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MEF. Gamoran, Adam. General correspondence,
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Date: Tue, 8 Feb 1994 22:59 CDT

From: <GAMORAN
Subject: message I sent to Gail
To: ALANHOF
Original_To: ALANHOF

From: GAMO::GAMORAN 8-FEB-1994 22:59:01.98
To: GAIL
CC: ELLEN, GAMORAN
Subj: next message

The next message contains the agenda I worked out on the phone with Annette and Seymour. I want to describe for you my hopes and expectations for the meeting. If you (Gail) agree, I'd appreciate it if you'd introduce the meeting in this way.

The purpose of the meeting is to help establish the agenda and develop a work plan for the MEF project. To do this, we must both consider what we've done so far, and think about the plans we've made. Rather than making concrete, day-to-day management decisions about the project, the purpose of this meeting is to set policy for the project, and to provide guidance about implementing the policy.

I think that Annette and Seymour agree with this purpose, although our conversation did not start out this way. They are very eager to discuss what should be done with the Milwaukee teaching force report. I will be disappointed if that comes to dominate the meeting, because then my aim of obtaining guidance on how to proceed with the MEF project will not be served. I am sure it will come up, but hopefully in the context of its importance as part of our work plan, and the role of MEF, rather than as an issue in and of itself.

Initially Seymour also wanted to discuss the issue of whether we should have three full-time field researchers. I convinced them (I think) that our goal for the meeting is to develop a work plan, and we should consider the staffing issue after we know what we want to do. But this may well come up.

I will bring copies of the agenda to the meeting, along with copies of the revised Milwaukee report, and a couple of other items I want to pass out.

I will forward this message to Alan also.

Date: 10 May 94 18:30:15 EDT
From: Bill Robinson
To: "Alan Hoffmann (in Israel)"
Subject: Greetings and a Query on the Institutional Profiles

1) MEF
2) Atlanta

Alan,

Here's the e-mail message that you requested I send to you in Israel when you returned. (Per Gail's request) I will also be sending you copies of the informal weekly notes that I have been sending her about Atlanta happenings. [Look for a specific suggestion on how to get Atlanta to the Goals Seminar.]

In addition, I want to "talk" (via e-mail) with you about the Institutional Profiles. Adam mentioned that you want the Profiles linked to the Goals project. This sounds excellent. BUT I think there is still a need for a community-wide survey of educational institutions as described in the Institutional Profiles Proposal. While our (MEF) ideas are still very much in the formative stage, we had envisioned doing two different types of profiles:

1. A community-wide survey of educational institutions would provide (a) base-line data and (b) information useful for planning. As the communities prepare (or revise) their Personnel Action Plans, certain information about institutions may prove very useful. Notably, what are the mechanisms available within the institutions to assure that the skills and knowledge learned by teachers is being translated into better teaching in the classrooms? To the point, are they getting adequate support and evaluation from their principals? If not, what communal-wide programs need to be developed to address this issue (i.e., to train principals to deal with this issue more effectively)? The types of data which can be obtained from a community-wide survey of educational institutions can go beyond the usual issues of graduation rates, teacher retention, and budgets.
2. A self-study process for educational institutions that would be similar to the Accelerated Schools processes of "taking stock", "setting priorities" and "inquiry". This would bring together a wide-variety of persons connected to the institution (director, educators, learners and lay persons) to assess where they stand, to decide what are priority areas for change, to engaged in planned action and to evaluate this whole process. Integral to this process would be the developing of VISION! Unlike the Accelerated Schools project, ours would be more directive in terms of what could be done and focus specifically on Jewish educational issues Both types of profiles fit within the Research>Analysis>Action model of CIJE. While I share with you the importance of providing tools for institutional self-evaluation and growth, I don't think we should abandon a communal (i.e., Federation-centered) approach. The two could exist

side-by-side. In particular, a community-wide survey can provide a useful supplement to the Educators Survey>Personnel Action Plan module and an Educational Directors Survey>??? module.

Some food for thought. What is your opinion on this, given the wider aims of CIJE?

In the meantime, I will be going ahead with the planned interviews designed to ascertain what information would be most useful for (CIJE,) the communities and/or individual institutions to learn. This process is necessary in order to design the instrumentation for either type of profile.

Looking forward to continuing this conversation,

Bill



Date: Thu, 12 May 1994 06:35 CDT
From: <GAMORAN
Subject: RE: your meeting with Alan
To: ALANHOF
Original_To: ANNETTE
Original_cc: ALANHOF, ELLEN, GAMORAN

We will look forward to discussing the use of institutional profiles at our meeting in late August. For now we will proceed with development.

We will definitely have a draft of the Policy Brief for the board meeting in late October. Depending on our progress, we may be able to discuss it at the MEF advisory committee meeting in August.

By the way, in our conversation with Alan we spoke of a 1-day meeting in August -- the two days were so that we would arrive the night before. Do you think one full day to meet is enough? We felt that people tend to get saturated after that. I'm sorry I was not clear on this in my earlier memo.

Late December is fine for us to come to Israel. On the last Thursday of December, the son of a cousin has a Bar Mitzvah in Jerusalem. If I am in Israel I will have to attend. Otherwise, the timing is excellent. I would be delighted to talk about the Mandel Institute as well as MEF.

To: Ellen, Adam and Bill
From: Gail
CC: CIJE Staff

6/22/95

✓ MER

I think that there needs to be a clearer frame for the whole of the paper that lays out an image of the role of ed leader, the type of tasks(roles) that a person needs to be able to manage, the background qualifications needed to do the job (perhaps skills, knowledge, dispositions), a description of professional preparation for the field, and the kind of professional development that is in keeping with norms and standards in the field as a whole in addition to what makes sense given who people are in our sample. I'm also wondering if the answers to some of these framing statements are different for people who are in pre-schools, supplementary schools and day schools. this perhaps merits some conversation amongst ourselves about our stance on this issue.

Here are some page by page comments that vary from nitty-gritty typos and edits to questions about what is our stance.

p. 1, do we want to quote "effective schools" research as our referent here? isn't it thought to be passé as a line of research? is there a better referencing for this "news" at this point?

p. 4, the first para. is somewhat confusing. What is the essence of the point? You talk about educational leaders being attracted to the field of education for the same reasons as teachers and moving from ranks of teacher to admin. Isn't that true in general ed as well?

also, the idea of ed leaders as change agents is a "big idea". It needs some kind of background and explanation. It's part of what I called before, the framing of the issues.

p. 4, first two sentences of section on entering Jewish ed are redundant.

p. 5 If they entered as teachers, doesn't it make sense that there are ideas are in sync with teachers ideas. what about difference between ideas for entering the field and ideas as they decided to stay in and become administrators

p. 5 nature of employment:

are the 83% full time or not? does this make a difference?

parenthesis what does settings mean here?

does it matter who goes to find a second job?

feels like there is more that can be learned here about full time, part time and salary?

p. 6 at top-- extra to in first line.

p. 8 third para. in first sentence "among educational leaders" -- it feels as though the sentence doesn't end. "more observant" than....

In last line of that same para., overall, 43%...is it that they work in the movement or in the synagogue -- and where does this put day school leaders and JCC early childhood directors. Is this a misleading statistic? perhaps the only statistic here that makes sense is the one about supp. schools because in our communities all of them take place within synagogues.

p. 10 issue of novices and experts at end of first para. goes by very quickly. you're trying to make a case for a certain kind of pro dev and networking and I don't think people will "get it" from this "read through"

same page , first line of implications should verb be "were" as opposed to "are"

p. 11 issue of role of national organizations in placement seems very impt. maybe more needs

to be said. is there a difference in the way reform Jewish educators talk about this vs. others (my impression is that the reform nat'l network works very well) would a breakdown by denomination help us understand the picture better? is this a question of an expose really in terms of these organizations and their "real" contribution to the field?

p. 11 last sentence, I think needs to read pro development vs renewal or include both, renewal feels like what you do when people are trained.

p. 12, I think perhaps there would be more of a development if first two para were switched around where section contents go first and then the case for how you're thinking about pro dev. is made. In either case -- whether you switch it or leave it as is -- the case for needing all three needs more fleshing out.

p. 13, last line of first para seems to be in wrong place, or at least it doesn't flow from the sentence that comes right before it.

p. 14 -- In opening line of Educational Administration, school needs an s after it.

p. 15 --on needs to be in --3rd line from the top.

p. 15, second para under training I think it's denominational not synagogue movements

p. 15, third para. I'm having trouble with all these percentages. 2/3 of day school ed are untrained in either ed or Jewish studies; on p. 14, 43% of day school ed are certified in Jewish ed and have Jewish studies -- how can both these be true at same time?

p. 15 -16 -- I'm finding the numbers confusing, what is the story we are trying to tell here?

p. 16 -- shouldn't we be giving some credit to the 3/4 who are self motivated and use that as a case for the potential of systematic pro development rather than treat it as an unimportant or inconsequential statistic because by itself it is not systematic

p. 17 -- are there any quotes that buttress the non-helpful nature of pro organizations. again, I ask myself what are we trying to tell here?

p. 19 -- what do you think about the fact that 31% of folk who have access to money for pro dev do not take advantage of it? are the opportunities available not helpful or what? my impression from talking to someone like sara lee is that principals at least NATE principals use their money to go to CAJE and NATE and do not have money left over for additional professional dev. Do we have this info segmented by movement and would that tell a different story?

p.20 --top para. that begins the page before is not clear. where do these meet? what kind of question is that ? where does it fit in? what is the case you are making about the linking of decision making and planning with Hebrew and text? I can see whereas sometimes a link is important and other times it might be inappropriate. Are we making a case for a specific kind of pro dev and if so, what does it look like?

p. 20 section on conditions. is it clear that issues of salaries, benefits suggest implications for willingness of ed leaders to engage and involve themselves in pro activities? I mean do they say as teachers do that these are most imp't things missing for them. I don't see what info supports this hypothesis.b

p, 21 the second sentence about benefits doesn't exactly make sense, I know what you mean but I think you need to state the idea more clearly.

p.23 are the 18% of ed leaders who report being dissatisfied with number of hours of employment part time or full time people? is this a case where part-timeness precludes the hiring of professionals and what we want to be doing is making a case for full time employment of ed leaders (I mean we made such a case for teachers, how much more so for ed leaders?)

p. 23 in last paragraph, fourth line from bottom of page, it should say eighty eight, not eight eight

p. 24 in your estimation, what's the relationship between people's feeling that their roles are not in keeping with their expectations a mark of their unrealistic understanding of the nature of the job and therefore "fixable" by appropriate preparation for the work. My impression has been when I hear this kind of "whining" that people don't really understand the "job" of educational leader.

p. 24 Implications. can we find out from our data what "moved" people from teaching to administration. in some interviews of teachers and principals in LA, full timeness, salary and benefits were factors in moving people out of teaching and into administration. this is one of the reasons that people on the one hand are not prepared and on the other hand, it also speaks to the imp't of full time employment opportunities for teachers and leaders.

p. 25 2nd para. 4th line, "begin to emulate to" isn't good English

p. 26 in section on rabbis and supervisors, I think info needs to be broken down by setting, because many day schools are not congregationally based in which case info about rabbi is irrelevant and misleading. supervisor and rabbi are different categories as well. what does supervisor even mean in the case of these folks?

p.27 last para of section Adult Academy -- is this Atlanta, if so adult academy is sponsored by JCC not synagogues. Whether or not, this is true, this adult academy is not an instance of a federation activity.

p. 28 how about an example of teachers' non-involvement. seems to me I remember examples from julie's report

also p. 28, bottom para. 78% sentence should read...are satisfied with the respect they have as educators (not as an educator). I'm also wondering if "have as an educator" which appears here and in last sentence should read "are given" and not "have"

p. 29 last para. feel to me that second sentence should read "lay leadership" not lay leader.

p. 31 under school level, this is first mention of JCC's that I remember in paper and it seems to come out of nowhere. I know that pre-schools are in JCC's but maybe that needs to be

introduced as a category somewhere.

p. 32 fourth para. " of the some" shouldn't be there

p. 33 -- I love the Roland Barth metaphor, but it doesn't seem like it fits here. It should be earlier where you are making a case for pro development.

In summary, our stance and story line are not yet clear enough.



To: Adam Gamoran
From: Roberts Goodman

May 13, 1994

As you know, the CIJE has offered me a five month contract through December 1994 with little, or no assurances beyond then. In Jewish education, most jobs begin and end on the school year. To find a job that begins January 1 is a rarity. Therefore, I want to explore with you the possibility of my working four days a week for the CIJE and one day a week for MAJE. This would guarantee me employment beyond January 1. To do so, would require that the CIJE "lift its ban" on my being a provider of Jewish education in Milwaukee.

We have discussed my working on the following:

- o setting up a credentialling system;
- o overseeing the Ulpan, Hebrew courses for adults, including staff supervision;
- o staffing the Principals' Council.

I realize that this is a minimalist job description. We can both imagine what these tasks entail.

Although this may not be the transition position that was envisioned by the CIJE, it would get me on the community's payroll. It would leave open the possibility of my doing some evaluation for the community if they are interested.

I would be happy to discuss this with you if you have any questions. I would appreciate an answer by the end of May.

discussion with

1) Annette

2) ALM

3) Ellen

May 16, 1994

MEMORANDUM

To: Alan Hoffmann
From: Adam Gamoran
CC: Ellen Goldring, Annette Hochstein, Roberta Goodman
Re: request from Roberta to work in Milwaukee

As indicated in the attached memo, Roberta Goodman has been offered part-time work for the Milwaukee Jewish community -- not in evaluation, but on the implementation side. Roberta seeks our permission to reduce her workload for CJE to four days per week, so she can work for the Milwaukee community one day per week, beginning August 1. My guess is there's a good chance this could turn into a larger job in 1995. From Roberta's standpoint, under these terms she will at least have part-time work after January 1.

I strongly support this request, although there are serious problems with it from the MEF standpoint. I'll first state the problems, and then explain why I think we should approve it nonetheless.

One of the field researchers' main tasks for the rest of 1994 will be to monitor and evaluate the formation and implementation of the personnel action plan. In working on a credentialing system, and in staffing the Principal's Council, Roberta will presumably be involved in implementing the action plan. Thus, she would no longer be serving as an outside observer, and her evaluation would necessarily be colored by her own stake in the process. This does not mean she couldn't report to us, but that she'd obviously become a participant observer instead of an observer.

Despite this problem, I think we should go along with the shift in roles. For one thing, working with the community on educational issues is where Roberta's greatest strength lies, as we've recognized in the past, and her involvement on the implementation side would be a valuable asset to Milwaukee. Second, even in the most favorable scenario, once the community begins to sponsor its own resident field researcher, the researcher becomes an insider. I think it is possible that in the future, Roberta could combine work of the type described in her memo, with evaluation of new programs that result from the Lead Community process. It would not be the same as an outside evaluation, but it would not mean abandoning the principle of evaluation-minded communities.

I look forward to your early response.

Date: Tue, 31 May 1994 22:38 CDT
From: <GAMORAN
Subject: fall schedule
To: ALANHOF@HUJIVMS
Original_To: GINNY
Original_cc: ALANHOF, ELLEN

Ginny,

In responding to your query about Oct. 5-6, I want to discuss the total fall meeting schedule.

Ellen is teaching on Tuesdays, Wednesdays, and Thursdays, and I am teaching on Tuesdays and Thursdays. We are both very limited in the teaching days we can miss. Unfortunately, Rosh HaShana falls on a Tuesday, and Yom Kippur is on a Thursday, so this compounds the problem for us.

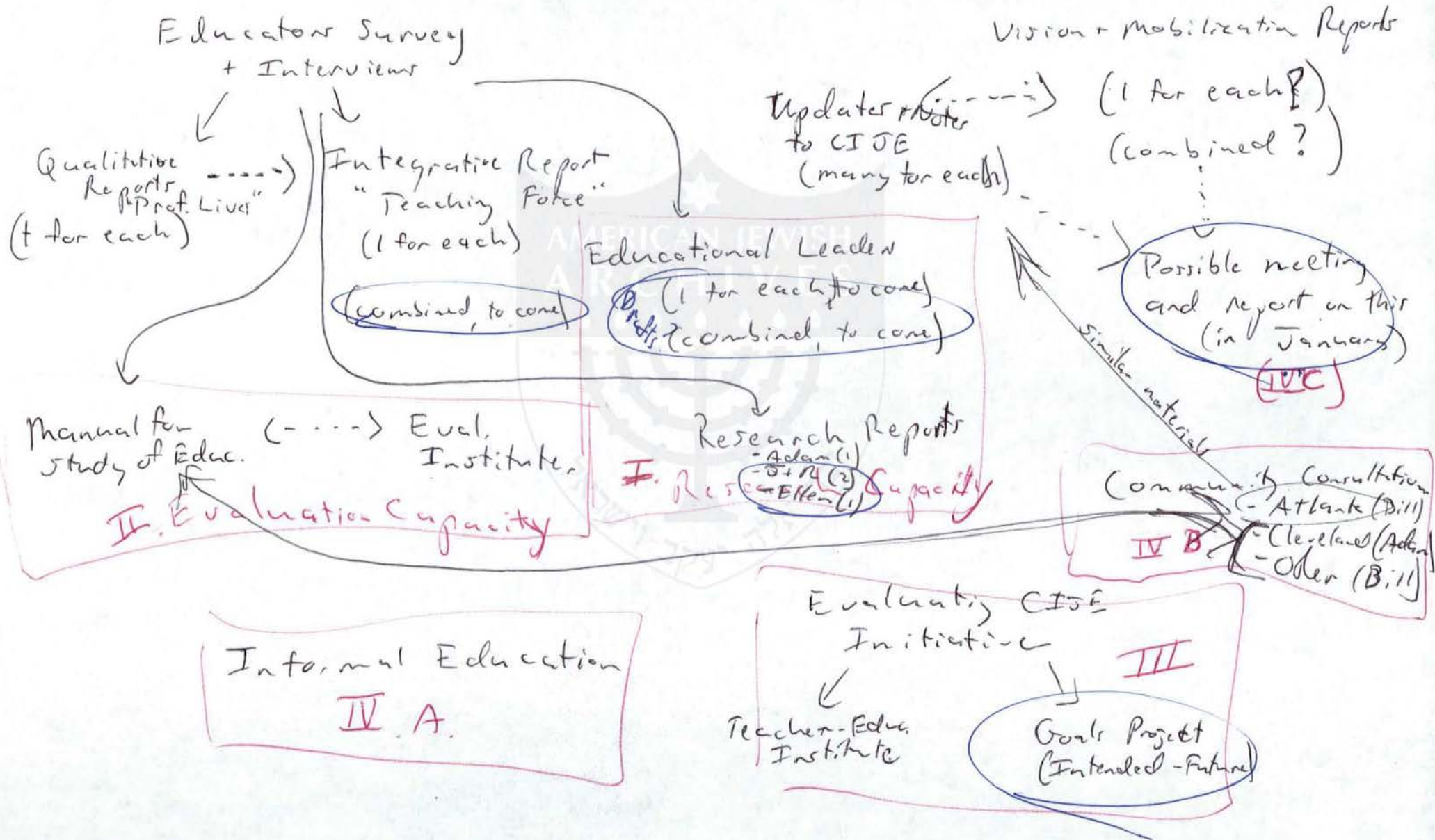
Oct. 5-6 is a Wed-Thurs. I can attend those days, but then I cannot miss any other Tuesdays or Thursdays. This includes the week of the GA, where I understand I may be called upon to speak. (Maybe not -- in which case, never mind.) I don't know when the GA is, but if I am needed there, it will have to be on a Monday, Wednesday, or Friday.

