



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

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

Subseries 3: Lead Communities, 1988–1997.

Box
29

Folder
13

Baltimore, Md. General correspondence and notes,
1993-1996, undated.

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

Mandel
Associated
Foundations

קרי מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-619951

Tel.: 972-2-618728

To: MR. DAVID HIRSCHHORN	Date: 17.06.93
	Urgent
From: SEYMOUR FOX	Regular
Fax No.: 410 - 659 0552	Time Sent:

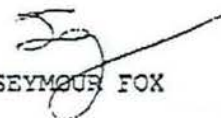
Message

DEAR DAVID:

I HOPE THAT YOU ARE FEELING WELL. I RETURNED TO ISRAEL AND HAVE BEEN BUSY FOR THE PAST TWO WEEKS WITH MR. MANDEL'S VISIT AND THE MEETING OF OUR BOARD. HOWEVER, WE MANAGED TO HAVE A MEETING WITH OUR STAFF TOGETHER WITH DR. ELLEN GOLDRING (DR. ADAM GAMARON'S PARTNER) TO DISCUSS THE AGREEMENT THAT I AM DRAFTING FOR YOUR FOUNDATION. I HOPE THAT I SHALL HAVE A DOCUMENT THAT THE EVALUATORS AGREE WITH AND CAN LIVE WITH EARLY NEXT WEEK.

WITH BEST REGARDS TO BARBARA.

SINCERELY YOURS


SEYMOUR FOX

BALTIMORE

[illegible]

Council on Jewish
Education Services
5800 Park Heights Ave.
Baltimore, MD. 21215



Ms. Virginia Levi
4500 Euclid Avenue
Cleveland, OH 44103



file - Balt.

NAME CHANGE

JUN 28 1993

We would like to inform you that effective July 1, 1993, the name of the Board of Jewish Education of Baltimore, Inc. will be changed to:

COUNCIL ON JEWISH EDUCATION SERVICES

5800 Park Heights Avenue
Baltimore, Maryland 21215
(410) 578-6943
(410) 466-1727 FAX

CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION



THE ASSOCIATED
JEWISH COMMUNITY FEDERATION OF BALTIMORE

FOR YOUR INFORMATION

July 16, 1993

ALVIN D. KATZ
CHAIRMAN

DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

Dear Principal/Director of Education:

As you know, Baltimore has been designated a lead community by the Council for Initiatives in Jewish Education (CIJE). As part of the relationship between Baltimore and the CIJE, a field researcher, Dr. Julie Tammivaara, has been assigned to our community. Her duties include interviewing people who participate in the field of Jewish education, observing meetings related to education, engaging in ongoing conversations with community members, providing feedback to interested parties and collecting and analyzing printed documents related to Baltimore's Jewish community.

Julie brings considerable experience and expertise to her position. She has worked with diverse cultural and ethnic communities with an eye toward discovering, documenting and understanding them. She has written accounts of these communities in order that they could learn about themselves and make more informed decisions about their own lives.

This summer, Julie will be assisting the Baltimore Jewish community by interviewing educators and educational directors of both day and congregational/communal religious schools. The interviews will focus on educators' stories as to how they became involved in service to the Jewish community, what they have learned since becoming involved, what rewards and challenges they face, with whom and how they relate to others professionally, and their visions and aspirations as Jewish educators. We hope this undertaking will positively strengthen our grasp of Jewish education as we work toward the enhancement of Jewish education in our community.

Julie will be contacting you in the near future to arrange an interview and discuss who, among your teaching staff, should also be interviewed. Your participation and the voices of your teachers are important, so we hope you will provide the time to work with her. The average interview lasts about one hour but she is willing to spend more time with you, should you desire.

On behalf of the Center for the Advancement of Jewish Education, we would like to express our sincere appreciation to you for taking the time out of your busy schedule to meet with Julie.

With best wishes for an enjoyable summer.

Alvin D. Katz

Alvin D. Katz
Chairman

Sincerely yours,

Chaim Y. Botwinick

Dr. Chaim Y. Botwinick
Executive Director

cc: Darrell D. Friedman
Nancy R. Kutler
Marshall S. Levin

22.7.93

BALTIMORE

Lead Communities reconsidered

- a. Systemic
- b. Lasting
- c. Enabling as means
 - Content through goals
- d. Standards, scope

Seeing lay people, personnel, goals, Israel

CIJE contribution

- Who will what

Seeing the support projects

Monitoring, Evaluation and Feedback

Best Practices

Therefore year 1 plan { planning process
pilots

Working together

Memorandum

To: Adam Gamoran
From: Julie Tammivaara
Date: August 17, 1993
Subject: Interview update

Dear Adam,

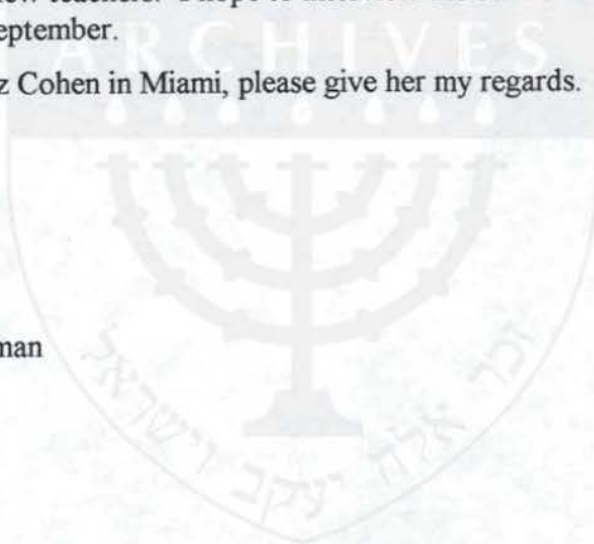
I am sending you the list of educational directors in the Baltimore area. Those in bold type are selected for interviews. All are contacted although some are out of town and have not yet been scheduled. I will not have a chance to speak with Chaim prior to the 16th when the update is due as he has been out of town since before our last conversation and will not return until the 19th. I will be speaking with the two lay co-chairs of the Lead Community Project on Friday. I should have thirty interviewed in August, including a few teachers. I hope to interview the bulk of the teachers prior to Rosh Hashanah in September.

If you see Liz Cohen in Miami, please give her my regards.

Sincerely,

Julie Tammivaara

CC: Roberta Goodman



ATTACHMENTS

- ① March-April — Diagnostic Study
- ② October December February
meetings of Committee.
- ③ going out to conference &
circles
- ④ Independent
Personnel initiatives →
Senior Educators
joint part
joint part
- ⑤ Turn force on Personnel.

9-2-93

BALTIMORE

my interests

- meeting with key leadership working to specific projects.
- How do you communicate CIPD initiative to community
- Lauren
-

11/1

What will CIPD do for Baltimore?

I

PSYCHOLOGICAL

- a. CIPD: (i) Validate a perception that systemic change is possible
(ii) helps move a community through systemic change.
New initiatives in personnel / community.

b) without:

Concept of systemic change was not.

II

OPERATIONAL:

- a. Resources via seminars / confer.
- b.

