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41

Folder
8

"Current Activities" letters, 1996-1998.

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CURRENT ACTIVITIES: 1996

The Council for Initiatives in Jewish Education (CIJE)

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

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

Professor Isadore Twersky, *A Time To Act*

CURRENT ACTIVITIES: 1996

CIJE PILOT PROJECTS AND SEMINARS

American Education/Jewish Education--Seminar for Professors of Education:

Nine professors of education from among the most prestigious American universities and research institutes attended an intensive seminar in Jerusalem in July. The seminar, co-sponsored by CIJE and the Center for Advanced Professional Education of the Mandel Institute in Jerusalem, provided participants with an immersion in Jewish thought and issues of Jewish education.

These professors, Jewish themselves, will serve as consultants to CIJE in 1996 and beyond, enriching the field of Jewish education with cutting-edge ideas and research from general education. CIJE will continue to work with this group and expand it with others who have already expressed interest, creating a new network of outstanding educators committed to revitalizing Jewish education.

Leadership and Vision--The CIJE-Harvard Principals Institute:

The second CIJE institute for educational leaders was held at Harvard University in the spring on the theme of "Leadership and Vision for Jewish Education." Fifty participants came in teams from seven communities, across denominational lines, to focus on the centrality of a compelling Jewish vision for effective school leadership. Lectures and workshops with a range of scholars and experts in Judaica, adult development, school governance, and other topics addressed the application of a powerful vision to the daily life of Jewish day schools, supplementary schools, and pre-schools.

In conjunction with Dr. Gail Dorph, CIJE consultants Drs. Ellen Goldring and Daniel Pekarsky, and Daniel Marom of the Mandel Institute, designed the integration of the Jewish and general themes of the program in the areas of leadership and educational vision.

The next CIJE-Harvard Principals Institute will take place in January and March of 1997. Educational leaders who have previously attended will come to the January institute in partnership with lay leaders from their institutions. A new group of educational leaders will attend the March institute.

Transforming the Supplementary School--The Teacher-Educator Institute (TEI):

In May 1995, CIJE received a three-year grant from the Nathan Cummings Foundation to forge a national cadre of teacher educators with the expertise to design and implement new approaches

to the professional development of teachers. TEI focuses on the supplementary school system, offering six intensive seminars over a period of two years to a total of 50 participants.

Graduates of the program will serve as teacher mentors; designers of professional development; and faculty in individual institutions and across communities.

Participants in the first cohort have been drawing on both Jewish and general education to rethink what teachers need to know and be able to do in order to revitalize the Jewish classroom--and how to guide real improvement in teachers' growth, learning, and practice. The second cohort began its work in June and will join the first cohort in an expanded meeting in December.

Current participants include representatives from bureaus of Jewish education, supplementary schools, and pre-schools. The second cohort also includes representation from the denominations; additional candidates from current communities; and candidates from five new communities.

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

The project will result in:

1. **A national cadre of 50 teacher educators.** (There is currently a severe shortage of qualified teacher educators for Jewish educational institutions.)
2. **A CIJE Policy Brief** on the "best practices" of in-service education for teachers in the supplementary school system.
3. **A videotape library** with an accompanying **manual**, enabling teachers to watch and reflect on the practice of their peers as an essential element in the transformation of their practice.

Jewish Meaning --The Goals Project:

A joint project of CIJE and the Mandel Institute in Jerusalem, the Goals Project is an ongoing effort to explore the place of vision and goals in Jewish educational transformation. A central premise of CIJE's work is that such transformation cannot take place without a clear understanding of the meanings and purposes of Jewish education.

Beginning with the CIJE Goals Seminar in 1994, the Goals Project has embarked on a series of seminars and pilot projects with both lay and professional leaders and educators, under the direction of CIJE consultants Dr. Daniel Pekarsky, Professor of Educational Policy at the University of Wisconsin, and Daniel Marom, senior staff member of the Mandel Institute in Jerusalem.

Current activities include:

1. Goals Summer Seminar: This seminar in Jerusalem initiated new colleagues from a range of Jewish educational settings across the United States into our work, enabling them to explore issues of vision and goals in schools, denominations, and informal education.

2. Goals Pilot Project: Daniel Marom is continuing the pilot project launched in Fall 1995 with the Agnon School in Cleveland. The Agnon School, a community day school, has embarked on an intensive engagement with issues of Jewish vision throughout the school. Daniel Marom presented aspects of this ongoing case study at the seminar this summer. A written case study will result when the pilot project is formally complete.

3. Goals Consultations--The Wexner Heritage Foundation: Held in December 1995, the East Coast alumni retreat of the foundation addressed "What Works: Innovations for Revitalizing American Jewry," focusing on vision and leadership in four areas--day schools, summer camping, adult education, and Israel experiences. The staff of CIJE served as consultants in a year-long planning process leading to the retreat.

Consultations have also been held in Atlanta, Baltimore, and Milwaukee on institutional goals; and with the Jewish Community Center Association in the area of camping.

4. Goals Publications and Resources: In 1996-97, the project will produce a range of materials and resources to illuminate this work. In addition to the Agnon case study, these materials will include an essay on *The Place of Vision in Jewish Educational Reform* and an in-depth description of a vision-guided institution and its educational lessons.

CIJE Board Seminar Series:

Beginning in Fall 1994, CIJE has held an invitational seminar twice a year preceding the CIJE Board Meeting. Speakers have included Dr. Terrence Deal, Dr. Jonathan Sarna, Dr. Arthur Green, and Professor David Hartman. Dr. Sarna's presentation, *A Great Awakening: The Transformation that Shaped Twentieth Century American Judaism and its Implications for Today*, was published in Fall 1995 as part of the CIJE Essay Series and is now in its second printing. Dr. Green's essay, *Restoring the Aleph: Judaism for the Contemporary Seeker*, was published in September.

CIJE Luncheon Seminar Series:

Since the fall of 1995, CIJE has convened an invitational seminar that meets four times a year to consider recent academic and conceptual work in the broad field of Jewish education, identity, and policy. Participants are drawn from the greater New York area, from academic institutions, Jewish community organizations, and foundations. Presenters have included Dr. Jonathan Woocher of JESNA, Professor Michael Rosenak of the Hebrew University, Dr. Gail Dorph of CIJE, and Dr. Sherry Blumberg of HUC.

Models of Excellence--The Best Practices Project:

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

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

Research for Policy--

The Manual for the CIJE Study of Educators and the CIJE Coding Manual:

Conducted with the support of the Blaustein Foundation, CIJE's extensive survey of Jewish educators in our laboratory cities of Atlanta, Baltimore, and Milwaukee is now available and being replicated in other cities. The ***Manual for the CIJE Study of Educators*** offers directions and materials to study all the teachers and educational leaders in a community; the ***CIJE Coding Manual*** provides technical directions for using the materials and entering the data; and lists the anchor items to be retained for future comparability and for a continental data bank.

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

Now in its second printing, the ***CIJE Policy Brief on the Background and Training of Teachers in Jewish Schools*** draws on the study to offer hard data and an action plan for the professional development of Jewish educators.

CIJE PLANNING INITIATIVES

An Evaluation Institute for Jewish Education:

In 1995, CIJE, together with JESNA, convened a first consultation toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives. As the Jewish community and its leadership allocate resources to a range of Jewish educational projects, the issue of evaluation is becoming urgent. When new initiatives are undertaken, how can their impact be measured and assessed against other approaches? CIJE is committed to increasing the capacity for research and evaluation with implications for communal policy. With JESNA, we are currently planning and designing an Evaluation Institute to be launched in the coming year.

Brandeis University:

With CIJE's guidance, Brandeis University has embarked on a strategic planning process to significantly expand Brandeis's role in American Jewish life and education. Together with a faculty steering committee, CIJE consultants have helped to frame the issues and guide the planning process. The president of Brandeis, Dr. Jehuda Reinharz, and his faculty Task Force are committed to building on Brandeis's transdenominational character, its Judaic studies faculty, and its dedication to training professionals for Jewish public service.

The Lead Community Project:

CIJE continues to work with the three Lead Communities--Atlanta, Baltimore, and Milwaukee--on comprehensive plans for the professional development of their educators. In addition, we are also consultants to these projects: **Machon L'Morim**, an early childhood initiative in Baltimore funded by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund; the **New Atlanta Jewish Community High School**; and, in Milwaukee, a **Masters of Judaic Studies in Jewish Education**, a pioneering M.A. program funded by the Helen Bader Foundation. The M.A. degree, from the Cleveland College of Jewish Studies, will be earned by Milwaukee educators in a distance-learning program of the Lead Community Initiatives project of the Milwaukee Jewish Federation.

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

CIJE SENIOR STAFF AND CONSULTANTS

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On the Goals of Jewish Education

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. As a motto and declaration of hope, we might adapt the dictum that says, "They searched from Dan to Beer Sheva and did not find an am ha'aretz!" "Am ha'aretz," usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, and concerned with Jewish destiny. 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: The Report of the Commission on
Jewish Education in North America*

The Council for Initiatives in Jewish Education (CIJE)

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

CURRENT ACTIVITIES

The Harvard-CIJE Leadership Institute

In the fall of 1994, the staff of CIJE developed with the Harvard University Principals' Center the first inter-communal and trans-denominational institute on **Jewish educational leadership**. Fifty leaders of Jewish schools and early childhood programs from across the country attended the institute. The intensive program drew on the latest research and thinking in general education to address such questions as: What is effective school leadership? How do leaders create a powerful vision and implement it within their schools? What does the Jewish tradition teach us about the critical role of leaders in education?

A new institute will be convened at Harvard in March. "**Jewish Education with Vision: Building Learning Communities**" will include the previous attendees and expand our orbit to other school directors and principals.

A powerful component of the first institute was the learning and exchange fostered at Harvard among educational leaders across denominational affiliations. These exchanges have continued within the communities that participated. Among our goals is the creation of **leadership networks**, peer learning groups of educational leaders from many school settings within local communities.

Policy Brief: The Background and Professional Training of Teachers in Jewish Schools

One result of CIJE's commitment to building the profession of Jewish education was the publication of this policy brief. The brief juxtaposes the severe lack of training of most teachers in Jewish classrooms with an unexpected degree of commitment and stability, making a strong case for far greater and more comprehensive in-service training for teachers than currently exists. Drawing on the extensive CIJE Study of Educators, the brief offers both **hard data and an action plan** for communities.