Missing Wednesdays is the hardest for Ellen because her Wednesday class is a graduate seminar that meets 1/week. Also, she is supposed to attend the Leadership Seminar at Harvard the week of Oct. 31 (although we aren't sure that is definite yet). If she needs to attend the Leadership Seminar and the GA, then she will have to skip the board meeting. If the GA presentation is on a Wednesday then I will do it, she will skip the GA, and come to the Thursday (Oct. 6) of the board meeting, in addition to the Leadership Seminar. If the GA presentation is on a Wednesday or Friday it is possible we could both attend it.

The bottom line is that at least one of us can definitely attend a Board Meeting on Oct. 5-6. We need to know about the GA schedule, and if we are to be involved, to plan our schedule. (I am assuming that the Oct. 19-20 meeting of the Steering Committee has been cancelled. If that is not correct, then I could attend on Wed Oct. 19, but not on Thurs Oct. 20.)

Adam

Original Documents setting up MEF



Date: Mon, 30 May 1994 11:03 CDT
From: <GAMORAN
Subject: Roberta's work
To: ALANHOF
Original_To: ALANHOF
Original_cc: GAMORAN

I'm waiting for your approval for Roberta's job split of 80% CIJE, 20% Milwaukee Jewish community, for next fall. Both Gail and Annette have voiced support for the idea, and I have also endorsed it. Do you have reservations? If so please let me know.

I raised the issue of fairly allocating her time next fall so Roberta does not end up being supported by CIJE for work she is doing for MAJE. Roberta assured me she will guard her time and commitments carefully.



CITE : MEF

Date: Wed, 8 Jun 1994 23:54 CDT
From: <GAMORAN@WISCSSC>
Subject: Roberta's work
To: ALANHOF@HUJIVMS
Original_To: ALANHOF
Original_cc: ANNETTE, GAIL, ELLEN

Roberta has decided that the 80%/20% split with Milwaukee during the fall is not viable for her, so she turned down the job. She will work for us through December 31, 1994, as originally proposed.

If we want the communities to think about supporting their own evaluation beginning in January, we need to start a dialogue with them about it as soon as possible.



THE UNIVERSITY OF CHICAGO

DEPARTMENT OF SOCIOLOGY

1126 EAST 59TH STREET
CHICAGO • ILLINOIS 60637

James S. Coleman
(312) 702-8696 • FAX: (312) 702-9529
E-mail: milt@cicero.spc.uchicago.edu

July 20, 1994

Professor Adam Gamoran
Department of Sociology
University of Wisconsin, Madison
Madison, Wisconsin 53705

Dear Adam:

I'm sorry to have taken so long to read the report on the Baltimore survey on the CIJE lead communities program. I think it is an excellent report, and I have no comments for changes. The only thing that might have been added is at selected points some comparative percentages from Milwaukee. I presume at some point there will be a comparative report, when all the individual analyses are done. Even so, it would not hurt, and would provide some additional incentive for communities to change, if the individual reports allowed some comparison points with the communities for which the survey had been previously analyzed.

I also presume that at some point there will be an ethnographic report which will give an account of the social structure of each community, for it is such a report that will give insight into the problems that the community will confront in attempting to organize itself to bring about changes in Jewish education.

But these are only ancillary comments. The report is very well done.

Sincerely,



James S. Coleman
University Professor

JSC:dm

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) 263-4253

August 22, 1994

Professor James Coleman
Department of Sociology
1126 E. 59th Street
Chicago, IL 60637

Dear Jim,

Many thanks for your response to the report on Jewish teachers in Baltimore. You raised two excellent issues, and I want to tell you how we are addressing them, in case you have further suggestions.

On the issue of cross-community comparisons, we are indeed preparing a comparative report, in at least two phases: First there will be a short "Policy Brief" (modeled after the U.S. Dept. of Education's "Issues in Brief") on the topic of the background and training of teachers in Jewish schools. We expect to complete a draft of this Brief in October. Second, we are writing a more extensive cross-community report, which we expect to have drafted by the end of December.

In these reports, the survey data will sometimes be merged across communities, and sometimes kept separate, depending on whether important differences among communities appear.

In presenting results to the communities, we have not emphasized similarities and differences with the other communities, and had not thought about the possible motivating effects of doing so. At the time we were planning the Baltimore report, we were not at liberty to release the Milwaukee data outside Milwaukee, but that would now be possible; in fact the Milwaukee people sent their report to Baltimore.

On the ethnographic analysis of social structure, there are two relevant reports, both written by Julie Tammivaara, our Baltimore field researcher. One is on "Community Mobilization for Jewish Education in Baltimore," and the second is on "The Professional Lives of Jewish Educators in Baltimore." Both, I think, are contributing to our understanding of the community, and of the place of Jewish education there. (I should add, however, that CIJE staff members have been working so closely with residents of Baltimore that they [CIJE staff] do not perceive the report on mobilization to have added much beyond what they already knew.)

Page 2

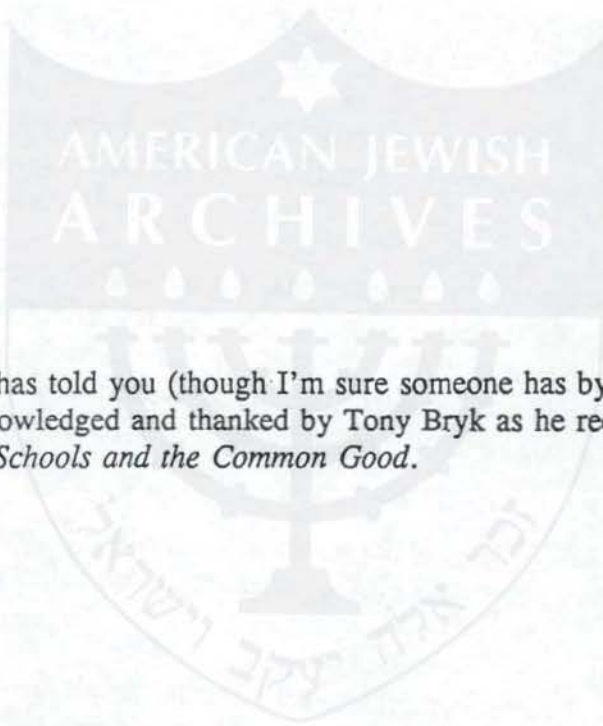
I enclose both of these reports for your review. (I may have sent them before.) I'd welcome any insights you may have on the relation between community structure and the possibilities for educational change. Also, comments on the reports themselves are welcome as always.

Yours,

Adam

Adam Gamoran
Professor

P.S. In case no one has told you (though I'm sure someone has by now), you were warmly and extensively acknowledged and thanked by Tony Bryk as he received the Willard Waller Award for *Catholic Schools and the Common Good*.



August 25, 1994

Sent via e-mail to MEF field researchers:

I'm writing you from the plane after the meetings in Cleveland. We are moving house on Friday and through the weekend, so I'm not sure when I'll be able to send this, or read e-mail again -- probably not 'till Monday. In this message I'll try to summarize the key outcomes of the MEF meeting.

1) The work plan for Aug - Dec 1994 we discussed in our last conference call was accepted. That is, the MEF team is expected to fulfill the following tasks:

a. "Research Brief" on background and training of teachers in Jewish schools. Present to GA in November. Dry run to CIJE Board on October 5-6. Responsibilities: Bill, data analyses; Adam/Ellen, first draft of text. We spent a lot of time talking about the content and tone of this Brief. COMPLETED.

b. "The Teaching Force of Atlanta's Jewish Schools. (Integrated report for Atlanta.) Deadline for draft: September 30. Responsibilities: Adam/Ellen, first draft of text; all, comments and suggestions on text. COMPLETED.

c. Cross-community integrated report on teachers in Jewish schools. Deadline: December 31. Responsibilities: Bill, data analysis. Adam and Ellen, first draft of text. DELAYED.

d. Mobilization reports on Milwaukee and Atlanta. I was questioned on why these were not completed. They should be done as soon as possible. I was asked for a definite date on when they would be done, and was embarrassed not to be able to give one. In particular, there was interest in the Atlanta report since they have not seen it at all yet. Can we say, September 14 for Milwaukee and October 4 for Atlanta? Responsibility: Roberta. Julie will also contribute. COMPLETED, ENCLOSED.

e. Professional lives of Jewish educators in Baltimore. Julie, you've got the comments I received from Annette. She was very favorable, with a few suggestions. Apparently there are comments coming from Gail also. Mike Inbar said it was "very very good," and offered only one comment: In describing the respondents, we should make comparison to the survey of teachers, to point out departures from representativeness. This is not to say the interview sample was a random one, only to point out how it differs from the community as a whole. I thought this was a good idea for a footnote. It would work for teachers, not principals, since we haven't looked at the principal survey data. Deadline:

Would Sept. 15 be reasonable? (Assuming comments from Gail come soon.) Responsibility: Julie. COMPLETED.

f. Revision of Baltimore integrated report: Thanks much for all the feedback, Julie. I'll send you a revision in a couple of weeks. It will say, among other things, that of teachers in Orthodox day schools, something like 28% have a college or university degree in education, and 31% have seminary or institute degrees in education (as opposed to 59% with degrees in education!). You called that one right! COMPLETED.

g. Monitoring of development and implementation of Personnel Action Plans in Atlanta, Baltimore, Milwaukee. We will provide a written update for each community to CIJE on this subject on December 31. This will not be a full-blown report, but it should be detailed enough to provide a solid record of what's happened on this front. Responsibilities: Julie, Roberta, Bill. (Related to this, Roberta can attend the Leadership Seminar, assuming the Milwaukee and Atlanta reports are finished.) We should view the Leadership Seminar as part of the Personnel Action Plan, in the sense of "the action before the action plan." COMPLETED, ENCLOSED.

h. Monitoring and evaluation of Machon L'Morim and the Peer Coaching project in Milwaukee day schools. We didn't really discuss these, but it is clear to me we can continue as planned. I did bring them into the discussion of getting the communities to pay for field research (see below). COMPLETED.

i. Development of a "module" of the qualitative component of a study of educators for use by other communities. This will be a refinement of the interview protocols, with instructions on how to use them. (The protocol probably needs to be shortened, emphasizing the questions that contributed to the reports we wrote. If the questions need to be improved, now's the time to do so. Ultimate deadline is December 31, but perhaps it could be completed earlier. I propose that Julie take primary responsibility for this, with help from Roberta. COMPLETED.

j. Putting all documents, tapes, etc. in shape for CIJE storage. Deadline, December 31. Responsibilities: Julie, Roberta, Bill. (But Bill has much less stuff.) COMPLETED.

k. Research papers on Teacher Power and on Professional Development. This is legitimate to work on, and you can travel to collaborate, but we have to make sure the other tasks get done. Responsibilities: Julie, Roberta. DELAYED.

At first glance this appears to be a long list, but much of it is almost finished or well underway. Still, I'm sure it will keep

us busy for the next four months. Note that institutional profiles is not in this work plan at present.

2) Work plan for 1995. After a lengthy discussion, the committee advised Alan that the highest priorities for MEF should be:

a. Further analyses of teacher survey data, including revision of the cross-community integrated report, and possible additional "Research Briefs" if the first one is well received.

b. Analysis and write-up of educational leader survey data. UNDERWAY.

c. Completion of the "module" for studying Jewish educators in a community. This would incorporate the interview protocols and procedures which are to be completed by the end of December, as well as the survey instrument which must be revised in 1995. UNDERWAY.

d. Monitoring and evaluation of the development and implementation of Personnel Action Plans in Lead Communities.

e. Monitoring and evaluation of the Goals Project, as it is manifested in Lead Communities. (Institutional Profiles may enter here.)

(NOTE: ALAN SUBSEQUENTLY REMINDED US TO ADD "LEADING INDICATORS" AND PLANNING FOR A STUDY OF INFORMAL EDUCATION TO THIS LIST.)

Writing a cross-community mobilization report was seen as desirable but not as high priority as these items. Ditto for monitoring of community change in general, apart from these two key CIJE initiatives (goals and personnel plan).

3) The committee advised Alan to consider alternative staffing modes to field researchers (e.g., consultants who visit communities for short visits). Some were more reluctant than others to move away from field research, but the tenor of the discussion was generally not supportive of continuing CIJE-sponsored field research. Also, there are apparently budgetary factors of which I am not yet aware -- but it seems our budget will shrink dramatically after December 31.

We discussed the possibility of the communities sponsoring their own field research. I explained how that would change the relationship between the work of the field researchers and CIJE (i.e., little CIJE control). I think the message came across, and to the extent it did, it was not seen as a positive factor. Still, they would very much like the communities to pay for evaluation. Some thought this would occur, while others were

skeptical. All agreed that Alan has a serious task ahead if he is to convince the communities to do so.

My conclusion is that there has been no change in CIJE's decision that CIJE will no longer pay for ongoing field research after December 31. At best, they will pay for a CIJE survey data analyst. The notion of a 50/50 split (CIJE/community) for field researchers was not completely ruled out, but I would not be optimistic about it.



FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 73321,1220
DATE: 8/29/94 4:53 PM

Re: further thoughts in preparation for conversation on Wednesday



The previous message was written as an update to the field researchers, but it summarizes my understanding of our meeting, and it sets an agenda for our conference call this Wednesday.

I'd like to raise a couple of additional issues for our call.

I've thought about your last comment to me, and I think you're correct: If Ellen and I were freed from supervisory activities, we would start to have time for the broader CIJE Research Agenda as the writing related to lead communities gets finished.

However, the only way to have no supervisory tasks is to have no data collected (since we cannot collect the data ourselves). It seems to us that no matter what the staffing configuration, if data are being collected, we will be kept busy managing that process. Do you mean to cease collecting data from lead communities? I think that's the real question.

If we stop using data to write about lead communities (for example, we could finish writing by next summer if we cease collecting data after December), we could begin to work on developing a research capacity, or on reaching out to the larger academic community, or both.

The problem with this mode (no new data) is that then CIJE would be working on implementation, without monitoring or evaluation -- unless you can get the communities to do the evaluation. That's fine with me, but note that CIJE would lose control of the process and product (which is also fine with me). If the communities don't evaluate their work with CIJE, then we are faced with the cessation of evaluation in lead communities, and we need to think

whether this damages CIJE's long-term agenda.

If we do want to work with new data, we need some mechanism for collecting it. Although the field researchers have been weak on analysis of community dynamics, they have been decent at collecting data (at least that's Steve Hoffman's view). And, they have rapport, access, etc. in the communities. Ellen and I have tried to think about who we could get to collect the data, and we don't know anyone better. Adrienne Bank? Susan Shevitz? A hungry grad student? These are not appealing alternatives. This is not to deny the weaknesses of Julie and Roberta, nor to deny the fact that I was naive in thinking that their strengths would complement each other and their weaknesses would be mitigated. But they know what CIJE is, know the communities, and are decent at data collection. I think we should consider hiring them -- half-time, quarter-time, or as consultants, depending on how much data we want -- if we want to collect any data in 1995 (or during spring 1995).

I also want to say again that despite our reluctance due to time pressures, Ellen and I have realized the Steering Committee is important, and we are willing to come to the Steering Committee and Board meetings. Our committee chair (ELR) seems satisfied with our work, even given that for the time being we're not working beyond the lead communities. However, we can't fit the CIJE meetings into the time allotted for MEF work (we never could), so we will need to bill for the additional time. I hope you approve.

(In general, much of the MEF travel budget has gone for general CIJE meetings instead of MEF work.)

Let me take this opportunity to give you my usual reminder that I am not receiving budget or any financial information. Under these circumstances I cannot possibly monitor my budget. I suspect we are below budget again, but I can't tell for sure because I have no information. I've not received any budgetary information for more than a year, as I've reminded you and/or Ginny every few months.

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 73321,1220
DATE: 9/13/94 12:57 PM

Re: ginny, please fax to Alan if he isn't reading e-mail -- thanks

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-2.compuserve.com (8.6.4/5.940406sam)
id MAA21115; Tue, 13 Sep 1994 12:47:57 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HH29F82UXC9N3WBG@ssc.wisc.edu>; Tue, 13 Sep 1994 11:48:43 CST
Date: Tue, 13 Sep 1994 11:48:43 -0600 (CST)
Subject: ginny, please fax to Alan if he isn't reading e-mail -- thanks
To: 73321.1220@compuserve.com
Message-id: <01HH29F84QFM9N3WBG@ssc.wisc.edu>
X-VMS-To: ALHOFUS
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Alan,

Yesterday, I informed Bill, Roberta, and Julie about CIJE's plans with respect to future contracts for them.

I told Bill that I had requested a full-time position for him as data-analyst, report-writer, monitor/evaluator of Atlanta, and possibly to work on institutional profiles if the need arises. I told him that you agreed in principle to the position, but that the position was not guaranteed until you had approval for our budget in early October. Naturally, he wants to know for certain as soon as possible, so he can start looking for something else if we aren't hiring him.

I told Roberta and Julie (separately) that, as expected, CIJE would no longer be supporting in-depth on-going monitoring of the communities, and consequently they would not be offered contracts on Sept. 15. I said there was a possibility of one half-time position for more limited monitoring and evaluation of the development and implementation of personnel action plans, and of the influence of the CIJE goals project. It is possible that one or both would be interested in this work. (If both want the work, it will be pretty awkward for me.) I left things open, saying this work might be done by one half-time person, or by a small group of consultants, or the funds for this might not be approved at all.

Roberta was philosophical about the decision. She fully expected it, and she will survive without the income if need be. She will be very busy anyway, with three small consulting jobs and her dissertation to write, although the drop in income will be precipitous.

Julie was quite disappointed, even though she fully expected this also. (It reminded me of a friend who was very sad when he received word that

his bid for tenure was denied, even though he had known for two years that this was almost certain to occur.) Julie wants to compete for the job we intend to offer Bill. I explained that my intentions on this were well formed, but I would keep an open mind if she wished to send me a letter of application.

Alan, I hope you will go to the communities SOON to explain fully what we are doing. Otherwise, it will look as if we are giving up on evaluation.

I will get the budget proposal to you as soon as possible. At the moment, I am swamped by CIJE writing: Baltimore report (revision almost finished), Research Brief (geared up to start that now), Atlanta report (haven't started that yet).

G'mar hatima tova,

Adam

--Boundary (ID aiAkI8SXAR3iUZFYcYj8Jg)--



FROM: Alan D. Hoffmann, 73321,1220
TO: Alan Hoffmann, 73321,1220
DATE: 12/4/94 11:38 AM

Re: Atlanta report

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 73321,1217
(unknown), 73321,1220
(unknown), 74104,3335
DATE: 11/28/94 11:20 AM

RE: Atlanta report

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by dub-img-1.compuserve.com (8.6.4/5.940406sam)
id LAA05760; Mon, 28 Nov 1994 11:11:31 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HK0C1KMP249AMFXQ@ssc.wisc.edu>; Mon, 28 Nov 1994 10:12:04 CST
Date: Mon, 28 Nov 1994 10:12:04 -0600 (CST)
Subject: Atlanta report
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 74104.3335@compuserve.com,
73321.1220@compuserve.com, 73321.1217@compuserve.com
Message-id: <01HK0C1KMYPA9AMFXQ@ssc.wisc.edu>
X-VMS-To: ANNETTE
X-VMS-Cc: ELLEN, BILL, ALAN, GAIL, GAMORAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Did you or Mike or Seymour have any comments about the Atlanta report? Steve Chervin wants to circulate it among the education directors as a DRAFT for feedback, but I want to make sure you're comfortable with it before it goes that far.

