# 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 Folder 29 14

Baltimore, Md. Machon L'Morim, 1993-1996.

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FAX COVER SHEET

TO: Professor Seymour Fox, Annette Hochstein, Shmuel Wygoda

FROM: Shulamith Elster
Council for Initiatives in Jewish Education
301-230-2012

DATE:April 14, 1993 TIME:10:55 AM Number of pages including this sheet: 18 A PROPOSAL FOR THE ESTABLISHMENT

OF A

TEACHER SPECIALIST

LEADERSHIP TRAINING INSTITUTE

Prepared by: Dr. Chaim Y. Botwinick February 2, 1993

# A PROPOSAL FOR THE ESTABLISHMENT OF A TEACHER SPECIALIST LEADERSHIP TRAINING INSTITUTE

#### BACKGROUND

The Jewish community of North America is currently facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many youth and adults alike who no longer believe that Judaism has a major role to play in their search for personal fulfillment and communality. This has serious implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people. Over the last several decades, intermarriage between Jews and non-Jews has risen dramatically, and a major proportion of children from such marriages no longer identify themselves as Jews.

It is clear that there is a core of deeply committed Jews whose very way of life ensures meaningful Jewish continuity from generation to generation. However, the remaining Jewish population is finding it increasingly difficult to define its future in terms of Jewish literacy, values and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism for this population now rests primarily with education. To be sure, as Jewish education goes, so will go Jewish life.

develop a clearer understanding of Jewish beliefs, concepts and attitudes on the part of the student.

Our teachers, more than at anytime, need to creatively provide students with a deeper understanding and appreciation of our Jewish heritage and the positive "relevance" of Jewish values, teachings and precepts derived from this rich heritage. Concerted efforts must be made to challenge the thinking and creativity of our youth regarding the "worthwhileness" of living Jewishly and the significance of Jewish life in a pluralistic society. If the Jewish community is to guarantee its continuity, today's youth must be able to not only practice as Jews but also feel a true sense of personal commitment, obligation and fulfillment as members of a Jewish community. This challenge can only be realized if teachers have the necessary skills and knowledge to transmit to their children a profound understanding of why it is important to be Jewish and its relevance to their personal lives, individually and collectively.

Jewish educational leadership have long understood the critical role that teachers play in the cognitive and affective learning process. They have been particularly concerned with how teachers learn and how they transfer their learning into concrete exercises and activities for their students because teachers are the primary catalyst for change within the Jewish classroom.

Change in the Jewish teaching process must be the result of an organized structure designed to have an impact upon the individual teacher. In order to affectuate change in the classroom, teachers require the acquisition of new methodologies, skills, and information to create exciting and challenging classroom environments conducive to the transmission of Jewish attitudes, behaviors, values, and knowledge.

In order to introduce the necessary changes required to enhance the quality and quantity of the Jewish teaching/learning experience in the classroom, an intensive in-service teacher training program should be developed which would: 1) address the critical leadership and pedagogic skills of the teacher; 2) provide teachers with a comprehensive course of study in relevant Jewish content areas; 3) afford them the opportunity to serve as teacher specialists and mentors in the Jewish educational system; and 4) begin to elevate the status of the profession.

#### PROPOSED PROGRAM

Proposed is the establishment of a <u>Teacher Specialist Leadership Training Institute</u> which would be designed in order to upgrade teacher performance and Judaic skills in the community and create opportunities for a cadre of selected classroom teachers to be trained as Teacher Specialists or mentors.

The Institute will identify and recruit teachers of promise and talent in BJE-affiliated schools and will provide them with a series of comprehensive in-service training experiences in order to maximize their leadership and instructional skills. Moreover, the Institute will give special professional status to exceptionally qualified Jewish teachers and motivate them to aspire to leadership roles in demonstrating the most effective instructional and leadership skills, both in the classroom and as "mentors" to novice teachers.

# AMERICAN IEWISH

With the establishment of a Teacher Specialist Leadership Training Institute, the community will be able to engage a cadre of Jewish teachers who will affect the quality of Jewish instruction in their respective schools and become models for their peer groups and agents for change in each school.

In order to successfully embark upon this new initiative, a carefully planned program of teacher identification, recruitment, curriculum planning and evaluation must be undertaken.

As envisioned, up to twelve Judaic studies teachers in the middle school, grades 5, 6, 7 and 8 (students ages 10, 11, 12 and 13) will be invited to participate in the Institute. Consistent with pre-determined criteria, teachers will be selected from the following three institutions, which represent the three denominational movements and have both day and religious school programs:

#### Conservative

Krieger-Schechter Day School Chizuk Amuno Religious School

#### Orthodox

Beth Tfiloh Community Day School Beth Tfiloh Religious School

#### Reform

Baltimore Hebrew Cong. Religious School

Total: up to 12 middle school Judgic teachers

The establishment of the Institute will require three phases. Phase One will be devoted exclusively to a planning process: Phase Two, program implementation; and Phase Three will involve follow-up and evaluation.

The following is a description of each of the three phases:

#### Phase One: Planning Process

A part-time senior Jewish educator with expertise in leadership development and in-scrvice Jewish teacher training will be engaged by the Institute as its Director in order to develop the appropriate teacher selection criteria and to direct the program in accordance with the Institute's goals and objectives. The Director will convene a series of planning meetings comprised of a host school principals and rabbinic leadership who will serve as the Professional Advisory and Selection Committee, in order to establish criteria for teacher selection. Each principal and rabbi will be responsible for identifying appropriate teachers, through a self-selection application process, who meet the criteria in each of their respective schools. All teachers in each of the schools will be given the opportunity to submit applications for consideration.

In addition to Identification and recruitment, the Professional Advisory Committee will have significant input into the curriculum design of the Institute's program with specific emphasis and sensitivity to the educational needs and philosophy of each of the three ideological movements.

As a requirement for acceptance into the Institute, each candidate must be willing to commit himself/herself to a rigorous 12 month program which will consist of up to eight hours of formal study per month, complimented by study questions and extensive home-assigned readings. The Institute will require that all candidates have a clear understanding of the Institute's expectations of their participants.

Each participant in the Institute's program will be awarded a \$4,000 fellowship stipend for participating in the Institute. The \$4,000 fellowship stipend will be awarded to the teacher

through the school over a three-year period as follows: year one (1993-94) - \$2500; year two (1994-95) - \$750; year three (1995-96) - \$750. The school will include the stipend in the teacher's payroll check at regularly scheduled payroll intervals.

In addition to identification, recruitment and curriculum design, the Professional Advisory

Committee will be responsible for developing a comprehensive plan for evaluation and
follow-up activity in their respective schools.

It is anticipated that Phase One of the Institute's program will take approximately five (5) months.

Phase Two: Program Implementation (In-Service Training)

Phase two involves the actual in-service training component of the Teacher Specialist Leadership Training Institute.

The primary objective of the training program will be to provide participants with a wide variety of focused learning modules, lectures, workshops, seminars and colloquia which will enhance their Judaic knowledge and leadership skills.

The curriculum will be designed by the Professional Advisory Committee in close consultation and collaboration with experts in select fields of study.

The Institute's primary curricular focus will involve areas of study relating to the subject of Prayer (Tefillah).

Prayer is the natural expression of religious feelings and, in Jewish tradition, occupies a central position.

The subject of Jewish prayer will be approached from a wide variety of perspectives, all of which contribute to a better understanding of this important element of Jewish life and Jewish continuity. There is the <u>aesthetic</u> approach which addresses itself to the structure of the Jewish worship service. There is the <u>historical</u> approach, which endeavors to trace the development of the Jewish liturgy from its rather simple beginnings to the elaborate devotional literature available to the modern Jew. There is the <u>exegetical</u> approach which seeks to understand and appreciate the different levels of meaning of the prayers that have gone into the making of the Jewish worship service. And finally, there is the phenomenon of prayer itself, the act of oneself addressing his/herself to God. This is both a datum of religious experience and a task for theological understanding.

By offering the study of Prayer as the Institute's central curricular theme, teacher participants will learn, understand and appreciate together the emotional experiences of prayer, the intellectual element of prayer, as well as obtain specific <u>pedagogic</u> and <u>methodological</u> skills - each of which is absolutely essential for effective classroom instruction.

A comprehensive and well-developed Prayer curriculum will include Jewish liturgical text study, select text study, foundations of Jewish culture, ethics and values, as well as an analysis of Jewish communal life through the ages.

An essential ingredient for the success of this program will be the challenge of integrating pedagogy, content-based topics and leadership development into a comprehensive interwoven curriculum. This will enable the participant to integrate and disseminate knowledge and skills into a singular study/learning plan.

The Institute's faculty will be comprised of outstanding Jewish scholars, academicians and Jewish education practitioners. Concerted efforts will be made to engage the "best and the brightest" in their respective fields.