MESSAGE

- a. Expectations from CIPD of CIPD will.
Partnership with AH / GS / BH. New understanding
WHO IS / WHAT IS CIPD.
- b. Financial resources:

~~WALKER~~

~~WALKER~~

c. mobilization

Reform - so far we know. —→

Continue we small group (study) group

Jim Joseph Foundation



c. Modernization of leadership

Not just another go round. Cultural challenge. Visions leadership role.

d. Well-to-do well educated are excellent in Jewish education
Have not led communities committed

UNDO PERCEPTIONS

- ① Use as a part of food.
- ② Who engages whom for what?

options

(a) Family education / professional education



(b) Professional role is not experienced

(c) Informal education


(d) None!

Educational Directors
Baltimore, Maryland
August, 1993

Pre-School Educational Directors

Orthodox	Conservative	Reform	Communal
Baron, R. Hillel Gan Israel.Lubavitch 740 2424	Bromberg, Gail Beth Shalom 301 663 0267	Lisle, Barbara Har Sinai 764 2882	Chait, Vivian JCC - Owing Mills 356 5200
Goldman, Noa Jewish Montessori 358 6500	Lever, Sandee Chizuk Amuno 486 8642	Roth, Jackie Temple Beth Shalom 655 1353	Grinspoon, Jean Bet Yeladim 997 7278
Green, Lynn Liberty Jewish Center 653 7485	Marks, Ellen Beth El 484 4543	Rubin, Nancy Baltimore Hebrew 764 7281	Schmidt, Nancy Aleph-Bet 581 0017
Hoffman, Lori Kneseth Israel 269 0740	Potashnik, Gail Beth Israel 922 6571		Snyder, Judith JCC - Park Heights 542 4900
Keyser, Barbara Wynands Road Syn. 655 1353	Schneider, Dr. Paul Krieger-Schecter 486 8640		Williams, Dr. Paula Gan Yeladim 764 7640
Merker, Barbara Beth Tfiloh 486 1905			

Congregational and Communal Religious School Directors


Orthodox	Conservative	Reform	Communal
Markowitz, R Leon Beth Jacob 466 1266	Bor, Eyal Beth El 484 4543	Bor, Hana Temple Isaiah 922 9144	Engel, Shelley Howard Cty. 730
Price, Bobbie Beth Sholom 301 663 3437	Glaser, Rachel Beth Israel 922 6571	Cotter, Suzanne Baltimore Hebrew 764 1587	Kelemer, Amian Gesher LaTorah 578 6965
Preis, Anita Beth Tfiloh 486 1905	Seltzer, R. Stuart Chizuk Amuno 486 8641	Ferrara, Linda Shalom School 381 3521	Schlaffer, Hal Beth Am 523 2446
Rosenbluth, Sandy Liberty Jewish Center 653 7485	Weiner, Joyce Beth Shalom 795 3636	Gwon, Monica Temple Emanuel 922 3642	Vogel, Sandy Judaic Academy 578 6933
Salfer, R. Sholom Wynands Road Syn. 655 1353		Klensin, Francine Temple Beth Shalom 974 0900	Lyman-Fox, Cathy Bolton Street (Unaf) 225 3000
		Lisle, Barbara Har Sinai 764 2882	
		Orman, Bobbie Oheb Shalom 358 0108	

Day School Educational Directors

Orthodox

Conservative

Reform

Dachs, R. Heshy Talmudical Academy 484 6600	Schneider, Dr. Paul Krieger-Schechter 486 8640	Cotter, Suzanne Baltimore Hebrew 764 1587
Friedman, R. M. Bais Yaakov 363 3300		
Rosen, R. Velvel Torah Institute 426 3363		
Schorr, Zipora Beth Tfiloh 486 1905		
Shloush, Rita Yeshivat Rambam 358 6091		
Steinman, R. Scott P'Tach Institute * 486 5323		
Weinberg, R. Yaakov Ner Israel Rab. College 484 7200		
Zwieg, R. Bais Yaakov (HS) 363 3300		

* Special Education school

CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION



THE ASSOCIATED
JEWISH COMMUNITY FEDERATION OF BALTIMORE

October 4, 1993

ALVIN D. KATZ
CHAIRMAN
DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

TO: Virginia Levi
FROM: Dr. Chaim Y. Botwinick

Pursuant to your request, the following is an analysis of the \$30,000 disbursement we are requesting from the Council for Initiatives in Jewish Education per my memorandum to you dated August 31, 1991.

Administration/Analysis of the Educator's Surveys	\$15,000
Staffing of the Lead Communities Project Committee at THE ASSOCIATED: Jewish Community Federation of Baltimore	\$15,000
<u>TOTAL</u>	<u>\$30,000</u>

Please feel free to contact me should you require additional information.

With warm wishes and best regards.

ewn

cc: Darrell D. Friedman
Marshall S. Levin

CENTER FOR THE ADVANCEMENT OF
JEWISH EDUCATION



THE ASSOCIATED
JEWISH COMMUNITY FEDERATION OF BALTIMORE

October 14, 1993

OCT 20 1993

ALVIN D. KATZ
CHAIRMAN

DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

TO: Virginia Levi

FROM: Dr. Chaim Y. Botwinick

Pursuant to our discussion, the following is an analysis of the \$30,000 disbursement we are requesting from the Council for Initiatives in Jewish Education per my memorandum to you dated August 31, 1991.

Administration/Analysis of the Educator's Surveys	\$15,000
Funding for CIJE related programs and initiatives during FY94	\$15,000
<u>TOTAL</u>	<u>\$30,000</u>

Please feel free to contact me should you require additional information.

With warm wishes and best regards.

ewn

cc: Darrell D. Friedman
Marshall S. Levin

V.LEVI/10/14/93/EWN

CIJE PRELIMINARY PROPOSAL REVIEW

DATE: 11/1/93

ORGANIZATION THE ASSOCIATED - Baltimore

1. ☒ PROCESS - REGULAR

2. ☐ PROCESS - RUSH

Check must be issued by _____
date

3. ☐ STAFF LIGHT INPUT NEEDED

Staff to do quick review and return to MLM with comments.

4. ☐ STAFF HEAVY INPUT NEEDED

Staff to do in-depth research and report to MLM.

5. ☐ PROPOSAL SHOULD BE REVIEWED BY:

6. ☐ HOLD

7. ☐ TURN DOWN

By phone call from _____

By letter from _____

8. ☐ IMMEDIATE DENY

No further action required.

9. Staff comments (if any) I recommend, and Alan agrees,
that we process for \$30,000, with \$15,000 payable
now and \$15,000 to be paid when we receive an
acceptable proposal. etc.

Signed MLM
Final Approver

Date 11-8-93

(11/93)

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

Phone: (216) 391-1852 • Fax: (216) 391-5430

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Vice Chairs

Billie Gold

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Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitzky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

November 8, 1993

Chaim Botwinick
THE ASSOCIATED
101 West Mount Royal Ave.
Baltimore, MD 21201

Dear Chaim:

I am pleased to inform you that a grant of \$15,000 to THE ASSOCIATED, to support analysis of the educators survey, has been approved. Payment will occur in November 1993.

We look forward to discussing the survey and its results with you in the near future.