Substantively, the major difference between this report and the others is the high degree of instability and the low level of commitment among supplementary teachers in Atlanta, as compared with the other communities.

Another item that it likely to be a hot issue is that all the day school directors try to hire only teachers who are certified in Jewish education. They know they don't reach 100%, but they will be taken aback at how far short of that standard they fall.

FROM: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
TO: Gail Dorph, 73321,1217
DATE: 1/10/95 2:24 PM

Re: Re: MEF stuff

Sender: goldrieb@ctrvax.vanderbilt.edu
Received: from ctrvx1.Vanderbilt.Edu by dub-img-3.compuserve.com (8.6.9/5.941228sam)
id OAA09864; Tue, 10 Jan 1995 14:10:18 -0500
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF V4.2-15
#7190) id <01HLOKZOC56O8X6CAA@ctrvax.Vanderbilt.Edu>; Tue,
10 Jan 1995 13:10:35 CST
Date: Tue, 10 Jan 1995 13:10:35 -0600 (CST)
Subject: Re: MEF stuff
To: 73321.1217@compuserve.com
Message-id: <01HLOKZOC56Q8X6CAA@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"73321.1217@compuserve.com"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

Hi Gail, I'm not avoiding, you I got your message and received your e-mial, I'm just a bit swamped now, mostly in the dean's office, I have back to back meetings will no time to think, breath or catch up in between, It will be a bit more normal next week.

Also, I do not know the answer to your question right now. At first, Bill was working on the Ed Leaders data NOW, but then Annette mentioned (perhaps correctly) that the module should come first, and then Bill would need to do some work on that..so I'm not sure yet. Adam is out of town and I will be touching base with him and then I'll have a better idea. Part of it is lack of clairity by what mean by the MODULE, and this will be the main topic of discussion at the MEF Advisory meeting on Feb. 9 (are you coming...personally I HOPE SO< you are a great source of support, plus you add so much from your perspective!). THatis depending on what CIJE's role in the module is from data collection, analysis, archiving, etc then it depends on the timeline. Did that make any sense? Hope so. I'll try to call you this week at any rate. Ellen

FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: Alan Hoffmann, 73321,1220
DATE: 1/25/95 11:42 AM

Re: packet I sent yesterday

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by arl-img-3.compuserve.com (8.6.9/5.941228sam)
id LAA04137; Wed, 25 Jan 1995 11:40:17 -0500
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA06917; 5.65/42; Wed, 25 Jan 1995 10:38:03 -0600
Date: Wed, 25 Jan 1995 10:38:03 -0600
Message-Id: <9501251638.AA06917@eunice.ssc.wisc.edu>
To: alan@ssc.wisc.edu
Cc: ELLEN@ssc.wisc.edu, GAMORAN@ssc.wisc.edu
Subject: packet I sent yesterday

Alan,

The packet I sent you yesterday included four items:

- (1) My notes from the August meeting, annotated to indicate completed tasks;
- (2) The MEF Work Plan I submitted later last fall;
- (3) The three "Update memos" by the field researchers on the lead communities;
- (4) The long-delayed Atlanta mobilization report for 1992-93.

I included a cover memo written as if all of this material would be distributed to CIJE staff and the MEF advisory committee. Today I'm rethinking that idea. Perhaps it would be better to send #1 and #2 to the advisory committee and whatever staff are coming to the MEF meeting, and send #3 and #4 only to the staff. That's who the "updates" were written for, and I think the advisory committee may feel it's a waste of their time to read the updates, and I can't think of any reason it's essential for them to do so.

Could you take a quick look at the updates and let me know what you think?

Adam

FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: (unknown), 73321,1220
DATE: 2/7/95 10:37 AM

Re: this is the message I referred to at the end of our last phone call -- I hope we can discuss it this week or next...

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by dub-img-3.compuserve.com (8.6.9/5.941228sam)
id KAA11990; Tue, 7 Feb 1995 10:34:14 -0500

From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu; id AA12788; 5.65/42; Tue, 7 Feb 1995 09:33:34 -0600

Date: Tue, 7 Feb 1995 09:33:34 -0600

Message-Id: <9502071533.AA12788@eunice.ssc.wisc.edu>

To: alan@ssc.wisc.edu

Subject: this is the message I referred to at the end of our last phone call -- I hope we can discuss it this week or next...

From: GAMO::GAMORAN 24-JAN-1995 15:28:43.44
To: ALAN
CC: ELLEN, GAMORAN
Subj: CIJE work plan

I received the CIJE Work Plan. The MEF Section is a little different than

I expected (what about reports on Educ Leaders? what's this discussion

with consultants on Leading Indicators?) but we can work this out.

I did not receive any budget for MEF.

My budget included \$10,000 for commissioned research papers. As I mentioned

to you last fall and discussed with Annette in November, we should not lose

the opportunity to get research papers on Teacher Power and on Professional

Development of Jewish Teachers from Julie and Roberta. There is excellent

material in Julie's report on "Professional Lives" and we should see that

it reaches a wider audience.

Was this part of my budget approved? Can I draw up a draft contract for

this work, for your review?

Adam

FROM: Annette Hochstein, 100274,1745
TO: Alan Hoffmann, 73321,1220
DATE: 3/4/95 3:18 PM

Re: Adam - Ellen meeting

Dear Alan,

Hope things are well with you - Seymour returned pleased with your joint undertakings and hopeful about outcomes.

Things are moving along nicely here. The planning process for the personnel project is progressing with great intensity - I believe we will have an action plan ready

for discussion/decision by May. I have no doubt that given the chance we will develop a very good training center.

Am seeing Steve Hoffmann later this week - will continue the conversation that the three of us need to have re-Cleveland as a CIJE-convened pilot site for planning with a community. Perhaps we should have a conference call with Steve when you are here next month. I believe that jointly we could get this going very soon. There seems to be eagerness on all parts.

Have hired Dr Deborah Cohen to the Mandel Institute staff. She is a Cornell trained educational planner with good experience - worked in Columbus and here at the JDC. Started working with me last week. That's it for local news.

Regarding Adam and Ellen - here is what I suggest:

the most important part of their memo is item 5) "monitoring the emergence and..." etc. As they suggest we are looking at a return of sorts to the original agenda of MEF - namely dealing with Outcomes or Outputs (we have not finished Process, but it may be of far less interest now.) The reason for the change is obvious: what is important to you at this time is to have the personnel, goals and perhaps community mobilization projects assessed as they develop - so that we can learn, improve, disseminate. We should remember that the research they undertook resulted from the fact that there was little to evaluate. This is rapidly changing and I recommend that they undertake to review what would be involved in appropriate monitoring and or evaluation of the CIJE's programs, and prepare a project proposal. This should be an exciting assignment - or it shouldn't be done. They may find that it is time to do this as of 1996 - with this year being the time to design and gear up. I don't know this. But I don't think that we want to leave implementation undocumented and unassessed.

Regarding the other items there is little to say - if one needs to prioritize I guess that one would go Module, then Leaders, then Policy Brief (leaders; salaries). If you can, go with item 4) (research paper) - that is part of building a research capacity.

The piece most in need of decision is the fate of the module: where should the responsibility and data be placed. Clearly you don't want this to be left to communities. Any

further thoughts re-Kosmin, or re-another University?

Let me know if I can be of help,

Shavua Tov,

annette



met Bill
Bill - personnel file

Bill,

I absolutely agree and when I wrote to Adam indicating that I thought that CAJE was not a good idea in terms of professional development, I also suggested that we think about alternative venues both in the Jewish and especially non-Jewish areas. You and I may want to talk to Annette who has been looking at the evaluation field conferences - not necessarily in education.

Why don't you e-mail Debra and set up a time for a call in the week after the board meetings?
(I have copied her with this e-mail)

Hag sameach.

a.



Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-2.compuserve.com (8.6.10/5.941228sam)
id KAA11964; Tue, 25 Apr 1995 10:54:28 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HPR2RU070GIB9A9N@ssc.wisc.edu>; Tue, 25 Apr 1995 09:55:43 CST
Date: Tue, 25 Apr 1995 09:55:43 -0600 (CST)
Subject: Sorry for the delay in sending this
To: 73321.1220@compuserve.com
Cc: 73321.1220@compuserve.com, 73321.1217@compuserve.com,
74671.3370@compuserve.com, GOLDRIEB@ctr.vax.Vanderbilt.Edu,
74104.3335@compuserve.com, 76322.2406@compuserve.com
Message-id: <01HPR2RU1SVMIB9A9N@ssc.wisc.edu>
X-VMS-To: ALAN
X-VMS-Cc: GAIL, BARRY, NESSA, ELLEN, BILL, DEBRA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

- ① met file
- ② For my met-
Telecon
- ③ For my
62D
- ④ For Cleveland
file

Just remembered I was supposed to write the following note:

Alan,

As I mentioned in our last conference call, I've had a lot of contact with Cleveland lately. I've reviewed and commented on two versions of Julie and Roberta's proposal. The latest version has two components:

(1) Survey and interviews with formal and informal educators.

This is basically our module, or a version of it. I've pointed out that simply using the same questionnaire for informal educators may be problematic; it is not clear what the important questions are for informal educators, or what the target population of informal educators is.

(2) Qualitative evaluation of the five COJC programs (Cleveland Fellows, Retreat Institute, Project Curriculum Renewal, Jewish Educator Services Program, Day School Salary Enhancement). The evaluations will indicate the extent to which these programs are perceived to be meeting their goals. The study includes interviews with program directors, teachers, students, parents, and community leaders, as well as program observations.

In general I think the proposal is solid. In addition to questions about informal educators, I've commented that the proposed observations don't have a good focus yet, but this will come out of the work that is to precede it. Also, I've tried to explain what the qualitative evaluation can and cannot do. I said:

[The proposed study] is a good vehicle for showing in what ways the programs are meeting their specific objectives, and where the

programs are falling short. I think that's what is needed here. This approach will not document whether fifth graders are learning more than they used to, because we don't know how much the fifth graders were learning before the programs started. But it will show the connections between what the teachers are experiencing in the various professional training and services programs, and what students encounter in their classrooms and informal settings.

Adam



Alan,

MEF File

Mr. Hirschorn is very concerned that Baltimore is not getting needed help with local program evaluation. He has raised this concern with me and with Dan P. (see attached notes). He will raise this in our subcommittee today.

We will try to present the Evaluation Institute as an approach to addressing his concern. In reality, we probably cannot go as far as he'd like since we are not doing local program evaluations.

Adam
Eller

Hirschhorn said:

1) They're having trouble getting their stuff evaluated -- they don't know how to do it. and need help-

Do they have people who should be doing the evaluation?

2) He has, he said, brought this matter to Alan's attention, but no help has been forthcoming

3) He seemed to intimate that CITE was strong at general

level, but not
ready to offer help
on concrete -
how-to-do-it --
evaluation strategies

He is right - as we
have moved out of helping
LC's - I think the
evaluation institute
will help as Baltimore
can send people to
learn about program
evaluation.

met

May 11, 1995

Adam,

In addition to my request (see following) to attend the Network for Research in Jewish Education 1995 Conference at Stanford University, I would like to spend a day with personnel from the Accelerated Schools Project (based in San Francisco).

In order to evaluate the CIJE's Goals Project, it would be very helpful for me to talk with people who have developed assessment tools for other institutional renewal projects. I have already talked with some of the Accelerated Schools coaches in the South, and I have been informed that a visit with the people in San Francisco would be quite beneficial.

If my request to attend the Network Conference is approved, I will be in San Francisco. Thus, a visit to the Project at that time would seem to be a prudent use of time and money. Depending on the availability of the personnel at the Project, the additional cost should be an additional night stay in San Francisco, meals for the day, and transportation to the Project.

Bill

OK *AB*



Mark

Date: Tue, 16 May 1995 10:45:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: goals seminar, etc. -Reply
To: 73321.1221%compuserve.com@mail.soemadison.wisc.edu
CC: ALANHOF@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Elaine's note underscores my sense that it may be important to provide an avenue to interact with some of these folks around Goals Project issues apart from the projected Coaches Seminar. Perhaps a seminar designed not to foster coaching but simply to initiate some of these folks into the culture of the Goals Seminar - basic concepts, texts, ideas, etc. - would be desirable (as a possible prelude to coach-work). If so, we could do this late summer or early fall some time. Whether Elaine is the right person for our seminar this summer (in company of Seymour, et. al.) I'm not sure, given that I really don't know her...



not
file

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-2.compuserve.com (8.6.10/5.950515)
id NAA11562; Tue, 30 May 1995 13:14:48 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HR43UZHOMSIB9C89@ssc.wisc.edu>; Tue, 30 May 1995 12:15:48 CST
Date: Tue, 30 May 1995 12:15:48 -0600 (CST)
Subject: for further discussion....
To: 73321.1217@compuserve.com, 73321.1220@compuserve.com
Message-id: <01HR43UZH9YIB9C89@ssc.wisc.edu>
X-VMS-To: GAIL, ALAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 30-MAY-1995 12:05:06.99
To: GAMORAN
CC:
Subj: Re: Re: Ed leaders report

I leave on Monday and return June 18.

i think the Ed. Leader report is in good shape to go out for comments.

Did Bill mail me a final - complete copy?

If you have a chance to discuss one other issue when your in NY it would be helpful, if not we will do it on a conf call or e-mail. I started to look at the catalogues of the jewish institutions. While I do not have complete info from all the institutions it seems that a MA in Jewish Ed. is about 39-45 hours, and at most there are 3-4 courses in administration at best 12-15 hours. Sometimes there is an internship, and one faculty person who teaches almost all of those classes. My question is that CIJE STAFF really need to make sure that what we wrote in the report fits with their ideas about action. We really need to talk about this, and have a good idea about what we believe the training and preparation for Ed. Leaders in Jewish schools should be. Maybe this can be an agenda item for another staff meeting, and I can present an overview of what the Institutions are currently doing.

PS Can you please forward this message to Gail and Alan.

Dear Group,

I've just read the draft report and found it very interesting. I'm not the expert on such things, but I couldn't help thinking as I read it that I know an awful lot of public school educational leaders who have all the right training, and are "deadly" leaders. Clearly, their certification and training alone aren't enough. It would be interesting to know how the backgrounds of Jewish educational leaders compare to those of successful leaders of independent secular schools, where the certification and administrative degrees are also not required.

In any case, I have a list of corrections to suggest:

- p. 13 - paragraph 3 - line 6: remove "as" after equally and insert "they" after that.
- p. 14 - 1st line in section on "Educational administration:" add "s" to school.
- p. 15 - line 3 - change "on" to "in"
- p. 15 - 3rd full paragraph - line 2 - last word should be "nor"
- p. 15 - last paragraph - 2nd sentence - needs something other than a "," after trained.
- p. 19 - paragraph 2 - line 4 - add "ment" to "develop"
- p. 22 - 1st full paragraph - line 3 - I would move "not" before "make." Less awkward.
- p. 22 - last paragraph - line 7: remove "," after privileges; line 8 - insert "their" before "benefits;" last line - replace "of" with "with"
- p. 23 - 4th line from bottom - "eightY-eight"
- p. 24 - 1st full paragraph - line 5 - put "," after budgets. Same line - you have the same phrase twice: "It's everything." If that's what you mean to do, fix where you have the '.
- p. 25 - 2nd paragraph - line 4 - remove "to" after emulate.
- p. 25 - 3rd paragraph - line 2 - can you come up with a better word than "things?" How about "opportunities?"
- p. 25 - last paragraph - line 3 - do you want a / between and/or?
- p. 26 - 3rd paragraph - I suggest you remove that sentence/paragraph. Doesn't do anything.
- p. 26 - last paragraph - end of first line is missing the word "in"
- p. 27 - 2nd line - remove "a" between "is" and "value"
- p. 27 - 3rd full paragraph - line 5 - last word should be "on"
- p. 28 - 1st full paragraph - end of line 4 is missing the word "be"
- p. 28 - 2nd full paragraph - 1st line - should there be some number after "thirty-" and twice in the same sentence you have the word "supplementary" where I think the word "school" should follow.
- p. 29 - last paragraph - should the word "an" follow There is ...; Next sentence - do you mean "involvement" rather than "involved"
- p. 30 - 1st paragraph - line 2 - "form" should be "from"; last line of same paragraph - should be "fellow"
- p. 32 - 1st paragraph - line 5 - replace "recourse for" with "resource to"
- p. 32 - 2nd paragraph - line 1 - should read "knowledge and skills"
- p. 32 - 4th paragraph - line 1 - remove "the" after "part-time nature"
- p. 33 - 2nd paragraph - line 1 - add "," after leaders

These are obviously little nit picks. Feel free to ignore any with which you don't agree.

Ginny

Date: Thu, 15 Jun 1995 22:03:58 -0600 (CST)
Subject: report to Blaustein
To: 73321.1220@compuserve.com
Cc: 73321.1223@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu
Message-id: <01HRR0YN2IJUIB9D7K@ssc.wisc.edu>
X-VMS-To: ALAN
X-VMS-Cc: GINNY, GAMORAN, ELLEN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

MSE

I am quite frustrated about this report for Blaustein. Since I'm leaving Sunday for 2 1/2 weeks away (June 18 - July 4), this gives me one day (tomorrow) to write it. Since it seems fairly important I'd like to do a good job, but I'll just give it my best shot tomorrow.

Alan, I want to reiterate that Ellen and I are many days over our CIJE allocation for May and June. (And that is not counting either of my trips to Stanford.) I hope to have a break from CIJE work for several weeks after this. I have a number of other priorities I need to catch up on.

Adam



FROM: Bill Robinson, 74104,3335
TO: Nessa Rapoport, 74671,3370
CC: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu
Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu
myself, 74104,3335
DATE: 7/6/95 4:20 PM

Re: On the manual, anchor items and other things

Nessa,

Many of the items (i.e., the Manual itself, the two instruments, the anchor items, etc.) are described in the Manual. In trying to write a couple of sentences on them, I keep turning back to what I wrote... perhaps my thought patterns need a swift kick.

I don't know if you forgot that they are described therein OR if the descriptions are insufficient. If it's the latter, PLEASE e-mail back and I'll write something else about them.

HOWEVER, I did NOT YET write anything about the so-called "software package". So I will now:

First of all, I wouldn't call a "software package", because it makes it sound like it is more than it is. The term implies that we will give them the software already set-up to input the data and create additional variables. All you would have to do is type RUN. This is not the case. Rather it's a code book (one word? hyphen?) to be used with a commercially-available software package.

The Code Book for the CIJE Educators Survey should be used in conjunction with SPSS for Windows or a similar statistical software package. It will provide instructions on creating the necessary variables for the data file into which the responses from the returned questionnaires would be entered. The Code Book will contain all the descriptive information and program commands needed to create the additional variables that were used by the MEF team in analyzing the data from the three Lead Communities and in writing the community reports.

In plainer language... when they receive a software package, they need to create a data file (similar but more complex than a spread sheet) into which they enter the responses from each survey. To do this, they must first create the variables (giving each variable a name, assigned values, names for each assigned value, a size and defined missing variables). Then, once all the responses are manually typed into their appropriate place in the data file, they need to create new variables based on the original ones. For example, in the survey we asked about degrees and majors. The survey responses would be typed into the following variables: DEGREE1, MAJOR1A, MAJOR1B, DEGREE2, MAJOR2A, etc. Based on these variables (and others), new variables would be created: JSMAJOR (Do you have a degree with a major in Jewish studies?), TRAIN (Are you formally trained in Jewish studies and/or general education?), etc. Often, these latter variables form the basis for writing the report. The Code Book provides all of the necessary procedures by which to accomplish this.

