bottomless hole of student expectations. The kids connect with a teacher and then want more of everything.

The others in the lounge listened in, though they were trying not to show it. My tablemates did not remark on the stresses within the faculty, the jealousies among teachers that the start of restructuring had created. Everyone was polite. I heard of the faculty squabbles only later, from some of my luncheon partners who collared me privately in the hall.

My visit tapered off after the early afternoon classes and the rapid exodus of students to their jobs or, for a few, to

athletics. Faculty members also left abruptly; there were two-job folks here. The shabby building was hushed by three o'clock.

The principal offered to take me to the airport, and I accepted. On the way she told me how frustrating it was to combine the endless crush of details of merely keeping school with the new demands of leading a reform effort. She directly criticized few of her school colleagues and district superiors, but she made it clear that she and her handful of eager teachers and parents had been left with paltry extra resources and at the same time a full load of "show me" expectations from the higher-ups. The status quo did not work, she lamented, but the full burden of proof still lay on the shoulders of those who tried to confront it by setting forth work for students that was demonstrably more sensible.

Once again I was an audience. I was reminded of how the job of school reform is a remarkably solitary one unless steps are systematically taken to build collegiality. This is no surprise: teaching in most high schools is a solitary job—my kids, my classes, and my classroom, with a door to shut—and the principal often is no less isolated. Collective responsibility is honored in most schools only in the breach.

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#### *Good teaching creates a bottomless hole of student expectations.*

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She railed a bit, but at the same time she asserted that she would pursue the reform or quit. She was upbeat as we pulled into the airport, seemingly refreshed by recounting her problems. Her passion when describing what her school might be able to do for kids gave me hope. But the description of the battle, with all its skirmishes and the absence of powerful friends who were stalwartly behind the effort, disheartened me.

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*Theodore R.Sizer is professor emeritus at Brown University and chairman of the Coalition of Essential Schools. This essay is excerpted from the book *Horace's Hope*, published by Houghton Mifflin Company, Boston. Copyright © 1996 by Theodore R. Sizer. Reprinted by permission.*



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## CURRENT ACTIVITIES: 1996-1997

### The Council for Initiatives in Jewish Education (CIJE)

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

"Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith."

Professor Isadore Twersky, *A Time to Act*

## **CURRENT ACTIVITIES: 1996-1997**

**The CIJE Study of Educators**

**Policy Briefs and Research Reports**

**The Manual for The CIJE Study of Educators**

**The Best Practices Project**

**The Teacher Educator Institute**

**The Institute for Leaders in Jewish Education**

**The Seminar for Professors of General Education**

**The Goals Project**

**The Lead Community Project**

**Brandeis University Planning Consultation**

**Other CIJE Planning Initiatives**

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## **The CIJE Study of Educators**

In 1993, CIJE, in collaboration with its Lead Communities of Atlanta, Baltimore, and Milwaukee, carried out an extensive study of educators in all the Jewish day schools, supplementary schools, and pre-schools in the three cities. This work, known as *The CIJE Study of Educators* and supported by the Blaustein Foundation, was motivated by the need for clear information about the characteristics of educators, in preparation for policy decisions about building the profession of Jewish education. The study addressed a variety of important topics, including the background and training of educators; the conditions of their work, such as earnings, benefits, and support from others; and their career experiences and plans.

Close to 1000 teachers and 77 educational leaders responded to surveys administered in the study. Response rates were 82% and 77% for teachers and leaders, respectively. In addition, 125 teachers, educational leaders, and central agency staff responded to in-depth interviews.

### **Policy Briefs and Research Reports**

Now in its second printing, the *CIJE Policy Brief on the Background and Training of Teachers in Jewish Schools* draws on the study to offer hard data and an action plan for the professional development of Jewish educators. The Policy Brief focuses on what may be the most important set of findings of the study: the limited formal preparation of the vast majority of teachers in Jewish schools, alongside infrequent and inconsistent professional development--but the strong commitment to Jewish education among most teachers. These findings led to a call for more consistent, coherent, and sustained professional development for Jewish educators in communities across North America.

A new research report, *Teachers in Jewish Schools: Toward Building the Profession*, moves beyond the Policy Brief to provide a more comprehensive look at the characteristics of teachers in Jewish day schools, supplementary schools, and pre-schools. The paper provides information on work settings and experience, salary and benefits, and perceptions of career opportunities, in addition to further details about teachers' background and training. The paper also compares results from *The CIJE Study of Educators* to earlier studies carried out in Boston, Los Angeles, and Miami.

Another research paper, *"Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change,"* is being published by the academic journal, *Religious Education*. This paper begins with the findings of the Policy Brief and poses the question, "How can the amount of professional development experienced by teachers be increased?" Of the policy levers examined, two appear promising: An incentives plan for supplementary schools and teachers in one community was associated with higher levels of professional development; and teachers in state-certified pre-schools engaged in more professional development than teachers in uncertified pre-schools.

Analysis of the data on educational leaders provided from *The CIJE Study of Educators* has been reported in an article published by the *Private School Monitor*.

A more comprehensive report on the characteristics of leaders in Jewish schools will be released in the future. A policy brief on educational leaders is also planned.

### **The Manual for The CIJE Study of Educators**

In light of the work in Atlanta, Baltimore, and Milwaukee, the instruments used in *The CIJE Study of Educators* have been revised and prepared for use in other communities. *The Manual for the CIJE Study of Educators* contains two sets of instruments: The CIJE Educators Survey and The CIJE Educators Interview. *The CIJE Educators Survey* is a questionnaire designed to collect quantitative information from all of the educators (teachers and educational leaders) working in Jewish schools within a single community. It consists of four sections: Settings; Work Experience; Training and Staff Development; and Background.

The manual provides instructions on how to administer the questionnaire, and indicates a set of anchor items from the questionnaire that should be retained for future comparability and for building a continental data bank. A separate document, *The Coding Instructions for the CIJE Educators Survey*, provides technical directions for entering and analyzing the survey results. *The CIJE Educators Interview* contains a protocol of questions and probes designed to elicit in-depth information from a sample of educators working in Jewish schools in a single community about their professional lives as Jewish educators. There are separate interview protocols for teachers and educational leaders. Both protocols consist of six sections: Background; Recruitment; Training; Conditions of the Workplace; Career Rewards and Opportunities; and Professional Issues. The Manual provides instructions on how to carry out the interviews.

Following the original work in the Lead Communities, versions of *The CIJE Study of Educators* have also been carried out in Seattle, Cleveland, and Chicago. Several other communities are in the planning stage in preparation for carrying out the study. In each case, results of the community's study of its Jewish educators are guiding policy decisions. The data serve as a baseline against which future change can be measured, and they help mobilize the community in support of educational reform. In the future, a continental data bank drawing on anchor items from the surveys will be maintained and made available for secondary analysis, subject to confidentiality requirements.

*The CIJE Study of Educators* was conducted under the direction of Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of the Peabody College of Education at Vanderbilt University. CIJE staff researcher Bill Robinson supervised the preparation and production of *The CIJE Manual and Coding Instructions*.

## The Best Practices Project

In describing its "blueprint for the future," *A Time to Act: The Report of the Commission on Jewish Education in North America*, called for the creation of "an inventory of best educational practices in North America." Accordingly, the Best Practices Project of CIJE documents exemplary models of Jewish education.

What do we mean by "best practice"? One recent book about this concept in the world of education states that it is a phrase borrowed

from the professions of medicine and law, where "good practice" or "best practice" are everyday phrases used to describe solid, reputable, state-of-the-art work in a field. If a doctor, for example, does not follow contemporary standards and a case turns out badly, peers may criticize his decisions and treatments by saying something like, "that was simply not best practice." (Steven Zemelman, Harvey Daniels, Arthur Hyde, *Best Practice* (Heinemann, 1993), pp. vii-viii.)