The centrality of Prayer to Jewish living in a contemporary society is paramount. It serves as a catalyst for Jewish continuity and as a bonding force between man and God. If taught

properly, this subject matter has the potential to instill a sense of Jewish peoplehood and belonging, deeply rooted in Jewish values and precepts. The study of Prayer can, indeed, deepen the understanding and appreciation for Jewish continuity and affect the lives of our youth by instilling in them a sense of relevance about their "Jewishness" which can only enhance their Jewish identity and feelings towards the importance of Judaism and its rich history and heritage.

#### A MATERIA AND LEVALUE OF

The questions of why one should pray, or why one should pray Jewishly, are key areas of concern. Through this course of study, participants will also understand not only why Jews pray, but also why it is important and relevant to personally participate in this great Jewish institution which has held our people together for thousands of years. This understanding and appreciation is particularly critical for middle school students who require a significant and meaningful exposure to synagogue prayer, ritual, and experience.

It is important to note that teacher participants may be entering into the program with various levels of proficiency in Hebrew language. It is therefore proposed that a "minimester Ulpan" be offered for a three month period for those teachers who require basic Hebrew language skills. The "minimester" in-service requirement will be designed and implemented to complement the twelve-month course of study and will be an added requirement to the course of study for those select teachers. A teacher stipend for participation in this program will be determined.

In order to ensure quality control of the program, the Prayer curriculum will need to be designed in a manner which will facilitate group learning, as well as individualized intensive study via home-assigned readings.

At the completion of the twelve-month study/training program, it is proposed that a ten-day Study Mission To Israel (Summer 1994) be provided to all Institute participants. A subsidy of up to \$3,000 per participant is proposed to defray the air and land costs for the Mission. The Mission will provide participants with an exciting and enriching culminating experience relevant to the Institute's curricular theme. Moreover, it will provide participants with a meaningful and significant incentive,

All teacher participants will be provided with a wide variety of educational materials and texts which at the completion of the program will be offered as a gift to the teacher for his/her permanent library.

## Phase Three: Follow-up and Evaluation

In order to measure the impact of the Institute's program on skills development and teacher effectiveness in the classroom, a series of specially designed formative and summative evaluation and observation instruments will be designed. Each school will be required to engage in an extensive follow-up and evaluation program.

The evaluation and follow-up component will be designed in close collaboration with the principal and Rabbi of the host school. Specific indices relating to teacher performance, pupil learning/performance, teacher-pupil interaction and creative curriculum strategies via lesson planning will be monitored and evaluated on an ongoing basis for at least a three year period. Consultants of the Board of Jewish Education will be available to provide guidance in implementing the follow-up and evaluation plan.

One of the most critical challenges in this regard will be to assess how the Institute experience changes teacher performance skills and effectiveness in the Jewish classroom.

In an effort to measure short and long-term impact upon classroom instruction and its concomitant affects upon pupil knowledge, Jewish behaviors and attitudes, a comprehensive research and evaluation project will be designed and conducted in each of the participating schools.

During the 1993-94 school year, base-line pupil data will be collected, collated and analyzed in order to measure and chart pupil progress in the middle school grades where Institute participating teachers are engaged. A series of follow-up studies to track and measure pupil knowledge, behaviors and attitudes will be conducted for up to three years following the completion of the Institute's program. Moreover, a longitudinal study will be conducted beyond the three-year period in order to measure long-term change in pupil knowledge, involvement, and attitudes.

Finally, during 1994-95 all "graduates" will be required to convene as a group several times a year over a three-year period in order to share and document their individual progress in their respective schools. The Board of Jewish Education will also be encouraged to utilize Institute graduates as "Teacher Specialists" in the Greater Baltimore Jewish educational community.

# Postscript

The proposed Institute, as envisioned, represents a comprehensive approach to in-scrvice Jewish teacher training and skills development by utilizing a singular curricular theme which is all-encompassing from a Jewish content and pedagogic perspective. To be sure, it represents the first of its kind in the community.

Unlike currently existing in-service Jewish teacher training programs in the community, the Institute will provide participants with an Intensive and extensive in-depth course of study and training component under the guidance and leadership of outstanding scholars, academicians and Jewish educators. Moreover, the Institute will engage each host school to become full partners in assessing and evaluating the impact of the program on what takes place in the classroom. The ultimate goal is to enhance the knowledge and skills of teachers in order to positively affect pupil knowledge, Jewish involvement and attitudes, as well as Jewish identity.

In an effort to permanently elevate the status of each teacher participant, concerted efforts must be made on the part of participating schools to enhance the salary levels of each graduate.

The proposed Institute which represents an enormous investment of resources, has the potential to serve as a replicable in-service teacher training model for communities throughout the United States. The dissemination of the curriculum, the teacher training modules, as well as the establishment of a research protocol and paradigm will have wide-reaching applications for communities engaged in serious in-service teacher training on the national level.

This proposal has been developed with the intent to leverage additional local and national funding for this new and challenging educational initiative.

# Proposed Timetable:

-February 1993 through August 1993

-September 1993 through July 1994

-August 1994

-September 1994 through June 1996

- Phase One: Planning Process

- Phase Two: Program Implementation

- Israel Study Mission

- Phase Three: Follow-up/Evaluation

# Proposed Budget:

# Personnel

-	Director of Institute	\$30,000
-	Clerical Support	3,500
-	Per Diem Supervisor of Director	5,000
-	Honoraria/Fees for Lecturers/ Instructors	15,000
	Total Personnel:	\$53,500

# Other Than Personnel Services

	Administrative Expenses	
	(Mailings, Telephone, Duplicating)	3,500

-	Program Expenses (Materials,	
	Texts, Supplies)	10,000

•	Teacher Specialist Fellowship	•
	Stipends	
	\$4,000 x 12 teachers	48,000
	(over 3 years)	, , , , ,
-	Israel Study Mission Stipend	36,000
	(up to \$3,000 x 12)	A SA POSSE NO SO

Total Other Than Personnel Services:	\$97,500
Grand Total:	\$151,000

# Note:

Concerted efforts will need to be made to identify various locations throughout the community in order to obtain in-kind space for the Institute. Host schools will be asked to commit space to the Institute on a rotating basis.



From: <ALANHOF@HUJIVMS>

To: Gail Dorph Cc: EXIT

Subject: Re: Machon l'morim

> Date: 02 Dec 93 19:00:44 EST

> From: Gail Dorph > To: AlanIsrael

> Subject: Machon l'morim

>

> Alan, I think that Chaim thinks that the way to "pole vault" over

> Shulamit is through Lee. My impression was that he thought that was the

> way to go. I also got the impression that he too thought that Lee wanted

> Machon I'morim to be a CIJE project.

> I'm assuming that you did not yet read Wednesday's compu-serve

> message. It was about Milwaukee and because I didn't yet know how to

> print things out, I don't have a copy. so I need you to read it and

> respond if it required a response. My recollection is that there were

> financial questions about how Ellen would get paid were she to agree to

> do the Milwaukee sessions.

Shabbat Shalom, Gail

>

> ADH: GAIL, SSPOKE TO CHAIM YESTERDAY AND YOU ARE RIGHT ABOUT SHULAMIT AND I WILL BRIEF YOU AFTER MY CONVERSATION WITH LEE HENDLER.

I AM HAVING GREAT DIFFICULTIES HOOKING UP WITH COMPUSERVE AND I WILL TRY AGAIN BEFORE SHABBAT WHEN THE LINES SEEM LESS CRAZY.

MAYBE YOU SHOULD JUST RECONSTRUCT THE MESSAGE AAND SEND IT TO ME THIS WAY .

SHABBAT SHALOM,

ALAN

>

>

>

Baltimore

Date: 13 Dec 93 20:40:19 EST

From: Gail Dorph To: AlanIsrael

Subject: Julie and Machon L'morim

Hi Allen. Guess what! I'm back. And your vacation from hearing from me is over!

So, I talked to Julie to tell her that I'm going to be in Baltimore tomorrow and Wednesday. First of all, she didn't know. That surprised me. More important, she says that Friday am, she, Adam, Ellen and Roberta are having a conference call about "what does it mean that she is supposed to evaluate Machon I'morim." Apparently, the fax she got from Adam just said to go ahead with Machon I'morim and she says that she does not know what that means. Her understanding of the Milwaukee meetings was that CIJE was not going to get involved in Machon I'morim period. She has been attending the sessions (out of the goodness of her heart because Shulamith, Lee and Chaim asked her to attend). This is not part of her CIJE related business as she understands it. Yes, she is working for CIJE full time. This is over and above her full time-ness.

So her question at its most straightforward: what does it mean to be involved with Machon I'morim. She saw herself as monitoring it not evaluating? When she asked Adam about the change in direction, he said, "they decided." I guess she wants to know "who's they? and what's the decision?" She has a point.

I thought we decided this in Milwaukee in the evening meeting. She didn't hear about it for two weeks after that. And then what she heard was via fax and very vague.

I don't know if we have time to talk about this at our telecon, but it would be important for this to be clearer before their Friday telecon. And maybe it is already and just she and I don't know which is also OK, just let me know, so I don't stick my foot in my mouth.

Also, if there is anything I should know about Lee Hendler or Baltimore in general, please fill me in, because I'm on my way there after our telecon.