Sincerely,



Alan D. Hoffmann

Executive Director

Alan Hoffmann

NO. 193

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
EXPENSE APPROVAL

DATE: 11/9/93

PAYEE:

The Associated

PURPOSE:

AMOUNT: 15,000.00

PAY DATE: ☒ NEXT CHECK RUN

OTHER: _____

☐ RUSH

EXPLANATION
OF EXPENDITURE (IF NEEDED):

Administration/
Analysis of The Educators
Survey in Baltimore

INVOICE AND AMOUNTS ARE IN AGREEMENT
WITH AUTHORIZATION ON FILE. VERIFIED BY: _____

KNOWLEDGE CENTER APPROVAL:

FINANCIAL APPROVAL:

OPERATIONS APPROVAL:

MAF APPROVAL:

SIGNATURE

DATE

agk
2

11/9/93
11/9/93

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Phone: (216) 391-1852 • Fax: (216) 391-5430

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Matthew Maryles

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Dr. Paul Schneider
Krieger-Schechter Day School
8100 Stevenson Road
Baltimore, MD 21208

12/6/93

Honorary Chair

Max Fisher

Dear Paul,

Board

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Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

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Arthur Green

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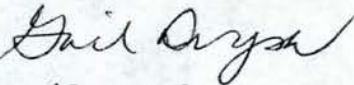
I want to take this opportunity to thank you for spending time with Alan and me on our last trip to Baltimore. Hearing about Krieger-Schechter not only from you but from Barbara and Sarah as well, gave us a broad perspective on the school.

I look forward to spending more time in school and visiting classes perhaps when I return to Baltimore in January or February. I was disappointed that the timing of our visit made visiting classes pretty impossible.

I mentioned your question about reimbursement for your NY trip on Best Practices to Barry. By the time you get this letter, you will hopefully have already heard from him.

Take good care and Happy Hanukkah to you and yours.

Sincerely,



Gail Dorph

cc. Chaim Botwinick
Alan Hoffmann
Barry Holtz
Ginnie Levi

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

Rena Rotenberg
CJES
5800 Park heights Ave.
Baltimore, MD 21215

12/6/93

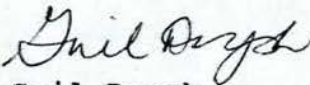
Dear Rena,

Thanks for your note and the copy of your exit survey. I have written the February 8th date of the early childhood directors' council meeting down on my calendar. I will try to coordinate my visit to Baltimore in November to attend the meeting. I will call you within the next few weeks to discuss the possibilities for the content of my part of that meeting. As you know, we could spend time discussing the research being done in the community on the professional lives of educators and the educators' survey. Additionally, you certainly know the Best Practices work on the early childhood programs. Both or either could be part of that session in some fashion. Based on our conversation, we can decide how much time to allot to it.

Thanks for giving me your daughter's address and phone number. She certainly is our neighbor, and I will be in contact with her.

Have a Happy Hanukkah.

Sincerely,



Gail Dorph

cc. Chaime Botwinick
Alan Hoffman
Barry Holtz
Ginny Levi

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David Hirschhorn
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Norman Lamm
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
Isadore Twersky
Bennett Yanowitz

Lee Hendler
White Oaks
2734 Caves Road
Owings Mills, MD 21117

12/6/93

Dear Lee,

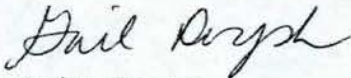
Sure enough several days after I arrived back in NYC, your package and letter arrived. I gave the second packet of information on the Park School, that I had shlepped home from Baltimore, to Alan for his information.

I too have enjoyed our conversations together and look forward to more of them. I hope that when I am in Baltimore in January or February we will have time to visit Park together.

I heard that your speech at the GA was stellar. Kol Hakavod.

I'm looking forward to seeing you at the next CIJE meeting on the 15th. Happy Hanukkah and take care.

Sincerely,



Gail Dorph

cc. Alan Hoffmann
Ginny Levi

Lee Hendler
White Oaks
2734 Caves Road
Owings Mills, MD 21117

12/6/93

Dear Lee,

Sure enough several days after I arrived back in NYC, your package and letter arrived. I gave the second packet of information on the Park School, that I had shlepped home from Baltimore, to Alan for his information.

I too have enjoyed our conversations together and look forward to more of them. I hope that when I am in Baltimore in January or February we will have time to visit Park together.

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I'm looking forward to seeing you at the next CIJE meeting on the 15th. Happy Hanukkah and take care.

Sincerely,

Gail Dorph

Gail Dorph

cc. Alan Hoffmann
Ginny Levi
bcc. Chaim Botwinick

Chaim,
I decided a blend carbon copy
was the way to go - Hope this makes
sense to you - Gail

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Rabbi Stuart Seltzer
Chizuk Amuno Religious School
8100 Stevenson Road
Baltimore, MD.

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12/6/93

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Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

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Bennett Yanowitz

Dear Stuart,

Thanks for spending time with me on my last visit to Baltimore. Alan was delighted that he had an opportunity to meet you if only briefly. He was sorry that his schedule precluded his visiting the religious school.

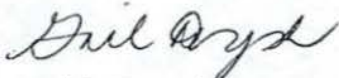
I loved having the chance to both hear about and visit the religious school with you. I could feel your excitement in both your words and in the classes themselves.

Thanks too for making the time to attend the principals' council meeting. I hope that I will see you at the meeting on the fifteenth.

I am pleased that Baltimore's being a lead community means that I will get to see you more often.

Have a happy Hanukkah.

Sincerely,



Gail Dorph

cc. Chaim Botwinick
Alan Hoffmann
Ginny Levi

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Zipora Schorr
Beth Tfiloh Community Day School
3300 Old Court Road
Baltimore, MD. 21208

12/6/93

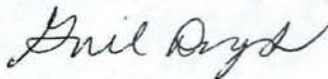
Dear Tzippi,

I want to thank you for spending time with Alan and me on our last trip to Baltimore. It was a delight having a chance to speak with you. We enjoyed hearing about your vision and ideas for the Beth Tfiloh schools and visiting the day school. Additionally, we appreciated the opportunity to talk more about CIJE.

We spoke about the possibility of attending a day school principals' council meeting in January. I'm hoping that is still possible. We talked about two dates (January 4th or 5th) at that point. Of those two dates, only the January 5th date is still possible for us. If that date is not going to work, please let me know so we can try to reschedule. My phone number is 212-769-0725.

Looking forward to hearing from you soon.
Have a Happy Hanukkah!

Sincerely,



Gail Dorph

cc. Chaim Botwinick
Alan Hoffman
Barry Holtz
Ginny Levi

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7310 Park Heights Ave.
Baltimore, MD. 21208

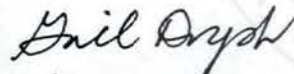
1/04/94

Dear Bobbi, (I'm actually not sure how to spell your nickname)

Again, thanks to you and Eyal for inviting me to participate in the principals' council. Although Marci and I weren't able to do what we had planned, the meeting felt to me as though it had been productive. I hope that your impression was also positive. Perhaps in the near future, we will have an opportunity to move ahead on our previous agenda, which was thinking about the kinds of issues that were likely to emerge from the educators' survey and what they have to do with us (the educational leaders of Baltimore).

Hope that 1994 is a good year for you both personally and professionally. And please thank the other members of the principals council on my behalf.