The impact of these data and policy recommendations continues to grow as more communities undertake surveys of their educators in order to create an action plan for building the profession of Jewish education.

**"Transforming the Supplementary School":
The CIJE Teacher-Educator Institute**

In May 1995, CIJE received a three-year grant from the Nathan Cummings Foundation to forge a **national cadre of teacher educators** who will design and implement new approaches to the professional development of teachers. (There is a nationwide shortage of qualified teacher educators for Jewish educational institutions.)

CIJE has decided to address one of the major shortages in this area--in-service training for supplementary school educators--by creating a national cadre of qualified teacher educators for the supplementary school system in North American Jewish education. The teacher educators in CIJE's **Teacher Educator Institute (TEI)** will have the expertise to design and help implement teacher-training programs in their local communities and throughout North America.

Directed by Drs. Gail Dorph and Barry Holtz, this pioneering initiative was undertaken to transform the quality of teaching in the classroom by giving institutions and communities access to skilled professionals who can guide the improvement of teachers' growth, learning and practice. Serving as advisors to this project from Michigan State University are Dr. Sharon Feiman-Nemser, Professor of Teacher Education, and Dr. Deborah Ball, Associate Professor of Education.

This project will result in:

1. **A cadre of 30 teacher educators**, who will be available to enhance significantly the quality of supplementary school teacher education in their own communities and in others.
2. **A CIJE policy brief**, outlining the "best practices" of in-service education and making recommendations for upgrading the professional development of supplementary school teachers.
3. A library of **videotapes of teachers** with an accompanying **manual**, to be used as effective catalysts for transforming practice in the classroom. Teachers improve their practice not only by deepening their understanding of Judaica and pedagogy and by learning new skills, but by watching and reflecting on the practice of other teachers at work.

The Best Practices Project

Under the direction of Dr. Barry Holtz, CIJE has produced two volumes: *Best Practices in Supplementary Schools* and *Best Practices in Early Childhood Education*. Selected from supplementary schools and early childhood programs across North America, the portraits in these volumes are an inventory of "success stories" in contemporary Jewish education. These volumes offer examples of excellence--"best practices" in settings where many have been skeptical that outstanding teaching and learning can take place.

By the end of 1995, CIJE will have completed the next stage of the Best Practices project--*Best Practices in Jewish Community Centers*. As JCCs consciously set about becoming settings for Jewish education, leadership again plays a pivotal role. This study examines 6 sites where informal Jewish education is vital, engaging, and has transformed the JCC. The partnership of the JCC executive director and Jewish educator is a linchpin in supporting this new environment.

Building Research Capacity: Toward an Evaluation Institute for Jewish Education

CIJE is committed to helping set an agenda and build the capacity to conduct research with implications for communal policy--one of the most underdeveloped areas in Jewish education. CIJE consultants Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of the Peabody College of Education, Vanderbilt University, are directing CIJE's efforts in this area.

A pressing issue that has resulted from our work is the ongoing need for evaluation. In this decade, when the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the issue of evaluation has become urgent. When new initiatives are undertaken, how can their impact be measured? Currently, there is not a sufficient group of trained local evaluators to help institutions and communities assess their programs.

CIJE envisions the creation of an **evaluation institute for Jewish education**. In November, a first consultation was held toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives.

Private-Communal Partnerships

CIJE was founded to serve as a catalyst for change in partnership with others. One of the most exciting aspects of our work has been the partnerships that have resulted as critical needs have been identified. In CIJE's laboratory communities and nationally, new personnel initiatives for Jewish education have been funded by **the Children of Harvey and Lyn Meyerhoff Philanthropic Fund** in Baltimore, **The Helen Bader Foundation** in Milwaukee, and **The Nathan Cummings Foundation**.

The Goals Project

The North American Jewish community has entered a critical stage of reflection and analysis. Contemporary Jewish education requires not only new approaches but also new formulations of purpose.

The CIJE Goals Seminar (Jerusalem: July 1994) brought together lay and professional leaders from several communities to work together on conceptualizing "**vision-guided**" institutions and communities--that is, those with a distinct vision of their work and clarity about their goals.

Since then, CIJE--with the Mandel Institute in Jerusalem--has been engaged in a series of seminars in communities and pilot projects in Jewish educational institutions for lay leaders and professionals, under the direction of Dr. Daniel Pekarsky, a philosopher of education at the University of Wisconsin.

Together we have begun to address the question facing all of us: How can our institutions and communities offer a richer, more meaningful vision of what it means to be a North American Jew today?

November 1995

Council for Initiatives in Jewish Education (CIJE)

Publications: Available in 1995

A Time To Act: The Report of the Commission on Jewish Education in North America

This report, released in 1990, called for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education will depend on two essential tasks: **building the profession of Jewish education**; and **mobilizing community support for Jewish education**. The Council for Initiatives in Jewish Education (CIJE) was established to implement the Commission's conclusions.

Cost: \$6.00.

Best Practices Project: The Supplementary School

Best Practices Project: Early Childhood Education

Best Practices Project: Jewish Education in JCCs (forthcoming)

Selected from early childhood programs and supplementary schools across North America, the portraits in these volumes are an inventory of "success stories" in contemporary Jewish education. These volumes offer examples of excellence--"best practices" in settings where many have been skeptical that outstanding teaching and learning can take place.

Cost: \$4.00 each.

CIJE Brochure

A description of the Council for Initiatives in Jewish Education

No cost.

Policy Brief: The Background and Professional Training of Teachers in Jewish Schools

Drawing on the extensive **CIJE Study of Educators**, the first CIJE policy brief offers both hard data and an action plan for communities. The brief juxtaposes the severe lack of training of most teachers in Jewish classrooms with an unexpected degree of commitment and stability, making a strong case for far greater and more comprehensive in-service training for teachers than currently exists.

No cost.

CIJE Essay Series:

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

Dr. Sarna, a historian at Brandeis University, describes the revitalization of Jewish life in North America a century ago. Against a backdrop of despair about the Jewish future, this "awakening" transformed Jewish life and led to the founding of the core institutions of our community today.

Cost: \$3.00.

Papers Written for the Commission on Jewish Education in North America

- Walter I. Ackerman, "The Structure of Jewish Education"
- Isa Aron, "Toward the Professionalization of Jewish Teaching"
- Aryeh Davidson, "The Preparation of Jewish Educators in North America: A Status Report"
- Joseph Reimer, "The Synagogue as a Context for Jewish Education"
- Bernard Reisman, "Informal Jewish Education in North America"

Cost: \$3.00 each.



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Professor Isadore Twersky, *A Time to Act*

CURRENT ACTIVITIES: 1996-1997

The CIJE Study of Educators

Policy Briefs and Research Reports

The Manual for The CIJE Study of Educators

The Best Practices Project

The Teacher Educator Institute

The Institute for Leaders in Jewish Education

The Seminar for Professors of General Education

The Goals Project

The Lead Community Project

Brandeis University Planning Consultation

Other CIJE Planning Initiatives

The CIJE Board Seminar Series

The CIJE Essay Series

The CIJE Luncheon Seminar Series

CIJE Senior Staff and Consultants



The CIJE Study of Educators

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

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

Policy Briefs and Research Reports

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

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

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

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

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

The Manual for The CIJE Study of Educators

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

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

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

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

The Best Practices Project

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

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

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

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

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

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

The Teacher Educator Institute

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

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

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

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

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

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

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

TEI will result in:

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

The evaluation component of this work includes:

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

The Institute for Leaders in Jewish Education

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

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

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

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

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

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

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

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

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

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

The Seminar for Professors of General Education

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

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

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

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

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The group that attended the Israel seminar is listed below:

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

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

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

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

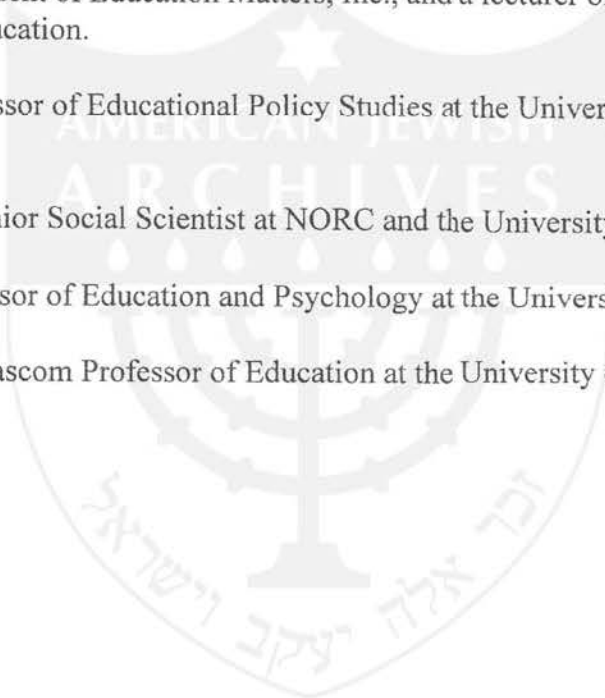
Barbara Neufeld, President of Education Matters, Inc., and a lecturer on education at the Harvard Graduate School of Education.

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

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

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

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



The Goals Project

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

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

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

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

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

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

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



The Lead Community Project

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

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

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

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

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

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

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

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



Brandeis University Planning Consultation

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

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

The task force is considering the following questions:

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

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

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

Other CIJE Planning Initiatives

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

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

CIJE is a consultant to the following projects:

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

The New Atlanta Jewish Community High School;

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

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

The CIJE Board Seminar Series

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

Previous programs have included:

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

Frames for Thinking about Educational Leadership.

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

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

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

Transforming the Aleph: Judaism for the Contemporary Seeker.

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

The Road to Sinai in Our Time.

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

The Transformation of the Synagogue in the Coming Century.

The CIJE Essay Series

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

Currently available:

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

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

Other publications are forthcoming.

The CIJE Luncheon Seminar Series

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

Previous programs have included:

Dr. Jonathan Woocher, Executive Vice President of JESNA:
"Toward a 'Unified Field' Theory of Jewish Continuity."

Professor Michael Rosenak, of the Melton Centre for Jewish Education at Hebrew University:
"Realms of Jewish Learning: Two Conceptions of the Educated Jew."

Dr. Gail Z. Dorph, Senior Education Office at CIJE:
"Content-Specific Domains of Knowledge for Teaching Torah."