Gail

Date: Tue, 14 Dec 93 13:52 +0200

From: <ALANHOF
To: Gail Dorph

Cc: Virginia Levi

alanhof

Subject: Re: Julie and Machon L'morim

Date: 13 Dec 93 20:40:19 EST

From: Gail Dorph To: AlanIsrael

Subject: Julie and Machon L'morim

AMERICAN IEWISH

Hi Allen. Guess what! I'm back. And your vacation from hearing from me is over!

[ADH:I hope you had a great time and a rest! Got to see your husband twice and meet your daughter.]

So, I talked to Julie to tell her that I'm going to be in Baltimore tomorrow and Wednesday. First of all, she didn't know. That surprised me. More important, she says that Friday am, she, Adam, Ellen and Roberta are having a conference call about "what does it mean that she is supposed to evaluate Machon l'morim." Apparently, the fax she got from Adam just said to go ahead with Machon l'morim and she says that she does not know what that means. Her understanding of the Milwaukee meetings was that CIJE was not going to get involved in Machon l'morim period. She has been attending the sessions (out of the goodness of her heart because Shulamith, Lee and Chaim asked her to attend). This is not part of her CIJE related business as she understands it. Yes, she is working for CIJE full time. This is over and above her full time-ness.

So her question at its most straightforward: what does it mean to be involved with Machon I'morim.

[ADH:MY UNDERSTANDING OF OUR DECISION WAS THAT AS LONG AS HAIM UNDERSTOOD THAT MACHON LEMORIM COULD BECOME PART OF THE

CIJE REPERTOIRE TO THE DEGREE THAT THEY WOULD ACCEPT THT FUTURE POLICY ABOUT THE PROGRAM WOULD BEMADE IN CONCERT WITH OUR

## PERSONNEL ACTION PLAN IN BALTIMORE]

She saw herself as monitoring it not evaluating? When she asked Adam about the change in direction, he said, "they decided." I guess she wants to know "who's they? and what's the decision?" She has a point.

# [ADH:WE HAVE NO SECRETS AND I AM GOING TO FORWARD THIS MESSAGE TO ADAM AS WELL]

I thought we decided this in Milwaukee in the evening meeting.

She didn't hear about it for two weeks after that. And then what she heard was via fax and very vague.

I don't know if we have time to talk about this at our telecon, but it would be important for this to be clearer before their Friday telecon. And maybe it is already and just she and I don't know which is also OK, just let me know, so I don't stick my foot in my mouth.

Also, if there is anything I should know about Lee Hendler or Baltimore in general, please fill me in, because I'm on my way there after our telecon.

[ADH:LET'S TALK ABOUT LEE HENDLER AT THE TELECON]

Gail

Chair Morton Mandel

MAY 9 1994

Vice Chairs
Billie Gold
Matthew Maryles
Lester Pollack
Maynard Wishner

Honorary Chair Max Fisher

Board David Arnow Daniel Bader Mandell Berman Charles Bronfman Gerald Cohen John Colman Maurice Corson Susan Crown Jay Davis Irwin Field Charles Goodman Alfred Gottschalk Neil Greenbaum Thomas Hausdorff David Hirschhorn 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

Executive Director Alan Hoffmann To: Shulamith Elster

From: Gail Dorph and Barry Holtz

CC: Chaim Botwinick, Lee Hendler, Alan Hoffmann, Ginny

Levi

Re: Meetings in NY on April 28,29

5/4/94

Suggested Structure for Second Year of Machon l'Morim (1st cohort)

This spring, there will be a negotiation with each school in terms of responsibilities of MM participant in the teaching of tefillah. The structure of the second year will also be introduced at this time (see below: monthly meetings and mentor teacher). This will include the idea of some (will vary according to setting and responsibility) released time for planning and monthly released time to work with mentor teacher.

Role of advisory team in terms of this group needs to be clarified. Who in each school will be "holding on" to MM participants? This person will need to set aside time regularly to work with mentor teacher and with MM participants.

Monthly Meetings for participants (8-9 sessions for academic year)

These sessions will be built around participants studying various kinds of curricular materials for the teaching of Tefillah. Goal will include:

 Participents will become familiar with a variety of curricular materials as resources for their own work. This work will also enhance participants' content knowledge.

 Participants will become familiar with secondary sources that explain, describe, deal with the origins of the Siddur and explications of its texts.

 They will enlarge and enhance their knowledge of pedagogic strategies for the teaching of tefillah,

4. As appropriate, they will use what they have learned to design learning units for their own classroom settings.

Monthly Visit of Mentor Teacher to school to work with team (6-7 visits per year)

Mentor teacher will be a person who will work directly with the teachers and principals of the schools. S/he will advise on teachers' projects, visit classes, help members of the team plan in advance. S/he will also give feedback on specific lessons taught. The goal of this element of the program is to help teachers in the implementation phase of the program. To begin with, MM will encourage that teachers' projects be classroom based so that there be the possiblity for the greatest overlap between what is learned in the monthly seminar and what they will do in class. Additionally, this will maximize the potential both for the mentor teacher to work with the whole group of teachers when visitng the school. It will also allow for the most productive peer support and encouragement.





# BALTIMORE HEBREW UNIVERSITY

#### MEMORANDUM

TO:

Gail Dorph

Barry Holtz

FROM:

Shulamith Elster

RE:

Machon L'Morim

DATE:

August 25, 1994

By now I am certain you have heard of the decision to place a "hold" on Machon L'Morim. The enclosed letter from Lee to applicants says it well.

Steve Brown and I will be meeting this week to talk about the curriculum seminars for Year Two. We will be continuing with the ten remaining teachers in the first group. I will talk to you next week after my meeting with Steve.

SRE:ek Enclosure

#### MACHON L'MORIM

c/o Baltimore Hebrew University 5800 Park Heights Avenue Baltimore, Maryland 21215

August 29, 1994

Dear:

By now you have heard from your school principal that the Children of Harvey and Lyn Meyerhoff Philanthropic Fund, in consultation with the Professional Advisory Committee, has made a radical decision regarding the second year of the Machon L'Morim program. As chairman of the Professional Advisory Committee and the primary funder associated with the project, I felt it was incumbent upon me to offer you a written explanation as well. This painful decision was not undertaken lightly, as we realized the program has generated precisely the kind of excitement and anticipation we had hoped for. It is obvious from our first year that one of the primary goals of the program has been well served: teacher enrichment. However, it was not as clear that if we continued at this time, we would be able to serve the larger, more long-term and certainly more complex goals of enabling curricular and school transformation through Machon L'Morim.

A powerful hallmark of the program has been its energetic forward momentum, but increasingly it is also an obvious weakness. We feel we need to take the coming year to carefully review the program as currently structured in light of its stated primary goals and objectives. One of the most ambitious of these is the creation of a replicable national model -- not only in end results but in the conduct of the experiment itself. We need to revisit what it means to be an educational experiment and what the reasonable parameters of educational experimentation ought to be. For instance, we must consider the desirability of constructing the entire three-year curriculum prior to implementing it, rather than constructing it as we implement. We will also examine among others the question of critical mass: how many teachers and administrators does it take in a given school to produce the kind of change we envision.

I would like to thank you for a very serious and thoughtful application. It was clear to me in reading all the applications that each teacher held high expectations of both the program and themselves. I congratulate you for exemplifying one of the primary things Machon L'Morim intends to reward--teaching excellence. Please understand that I cannot at this time make any promises about the disposition of the program at the end of this year. One of the central questions of the examination we intend to undertake is whether the model we constructed is, in fact, an appropriate model for serving the objectives and goals of the program as articulated in our founding documents. Please accept my deepest apology for any disappointment or disruption this decision may have caused you. I hope you can take some comfort in knowing it was done with the intent of serving the best interests of Jewish education. I wish you a most rewarding and stimulating year of teaching, growing and learning, and thank you once again for honoring us with your application to be a Meyerhoff Fellow of the Machon L'Morim program.

Shana Tova,

Lee M. Hendler Chair, Professional Advisory Committee Machon L'Morim

LMH: ek

#### REPORT ON OUR CONSULTATION IN BALTIMORE

#### 10/18/94

Present: Chaim Botwinick, Shulamith Elster, Lee Hendler, Leora Isaacs, Julie Tamivaara, Gail Dorph, Barry Holtz

# Topic: Possible Next Steps for Machon l'Morim

In essence, we had two goals:

- a. to spin out possibilities for the future of Machon l'Morim that would convince Lee Hendler that it would be worth it for the Children of Meyerhof Fund to keep its' focus on funding Jewish education for the foreseeable future: the next 3-5 years. For this period, Lee is talking about 500 -700,000 dollars.
- to spin out CIJE projects as the most exciting projects they might fund.

I think we did a good job. I also think that it would have been easier to do without the presence of Leora and Shulamith.

The first hour or so of the meeting included a statement from Lee that explained what she had hoped from Machon L'Morim and where she was now.

- program should be transformative
- program should be able to develop into a national model
- program should perhaps be based in one congregation

Next came input from Leora and Julie about what they thought the evaluation showed and what could be considered now.