Again, if you want more info, just ask!

Bill

Council for Initiatives in Jewish Education

MANUAL FOR THE CIJE STUDY OF EDUCATORS

INTRODUCTION

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. ... Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky
A Time to Act, 1990

In pursuit of this lofty vision, the members of the Commission on Jewish Education in North America asserted the primacy of two building blocks upon which action should focus: "developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education" (A Time to Act, 1990). Each Jewish community in North America should be encouraged to develop and implement a comprehensive plan for building the profession of Jewish education among its educators and educational institutions. In order to begin moving along this path, it is vital to know where one stands. A community's planning efforts should be informed by an accurate knowledge of the strengths and weaknesses of its current educational workforce.

The Manual for the CIJE Study of Educators is a set of research instruments designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. This information can help in developing a comprehensive plan for building the profession of Jewish education in your community. In using the Manual for the CIJE Study of Educators, you can obtain an accurate description of your current educational workforce, baseline data against

which future change can be assessed, and a means by which to mobilize the community in support of educational improvement.

The Manual for the CIJE Study of Educators consists of two separate research instruments: the CIJE Educators Survey and the CIJE Educators Interview. Each instrument is accompanied by a guide, explaining its proper usage. The CIJE Educators Survey is a questionnaire designed to collect quantitative information from all of the educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. It consists of four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Interview is an in-depth interview process employing a series of questions and probes (a protocol) designed to elicit in-depth information from a sample of educators working in the Jewish schools in your community, concerning their professional lives as Jewish educators. There are separate protocols for teachers and administrative/supervisory personnel. Both protocols consist of six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Rewards and Opportunities, and Professional Issues. The CIJE Educators Survey and the CIJE Educators Interview can be used separately or in conjunction with each other to produce an accurate description of your current educational workforce.

The Manual for the CIJE Study of Educators was developed by the CIJE's Monitoring, Evaluation and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of the CIJE (Atlanta, Baltimore, and Milwaukee). Both instruments were field tested in these three communities in 1992-93. The CIJE Educators Survey was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from The Los Angeles BJE Teacher Census (1990). The information obtained in the field tests has been used to develop comprehensive plans for building the profession in each community. Additionally, the information has been used to prepare the CIJE's Policy Brief Background and Professional Training of Teachers in Jewish Schools. This is the first of a series to be based on the data from the three Lead Communities. Based upon these experiences, the MEF Research Team revised the instruments and wrote the accompanying guides.

As communities begin to employ the Manual for the CIJE Study of Educators in studying their own Jewish educational workforce, the data obtained can become a valuable continental resource - providing an increasingly detailed picture of our continental Jewish educational workforce and mobilizing national agencies in support of communal efforts toward building the profession of Jewish education. Each community is asked to provide a copy of the data obtained that they have acquired using their version of the CIJE Educators Survey, to the CIJE in order to build a continental data base. In addition, the Council for Initiatives in Jewish Education would appreciate the CIJE being acknowledged in any reports or other materials that are created through use of the Manual for the CIJE Study of Educators.

MEF Research Team

Adam Gamoran

*Professor of Sociology and Educational Policy Studies
University of Wisconsin, Madison*

Ellen Goldring

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

Bill Robinson

Staff Researcher

The members of the MEF Research Team acknowledge the substantial and invaluable work of Roberta Goodman and Julie Tammivaara in creating the Manual for The CIJE Study of Educators, as well as the contributions of Shulamith Elster. They appreciate the efforts of the three Lead Communities (Atlanta, Milwaukee, and Baltimore). They are grateful for the guidance of the MEF Academic Advisory committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff. The members of the MEF Research Team are especially thankful to the Jewish educators who participated in the study.

***The MEF Research Team acknowledges the generous support of the
Blaustein Foundation for the CIJE MEF Project.***

Please contact Bill Robinson, CIJE Staff Researcher, with any questions or suggestions that you may have regarding the Manual for The CIJE Study of Educators.

Phone # (404) 552-0930

Fax # (404) 998-0860

e-mail address 74104.3335@compuserve.com

Council for Initiatives in Jewish Education

GUIDE TO THE EDUCATORS SURVEY

A. What is the CIJE Educators Survey?

The CIJE Educators Survey is a questionnaire designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. The CIJE Educators Survey contains questions in four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Survey, alone or in conjunction with the CIJE Educators Interview, is designed to provide information that will help in building the profession of Jewish education in your community. The CIJE Educators Survey will also provide a baseline against which you can measure any changes that occur from your efforts in this area.

B. Who completes the CIJE Educators Survey?

The questionnaire is to be completed by the Judaic studies teachers and the administrative/supervisory personnel in **ALL** of the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Teachers and administrative/supervisory personnel working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are to complete the questionnaire.
- In supplementary schools, all teachers and administrative/supervisory personnel are to complete the questionnaire.
- Every principal or educational director in the Jewish schools is to complete the questionnaire.
- Both Jewish and non-Jewish persons who fit the above criteria are to complete the questionnaire.
- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are **NOT** to complete the questionnaire.

C. How to administer the CIJE Educators Survey

The CIJE Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (Atlanta, Baltimore, and Milwaukee) in 1992-93. In total, 983 teachers responded out of a total population of 1192 in these three communities. Obtaining such a high response rate (over 82%) was essential to having the research findings be considered an accurate representation of the total population of educators. The CIJE Educators Survey is intended to be administered to all educators, not a sample. Therefore, it is vital that when administering the CIJE Educators Survey in your community you obtain a similarly high response rate.

In order to achieve a high response rate, the following procedures should be followed:

1. This survey process should be coordinated in advance with the principal of each school.
2. The questionnaire is to be administered at faculty meetings in each school. The educators are not permitted to take the questionnaire home. They must complete it and return it during the faculty meeting. (One hour should be allocated for completion of the questionnaire at each school.)
3. Principals or other administrative personnel are not to administer the questionnaire. It should be handed out and collected by persons designated for this purpose (e.g., central agency personnel, graduate students, study coordinator). The principals and other administrative personnel are to complete the questionnaire in a separate room, at the same time as the teachers.
4. Educators who were absent from the faculty meeting should receive the questionnaire at home by mail, accompanied by a stamped, self-addressed return envelope. The envelope should be addressed to the study coordinator, not to the school or principal.
5. In order to be able to calculate your response rate and control the distribution of the questionnaire, every questionnaire is to be coded **BEFORE** administering them at the schools.
 - a. First, the study coordinator (or someone s/he assigns) should code the boxes on the bottom of the last page of each survey with a two digit school ID number (between 01 and 99) that indicates to which school each survey was distributed.
 - b. Then, the person(s) in charge of administering the questionnaire at each school should add to the same boxes a two digit person ID number (beginning with 01), so that the highest number equals the total number of persons qualified to complete the survey at that school. Unlike the school ID number, individual educators are **NOT** to be identified by this number.

To: Alan Hoffmann

From: Annette

Re: MCF CONSULTATION

HELLO ALAN,

HAVING LOOKED AT POSSIBILITIES &
THOUGHT THROUGH ISSUES I BELIEVE WE
WILL NOT BE WELL ADVISED TO HAVE AN
MEETING - ON - THE - RUN AT THE END
OF AUGUST. RATHER WE SHOULD HAVE
ONE OR MORE TELECONS - THE FIRST
IN MID-SEPTEMBER. I BELIEVE END
AUGUST STANDS TOO GOOD A CHANCE
OF CANCELLATION (ALREADY 50/50) + WE
DON'T HAVE MIKE! - ~~ANNE~~
TALK TO YOU LATER,
ANNE

FROM: Gail Dorph, 73321,1217
TO: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
CC: Alan, 73321,1220
Ginny, 73321,1223
INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
gail, 73321,1217
DATE: 7/25/95 2:54 PM

Re: steering committee

hiya ellen and adam, on the agenda for the steering committee, we have scheduled updates for each of the domains. we would like you to give an update on the leadership report that goes beyond last time's report, that perhaps gives some focus to CIJE agenda. I would actually like the focus to be on the implications for professional development. for example, lack of judaica background could give punch to issue of attention to judaica; lack of leadership in training could give push to idea of professional development focusing on leadership issues; the image of the role of leader in creating climate and culture of institution, and its implications for professional development.

so here's the question: is there anything we can give to steering committee in writing in advance for them to read? e.g., an abstract of sorts that would set the stage and frame the issues. let's talk about this tomorrow at telecon. thanks gail



met file

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-2.compuserve.com (8.6.10/5.950515)
id KAA22183; Mon, 28 Aug 1995 10:28:53 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-3 #6454)
id <01HULOAFEZ6S068TAW@ssc.wisc.edu>; Mon, 28 Aug 1995 09:29:04 -0600 (CST)
Date: Mon, 28 Aug 1995 09:29:04 -0600 (CST)
Subject: fyi
To: Annette@vms.huji.ac.il, 73321.1220@compuserve.com
Message-id: <01HULOAFEZ6U068TAW@ssc.wisc.edu>
X-VMS-To: ANNETTE, ALAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

From: EUNICE::"RSToren@aol.com" 28-AUG-1995 07:48:42.28
To: gamoran
CC: 73443.3152@compuserve.com
Subj: Re: comments

I'm probably missing something here, but when you ask me to choose between career or job in how I view my work in Jewish education, it's quite simple for me. I view it as a career. I will be functioning as a rabbi these coming high holidays--that's a job for me. However, if you ask me to choose "career" or "job" for my present position at the JECC, I would answer job. Career means to me something long-term, tied to my professional identity. Job is narrower, sometimes a subset of career but not always, as in the case of a lawyer who teaches in a Sunday school.

The more I think about this question, the less I am convinced of its value from either Julie's or your perspective. What kind of information are we looking for here? If we're looking for long-term commitment or intensity of present commitment, let's ask a question to get at that. Perhaps we should present a choice of four statements, asking the respondent to choose which most closely expresses their view of their work in Jewish education. A question such as: I view my work in Jewish education as a) a long-term career commitment; b) a part-time job that may perhaps turn into a full-time career under different personal/professional circumstances; c) as part-time work to supplement my income and I would probably not continue when circumstances allow; d) Even though I am paid (or actually, I am not paid), money is insignificant. I view it as basically volunteer work that I pursue out of commitment for synagogue, love of Judaism, etc. The question for us is what are the policy implications of such data. It would be erroneous to conclude that just because people define themselves as basically part-time jobbers they are not interested in in-service or continuing education. We have plenty of data here collected over the past 6-7 years telling us that part-timers are very interested in in-service. Not in pursuing masters degrees by and large, but workshops, conferences, even intensive on-going coaching has had substantial appeal to this group. This survey hopefully will give us a deeper, richer and broader sense of the data we already have.

I look forward to pursuing this with you.
Rob

From: SSCB::GAMORAN 1-SEP-1995 16:02:27.28
To: ROBTOR
CC: GAMORAN
Subj: careers / satisfaction / positions

I. CAREERS ISSUE

The main purpose of the careers question is to see whether it makes sense to invest in our existing teaching force. We infer that teachers who say they have a career in Jewish education are more likely to accept and to profit from higher standards for professional growth. This holds for part-time as well as full-time teachers. Our analyses support the inference, in that career-minded teachers report higher standards for quantity of workshops. The careers question does not stand by itself -- we also use the question about plans to stay in Jewish education for the same purpose. The plans question is short-term oriented; the careers question has a longer-term focus.

It is inadvisable to ask something as seemingly straightforward as "are you committed to Jewish education." Everyone would say yes to that.

Your four-part question (below) mixes three separate issues: commitment, part-time/full-time, and money. Instead of mixing the issues, it is better to address them separately. Otherwise, one's attitudes towards one issue may affect the way one's response appears on another. In the example below, "supplement my income" might trigger a response (yes or no) regardless of one's plans for the future.

Note also that in the example below, response (a) is NOT incompatible with any of the others. Similarly, in the Tammivaara/Goodman draft, the "career" response was not incompatible with "job" or even "volunteer activity."

The careers question could be strengthened, e.g., by adding "long-term" or "committed to". I would not advise that. First is the comparability issue. Second, I think the present question distinguishes among respondents in a useful way. What's important, I would argue, is not to distinguish the highly committed from the moderately committed, but to distinguish the committed from the uncommitted -- in short, to distinguish those who are making a career in Jewish ed from those who aren't.

RT's proposed question:

I view my work in Jewish education as

- a) a long-term career commitment;
- b) a part-time job that may perhaps turn into a full-time career under different personal/professional circumstances;

- c) as part-time work to supplement my income and I would probably not continue when circumstances allow;
- d) Even though I am paid (or actually, I am not paid), money is insignificant. I view it as basically volunteer work that I pursue out of commitment for synagogue, love of Judaism, etc.

II. SATISFACTION QUESTION

Including response categories such as "somewhat satisfied" and "somewhat dissatisfied" is a fairly common way of getting respondents to tip one way or the other. Presumably, "somewhat satisfied" indexes more satisfied than dissatisfied, and "somewhat dissatisfied" indexes more dissatisfied than satisfied. I don't know of any research that tests this presumption, however.

If you reframed the response categories as a scale of 1-4, it would be important to clearly label the scale as "very satisfied" on one end and "very dissatisfied" on the other. If that change were made, I would try to match the responses to the 4-category responses from the LC's. The impact of the change in response categories is unknown, but it is at least arguable that it wouldn't make much difference. I would advise against using 3 or 5 categories (not counting "not applicable") both for comparability and because responses will gravitate towards the middle.

III. POSITIONS VS. SCHOOLS

What did you decide about asking respondents to reflect on their positions versus their schools?

From: INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
(unknown), INTERNET:SHHCLEVE@CJF.NOLI.COM
(unknown), INTERNET:ANNETTE@VMS.HUJI.AC.IL
DATE: 9/1/95 11:15 PM

MEF file

I'm probably missing something here, but when you ask me to choose between career or job in how I view my work in Jewish education, it's quite simple for me. I view it as a career. I will be functioning as a rabbi these coming high holidays--that's a job for me. However, if you ask me to choose "career" or "job" for my present position at the JECC, I would answer job. Career means to me something long-term, tied to my professional identity. Job is narrower, sometimes a subset of career but not always, as in the case of a lawyer who teaches in a Sunday school.

The more I think about this question, the less I am convinced of its value from either Julie's or your perspective. What kind of information are we looking for here? If we're looking for long-term commitment or intensity of present commitment, let's ask a question to get at that. Perhaps we should present a choice of four statements, asking the respondent to choose which most closely expresses their view of their work in Jewish education. A question such as: I view my work in Jewish education as a) a long-term career commitment; b) a part-time job that may perhaps turn into a full-time career under different personal/professional circumstances; c) as part-time work to supplement my income and I would probably not continue when circumstances allow; d) Even though I am paid (or actually, I am not paid), money is insignificant. I view it as basically volunteer work that I pursue out of commitment for synagogue, love of Judaism, etc. The question for us is what are the policy implications of such data. It would be erroneous to conclude that just because people define themselves as basically part-time jobbers they are not interested in in-service or continuing education. We have plenty of data here collected over the past 6-7 years telling us that part-timers are very interested in in-service. Not in pursuing masters degrees by and large, but workshops, conferences, even intensive on-going coaching has had substantial appeal to this group. This survey hopefully will give us a deeper, richer and broader sense of the data we already have.

I look forward to pursuing this with you.
Rob

FROM: Gail Dorph, 73321,1217
TO: Alan, 73321,1220
DATE: 9/22/95 1:11 PM

MEF

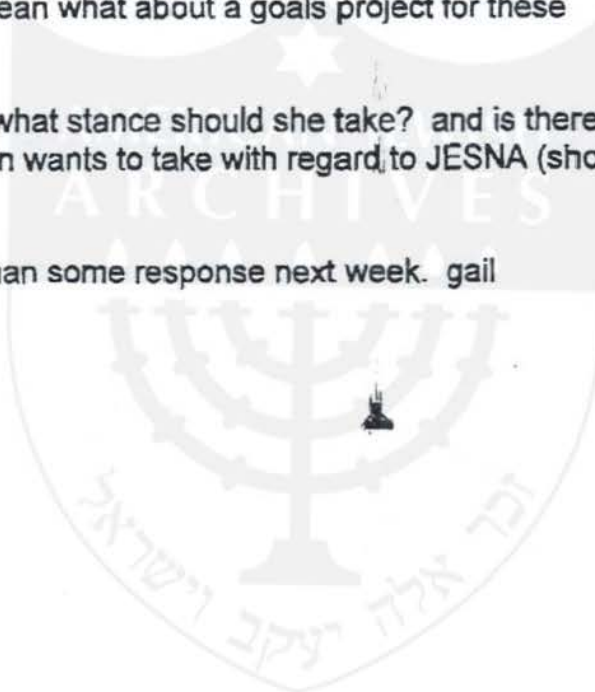
Re: what to do?

here's a wierd thing. need some advice. a woman named lois fox who is on jesna board called ellen and asked her to serve on a jesna sponsored lay committee to examine question: using the continuity handbook that emerged from the continuity commission, what can a community do to set serious goals (or something like that)? It's a pilot project of communities of - Nashville, Brimingham, Memphis and Louisville. Rhea Zuckerman is JESNA point person on the project. ellen told her that it might be difficult for her since she has dealings with JESNA as a pro not a lay person, but that she would get back to her. woman did say that first priority might not end up to be education.

ellen's question: what should she do? she does not want to do something that would be politically incorrect as far as CIJE is concerned. she thinks it's a little stupid, I mean what about a goals project for these communities.

in essence, her question: what stance should she take? and is there any stance CIJE as organization wants to take with regard to JESNA (should you be talking to Woocher?)

she needs to give this woman some response next week. gail



Debra,

For the MEF file.

a.

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

From: Gail Dorph, 73321,1217
TO: Alan, 73321,1220
DATE: 10/5/95 10:33 PM

RE: sending leader reports to LC

ALAN, WE MADE SOME COSMETIC/CLARIFYING AND TYPOGRAPHICAL CHANGES IN REPORT AT LC SEMINAR THE REPORT AND NOW WANT TO SEND IT BACK TO LC FOR THEIR BEGINNING DISSEMINATION. I THINK IT'S OK SINCE THEY HAD ALREADY BEGUN TO DO THAT WITH THE DRAFT IN YOUR HANDS. IF YOU DON'T THINK SO, PLEASE LET US KNOW ASAP.