We need to be cautious about what we mean by the word "best" in the phrase "best practice." The literature in education points out that seeking perfection will be of little use as we try to improve actual work in the field. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good," not ideal, practice. (See, for example, Sara Lawrence Lightfoot, *The Good High School* (Basic Books, 1983)). "Good" educational practice is what we seek to identify for Jewish education--models of the best available practice in any given domain. In some cases, best available practice will come very close to "best imaginable practice"; at other times the gap between the best we currently have and the best we think we could attain may be far greater.

In May 1996, CIJE published the third volume in its Best Practices series, *Best Practices: Jewish Education in JCCs*. Co-commissioned by the Jewish Community Center Association (JCCA), this comprehensive essay by Drs. Steven M. Cohen and Barry Holtz is an examination of a setting where dynamic Jewish education is taking place. Based on six "best practice" sites, the volume describes the evolution of JCCs from primarily recreational and cultural facilities toward a new emphasis on Jewish learning by members, staff, and administration. It also discusses the professional position of "JCC Educator" and the way a national system has become a champion of serious Jewish education.

The two previous volumes in the series, *Best Practices: Early Childhood Jewish Education* and *Best Practices: Supplementary School Education*, were reissued in Fall 1996. The portraits in these volumes are an inventory of outstanding practice in contemporary Jewish education.

## **The Teacher Educator Institute**

CIJE's Teacher Educator Institute (TEI) is a two-year program, partially funded by the Nathan Cummings Foundation, designed to create a national cadre of teacher educators as one component of CIJE's strategy for improving the quality of congregational schooling in North America. The central goal of TEI is to develop leaders who can mobilize significant change in teaching and learning through improved and creative professional development for teachers in their institutions, in their communities, and on the national level.

The institute's core domains of study include: teaching and learning; Jewish content and personal religious connection; knowledge of teachers as learners; professional development; teacher learning; and organizations/systems/the Jewish community. TEI graduates will be catalysts for change who are substantively grounded in ideas and concrete practices, and who also have a deep understanding of instructional improvement and educational change.

TEI is currently in its second year. Cohort I consists of 15 participants; Cohort II, of 45 participants. They include Jewish educators who currently work in central agencies or as principals of supplementary schools, as well as participants whose responsibilities lie in the area of Jewish early childhood. All TEI participants are responsible for professional development in their institutions or communities.

Participants are invited to join TEI as members of educational teams. There are currently ten such communal teams, as well as four teams that represent national movements (Conservative, Reconstructionist, Reform, and Florence Melton Adult Mini-School Project for Teachers) involved in this pilot project.

The team structure is an integral part of CIJE's change strategy. It facilitates the creation of local cohorts of educators who have shared an intense learning experience and a common vision of good Jewish teaching and learning and good professional development. They can, in turn, then plan and implement similar experiences for others in their own settings.

In order to create an experience that allows time for the development of and reflection about new ideas and practices, opportunities for experimentation, and feedback, TEI participants meet six times over the course of the two-year period. There are also assignments and follow-up work between group meetings. In the coming year, we will focus on strategies for networking and supporting TEI graduates.

TEI is directed by Dr. Gail Dorph. Serving as advisors and faculty to this project are CIJE consultants Dr. Barry Holtz, Associate Professor of Jewish Education at The Jewish Theological Seminary of America; Dr. Sharon Feiman-Nemser, Professor of Teacher Education at the National Center for Teaching and Learning of Michigan State University; and Dr. Deborah Ball, Professor of Education at the University of Michigan..

*TEI will result in:*

1. A national cadre of over 50 teacher educators.
2. A CIJE Policy Brief on the "best practices" in professional development.
3. A videotape library that can be used by TEI graduates and others to create powerful professional development opportunities.

*The evaluation component of this work includes:*

1. A survey of current professional development activities in a subsample of communities participating in the Institute describing in depth the nature and extent of opportunities for professional development of teachers in each focal community (including both communal and institutional offerings). The purpose of this document is to establish a baseline so that change can be assessed in the future.
2. A document or series of documents focusing on the same subsample of participating communities, evaluating changes in the structure and content of their communal and school in-service offerings. These reports will draw on interviews with participants and others from the focal communities as well as on observations of in-service activities in the communities.
3. Through participation in the CIJE Teacher Educator Institute, it is envisioned that participants will be able to design and implement improved in-service educational programs within their schools and communities. An interview study will provide information on TEI participants' efforts to improve the quality of professional development opportunities.

## **The Institute for Leaders in Jewish Education**

*The CIJE Study of Educators* in day, supplementary, and pre-schools in three communities in North America found that many educational leaders are inadequately prepared for their roles as leaders. Furthermore, many leaders indicated a sense of professional isolation from colleagues and lack of professional growth opportunities designed specifically for Jewish educators in leadership positions.

In response to these findings, CIJE is embarking on a long-range planning process to establish how best to meet the continuing professional development needs of educational leaders. As part of the initial planning process, CIJE has developed three professional development institutes.

CIJE institutes are rooted in clearly articulated conceptions about leadership and adult learning. Leadership is conceptualized in a strategic/systemic perspective. According to this view, leadership is not only about technique and skills, but also encompasses Jewish content. Furthermore, this conceptualization invites deep discussion about the purposes and values of leadership and the moral bases of leadership. Leaders need multidimensional frameworks to analyze and understand their contexts from multiple perspectives.

The institutes are also rooted in recent developments in adult learning theory, specifically cognitive learning theories and constructivism. Prestine and LeGrand (1990) note that "proponents of cognitive learning theories argue that learning advances through collaborative social interaction and the social construction of knowledge...not the rather individualized, isolated and decontextualized processes emphasized in most education settings." (N. Prestine and B. LeGrand. *"Cognitive Learning Theory and the Preparation of Educational Administrators: Some Implications."* Paper presented at the annual meeting of the American Educational Research Association, Boston, MA 1990, p. 1).

The CIJE institutes for educational leaders are based upon a number of design parameters:

1. The institutes are developed to provide unique professional growth opportunities for leaders.
2. The institutes are committed to integrating Jewish content with leadership concerns, rather than addressing these two realms separately.
3. The institutes are geared toward building a professional sense of community among educational leaders. Therefore, the institutes include educational leaders from all denominations, settings, and institutions. The institutes also provide opportunities for job-alike discussions, and community work groups.
4. The institutes provide mechanisms for support groups and networking when the participants return home.

The institutes are held at the Harvard University Graduate School of Education. To date, the institutes focus around a common theme: Creating and Implementing a Strong, Compelling Vision for Jewish Education. Forty educational leaders attended the first institute, ***"Building a Community of Leaders: Creating a Shared Vision,"*** held in Fall 1994. Many of the same participants also attended the second institute in Spring 1996, ***"Leadership and Vision for Jewish Education."*** A third institute will be held in January 1997. This institute, building upon the foundation of the first two institutes, is designed for a lay and professional leadership team from each participating institution.

The topics covered in the institutes are geared toward helping educational leaders move from articulating a vision to developing a strategy for implementation. They range from Jewish study sessions to discussions around questions such as: What kind of Jewish community and Jewish person are we hoping to cultivate through our educating activities and institutions? Other topics include practical considerations, such as engaging in strategic planning activities that will help achieve an institution's vision and models for involving staff in decision-making.

The institutes are staffed by preeminent faculty in both Judaica, education, and leadership and have included Professors Isadore Twersky, Robert Kegan and Terrence Deal.