Then, the conversation really wandered. Lee seemed to be saying, "for right now I'm interested in a project in one congregation that is transformative to the entire congregation. But I want it to be a project that has implications beyond that congregation." Shulamith and Leora took cuts into dealing with the issue.

We also talked about using one school, as opposed to a congregation, as a unit of measure. Lee made it crystal clear that she was not interested in that school being a day school. We spun out what could make that a model.

Rather than bore you with the additional details, let me say that Barry and I regrouped during the break, clarified our goals (stated above), and went back into the meeting.

We then reframed the meeting in order to "roll" out our products: Look! There are two different ways we could see this going: the congregational model (whole synagogue or school) or the

communal model. If we're going to try the one-institution model, it would be hubris to plan an intervention without the partner to the plan in the room. The communal response also needs partners, but planning can begin immediately. Interested parties can participate and have input during later stages of planning. I also said that when Lee and I had talked about MM at the point that they were putting it on hold, I thought that it had the potential of being part of the response to a comprehensive personnel action plan.

All of this spun around for a while. Then Lee asked what it might be like for MM to respond to the personnel study.

I spun out 4 or 5 programs and projects that are responses to the findings of the personnel study of Baltimore:

- a. The study shows that EC teachers need Judaica content., that a large percentage are full time, that their income is important to them.
  - b. Anecdotal evidence points to EC as gateway to future ed experiences.
  - c. BP tells us that good EC have family ed component.
  - d. Idea: design an intervention for EC that will include teaching of Judaica in a way that will help EC teachers make meaning of the content in their own lives as well as the lives of the children that they teach. Include the kinds of knowledge and experiences that will also enable them to deal with families of children that they teach.
- The study shows that supplementary school teachers are part time, but stable over timethese teachers classes are also lacking in Judaica content.

Idea: create a program for relatively new supplementary school teachers that will accommodate their life style needs while addressing subject matter and pedagogical needs.

- 3. Idea: create a pedagogic track for Orthodox day school teachers.
- 4. Idea: create a program for educational leaders of Baltimore. We know that leadership must be on board or no educational change can take place. Create a program for EL that would have the potential to include incentive of degree or credits built in.

Barry spun out the goals project, distinguishing between the project in a synagogue and the communal project. One of the things he said that was particularly appealing to Lee was that this is a project in formation.

Ballemore P. 2

# MEMO

TO:

Lee M. Hendler Chaim Botwinick

FROM:

Shulamith R. Elster

RE:

Notes from December 6, 1994

DATE:

December 7, 1994

This was the third in a series of planning sessions towards conceptualizing the Machon L'Morim program options. NOTE: Marci Dickman and Rena Rotenberg will attend the next planning session. They are both enthusiastic about the opportunity to participate in the meeting.

We should take advantage of what was learned through the initial project and from the evaluation in particular.

- I. Machon L'Morim for Early Childhood Educators
  - A. Advantages of this option
    - ability to reach a critical teacher population
    - potential impact of early childhood programs on parents and families and potential for inclusion of a parent and family education component (CB to provide information from the exit surveys conducted by CJES)
    - opportunity for a "ripple" effect that may potentially change congregational education
    - large segment of population enrolled in these schools
    - demonstrated need for Jewish content/Hebrew knowledge education for the teachers (CIJE study, other local and national studies)
    - 6. particular interest of family members
    - opportunity for work with various types of schools - day schools (?), free-standing, communal schools and congregational schools

- B. Availability of local and national resources
  - Rena Rotenberg- CJES senior staff members and nationally recognized early childhood educator
  - other regional resources include: Ruth Pinkerson-Feldman (Philadelphia), Dr. Miriam Feinberg (Washington)
  - proximity to major centers and other training institutions (e.g., New York training institutions)
  - potential engagement with Johns Hopkins (Dr. Ralph Fester of Department of Education)
  - other college/university resources in the area include Donna Jacobs (Essex Community College), lab school at the University of Delaware
- C. Possible linkage with Covenant Grant for the Lab School at the Park Heights JCC. Note: Decision will be made later in December!)

#### II. Critical Elements to Consider

- A. Engagement of the individual schools
  - 1. through RFP process
  - commitment to participation in school improvement plan
  - involvement of school leadership team (principal/director, senior educator from institution, lay leadership, experienced teachers)
  - 4. Willingness to expand parent and family education programs
- B. Role of principals/directors
  - parallel study program
  - 2. selected group as participants in planning
  - leadership role in a required (?) school improvement planning process to begin with a self-assessment process

- C. Advisory Group (no longer defined as Professional Advisory Group). Some possible changes:
  - 1. Lee to continue as active participant
  - 2. Joe and/or Jennifer Meyerhoff
  - 3. Chaim to serve as chair: Shulamith as staff
  - 4. include experienced educators from general education - Donna Jacobs, Ralph Fester, Felice Friedman

# III. Participating Schools

- A. Types of schools
  - 1. free-standing e.g., Gan Yeladim, Alef Bet
  - 2. communal JCC (Park Heights and Owings Mills)
  - 3. synagogue/congregational sponsorship
  - 4. issue related to day schools Krieger Schechter and Baltimore Hebrew do not have pre-schools as a part of the day school programs. The only ones that do traditional schools including Teachers do not lack Judaic content knowledge
- B. Selection process
  - 1. guidelines for Request for Proposals (RFP)
  - 2. allocation of "slots" to schools on the basis of "type of school", size of staff, student enrollment

# IV. Next Steps in Planning

- A. meeting with Marci Dickman and Rena Rotenberg
- B. planning for discussions with broader communitybased group
- C. planning discussions beyond the local community
- D. other resources- CIJE
- E. national/regional resources

1/18/95

#### STILL UNDER CONSIDERATION AND TO BE ADDED TO THE PROPOSAL:

RE: THE SCHOOLS

- 1. site visits and community conversations
- 2. role of assistant teachers
- 3. outline of school enhancement project

RE: TIMETABLE

Description of program by years:

Year One: teachers, directors and schools Year Two: teachers, directors and schools

Year Three: directors and schools

#### RE: PARENT AND FAMILY PROGRAMS

1. based on theme?

2. nature of special events

3. ongoing activity - year calendar

#### RE: CURRICULUM WORK GROUP

- 1. Discussions on the nature of the integrated curriculum
- 2. Composition of the group
- 3. Work plan: 2 day meeting followed by telecons to be followed up by a second 2 day meeting (Gail's recommendation)
- 4. Process
  - a. preparatory papers
  - b. two day meeting
  - c. materials development
  - d. telecon
  - e. redesign
  - f. review/mull
  - g. approve

CAN THIS ALL HAPPEN IN TIME FOR SEPTEMBER 1995?

#### RE: FACULTY

- 1. Identify by subject matter/pedagogy./child development
- 2. Best use within community and individual school communities

# · NEXT DEAFT 1/18/95

Sail is ough

# MACHON L'MORIM 1995-1996

#### OUTLINE

I.	PARTICIPANTS
II.	SELECTION PROCESS
III.	PROGRAM THEMES
IV.	STIPENDS
٧.	STAFFING
VI.	MATERIALS
VII.	FIELD EXPERIENCE
XIII.	DISSEMINATION
IX.	EVALUATION
x.	RESEARCH
XI.	BUDGET
XII.	ATTACHMENTS
	A. List of Potential Participating Schools B. Draft - Preliminary Budget C. Recommendations from Machon L'Morim Evaluation 1993-1994 D. Charts from CIJE Educator Survey - "The Teaching
	Force of Baltimore's Jewish Schools"

# MACHON L'MORIM FOR JEWISH EARLY CHILDHOOD EDUCATORS PROGRAM THEME: LIVING A JEWISH LIFE

## I. Participants/Participating Schools:

Machon L'Morim will select 18/20 teachers from 4/5 early childhood programs to participate in a three year teacher development and school enhancement program.

The initial goals of Machon L'Morim include:

- to increase each individual teacher's content knowledge of Judaica and Hebrew language
- to provide opportunities for training in techniques/best practices for Jewish early childhood education
- to further teachers' understanding and application of principles of child development in Jewish educational programs for young children
- to develop and enhance pedagogic skills towards integrated Jewish early childhood programs for the classrooms and schools

water Larry

- to increase and enhance parent participation and interest in parent and family education programs
- to develop "model" school communities characterized by reflective practice and willingness to develop approaches for the enhancement of existing programs

#### II. Selection Process

All congregational, community-sponsored and independent programs affiliated with the Council for Jewish Educational Services (CJES) will be invited to respond to a Request for Proposals (RFP). (Attachment A)

The Request for Proposals will describe the Machon L'Morim program; set out the requirements for the participation of teachers, directors and the school community; and state the requirement that each participating school undertake a school-based effort to articulate educational goals, re-examine the mission and develop a plan for implementation of goals. This process requires the involvement of key lay leaders and institutional sponsors (i.e., congregational leadership/rabbis/other senior educators).