Dr. Sherry Blumberg, Associate Professor of Jewish Education at Hebrew Union College:
"To Know Before Whom You Stand: A Philosophy of Liberal Jewish Education for the Twenty-First Century."

Dr. Bethamie Horowitz, Senior Scholar at the Center for Jewish Studies at the CUNY Graduate Center:
"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity."

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CURRENT ACTIVITIES: 1997

The Council for Initiatives in Jewish Education (CIJE)

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish life through education.

Its mission is to be a catalyst for systemic educational reform by: preparing visionary educational leaders capable of transforming North American Jewish education; developing informed and inspired communal leaders as partners in the reform effort; cultivating powerful ideas to illuminate Jewish learning and community; undertaking and advocating rigorous research and evaluation as a basis for communal policy; and creating a strategic design for strengthening the profession of Jewish education and mobilizing support for it.

In its pilot projects, CIJE identifies and disseminates models of excellence in Jewish education; and brings the expertise of general education to the field of Jewish education.

CIJE works in partnership with Jewish communities, institutions, and denominations to make outstanding Jewish education a continental priority.

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

Professor Isadore Twersky, *A Time to Act*

CURRENT ACTIVITIES: 1997

The CIJE Study of Educators

Policy Briefs and Research Reports

The Manual for The CIJE Study of Educators

The Best Practices Project

The Teacher Educator Institute

The Institute for Leaders in Jewish Education

The Seminar for Professors of General Education

The Goals Project

The Lead Community Project

Brandeis University Planning Consultation

Other CIJE Planning Initiatives

The CIJE Board Seminar Series

The CIJE Essay Series

The CIJE Education Seminar Series

CIJE Senior Staff and Consultants

CIJE Administrative Staff



The CIJE Study of Educators

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

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

Policy Briefs and Research Reports

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

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

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

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

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

The Manual for The CIJE Study of Educators

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

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

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

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

The Best Practices Project

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

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

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

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

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

The Teacher Educator Institute

What would it take to transform the supplementary school into an institution where exciting learning takes place, where students are stimulated by what they encounter, and where a love of Jewish learning and the commitment to Jewish living is the hallmark of the institution? CIJE believes--and current educational research confirms--that the heart of any transformation of an educational institution such as the supplementary school is linked to exciting, innovative teaching by knowledgeable and committed educators.

The CIJE Best Practices Project has demonstrated that there are institutions and individual teachers with the ability to teach in imaginative and inspiring ways. The CIJE Policy Brief, *The Background and Professional Training of Teachers in Jewish Schools* (1994), shows that in supplementary schools, the teaching pool is committed and stable. However, 80% of teachers are poorly prepared in both pedagogy and Judaica subject matter. Given the weak preparation and background of this teaching pool, in-service education becomes a crucial element in upgrading the profession. Yet, the CIJE research has shown that professional development for teachers tends to be infrequent, unsystematic, and not designed to meet teacher's needs.

What is required is a strategy that can capitalize on the commitment of teachers, redress the deficiencies in their preparation and background, and prepare them to actively engage children in meaningful encounters with the Jewish tradition. Old training models of professional development are simply not adequate for the scope of this task.

CIJE's Teacher Educator Institute (TEI) is a two-year program, partially funded by the Nathan Cummings Foundation, to create a national cadre of teacher educators. It focuses on the challenges of developing new approaches to issues of professional development for Jewish educators. The central goal of TEI is to develop leaders who can mobilize significant change in teaching and learning through improved and creative professional development for teachers in their institutions, in their communities, and on the national level. The core domains of study include: teaching and learning; Jewish content, including personal religious connection; knowledge of teachers as learners; professional development; and organizations/systems/the Jewish community. TEI graduates will be catalysts for change who are substantively grounded in ideas and concrete practices, and who also have a deep understanding of instructional improvement and educational change.

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

Cohort One of TEI has now completed its second year. Participants were Jewish educators who currently work in central agencies or as principals of supplementary schools (whose roles and responsibilities already include designing professional development opportunities). In Cohort Two, there are also participants whose responsibilities lie in the area of Jewish early childhood education.

Participants are invited to join TEI as members of educational teams. There are presently ten communal teams, as well as four teams that represent national movements involved in this pilot project (Conservative, Reconstructionist, Reform, and Florence Melton Adult Mini-School Project for Teachers). Cohort One, approximately 15 people, met six times; and Cohort Two, approximately 45 people, has met three times. The team structure is an integral part of our change strategy. It facilitates the creation of local cohorts of educators who have shared an intense learning experience and a common vision of powerful Jewish teaching and learning and good professional development. They can, in turn, plan and implement similar experiences for others in their own settings.

TEI will result in:

1. A national cadre of over 50 teacher educators.
2. A CIJE Policy Brief on "best practices" in professional development.
3. A videotape library to be used to create powerful professional development opportunities for others.

The evaluation component of this work includes:

1. A survey of current professional development offerings in a sub-sample of communities participating in the Institute describing in depth the nature and extent of those offerings for teachers in each focal community (including both communal and institutional offerings). The purpose of this document is to establish a baseline so that change can be assessed in the future.
2. An interview study on TEI participants' efforts to improve the quality of professional development opportunities in their communities.
3. A document or series of documents focusing on the same sub-sample of participating communities, evaluating changes in the structure and content of their communal and school professional development offerings. These reports will draw on interviews with participants and others from the focal communities as well as on observations of professional development activities in the communities.

In Fall 1997, an article describing the work of TEI will be included in the *Peabody Journal of Education*. Its title: ***"Educational Leaders as Teacher Educators: The Teacher Educator Institute - A Case from Jewish Education."***

The Institute for Leaders in Jewish Education

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

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

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

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

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

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

The institutes have taken place at the Harvard University Graduate School of Education. They have focused on a common theme: creating and implementing a strong, compelling vision for Jewish education. Forty educational leaders attended the first institute, ***"Building a Community of Leaders: Creating a Shared Vision,"*** held in Fall 1994. Many of the same participants also attended the second institute in Spring 1996, ***"Leadership and Vision for Jewish Education."*** A third institute, ***"The Power of Ideas: Leadership, Governance and the Challenges of Jewish Education,"*** was held in January 1997. This institute, building upon the foundation of the first two institutes, was designed for a lay and professional leadership team from each participating institution. Over 60 leaders attended in teams from across North America.

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

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

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

The Seminar for Professors of General Education

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

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

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

A second seminar was held at the end of January 1997. Three additional professors were added to the group at that time. A third meeting is being held in June.

The professors in the group are serving as consultants, enriching the field of Jewish education with ideas and research from general education. CIJE will continue to expand the group, creating a new network of outstanding educators committed to revitalizing Jewish education.

-over-

The group currently includes:

Deborah Ball, Professor of Education, University of Michigan.

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

William Firestone, Professor of Education, Rutgers University.

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

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

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

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

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

Anna Reichert, Associate Professor of Education, Mills College.

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

Susan Stodolsky, Professor of Education and Psychology, University of Chicago.

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

The Goals Project

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

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

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

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

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

high schools, as well as to the planning sub-committee of education of the Federation of Rhode Island.

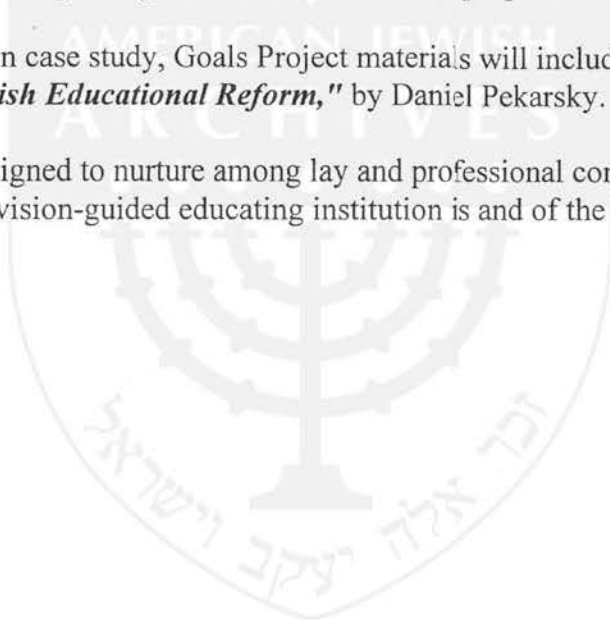
4. Under the auspices of the Goals Project, CIJE organized an initial meeting of the professional leadership of emerging and existing community day high schools. This meeting provided an important opportunity to identify and explore basic questions concerning the nature and guiding purposes of such institutions.

5. **Goals Publications and Resources:** In 1996-97, the Goals Project will continue to develop a number of materials that will serve as resources to the project and to the field of Jewish education.

Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions, by Seymour Fox with William Novak: Published in March 1997 by the Mandel Institute of Jerusalem and CIJE, this essay offers a portrait of an ambitious effort to infuse an educational setting with powerful ideas about the purpose and meaning of Jewish life.

In addition to the Agnon case study, Goals Project materials will include an article entitled "*The Place of Vision in Jewish Educational Reform*," by Daniel Pekarsky.

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



The Lead Community Project

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

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

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

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

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

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

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



Brandeis University Planning Consultation

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

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

The task force is considering the following questions:

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

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

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

Other CIJE Planning Initiatives

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

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

CIJE is also a consultant to the following projects:

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

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

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

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

The CIJE Board Seminar Series

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

Previous programs have included:

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

Frames for Thinking about Educational Leadership.

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

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

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

Transforming the Aleph: Judaism for the Contemporary Seeker.

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

The Road to Sinai in Our Time.

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

The Transformation of the Synagogue in the Coming Century.

The CIJE Essay Series

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

Currently available:

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

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

Co-published by the Mandel Institute of Jerusalem and CIJE:

Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions, by Seymour Fox with William Novak.

Other publications are forthcoming.

The CIJE Education Seminar Series

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

Previous programs have included:

Dr. Jonathan Woocher, Executive Vice President of JESNA:
"Toward a 'Unified Field' Theory of Jewish Continuity."

Professor Michael Rosenak, of the Melton Centre for Jewish Education at Hebrew University:
"Realms of Jewish Learning: Two Conceptions of the Educated Jew."

Dr. Gail Z. Dorph, Senior Education Officer at CIJE:
"Content-Specific Domains of Knowledge for Teaching Torah."

Dr. Sherry Blumberg, Associate Professor of Jewish Education at Hebrew Union College:
"To Know Before Whom You Stand: A Philosophy of Liberal Jewish Education for the Twenty-First Century."