The institutes are rooted in four instructional strategies that aim to achieve maximum transfer of learning from the classroom to the work setting. Experiential activities, such as team-building exercises, tap personal needs, interests, and self-esteem. Skill-based activities develop and refine specific leadership skills, such as reflective thinking and staff development. Conceptual frameworks are presented to help participants implement multiple perspectives to solve problems, and feedback sessions are used to help participants see and move beyond current difficulties. Activities include text study, problem-based learning, case studies, simulations, videotape analysis, and group discussions.

## **The Seminar for Professors of General Education**

Jewish education is a field severely understaffed at its most senior levels. Particularly in the area of research and advanced training, the North American Jewish community needs to develop ways to expand its personnel capacity. Increasing graduate training at the doctoral level is an important way to address this need, but such an approach requires many years of training and experience before graduates will be able to make a difference. While applauding the efforts of graduate institutions in their work, CIJE has been developing another, complementary, approach to this issue--taking advantage of the existence of talented individuals in the world of general education who might be interested in making a contribution to the work of Jewish education.

In its own work, CIJE has seen the enormous assistance that can be offered by outstanding academics in the field of general education when their research and teaching skills are applied to Jewish educational issues. The field has also seen the contributions in the past of such eminent figures as Joseph Schwab, Israel Scheffler and Lee Shulman, as they turned to areas of Jewish concern and drew upon their own expertise to help the field of Jewish education. The leadership of CIJE, therefore, began to ask: "Would it be possible to attract Jews from the world of general education to devote some of their time to Jewish educational questions? And if so, what kinds of orientation and learning would these academics need to be able to contribute to the field?"

Toward that end, CIJE recruited nine professors of education from among the most prestigious American universities and research institutes to attend an intensive seminar in Jerusalem in July 1996. The seminar, co-sponsored by CIJE and the Center for Advanced Professional Education (CAPE) of the Mandel Institute in Jerusalem, provided participants with an immersion in Jewish thought and issues of Jewish education. The staff and consultants of CIJE and CAPE developed an integrated program of Jewish study and engagement with issues of Jewish education and the contemporary sociology of American Jews. The outstanding teachers and scholars in the program included Aviezer Ravitzky, Menachem Brinker, Michael Rosenak, Seymour Fox, Gail Zaiman Dorph, Barry W. Holtz, and Steven M. Cohen.

The professors in the group will serve as consultants to CIJE in 1996 and beyond, enriching the field of Jewish education with ideas and research from general education. An additional group of general education scholars has already expressed interest in being involved. CIJE will continue to work with the group, creating a new network of outstanding educators committed to revitalizing Jewish education.

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The group that attended the Israel seminar is listed below:

*Sharon Feiman-Nemser*, Professor of Teacher Education at Michigan State University.

*Adam Gamoran*, Professor of Sociology and Education Policy Studies at the University of Wisconsin-Madison.

*Ellen Goldring*, Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbilt University.

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

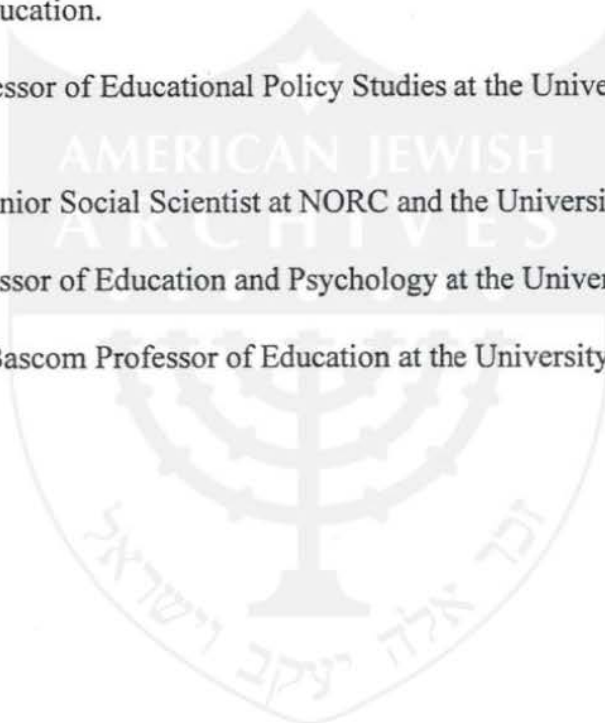
*Barbara Neufeld*, President of Education Matters, Inc., and a lecturer on education at the Harvard Graduate School of Education.

*Daniel Pekarsky*, Professor of Educational Policy Studies at the University of Wisconsin-Madison.

*Barbara Schneider*, Senior Social Scientist at NORC and the University of Chicago.

*Susan Stodolsky*, Professor of Education and Psychology at the University of Chicago.

*Ken Zeichner*, Hoefs-Bascom Professor of Education at the University of Wisconsin-Madison.



## The Goals Project

A joint project of CIJE and the Mandel Institute in Jerusalem, the Goals Project is an ongoing effort to encourage the infusion of powerful Jewish ideas into Jewish education. It is guided by the assumption that Jewish educating institutions will become more interesting and effective places when their work is anchored by powerful visions--grounded in Jewish thought--of what Judaism is about and of the kinds of Jewish human beings and community we should be trying to cultivate.

The Goals Project grows out of the Educated Jew Project of the Mandel Institute, conceptualized and developed by Professor Seymour Fox. The Goals Project is under the direction of CIJE consultants Dr. Daniel Pekarsky, Professor of Educational Policy Studies at the University of Wisconsin-Madison, and Daniel Marom, senior staff member of the Mandel Institute.

Beginning with the CIJE Goals Seminar in 1994, the Goals Project has advanced its agenda through consultations to various agencies and institutions and through pilot projects and seminars aimed at lay and professional leaders in Jewish education at both the communal and institutional level. Recent and current activities include:

1. **The Summer 1996 Goals Seminar:** This seminar in Jerusalem initiated into the project new colleagues who play significant roles in the landscape of Jewish education. The seminar was designed both to develop personnel for the Goals Project and to enable the participants to use goals concepts and concerns to illuminate their own work in building and/or guiding educating institutions.
2. **Pilot Projects:** Pilot Projects are designed to strengthen education in participating institutions, to deepen our understanding of what is involved in catalyzing vision-sensitive educational growth, and to provide case studies of the process of change. Daniel Marom is continuing the pilot project launched in the fall of 1995 with the Agnon School in Cleveland; this community day school is engaged in the process of deepening its guiding Jewish vision and its relationship to practice. Daniel Marom has been presenting aspects of this ongoing case study in various settings, including the Summer 1996 Goals Seminar. A carefully documented case study is projected to result from this project. A second pilot project, coordinated by Daniel Pekarsky, has recently been launched with Beth Israel Congregation of Milwaukee, Wisconsin.
3. **Goals Consultations:** CIJE staff served as consultants in a year-long planning process leading up to a retreat organized for the East Coast alumni of the Wexner Heritage Foundation. Organized around the theme "What Works: Innovations for Revitalizing American Jewry," the retreat emphasized the role of vision in four critical areas: day schools, summer camping, adult education, and Israel experiences.

Other recent consultations focused on the development of guiding visions for community agencies and for educating institutions have been held in Atlanta, Baltimore, and Milwaukee, as well as with the Jewish Community Center Association in the area of camping. Currently, CIJE is consulting to a group in Cleveland working to establish a new community high school.

4. **Goals Publications and Resources:** In 1996-97, the Goals Project will continue to develop a number of materials that will serve as resources to the project and to the field of Jewish education. In addition to the Agnon case study, these materials will include an article entitled *"The Place of Vision in Jewish Educational Reform,"* by Daniel Pekarsky; and an in-depth description of the development and character of a thoughtfully designed Jewish vision-driven educating institution: *Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions*, by Seymour Fox with William Novak.