Directors of all pre-schools will be invited to an informational meeting (now scheduled for January 1995) at which time the proposed project will be described. Copies of the Request for Proposals will be distributed in March 1995 to interested schools. A follow-up session will take place for directors to provide guidance and assistance in responding to the RFP on behalf of their respective programs.

Once responses are received they will be coded and the RFP's reviewed by a Selection Committee made up of members of the Professional Advisory Group.

Schools selected for participation should reflect the diversity of the Baltimore Jewish community and represent schools that are affiliated with congregations, community-sponsored and independent schools. The program sees itself as being inclusive. However, while diversity may be important to the community, there is no predetermined allocation for each type of school. Schools will be selected SOLELY on their ability to demonstrate commitment to excellence in early childhood Jewish education and the willingness of the school community to become actively engaged in all aspects of the Machon L'Morim Program.

Once a school has been selected the school directors will be responsible for the recruitment of three to four teachers (depending on size and teacher population) of children from age 2 through 4. Each teacher will be required to have the endorsement of the school director. No teacher may be accepted for the program independent of the school's participation a total educational institution.

III. Proposed Program Themes: Year One (Tentative)

Dor L'Dor: Jewish Beginnings for Young Lives

Beginning Young Jewish Lives

The proposed curriculum will attempt to encompass many aspects of an "ideal" integrated early childhood program. It will focus on three key areas: (1) The Shabbat <u>and</u> Holidays, (2) God and Prayer, <u>and</u> (3) A Jewish Way of Living in the World.

The program year will be divided into three trimesters, Fal' Winter and Spring, each of approximately eight weeks duration. Each will focus on specific theme integrating specific aspects of child development and pedagogy.

Sessions will be held in the early evening at a central location. This will allow for the maximum participation of the school directors.

The curriculum plan will be proposed to and reviewed by a select group of educators at a work session in March 1995. This "curriculum work-group" will have as its responsibility the review of plans, materials and teaching faculty for each of the three trimesters. The work group will consist of Jewish early childhood educators with experience in the preservice and in-service training of early childhood teachers. It is anticipated that following initial meetings, a substantial portion of the group's work can be conducted in a tele-conference.

#### IV. Stipends

Each teacher participant will receive a stipend of \$1500 for participation in the ongoing seminars, the curriculum development phase and dissemination efforts.

Each school director will receive a stipend of \$1000 for participation and in recognition of the time/effort involved in both the professional development program and the school-enhancement project.

#### V. Staffing

The program will benefit from both local and outside expertise. Every effort will be made to have the program benefit from bringing together national and local expertise. It is viewed as valuable to have staff who are readily accessible for follow-up and consultation.

#### A. Staff

Dr. Chaim Botwinick, Chair Dr. Shulamith Elster, Director Marci Dickman and Rena Rotenberg, Project Advisors (Dr. Gail Dorph, CIJE)

B. The Professional Advisory Group (PAG) will serve in an advisory capacity on all aspects and activities of Machon L'Morim. It is expected that the PAG will meet 3-4 times each year.

The following have been suggested for the PAG on the basis of their specific experience and expertise include:

Dr. Michael Andorsky (Pediatrician) Fran Bond (Towson State University) Sharon Edlow (lay leader)

Dr. Miriam Feinberg (Board of Jewish Education of Greater Washington, Adjunct Faculty - Baltimore Habrew University)

Dr. Ralph Fesler (Johns Hopkins University)
Dr. Barry Freeman (Towson State University)

Felice Friedman (Park School)
Marvell Ginsburg (Board of Jewish Education of Chicago)
Lee M. Hendler (Children of Harvey & Lyn Meyerhoff
Philanthropic Fund)

E.B. Hirsch (Early Childhood Professional)

Dr. Barry Holtz (Council for Initiatives in Jewish Education)

Dr. Donna Jacobs (Essex Community College)

Jennifer Meyerhoff (Children of Harvey & Lyn Meyerhoff Philanthropic Fund)

Joseph Meyerhoff (Children of Harvey & Lyn Meyerhoff Philanthropic Fund)

Roberta Orman (Educational Director, Oheb Shalom Congregation)

Dr. Ruth Pinkerson-Feldman (Philadelphia)

Ina Rogosin (Milwaukee Association for Jewish Education)
Jeanette Sorontino (Maryland State Department of
Education)

Zehava Velder (Social Worker and Early Childhood Educator)

Rabbi Herschel Weinraub (Clinical Psychologist)

- \* In addition a local experienced Jewish pre-school director from one of the schools non participating will be invited to join the group.
- VI. Professional Development Resources and Materials

Α.

- 1. Each teacher and director will be given a personal/professional library of appropriate educational materials. Each school will receive a duplicate set of materials for the school's professional library.
- 2. Each school will be given a discretionary fund of \$1,000 to purchase classroom materials and resources. Recommendations for purchases are to be made jointly by the director and the participating teachers.
- B. Anticipated Educational Materials and Products

It is anticipated that the project will develop for dissemination:

 An integrated early childhood program with specific curriculum and materials. This would be for use in participating schools Machon L'Morim schools and for dissemination to other local schools.

- A model for the professional development of early childhood Jewish educators.
- A model for Jewish school enhancement process in early childhood settings.
- 4. A handbook so as to enable the project to be replicated in other communities.

#### VII. OPTIONS for Field Experiences

A. FIRST CHOICE. AN ISRAEL EXPERIENCE

Teachers and directors would participate in the 1995 Annual Winter Israel Seminar of the Jewish Early Childhood Network with Rena Rotenberg. Israeli schools are open for visitation. Cost is @ \$1700 per participant. The Seminar is held each year during Winter Break. Participants visit Israel with colleagues from all over the country and attend seminars on Jewish early childhood education.

- B. 1995 CAJE CONFERENCE in Amherst would serve as a "kickoff" for Machon L'Morim offering teachers and directors the opportunity to meet educators from all of the various field of Jewish education.
- C. For selected schools: Participation in the Summer Whizin Family Education Institute at University of Judaism This would require <u>all</u> teachers and the director of participating schools to attend as a team to develop approaches to family/parent education.
- D. Field experiences in selected communities:

New York: Jewish Museum and selected schools Chicago: Exemplary Lab School Programs Sites in Philadelphia and Washington

E. National Association for Young Children will have its annual meeting in Washington at the end of November 1995. The Jewish Early Childhood Network meets a day in advance.

#### VIII.Dissemination: Possible Approaches

- Annual Early Childhood Conference/CJES in October 1996presentation of demonstration lessons
- Handbook for project replication in other sommunities print materials

- Professional videotaping of selected sessions e.g., Dr. Rela Geffen (Gratz College on The Changing Jewish Family), Dr. David Wolpe (University of Judaism on Teaching Your Children About God)
- Professional videotaping of classroom segments for series: Models of Teaching Young Jewish Children

#### IX. Evaluation

An appropriate evaluation plan is yet to be developed utilizing the experience of the initial Machon L'Morim effort. Advice will be sought from evaluation professionals.

All of the training programs affiliated with the Association of Institutions of Higher Learning in Jewish Education (AIHLJE) will be briefed and inquires will be made regarding the possibility of utilizing graduate students in the evaluation and research components.

#### X. Research

The research topics for early childhood were suggested in the CJES Covenant Foundation Proposal for the development of an Early Childhood Lab School. They will be reviewed for their appropriateness for inclusion within Machon L'Morim.

These include opportunities to examine some of the following:

- growth in Judaic/Hebraic content knowledge of teachers
- impact of experience of teachers on the life of children in the classroom
- impact of participation of a school (school as a whole other teachers, the culture of the school, the environment) in a demonstration project
- impact on parents and family life

#### XI. Draft Budget Appended

#### XII. Attachments

(1) File in Fary Childrens

#### RESPONSE TO MACHON L'MORIM PROPOSAL

#### I. Goals are poorly framed

a. What does it mean: to provide opportunities for training in techniques for Jewish EC education?

Are the techniques of Jewish EC different than techniques of EC in general?

b. What does it mean to further teachers' understanding and application of principles of child development...

Are we saying that Jewish edukcation angle has uniqueness here? what would that be? is it dealing with death/God or what (and is program really designed with these issues in mind?

c. A goal of program itself cannot be framed in terms of increasing parent participation. It could be framed in terms of what participants in program are going to learn and be expected to do not in terms of what parents (not enrolled in program) are expected to do.

#### II. Selection Process is also not clear

That is, on the basis of what criteria will schools and teachers be selected?

It's not really a RFP in terms of proposal, it's a request for interest in participation. Their interest and interest are to be shown in the creation of a planning document.

What guidelines are you going to give them to help them to do the work that you are requiring?

#### III. Themes

These are not really themes, these are topics or subjects.

Themes would be: Wonder in the Ordinary (subject: berakhot)

People are God's partners in the creation (subject: Torah)

Only Year One is described. What else is going on?

The one year curriculum does not touch on all the goals mentioned. If they are indeed to be considered goals, then they have to be operatyionalized in the curriculum.

Missing from the development of the trimesters is any focus on personal meaning. That is,

included are: subject matter, child development and pedagogy. Missing are the big ideas and what they mean to me.