Dr. Bethamie Horowitz, Senior Scholar at the Center for Jewish Studies at the CUNY Graduate Center:
"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity."

Dr. Barry Kosmin, Director of Research for the Institute for Jewish Policy Research in London and member of the Doctoral Faculty in Sociology at the City University Graduate Center:
"Sociological Insights for Educators Arising from the Survey of Conservative B'nai Mitzvah Students in North America."

Dr. Tova Halbertal, of the faculty of the Melton Centre for Jewish Education in the Diaspora of the Hebrew University:
"Mothering and Culture: Ambiguities in Continuity."

Dr. Steven Bayme, Director of the Jewish Communal Affairs Department at The American Jewish Committee:
"Understanding Jewish History: Texts and Commentaries."

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Program Assistant

INTEROFFICE MEMORANDUM

to: CIJE Colleagues
from: Nessa Rapoport and Chava Werber
subject: Current Activities
date: November 6, 1997

In preparation for the GA, we have revised the Spring 1997 Current Activities. Attached is a draft for Fall/Winter 1997-1998, essentially the same but reorganized to be more "lay friendly."

Please look at the pages about the projects for which you are responsible and e-mail or fax to Chava a couple of sentences that bring readers up to date; and brief responses to the questions in the margins.

Since we need them back immediately (by Tuesday, November 11), we encourage you to make it as easy for yourselves as possible.

If entire projects are missing, please send us a one- or two-sentence listing by Tuesday and then expand the project description by Thanksgiving (Wednesday, November 26), when we can create the next "edition."

Chava Werber
CIJE
15 East 26 Street, Suite 1817
New York, NY 10010
Phone: (212) 532-2360, x11
Fax: (212) 532-2646

CIJE
Council for Initiatives in Jewish Education

Fax

To: Karen Barth and Barry Holtz **From:** Nessa Rapoport and Chava Werber

Fax: **Pages:** 23, including cover page

Re: Current Activities **Date:** November ¹⁰~~8~~, 1997

☒ **Urgent** ☐ **For Review** ☐ **Please Comment** ☒ **Please Reply** ☐ **Please Recycle**

● **Comments:**

PLEASE BE SURE THAT BOTH KAREN BARTH AND BARRY HOLTZ RECEIVE A COPY OF THIS DOCUMENT.

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CURRENT ACTIVITIES: 1997-1998

The Council for Initiatives in Jewish Education (CIJE)

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent national organization whose mission is to help transform North American Jewish life through Jewish education. We promote educational excellence by developing:

Lay and professional leadership for Jewish education.

Strategies for change in partnership with educating institutions, communities, and national organizations.

Innovative ideas for educational policy and practice.

Models of success in Jewish teaching and learning.

CIJE is committed to placing powerful Jewish ideas at the heart of our work; to bringing the best of general education to the field of Jewish education; to using rigorous research and evaluation to inform decision-making; and to working with a range of institutions, foundations, and denominations to make outstanding Jewish education a communal priority and reality.



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

Professor Isadore Twersky, *A Time to Act*

CURRENT ACTIVITIES: 1997-1998

LEADERSHIP FOR JEWISH EDUCATION

- The Teacher Educator Institute
- The Institute for Leaders in Jewish Education
- The Seminar for Professors of General Education
- The CIJE Education Seminar

KAB: Add other projects?

VISION FOR JEWISH EDUCATION

- The Goals Project

RESEARCH FOR POLICY

- The CIJE Study of Educators
- Policy Briefs and Research Reports
- The Manual for The CIJE Study of Educators

PLANNING

- Brandeis University Planning Consultation
- Other CIJE Planning Initiatives

PROJECTS

- The Best Practices Project
- The Lead Community Project

PUBLICATIONS

BOARD AND STAFF

- Board of Directors and Chairman's Council
- Staff and Consultants

The Teacher Educator Institute

What would it take to transform the supplementary school into an institution where exciting learning takes place, where students are stimulated by what they encounter, and where a love of Jewish learning and the commitment to Jewish living is the hallmark of the institution? CIJE believes--and current educational research confirms--that the heart of any transformation of an educational institution such as the supplementary school is linked to exciting, innovative teaching by knowledgeable and committed educators.

GZD/SDF:

Please update-

• Cohort II

• Cohort III

• Communal teams

• Video project

The CIJE Policy Brief, *The Background and Professional Training of Teachers in Jewish Schools* (1994), shows that in supplementary schools, the teaching pool is committed and stable. However, only 13% of supplementary school teachers are formally prepared in both pedagogy and Judaica subject matter. Given the weak preparation and background of this teaching pool, in-service education becomes a crucial element in upgrading the profession. Yet CIJE research has shown that professional development for teachers tends to be infrequent, unsystematic, and not designed to meet teacher's needs.

What is required is a strategy that can capitalize on the commitment of teachers, redress the deficiencies in their preparation and background, and prepare them to actively engage children in meaningful encounters with the Jewish tradition. Old training models of professional development are simply not adequate for the scope of this task.

CIJE's Teacher Educator Institute (TEI) is a two-year program, partially funded by the Nathan Cummings Foundation, to create a national cadre of teacher educators. It focuses on the challenges of developing new approaches to issues of professional development for Jewish educators. The central goal of TEI is to develop leaders who can mobilize significant change in teaching and learning through improved and creative professional development for teachers in their institutions, in their communities, and on the national level. The core domains of study include: teaching and learning; Jewish content, including personal religious connection; knowledge of teachers as learners; professional development; and organizations/systems/the Jewish community. TEI graduates will be catalysts for change who are substantively grounded in ideas and concrete practices, and who also have a deep understanding of instructional improvement and educational change.

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

In May 1997, Cohort One of TEI completed its second year. Participants were Jewish educators who currently work in central agencies or as principals of supplementary schools (whose roles and responsibilities already include designing professional development opportunities). In Cohort Two, there are also participants whose responsibilities lie in the area of Jewish early childhood education.

Participants are invited to join TEI as members of educational teams. There are presently ten communal teams, as well as four teams that represent national movements involved in this pilot project (Conservative, Reconstructionist, Reform, and Florence Melton Adult Mini-School Project for Teachers). Cohort One, approximately 15 people, met six times; and Cohort Two, approximately 45 people, has met three times.

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

TEI will result in:

1. A national cadre of over 50 teacher educators.
2. A CIJE Policy Brief on "best practices" in professional development.
3. A videotape library to be used to create powerful professional development opportunities for others.

The evaluation component of this work includes:

1. A survey of current professional development offerings in a sub-sample of communities participating in the Institute describing in depth the nature and extent of those offerings for teachers in each focal community (including both communal and institutional offerings). The purpose of this document is to establish a baseline so that change can be assessed in the future.
2. An interview study on TEI participants' efforts to improve the quality of professional development opportunities in their communities.
3. A document or series of documents focusing on the same sub-sample of participating communities, evaluating changes in the structure and content of their communal and school professional development offerings. These reports will draw on interviews with participants and others from the focal communities as well as on observations of professional development activities in the communities.

In Fall 1997, an article describing the work of TEI was published in the *Peabody Journal of Education*:

Holtz, B.W., Dorph, G.Z., and Goldring, E. B. (1997). **Educational leaders as teacher educators: The Teacher Educator Institute—a case from Jewish education.** *Peabody Journal of Education*, 72 (2), 147-166.

The Institute for Leaders in Jewish Education

GZD/SDF:
update Dec. '97
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faculty

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

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

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

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

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

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

LEADERSHIP FOR JEWISH EDUCATION

The institutes have taken place at the Harvard University Graduate School of Education. They have focused on a common theme: creating and implementing a strong, compelling vision for Jewish education. Forty educational leaders attended the first institute, *"Building a Community of Leaders: Creating a Shared Vision,"* held in Fall 1994. Many of the same participants also attended the second institute in Spring 1996, *"Leadership and Vision for Jewish Education."* A third institute, *"The Power of Ideas: Leadership, Governance and the Challenges of Jewish Education,"* was held in January 1997. This institute, building upon the foundation of the first two institutes, was designed for a lay and professional leadership team from each participating institution. Over 60 leaders attended in teams from across North America.

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

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

The institutes are staffed by preeminent faculty in both Judaica, education, and leadership, including Professors Terrence Deal, Robert Kegan, Michael Rosenak, and Isadore Twersky (z"l).

The Seminar for Professors of General Education

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

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

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

A second seminar was held at the end of January 1997. Three additional professors were added to the group at that time. A third meeting was held in June, with an additional five professors joining the group. The next meeting will take place in January 1998.

The professors in the group are serving as consultants, enriching the field of Jewish education with ideas and research from general education. CIJE will continue to expand the group, creating a new network of outstanding educators committed to revitalizing Jewish education.

-over-

LEADERSHIP FOR JEWISH EDUCATION

The group currently includes:

Deborah Ball, Professor of Education, University of Michigan.

Daniel Chazan

Richard Cohen

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

Walter Feinberg

William Firestone, Professor of Education, Rutgers University.

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

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

Pamela Grossman

Marvin Hoffman

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

Deborah Kerdeman

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

Gil Noam

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

David Purpel

Anna Reichert, Associate Professor of Education, Mills College.

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

Susan Stodolsky, Professor of Education and Psychology, University of Chicago.

Sam Wineberg

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

*BWH/SDF:
Please verify list
& add formal titles*

The CIJE Education Seminar Series

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

Previous programs have included:

Dr. Jonathan Woocher, Executive Vice President of JESNA:
"Toward a 'Unified Field' Theory of Jewish Continuity."

Professor Michael Rosenak, of the Melton Centre for Jewish Education at Hebrew University:
"Realms of Jewish Learning: Two Conceptions of the Educated Jew."

Dr. Gail Z. Dorph, Senior Education Officer at CIJE:
"Content-Specific Domains of Knowledge for Teaching Torah."

Dr. Sherry Blumberg, Associate Professor of Jewish Education at Hebrew Union College:
"To Know Before Whom You Stand: A Philosophy of Liberal Jewish Education for the Twenty-First Century."

Dr. Bethamie Horowitz, Senior Scholar at the Center for Jewish Studies at the CUNY Graduate Center:
"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity."

Dr. Barry Kosmin, Director of Research for the Institute for Jewish Policy Research in London and member of the Doctoral Faculty in Sociology at the City University Graduate Center:
"Sociological Insights for Educators Arising from the Survey of Conservative B'nai Mitzvah Students in North America."