Sincerely,



Gail Dorph

cc. Chaim Botwinick
Alan Hoffmann
Ginny Levi

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair
Morton Mandel

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Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
Isadore Twersky
Bennett Yanowitz

Eyal Bor
Beth El Religious Schools
8101 Park Heights Ave.
Baltimore, MD. 21208

1/04/94

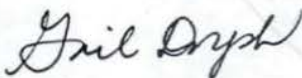
Dear Eyal,

Again, thanks to you and Bobbi for inviting me to participate in the principals' council. Although Marci and I weren't able to do what we had planned, the meeting felt to me as though it had been productive. I hope that your impression was also positive--although my feeling has been that you're "antsy" about the process.

Perhaps in the near future, we will have an opportunity to move ahead on our previous agenda, which was thinking about the kinds of issues that were likely to emerge from the educators' survey and what they have to do with us (the educational leaders of Baltimore).

Hope that 1994 is a good year for you both personally and professionally. Kisses and hugs to Hana and your children. And please thank the other members of the principals council on my behalf.

Sincerely,



Gail Dorph

cc. Chaim Botwinick
Alan Hoffmann
Ginny Levi

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION
FAX COVER SHEET**

Date sent: 3/24

Time sent:

No. of Pages (incl. cover):

3

To: Teddy

From: Kathy

Organization:

Phone Number:

Phone Number: 212 532 2360

Fax Number:

Fax Number: 212 532 2646

COMMENTS:

- ① Itinerary for your info.
- ② Gail wants 15 copies of
Early Childhood volume sent to:

Mrs RENA ROTTENBERG
Bd of Jewish Education
EARLY Childhood Programs
5800 PARK HEIGHTS AVENUE
BALTIMORE, MD 21215

Please put a note in saying

Diary's Copy of letter is included.
They're from Gail

Thanks,

Kathy



CIJE Council
for
Initiatives
in
Jewish
Education

Chair

Morton Mandel

March 24, 1994

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Matthew Maryles
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Maynard Wishner

Ms. Rena Rottenberg
Board of Jewish Education
Early Childhood Programs
5800 Park Heights Avenue
Baltimore, Maryland 21215

Honorary Chair

Max Fisher

Dear Rena,

Board

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Henry Koschitsky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipser
Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

I was thinking about the early childhood meeting we had last month. I thought it was a good beginning. I am asking Ginny Levi to send copies of the Best Practices volume on Early Childhood for you to distribute to the early childhood directors. I wrote down the May 24th date in my calendar. I hope that we can brainstorm about how we might begin to use the Best Practices volume as a kind of curriculum for Early childhood directors at that retreat.

A special thank you for the ride to the train -
talk to you soon,

Gail

cc: Chaim Botwinick
Alan Hoffmann
Ginny Levi ✓
Barry Holtz

Executive Director

Alan Hoffmann



Chair

Morton Mandel

Vice Chairs

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Matthew Maryles

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Gershon Kekst

Henry Koschitsky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

March 29, 1994

Ms. Rena Rottenberg
Board of Jewish Education
Early Childhood Programs
5800 Park Heights Avenue
Baltimore, MD 21215

Dear Rena:

At the request of Gail Dorph of our New York office, I am enclosing 15 copies of Best Practices Project: Early Childhood Education.

If you are in need of any further assistance, please do not hesitate to let us know.

Sincerely,

Virginia F. Levi (24)
Associate Director

Encls.

cc: Gail Dorph

Executive Director

Alan Hoffmann

CENTER FOR THE ADVANCEMENT OF
JEWISH EDUCATION

ALVIN D. KATZ
CHAIRMAN
DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

CONFIDENTIAL

May 10, 1994

MEMORANDUM

TO: Alan D. Hoffman
FROM: Chaim Y. Botwinick *cyb*
SUBJECT: CIJE Goals Seminar in Israel

Pursuant to our telephone conversation this morning, we are formally requesting that the remaining \$15,000 CIJE has granted to our community for CIJE initiatives be used to make it possible for three key educators (in our community) to participate in the CIJE Goals Seminar in Israel from July 10, 1994 through July 14, 1994.

We project that costs for airfare and hotel expenses will not exceed \$7,000.

We will send you our ticket receipts and we would be most appreciative if you could arrange that the hotel costs in Israel be covered directly by CIJE.

Alan, as discussed, we sincerely look forward to participating in this Seminar which will have a significant impact upon three Lead Communities. To be sure, we anticipate that our participation in the Israel Seminar will assist us in implementing the Goals Project on the local level during the coming year.

With best wishes.

copy: Darrell D. Friedman



MAY 13 1994
THE ASSOCIATED
JEWISH COMMUNITY FEDERATION OF BALTIMORE



BETH TFILOH COMMUNITY SCHOOL

FILE
Balt.

Zipora Schorr
Director of Education

Rabbi Mitchell Wohlberg
Dean

Carolyn Van Newkirk, Ed. D.
Principal, Lower School

Rabbi Daniel Lehmann
Principal, Upper School

November 15, 1994

Dr. Alan Hoffman
Council for Initiatives in Jewish Education
15 East 26th Street
New York, New York 10010

Dear Alan,

Having just returned from a faculty meeting dealing with our mission statement, I wanted to share with you my enthusiasm at having had the opportunity to use what I learned this past summer at the CIJE Goals Seminar in Jerusalem.

It was clear throughout my dialogue with the faculty that, although there has been a mission statement developed for our school, faculty members did not have the understanding necessary for total commitment to the goals set forth in it. We spent much time, in break-out sessions and frontal presentations - in an attempt to understand the underlying principles, and then in an honest effort to evaluate whether those principles did indeed obtain in our school environment.

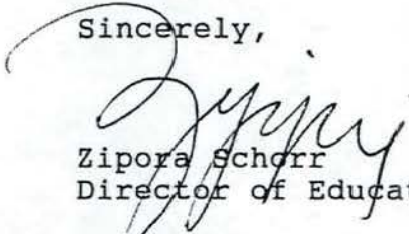
Our lay leadership, parents, and even students have been involved in this effort, which has become a growth experience for us. We have objectively (we hope!) analyzed the status quo, and have collectively realized the need for our school "first, to have an image of what it can be and, second, to have the drive, support, and skills, to make that image approximate reality." (Blumberg & Greenfield, 1980). In all of my research, I came across again and again confirmation of the primary focus of our seminar: "Schools need to run for a purpose rather than running from force of habit, and that 'goal setting' is seen as the first step in creating a strong educational environment with effective instructional leadership." (Larsen, 1989).

We are truly all engaged now in that very necessary introspection, resulting inevitably in high-powered initiatives

and aggressive action being taken to further our goals - after first having articulated, clarified, evaluated and prioritized those goals. It has taken us this long to re-commit to some of them, but I am extremely pleased to share a hard-earned sense of satisfaction with you, since it is rooted not in theory but in reality; not in the potential for change but in actual change - change of the most elemental sort, arising out of a collectively thought-out process, resulting in collective engagement, and therefore collective transformation. We have re-committed to a clarified, over-arching statement of mission, have identified specific practical goals that will be worked on institutionally, and we have begun to develop professional development programs to support the efforts of the staff to achieve those goals.

For this, I must thank you and the people behind the Goals Seminar. We are using words like "goals", "objectives", "mission" freely and with understanding, and I attribute that new focus to my involvement in our Seminar, and to the subtle and overt impact it had on me. Todah Rabbah for that wonderful opportunity - and I know you share in the enormous "nachat" that I have in describing Beth Tfiloh, truly, as an institution that is "vision driven."