These materials are designed to nurture among lay and professional constituencies a richer appreciation of what a vision-guided educating institution is and of the benefits of moving in this direction.



## **The Lead Community Project**

One of the original recommendations of the Commission on Jewish Education in North America was the selection of communities that would serve as lab sites for the recommendations of the commission. Three communities--Atlanta, Baltimore, and Milwaukee--were chosen.

From the point of view of the Commission, the task was clear: These communities would be sites where the hypotheses generated by the Commission would be tested. They would demonstrate in "real life" how building the profession of the Jewish educator and mobilizing communal support on behalf of the education agenda could begin to transform the quality of Jewish life. The successes and processes--and even failures--of these lab sites would be described and analyzed in the reports written by the Monitoring, Evaluation and Feedback team (one of whose members would live and work in each community). From this work, the Jewish community would gain some diagnoses of the current status of education and of educators; some images of what could be; and descriptions and analyses of what works. Lead communities would also be laboratories for institutional change and for other educational innovations.

CIJE was faced with a variety of challenges as its work with the lead communities began. The address for the lead community initiative was the federation because of its anticipated success in driving forward an agenda of the whole community. The strength of the federated system has always been its ability to create consensus among communal members. And yet CIJE's agenda, although communal, was one of change rather than consensus.

Each community was asked to create a wall-to-wall coalition of communal members across institutions and denominations; and to designate a person in charge of this change process. Although each community did so, the work required to create communal support for making education in general and building the profession in particular key communal priorities was more difficult and time-consuming than originally imagined. It required its own planning and implementation processes. In addition, the leadership of the community, presumed advocates of this agenda because of their support of the lead community process, nevertheless needed to be educated about the requisite pre-conditions and implications of this approach.

These dilemmas were compounded by the fact that the communities understood the concept of their being selected as "lead" to mean "leading," as opposed to "lab site." That is, they perceived themselves as already doing high-quality work in Jewish education, which created tensions in the early years of our partnership about the nature of the work yet to be done.

Today, we have indeed begun to see progress. Two communities have created innovative pilot projects: a long-distance Masters degree program for Milwaukee Jewish educators run by the Cleveland College of Jewish Studies; and a professional development program in early childhood in Baltimore: Machon l'Morim: Breishit. The first of these programs, funded through communal and private foundation funding, is a cooperative effort of the central agency in Cleveland, the local Lead Community Project, and the Cleveland College. The latter is privately funded and has the benefit of expertise from Baltimore Hebrew University and the central agency. Both have benefited from CIJE planning and consultation.

Lead communities, with CIJE's help, have also become venues for other innovative Jewish educational projects. At this time, for example, each of the communities will have a synagogue affiliated with the Experiment in Congregational Education (ECE). A pilot project for developing lay leadership for Jewish education in Milwaukee is now underway.

Lead community educators have taken part in all of CIJE programs in a greater proportion than educators in other communities, which is to be expected. More important, there is greater post-program communication and follow-up work in these communities than in others represented in our programs. Groups of educators who have attended the CIJE/Harvard educational leaders seminars have continued to meet together, usually with the encouragement of the director of the central agency. Participants in CIJE seminars have begun to take leadership roles at home in both the professional councils of educators and in communal committee structures. As we begin to plan a leadership seminar for lay and professional leadership this year, it is members of the lead communities who are thinking about who will constitute their own communal teams. All of these are positive signs that the agenda of educational reform is now becoming part of the lead community landscape.



## **Brandeis University Planning Consultation**

One of the primary missions of CIJE is to help Jewish educational institutions do the strategic planning necessary to have a significant impact on Jewish life in North America. In the spring of 1995, Brandeis University began a series of conversations with CIJE about the expansion of the university's capacity for and impact on Jewish education. In the fall of 1995, Brandeis submitted a funding proposal to the Mandel Associated Foundations to plan for Brandeis's future in Jewish education. The central deliberative body of the planning process, The Task Force on Jewish Education at Brandeis, met for the first time in December 1995.

The primary purpose of the university planning process for Jewish education is to determine what Brandeis's priorities should be in serving the educational needs of the Jewish community. The process is overseen by the task force, consisting of Brandeis faculty and leaders of the Boston-area Jewish educational community; a steering committee of five members of the task force; and two consultants from CIJE.

The task force is considering the following questions:

- What are Brandeis's current involvements in Jewish education?
- What are the educational needs of the North American Jewish community?
- How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?
- What are the university's highest priorities in developing its resources to serve the identified educational needs of the Jewish community?

Under the leadership of Brandeis president Jehuda Reinharz, the planning process involves a valuable collaboration between the university and the CIJE. CIJE consultants are working closely with the task force on identifying the Brandeis resources most appropriate for addressing the community's educational needs, targeting areas for most immediate attention, and developing a framework for the university's Jewish educational initiatives.

Following this planning process, Brandeis intends to put these resources to work on meeting the specific programming, training, and research needs in North American Jewish education.

### Other CIJE Planning Initiatives

In 1995, CIJE, together with JESNA, convened a first consultation toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives. As the Jewish community and its leadership allocate resources to a range of Jewish educational projects, the issue of evaluation is becoming urgent. When new initiatives are undertaken, how can their impact be measured and assessed against other approaches?

CIJE is committed to increasing the capacity for research and evaluation with implications for communal policy. With JESNA, we are currently planning and designing an **Evaluation Institute for Jewish Education** to be launched in the coming year.

CIJE is also a consultant to the following projects:

**Machon L'Morim**, an early childhood initiative in Baltimore funded by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund;

**The New Atlanta Jewish Community High School;**

The Milwaukee **Masters of Judaic Studies in Jewish Education**, a pioneering M.A. program funded by the Helen Bader Foundation. The M.A. degree, from the Cleveland College of Jewish Studies, will be earned by Milwaukee educators in a distance-learning program of the Lead Community Initiatives project of the Milwaukee Jewish Federation.

CIJE is also actively consulting on the professional development of teachers with the **Torah U'Mesorah** movement; and with **She'arim**, a new program for the recruitment and education of future day school teachers, co-sponsored by **Drisha Institute** and the **Beit Rabban Center** in New York.

### **The CIJE Board Seminar Series**

Beginning in Fall 1994, CIJE has held an invitational seminar twice a year preceding the CIJE Board Meeting. The seminar, convened for Board members and communal and professional leaders in the New York area, invites speakers from the academic community to apply their disciplines to the current Jewish condition and Jewish educational policy.

Previous programs have included:

Dr. Terrence E. Deal, Professor of Education and Human Development at Vanderbilt University and Co-director of the National Center for Educational Leadership (NCEL):

***Frames for Thinking about Educational Leadership.***

Dr. Jonathan Sarna, Braun Professor of American Jewish History at Brandeis University:

***A Great Awakening: The Transformation that Shaped Twentieth Century American Judaism and its Implications for Today.***

Dr. Arthur Green, Philip W. Lown Professor of Jewish Thought at Brandeis University:

***Transforming the Aleph: Judaism for the Contemporary Seeker.***

Rabbi David Hartman, philosopher, activist, founder of the Shalom Hartman Institute in Jerusalem:

***The Road to Sinai in Our Time.***

Dr. Lawrence A. Hoffman, Professor of Liturgy at Hebrew Union College-JIR:

***The Transformation of the Synagogue in the Coming Century.***

### **The CIJE Essay Series**

CIJE publishes the Board Seminar series in essay form and distributes the publications widely to communal and educational leaders in the North American Jewish community.

Currently available:

***A Great Awakening: The Transformation that Shaped Twentieth Century American Judaism and its Implications for Today***, by Jonathan Sarna.

***Transforming the Aleph: Judaism for the Contemporary Seeker***, by Arthur Green.

Other publications are forthcoming.