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

From: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
TO: Gail Dorph, 73321,1217
(unknown), INTERNET:GAMORAN@SSC.WISC.EDU
DATE: 10/5/95 3:48 PM

RE: sending leader reports to LC

Sender: goldrieb@ctrvax.vanderbilt.edu
Received: from ctrvx1.Vanderbilt.Edu by dub-img-1.compuserve.com (8.6.10/5.950515)
id PAA03258; Thu, 5 Oct 1995 15:43:56 -0400
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Received: from PATHWORKS-MAIL by ctrvax.Vanderbilt.Edu (PMDf V5.0-5 #11488)
id <01HW32B79PVK8WXSXT@ctrvax.Vanderbilt.Edu>; Thu,
05 Oct 1995 14:42:31 -0500 (CDT)
Date: Thu, 05 Oct 1995 14:42:30 -0500 (CDT)
Subject: sending leader reports to LC
To: 73321.1217@compuserve.com, gamoran@ssc.wisc.edu
Message-id: <01HW32B79PVM8WXSXT@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"73321.1217@compuserve.com", in%"gamoran@ssc.wisc.edu"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

Gail, Adam just asked me the following question (forwarded to you). I spoke to Bill and he will be ready to mail out the reports tomorrow (Friday). I explained to Bill and Adam the importance of the LCs having their reports in time to begin the discussions about how to disseminate their reports before our NOV. 1 board meetings. So, we have not heard back from the Israel "advisory group". My feeling is we cannot wait and should send the reports to the LC folks based on our meeting. From your

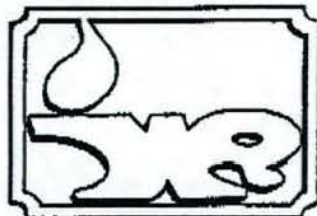
- perspective, can we wait, if so, how long? Ellen

-
From: IN%"GAMORAN@ssc.wisc.edu" 5-OCT-1995 14:05
To: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu"
CC:
Subj:

Return-path: <GAMORAN@ssc.wisc.edu>
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu)
by ctrvax.Vanderbilt.Edu (PMDF V5.0-5 #11488)
id <01HW30ZL3BWG8WYCQ7@ctrvax.Vanderbilt.Edu> for
GOLDRIEB@ctrvax.Vanderbilt.Edu; Thu, 05 Oct 1995 14:04:57 -0500 (CDT)
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-4 #12975)
id <01HW30ZJ7ZO0BL1DP2@ssc.wisc.edu> for GOLDRIEB@ctrvax.Vanderbilt.Edu; Thu,
05 Oct 1995 14:06:46 -0600 (CST)
Date: Thu, 05 Oct 1995 14:06:46 -0600 (CST)
From: GAMORAN@ssc.wisc.edu
Subject:
To: GOLDRIEB@ctrvax.Vanderbilt.Edu
Message-id: <01HW30ZJAAK2BL1DP2@ssc.wisc.edu>
X-VMS-To: ELLEN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Why do the community reports need to be mailed out tonight? Should we be waiting for any final word from Seymour/Mike via Annette?

----- End forwarded message

**Wisconsin Center for Education Research**University of Wisconsin-Madison / School of Education
1025 West Johnson Street, Madison, Wisconsin 53706

FAX: (608)263-6448

TEL: (608) 263-3451

DATE: 10/27
PROJECT NO.: 1710Total # of pages in
transmitted document,
(including this page): 2**Facsimile Transmission Form**

To: Gail Dorph FAX #: (212) 532-2646
Tel. #: (212) 532-2360
Organization: CITE

From: Adam Gamoran Tel. # 608 263-4253
Address: _____

Message:

Gail,
I plan to use this picture to explain
the "ripple effect" of the CITE study
of educators. Hope this is ok.
I'll be out of town Sunday & Monday, home
Monday night & at (608) 263-7829 Tues. morning.
I'll be reading e-mail from everywhere. — Adam



dsp: pls. download and put in my folder for the MEF consultation on mOnday.

a.

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), 74104,3335
DATE: 1/10/96 11:22 AM

RE: notes from my meeting with Annette

Adam's notes

meeting with Annette Hochstein, Mandel Institute, 12/27/95

(these notes are not exactly in order of our discussion; I've reorganized a bit to highlight what I thought was most important)

We discussed 4 CIJE topics: MEF priorities, "what have we learned from MEF", informal education, and the 3-city educational leaders paper.

1. MEF priorities

Annette's sense is that evaluation of CIJE initiatives is the top priority for MEF. I gave her an update on the evaluation of TEI, along with some relevant material. I explained that what's being evaluated is how professional development activities change in the focal communities as a consequence of participation in TEI. I pointed to the summary of goals in "Document #1", but unfortunately I did not have the professional development instrument with me, and this needs to be sent to Annette. I also gave an update on the Evaluation Institute, noting that we plan to discuss this further on Jan 15.

2. "What have we learned from MEF"

Annette was very supportive of the idea of taking a close look at what we have learned from our 3/4 years of field work. In her view this would be worthwhile only if AG and EG are taking the lead. She suggested that new interviews might be conducted, yet I was hesitant to carry out a full-blown follow-up of either the communities or CIJE, hoping to rely more on data and documents that are already available, with a few interviews to fill holes. We will discuss this further on Jan 15.

Annette noted some examples of possible topics that might be addressed in this review:

- lay leadership -- how much has it been developed, for CIJE and in the Lead Communities?
- CIJE is now focusing on individual projects instead of strategic planning on a community-wide basis. Is this an effective approach?

-- What is the overall image of CIJE, and how has it changed over the years?

These are just examples, but they should help us discuss the idea.

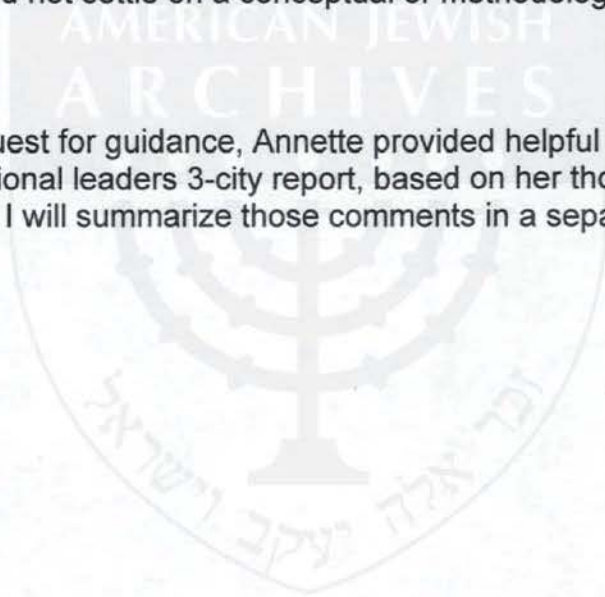
3. Informal education

Once again it was clear in our discussion that we really don't know what we want to do in this arena. Do we want some sort of survey of educators in informal settings? Maybe, Annette thought, but this would probably be helpful only in the sense of "ammunition" for policy changes. Is that what we are seeking?

This topic could be discussed at an MEF advisory committee meeting, but it would require a memo from AG to start off the discussion.

Annette emphasized thinking broadly about informal education, including adult study groups which, as Erik Cohen's survey showed, are very popular in France. We agreed that there's a need for a diverse picture of informal education, but did not settle on a conceptual or methodological framework.

4. In response to my request for guidance, Annette provided helpful comments on our educational leaders 3-city report, based on her thoughts and those of Mike Inbar. I will summarize those comments in a separate message.



FROM: Alan, 73321,1220
TO: Debra abcPerrin, 76322,2406
DATE: 1/11/96 10:37 PM

Re: a good point from Sheila -- we need to keep this in mind

MEF FILE.

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
DATE: 1/10/96 11:15 AM

RE: a good point from Sheila -- we need to keep this in mind

We recently received the second and final installment of the Blaustein Foundation's grant for the funding of Goals, Monitoring, Evaluation and Feedback. The letter which accompanied the check addressed a how-to-manual CIJE is to produce. Have we budgeted sufficient funds to meet our commitment? Please review this with ADH in your up coming meeting. Also, if you have any 1995 expenses that have not been sent in for reimbursement, please do so as quickly as possible.

Thanks
Sheila



FROM: Annette Hochstein, INTERNET:annetteh@umich.edu
TO: Alan, 73321,1220
DATE: 1/12/96 6:26 AM

Re: Re: Sunday

Sender: annetteh@umich.edu

Received: from choplifter.rs.itd.umich.edu (choplifter.rs.itd.umich.edu [141.211.63.90]) by arl-img-5.compuserve.com (8.6.10/5.950515)

id GAA16299; Fri, 12 Jan 1996 06:21:08 -0500

Received: from choplifter.rs.itd.umich.edu by choplifter.rs.itd.umich.edu (8.7.1/2.2)

id GAA06696; Fri, 12 Jan 1996 06:20:59 -0500 (EST)

Date: Fri, 12 Jan 1996 06:20:56 -0500 (EST)

From: Annette Hochstein <annetteh@umich.edu>

X-Sender: annetteh@choplifter.rs.itd.umich.edu

To: Alan <73321.1220@compuserve.com>

Subject: Re: Sunday

In-Reply-To: <960112031825_73321.1220_FHM69-4@CompuServe.COM>

Message-ID: <Pine.SOL.3.91.960112061315.6631A-100000@choplifter.rs.itd.umich.edu>

MIME-Version: 1.0

Content-Type: TEXT/PLAIN; charset=US-ASCII

Alan,

Thanks for the message. I look forward to seeing you Monday - if you can perhaps we could begin earlier? I am concerned that two hours is limited for the agenda we have. Alternately we could end earlier with Adam and Ellen and continue ourselves?

Is Saul out for the visit only or for the planning? for CAPE? for the future?

Regarding the STUDIES in Jewish ed. idea, I realize I responded to Barry's idea without copying you - I'll try to retrieve the e-mail I sent him and forward it to you, or else will give you hard copy when here. I like the suggested idea. For discussion.

I see our agenda as entailing

- plan for Senior Personnel (North American strategy)
- Working terms CAPE-CIJE
- MEF
- Hebrew U.
- STUDIES vol.
- Admin. Trivia
- anything you want to add

Have a pleasant shabbat,

Annette

FROM: Alan, 73321,1220
TO: Debra abcPerrin, 76322,2406
DATE: 1/31/96 7:48 AM

Re: Re: MEF - Torah Umesorah

DSP: DOWNLOAD:

MEF FILE

MEF TELECON ON WED.

TORAH U'MESORAH FILE.

A.

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

From: Annette Hochstein, INTERNET:annetteh@umich.edu
TO: Alan, 73321,1220
CC: (unknown), INTERNET:ANNETTEH@UMICH.EDU
DATE: 1/31/96 12:27 AM

RE: Re: MEF - Torah Umesorah

Sender: annetteh@umich.edu
Received: from tempest.rs.itd.umich.edu (tempest.rs.itd.umich.edu [141.211.63.93]) by
arl-img-4.compuserve.com (8.6.10/5.950515)
id AAA02357; Wed, 31 Jan 1996 00:13:59 -0500
Received: from tempest.rs.itd.umich.edu by tempest.rs.itd.umich.edu (8.7.1/2.2)
id AAA18102; Wed, 31 Jan 1996 00:13:58 -0500 (EST)
Date: Wed, 31 Jan 1996 00:13:56 -0500 (EST)
From: Annette Hochstein <annetteh@umich.edu>
X-Sender: annetteh@tempest.rs.itd.umich.edu
To: Alan <73321.1220@compuserve.com>
cc: annetteh@umich.edu
Subject: Re: MEF - Torah Umesorah
In-Reply-To: <960125022840_73321.1220_FHM60-3@CompuServe.COM>
Message-ID: <Pine.SOL.3.91.960130233518.16903A-100000@tempest.rs.itd.umich.edu>
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; charset=US-ASCII

Dear Alan,

I am glad we will be talking in the morning. If you want to call earlier
that is fine - we have a couple of large topics on our agenda.

It would be good to discuss MEF before the telecon. I am increasingly of
the opinion that a survey/ study of the content of Jewish
education (what it is de facto in classrooms and possibly in other settings)
could be a very important contribution of the CIJE to the knowledge base
and therefore to the discourse on Jewish education in North America. My
sense is that however important the other elements on the agenda, and

however coherent the overall workplan, in this area you might make a real difference - versus relatively important increments elsewhere.

What I see of general education, the work of David, of Maggie and of many others points to an increasing ability to look at and 'unpack' content in instruction, content and instruction. Adam's scholarly work also has him knowledgeable and expert about classroom observation, and all our consultants would, I believe, gladly put their heads together to define both method and content for such a study. Moreover it fits well within educated Jew/ goals/ best practices content arenas.

I realize this would be a major endeavor - but think that it is also an important one where the CIJE is uniquely positioned to make a significant contribution - and therefore one that should be high on the agenda.

Alan, in addition to the above we have an unfinished conversation re-Torah Umesorah and re-CAPE/CIJE. Let's try and get that out of the way as soon as possible. When you and I spoke earlier this month, we agreed that until the CIJE has staff dedicated to the Senior Personnel endeavor, we would work by keeping each other informed of developments and having a coordinating group (you, me, Gail, Shmuel, possibly Jacob) meet 3-4 times a year for this purpose. I believe the issue of Torah Umesorah requires that we think further. As you well know Shmuel Wygoda has worked as MI with Torah Umesorah over the past three years, helping them actively develop their "Aish Dos" program at Lakewood under an MAF grant (and doing a great job of it). In the developing conversation, SF, Howie and I each met with their leaders towards a program for this coming Summer - which is now being materialized. Their leadership will come to CAPE this Summer, and we look forward to this being an important beginning.

At the same time, it is obvious that the movement, controlling hundreds of schools in the US as it does, is a natural and obvious potential client for CIJE. You have recently had some contacts with them. I think it is important that these contacts be coherent with the groundwork MI has done to date -- mainly through Shmuel, be supportive of the training endeavors in the US and at CAPE, and be supportive of the efforts to bring them in as clients of the CIJE.

This may be a fruitful case through which to define some of the joint MO we need to put in place.

talk to you tomorrow,

annette

FROM: Alan, 73321,1220
TO: Gail Dorph, 73321,1217
Adam Gamoran, INTERNET:GAMORAN@ssc.wisc.edu
Ellen Goldring, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
Bill Robinson, 74104,3335
CC: Debra abcPerrin, 76322,2406
DATE: 1/31/96 7:09 AM

Re: Query: my name in print?

BILL AND ALL THOSE COPIED:

I AGREE WITH GAIL AND THINK THAT YOU (BILL) ARE BEING
MANIPULATED. YOU ARE NOT AN ATLANTA PARTICIPANT AT THE TEI
WHO IS PART OF THE GROUP SHARING EXPERIENCES AND IMPRESSIONS.

YOU ARE THE REPRESENTATIVE OF THE CIJE EVALUATION TEAM WHICH
IS EVALUATING TEI. DOES THAT PROJECT ALREADY HAVE DATA TO
SHARE WHICH IS PUBLISHABLE IN A NEWSPAPER? I DOUBT IT.

A.

DSP: MEF FILE
ATLANTA FILE
TEI FILE

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

From: Gail Dorph, 73321,1217
TO: Alan, 73321,1220
DATE: 1/30/96 10:35 AM

RE: Query: my name in print?

YOU SHOULD ALSO HAVE AN E-MAIL WITH MY RESPONSE.

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

From: Bill Robinson, 74104,3335
TO: Gail Dorph, 73321,1217
CC: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu
Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu
DATE: 1/26/96 12:20 PM

RE: Query: my name in print?

Gail,

In meeting with Janice and Joanne about their experiences in TEI and how they want to bring the ideas to the community, Janice has asked if we would all write down (in brief) what we have learned from TEI -- she would then revise them and ask the Atlanta Jewish Times to use our writings as the basis for an article.

How does CIJE feel about my name appearing in print?

I'm ambivalent about this. On the one hand, it would be good for my relations with Janice and Joanne to join them in this endeavor and my experience (as a non-professional educator) may be helpful for the article. On the other hand, I don't trust the Atlanta Jewish Times to represent accurately and fairly what we say. (Words have often been misrepresented in the past.)

I'll go with whatever you think is best, and relate the decision to Janice. (I have not mentioned to her that there may be a problem.)

Bill



FROM: Alan, 73321,1220
TO: Josie abMowlem, 102467,616
Alan, 73321,1220
Gail Dorph, 73321,1217
Adam Gamoran, INTERNET:GAMORAN@ssc.wisc.edu
Ellen Goldring, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
Barry Holtz, 73321,1221
Nessa Rapoport, 74671,3370
Bill Robinson, 74104,3335
CC: Debra abcPerrin, 76322,2406
DATE: 2/19/96 7:24 AM

Re: Re: evaluation in Baltimore

ADAM,

I MET WITH BARBARA NEUFELD YESTERDAY FOR SOME TIME IN CAMBRIDGE AFTER THE PROFESSORS PLANNING MEETING.

I BRIEFED HER ON WHAT SHE WOULD GET FROM VISITING CLEVELAND NEW YORK AND ON THE JESNA INVOLVEMENTS. I THINK BARBARA HAS A BETTER SENSE OF WHICH QUESTIONS TO ASK IN EACH PLACE.

TODAY I AM MEETING WITHH GURVIS AND WILL ASK HIM TO SET UP THE VISIT FOR HER IN CLEVELAND (INCLUDING CHUCK, STEVE, SCHOOL PRINCIPALS ETC ANDI WILL E-MAIL RUSKAY. WHEN SHE COMES TO NEW YORK SHE WILL MEET LIORA.

I HAD A LONG TALK WITH LIORA ON FRIDAY AND WE REVIEWED HER DOCUMENT LINE BY LINE. ON CLOSE READING I FOUND HER PROPOSAL TO BE VERY CLOSE TO OUR ORIGINAL DESIGN AND GAVE BARBARA A COPY. LIORA IS REDOING IT IN THE LIGHT OF OUR CONVERSATION AND WILL COME OUT WITH DRAFT 4. SHE IS EAGER TO MEET BARBARA WHOM SHE HAS NOT YET MET.

I PUT SQUARELY ON THE TABLE FOR HER TO DISCUSS WITH JOHN THE CIJE OPINION THAT BUILDING THIS THROUGH AN INDEPENDENT ENTITY LIKE EDUCATION MATTERS COULD SERVE US WELL. SHE SAID "I NEED TIME TO THINK ABOUT THAT, I HAVE NEVER CONCEIVED OF IT THIS WAY" [MEANING I NEED TO SPEAK TO WOOCHER] I ALSO TOLD HER THAT WE NEED TO KNOW WHETHER JESNA IS PLANNING TO COME UP WITH 50% OF THE BUDGET. SHE WILL NEED TO SPEAK TO JOHN ABOUT THAT ALSO.

A.

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
CC: (unknown), 76322,2406
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), 73321,1217

DATE: 2/18/96 10:59 PM

RE: Re: evaluation in Baltimore

Let's have a call to discuss (a) proposal to Hirschhorn; (b) follow up on Evaluation Institute; (c) follow up with Chaim Botwinick.
DEBRA PLEASE SET UP THE CALL

Regarding (b), Barbara N. told me she is waiting for someone at CIJE to set up meetings for her in Cleveland. I suggest that Debra contact Barbara, find out a list of possible dates on which she could travel to Cleveland, and then ask Steve H., Chuck R., and Mark G. if they could meet with Barbara on one of those dates. Barbara doesn't want to cold-call the Cleveland folks herself.

Then we need another call -- or an e-mail message -- to get Alan's comments on the MEF 1996 Work Plan.
SAME CALL

Adam

DSP: EVALUATION INSTITUTE FILE
MEF FILE



FROM: Alan, 73321,1220
TO: Debra abcPerrin, 76322,2406
DATE: 2/19/96 7:24 AM

Re: evaluation in Baltimore

MEF FILE

HIRSHHON FILEB

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

From: Alan, 73321,1220
TO: Adam Gamoran, INTERNET:GAMORAN@ssc.wisc.edu
CC: Debra abcPerrin, 76322,2406
Josie abMowlem, 102467,616
Alan, 73321,1220
Gail Dorph, 73321,1217
Barry Holtz, 73321,1221
Nessa Rapoport, 74671,3370
DATE: 2/18/96 7:34 AM

RE: evaluation in Baltimore

ADAM, SEE BELOW.