Dr. Tova Halbertal, of the faculty of the Melton Centre for Jewish Education in the Diaspora of the Hebrew University:
"Mothering and Culture: Ambiguities in Continuity."

Dr. Steven Bayme, Director of the Jewish Communal Affairs Department at The American Jewish Committee:
"Understanding Jewish History: Texts and Commentaries."

Jerome Chanes, Program Director of the National Foundation for Jewish Culture:
"Whither the Jewish Communal Agenda? The American Jewish Polity in Transition."

The Goals Project

DNP:
Please update

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

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

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

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

Other recent consultations focused on the development of guiding visions for community agencies and for educating institutions have been held in Atlanta, Baltimore, and Milwaukee, as well as with the Jewish Community Center Association in the area of camping. Currently, CIJE is consulting to groups in Cleveland and Phoenix that are working to establish new community high schools, as well as to the planning sub-committee of education of the Federation of Rhode Island.

4. **Goals for Community Day High Schools:** Under the auspices of the Goals Project, CIJE organized an initial meeting of the professional leadership of emerging and existing community day high schools. This meeting provided an important opportunity to identify and explore basic questions concerning the nature and guiding purposes of such institutions.

5. **Goals Publications and Resources:** In 1996-97, the Goals Project will continue to develop a number of materials that will serve as resources to the project and to the field of Jewish education.

In addition to the Agnon case study, Goals Project materials include:

Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions, by Seymour Fox with William Novak: Published in March 1997 by the Mandel Institute of Jerusalem and CIJE, this essay offers a portrait of an ambitious effort to infuse an educational setting with powerful ideas about the purpose and meaning of Jewish life.

Pekarsky, D. (1997). **The place of vision in Jewish educational reform.** *Journal of Jewish Education*, 63 (1&2), 31-40.

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

The CIJE Study of Educators

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

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

Policy Briefs and Research Reports

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

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

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

Analysis of the data on educational leaders provided from *The CIJE Study of Educators* has been reported in: Goldring, E.B., Gamoran, A., & Robinson, B. (1996). **Educational leaders in Jewish schools.** *Private School Monitor*, 18 (1), 6-13.

A more comprehensive report on the characteristics of leaders in Jewish schools will be released in 1998.

The Manual for The CIJE Study of Educators

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

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

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

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

Brandeis University Planning Consultation

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

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

The task force is considering the following questions:

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

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

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

Other CIJE Planning Initiatives

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

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

KAB: is this
date still
accurate?

CIJE is also a consultant to the following projects:

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

The New Atlanta Jewish Community High School;

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

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

KAB: add - Rabbinical schools - U. of Judaism; JTS?
Synagogue 2000?
University of Wisconsin?
JCCA?
PEJE?
Recruiting conference?
Others?

The Best Practices Project

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

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

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

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

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

The Lead Community Project

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

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

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

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

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

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

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



About Our Work: Articles Published in Books and Journals of Jewish Education

Dorph, G.Z. (1995). Transforming Jewish teaching: A necessary condition for transforming Jewish schools. *Agenda: Jewish Education*, 6, 21-24.

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BR: Is this accurate?
How to list?

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Matthew Maryles

Ezra Merkin

Richard Scheuer

Bennett Yanowitz



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Sharon Feiman-Nemser

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President, Mandel Institute, Jerusalem

Adam Gamoran

Professor of Sociology and Educational Policy Studies, University of Wisconsin

Ellen Goldring

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

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Professor of Educational Policy, University of Wisconsin

Nessa Rapoport

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Bill Robinson

Field Researcher

Susan Stodolsky

Professor of Education and Psychology, University of Chicago.

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Shahrazad Ahmed

Administrative Assistant

Sarah Feinberg

Program Assistant

Jessica Holstein

Program Assistant

Megan Ifill

Executive Assistant

Chava Werber

Program Assistant

TITLES - Profs Group
CURRENT ACTIVITIES

To: [unknown], cwerber
From: walter feinberg, INTERNET:wfeinber@staff.uiuc.edu
Date: 11/7/97, 3:32 PM
Re: Message from Internet

W. Feinberg

Sender: wfeinber@staff.uiuc.edu
Received: from staff1.cso.uiuc.edu (staff1.cso.uiuc.edu [128.174.5.59])
by dub-img-2.compuserve.com (8.8.6/8.8.6/2.8) with ESMTP id PAA28282
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 15:32:14 -0500 (EST)
Received: from [128.174.90.30] (mac30.ed.uiuc.edu [128.174.90.30])
by staff1.cso.uiuc.edu (8.8.5/8.8.5) with SMTP id PAA11804
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 15:32:07 -0500 (EST)
Message-Id: <v02130502b0893d97db26@[128.174.90.30]>
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
Date: Fri, 7 Nov 1997 15:52:56 -0600
To: cwerber@compuserve.com
From: wfeinber@staff.uiuc.edu (walter feinberg)

My title is Walter Feinberg, Professor, Philosophy of Education,
Derartment of Educational Policy Studies The University of Illiois
Champaign, Urbana or just palin Walter Feinberg, Professor, Philosophy of
Education.

Walter Feinberg
Professor Philosophy of Education
360 Education Blding University of Illinois
Champaign, IL. 61820

217 244 0151

Still missing:

Daniel Chazan
Maurin Hoffman
David Purpel

DNP

To: Chava Werber, CWerber
From: Sarah Feinberg, SFeinberg
Date: 11/7/97, 2:29 PM
Re: titles -Reply

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

From: Dan Pekarsky, INTERNET:pekarsky@mail.soemadison.wisc.edu
To: [unknown], SFeinberg

Date: 11/7/97 9:12 AM

RE: titles -Reply

Sender: pekarsky@mail.soemadison.wisc.edu

Received: from mail.soemadison.wisc.edu (mail.soemadison.wisc.edu [144.92.171.111])
by dub-img-9.compuserve.com (8.8.6/8.8.6/2.8) with SMTP id JAA01311
for <SFeinberg@compuserve.com>; Fri, 7 Nov 1997 09:12:10 -0500 (EST)

Received: from soe#u#1-Message Server by mail.soemadison.wisc.edu
with Novell GroupWise; Fri, 07 Nov 1997 08:14:30 -0600

Message-Id: <s462cde6.047@mail.soemadison.wisc.edu>

X-Mailer: Novell GroupWise 4.1

Date: Fri, 07 Nov 1997 08:14:03 -0600

From: Dan Pekarsky <pekarsky@mail.soemadison.wisc.edu>

To: SFeinberg@compuserve.com

Subject: titles -Reply

Mime-Version: 1.0

Content-Type: text/plain

Content-Disposition: inline

✓ Professor, Department of Educational Policy Studies, University of
Wisconsin - Madison

>>> Sarah Feinberg <SFeinberg@compuserve.com> 11/07/97 07:11am >>>

Hi Everyone!

could you please send us your full titles (professor of _____,
etc.)? I know we have it someplace, but things are very scattered
around

here these days. Please send it to Chava Werber
(cwerber@compuserve.com)

by Tuesday. She needs it for the publication of our Current Activities.

Thank you very much in advance.
sarah

To: Chava Werber, CWerber
From: Sarah Feinberg, SFeinberg
Date: 11/7/97, 2:29 PM
Re: Re: titles

D. Ball

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

From: Deborah Ball, INTERNET:dball@umich.edu
To: Sarah Feinberg, SFeinberg

Date: 11/7/97 9:05 AM

RE: Re: titles

Sender: dball@umich.edu

Received: from rodan.rs.itd.umich.edu (rodan.rs.itd.umich.edu [141.211.83.21])
by arl-img-6.compuserve.com (8.8.6/8.8.6/2.8) with ESMTP id JAA23159
for <SFeinberg@compuserve.com>; Fri, 7 Nov 1997 09:05:50 -0500 (EST)

Received: from [35.9.14.12] by rodan.rs.itd.umich.edu (8.8.5/2)
id JAA16601; Fri, 7 Nov 1997 09:05:47 -0500 (EST)

X-Sender: dball@d.imap.itd.umich.edu

Message-Id: <v03110706b06289dc72e3@[35.9.14.12]>

In-Reply-To: <199711070811_MC2-272A-F04@compuserve.com>

Mime-Version: 1.0

Content-Type: text/plain; charset="us-ascii"

Date: Fri, 7 Nov 1997 08:59:00 +69141

To: Sarah Feinberg <SFeinberg@compuserve.com>

From: Deborah Ball <dball@umich.edu>

Subject: Re: titles

✓ I'm a professor of education, or if you want to be more specific, you could
say mathematics and teacher education. but i think education is enough.
shabbat shalom.

>Hi Everyone!

>could you please send us your full titles (professor of _____,
>etc.)? I know we have it someplace, but things are very scattered around
>here these days. Please send it to Chava Werber (cwerber@compuserve.com)
>by Tuesday. She needs it for the publication of our Current Activities.
>Thank you very much in advance.
>sarah

Deborah Loewenberg Ball
4119 SEB, 610 E. University
University of Michigan
Ann Arbor, MI 48109-1259
Tel.: (313) 647-3713 (office)
email: dball@umich.edu; fax: (517) 337-8054

EG

To: [unknown], cwerber
From: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu, INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Ed
Date: 11/7/97, 11:50 AM
Re: Title

Sender: GOLDRIEB@ctrvax.Vanderbilt.Edu
Received: from ctrall.Vanderbilt.Edu (ctrall.Vanderbilt.Edu [129.59.1.22])
by dub-img-5.compuserve.com (8.8.6/8.8.6/2.8) with ESMTP id LAA05572
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 11:50:19 -0500 (EST)
From: GOLDRIEB@ctrvax.Vanderbilt.Edu
Received: from PATHWORKS-MAIL by ctrvax.Vanderbilt.Edu (PMDF V5.1-8 #16820)
id <01IPQ4PFE5VA8X144H@ctrvax.Vanderbilt.Edu> for cwerber@compuserve.com; Fri,
7 Nov 1997 10:46:28 CST
Date: Fri, 07 Nov 1997 10:46:27 -0600 (CST)
Subject: Title
To: cwerber@compuserve.com
Message-id: <01IPQ4PFEFIG8X144H@ctrvax.Vanderbilt.Edu>
X-VMS-To: in%"cwerber@compuserve.com"
MIME-version: 1.0

✓ Hi!
My title is Professor of Educational Leadership and Associate Dean,
Peabody College, Vanderbilt University
Ellen



AG

To: [unknown], cwerber
From: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu
Date: 11/7/97, 11:11 AM
Re: titles

Sender: gamoran@ssc.wisc.edu
Received: from duncan.ssc.wisc.edu (duncan.ssc.wisc.edu [144.92.190.57])
by dub-img-10.compuserve.com (8.8.6/8.8.6/2.8) with SMTP id LAA17261
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 11:11:12 -0500 (EST)
Received: from [144.92.174.144] by duncan.ssc.wisc.edu; (5.65v3.2/1.1.8.2/10May96-043
id AA03769; Fri, 7 Nov 1997 10:11:11 -0600
Message-Id: <2.2.16.19971107161204.087f79ba@ssc.wisc.edu>
X-Sender: gamoran@ssc.wisc.edu
X-Mailer: Windows Eudora Pro Version 2.2 (16)
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
Date: Fri, 07 Nov 1997 10:12:04 -0600
To: cwerber@compuserve.com
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: titles

✓ Adam Gamoran is Professor of Sociology and Educational Policy Studies at the
University of Wisconsin, Madison.