### **The CIJE Luncheon Seminar Series**

Since Fall 1995, CIJE has convened an invitational seminar that meets four times a year to consider recent academic and conceptual work in the broad field of Jewish education, identity, and policy. Participants are drawn from the greater New York area's academic institutions, Jewish communal organizations, and foundations. Papers or chapters are mailed in advance to participants, who meet to reflect upon findings and raise interdisciplinary questions to further one another's work.

Previous programs have included:

Dr. Jonathan Woocher, Executive Vice President of JESNA:

***"Toward a 'Unified Field' Theory of Jewish Continuity."***

Professor Michael Rosenak, of the Melton Centre for Jewish Education at Hebrew University:

***"Realms of Jewish Learning: Two Conceptions of the Educated Jew."***

Dr. Gail Z. Dorph, Senior Education Office at CIJE:

***"Content-Specific Domains of Knowledge for Teaching Torah."***

Dr. Sherry Blumberg, Associate Professor of Jewish Education at Hebrew Union College:

***"To Know Before Whom You Stand: A Philosophy of Liberal Jewish Education for the Twenty-First Century."***

Dr. Bethamie Horowitz, Senior Scholar at the Center for Jewish Studies at the CUNY Graduate Center:

***"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity."***

## CIJE SENIOR STAFF AND CONSULTANTS

**Alan Hoffmann**

Executive Director

**Sheila Allenick**

Controller

**Deborah Ball**

Professor of Education, University of Michigan

**Karen Barth**

Senior Consultant

**Gail Dorph**

Senior Education Officer

**Sharon Feiman-Nemser**

Professor of Teacher Education, Michigan State University

**Seymour Fox**

President, Mandel Institute, Jerusalem

**Adam Gamoran**

Professor of Sociology and Educational Policy Studies, University of Wisconsin

**Ellen Goldring**

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

**Annette Hochstein**

Director, Mandel Institute, Jerusalem

**Stephen Hoffman**

Executive Vice President, Jewish Community Federation, Cleveland

**Barry Holtz**

Associate Professor of Jewish Education, The Jewish Theological Seminary of America

**Daniel Marom**

Senior Staff, Mandel Institute, Jerusalem

**Josie Mowlem**

Assistant Executive Director

**Daniel Pekarsky**

Professor of Educational Policy, University of Wisconsin

**Nessa Rapoport**

Leadership Development Officer

**Bill Robinson**

Field Researcher



# MASTER SCHEDULE CONTROL

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 10/24/96

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

ELEMENT	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. 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7		N.Y. 10/13		N.Y. 12/3
2. Executive Committee 6:00 - 7:30 PM						N.Y. 4/9								N.Y. 12/3
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM						N.Y. 4/9 - 10								N.Y. 12/3 - 4



**MINUTES:** CIJE STEERING COMMITTEE

**DATE OF MEETING:** October 16, 1996

**DATE MINUTES ISSUED:** November 14, 1996

**PARTICIPANTS:** Morton L. Mandel (chair), Sheila Allenick, Karen Barth, John Colman, Gail Dorph, Josh Elkin, Adam Gamoran, Ellen Goldring, Lee M. Hendler, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Josie Mowlem (sec'y), Dan Pekarsky, Dalia Pollack, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Jonathan Woocher

**COPY TO:** Dan Bader, Seymour Fox, Annette Hochstein, Henry Zucker

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### **I. Announcements**

Mr. Mandel welcomed Josh Elkin and Stanley Horowitz to the meeting. He reviewed the contents of the Steering Committee book.

### **II. Master Schedule Control**

The master schedule control for 1997 was reviewed. The current thinking is to hold all of our Steering Committee meetings in New York. The next Steering Committee meeting is scheduled for December 5 from 9:30 - 2:00. The October 1997 meeting will be held on October 13th. The chair noted the Board design is still under review and consideration. However, the committees should be eliminated from the schedule.

### **III. 1997 Work Plan**

Alan Hoffmann described the process staff is using to prepare the work plan, which has included quantifying the time involved in doing each aspect of our work. We have been trying to juggle and re-evaluate assignments and the time it takes to complete the work. Also, the work plan is being costed out together with Sheila Allenick. A fundamental conclusion seems to be that more staff are needed to complete CIJE's work.

**Assignment** Alan Hoffmann and Karen Barth will prepare the third iteration of the work plan and send it to the Steering Committee around Thanksgiving. It was noted that we do not currently have a developed strategy for community mobilization/lay leadership development, but this will be an area that will be featured in the strategic plan.

Nellie Harris, presently a Jerusalem Fellow, has been hired and will be present at the meeting in December.

#### **IV. Strategic Plan**

Karen Barth reviewed the phases of the Strategic Plan, and described the activities to date. She introduced Shlomo Offer, a consultant who is working on several aspects of the plan, and noted that another consultant, Bettina Klein, has also been hired. Bettina is researching the cost of Jewish education and the results will be presented at a forthcoming meeting.

To date, 13 external and 7 internal interviews have been conducted. The list of interviewees was reviewed. The members of the Steering Committee were urged to send other names to Karen Barth.

These points were raised in the discussion: whether the vision is too ambitious; how Jewish education relates to other aspects of life; what is the role of spirituality; what communal structure would support out-of-the box thinking; whether the vision takes into account changes in the workplace and the part-time nature of many Jewish educators.

The next steps should include an additional 20-25 interviews, another staff workshop and a re-draft of this material. The focus at the next meeting of the Steering Committee is on the change process.

#### **V. Board Seminar and Meeting**

The Board Seminar will take place at the Jewish Museum which will open its doors at 6:30. Chuck Ratner will chair the evening and Rabbi Larry Hoffman is the speaker. The Board meeting will begin at 9:30 am. There are 33 people expected. The theme is the power of ideas and learning. The agenda of the meeting was reviewed.

#### **VI. Steering Committee**

The chair indicated that members of the Steering Committee had been asked to suggest names for additional members of the Committee. A list of possible invitees was circulated. The plan is to invite 2-3 new members during the next 12 months. Two suggestions were made: that geography should be taken into account and that a way to involve funders would be helpful. Mort Mandel invited Morris Offit to become a member of the Steering Committee and he has accepted and will be at the next meeting.

#### **VII. Brandeis Planning Process**

CIJE has been involved since 1995 in meetings with Brandeis University about the expansion of the university's capacity and impact in Jewish education. Alan Hoffmann and Barry Holtz, who presented this report, represent CIJE at the meetings of the Task Force. The other members come from across the entire Brandeis community. The Task

Force has done impressive work: many interviews and small group meetings. There has been an extensive involvement by the professors, and the next step is to involve lay people. Mort Mandel, Charles Ratner, and Esther Leah Ritz are participating in a consultation with lay leaders on October 18th. The group will conclude its work in June or September of 1997 and will issue a report. Alan and Barry have served as planning consultants and have worked closely in this process which can serve as a model for other such consultations.

## **VIII. CIJE Update**

### **A. Community Mobilization**

Nessa Rapoport described CIJE's involvement at the GA, which includes a forum on Wednesday November 13 at 1:00 p.m. which John Colman will chair. Karen Barth is participating in a session on Friday on synagogue change. Disappointment was expressed about the lack of Jewish education/identity issues at the GA. This issue facing CIJE is how to articulate the critical issues in Jewish education at the national level. One way is to be on the agenda at national agency conferences and meetings; the other is a CIJE sponsored Biennial, devoted entirely to Jewish education.

### **B. Building the Profession**

Gail Dorph reported that there are over 60 participants expected at the December TEI which includes Cohort I and II. Regional meetings have taken place in the interim to reinforce the learning. There will be another meeting on the video tape project and the video will be shown at an upcoming Steering Committee meeting. Re: Harvard, our two previous seminars were very successful and a third one is planned for January 1997. For the first time, lay people will participate. There has been so much interest, that TEI groups have begun to meet locally to continue the process.