Sincerely,


Zipora Schorr
Director of Education

cc: Gail Dorph
Chaim Botwinick



**CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION
OF THE ASSOCIATED: JEWISH COMMUNITY FEDERATION
OF BALTIMORE**

CIJE PROFESSIONAL WORKGROUP

ISSUES TO BE ADDRESSED BY CIJE SUBCOMMITTEES

Staff Development Action Plans should account for:

- Different needs of each school or institution
- Different ideological orientations
- Impact of the program/workshop - does it really make a beneficial difference
- Need for cohesive, cooperative approaches between workshops, courses, classroom performance, coaching, mentoring, etc.
- Needs of individual teachers
- Account for the variety of needs of teachers:
 - New vs. experienced
 - Judaic knowledge vs. minimal or no Judaic knowledge
 - Teachers who seek professional development vs. those who are complacent about staff development
 - Teachers who appreciate and learn from theory and teachers who learn mainly from "hands-on experiences.
 - Teachers in different stages of their professional development and careers
- Relationship of staff development to teacher recruitment and retention
- Ways in which the teachers' perspective is taken into account when designing and implementing staff development programs

■ **Models may include, but not be limited to:**

- **Incentives for in-service training/staff development**
- **Career ladder opportunities**
- **Coaching**
- **Mentorship programs**
- **Retraining programs for avocational teachers**
- **Enhancing the image and status of the teacher in the community**
- **Instructional technologies**
- **Recruitment strategies**
- **Pre-service training opportunities**
- **Scholarship assistance, sabbaticals, release time**
- **Peer learning opportunities**
- **Modification of current professional growth/in-service opportunities**

NOTE:

Where possible, projected costs are to be included for all proposed initiatives in the Action Plan(s).

Please note that subcommittees should feel free to invite educational leaders who are not members of the CIJE Professional Workgroup in order to enhance the scope and quality of the subcommittee's deliberations.

cyb:2/8/95

wp\cijeissues



BALTIMORE HEBREW UNIVERSITY

May 19, 1995

Dr. Robert O. Freedman
Acting President
Baltimore Hebrew University
5800 Park Heights Avenue
Baltimore, Maryland 21215

Dear Dr. Freedman:

I am pleased to report to you on the accomplishments of the Graduate Program in Jewish Education at Baltimore Hebrew University in relationship to the mission and agenda of the Council for Initiatives in Jewish Education (CIJE). As you and Alan know I am in a unique position to do this!

Even as I review our achievements I am well-aware of the current limitations of the program and of the local resources available for the implementation of what may be an overly-ambitious plan for the future of the Masters of Arts in Jewish Education (MAJE) program, in particular, and for, in time, the development of a doctoral program in education.

I see a myriad of ways in which the CIJE's work and our own could benefit from an ongoing relationship and cooperative ventures.

The mission of the CIJE is built around several challenges:

- building the profession of Jewish education
- developing a research agenda and a research capability
- enhancing communal support through an informed and knowledgeable lay leadership
- establishing local laboratories (Lead Communities) for initiatives and innovations in education

Since July of 1993, the MAJE program has attracted students from three discrete populations:

- recent college graduates desiring professional preparation for careers in Jewish education
- local Jewish educators, primarily women, who have been trained at the undergraduate level OR whose training has been principally through workshops, in-service and professional development programs in this community or elsewhere
- men and women trained professionally for other careers - law, business, social work, Jewish communal service - who now want to prepare for careers in Jewish education.

At graduation last evening, the Chair of the Board reported a 60% increase in the MAJE program over its initial successful year. Of significance for the future is the fact that the majority of the applicants for the coming year - and we anticipate approximately fifty students in the program in Fall 1995 - are recent college graduates. These are young people who have been referred to the program from all over the country and have found the program attractive, the Baltimore community a supportive Jewish community and interested in welcoming our graduate students to local schools!

Clearly, we are building the profession!

In *A Time To Act*, the formal report of the North American Commission on Jewish Education (the Mandel Commission), it was noted (and this has been affirmed in formal presentations and meetings since that time) the CIJE sees itself as working with existing training institutions, denominational movements and communities in the "building of the profession of Jewish education".

There have been conversations with the Institutions of Higher Learning with Programs in Jewish Education (the AIHLJE group) with which BHU is affiliated and on whose board I serve as Secretary-Treasurer. My understanding was the CIJE would strengthen on-going efforts.

The MAJE program is most certainly in need of assistance now and this will reach a critical stage as our own program grows. You and I have spoken about this many times. BHU must create additional faculty positions to supplement our current faculty position. While several outstanding adjunct professors including Dr. Harold Himmelfarb (Research), Dr. Miriam P. Feinberg (Early Childhood), Dr. Eli Velder (Moral Development) and Dr. Chaim Y. Botwinick (Issues) will be teaching next year this is no substitute for full-time faculty.

In addition, even with the recent expansion and enhancement of the library collections, there is the need for materials to supplement our current holdings and those of the Council for Jewish Education Services Resource Center.

Baltimore is one of the three North American communities selected by the CIJE as a local laboratory for Jewish education. You will recall that a site visit to Baltimore Hebrew University was a component of the selection process in the Summer of 1992.

I am not certain that the presence of an institution of higher Jewish learning was a significant factor in the decision-making process, but it is the only one of the Lead Communities - Atlanta and Milwaukee being the others - that is home to such an institution. Emory is a resource to Atlanta. Now through a grant, training for Jewish educators in Milwaukee will be offered through an arrangement with the Cleveland College of Jewish Studies. None the less, Baltimore Hebrew University remains the only direct provider.

I have been active in the ASSOCIATED's Lead Communities committee structure, however, the University has yet to be formally involved. Dr. Furst, 'z"l, often inquired as to "what was happening with the Lead Communities" and often expressed her dismay that there was no formal role for BHU. Clearly she saw the University, its faculty, lay leadership and other on-going programs as an invaluable resource and setting for a communal effort and since you have taken on the President's responsibilities you have raised similar questions.

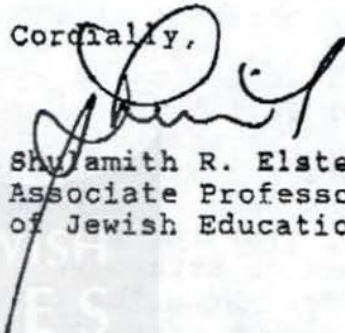
The research sponsored by the CIJE provided the community with important statistical data. The findings of the Educators Survey and Dr. Tamivaara's report on the Professional Lives of Jewish Educators were important additions to what we know about educators. The Lead Communities Personnel Task Force is studying the findings and developing a series of proposals which may - again, in time - find BHU as a 'key' resource.

The MAJE program may, in time, develop a limited research capability. At this time, BHU is involved only through the ongoing discussions of research and evaluation that is included in our education courses and my own participation in the Network for Research in Jewish Education. BHU hosted the 1994 Annual Conference, and I served as its Chair. I have also been invited to serve as an officer of the Network for the coming academic year.

The small group of prominent researchers in the field are well-aware of BHU's most recent initiatives and the MAJE program, and several colleagues have referred graduate students. Our first real initiative will be the course to be offered this Fall by Dr. Himmelfarb.