- V. What does it mean Gail Dorph, staff? I was never asked to staff this, nor can I? I could advise/consult...
- VI. The anticipated products need to be more specifically framed so that what is expected at the end and what can actually be produced are in sync with the human and financial resources and planning allocated to the project.
- IX. Even if you have graduate students working on the research end, you will probably need a professional to oversee the project.
- X. You may want to reframe the research questions to better match the way in which this project is structured.

My copy didn't have a budget. Is that on purpose? If you expect dessemination of early childhood materials then you must figure out where the development of materials for use by others will be

# MACHON L'MORIM

#### A NEWSLETTER

#### MACHON L'MORIM:

An Experiment in Education

April '92. Intended to reward and acknowledge teaching excellence, to expose the best teachers to the best thinkers in their field, it would ultimately provide teachers with appropriate tools to take this intensive enrichment experience and use it to transform classroom practice and curriculum. Finally, as an innovative model for Jewish education, it was intended to enable Jewish educators to give the Jewish students in their care compelling and exciting reasons for being Jewish." —Lee M. Hendler

The day and congregational schools of three Baltimore congregations participated in the initial Machon L'Morim project.

Twelve teachers and administrators from the six affiliated schools of Baltimore Hebrew, Chizuk Amuno and Beth Tfiloh Congregations were selected as Meyerhoff Fellows by their respective schools.

The Professional Advisory Group under the chairmanship of Lee M. Hendler of the Children of Harvey and Lyn Meyerhoff Philanthropic Fund met throughout the

CONTINUED ON PAGE ELEVEN

**B'RESHIT:** In the Beginning A Jewish Early Childhood Initiative

In recognition of the critical role of early childhood educators in the development of the Jewish identity of young children and the impact of early Jewish childhood programs on children and their families, a new initiative in the area of Jewish early childhood education is underway.

Four Baltimore area early childhood programs will be selected to participate in a multi-year *professional development* and school *enhancement project*.

The project has as its mission the enhancement of the Baltimore Jewish Community's early childhood programs. The project will serve as a model for other communities to the extent that a model can be replicated. Each participating program will be required to involve the entire school community (director, teachers, assistant/aides, lay leadership, rabbis, senior educators and parents) in learning experiences and in planning for change.

The project's primary goal is to develop personnel and environments that model *integrated* early childhood Jewish education.

CONTINUED ON PAGE SIX

SPRING 1995

#### A COMMUNITY PERSPECTIVE

By DR. CHAIM BOTWINICK

Machon L'Morim was established on the premise that the **teacher** is the key to affecting school change and innovation. Machon L'Morim has offered our community an intensive and extensive inservice teacher training program which today serves as a replicable model for Jewish communities throughout North America.

"The program helped (the teachers) to see how powerful they are as role models to pupils and how important it is that they be Judaically committed if they hope to influence their pupils to become committed."

In recognition of the fact that quality is a sine quo non for effective education, Machon L'Morim has responded to this challenge by providing participants an inservice training program rich in scope, quality, and content and with an array of focused and in-depth learning/sharing opportunities complimented by innovative and meaningful experiential programming.

The Baltimore Jewish education community is blessed to be the recipient of a generous grant from the Children of the Harvey and Lyn Meyerhoff Philanthropic Fund which underwrites the entire cost of Machon L'Morim. As we complete our second year we owe a debt of gratitude and sincere appreciation to Lee M. Hendler and her siblings who constitute the Children of the Harvey and Lyn Meyerhoff Philanthropic Fund. Their vision for Machon L'Morim has indeed become our successful reality!

# PROFESSIONAL ADVISORY GROUP

1993-1995

Ms. Lee M. Hendler, Chair

Dr. Chaim Botwinick, Executive Director Center for the Advancement of Jewish Education

**Baltimore Hebrew Congregation** 

Rabbi Murray Saltzman

Dr. Suzanne Cotter Director of Education

Chizuk Amuno Congregation

Rabbi Joel Zaiman

Dr. Paul D. Schneider Headmaster, Krieger Schechter Day School

> Rabbi Stuart Seltzer Principal

Beth Tfiloh Congregation Rabbi Mitchell Wohlberg

> Mrs. Zipora Schorr Director of Education

"The Jewish individual in the Jewish world-view develops in the context of community and that when we talk about development in this way we mean identity information.

That is, the real challenge of Jewish continuity is in enabling Jews to develop healthy identities as Jews so that as they grow and develop they will find good reason to actively seek to embody those values and beliefs which Judaism celebrates.

Through Judaism they will make meaning of themselves and the journey itself will take place within community because that is what Torah requires of us."

-Lee M. Hendler

#### **FACULTY:**

Academic Seminar & Israel Study Mission

Rabbi Jack Bieler

Hebrew Academy of Greater Washington

Dr. Steven Brown

Solomon Schechter School of Philadelphia

Nadine Feiler

The Park School

Professor Neil Gillman

Jewish Theological Seminary

Rabbi Jules Harlow

The Rabbinical Assembly

Professor Lawrence Hoffman

Hebrew Union College

Evelyn McClain

The Park School

Michael Posnick

Melton Center

Jewish Theological Seminary

Professor Joseph Reimer

**Brandeis University** 

Deborah Roffman

The Park School

Seymour Rossel

Union of American Hebrew Congregations

Dr. David Silber

Drisha Institute

Professor Saul Wachs

Gratz College

Director

Dr. Shulamith Reich Elster

Baltimore Hebrew University

David Groner

Israel Mission Director

Melton Centre

Ministry of Education

**Hebrew University** 

Dr. Michael Rosenak

Melton Center

Dr. Howard Dietcher

Melton Center

Dr. Yonathan Cohen

Melton Center

Moshe Yitzchahi

Oranim Seminar

Joyce Klein

Melitz

Rabbi Reuven Hammer

Neve Schechter

Rabbi Naama Kelman

Tali Schools

Dr. Aryeh Routenberg

Nancy Benjamin

Neot Kedumim

Barbara Levine

French Hill

Tali School

Dr. Eliyahu Schliefer

Hebrew Union College

**Evaluators** 

Dr. Leora Isaacs

Dr. Julie Tammivaara

#### **CURRICULUM WORKSHOPS:** An Interim Report

By DR. STEVEN M. BROWN

My involvement with the Machon L'Morim program so far has been one of wonder, excitement and challenge!

There is probably no program anywhere in the country similar to what is being accomplished here in Baltimore through the magnificent support of the Children of Harvey and Lyn Meyerhoff Philanthropic Fund. A group of teachers from the entire spectrum of the Jewish community, from day and afternoon schools, are working together to develop their skills in writing curricula in Jewish prayer and making important contributions to their own schools and eventually to Jewish education as a whole.

I feel very privileged to have been asked to work with this group of dedicated, competent and highly motivated teachers. It is clear that the future of Jewish education is infinitely more secure knowing that there are such wonderfully talented and caring professionals giving of their time and talents to the development of learning materials and educational experiences for our students.

In our monthly seminars we balance learning more about T'fillah, the Siddur, and fundamental concepts underlying Jewish prayer and practical strategies in curriculum development.

The model that has been central to our curriculum development work is one which begins with an authentic look at a traditional text, with the goal of understanding all of the concepts and ideas that underlie that text. Once those concepts have been enunciated and sifted, the curriculum writer-teacher, youth group leader or Shabbat Junior Congregation

organizer selects from the list of concepts those which are most appropriate to the age and developmental level of the learner. Instructional goals and objectives are then constructed, and finally a methodology of exposing students to the particular concept and attaining the desired outcome is developed.

"Having taught Bamidbar this past year and drawing upon dim memories of the desert from my trip over a decade ago, I was reawakened to the desolate beauty of the Judean desert. I now see new possibilities for teaching this section of the Torah, drawing upon the physical surroundings to better understand the hardships, rebellions and struggles of a slave people being forged into a holy nation. I would spend more time looking at the question of why the Torah was given in the desert, how the desert can serve as a place of catharsis and refuge, and explore the idea of the desert (bamidbar) as a place where G-d speaks (midaber) to man."

#### - Marietta Jaffee

Curriculum writers are encouraged to develop original strategies and materials, or make use of existing resources to avoid reinventing the wheel.

This curriculum development procedure enables teachers to become independent, creative constructors of curriculum on all levels and in all settings.

CONTINUED ON PAGE FIVE

## **CURRICULUM WORKSHOPS:** An Interim Report

CONTINUED FROM PAGE FOUR

Some of our teachers are working on developing a scope and sequence for the prayer curriculum of a Reform day school. Another is developing teenage mentors to help younger students learn about prayer in an afternoon school setting and further develop their "spirituality". Yet another teacher is using the three letter Hebrew roots of the more important words in the Siddur as a method of teaching Hebrew to seventh graders and to give them the keys to understanding the Siddur.