### **C. Milwaukee Lay Leadership Project**

Dan Pekarsky reported on the Milwaukee lay leadership development process in which he and Nessa are involved. This project is a powerful model for future development of lay leadership. The process will be described in detail at tomorrow's Board meeting by Louise Stein.

### **D. Update**

Alan Hoffmann gave an update on several items: the CIJE and Wexner Fellowship staffs have met and are meeting again. Among items discussed is how to recruit outstanding people for Jewish education. Our work with Torah Umesorah continues and they are developing their own version of TEI to professionalize their educational system.

Nessa Rapoport described the Luncheon Seminar which is now in its second year. It has proven to be a successful venue for professionals to meet to discuss a paper in a comfortable collegial way. The next paper will be delivered by Dr. Bethamie Horowitz.

Barry Holtz reported that the new versions of Best Practices in Early Childhood Education and Supplementary Schools will be available tomorrow at the Board Meeting.





**ASSIGNMENTS**

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

Function:	CIJE STEERING COMMITTEE	
Subject/Objective:	ASSIGNMENTS	
Originator:		Date: 11/26/96

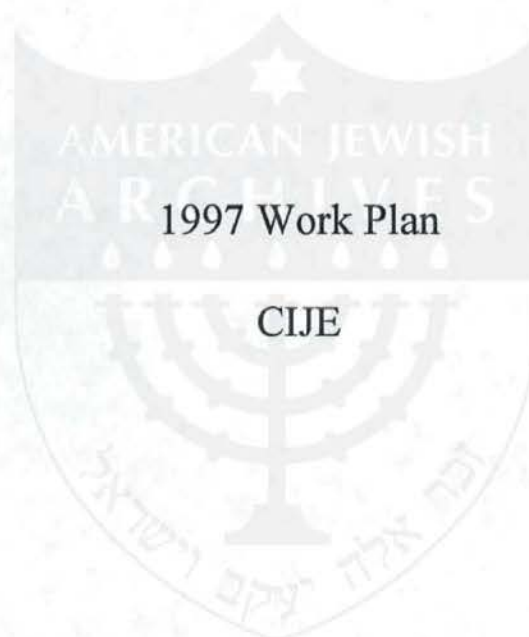
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
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- |    |   |  |             |          |          |
|----|---|--|-------------|----------|----------|
| 1. | Show TEI video tape to Steering Committee.                                    |  | GZD         | 6/26/96  | TBD      |
| 2. | Send out article by Adam Gamoran printed in "Journal of Religious Education." |  | ADH         | 6/26/96  | TBD      |
| 3. | Prepare third iteration of the workplan                                       |  | ADH/<br>KAB | 10/16/96 | 11/27/96 |





November 26, 1996



For Discussion December 5, 1996

## WORK PLAN HIGHLIGHTS

- Complete a five-year strategic plan for CIJE
- Continue to build and refine our training pilots for teacher educators and principals
- Consult to new and existing program in professional development for educators
- Expand the Goals Project and conduct several pilots
- Create an extensive array of publications designed to:
  - Tell the CIJE story
  - Seed the culture with powerful ideas
  - Support policy-making with research
  - Provide tools for change
- Continue to support our lead communities while preparing for a major new initiative in Community Mobilization (to be defined as part of the Strategic Planning process)
- Disseminate and utilize our Best Practice work
- Continue to expand capacity by adding to staff and by creating a cadre of General Education professors to help with our work
- Cut back on time devoted to core activities
- Do intensive planning for 1998 initiatives in:
  - Early Childhood
  - Senior Educational Leadership
  - Research and Development

# WORK PLAN SUMMARY BY DOMAIN

DOMAIN	SUMMARY AND APPROACH
Building the Profession	Continue to refine and expand pilot training programs for teacher educators and principals; solidify the professors group; plan major initiatives for 1998
Community Mobilization	Maintain on-going relationships with lead communities, national organizations, and key lay leaders; broadly rethink our strategy in this area
Content and Programs	Run several pilots of the goals project, while undertaking a planning effort in this area; disseminate Best Practice materials and integrate them into our training institutes and programs
Monitoring, Evaluation, and Feedback	Continue rigorous monitoring and evaluation of TEI; use data from prior surveys to develop policy briefs; begin serious planning for building research and evaluation capacity
Publications	Develop an extensive array of publications; create a long term publications strategy; develop a database to support dissemination
Core	Complete a five-year strategic plan

**DOMAIN: BUILDING THE PROFESSION**

Category	Description	Responsibility	Complete By	Objective
TEI	Run 4 seminars for cohorts 1 and 2	GZD	Mar, Apr, Jun, Dec	Develop capacity and tools for in-service training of supplementary school teachers
	Start Cohort 3	GZD	Aug, Dec	
	Set up a network of TEI participants	NH	Dec	
	Create 4 video packages	GZD	Jan, Mar, Jun, Aug	
	Write the TEI story	GZD	Dec	
	Complete 1st phase of TEI evaluation (community map)	AG/EG/BR	Feb	
Lay/Professional Leadership Seminar	1 short lay/professional leadership seminar	GZD with lay advisors	Jan	Experiment with cooperative lay/professional leadership development
Leadership Seminar for Principals	1 five-day professional leadership seminar	GZD	Nov	Train educational leadership for schools
Build Capacity/Professors	3 day seminar in January	BWH/GZD	Jan	Develop a group of general education professors who will be available to consult to institutions of Jewish education
	5-day spring seminar	GZD/NEW	Jun	
	Recruit new professors	GZD/NEW	Dec	
	Fold professors into CIJE work	GZD/NEW	Ongoing	

Planning	National Center for Jewish Educational Leadership (JEWEL)	KAB	Oct	Develop vision for initiatives to be implemented in subsequent years
	Senior Personnel Planning	KAB	Oct	
	Norms and Standards	NEW	Dec	
	Early Childhood	NEW	Dec	
Consultations	Consultations on Professional development with: Brandeis, Torah Umesorah, Day School Training Initiative, Florence Melton Adult Mini-School, Melton Israel Short term program, Orthodox day school principals	GZD/BWH/ NH	Ongoing	Support the creation of new models in Professional Development
Professional Development Policy Brief	Combine what we've learned about Professional Development in General Education with what we know about Professional Development in Jewish Education to create a policy brief	GZD/BWH/ EG/AG/BR/ NR	Oct	Develop policies that can be adopted by communities to markedly improve Professional Development of teachers and educational leaders

**DOMAIN: COMMUNITY MOBILIZATION**

Category	Description	Responsibility	Complete By	Objective
Community Consultations	Work on development of personnel action plans	GZD	Ongoing	Experiment with mobilizing communities around the importance of professional development goals and evaluation
	Support pilot projects in lead communities e.g. Milwaukee leadership, Beth Israel, Atlanta-early childhood and others as appropriate	NR/GZD/DNP	Ongoing	
	Support evaluation efforts with lead communities	EG/AG	Ongoing	
Relationships with National Organizations	Continue to meet with and maintain relationship with key national organizations (e.g. movements, federations, JESNA)	KAB/NR	Ongoing	Build the reputation of CIJE and maintain relationships that enable us to work in partnership with others
Luncheon Seminars	Offer six luncheon seminars presenting "big ideas"	NR	Jan-Dec	Build a community of academics and policy makers in Jewish education/continuity in the New York area
Board/Steering Committee Board Seminar	Touch base in a meaningful way with key Board members	KAB	Jun	More effectively stimulate and energize lay and professional leaders to be informed advocates of Jewish education