DSP: MEF FILE
EVALUATION INSTITUTE FILE
HIRSHORN FILE

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
CC: (unknown), 73321,1217
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
DATE: 2/13/96 12:06 PM

RE: evaluation in Baltimore

Alan,

Not wanting to miss the importance of an offhand remark this time, I want to report the following:

After the program in honor of Hirschhorn, Chaim Botwinick said to me, "We'll have to talk about how to follow up on today's program." I said, "Sure."

YOU SHOULD KNOW THAT DAVID H. WHO WAS IRRITIATED BY THE ATTENDANCE, ASKED SEYMOUR "WHY DID ADAM COME AND SAY NOTHNG?"

Unless you direct me otherwise, I have no plans to initiate contact with

Chaim about this. If Chaim asks for my advice, I could offer three suggestions: (a) Contact Barbara to pursue an ongoing relationship with Education Matters; (b) Hire Julie Tammivaara to do evaluations; (c) Participate in the CIJE Evaluation Institute as soon as it begins. MAYBE YOU SHOULD CALL HIM TO FOLLOW UP HIS REMARK AND TALK ONLY ABOUT OPTION (C)

On a related issue, in our last conference call you said something about developing a proposal for David Hirschhorn. Can you tell me more about what you have in mind, and what the time frame is?

HIRSHHORN SAID TO SEYMOUR THAT I HAD SUGGESTED A NEW IDEA AND THAT HE WAS WAITING FOR A PROPOSAL. WE SHOULD SCHEDULE A CALL.

[DSP: PLEASE SCHEDULE]

Adam



To / from
MEF

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan Hoffmann, 73321,1220
Ellen Goldring, INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
DATE: 2/29/96 10:56 AM

Re: summary of today's call

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
arl-img-2.compuserve.com (8.6.10/5.950515)
id KAA26541; Thu, 29 Feb 1996 10:50:06 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDf V5.0-5 #12975)
id <0111S4WZYYPCHXITK7@ssc.wisc.edu>; Thu, 29 Feb 1996 09:49:51 -0600 (CST)
Date: Thu, 29 Feb 1996 09:49:51 -0600 (CST)
Subject: summary of today's call
To: 73321.1220@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu
Message-id: <0111S4WZZ8CIHXITK7@ssc.wisc.edu>
X-VMS-To: ALAN, ELLEN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
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Conference call summary

Date: 2/29/96

Participants: Adam Gamoran, Ellen Goldring, Alan Hoffmann

We discussed two possible models for writing a proposal to the Blaustein Foundation for continued funding. In one model, the proposed funding would support Research and Evaluation (R&E) within CIJE, with the Evaluation Institute (EI) as the centerpiece of that work. In the second model, the proposed funding would support the EI, and other CIJE R&E work would be included as supplementary to the EI. After discussion, we decided to focus on the first model.

The proposal should note that this work is leading towards a National Center for Evaluation in Jewish Education. It should explain how the work builds on the accomplishments to date of previous Blaustein funding. In particular, previous work has shown us the importance of building capacity, and that is why we are starting the EI.

ASSIGNMENT:

AG and EG will prepare a proposal of about 8-10 pages for ADH, who will polish it for submission to the Blaustein Foundation. AG and EG will try to finish their version by mid-April, so ADH can get something to Hirschhorn by the May Board meeting if his schedule permits. ADH will discuss our plans with Seymour to get his advice about working with Hirschhorn and the Blaustein Foundation.

ASSIGNMENT:

EG will talk to Barbara Neufeld about the possibility of writing the "Manual for Program Evaluation in Jewish Education." If Barbara is

MEF
unable to do it herself, she may have someone else to recommend.

We discussed the R&E Work Plan for 1996 briefly. ADH is concerned about the high proportion of our work time devoted to studying TEI, and asked us to consider the question, "What will we learn from TEI (and the study of TEI) that is important for CIJE?" There is also some concern that we do not have a sufficiently deep understanding of the intended changes among TEI participants. The R&E team is working to rectify this weakness.

EG noted that data collected through the TEI evaluation could lead to a new Policy Brief on the state of professional development for teachers in Jewish supplementary schools.

ASSIGNMENT:

We still have not made a final decision about a Policy Brief for 1996, but time is slipping away. To help us reach a decision about 1996 and plan for 1997, AG and EG will prepare a list of what we could say in a policy brief based on the data we already have. ADH and GZD will respond to this list by indicating what else would need to be covered in a policy brief to make it serve CIJE's agenda.



FROM: Alan, 73321,1220
TO: Adam Gamoran, INTERNET:GAMORAN@ssc.wisc.edu
CC: Debra abcPerrin, 76322,2406
DATE: 3/31/96 6:15 PM

Re: research network conference

ADAM,

I LIKE IT A LOT - HOW MUCH TIME WOULD YOU NEED IDEALLY?
I THINK THEY WILL BUY IT.
HAG SAMEACH
ALAN

DSP: MEF FILE
RESEARCH NETWORK FILE
----- Forwarded Message -----

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
(unknown), 73321,1217
(unknown), 74671,3370
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), INTERNET:ANNETTE@VMS.HUJI.AC.IL
(unknown), 74104,3335
CC: Alan, 73321,1220
(unknown), INTERNET:DANPEK@MACC.WISC.EDU
DATE: 3/30/96 12:26 AM

RE: research network conference

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
dub-img-3.compuserve.com (8.6.10/5.950515)
id QAA23274; Fri, 29 Mar 1996 16:24:50 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I2WYZRA9J4DF7U26@ssc.wisc.edu>; Fri, 29 Mar 1996 15:23:36 -0600 (CST)
Date: Fri, 29 Mar 1996 15:23:35 -0600 (CST)
Subject: research network conference
To: 73321.1220@compuserve.com, 73321.1217@compuserve.com,
74671.3370@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu,
Annette@vms.huji.ac.il, 74104.3335@compuserve.com
Cc: 73321.1220@compuserve.com, danpek@macc.wisc.edu
Message-id: <01I2WYZRCB02DF7U26@ssc.wisc.edu>
X-VMS-To: BARRY, GAIL, NESSA, ELLEN, ANNETTE, BILL
X-VMS-Cc: ALAN, DANP, GAMORAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Dear CIJE pals,

Barry has asked me to pursue with Stuart Schoenfeld the possibility of our presenting a symposium session at the research network conference in Jerusalem at the end of July. I intend to propose the following (see below). Is this all right with you?

Adam

Symposium Proposal
1996 Conference of the Network for Research on Jewish Education

THE CIJE STUDY OF EDUCATORS:
FROM THEORY TO RESEARCH TO ACTION

Organizer and Chair: Barry Holtz, Jewish Theological Seminary

Background to the CIJE Study of Educators: Theory and Policy Context
Annette Hochstein, Mandel Institute, Jerusalem

Instruments for the CIJE Study of Educators
Bill Robinson, CIJE

Research Findings: Commitment in a Non-Professional Context
Adam Gamoran, University of Wisconsin, Madison

Policy Implications: Enhancing the Personnel of Jewish Education
Ellen B. Goldring, Vanderbilt University

Implementation of Policy: Improving Opportunities for Professional Growth
Gail Dorph, CIJE

Discussant: Professor Michael Inbar, Hebrew University of Jerusalem

FROM: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
TO: Alan Hoffmann, 73321,1220
CC: Adam Gamoran, INTERNET:GAMORAN@SSC.WISC.EDU
DATE: 4/17/96 1:26 PM

Re: Adrienne Banks

Sender: goldrieb@ctrvax.vanderbilt.edu
Received: from ctrvx1.Vanderbilt.Edu (ctrvx1.Vanderbilt.Edu [129.59.1.21]) by
dub-img-7.compuserve.com (8.6.10/5.950515)
id NAA26029; Wed, 17 Apr 1996 13:23:33 -0400
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Received: from PATHWORKS-MAIL by ctrvax.Vanderbilt.Edu (PMDF V5.0-5 #11488)
id <01I3NC7I530M8XWVT5@ctrvax.Vanderbilt.Edu>; Wed,
17 Apr 1996 12:21:19 -0500 (CDT)
Date: Wed, 17 Apr 1996 12:21:19 -0500 (CDT)
Subject: Adrienne Banks
To: 73321.1220@compuserve.com
Cc: gamoran@ssc.wisc.edu
Message-id: <01I3NC7I530O8XWVT5@ctrvax.Vanderbilt.Edu>
X-VMS-To: in%"73321.1220@compuserve.com"
X-VMS-Cc: in%"gamoran@ssc.wisc.edu"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

Alan, I spoke with Adrienne yesterday. She is thinking about it, and it interested but also worried about the time, her work load for the summer, etc. I did not mention any specific sum of money and I think if I did, it may serve as an incentive for her to say yes. How do you want me to handle this? should I mention a budget? Originally she said if she was interested she would write a 2-3 page proposal with a budget. As I said, I think if we told her about the money up front, she may say yes, but then we have less control on the front end. Ellen

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Ellen Goldring, INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
CC: Alan Hoffmann, 73321,1220
DATE: 4/17/96 3:16 PM

Re: Re: Adrienne Banks

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
arl-img-2.compuserve.com (8.6.10/5.950515)
id PAA14547; Wed, 17 Apr 1996 15:16:07 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I3NG5XBK8GB2AYWK@ssc.wisc.edu>; Wed, 17 Apr 1996 14:16:21 -0600 (CST)
Date: Wed, 17 Apr 1996 14:16:21 -0600 (CST)
Subject: Re: Adrienne Banks
To: GOLDRIEB@ctrvax.Vanderbilt.Edu
Cc: 73321.1220@compuserve.com
Message-id: <01I3NG5XCRK2B2AYWK@ssc.wisc.edu>
X-VMS-To: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu"
X-VMS-Cc: ALAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Alan, my advice is to tell her we have a budget of \$10,000. She doesn't know it, but we are basically desperate. If we tell her the amount, she will probably say yes. It might seem like a lot of money -- ok, it is -- but it is not unusual for a commissioned paper.

Please respond ASAP.

Adam

FROM: Alan D. Hoffmann, [73321,1220]
TO: Adam Gamoran, INTERNET:GAMORAN@ssc.wisc.edu
Ellen Goldring, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
CC: Debra abcPerrin, [76322,2406]
DATE: 4/21/96 6:56 PM

Re: Re: Adrienne Banks

ADAM AND ELLEN,

I BASICALLY AGREE WITH ADAM AND WOULD NOT GO HIGHER EVEN FOR
A MORE EXTENSIVE PRODUCT.

FOR HIRSHHORN, WE WOULD NEED A DETAILED OUTLINE AND DESCRIPTION
BY THE SUMMER WHEN WE FINALIZE THE NEXT STAGES WITH HIM.

A

DSP: HIRHSCHORN FILE
MEF FILE

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
CC: Alan D. Hoffmann, 73321,1220
DATE: 4/17/96 3:16 PM

RE: Re: Adrienne Banks

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
arl-img-2.compuserve.com (8.6.10/5.950515)
id PAA14547; Wed, 17 Apr 1996 15:16:07 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I3NG5XBK8GB2AYWK@ssc.wisc.edu>; Wed, 17 Apr 1996 14:16:21 -0600 (CST)
Date: Wed, 17 Apr 1996 14:16:21 -0600 (CST)
Subject: Re: Adrienne Banks
To: GOLDRIEB@ctrvax.Vanderbilt.Edu
Cc: 73321.1220@compuserve.com
Message-id: <01I3NG5XCRK2B2AYWK@ssc.wisc.edu>
X-VMS-To: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu"
X-VMS-Cc: ALAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Alan, my advice is to tell her we have a budget of \$10,000. She doesn't
know it, but we are basically desperate. If we tell her the amount, she
will probably say yes. It might seem like a lot of money -- ok, it is --
but it is not unusual for a commissioned paper.

Please respond ASAP.

Adam



FROM: Alan D. Hoffmann, [73321,1220]
TO: Debra abcPerrin, [76322,2406]
DATE: 4/21/96 6:56 PM

Re: message to Julie re: Cleveland crosstabs, which she sent me, and which will be p

MEF FILE

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

From: Alan, 73321,1220
TO: Alan, 73321,1220
DATE: 4/17/96 2:50 PM

RE: message to Julie re: Cleveland crosstabs, which she sent me, and which will be p

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
(unknown), INTERNET:ANNETTE@VMS.HUJI.AC.IL
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), 73321,1217
(unknown), 74671,3370
DATE: 4/5/96 10:39 PM

RE: message to Julie re: Cleveland crosstabs, which she sent me, and which will be presented to three groups of educational leaders as well as technical advisors in Cleveland on April 16-18

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by arl-img-2.compuserve.com (8.6.10/5.950515) id OAA20625; Fri, 5 Apr 1996 14:25:42 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975) id <01I36MRU66D0QT61JQ@ssc.wisc.edu>; Fri, 05 Apr 1996 13:22:07 -0600 (CST)
Date: Fri, 05 Apr 1996 13:22:07 -0600 (CST)
Subject: message to Julie re: Cleveland crosstabs, which she sent me, and which will be presented to three groups of educational leaders as well as technical advisors in Cleveland on April 16-18
To: 73321.1220@compuserve.com, Annette@vms.huji.ac.il, GOLDRIEB@ctrvax.Vanderbilt.Edu, 73321.1217@compuserve.com, 74671.3370@compuserve.com
Message-id: <01I36MRU6G06QT61JQ@ssc.wisc.edu>
X-VMS-To: ALAN, ANNETTE, ELLEN, GAIL, BARRY, NESSA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Julie,

Thanks very much for sending the crosstabulations from the Cleveland surveys. In and of themselves, they look fine. I have no particular comments now, except to note that I'm interested in information on availability of benefits, which I do not find, and that it's interesting to note that in pre-schools, a higher proportion of teachers than directors think of their work in Jewish education as a career. I will want to comment more on the results when they are placed in the context of a written report. At this time I want to share some thoughts about how you are planning to use the crosstabs.

From our experience in the Lead Communities, we learned that it is very difficult to make effective use of raw data such as this with educators as well as laymen. You may recall that in Milwaukee we first shared a data report with the Lead Community Commission, and it was not until several months later that we presented the results in the context of a policy-oriented report. This process turned out to be flawed, and was the source of much subsequent frustration. The vast amount of data made it difficult for the Milwaukee committee to identify the most essential findings. Often they focused on relatively minor and unnecessarily complicated issues, at the expense of more important and relatively straightforward issues. When we finally wrote the policy-oriented report, we were able to direct readers' attention to the most salient issues.

Another concern is that in my experience, it is typically possible to attract the attention of busy people only once. It is important to maximize the value of that one opportunity. For that reason, we found it most effective to present results to a broad audience only in the more policy-oriented report, not as raw data.

After our experience in Milwaukee, we proceeded in a different manner in Baltimore and Atlanta. We submitted raw data such as you have sent me only to a small group of three or four advisors. This group was very helpful in identifying key issues that needed to be addressed in our report, and important questions that needed to be answered. With the help of this feedback, we wrote our reports, which were subsequently revised in response to additional feedback. Then the results were made available to the larger public.

Based on our experience, I recommend following this process in Cleveland. If it is too late for that (i.e., the crosstabs have already been distributed to the four groups you described), I hope you'll take my concerns into account at your meetings. I urge you to ask them to hold off on interpreting and responding to the findings at this point, pending a report which you will submit. Their role at this time could be to help identify key questions which you will address in that report.

One further point: Based on my conversations with lay leaders in Cleveland, I know that one interest they have is in comparing the results from Cleveland with aggregate results from Atlanta, Baltimore, and Milwaukee. Most of the crosstabs you presented cannot currently be compared to the Lead Community findings because they are presented as raw frequencies instead of in the

composites we created, or in slightly different forms of aggregation. I'm thinking especially of the data on background and training of teachers. You may wish to use the Policy Brief or the 3-community teacher report (which you should have received not long ago, still in draft form) as models for data compilation to answer the questions of comparability. Also, Bill Robinson has compiled a set of coding instructions which describe our composite variables (e.g., "trained in education," etc.) which we would be happy to share with you.

Hag sameach,

Adam



FROM: Alan D. Hoffmann, [73321,1220]
TO: Debra abcPerrin, [76322,2406]
DATE: 4/28/96 2:00 PM

Re: Teachers Reports: Comments

MEF FILE

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

From: Nessa Rapoport, 74671,3370
TO: Adam, INTERNET:gamoran@ssc.wisc.edu
CC: Alan, 73321,1220
Barry, 73321,1221
Ellen, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
Gail, 73321,1217
Bill Robinson, 74104,3335
DATE: 4/23/96 12:40 PM

RE: Teachers Reports: Comments

April 22, 1996

Comments on Teachers Report

First of all, congratulations. The paper is concise, clear, and feels cohesive to these non-researcher eyes. It was a pleasure to read.

Here are my comments and questions, large and small:

One issue I kept mulling over in the back of my mind was the use of quotes from the interviews. You didn't use many, and they weren't that strong for the most part. And yet the research is informed, I'm sure, by that critical aspect of the work—which was also expensive and extensive. I wonder if there's a way to highlight the importance of the interviews in our work. (Most cities are more likely to pay for the survey than the interview: We may be the only ones who do this for a while, so it may be worth thinking about emphasizing the interviews' importance, if they indeed have been significant for our conclusions.)

P. 2, 1st para.: "The Commission established the Council..." CIJE was established to explore this agenda but others as well. I want to suggest that you lift the language of the policy brief to describe CIJE's raison d'etre succinctly. I would then begin a new para. for the question: "What is the character of the teaching profession..." (You also use the word "address" twice in two sentences.)

P. 3, Data and Methods: This section could be made easier to read. Almost all of "data and methods" is information about the survey. Then on p. 5, there is one paragraph in the middle about the interviews. This is followed by the (very interesting but not highlighted sufficiently) conclusions from the survey. I think you should subhead these components to tell readers exactly what they're getting. For the purposes of this paper, is it important to put the technical details on how the survey was conducted in the body of the text? Could they be boxed or set apart, or does that diminish your credibility? I am imagining someone like Bill Berman reading this paper with great interest, but being stopped in his tracks by pp. 3,4 and top of 5, so close to the beginning of the paper.

Is there so little to say about the interviews? "All quotes in this report derive from the interviews" does not seem enough for 125 interviews of 1-2 hours. But I don't know the background here.

P. 3, third para.: The implication of the parentheses on leaders is that the data is available to the public.

P. 5.: "The interviews for our study were designed and carried out by Julie Tammivaara, Roberta Goodman, and Claire Rottenberg of the CIJE staff." I think you should call them "field researchers," as in the policy brief. Otherwise, it sounds like core staff.

P. 6: Some statistics seem to demand comment. One is that (l. 2) "51% of those [63%] have lived in Israel for three months or more." I do find it interesting that in light of relatively poor background and training, one-third of all teachers have spent that much time in Israel--if I'm reading correctly.

P. 6, para. 3: Forgive me for my non-research mentality, but I find it hard to understand your quote from the NJPS. Are you saying that 50% of adults have college degrees, and, of those, a quarter of the women and a third of the men went on for post-college? (I'm surprised the college figure is so low.)

Bottom line: Upper case "Orthodox." Also, the format is confusing here, as there are only two lines of text on the next page. I skipped p. 7 and went to p. 8 directly, and then couldn't find my way.