Each one of these projects (and others described elsewhere in this newsletter) are refined and developed through our team work. One of the most exciting aspects for me as a facilitator of this process is using members of the team to support and

"The theme of our Israel Experience was TRADITION AND RENEWAL. As an educator, I can confidently say that the many sessions and trips certainly met this theme successfully. Our eyes were opened to the beautiful TRADITION of our Tanach as it was unfolded by the cadre of erudite professionals. Visiting Israel this summer and having witnessed its vibrancy, progress and growth, I can proudly say that I felt the RENEWAL the ongoing rejuvenation of our people and the vast rebuilding of our homeland. The challenge is now mine, as a Jewish educator, to inspire our Jewish children with the necessary knowledge and understanding of TRADITION and at the same time bringing relevance to their learning so that they will be imbued with feelings of appreciation, commitment, and pride that will guarantee continued RENEWAL."

- Anita Preis

encourage one another. By reviewing work together, we can elicit suggestions and feedback from our peers. Each brings wisdom, personal experience and expertise

"I moved from teaching tefillah in a mechanical, rote fashion to providing pupils with opportunities to find meaning in prayer and to connect prayer to their everyday lives."

that contribute to all. This kind of collaborative, collegial process is what **good** education and curriculum development should be.

In October, we arranged meetings between the teacher participants, the school principal and myself. Teachers and administrators exchanged views, clarified goals, and came to an agreement on what the teacher's work could contribute to the class or school as a whole. This supportive relationship will insure that the teacher's efforts are valued and help to bring lasting change. To cement this partnership the Meyerhoff Fund has provided funds to purchase materials and resources and to implement the new curricular approaches.

The Jewish community of Baltimore should be proud and grateful that funding has been provided for this unique curriculum development model.

What has been exciting is that different ideologies do not get in the way. People in different movements and on different levels can be enormously supportive and helpful to one another! Each one of these curriculum projects when finished will

CONTINUED ON PAGE SIX

#### **CURRICULUM WORKSHOPS:**

An Interim Report

CONTINUED FROM PAGE FIVE

leave a legacy for future teachers and administrators. Each project reflects the life of a particular school, its mission and an understanding of what is needed by students and teachers to move forward. This type of locally based curriculum development is powerful in changing school culture and in gaining the support and involvement of colleagues.

There is probably no more powerful way to change the life of a school than enabling a colleague to work at developing a successful idea or program, and to share it with the teacher in the room next door. This is a supportive, non-threatening model of professional growth that empowers those on the "frontlines" to bring substantive and lasting change to their institutions.

"The operant assumption of Machon L'Morim was that education and therefore teachers lay at the center of any definitive response to the continuity questions."

- Lee M. Hendler

**B'RESHIT:** In the Beginning A Jewish Early Childhood Initiative

CONTINUED FROM PAGE ONE

It is anticipated that the project will have an impact on children, their parents and families; the school community – teachers, directors, leadership and sponsors, and the **Baltimore education** community.

"...the greatest strength of Machon L'Morim to date is that it takes Jewish educators seriously and provides teachers with the opportunity to study with great scholars and thinkers."

It is expected that this will be achieved by:

- teachers' and directors' participation in formal and informal study sessions with a faculty of local and national educators to expand knowledge of Judaica and Hebrew language.
- · training in pedagogic skills.
- presentations and activities to further the understanding of early child development (with emphasis on ethical, moral and spiritual development).
- presentations and discussions of successful programs through study of the Best Practices in Jewish Early Childhood Education Project of the Council for Initiatives in Jewish Education.
- planning for parent and family participation in educational initiatives and activities within the school community.
- activities to create "model" school communities.

#### Allene Gutin

Baltimore Hebrew Congregation

I am working on a curriculum for 6th graders who no longer attend Baltimore Hebrew Congregation Day School as the school only goes up to the fifth grade. The plan is for a supplemental program meeting one, two or three days a week. This has yet to be determined.

The curriculum will focus on: Tefillah – a deeper understanding of prayer

**Spirituality** – how to use prayer to answer important questions that pre-teens are asking

The goal is to blend these two themes to answer questions and guide students to their own answers.

#### Yoram Unguru

Baltimore Hebrew Congregation

The Roots of Hebrew

The Roots of Hebrew is a project aimed at increasing student awareness of the basic structure of the Hebrew language.

Specifically, the project is directed towards the AMIDAH and its nineteen prayers. An average of three key words are concentrated in each of the prayers; these verbs are based on the CONCEPTS of each prayer. i.e. Kedushan, the roots Kadesh – holy, Cavod – respect, and Hallel – praise. A total of 51 roots will be mastered by students. This, in turn, will enable students to recognize different variations of the root/verb in the context of the prayer. The goal for students is to UNDERSTAND

important concepts of the Amidah rather than memorize specific prayers.

#### Cynthia Weiner Nancy Epstein

Baltimore Hebrew Congregation Day School

We have examined current tefillah practices at the Baltimore Hebrew Congregation Day School. We will examine tefillah practices at other Reform day schools across the United States and in Israel. These practices will be compared and contrasted with the objective of suggesting and implementing strategies for improvement at the Baltimore Hebrew Congregation Day School.

Strategies for implementation will be based on the Machon L'Morim experience.

We plan to develop an outline to extend and to spiral tefillah into our upper grades and to write sample teaching units with necessary materials and resources. Strategies for implementation will be developed with teachers in the classroom and clergy, as necessary.

"How do you feel when you awaken? Every day is different. What enables you to take on the new day? What are your feelings and attitudes about your identity and place in the world? Should these not be put in place before you undertake the work which awaits you? This is where prayer comes in. The intent of the morning service (shaharit) is to prepare us to meet the day ahead."

- Rabbi Reuven Hammer

CONTINUED |

#### Avi Silverman

Beth Tfiloh Community High School

The goal of Prayer Fest '95 is to introduce students at the lower grade levels means to prayer that differ from the traditional forms to which they are accustomed. During the course of four fifteen minute sessions, students can select prayer activities through relay races, writing their own prayer, setting a traditional prayer to popular music, decorating a personal prayer, learning how to sign a traditional prayer, hands on prayer objects and by analyzing and then acting out a particular prayer. Students from the other schools will be invited to jointly study at Beth Tfiloh for this event. In this way the meeting of schools that has taken place in Machon L'Morim will be replicated with our students as well.

"To see the world through prayer

To use prayer to put together the world in a meaningful way

To use sacred words to express what your life is about

I believe that this is what we should be teaching the children and that it this that can connect them to Judaism in a meaningful way."

- Nancy Epstein

#### Rachel Glazer

Beth Tfiloh Community High School

#### Prayer in Secular Poetry

Rabbin Abraham Joshua Heschel said of the "Ba'al Tefillah" "...the person in whom a spiritual equation takes place – the equation of song and soul, or word and mind. The self and prayer are one."

As a part of our Hebrew curriculum we teach our children Hebrew songs written by secular poets, of which some are actually wishes, prayers, requests and expressions of thanks. By kindling awareness and sensitivity to the message of the poem the student will understand that every person is a believer and has unique ways of expressing these beliefs. Since prayer is a natural expression of the feelings, it has given expression to the faith and hopes, sorrows and joys, of the people as a whole. Students will learn to distinguish between different styles of prayers and compare them to the Siddur and the Psalms. Both have been described as the anatomy of all parts of the soul.

All the sorrows, troubles, fears, doubts, hopes, pains, perplexities, stormy outbreaks by which the souls are tossed are depicted in secular poems as well as in the Psalms. In both we find man speaks to G-d, and they both contain the whole music of the heart of men, which is timeless and universal.

CONTINUED

#### Harriet Brown

Chizuk Amuno

I am developing a Shabbat morning service for fifth and sixth grade students who attend afternoon religious school or day school. The service will utilize the skills of the children from both settings, recognizing the differences in knowledge and experience, but making each feel important and special. While the service is based on the fixed "matbeyah tefillah," leeway is provided for creativity, experimentation, and freedom of expression. The service includes a Torah service with abridged readings done by the children. Each week's service will include either a seasonal or holiday-related theme or exploration of the Torah portion of the week.

#### Marietta Jaffee

Chizuk Amuno Religious School

So far this year our Tefillah program for Gimmel students and teenage mentors has been successful in:

- Teaching the mechanics of prayer to fourth graders.
- Generating interest and enthusiasm among the students for becoming prayer leaders.
- Helping students gain the skills and confidence to participate in Junior Congregation Shabbat services and to lead Junior Congregation Shabbat services.
- Providing accessible prayer role models through the presence of teenage mentors.

Through my observation of several mentors during prayer, I became aware of the need to provide mentors with a thorough training program.

My goal is to develop and implement such a program in the following areas.

- Responsibilities of being a Tefillah Mentor – expectations for prompt attendance, regular participation, commitment to attending training throughout the year, stipend.
- The teenage mentor as role model (during prayer and in general).
- Awareness of the developmental stage of nine and ten year olds.
- Creating spaces conducive to prayer.
- Developing discussion leading skills.
- Developing and using a prayer vocabulary.
- Technique for building confidence among students.
- Self and group evaluation.
- Organizing principles in the Siddur.