>Date: Fri, 7 Nov 1997 08:11:25 -0500
>From: Sarah Feinberg <SFeinberg@compuserve.com>
>Subject: titles
>Sender: Sarah Feinberg <SFeinberg@compuserve.com>
>To: Deborah Ball <dball@umich.edu>, Dan Chazan <dchazan@msu.edu>,
> Richard Cohen <richard_cohen@convene.com>,
> Sharon Feiman-Nemser <snemser@ibm.cl.msu.edu>,
> Walter Feinberg <wfeinber@uiuc.edu>,
> Bill Firestone <wilfires@rci.Rutgers.EDU>,
> Pam Grossman <grossman@u.washington.edu>,
> Barry Holtz <73321.1221@compuserve.com>,
> Fran Jacobs <fjacobs@emerald.tufts.edu>,
> Deborah Kerdeman <kerdeman@u.washington.edu>,
> Gil Noam <noamgi@hugsel.harvard.edu>,
> Danny Pekarsky <danpek@mac.wisc.edu>,
> David Purpel <purpeld@dewey.uncg.edu>, Anna Richert <annaer@aol.com>,
> Barbara Schneider <schneider@norcmail.uchicago.edu>,
> Susan Stodolsky <sue@cicero.spc.uchicago.edu>,
> Sam Wineburg <wineburg@u.washington.edu>,
> Ken Zeichner <zeichner@facstaff.wisc.edu>,
> Adam Gamoran <gamoran@ssc.wisc.edu>,
> Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
>Cc: Chava Werber <CWerber@compuserve.com>
>Content-Disposition: inline
>
>Hi Everyone!
>could you please send us your full titles (professor of _____,
>etc.)? I know we have it someplace, but things are very scattered around
>here these days. Please send it to Chava Werber (cwerber@compuserve.com)
>by Tuesday. She needs it for the publication of our Current Activities.
>Thank you very much in advance.
>sarah
>
>

To: Sarah Feinberg, SFeinberg
CC: [unknown], cwerber
From: William Firestone, INTERNET:wilfires@rci.rutgers.edu
Date: 11/7/97, 10:33 AM
Re: Re: titles

Bill Firestone

Sender: wilfires@rci.rutgers.edu
Received: from erebus.rutgers.edu (erebus.rutgers.edu [165.230.116.132])
by arl-img-5.compuserve.com (8.8.6/8.8.6/2.8) with SMTP id KAA05648;
Fri, 7 Nov 1997 10:32:50 -0500 (EST)
Received: from Solo (blakey-a-asy-14.rutgers.edu [165.230.16.82]) by erebus.rutgers.e
Date: Fri, 7 Nov 1997 10:32:46 -0500
Message-Id: <199711071532.KAA11153@erebus.rutgers.edu>
X-Sender: wilfires@erebus.rutgers.edu
X-Mailer: Windows Eudora Pro Version 2.1.2
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
To: Sarah Feinberg <SFeinberg@compuserve.com>
From: William Firestone <wilfires@rci.rutgers.edu>
Subject: Re: titles
Cc: cwerber@compuserve.com

✓ Sarah,

I'm professor of educational policy. Hope that helps.

At 08:11 AM 11/7/97 -0500, you wrote:

>Hi Everyone!

>could you please send us your full titles (professor of _____,
>etc.)? I know we have it someplace, but things are very scattered around
>here these days. Please send it to Chava Werber (cwerber@compuserve.com)
>by Tuesday. She needs it for the publication of our Current Activities.
>Thank you very much in advance.

>sarah

>

>

William A. Firestone, Director
Research and Development
Rutgers Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903 USA
Ph. 908/932-7496 x 230
Fax. 908/932-1957
e-mail wilfires@rci.rutgers.edu

Anna Richert

To: [unknown], cwerber
From: INTERNET:AnnaER@aol.com, INTERNET:AnnaER@aol.com
Date: 11/7/97, 9:58 AM
Re: No Subject

Sender: AnnaER@aol.com
Received: from mrin42.mail.aol.com (mrin42.mx.aol.com [198.81.19.152])
by arl-img-9.compuserve.com (8.8.6/8.8.6/2.8) with ESMTTP id JAA16455
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 09:56:16 -0500 (EST)
From: AnnaER@aol.com
Received: (from root@localhost)
by mrin42.mail.aol.com (8.8.5/8.7.3/AOL-2.0.0)
id JAA08204 for cwerber@compuserve.com;
Fri, 7 Nov 1997 09:56:14 -0500 (EST)
Date: Fri, 7 Nov 1997 09:56:14 -0500 (EST)
Message-ID: <971107095613_1468356327@mrin42.mail.aol.com>
To: cwerber@compuserve.com
Subject: No Subject

Hi Chava:

Sarah asked that I send you my title. It is Associate Professor and
CoDirector of Teacher Education at Mills College in Oakland, California.

My name---I guess you may need that too, is Anna E. Richert.

Thanks,

Anna

Stodolsky

To: [unknown], cwerber
From: Susan S. Stodolsky, INTERNET:sue@spc.uchicago.edu
Date: 11/7/97, 9:53 AM
Re: title

Sender: sue@spc.uchicago.edu
Received: from cholera.spc.uchicago.edu (cholera.spc.uchicago.edu [128.135.252.3])
by hil-img-6.compuserve.com (8.8.6/8.8.6/2.8) with ESMTTP id JAA15661
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 09:52:31 -0500 (EST)
Received: from cicero.spc.uchicago.edu (root@cicero.spc.uchicago.edu [128.135.232.3])
by cholera.spc.uchicago.edu (8.8.5/8.8.5) with ESMTTP id IAA02777
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 08:58:26 -0600
Received: from stdsue2 (stdsue2.spc.uchicago.edu [128.135.64.138])
by cicero.spc.uchicago.edu (8.8.5/8.8.5) with SMTP id IAA13097
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 08:52:30 -0600 (CST)
Date: Fri, 7 Nov 1997 08:52:30 -0600 (CST)
Message-Id: <199711071452.IAA13097@cicero.spc.uchicago.edu>
X-Sender: sue@cicero.spc.uchicago.edu
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
To: cwerber@compuserve.com
From: sue@spc.uchicago.edu (Susan S. Stodolsky)
Subject: title
X-Mailer: <PC Eudora Version 1.4b22>

✓ Susan Stodolsky
Professor of Education and Psychology
Susan S. Stodolsky, Professor
Department of Education
University of Chicago
5835 S. Kimbark Ave.
Chicago IL 60637
773-702-1599
FAX 773-702-0248
sue@cicero.spc.uchicago.edu



To: [unknown], cwerber
From: kenneth zeichner, INTERNET:zeichner@facstaff.wisc.edu
Date: 11/7/97, 9:34 AM
Re: title

Sender: zeichner@facstaff.wisc.edu
Received: from maill.doit.wisc.edu (maill.doit.wisc.edu [144.92.9.40])
by dub-img-1.compuserve.com (8.8.6/8.8.6/2.8) with ESMTTP id JAA10879
for <cwerber@compuserve.com>; Fri, 7 Nov 1997 09:34:51 -0500 (EST)
Received: from [144.92.183.194] by maill.doit.wisc.edu
id IAA165462 (8.8.6/50); Fri, 7 Nov 1997 08:34:18 -0600
Message-Id: <199711071434.IAA165462@maill.doit.wisc.edu>
X-Sender: zeichner@facstaff.wisc.edu
X-Mailer: Windows Eudora Pro Version 2.1.2
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
Date: Fri, 07 Nov 1997 09:36:06 -0600
To: cwerber@compuserve.com
From: kenneth zeichner <zeichner@facstaff.wisc.edu>
Subject: title

✓ My full title is Hoefs-Bascom Professor of Teacher Education
Ken Zeichner
University of Wisconsin-Madison
225 N. Mills St.
Madison, WI 53706
608-263-4651 phone
608-263-9992 fax



Feiman-Nemser

To: [unknown], cwerber
From: Sharon Feiman-Nemser, INTERNET:snemser@ibm.cl.msu.edu
Date: 11/11/97, 7:29 AM
Re: Message from Internet

Sender: snemser@msu.edu
Received: from msu.edu (ibm.cl.msu.edu [35.8.2.2])
by hil-img-10.compuserve.com (8.8.6/8.8.6/2.8) with SMTP id HAA27368
for <cwerber@compuserve.com>; Tue, 11 Nov 1997 07:29:56 -0500 (EST)
Date: Tue, 11 Nov 1997 07:29:56 -0500 (EST)
Message-Id: <199711111229.HAA27368@hil-img-10.compuserve.com>
Received: from pml32-05.dialip.mich.net (35.9.14.226) by msu.edu
(IBM VM SMTP V2R3) with TCP; Tue, 11 Nov 97 07:29:01 EST
X-Sender: snemser@ibm.cl.msu.edu
X-Mailer: Windows Eudora Version 2.0.3
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
To: cwerber@compuserve.com
From: snemser@ibm.cl.msu.edu (Sharon Feiman-Nemser)
Subject:

✓ Sarah Feinberg asked me to send you my full title.
Sharon Feiman-Nemser
Professor of Teacher Education
Michigan State University



To: Chava Werber, [103504,3205]
From: Sarah Feinberg, SFeinberg
Date: 11/10/97, 7:51 PM
Re: Re: titles