Jonathan Woocher gave an apt title to a recent article on the state of Jewish Education in North America - "Mountain High, Valley Low". The MAJE program has accomplished a great deal in a very short period of time, but there are also very important challenges many of which can be met through the addition of significant resources. I would welcome the opportunity to work with the CIJE to meet these challenges.

Cordially,


Shulamith R. Elster
Associate Professor
of Jewish Education



*ru**Copy of
Jewish Index
- Baltimore*

BALTIMORE HEBREW UNIVERSITY
Rabbi Yehoshua Feinstein School of Graduate Studies

May 22, 1995

Ms. Gail Dorf
Council for Initiatives in Jewish Education
15 East 26th Street
New York, NY 10015

Dear Gail:

Enclosed please find the memo which I asked Shulamith Elster to prepare for me detailing the development of Baltimore Hebrew University's masters program in Jewish Education, and the ways in which CIJE might usefully cooperate with the University. I look forward to discussing it with you on Friday morning at breakfast.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "R. Freedman", followed by a horizontal line.

Dr. Robert O. Freedman
Vice President for Academic Affairs
and
Acting President

ROF/elb
encs.

Baltimore file

his fall marks the launch of the largest single-issue endowment campaign the local Jewish community has ever pursued: a \$20 million fund to help overhaul Baltimore's Jewish education system.

Unlike Operation Exodus, a national immigrant resettlement campaign for which

Baltimore raised \$70 million, the new project will leave a permanent endowment. Its earnings could boost spending on Jewish education in Baltimore by at least \$1 million a year. It's being managed by the Center for the Advancement of Jewish Education (CAJE), a two-year-old division of the Associated: Jewish Community Federation of Baltimore.

The endowment, called the Fund for Jewish Continuity Through Education, presages a "sea change" in non-profit fundraising, according to Lee M. Hendler, a vice chairman of CAJE who is co-chair of the new education fund, along with LeRoy E. Hoffberger. The education endowment, which probably will be followed by four or five other single-issue funds, appeals to an increasing number of givers who don't want to leave their money to something as broad as the Associated's general fund, Ms. Hendler said. (The \$70 million Operation Exodus campaign, which spent most of its proceeds on international immigration needs, did not leave a lasting endowment.)

"They give a donor an opportu-

nity to make a lasting contribution in an area of expertise," she said. The new fund also gives the Associated a chance to target a wider audience of potential givers, she added, but it's unlikely the campaign will be opened to the entire community.

The Fund for Jewish Continuity is part of an overall plan to improve Baltimore's Jewish education system, not only for the 4,100 day school and 6,400 congregational students, but for families as well. The two-year-old plan, which includes 53 recommendations, will start with four priorities:

- Education personnel, from day schools to congregational programs; from training to compensation;
- Family education, especially the need to involve families in a child's education, and using synagogues as one agent;
- Israel, and its potential as an educational tool; and
- Special education, which is among the fastest growing areas of need in Baltimore.

"I think what is most exciting about this is the opportunity to get serious about the issue of Jewish continuity, to stop wringing our hands about it, and instead to invest our money in the field where we know it'll have the best return, and that is Jewish education," said Ms. Hendler.

She said the five-year delay between identifying education as a strategic priority and launching a campaign is the price of the Associated's desire to generate community consensus.

The amount Baltimore's Jew-

The Associated appeals to single-issue givers with a first-ever \$20 million endowment campaign for Jewish education.

ish community has spent on education relative to other cities is "an embarrassment," Ms. Hendler said. "I think it has indicated a less than serious commitment to education."

Once at full funding, hopefully within two or three years, according to Ms. Hendler, the new fund could add almost a third to the \$3.4 million the Associated spends annually on local education.

The endowment would replace the \$300,000 the Associated's general fund has advanced to CAJE in each of the past five years. It hasn't been decided when or even whether that \$1.5 million will be repaid.

In advance of its official launch, the education campaign has raised just under \$1 million. The

Associated hopes to receive a \$5 million matching grant for day school education from the Weinberg Foundation, but it is having trouble meeting the conditions of the grant: All matching funds must go to Jewish day schools, but none of it can be earmarked for any specific school.

"We've found it difficult," Ms. Hendler acknowledged, adding that Mr. Hoffberger and the Associated have been trying to ne-

Dr. Chalm Botwinick, executive director of CAJE, says the plan is important, but "you've got to have the dollars."

gotiate with the Weinberg Foundation over the matching requirements.

"I think that many private donors' sense is that each individual day school has their own private constituency to which they can turn for resources," she said.



PHOTO BY JANE HAWANG

Plus, she said, "Many of the wealthier donors are not necessarily day school acolytes," although that is gradually changing. It will be several months before the Associated will know "whether we'll be able to leverage those dollars," said Dr. Chaim Botwinick, executive director of CAJE. Weinberg hasn't given a deadline to raise the matching funds, "but my sense tells me that we need to move A.S.A.P."

The \$20 million campaign was born out of the Associated's 1990 long-term strategic plan, which placed education at the top of its priority list. Two years ago, CAJE was created to begin mapping out the specifics of the plan.

The goal of CAJE, which is chaired by accountant Alvin D. Katz, was "to provide a coordinated and community-wide approach to financial resource development — or fundraising — for Jewish education, as well as strategic plan implementation," said Dr. Botwinick.

Dr. Botwinick, who until this summer was executive director of the Council on Jewish Education Services (CJES), spent half his time running CAJE since it was created two years ago. When he took over CAJE full-time in July, CJES Associate Director Marcy Dickman became its acting director.

"Probably the single biggest challenge for myself and for the Center for the Advancement of Jewish Education will be to engage in an aggressive well-developed campaign," said Dr. Botwinick, who comes from a long line of Orthodox rabbis. His hiring by the former Board of Jewish Education in 1989 represented a return to Baltimore for the Philadelphia native, who attended the Talmudical Academy here from the eighth to the twelfth grades.

Dr. Botwinick's work in the coming years will address a problem common to most federations, he said: bridging the gap between planning for Jewish education, and financing those plans. "We could generate all the reports in the world, as other cities have done, and they'll sit on shelves gathering dust," he said. "You've got to have the dollars."

While the CJES will continue to oversee day-to-day education services, CAJE will raise the money and apply it to a long-term plan.

One of the foundations of that plan will be enhancing educational personnel in Baltimore, Dr. Botwinick said. That includes training, retention, recruiting and compensation.

"Salary and benefits are significantly less than in non-Jewish education," he explained. One goal is to add both life insurance and health benefits to educators' compensation.

"The [CAJE] is committed to providing some form of medical insurance coverage to the educational community," Dr. Botwinick said. That goal was pursued in 1990, but dropped because of a conflict between full-time and part-time teachers. He suggested some type of pro-rating system could be enacted to avoid a similar clash.

CAJE also expects to coordinate the programs of a variety of agencies to enhance family education, from early childhood to adult.

"If our children continue to hear us haranguing them and lecturing them about Jewish education, and see us doing nothing ourselves," Ms. Hendler said, "eventually they'll turn around and ask us, 'What's the point of this?'"