Note: I haven't looked at the tables. Someone else should be sure that they're understandable. (Remember, we said we might have labelled the pie charts on the Policy Brief differently, in light of how they were read by others?)

P. 8: Again, in the middle paragraph, I couldn't understand, from the written text, whether these "half's that you mention overlap with each other. Similarly, in the next para., "Another 47% may be considered partially trained, including 35% [do you mean of the 47%] with backgrounds in education and 12% certified in Jewish subjects [a different 12%?]. "But not both" is confusing in the way it is written. Perhaps take the language from the pie chart in this case and say "in general education only" or "in Jewish studies only" and that will clear up the confusion. The text should not need the pie charts to be clear.

P. 10, first full para.: I would say on l. 3, "training in education," rather than "same level of educational training." I was confused by this language.

P. 12, l. 7: "also received extensive Jewish education as children." The juxtaposition with the previous sentence implies that "at least twice per week before age 13" constitutes "extensive Jewish education." I don't think we would agree with that.

P. 12, bottom line: This sentence, "over half of teachers in non-Orthodox pre-schools received no Jewish schooling after the age of Bat Mitvah," seems to demand some commentary on the gender of teachers and its implications. As I said about the leaders paper on this issue, the lack of acknowledgement that in some categories virtually all the subjects of the data are women strikes me as odd. I've appended my comments on this issue re the leaders.

For example, the number of people agitated over the health benefits issue would be far higher

if the gender division among teachers were more balanced. If, in this case, 84% of teachers are married women, it is fair to say that the majority of Jewish teachers are presumably getting those benefits through their husbands' presumable full-time employment. This has implications for how many people care about not getting those benefits; for recruitment; for the part-time nature of teaching; and for the importance of the salary to the household. Also for their early Jewish education, which Kosmin showed as less for girls than for boys. Cause and effect tends to blur, too.

Am I reading p. 22 correctly in concluding that 73% of Jewish teachers earn less than \$15,000 from their teaching in one school? That makes the salary question and its implications far more drastic than the text seems to imply. If for 51% of teachers, this constitutes "an important source of additional income," it certainly undergirds your point about financial incentives for additional professional development. (Although if most teachers are relatively satisfied with less than \$15,000, they don't seem that demanding to me. One might conclude that there's nothing the matter with the salaries. I also thought there were findings from general education on the "merit pay" issue that worked against \$ incentives/rewards for improved quality.)

This issue, too, seems connected to the gender question and the desire for part-time work. On p. 29 at the bottom, to state "87% of teachers said the hours and days available for work was an important reason for choosing work at a particular school" with location also cited by 75% seems to require a mention re gender. (They want part-time work because of child-rearing? Yet the hours of supplementary school coincide with the hours many children come home from school.)

P. 13: Pre-school teachers: "While these workshops generally satisfied state requirements, they may not have been sufficient to compensate for the limited Judaic backgrounds of most pre-school teachers." Do we know what proportion of that time was spent on Judaica? Is the director quoted here typical in her expectations that 3/4 of these hours would "be Judaic"? Your language "may not have been sufficient" sounds vague.

P. 17: Bottom para., 3rd line: "Moreover, in-service training tends to be provided according to teachers' roles, rather than offering different programs..." I didn't understand what "roles" means here.

P. 18, bottom para. Can you cite some literature from general education about professional development being more than remedial? (Didn't we have a great quote about this from one of our many documents?!)

P. 22: "(In Los Angeles, 69% of teachers earn...)" Given that the data is almost ten years old, can we say "earned"?)

P. 33, top: "Turnover rates may be smallest in day schools, where 76% expect to stay in their current jobs." The leaders also expected to stay, but that doesn't mean that they do stay. You seem to be talking about voluntary turnover here. Can we assume that those who expect to stay can stay? Are day school teachers usually not let go?

P. 34, bottom para.: Do you want to make the point that if so many teachers are new to their schools, it is harder to create and maintain a particular culture within a school? (A culture that fosters professional development in a sustained way for individual teachers, for example.)

I like the "conclusions" format.

P. 38, middle para., last line: "In light of teachers' commitment to their work, we anticipate that they would be eager to participate in high-quality, targeted programs." Do the interviews shed any light on this?

P, 38, "Improving the Conditions of Work": At some point in this paper, perhaps here, I think you should cite the Policy Brief as a reference document. (I was thinking in this case of the components of the "Plan for Action," but I suppose it could also come earlier, in the background/training and professional development sections.) Shouldn't any reader of this document know of the availability of the Policy Brief? I don't think it's mentioned.

Nessa

Below is a copy of my comments on gender from the leaders paper (11/95 memo). Some apply to the teachers, it seems.

[From leaders paper] Gender: There are conclusions in this paper that do not seem direct enough about the link between the dominant gender of this group and data. When, on p. 36, you talk about "recent recruitment," you say that "most educators have moved from (at least) one city to another during their career in Jewish education." You go on to say that 56% of pre-school teachers (the majority of this category) have spent all their years in Jewish education in one community. Then you speculate about why this is. Your first reason is "this may be the case because pre-schools are not recruiting outside their local communities." Then you say that "women are most likely than men to have always worked in their current community and over 90% of the women did not move to the community to take their current position." But we know from p. 4 that two-thirds of all the educators are women, and that among pre-schools leaders (21% of the total group), all are women. Why not just be more direct about this correlation?

Or in a sentence like: "The interviews suggest that some educational leaders, especially women, are constrained in their choices of positions because they are not geographically mobile." But 66% of the leaders are women.

Or: "Pre-schools are recruiting from the local community. Perhaps because of lower salaries or lower status, there does not seem to be a national market for recruiting educational leaders for pre-schools when compared to day and supplementary schools." Given what we know about the general American marketplace, do you not think that the fact that 100% of these leaders are women has some relationship to their lower salary and status, whether as cause or effect?

Or on p. 79: "Only 12% of the pre-school leaders are trained in Jewish studies, and they have the lowest levels of Jewish education both before and after age 13 when compared to other educational leaders in Jewish schools." Again, to go back to your own earlier data, if all pre-school leaders are women, and American Jewish women are less educated than American Jewish men (Kosmin, cited earlier), this quoted sentence is not surprising. Similarly, you have already told us that even among our (more educated) population studied here, more female than male educational leaders had no Jewish education as children.

FROM: Alan D. Hoffmann, [73321,1220]
TO: Debra abcPerrin, [76322,2406]
DATE: 4/28/96 1:59 PM

Re: data/publications

MEF FILE.

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), INTERNET:ANNETTEH@UMICH.EDU
CC: (unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
Alan D. Hoffmann, 73321,1220
(unknown), 73321,1217
DATE: 4/24/96 6:29 PM

RE: data/publications

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
dub-img-4.compuserve.com (8.6.10/5.950515)
id SAA19709; Wed, 24 Apr 1996 18:19:44 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-6 #12975)
id <01I3XEN4C0MO91VTIG@ssc.wisc.edu>; Wed, 24 Apr 1996 17:19:28 -0600 (CST)
Date: Wed, 24 Apr 1996 17:19:28 -0600 (CST)
Subject: data/publications
To: annetteh@umich.edu
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 73321.1220@compuserve.com,
73321.1217@compuserve.com
Message-id: <01I3XEN4DCV691VTIG@ssc.wisc.edu>
X-VMS-To: ANETMICH
X-VMS-Cc: GAMORAN, ELLEN, ALAN, GAIL
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Annette,

One of the questions that interests lay leaders in Cleveland is how the characteristics of educators there compares to those of the Lead Communities. I would like to give Julie Tammivaara permission to cite our unpublished reports, "Teachers in Jewish Schools: A Study of Three Communities" and "Educational Leaders in Jewish Schools: A Study of Three Communities" in reports she is preparing for Cleveland. Of course, she will no doubt cite the Policy Brief as well, but more data are reported in the unpublished reports. Individual communities are not identified in these reports and would not be identified by Julie. Do you see any problem with this?

Adam

FROM: Alan D. Hoffmann, [73321,1220]
TO: Debra abcPerrin, [76322,2406]
Josie abMowlem, [102467,616]
DATE: 4/28/96 3:05 PM

Re: next message

DSP:

MEF FILE
BLAUSTEIN FILE

JOSIE:

CAN YOU TAKE CHARGE OF NURSING THIS PROPOSAL ALONG PLEASE?

A

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan D. Hoffmann, 73321,1220
CC: (unknown), 76322,2406
DATE: 4/22/96 12:26 AM

RE: next message

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
arl-img-3.compuserve.com (8.6.10/5.950515)
id AAA05993; Mon, 22 Apr 1996 00:26:21 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I3TKLUMGSWB2B4AT@ssc.wisc.edu>; Sun, 21 Apr 1996 23:26:47 -0600 (CST)
Date: Sun, 21 Apr 1996 23:26:47 -0600 (CST)
Subject: next message
To: 73321.1220@compuserve.com
Cc: 76322.2406@compuserve.com
Message-id: <01I3TKLUNHJ6B2B4AT@ssc.wisc.edu>
X-VMS-To: ALAN
X-VMS-Cc: DEBRA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Alan,

The next message contains a draft proposal for the Blaustein Foundation for you to work with. I'm sure you will edit it, and there are a few points I have not addressed that you may want to work in:

(1) I wrote about Research and Evaluation, but not about Goals. In the past, Seymour always took my proposals about MEF and added the Goals Project to it when he prepared something for Hirschhorn. I

don't know if that's your plan this time. I'm sure you will want to consult with Seymour.

(2) In describing the Evaluation Institute, I did not say anything about JESNA. I used the original CIJE text, not the JESNA text. If you want to bring JESNA into the proposal, you can use Leora's version of the Evaluation Institute design.

(3) I did not say anything about the budget. I don't know how to budget for the Evaluation Institute. Let me know if you want figures from me for the evaluation of TEI.

Adam

P.S. You may want to submit with the proposal the following items, which they did not receive last July:

Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1996). Manual for the CIJE Study of Educators. Version 2.0.

Robinson, Bill. (1996). Coding Instructions for the CIJE Educators Survey.

Gamoran, Adam, Ellen B. Goldring, Bill Robinson, Julie Tammivaara, and Roberta L. Goodman. (1996). Teachers in Jewish Schools: A Study of Three Communities.

Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1996). Educational Leaders in Jewish Schools. Presented at the Annual Meeting of the American Educational Research Association, New York.

Professional Development Program Survey. (1996). Instrument for use in evaluation of the CIJE Teacher-Educator Institute.

Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995) Educational Leaders in Atlanta's Jewish Schools.

Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995) Educational Leaders in Baltimore's Jewish Schools.

Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995) Educational Leaders in Milwaukee's Jewish Schools.

FROM: Alan D. Hoffmann, [73321,1220]
TO: Debra abcPerrin, [76322,2406]
Josie abMowlem, [102467,616]
DATE: 4/28/96 3:07 PM

Re: draft of proposal to Blaustein Foundation for you to work with

JOSIE: CAN YOU TAKE CHARGE OF NURSING THIS VERY IMPORTANT
THING ALONG? YOU WILL HAVE TO TALK TO ME

DSP: BLAUSTEIN FILE, HIRSHHORN FILE, MEF FILE.

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan D. Hoffmann, 73321,1220
CC: (unknown), 76322,2406
DATE: 4/22/96 12:39 AM

RE: draft of proposal to Blaustein Foundation for you to work with

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by
arl-img-6.compuserve.com (8.6.10/5.950515)
id AAA00223; Mon, 22 Apr 1996 00:27:29 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I3TKMV0HFAB2B4AT@ssc.wisc.edu>; Sun, 21 Apr 1996 23:27:55 -0600 (CST)
Date: Sun, 21 Apr 1996 23:27:55 -0600 (CST)
Subject: draft of proposal to Blaustein Foundation for you to work with
To: 73321.1220@compuserve.com
Cc: 76322.2406@compuserve.com
Message-id: <01I3TKMV0ID4B2B4AT@ssc.wisc.edu>
X-VMS-To: ALAN
X-VMS-Cc: DEBRA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Research and Evaluation at the Council for Initiatives in Jewish
Education:

A Proposal to the Blaustein Foundation
August 1, 1996 - July 31, 1999

Through the generous support of the Blaustein Foundation,
the Council for Initiatives in Jewish Education (CIJE) has
carried out three years of monitoring, evaluation, and feedback.
We propose to follow up that work with a rich agenda for
research, evaluation, and capacity-building over the next three
years. Our plans build on the findings and lessons we have
learned during our first three years. They move strongly in the

direction of enhancing the capacity for evaluation of Jewish education within local communities. CIJE will serve as a catalyst for change by creating a new context and curriculum for teaching the skills and knowledge of evaluation in Jewish education, and by promoting a culture in which learning from evaluation is valued.

The Impact of Monitoring, Feedback, and Evaluation, 1993-1996

From the outset, the CIJE monitoring, evaluation, and feedback (MEF) project addressed three main questions: (1) What is the nature and extent of mobilization of human and financial resources to reform Jewish education in the CIJE Lead Communities (Atlanta, Baltimore, and Milwaukee)? (2) What characterizes the professional lives of educators in the Lead Communities? (3) What are the visions or goals for improving Jewish education in the communities? Community-based field researchers provided information in response to these questions, gathering data from observation, interviews, and questionnaires. A series of reports based on these data has galvanized support for changes in Jewish education and has led to important new initiatives in the participating communities and nationally. Reports through July 1995 were described in our last progress report; new reports include the fully integrated report on teachers in Jewish schools of all three communities, and a study of educational leaders in the three communities which was recently presented at the annual meeting of the American Educational Research Association. All eighteen products are listed in the Appendix.

Initiatives in Building the Profession

Many ongoing efforts of CIJE and its collaborating communities are responses to our research and evaluation. Our reports juxtaposed the stability and commitment of Jewish educators alongside their lack of preparation and weak professional growth. Examples of local initiatives that are responding to these findings include a distance education collaborative between the Milwaukee Jewish community and the Cleveland College of Jewish Studies, and upgraded benefits packages for full-time Jewish educators in Baltimore. Examples of national initiatives include the Harvard-CIJE Leadership Seminars and the CIJE Teacher-Educator Institute. Local and national initiatives are working in concert to create systemic reform in Jewish communities, because the Lead Communities are major participants in the CIJE national programs. For example, Atlanta has sent a large group of principals to the Leadership Seminars, and its central agency staff along with a supplementary school director are enrolled in the Teacher-Educator Institute. As a result, new ideas for professional development of educators are blossoming in Atlanta, and our ongoing evaluation will document the changes that are occurring.

Resources for Evaluation

Our data-gathering efforts required us to develop new instruments, which have now been revised and compiled in a Manual for the CIJE Study of Educators. The main components of this manual are a questionnaire for educators, and interview protocols for teachers and educational leaders. In addition, coding instructions have been developed to accompany the questionnaire. The manual is available for use in other communities, and Seattle, Cleveland, and Chicago have already carried out studies of their educators using our instruments. Several other communities are currently contemplating studies based on our Manual for the CIJE Study of Educators. Ultimately, data collected in these communities will become part of a North American data base on Jewish education, a valuable resource for future policy research.

Experiences in working with Lead Communities taught us lessons that have shaped our current work and our plans for the future. Most important, we learned that a significant barrier to evaluation within local communities is the lack of capacity to carry out the work. Even where funds are available, knowledge of how to evaluate programs and the will to initiate program evaluation are in short supply. Just as our Manual for the CIJE Study of Educators is stimulating scrutiny of personnel, the CIJE Manual for Program Evaluation in Jewish Education, currently under development, will provide guidance for program evaluation.

Building for the Future of Research and Evaluation in Jewish Education

Our experience shows that for the Manual for Evaluation to have a real impact, it will be necessary to create a context in which procedures described can be used by trained professionals who have insight into the workings of American Jewish life, and whose work is supported by knowledgeable lay people. We need to develop not only knowledge and skills, but appreciation among our lay people and educators that evaluation can be a force for positive change. To meet these goals, CIJE is proposing to establish an Evaluation Institute as the centerpiece of our new initiatives in the area of evaluation. In the long run, the Evaluation Institute will lay the groundwork for a National Center for Research and Evaluation in Jewish Education.

We are proposing work in two areas: the Evaluation Institute, and ongoing monitoring of CIJE projects.

Evaluation Institute

A guiding principle of CIJE has been that initiatives in Jewish education need to be accompanied by evaluation. In this context, evaluation has three basic purposes: (1) to assist efforts to implement ongoing programs more effectively; (2) to determine, after an appropriate period of time, whether a program

is sufficiently successful to warrant further effort and resources; and (3) to provide knowledge about what works and how, so that successful programs can be replicated in new places.

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

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

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

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

Seminar I: The Purpose and Possibilities of Evaluation

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

Seminar II: Evaluation in the Context of Jewish Education

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

can draw.

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

Seminar III: Nuts and Bolts of Evaluation in Jewish Education

This seminar is intended for the persons who will actually be carrying out the evaluation of programs in Jewish education. It will cover such topics as instruments, procedures, coding, analysis, and writing reports.

Participants in the three seminars would also meet together. Evaluation research must be tailored to the political and cultural context in which it is to be conducted and interpreted. The best way to achieve this is to bring together those who "know" the context and those who "know" about evaluation. The CIJE Evaluation Institute could facilitate a learning process among the federation lay and professionals and the evaluation experts in which they teach one another in a structured and supportive context.

Content. Each of the three seminars will have somewhat different content, but overall the seminars will draw on three bodies of knowledge: (a) The field of evaluation, its diverse methodologies and aims, challenges and possibilities; (b) understanding of Jewish communities in North America; and (c) materials developed by CIJE out of our experiences in Lead Communities, especially the Manual for the CIJE Study of Educators and the CIJE Manual for Program Evaluation in Jewish Education.

Staff. The Evaluation Institute will be directed by a national leader in the field of evaluation. The faculty will be broad-based, including experts on Jewish community, evaluation methodologies, and Jewish educational researchers.

Ongoing Monitoring of CIJE Projects: The Teacher-Educator Institute

While the Evaluation Institute builds capacity for program evaluation in local communities, it is important to assess ongoing CIJE projects. A major focus of effort in this area will be a three-year evaluation of the Teacher-Educator Institute, which is already underway. As explained in *A Time to Act*, short-term and long-term evaluations are necessary so that effective

programs can be documented and knowledge about them disseminated throughout North America. The CIJE Teacher-Educator Institute is a major new initiative in the area of building the profession, and its evaluation is a major focus of work in the area of research and evaluation.

The CIJE Teacher-Educator Institute (TEI) is a three-year project to create a cadre of outstanding teacher-trainers for supplementary Jewish education. The project brings together teams of educational leaders from communities across North America, including school directors and central agency personnel. These outstanding leaders will form a network of teacher-educators who share a vision of teaching and learning, and who support one another in developing new models of professional development. Ultimately, participants in TEI will stimulate enhanced professional development for the educators of their schools and communities.

Evaluation of TEI will focus on a wide range of outcomes for communities and schools. At the communal level, we will examine changes in the extent and quality of opportunities for professional development. Within two communities, we will carry out intensive case studies of changes in the contexts, activities, and beliefs about professional development. In schools, we will evaluate opportunities for teachers' professional development compared to the standards articulated by TEI. For individual TEI participants, we will study how their understanding of professional development has changed as a result of their participation in TEI. These outcomes will be assessed with surveys, interviews, and observations.