**DOMAIN: CONTENT AND PROGRAMS**

Category	Description	Responsibility	Complete By	Objective
Dissemination of Best Practice Materials	Implement plan to further disseminate Best Practice materials	BWH/NR	Jun	Build awareness of our work and ensure that people outside of CIJE can make use of the Best Practice work that we have done
Use Best Practice materials in our work	Integrate learning from Best Practice work into TEI, Harvard Leadership, Milwaukee Leadership Project, and Professors project	BWH/NR	Ongoing	Ensure that we are fully utilizing our Best Practice materials in all of our institutes and programs
Goals Project	Milwaukee and Beth Israel Pilots	DNP	Ongoing	Create models of change at congregational and community levels; expand our understanding of the process of change; develop tools and case studies for use in change efforts, community mobilization and training; develop vision-sensitive CIJE resource people
	Goals Publications	DNP/NR	Dec	
	Plan for future Goals Project strategy	DNP/NR	Apr	
	Consultations	DNP	Ongoing	
	Growing Capacity	DNP	Ongoing	
	Form a network of leaders engaged in building institutions names	NEW	Dec	

# DOMAIN: PUBLICATIONS

Category	Publication/Description	Responsibility	Completed By	Objective
Telling the CIJE Story	Current Activities	NR	Ongoing	Let others in the Jewish community and the wider community know about CIJE and its work
	Year-in-review	NR	Feb	
	TEI story	GZD/NR	Dec	
Seeding the Culture with Powerful Ideas	One document in essay series	NR	TBD	Help create the cultural changes needed for further education revitalization
Research for Policy	Professional Development Policy Brief	NR/BWH/AG/EG/BR	Oct	Provide the facts necessary to shape policy
	Leaders Report	NR/EG/AG/BR	Jun	
	Teachers Report	NR/EG/AG/BR	Mar	
Tools for Change	The Place of Vision in Jewish Educational Reform	DNP/NR	Dec	Create tools for use in mobilizing communities and institutions for change, and for training professional leadership
	From Philosophy to Practice: Case Study of the Agnon School	NR	Jun	
Strategy	Develop a longer term strategy for CIJE publications	NR	Jun	Clarify longer term approach to publications
Database	Develop dissemination database	NR	Apr	Facilitate distribution of published material and other mailings

**DOMAIN: RESEARCH & EVALUATION**

Category	Description	Responsibility	Complete By	Objective
Ongoing Evaluation of TEI	Observations and follow-up interviews	EG/AG/BR	Ongoing	Gather data that can be used to evaluate the effectiveness of the TEI pilot project and to provide evidence to support the spinoff of this project
	Write one year report and interim case studies of communities	EG/AG	Oct	
	Present to communities	GZD	Dec	
Ongoing Community Consultations	Advise communities on evaluation issues as they arise	EG/AG/BR	Ongoing	Continue to build evaluation into the culture of our Lead Communities
Build Research Capacity	Engage in discussions with opinion research centers about building capacity for Research & Evaluation	EG/AG	Dec	Begin thinking about an infrastructure for Research in Jewish Education
Build Evaluation Capacity	Set up Evaluation Institute	EG/AG	Oct	Begin to create an evaluation capacity at the community and national level

**DOMAIN: CORE**

Category	Description	Responsibility	Complete By	Objective
Strategic Plan	Develop a five-year strategic plan to guide our future work, planning and decision making	KAB	Apr	Take a more vision-driven, more strategic approach to our work
Staff Meeting and Internal Planning	Continue to meet regularly with core staff only	KAB	Ongoing	Improve the time-efficiency of meetings and planning activities
	Start work planning in May/June	KAB	Oct	
Fundraising	Create and adhere to a rigorous fundraising schedule	KAB	Oct	Complete 1997 fundraising by October 1

# PLAN FOR BUILDING STAFF CAPACITY

NAME	PERCENT OF TIME	JOB POSITIONS FOR 1997	LONG TERM JOB DESCRIPTION
Alan Hoffmann	Half time through August	Executive Director	Consultant/Advisor
Karen Barth	80%	Senior Consultant/Executive Director	Executive Director
Gail Dorph	100%	Senior Education Officer	Director of Building The Profession Domain
Nessa Rapport	100%	Director of Publications	Director of Communications
Barry Holtz	60% through August	Part-time Consultant	Director of Content and Programs
(new)	100%	Chief Administrator and Financial Officer	Chief Administrator and Financial Officer
Nellie Harris (new)	100% after August	Education Officer	Manager of selected ongoing BTP Programs
Building the Profession (new)	100%	Education Officer	Assistant with building future programs
Bookkeeper (new)	100%	Data entry and Reconciliations	Data entry and Reconciliations
Ellen Goldring	30-40 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Adam Gamoran	30-40 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Bill Robinson	100%	Field Evaluator	Field Evaluator
Dan Pekarsky	40 days	Consultant - Goals	Consultant - Goals

## **13 Generic Approaches to Achieving Transformational Change**



**Steering Committee Meeting**

**December 5, 1996**

### 13 Generic Approaches to Achieving Transformational Change

	Name	Description	Examples
1	Relationships	Organizing opportunities for role modeling and mentoring by effective change leaders	Women's campaign in Milwaukee
2	Leadership Training	Teaching the how and why of change in the classroom to people currently in leadership positions or potential leaders/change agents	Jerusalem Fellows TEI Harvard Seminars Alberto Senderay Wexner Heritage Wexner Fellows
3	Convening/Networking	Bringing together like groups of people with institutions to support each other in the work of change	Coalition of Essential Schools CAJE
4	Consulting	Sending process and/or content experts to help build and implement a change vision at the institutional or community level	CIJE consultations Goals Project
5	Publishing and Speaking	Writing or speaking about the why and how of change	CIJE Publications JESNA Publications
6	R & D (Let a thousand flowers bloom)	Seeding many small experiments in the hope that some will succeed and can be "rolled out" broadly	NY Continuity Commission
7	Research	Using rigorous research and evaluation to motivate change and to set direction	The CIJE Study of Educators

8	Modeling Change	Modeling change with a new or existing institution or within an entire community	Lead Communities B'nai Jeshurun
9	Modern Marketing	Motivating people to change through media advertising, direct marketing, personal sales	Willow Creek Church Lubavitch National Jewish Outreach
10	Magic Bullets	Introducing a simple initiative into an environment that catalyzes change on a broad scale	Bookshelves in former Soviet Union
11	Money	Using financial incentives to change behavior	Challenge grants
12	Accreditation/Prize	Encouraging organizations to change so that they can receive a prize or accreditation	Baldrige awards Covenant awards
13	People	Bringing new people or new types of people into key positions	?



**VISION STATEMENT - DRAFT 2**

**Steering Committee Meeting**

**December 5, 1996**

## DRAFT VISION FOR OUTCOMES IN THE NORTH AMERICAN JEWISH COMMUNITY

1.     Centrality of Learning/Knowledge     Jewish learning broadly defined (e.g., including arts, history, meditation as well as traditional types of learning) is central to the life of North American Jews. There is a recognized minimum level of knowledge and skills that most Jews achieve and a substantial group that achieves much higher levels.
2.     Jewish Identity     Being Jewish is at the heart of the self-image of most Jews.
3.     Moral Passion     Moral passion and a commitment to repairing the world is recognized as being at the heart of what it means to be Jewish.
4.     Jewish Values     Jews and the organized Jewish Community are actively involved in bringing Jewish values to bear on their own lives and on the problems of the wider society.
5.     Pluralism     Many different ways exist of being and living as a committed Jew but there is a recognized core common “language” and an atmosphere of mutual respect.
6.     Involvement/Commitment     Most Jews are deeply involved in one or more organizations that engage in learning, community work, cultural activities, prayer and/or other Jewish activities and that are central to their identities. These communities serve almost as extended families.
7.     Intensity/Energy     There is a feeling of energy in these organizations and an intensity of involvement. These organizations engage the heart and mind.
8.     Relationship with Israel     There is an strong, active, positive, mutual relationship with Israel.
9.     Leadership     There is a large, talented group of lay and professional leaders driving continuous improvement and innovation in all aspects of Jewish Life.
10.    Continuous Renewal     There is an ongoing process of continuous innovation and change and a built-in culture of creativity that drives this process.