One major tool for enhancing Jewish identity is Israel. But Dr. Botwinick said that any trip to the Jewish State must have a strong educational component. "We can't afford to have kids go to Israel and come back and it just be viewed as an interesting experience to a foreign land," he said.

"What I'm hoping it would produce, given the right ingredients, is a sense of Jewish identity that will encourage a student to learn more about his or her Jewish identity."

Finally, the initial stages of the overhaul will include improving special education programs. "We're not talking about establishing a separate school," Dr. Botwinick said, but rather giving more support to existing programs, such as Gesher LaTorah, a special education school.

"When you try to build a foundation, you have to make sure you have all the plans, all the specs completely accurate," the CAJE director said. "Thank God we're beginning to finalize the foundation, and we're ready to begin building that house." □

**The new fund
could boost
spending on
Jewish education
in Baltimore by
almost a third.**

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Baltimore

Baltimore UP

meeting in Baltimore

Joel Zaiman

Mari Dickman

Larry Ziffer

Hanni Botwinick

Garl Dorph

Alan D-H

Bar and Mari to meet on
① Document of action plan

② not → Feedback since



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Initiatives
in
Jewish
Education

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Florence Melton

Melvin Merians

Lester Pollack

Charles Ratner

Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

October 9, 1995

Ilene Vogelstein

3700 Breton Way

Baltimore, MD 21208

Dear Ilene:

As we begin a new year of CIJE activity, I wanted to thank you for your leadership and hard work toward the goals we share. At the critical beginning, you helped to establish a solid foundation in the effort to transform the quality of Jewish education. All of us at CIJE and beyond are grateful for what you have done. May your future work bear significant fruit for Baltimore and the North American Jewish community.

With best New Year wishes.

Mort

MORTON L. MANDEL - Chair



Chair

Morton Mandel

Vice Chairs

Billie Gold

Ann Kaufman

Matthew Maryles

Maynard Wishner

Honorary Chair

Max Fisher

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Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Lester Pollack

Charles Ratner

Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

October 9, 1995

Genine Fidler
8009 Melody Lane
Baltimore, MD 21208

Dear Genine:

As we begin a new year of CIJE activity, I wanted to thank you for your leadership and hard work toward the goals we share. At the critical beginning, you helped to establish a solid foundation in the effort to transform the quality of Jewish education. All of us at CIJE and beyond are grateful for what you have done. May your future work bear significant fruit for Baltimore and the North American Jewish community.

With best New Year wishes.

MORTON L. MANDEL - Chair



BALTIMORE HEBREW UNIVERSITY

OFFICE OF THE PRESIDENT

October 31, 1995

Dr. Alan Hoffmann, Executive Director
 Council for Initiatives in Jewish Education
 15 E. 26th Street
 New York, NY 10010

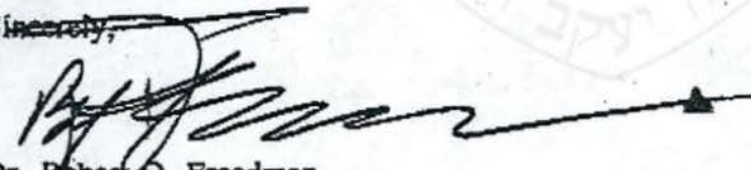
Dear Alan:

Gail, Shulamith and I had a very useful talk on Monday about future areas of cooperation between CIJE and Baltimore Hebrew University.

Essentially, two major ideas emerged from our discussions. First, CIJE, depending on how its interviews go, will be scheduling a consultation on Early Childhood Education in the spring of 1996 to which each of our five institutions would send representatives. Second, either during or after the preparation of a CIJE research paper on the state of Jewish Early Childhood Education, you and Gail would come to a Board of Trustees meeting of Baltimore Hebrew University to make the case for spending Baltimore Jewish community resources for additional faculty members in the field of Jewish Education, beginning with Early Childhood Education as well as indicating to our Board what non-Baltimore resources might be available. Such an appearance by CIJE would also serve to acquaint CIJE with the BHU Board of Trustees who are important figures in the politics of the Baltimore Jewish community, especially in the area of Jewish education.

I look forward to being in contact with you to discuss these issues with you further in the near future.

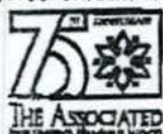
Sincerely,


 Dr. Robert O. Freedman
 Acting President

ROF/jb

5800 PARK HEIGHTS AVENUE BALTIMORE, MARYLAND 21215 (410) 578-0915 FAX (410) 578-6940

A CONSTITUENT OF



deora P4
 1) my lee kender
 2) Baltimore all
 3) Gail cany hie
 4)

FROM: Alan, 73321,1220
TO: Debra abcPerrin, 76322,2406
DATE: 2/27/96 8:58 AM

Re: BALTIMORE MEETINGS

BALTIMORRE FILE.

----- Forwarded Message -----

From: gail dorph, 73321,1217
TO: Alan, 73321,1220
DATE: 2/27/96 6:00 AM

RE: BALTIMORE MEETINGS

I'm thinking of taking early retirement.

When I spoke with chaim on sunday night I went through the document chapter and verse in terms of my reservations. I suggested that maybe I not come. no, no. he said, you should say all those things, it's important that you do. OK, so I came and I said all those things, maybe too strongly, I'm not sure. he was pissed off with me afterwards. told me that although he had agreed with what I said, he felt that I had been too negative.

I'm not sure if this means I was successful or a failure. I don't know what Joel thought. I'll try to talk to him tomorrow some time.

consultation this aft with bev engel interesting. she wants to push these guys into thinking more seriously about their Jewish vision. I'm wondering if she is going to get involved in this if we should be bringing her to Israel to the goals project seminar. she has a real sense of what it takes to work systemically in an institution and even some sense of the Jewish. maybe we should be investing in her instead of saying she doesn't have enough Jewish. she's writing a kind of workbook to help institutions "change." gail

Memorandum

TO: Rena, Sharyn, Paula and Gila
FROM: Shulamith Elster
RE: Lesson Plan: April 25
DATE: April 23, 1996

FOCUS: Jewish Values

Specifically, how Jewish values find expression first in the lives of individuals and families and then within our schools and Jewish institutions/ the elements-characteristics that clearly define us as 'Jewish'.

Participants will sit in school-groups and separate tables will be set for each school. One of us will sit at each table.

Gila will begin with a D'var Torah on the parasha which is Kedoshim and link this with our last trimester discussions regarding holiness and its connection with our work.

I will introduce the concept of Jewish Values and provide an overview (with examples with specific references to these within Jewish schools) using the materials which are attached.

There will then be two specific tasks for the participants:

Each school will be asked to consider/review aspects of the life of the school and inventory (list and give examples) of how specific Jewish values infuse the school. This would include everything from the formal curriculum, publications, reporting student progress, publicity to marketing. EVERYTHING!

(What I imagine will happen is that teachers and directors will find that some of this is currently in place but not necessarily referred to in Jewish values language!)

Next step: identify aspects of the life of the school that could/should be infused with these values. How can this be achieved? What will it take to make this happen?

Group comes together for feed-back from the individual schools.

The attached materials will be distributed as part of the introductory segment. Please review them in advance on Thursday evening.