X S. Weinberg

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

From: Sam Wineburg, INTERNET:wineburg@u.washington.edu
To: Sarah Feinberg, SFeinberg

Date: 11/8/97 1:31 AM

RE: Re: titles

Sender: wineburg@u.washington.edu

Received: from jason02.u.washington.edu (jason02.u.washington.edu [140.142.76.8])
by dub-img-7.compuserve.com (8.8.6/8.8.6/2.8) with ESMTTP id BAA22317
for <SFeinberg@compuserve.com>; Sat, 8 Nov 1997 01:31:24 -0500 (EST)

Received: from saul9.u.washington.edu (wineburg@saul9.u.washington.edu [140.142.82.7])
by jason02.u.washington.edu (8.8.4+UW97.07/8.8.4+UW97.05) with ESMTTP
id WAA33082 for <SFeinberg@compuserve.com>; Fri, 7 Nov 1997 22:30:53 -0800

Received: from localhost (wineburg@localhost)
by saul9.u.washington.edu (8.8.4+UW97.07/8.8.4+UW97.04) with SMTP
id WAA18802 for <SFeinberg@compuserve.com>; Fri, 7 Nov 1997 22:30:52 -0800

Date: Fri, 7 Nov 1997 22:30:52 -0800 (PST)

From: Sam Wineburg <wineburg@u.washington.edu>

To: Sarah Feinberg <SFeinberg@compuserve.com>

Subject: Re: titles

In-Reply-To: <199711070811 MC2-272A-F04@compuserve.com>

Message-ID: <Pine.OSF.3.96.971107222957.5845B-100000@saul9.u.washington.edu>

MIME-Version: 1.0

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

Associate Prof. of Educational Psychology & Adjunct
Assoc. Prof. History, University of Washington.

****PLEASE NOTE****

Address On Sabbatical (until: July 1998)

POB 414 Metulla, ISRAEL (wine@isracom.co.il)

phone number (calling from the US or Canada)

011-972-6-6941104 (home)

011-972-50-727644 (cell phone) 9 hr. time difference from Seattle,

7 hrs. from the East Coast (ahead)

Kerdeman

To: [unknown], cwerber
From: Deborah Kerdeman, INTERNET:kerdeman@u.washington.edu
Date: 11/10/97, 3:42 PM
Re: titles (fwd)

Sender: kerdeman@u.washington.edu
Received: from jason02.u.washington.edu (jason02.u.washington.edu [140.142.76.8])
by arl-img-5.compuserve.com (8.8.6/8.8.6/2.8) with ESMTTP id PAA29214
for <cwerber@compuserve.com>; Mon, 10 Nov 1997 15:42:20 -0500 (EST)
Received: from saul3.u.washington.edu (kerdeman@saul3.u.washington.edu [140.142.83.1])
by jason02.u.washington.edu (8.8.4+UW97.07/8.8.4+UW97.05) with ESMTTP
id MAA46128 for <cwerber@compuserve.com>; Mon, 10 Nov 1997 12:42:15 -0800
Received: from localhost (kerdeman@localhost)
by saul3.u.washington.edu (8.8.4+UW97.07/8.8.4+UW97.04) with SMTP
id MAA15816 for <cwerber@compuserve.com>; Mon, 10 Nov 1997 12:42:13 -0800 (PST)
Date: Mon, 10 Nov 1997 12:42:13 -0800 (PST)
From: Deborah Kerdeman <kerdeman@u.washington.edu>
To: cwerber@compuserve.com
Subject: titles (fwd)
Message-ID: <Pine.OSF.3.96.971110123918.3994K-100000@saul3.u.washington.edu>
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; charset=US-ASCII

Deborah Kerdeman
Associate Professor, Philosophy of Education
University of Washington, Seattle, WA

----- Forwarded message -----

Date: Fri, 7 Nov 1997 08:11:25 -0500
From: Sarah Feinberg <SFeinberg@compuserve.com>
To: Deborah Kerdeman <kerdeman@u.washington.edu>,
Cc: Chava Werber <CWerber@compuserve.com>
Subject: titles

Hi Everyone!
could you please send us your full titles (professor of _____,
etc.)? I know we have it someplace, but things are very scattered around
here these days. Please send it to Chava Werber (cwerber@compuserve.com)
by Tuesday. She needs it for the publication of our Current Activities.
Thank you very much in advance.
sarah

R. Cohen

To: [unknown], CWERBER
From: INTERNET:RICHARD_COHEN@convene.com, INTERNET:RICHARD_COHEN@convene.com
Date: 11/10/97, 1:04 PM
Re: Message from Internet

Sender: RICHARD_COHEN@convene.com
Received: from convene2.convene.com (convene2.convene.com [199.170.23.5])
by hil-img-5.compuserve.com (8.8.6/8.8.6/2.8) with SMTP id NAA25134
for <CWERBER@compuserve.com>; Mon, 10 Nov 1997 13:04:32 -0500 (EST)
From: RICHARD_COHEN@convene.com
To: CWERBER@compuserve.com
Subject:
Reply-to: RICHARD_COHEN@convene.com
Date: Mon, 10 Nov 97 10:05:12 PST
Message-ID: <9711101005.aa07952@convene2.convene.com>

Chava:

Here's my official title:

Richard Cohen, Ph.D.
Director, Pacific Oaks Research Center

(Pacific Oaks is a college, not a university)

Richard Cohen
Pacific Oaks Research Center
(818) 397-1381
richard_cohen@convene.com



Fran Jacobs

To: [unknown], cwerber
From: Francine Jacobs, INTERNET:fjacobs@emerald.tufts.edu
Date: 11/11/97, 1:24 PM
Re: information requested

Sender: fjacobs@emerald.tufts.edu
Received: from emerald.tufts.edu (emerald.tufts.edu [130.64.1.16])
by dub-img-2.compuserve.com (8.8.6/8.8.6/2.8) with ESMTP id NAA21171
for <cwerber@compuserve.com>; Tue, 11 Nov 1997 13:24:04 -0500 (EST)
Received: from localhost by emerald.tufts.edu (PMDF V5.1-8 #23568)
with SMTP id <0EJH00A01V3ZX5@emerald.tufts.edu> for cwerber@compuserve.com;
Tue, 11 Nov 1997 13:23:59 -0500 (EST)
Date: Tue, 11 Nov 1997 13:23:59 -0500 (EST)
From: Francine Jacobs <fjacobs@emerald.tufts.edu>
Subject: information requested
To: cwerber@compuserve.com
Message-id: <Pine.OSF.3.96.971111132129.6739I-100000@emerald.tufts.edu>
MIME-version: 1.0
Content-type: TEXT/PLAIN; charset=US-ASCII

Hi,

Sarah Feinberg asked that the following information be forwarded to you:

✓ Francine Jacobs, Ed.D.
Associate Professor and Chair,
Eliot-Pearson Department of Child Development
Associate Professor,
Department of Urban and Environmental Policy
Tufts University
Medford, MA 02155

Let me know if there is anything else you need.

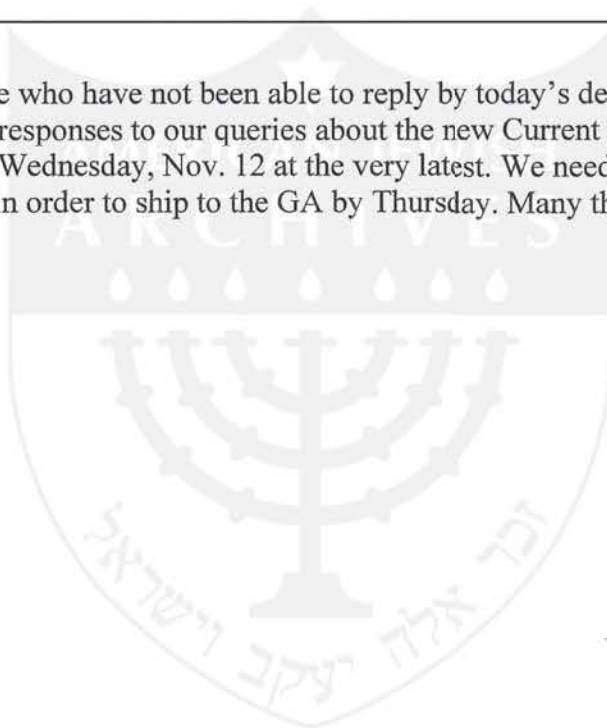
Yours,
Fran Jacobs

MEMORANDUM

TO: CIJE Staff
FROM: Nessa Rapoport
DATE: November 11, 1997
RE: Current Activities revisions

URGENT! For those who have not been able to reply by today's deadline, please be sure to send Chava your responses to our queries about the new Current Activities document by 1 pm tomorrow, Wednesday, Nov. 12 at the very latest. We need to print our copies late on Wednesday in order to ship to the GA by Thursday. Many thanks.

Nessa



The CIJE Essay Series

Beginning in Fall 1994, CIJE invited leading thinkers to apply their disciplines to the current Jewish condition and to Jewish educational policy. The resulting essays are widely distributed, reflecting CIJE's commitment to offering powerful Jewish and educational ideas to the North American community.



11/14/97

Notes for next version of current activities:

- Correct citations format on Best Practices Project
- Add Essay Series description
- Possibly add "Study Guide" to About Our Work section
- Get titles for Elie Holzer and ADH
- Check against Annual Report for table of contents/organization of projects
- Begin revision process 6 weeks before deadline date



CURRENT ACTIVITIES: 1997-1998

The Council for Initiatives in Jewish Education (CIJE)

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent national organization whose mission is to help transform North American Jewish life through Jewish education. We promote educational excellence by developing:

Lay and professional leadership for Jewish education.

Strategies for change in partnership with educating institutions, communities, and national organizations.

Innovative ideas for educational policy and practice.

Models of success in Jewish teaching and learning.

CIJE is committed to placing powerful Jewish ideas at the heart of our work; to bringing the best of general education to the field of Jewish education; to using rigorous research and evaluation to inform decision-making; and to working with a range of institutions, foundations, and denominations to make outstanding Jewish education a communal priority and reality.