Before each tefillah session, a teacher or guest speaker will give a brief dvar tefillah to the entire group of students. After watching teachers teaching brief model segments, each teenage mentor will have a chance to teach towards the end of the year.

MACHON L'MORIM FELLOWS

CONTINUED

#### Rita L.K. Plaut

Krieger Schechter Day School (Chizuk Amuno)

I have decided to focus on one of the three types of prayer *Giving Thanks to God* because I feel that middle school youngsters would benefit and gain a more wholesome perspective of life if they are more aware of the great gifts that have been bestowed upon them. I want to move youngsters to realize what these gifts are as reflected in the tenets of our prayers. I want them to think about what they will do with these gifts; how will they become ethically responsible for what they have.

Beginning with the overall theme of "Thanks" as expressed in the modern prayer of the Amidah, we will focus on the miracles given us daily. This idea of "daily miracles" is one of great significance as we begin to open our eyes in anticipation of the world around us, our bodies and how they allow us to function and the abilities and intellect that enable us to pursue our goals and dreams.

"The Challenge is both personal and pedagogical, and it is clear that the teachers have developed in both areas. There was greater willingness to take risks, to depart (under minimal coercion) from the "prepared" lesson and trust the knowledge of the moment — and the group to provide needed support. Real, practical issues arose related to the teachers' own questions about prayer and their teaching styles. And there was willingness and patience to continue searching even when the answer was not immediately forthcoming — a sure sign of maturation."

- Michael Posnick

#### MACHON L'MORIM

1993-1995

#### **Baltimore Hebrew Congregation**

Nancy Epstein Allene Lee Gutin Yoram Tal Unguru Cynthia Jo Weiner

#### **Beth Tfiloh Congregation**

Cherie F. Seidman-Brownstein, '93-'94 Rachel E. Glazer Anita Preis, '93-'94 Rabbi Avi Silverman

#### Chizuk Amuno Congregation

Harriet S. Brown Ariella Enden, '93-'94 Marietta Lyons Jaffee Rita L.K. Plaut

#### A PRAYER OF RABBI NACHNAN OF BRATSLAV

"Ruler of the Universe,
grant me the ability to be alone;
may it be my custom to go outdoors each day
among trees and grass, among all
growing things,
and there may I be alone,
and enter into
prayer,
to talk with the One that I belong to.

May I express there everything in my heart and may all the foliage of the field (all grasses, trees and plants) may they all awake at my coming to send out the powers of their life into the words of my prayer so that my prayer and speech are made whole through the life and spirit of all growing things, which are made as one by their transcendent Source."

- as taught by Michael Posnick

### MACHON L'MORIM: An Experiment in Education

CONTINUED FROM PAGE ONE

Philanthropic Fund met throughout the program. This group which included the senior rabbis and educational leaders of the participating institutions and Dr. Chaim Botwinick provided direction and guidance for all aspects of the program through August 1994.

In selecting tefillah as the theme the project was designed to:

- provide intellectually and spiritually stimulating experiences in study and opportunities for reflection on personal and professional practices.
- develop a personal theology that finds expression in tefillah.
- gain pedagogical skills in the teaching of tefillah and the conducting of tefillah experiences for pupils.
- develop educational programs in the teaching of tefillah for the school designed specifically to meet the developmental and spiritual needs of the middle school pupil.

"Machon L'Morim could be a demonstration project modeling pluralism for the Jewish community at large..."

During the 1993/94 academic year, weekly seminars were conducted by a visiting faculty of thirteen scholars and educators. In July, a ten-day Israel Study Mission took place at the Hebrew University in Jerusalem.

"...when I recite Psalm 29 of Kabbalat Shabbat, which speaks of the 'voice of G-d breaking the cedars,' I remember sitting under a cedar tree at Neot Kedumim discussing this metaphor. Having tasted fresh figs, dates and carob off the trees in the midst of summer when the surrounding terrain is parched I can better appreciate the miraculous truth of the description of Israel as a 'land of milk and honey'."

- Marietta Jaffee

Each teacher received a professional library and duplicate copies of these volumes were given to each of the participating schools.

An evaluation of all aspects of the project was conducted by Dr. Leora Isaacs and Dr. Julie Tammivaara. The recommendations in the evaluation report have been incorporated into planning for the second Machon L'Morim project to begin in September 1995.

"Prayer is the core of every Jewish education. If we fail in teaching the importance of faith and tradition through prayers, we have failed in our mission as Jewish educators."

-Rachel Glazer

Machon L'Morim 5800 Park Heights Ave. Baltimore, MD 21215

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# MACHON L'MORIM מכון למורים

June 20, 1996

## AMERICAN JEWISH ARCHIVES

Dear Colleague:

I am sorry that you were unable to join us at yesterday's meeting of the Machon L'Morim Advisory Group. The centerpiece of our agenda was Dr. Tammivaara's report on the project. We plan to circulate the full written report when it is completed at the end of the month. The enclosed materials were circulated at the meeting.

As usual, I welcome your comments.

Cordially,

Shulamith R. Elster

Lucamith There

Director

Machon L'Morim

SRE:ek Enclosures (5)

A Project of the Children of Harvey and Lyn Meyerhoff Philanthropic Fund

# MACHON L'MORIM מכון למורים

Advisory Group Agenda
B'RESHIT
June 19, 1996
3-5 PM
Baltimore Hebrew University, Room 101

# AMERICAN JEWISH

I. The Year in Review

Dr. Shulamith Elster

II. Evaluation - An Ethnographic View Dr. Julie Tammivaara

III. New Directions for 1996-1997

IV. Good and Welfare

A Project of the Children of Harvey and Lyn Meyerhoff Philanthropic Fund

B'RESHIT: ORAL EVALUATION REPORT

#### Learning from MLM-I

- Planning time
- · Involve key persons
- · Obtain commitment
- Involve directors
- Structure comm.
- · Instructional continuity

#### ECE Educators: portrait

- Isolated
- Unprepared
- Territorial
- Ambiguous Jewish ident.
- · Nurturers, not learners
- Not prof. oriented

#### Survey of Jewish Knowledge

- Improve all areas
- Highest scores-program
   focus

#### Stories

- Instructors
- Yoetzot
- Directors
- Teachers

#### Area for Improvement

· Collegial interaction

#### Next steps

- · Connections with:
- other teachers
  aspects of institution
  other institutions
- Expand prof. Dialogue
- Continue as learners

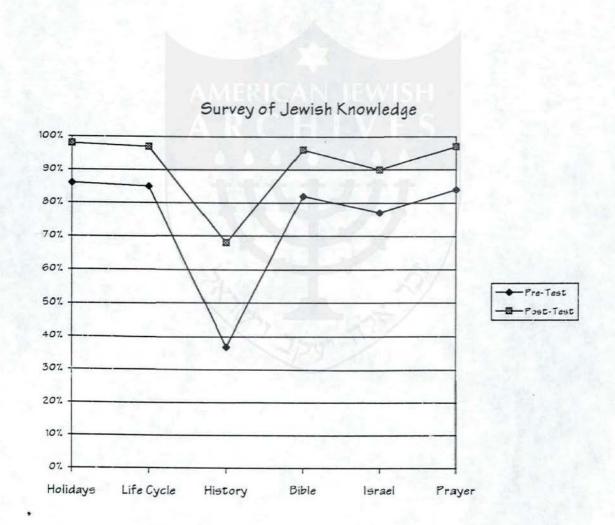
#### Issues and Questions:



## B'reshit Survey of Jewish Knowledge: Pre- and Post-Test Results

Survey of Jewish Knowledge

77	Holidays	Life Cycle	History	Bible	Israel	Prayer
Pre-Test	86%	85%	37%	82%	77%	84%
Post-Test	98%	97%	68%	96%	90%	97%



B'RESHIT BET: 1996/97

Participants	Jewish Education M'chanechet Rabbi Gila Ruskin	Pedagogy D'vorah Horn-Greenberg	Skill Development Yoetzot & Bev Engel
Teachers	weekly seminars Fall and Spring (spiral curriculum) mini-courses	school-based staff development directors/yoetzot	individualized professional development plan
	electives Winter	observation demonstration model classrooms	
Directors	weekly seminars Fall and Spring (spiral curriculum) mini-courses electives Winter	ERICAN JEWISH R C H. I V E S	training for school-assessment (Bev)  MAJE or Certificate in Educational Leadership (Shulamith)
Yoetzot	weekly seminars Fall and Spring (spiral curriculum) mini-courses electives Winter		Teacher Education Institute (Rena and Paula) (CIJE) school-self assessment consultation skills (Bev)

#### ALL PARTICIPANTS:

Possible projects include - Shabbat in-town retreat, group trip to New York (Jewish Museum/model schools/seminar with early childhood educations), sponsorship of conference for regional teachers and directors in Spring 1997, publication of resource materials for Jewish early childhood programs - e.g., parent education programs.

#### INDIVIDUAL SCHOOLS:

launch of self-assessment project

staff development: entire faculty (including assistants)

individual professional development plans for B'RESHIT teachers and directors

implementation of parent education programs

development of model classrooms: demonstration sites