In summarizing the research on schools and specific practices and produces of fine schools, DuFour and Eaker conclude with the following observations which bear close consideration:

1. The key to school improvement is a commitment to people improvement (the need to invest in people, support people and develop people)
2. Excellent schools have a clear vision of what they are attempting to accomplish . what they are trying to become.
3. The day-to-day operation of an excellent school is guided by a few shared central values.
4. Excellent schools have principals who have effective leaders. ✓
5. The shaping of an organizational culture and climate is critical to the creation of an excellent school.
6. The curriculum of an excellent school reflects the values of the school and provides a focus that helps teachers and students 'stick to the knitting'.
7. Excellent schools monitor what is important.
8. In an excellent school, teacher are expected to act as leaders within their classrooms.
9. Excellent schools celebrate progress toward their vision and the presence of their core values with ceremonies and rituals.
10. An excellent schools is committed to continual renewal.

APPENDIX: pp5-7

Richard DuFour and Robert Eaker. *Creating the New American School: A Guide to School Improvement*. Bloomington, Indiana: National Educational Services, 1992.

B'RESHIT: PROUDS AND CONCERNS

B'reshit is a program with great style!
from Joy of Text: - style: purposeful dislocation of the ordinary

PROUDS

- *substantially increasing the Jewish knowledge base of educators*
- *strengthening Jewish spirit of the classroom*
- *incorporating new knowledge into their personal lives*
- *combining information/experience/practical*
- *responses of participants - spirit, building of community of learners, engagement of faculty*
- *feedback on a regular basis*

- *combines building Jewish understanding and knowledge, modeling of teaching and pedagogy with examples (models) upon which to build one's own*

- *role of the yoetzot/mentorships/coaches: we have teachers, directors and yoetzot: bridge gaps/feedback and monitoring*

- *early effort among those CIJE is nurturing - reflecting conceptualization of professional development as adult learning*

- *support: resources and talent here: funders, Chaim, Marci, Rena, Gila*

CHALLENGES: Concerns

- *extending the reach of B'reshit beyond the current group of teachers within the participating schools*
- *extending the reach to others in the Baltimore community*
- *recruit new people for the profession*
- *extending the reach beyond the individual teacher- classroom- parents*
- *family education: substantial Jewish content - larger conceptualizations - possible work with Vicky Kelman*
- *strengthen family and incorporating this new knowledge into their lives*

- *issues of school culture*
- *mission refinements: Bev Engel*

Training in General Education. Table 2 shows that 43% of Baltimore's educational leaders are certified in general education, and 69% hold degrees with a major in an education field. Some leaders have both certification and a degree. In total, 72% are considered to be formally trained in general education and pedagogy.

In the three communities, more than half (53%) are certified in general education, and over two-thirds (68%) hold degrees in education. In total, about three-fourths (76%) of the educational leaders are formally trained in general education and pedagogy.

Table 2. Collegiate and Professional General Education Backgrounds of the Educational Leaders			
SETTING	Trained in General Education*	Certification in General Education	Degree in Education
Day School	74%	54%	67%
Supplementary	77%	53%	69%
Pre-school	74%	50%	69%
TOTAL	76%	53%	68%
<i>Baltimore Total</i>	<i>72%</i>	<i>43%</i>	<i>69%</i>
*Leaders trained in general education have either certification, a degree, or both.			

Pre-school educational leaders in the three communities are less likely to have college degrees in education than leaders in other settings. Eighteen percent of the pre-school educational leaders, who have formal training in general education, received their training in education from teachers' institutes (mainly one- or two-year programs in Israel or the U.S.). Fifty-six percent of pre-school leaders have college degrees with a major in education, and 13% received training in education from teachers' institutes.

Training in Jewish Studies. We define formal training in Jewish studies (Judaic subject matter) either as holding a degree in a Jewish subject matter from a college, graduate school, or rabbinic seminary; or as having certification in Jewish education. (Degrees in Jewish education count as training both in Jewish studies and general education). *Forty-nine percent of the educational leaders of Baltimore are certified in Jewish education, and 43% hold degrees in a Jewish content area (see Table 3). Some leaders have both certification and a degree. In total, 61% are considered to be formally trained in Jewish studies.*

Among the educational leaders of all three communities, only 37% percent are certified in Jewish education, and 36% hold degrees in a Jewish content area. In total, only about half (49%) of the educational leaders in the three communities are formally trained in Jewish studies, either certified in Jewish education and/or holding degrees in Jewish studies.

Table 3. Collegiate and Professional Jewish Studies Backgrounds of the Educational Leaders

SETTING	Trained in Jewish Studies*	Certification in Jewish Education	Degree in Jewish Studies
Day School	52%	43%	48%
Supplementary	66%	44%	41%
Pre-school	12%	12%	- -
TOTAL	49%	37%	36%
<i>Baltimore Total</i>	<i>61%</i>	<i>49%</i>	<i>43%</i>

*Leaders trained in Jewish studies have either certification, a degree, or both.

In the three communities, supplementary and day school leaders are the most likely to hold certification and/or degrees in Jewish education. Forty-three percent of day and 48% of supplementary school leaders are certified in Jewish education, and similar numbers hold degrees in Jewish studies. No pre-school educational leaders hold degrees in Jewish studies, and only 12% are certified in Jewish education.

Training in Educational Administration. Leaders in the three communities, including Baltimore, have very little formal preparation in the area of educational administration/supervision (see Table 4). We define formal preparation in administration as either being certified in school administration or holding a degree with a major in administration or supervision. These preparation programs cover such topics as decision-making, organizational theory, staff development, planning, and finance. In these types of courses, students learn about problem-solving, developing collaborative cultures, and implementing change, among other issues. We have not counted a Masters in Jewish Education as formal preparation in educational administration, although we consider these Jewish education degrees as training in Jewish studies and in education/pedagogy. Advanced degrees in Jewish education often include a number of courses in school

administration and supervision, and some even have an internship program, but the emphases and intensity are not equivalent to a complete degree with a major in administration or supervision.

As presented in Table 4, only 32% of Baltimore's educational leaders are certified or licensed as school administrators, and 19% hold a degree in administration. Some leaders have both certification and a degree. In total, only 36% are considered to be formally trained in educational administration. Among the educational leaders of the three communities, only 25% are certified or

Table 4. Collegiate and Professional Educational Administration Backgrounds of the Leaders			
SETTING	Trained in Educational Administration*	Certification in Administration	Degree in Administration
Day School	41%	36%	19%
Supplementary	19%	19%	9%
Pre-school	19%	19%	--
TOTAL	27%	25%	11%
<i>Baltimore Total</i>	<i>36%</i>	<i>32%</i>	<i>19%</i>
*Leaders trained in educational administration have either certification, a degree, or both.			

licensed as school administrators, and only 11% hold degrees in administration.

In the three communities, day school educational leaders are the most likely to have formal preparation in educational administration. Forty-one percent of day school leaders, compared to only 19% of supplementary and 19% of pre-school leaders are trained in educational administration. In total, 27% are trained in educational administration. Of the rest, 35% received some graduate credits in administration without receiving a degree or certification, but we do not know how intensive their studies were.

Training for Educational Leadership Positions

To fully explore the background of educational leaders it is important to consider simultaneously the different components of leadership training: general education and pedagogy, Jewish studies, and educational administration/supervision. What percentage of educational leaders are trained both in education and Jewish studies? What percentage are trained in all three areas of leadership preparation?