Study of Professional Development Programs. To assess changes in programs, we will compare programs that currently exist to programs established in response to TEI. Data from the CIJE Lead Communities documented two major limitations of professional development programs for Jewish educators: (1) They are infrequent, averaging less than one-sixth of the amount of professional development that is standard among public-school educators in some states; and (2) their quality is inadequate to meet the challenges of Jewish education, in that they are fragmented, isolated, and not part of a coherent program of professional growth. In contrast, TEI intends to foster new understandings of professional development among key teacher-educators, and thus bring about changes in the extent and quality of professional development in participating communities. Programs consistent with TEI's approach will focus on targeted populations, empower participants to learn from their own practice, establish bridges to classrooms, and strengthen relations within and among institutions.

To assess baseline conditions (i.e., the status of professional development when TEI began), we recently distributed a Professional Development Program Survey to central agency staff and supplementary school principals in participating communities. Combining this new data with information previously gathered from the Lead Communities will yield a rich portrait of professional

development programs early in the TEI process. The surveys will be re-administered two years hence to monitor changes in the extent and nature of professional development programs in five targeted communities.

In addition to the surveys, we plan to interview TEI participants from five selected communities to monitor changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes in professional development opportunities occur. The interviews will reveal how TEI participants understand their roles as teacher-educators, how those roles may change, and how participants are working to create more meaningful and empowering professional growth for educators in their schools and communities.

Intensive Case Studies. The potential success of TEI lies not only in its expected impact on programs for professional development (e.g., workshops, seminars), but on the elaboration of the multiple ways in which professional growth may occur. For example, informal interactions between principals and teachers can be an important source of professional growth. In addition, TEI participants and those affected by TEI participants in local communities may become more adept at learning from their professional practices. To examine these changes, we need more in-depth analyses than will be possible using our surveys and interviews with TEI participants. Consequently, we will carry out case studies in two selected communities of changes in the extent and quality of professional growth, not limited to formal programs. The two communities chosen are those in which TEI participants include both central agency staff and supplementary school directors, working in teams. These partnerships offer the necessary support through which positive changes are most likely to occur.

The case studies will draw on interviews with TEI participants, other supplementary school directors, and supplementary teachers. We will also carry out observations in selected schools to identify changes in professional development that occur in concert with TEI.

Data collection is set to begin this spring and will continue for another two years. Reports from this evaluation effort will (1) provide feedback to TEI planners and leaders about the effectiveness of the program and (2) provide information to local and national Jewish audiences who may want to implement similar programs.

Towards a National Center for Research and Evaluation in Jewish Education

A goal of the CIJE, first articulated in *A Time to Act*, is the building of a capability for research and evaluation of Jewish education in North America. With the generous support of the Blaustein Foundation, CIJE has taken important first steps in that direction. If further support allows us to establish the

program described in this proposal, we will be ready by 1999 to move onto a new level of capacity: Building a real infrastructure for high-quality research and evaluation in Jewish education. A cadre of community evaluators will be working; CIJE's national research and monitoring will be well established; a national database on the personnel of Jewish communities will be available and growing; and increasing quality and quantity of research and evaluation on Jewish education will be underway. By that time, knowledge and manpower for a fully functioning national center will be available, and CIJE's next task will be to serve as the catalyst for establishing such a center. This is our vision.

Appendix: List of Available Products

National Distribution

1. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1994). Policy Brief: Background and Training of Teachers in Jewish Schools. Presented at the General Assembly of the Council of Jewish Federations, Denver.
2. Gamoran, Adam, Ellen B. Goldring, Bill Robinson, Roberta L. Goodman, and Julie Tammivaara. (1995). Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change. Presented at the annual conference of the Network for Research in Jewish Education, Stanford, CA. Currently under journal review.
3. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Jewish Schools: A Study of Three Communities.
4. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1996). Manual for the CIJE Study of Educators. Version 2.0.
5. Gamoran, Adam, Ellen B. Goldring, Bill Robinson, Julie Tammivaara, and Roberta L. Goodman. (1996). Teachers in Jewish Schools: A Study of Three Communities.
6. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1996). Educational Leaders in Jewish Schools. Presented at the Annual Meeting of the American Educational Research Association, New York.
7. Professional Development Program Survey. (1996). Instrument for use in evaluation of the CIJE Teacher-Educator Institute.

8. Robinson, Bill. (1996). Coding Instructions for the CIJE Educators Survey.
9. The CIJE Manual for Program Evaluation in Jewish Education (in preparation).

Local Distribution

10. Goodman, Roberta L. (1993). The Professional Lives of Jewish Educators in Milwaukee.
11. Rottenberg, Claire. (1993). The Professional Life of the Jewish Educator: Atlanta.
12. Tammivaara, Julie. (1994). Professional Lives of Jewish Educators in Baltimore.
13. Gamoran, Adam, Ellen B. Goldring, and Roberta L. Goodman. (1994). The Teaching Force of Milwaukee's Jewish Schools.
14. Gamoran, Adam, Ellen B. Goldring, and Julie Tammivaara. (1994). The Teaching Force of Baltimore's Jewish Schools.
15. Gamoran, Adam, Ellen B. Goldring, and Bill Robinson. (1994). The Teaching Force of Atlanta's Jewish Schools.
16. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Baltimore's Jewish Schools.
17. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Atlanta's Jewish Schools.
18. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (1995). Educational Leaders in Milwaukee's Jewish Schools.

(Note: Several reports on community mobilization were also prepared for CIJE internal use. In one case, an evaluation report on a local project was prepared for a community.)

FROM: Alan D. Hoffmann, [73321,1220]
TO: Debra abcPerrin, [76322,2406]
Josie abMowlem, [102467,616]
DATE: 4/28/96 3:08 PM

Re: Re: Adrienne Banks

MEF FILE.

JOSIE: THIS IS A PIECE OF WORK WE NEED IN ORDER FOR HIRSHHORN
TO FEEL GOOD.

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

From: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
TO: Alan D. Hoffmann, 73321,1220
CC: (unknown), INTERNET:GAMORAN@SSC.WISC.EDU
DATE: 4/22/96 9:18 AM

RE: Re: Adrienne Banks

Sender: goldrieb@ctrvax.vanderbilt.edu
Received: from ctrvx1.Vanderbilt.Edu (ctrvx1.Vanderbilt.Edu [129.59.1.21]) by
arl-img-2.compuserve.com (8.6.10/5.950515)
id JAA19469; Mon, 22 Apr 1996 09:08:02 -0400
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Received: from PATHWORKS-MAIL by ctrvax.Vanderbilt.Edu (PMDF V5.0-5 #11488)
id <01I3U2SPHCW08X6YDL@ctrvax.Vanderbilt.Edu>; Mon,
22 Apr 1996 08:07:38 -0500 (CDT)
Date: Mon, 22 Apr 1996 08:07:38 -0500 (CDT)
Subject: Re: Adrienne Banks
To: 73321.1220@CompuServe.COM
Cc: gamoran@ssc.wisc.edu
Message-id: <01I3U2SPHMJ68X6YDL@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"73321.1220@CompuServe.COM"
X-VMS-Cc: in%"gamoran@ssc.wisc.edu"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

Alan, I think we are crossing communication a bit, because at first we spoke about 10,000 and then after talking to Adrienne, and after our quick phone call, it was clear that she may not do it for 10,000 and also the product could be limited for 10,000. Just to clarify, do you want me to tell her that 10,000 is the maximum and she should propose something for that amount of money? you would not want to spend more for a more extensive product??

When I hear from you on this, then I will talk to her about the detailed outline by the summer. Ellen

FROM: Alan, 73321,1220
TO: Carrie aa, 103504,3205
DATE: 6/9/96 5:01 PM

MEF
File

Re: 3-city teacher report

MEF FILE

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 73321,1217
Alan, 73321,1220
(unknown), 74104,3335
(unknown), 74671,3370
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
DATE: 6/8/96 12:19 AM

RE: 3-city teacher report

Sender: gamoran@ssc.wisc.edu
Received: from eagle.ssc.wisc.edu (eagle.ssc.wisc.edu [144.92.187.201]) by
dub-img-4.compuserve.com (8.6.10/5.950515)
id RAA20694; Fri, 7 Jun 1996 17:11:13 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-6 #12975)
id <01I5MSZLKXAOAH36E5@ssc.wisc.edu>; Fri, 07 Jun 1996 16:11:35 -0600 (CST)
Date: Fri, 07 Jun 1996 16:11:35 -0600 (CST)
Subject: 3-city teacher report
To: 73321.1220@compuserve.com, 73321.1217@compuserve.com,
74671.3370@compuserve.com, GOLDRIEB@ctrvax.Vanderbilt.Edu,
74104.3335@compuserve.com
Message-id: <01I5MSZLO476AH36E5@ssc.wisc.edu>
X-VMS-To: BARRY, GAIL, NESSA, ELLEN, BILL
X-VMS-Cc: GAMORAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

I finished the revised paper earlier this week but didn't have a chance to send it out. I was also waiting to see if Gail was going to add something to the conclusions, but now I think I'll just send it to you and you can add if time and inclination permits. So, Nessa, I think it's ready for editing.

This version is not much different from the previous version, so you can send out the one you have to the professors if you need to do so now. Please mark it "DRAFT".

Adam

FROM: Alan, [73321,1220]
TO: Debra abcPerrin, [76322,2406]
CC: Josie abMowlem, [102467,616]
DATE: 5/13/96 1:21 AM

Re: message to Julie re: Cleveland crosstabs, which she sent me, and which will be p

MEF FILE

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

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
(unknown), INTERNET:ANNETTE@VMS.HUJI.AC.IL
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), 73321,1217
(unknown), 74671,3370
DATE: 4/5/96 10:39 PM

RE: message to Julie re: Cleveland crosstabs, which she sent me, and which will be presented to three groups of educational leaders as well as technical advisors in Cleveland on April 16-18

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu (robin.ssc.wisc.edu [144.92.187.200]) by arl-img-2.compuserve.com (8.6.10/5.950515) id OAA20625; Fri, 5 Apr 1996 14:25:42 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975) id <01I36MRU66D0QT61JQ@ssc.wisc.edu>; Fri, 05 Apr 1996 13:22:07 -0600 (CST)
Date: Fri, 05 Apr 1996 13:22:07 -0600 (CST)
Subject: message to Julie re: Cleveland crosstabs, which she sent me, and which will be presented to three groups of educational leaders as well as technical advisors in Cleveland on April 16-18
To: 73321.1220@compuserve.com, Annette@vms.huji.ac.il, GOLDRIEB@ctrvax.Vanderbilt.Edu, 73321.1217@compuserve.com, 74671.3370@compuserve.com
Message-id: <01I36MRU6G06QT61JQ@ssc.wisc.edu>
X-VMS-To: ALAN, ANNETTE, ELLEN, GAIL, BARRY, NESSA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Julie,

Thanks very much for sending the crosstabulations from the Cleveland surveys. In and of themselves, they look fine. I have no particular comments now, except to note that I'm interested in information on availability of benefits, which I do not find, and that it's interesting to note that in pre-schools, a higher proportion of teachers than directors think of their work in Jewish education as a career. I will want to comment more on the results when they are placed in the context of a written report. At this time I want to share some thoughts about

how you are planning to use the crosstabs.

From our experience in the Lead Communities, we learned that it is very difficult to make effective use of raw data such as this with educators as well as laymen. You may recall that in Milwaukee we first shared a data report with the Lead Community Commission, and it was not until several months later that we presented the results in the context of a policy-oriented report. This process turned out to be flawed, and was the source of much subsequent frustration. The vast amount of data made it difficult for the Milwaukee committee to identify the most essential findings. Often they focused on relatively minor and unnecessarily complicated issues, at the expense of more important and relatively straightforward issues. When we finally wrote the policy-oriented report, we were able to direct readers' attention to the most salient issues.

Another concern is that in my experience, it is typically possible to attract the attention of busy people only once. It is important to maximize the value of that one opportunity. For that reason, we found it most effective to present results to a broad audience only in the more policy-oriented report, not as raw data.

After our experience in Milwaukee, we proceeded in a different manner in Baltimore and Atlanta. We submitted raw data such as you have sent me only to a small group of three or four advisors. This group was very helpful in identifying key issues that needed to be addressed in our report, and important questions that needed to be answered. With the help of this feedback, we wrote our reports, which were subsequently revised in response to additional feedback. Then the results were made available to the larger public.

Based on our experience, I recommend following this process in Cleveland. If it is too late for that (i.e., the crosstabs have already been distributed to the four groups you described), I hope you'll take my concerns into account at your meetings. I urge you to ask them to hold off on interpreting and responding to the findings at this point, pending a report which you will submit. Their role at this time could be to help identify key questions which you will address in that report.

One further point: Based on my conversations with lay leaders in Cleveland, I know that one interest they have is in comparing the results from Cleveland with aggregate results from Atlanta, Baltimore, and Milwaukee. Most of the crosstabs you presented cannot currently be compared to the Lead Community findings because they are presented as raw frequencies instead of in the composites we created, or in slightly different forms of aggregation. I'm thinking especially of the data on background and training of teachers. You may wish to use the Policy Brief or the 3-community teacher report (which you should have received not long ago, still in draft form) as models for data compilation to answer the questions of comparability. Also, Bill Robinson has compiled a set of coding instructions which describe our composite variables (e.g., "trained in education," etc.) which we would be happy to share with you.

Hag sameach,

Adam



This was forwarded to
MLM as a separate
document. VFL couldn't
see how it related to
the minutes, so a note
was attached stating that
you would be discussing
it with him.

- DP

THE CONCEPT OF INSTITUTIONAL PROFILES

We (MEF) have conceived the idea of Institutional Profiles as a self-study process (with accompanying instrumentation) by which educational institutions can take stock of their organizational reality, as a necessary prelude for engaging in planned change. It combines the first two steps in CIJE's model of Research to Analysis to Planning.

Its envisioned relationship to the Goals Project is premised on the assumption that in order for educational institutions to change toward becoming vision-driven, they must nurture the dynamic tension between what is and what (they think) ought to be. Thus, a process is needed through which educational institutions can gain an accurate perception of their systemic realities (what is), acquire a sense of alternative possibilities, and move beyond where they are now.

At the outset, we realized that this taking stock process could involve the institutional personnel in exploring a vast number of possible areas. Among others, it could include:

- What is their vision?
- Is the vision shared by students, parents, staff and the leadership?
- How is their vision currently integrated into curriculum, staff training, etc.?
- Number of students
- Student outcomes
- Expertise and training of staff
- Leadership
- Building capacity
- Finances/budget.

Given the vast universe of possible areas which could be explored, it was felt necessary that we narrow the focus of the Institutional Profiles.

Thus, in June of 1994, we consulted with 23 experts in the field of Jewish education, from a variety of settings and denominational affiliations. We asked them two questions:

1. What are the characteristics of an effective Jewish educational institution?
2. If you wanted to improve a particular Jewish educational institution, what would you need to know and how would you know if you succeeded?

[If desired, I can provide you with a categorized selection of the consultants' responses which can provide an informal summary of their views.]

From the consultations, we learned three (overlapping) guidelines for developing a taking stock process.

1. The first of these is that the general focus for the taking stock process should be the concept of

"learning within institutions".

- Who learns? When? Where?
- How does one's learning relate to the learning of others?
(For instance, how does the learning of a teacher relate to the learning of her students?)
- How is learning (by students, teachers, parents, and the leadership) related to the institution's vision?
- In what sense does the institution learn? (Planning and evaluation as a process of learning.)

Notably, through engaging in the envisioned taking stock process the "institution" will begin to learn.

2. A key principle for understanding the institution is that "the relations between the parts are at least as important as the individual parts".

- Does the budget provide sufficient support for the professional development objectives of the institution?
- Does the curriculum take into account the way in which Judaism is practiced by its students beyond the confines of the institution?
- Does in-service training for educators provide knowledge and skills which are appropriate to the goals of the institution?

3. The central focus of the systemic view (articulated in point #2) would be vision.

By this most consultants meant the intended "outcome" of the educational processes (i.e., the graduating student). Obviously, this coheres with the basic premise of the Goals Project.

To provide a glimpse of how the taking stock process may work, three (very) tentative questions were developed.

a. What are the goals that your institution identifies as its own?

Make a list of activities associated with these goals. Put each activity underneath the goal that it supports. [This was Danny Pekarsky's suggestion.]

b. Describe those places in which your teachers tend to interact with one another. When and for how long do they congregate? What do they (typically) discuss? Who (usually) guides the discussion or sets the agenda for the meeting? Then, ask the teachers what they learn during each type of interaction. How does what they learn relate to what they teach?

c. Imagine that a stranger is visiting your institution for the day. Take this person for a walk through your institution and make a list of everything the person may see or do that would convey the perception that this is a place of Jewish learning.

For each question, there would be guidelines for analysis which would lead them (hopefully) to a systemic understanding of their institution and what needs to be improved in regard to the centrality of vision, the connectedness of parts, and the importance of everyone learning? Of course, there may be also the more straightforward questions that ask about the number of students, the building capacity, the budget, etc.

We envision that this taking stock process could assist educational institutions involved in the Goals Project in several (related) ways:

1. in overcoming their institutional mythologies; [from Danny Pekarsky]
2. in gaining an accurate systemic perception of their institutions; [In my readings on organization change, I have found that most authors find the development of a systemic view to be of equal importance to developing vision as a foundation for engaging in successful change.]
3. in acquiring a sense of alternative possibilities;
4. in obtaining knowledge about their institutions and their communities that will be needed to engage successfully in observable and sustained change:
 - a. base-line data;
 - b. knowledge of available resources (i.e., financial, physical and personnel);
 - c. knowledge of limiting conditions in the institution and community;
5. nurturing a dynamic tension between what is and what ought to be.

In sum, the taking stock process would not only provide useful information. It is envisioned as a tool of mobilization. Perhaps, one of the best ways of getting people to see the importance of vision is to ask them to take stock of their own institutional visions and how the practices of their institution relate (or do not relate) to their visions.

NR file

Post our planning the two sessions, I had this thought:

Might it be a good idea to invite to a special meeting the pres., execs, planners, etc., from the Lead Communities, with the same categories from Hartford, San Francisco, Seattle, Cleveland, Chicago--either potential new communities or those planning to use the survey? Perhaps Mort could host, Adam and Ellen could be there. Maybe we could begin to create a sense of "membership." Or maybe this is not a good idea.

Nessa

8/29



Hi all,

get all e-mail DNP
file

The latest, briefly, on Danny: tomorrow he will have tests to determine what actually happened. It appears that it was not a heart attack, but an electrical problem in the heart not uncommon with people who have had heart attacks in the past. Of course this is good (if true) in that there was not further damage, but there is bad news too. Such an event (arrhythmia) could happen at any time again. It may be controlled by medication, but Nessa's cardiologist contact suspects that it will require implanting a defibrillating device. Something like a pacemaker. There is also a question of are there blockages in arteries, since this occurred while he was running. This will also have to be checked. According to Nessa's info, the test itself is fairly standard and should not pose any dangers. If he needs this device, it may be that he will go to Mt. Sinai rather than Lenox Hill. (With contacts from Dr. Gribetz)

Danny is up and conscious. He seems most upset by the fact that he has no memory of any of this happening to him. Otherwise, (and aside from exhaustion) he is fine mentally.

Stephanie will be staying with her cousin near the hospital (not at Alan's). That number is 212-439-6159. I would suggest that we keep calls to a minimum during the next few days. Until tomorrow we will have no idea how long Dan will be in NY.

PS. Danny got a call from Mort which Stephanie took. When she told Danny that Mort had called, Danny thought she was making up a story!

barry