## **THE SYSTEM OF JEWISH EDUCATION - DRAFT VISION**

### **Institutions**

- A multiplicity of high-quality institutions provide life-long learning opportunities. These include synagogues, day schools, supplementary schools, JCC's, camps, youth groups, Israel trips, Universities, early childhood programs and possibly other new institutional forms that do not exist today. Also much learning takes place outside of formal institutions (e.g., within the family) and there are programs that support these informal learning institutions.
- Institutions within the system are driven by their own clear vision of what Judaism is about and of what is an educated Jew. Every aspect of their design is geared to support this vision.

### **Community support**

- The community strongly supports education, providing access to high-quality formal and informal Jewish educational experiences for all children and adults regardless of their financial situation or where they live. The community provides support to existing educational institutions in their continuous effort to refine their goals and improve the quality of the educational services they provide. It also funds the development of new institutional forms.

### **Lay leadership**

- There is a substantial, highly talented group of senior lay leaders who are committed to working on the continuous development and improvement of the system of Jewish education in their own communities and across North America. There is a much larger group of more junior lay leaders who are committed to supporting individual educational institutions. There is an accepted cultural norm among lay leadership that education is a critical area of communal focus.

## **Professionals**

- The profession of Jewish education is a high-status occupation with compensation and benefits competitive with other professional fields. It attracts many of the best and brightest.
- There is a group of committed, senior professional educators of the caliber of leaders in medicine, law, business and academia in the most important senior-level positions.
- There are mid-level professionals in key positions throughout the system including principals, central agency personnel, teacher educators and field evaluators who are Jewishly committed, Jewishly literate and well-trained in the relevant areas of educational theory and practice from the field of General Education.
- Teachers are well-qualified Jewishly and in the field of General Education and are continuously updating their skills.
- Rabbis have the skills and training to be dynamic, inspiring spiritual leaders and teachers, and they view education as central to their mission.

## **Content**

- Jewish educational content is different in every educational setting but there is an evolving understanding of a core knowledge base that is crucial to basic Jewish literacy. The Jewish community is struggling both formally and informally to define and redefine this knowledge base.
- There are multiple connection points each with their own types of content. These might include spiritual/meditative learning, the arts, Yiddish language and culture, historical learning as well as more traditional types of text study.
- The content of Jewish learning is relevant and infused with meaning for those who participate. It is based in tradition but is presented in such a way that it captures the hearts and minds of those who engage with it at any age.

### **Continuous improvement/innovation**

- Jewish education uses state-of-the-art teaching methodologies from general education as well as methods from the Jewish tradition. There is active ongoing development of new materials, curricula, programs and institutional forms. New technologies (e.g., CD ROM, Internet) are integrated into the Jewish system of education.



## CRITICAL OUTSTANDING ISSUES

- What does pluralism really mean? What are its limits? What level of respect/tolerance/involvement is needed between different groups to achieve real pluralism?
- Where do the spiritual seekers fit into our vision? Do we have the institutional forms and people who will engage them in a meaningful way?
- Does our vision fit with the expressed needs of the “customer,” especially with those who are currently unaffiliated? If not, do we believe that the “customer” has latent needs that fit with our vision and could these latent needs be awakened?
- What new institutional forms should become part of this future vision? What new governance forms should be contemplated? What new jobs and roles need to be created?
- Where do we see marginalized groups fitting into our vision (e.g., immigrants, Jews by choice, retirees, intermarried families, gays/lesbians)?

[illegible]

# STRATEGIC GAMEBOARD: PEOPLE

	Senior Lay Leaders	Junior Lay Leaders	Senior Professionals	Principals	Teachers	Teacher Educators	Others
Relationships							
Leadership Training							
Convening/ Networking							
Consulting							
Publishing and Speaking							
R & D							
Research							
Modeling Change							
Modern Marketing							
Magic Bullets							
Money							
Accreditation/ Prizes							
People							



## CIJE Calendar of Upcoming Events December 1996 - December 1997

DATE	EVENT	PLACE
December 11, 1996	Luncheon Seminar	NYC
December 15-18, 1996	TEI Cohort I & II	Cleveland
January 15-16, 1997	TEI Video tape meeting	NYC
January 19-20, 1997	Harvard Leadership Seminar	Boston
January 30 - February 2, 1997	Professors Seminar	Miami
February 3, 1997	Community Day High School meeting	
February 6, 1997	Steering Committee	NYC
February 11, 1997	Luncheon Seminar	NYC
March 2-5, 1997	TEI Cohort II	
March 11, 1997	Luncheon Seminar	NYC
April 9, 1997	Steering Committee	NYC
April 10, 1997	Board Meeting	NYC
May 4-7, 1997	TEI Cohort I	
June 1-4, 1997	TEI Cohort II	
June 17, 1997	Luncheon Seminar	NYC
June 26, 1997	Steering Committee	NYC
August 7, 1997	Steering Committee	NYC
October 13, 1997	Steering Committee	NYC
November 14-19, 1997	GA	Indianapolis
December 3, 1997	Steering Committee	NYC
December 4, 1997	Board Meeting	NYC



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

AGENDA

Thursday, December 5, 1996

9:30 am - 2:00 pm

New York

		<u>Tab</u>	<u>Assignment</u>
I.	Master Schedule Control	1	MLM
II.	Minutes	2	KJ
III.	Assignments	3	KJ
IV.	1997 Workplan	6	ADH/KAB
V.	Strategic Plan Workshop	6a	KAB
VI.	CIJE Update		ADH/KAB/GZD

# OFFITBANK

*The Investment Management Bank*

## MORRIS W. OFFIT

Morris W. Offit, fifty-nine, is Chief Executive Officer of OFFITBANK, a limited purpose trust company chartered by the New York State Banking Department. The core business of this private bank is investment management services for non-profit institutions, private clients, ERISA accounts and corporations.

Mr. Offit began his career in 1960 at Mercantile Safe Deposit and Trust Company in Baltimore in investment research. He joined Salomon Brothers in 1968 and for ten years was a General Partner, during which time he was responsible for worldwide fixed income and equity sales and the Stock Research Department. OFFITBANK's predecessor company, Offit Associates Inc., was formed by him in 1983. Prior to that he was associated with the Julius Baer Group in Zurich (1980-1982) and, as a Director of Baer Holding Ltd., he was responsible for its U.S. investment operations.

Mr. Offit received a BA from Johns Hopkins University (1957) and an MBA from the Wharton School of the University of Pennsylvania (1960). He was also the recipient of an Honorary Degree of Doctor of Humane Letters from Johns Hopkins University in 1996. In 1983 he served as Adjunct Professor of Finance at the Columbia Graduate School of Business, lecturing on the secondary capital markets. He has lectured widely at investment seminars and graduate schools of business and international affairs. He has also authored a number of articles for financial publications.

Mr. Offit's outside affiliations include serving as a Trustee of The Johns Hopkins University where he served as Chairman of the Board (1990-1996). He is also a Trustee of the Jewish Museum where he served as Chairman of the Board (1987-1991). Other Trusteeships include The Jewish Theological Seminary and the Union Theological Seminary.

July 1996