ס

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

Professor Isadore Twersky, *A Time to Act*

CURRENT ACTIVITIES: 1997–1998

LAY AND PROFESSIONAL LEADERSHIP

- The Teacher Educator Institute
- The Institute for Leaders in Jewish Education
- The Seminar for Professors of General Education
- The CIJE Education Seminar Series
- Community Day High School Leaders
- Recruiting Conference for Jewish Education and Communal Service

STRATEGIES FOR CHANGE

- Planning Initiatives and Consultations

ADVANCING IDEAS

- The Goals Project
- The CIJE Study of Educators
- Policy Briefs and Research Reports
- The Manual for The CIJE Study of Educators

LEARNING FROM THE FIELD

- The Best Practices Project
- The Lead Community Project
- The Early Childhood Initiative
- The Indicators Project

PUBLICATIONS

BOARD AND STAFF

- Board of Directors and Chairman's Council
- Staff and Consultants

The Teacher Educator Institute

What would it take to transform the supplementary school into an institution where exciting learning takes place, where students are stimulated by what they encounter, and where a love of Jewish learning and commitment to Jewish living is the hallmark of the institution? CIJE believes--and current educational research confirms--that the heart of any transformation of an educational institution such as the supplementary school is linked to exciting, innovative teaching by knowledgeable and committed educators.

The CIJE Policy Brief, *Background and Professional Training of Teachers in Jewish Schools* (1994), shows that in supplementary schools, the teaching pool is committed and stable. However, only 13% of supplementary school teachers are formally prepared in both pedagogy and Judaica subject matter. Given the weak preparation and background of this teaching pool, in-service education becomes a crucial element in upgrading the profession. Yet CIJE research has shown that professional development for teachers tends to be infrequent, unsystematic, and not designed to meet teachers' needs.

What is required is a strategy that can capitalize on the commitment of teachers, redress the deficiencies in their preparation and background, and prepare them to engage children actively in meaningful encounters with the Jewish tradition. Old training models of professional development are simply not adequate for the scope of this task.

CIJE's Teacher Educator Institute (TEI) is a two-year program, partially funded by the Nathan Cummings Foundation, to create a national cadre of teacher educators. It focuses on the challenges of developing new approaches to issues of professional development for Jewish educators. The central goal of TEI is to develop leaders who can mobilize significant change in teaching and learning through improved and creative professional development for teachers in their institutions, in their communities, and on the national level. The core domains of study include: teaching and learning; Jewish content, including personal religious connection; knowledge of teachers as learners; professional development; and organizations/systems/the Jewish community. TEI graduates will be catalysts for change who are substantively grounded in ideas and concrete practices, and who also have a deep understanding of instructional improvement and educational change.

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

By May of 1998, two cohorts, over 50 Jewish educators in all, will have completed the two-year cycle. Participants have included educators who work in central agencies and principals of supplementary schools. In Cohort Two, there are also participants whose responsibilities lie in the area of Jewish early childhood education.

A third cohort of Jewish educators will begin this program in the spring of 1998.

Participants are invited to join TEI as members of educational teams. There are presently 10 communal teams, as well as 4 teams that represent national movements involved in this pilot project (Conservative, Reconstructionist, Reform, and Florence Melton Adult Mini-School Project for Teachers).

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

TEI will result in:

1. A national cadre of over 80 teacher educators.
2. A CIJE Policy Brief on "best practices" in professional development.
3. A videotape library to be used to create powerful professional development opportunities for others.

The evaluation component of this work includes:

1. A survey of current professional development offerings in a sub-sample of communities participating in the Institute that describes in depth the nature and extent of those offerings for teachers in each community (including both communal and institutional offerings). The purpose of this document is to establish a baseline so that change can be assessed in the future.
2. An interview study of TEI participants' efforts to improve the quality of professional development opportunities in their communities.
3. A document or series of documents focusing on the same sub-sample of participating communities, evaluating changes in the structure and content of their communal and school professional development offerings. These reports will draw on interviews with participants and others from those communities as well as on observations of professional development activities in the communities.

In Fall 1997, an article describing the work of TEI was published in the *Peabody Journal of Education*:

Holtz, B.W., Dorph, G.Z., and Goldring, E. B. (1997). **Educational Leaders as Teacher Educators: The Teacher Educator Institute—A Case from Jewish Education.** *Peabody Journal of Education*, 72 (2), 147-166.

The Institute for Leaders in Jewish Education

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

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

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

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

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

The institutes have taken place at the Gutman Conference Center at Harvard University. They have focused on a common theme: creating and implementing a strong, compelling vision for Jewish education.

Forty educational leaders attended the first institute, *"Building a Community of Leaders: Creating a Shared Vision,"* held in Fall 1994.

The second institute, *"Leadership and Vision for Jewish Education,"* took place in Spring 1996.

LAY AND PROFESSIONAL LEADERSHIP

A third institute, *"The Power of Ideas: Leadership, Governance, and the Challenges of Jewish Education,"* was held in January 1997. This institute, building upon the foundation of the first two institutes, was designed for a lay and professional leadership team from each participating institution. Over 60 leaders attended in teams from across North America.

The fourth of these institutes takes place on December 7-10, 1997. Its topic is: *"Leading Jewishly: Exploring the Intersection of Jewish Sources and the Practice of Educational Leadership."* Over 70 educators from the United States and Great Britain will be among the participants.

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

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

The institutes are staffed by preeminent faculty in both Judaica, education, and leadership. They have benefited from the outstanding contribution of Professors Terrence Deal, Ron Heifetz, Ellen Goldring, Arthur Green, Robert Kegan, Michael Rosenak, and Isadore Twersky (z"l), among others.

The Seminar for Professors of General Education

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

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

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

A second seminar was held at the end of January 1997. Three additional professors were added to the group at that time. A third meeting was held in June, with an additional five professors joining the group. The next meeting will take place in January 1998.

The professors in the group are serving as consultants, enriching the field of Jewish education with ideas and research from general education. CIJE will continue to expand the group, creating a new network of outstanding educators committed to revitalizing Jewish education.

LAY AND PROFESSIONAL LEADERSHIP

The group currently includes:

Deborah Ball, Professor of Education, University of Michigan.

Daniel Chazan, Associate Professor of Teacher Education, Michigan State University.

Richard Cohen, Director, Pacific Oaks Research Center.

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

Walter Feinberg, Professor of Philosophy of Education, University of Illinois-Champaign-Urbana.

William Firestone, Professor of Educational Policy, Rutgers University.

Adam Gamoran, Professor of Sociology and Educational Policy Studies, University of Wisconsin-Madison.

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

Marvin Hoffman, Senior Research Associate, Center for School Improvement, University of Chicago.

Francine Jacobs, Associate Professor and Chair, Eliot-Pearson Department of Child Development and Associate Professor, Department of Urban and Environmental Policy, Tufts University.

Deborah Kerdeman, Associate Professor, Philosophy of Education, University of Washington.

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

Daniel Pekarsky, Professor, Department of Educational Policy Studies, University of Wisconsin-Madison.

David Purpel, Professor, Department of Educational Leadership and Cultural Foundations, UNC-Greensboro.

Anna E. Richert, Associate Professor and Co-director of Teacher Education, Mills College.

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

Susan Stodolsky, Professor of Education and Psychology, University of Chicago.

Ken Zeichner, Hoefs-Bascom Professor of Teacher Education, University of Wisconsin-Madison.

The CIJE Education Seminar Series

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

Previous programs have included:

Dr. Jonathan Woocher, Executive Vice President of JESNA:
"Toward a 'Unified Field' Theory of Jewish Continuity."

Professor Michael Rosenak, of the Melton Centre for Jewish Education at Hebrew University:
"Realms of Jewish Learning: Two Conceptions of the Educated Jew."

Dr. Gail Z. Dorph, Senior Education Officer at CIJE:
"Content-Specific Domains of Knowledge for Teaching Torah."

Dr. Sherry Blumberg, Associate Professor of Jewish Education at Hebrew Union College:
"To Know Before Whom You Stand: A Philosophy of Liberal Jewish Education for the Twenty-First Century."

Dr. Bethamie Horowitz, Senior Scholar at the Center for Jewish Studies at the CUNY Graduate Center:
"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity."

Dr. Barry Kosmin, Director of Research for the Institute for Jewish Policy Research in London and member of the Doctoral Faculty in Sociology at the City University Graduate Center:
"Sociological Insights for Educators Arising from the Survey of Conservative B'nai Mitzvah Students in North America."

Dr. Tova Halbertal, of the faculty of the Melton Centre for Jewish Education in the Diaspora of the Hebrew University:
"Mothering and Culture: Ambiguities in Continuity."

Dr. Steven Bayme, Director of the Jewish Communal Affairs Department at The American Jewish Committee:
"Understanding Jewish History: Texts and Commentaries."

Jerome Chanes, Program Director of the National Foundation for Jewish Culture:
"Whither the Jewish Communal Agenda? The American Jewish Polity in Transition."

Dr. Alisa Rubin Kurshan, Executive Director of the Jewish Continuity Commission of UJA/Federation of New York:
"Vocation and Avocation: A Case Study of the Relationship between Jewish Professionals and Volunteer Leaders in Jewish Education."

Community Day High School Leaders

In February 1997, under the auspices of The Goals Project (see p. 12), CIJE organized an initial meeting of the professional leadership of emerging and existing community day high schools. This meeting provided an important opportunity to identify and explore basic questions concerning the nature and guiding purposes of such institutions.

CIJE is currently developing a group of lay and professional leaders of community day high schools who will meet to reflect systematically on the mission and identity of community day high schools at a formative stage in their development. The group will draw on powerful ideas from Jewish and other areas of educational thinking to enrich both established and emerging institutions.

Recruiting Conference for Jewish Education and Communal Service

In partnership with the Wexner Foundation and co-sponsored by CJF, Hillel, JESNA, and JCCA, CIJE is helping to develop a pilot recruiting conference for college students to test whether it is possible to influence the career choices of talented young people in the direction of Jewish education and communal service.

The conference is currently scheduled for March 1998 in Boston, Massachusetts.

Planning Initiatives and Consultations

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

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

CIJE is also a consultant to the following projects:

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

The New Atlanta Jewish Community High School;

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

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

CIJE is also working on significant planning projects with several rabbinical schools and a number of national agencies and initiatives.

The Goals Project

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

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

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

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

Other consultations have focused on the development of guiding visions for community agencies and for educating institutions have been held in Atlanta, Baltimore, and Milwaukee, as well as with the Jewish Community Center Association in the area of camping. Most recently, CIJE has been consulting to groups in Cleveland and Phoenix that are working to establish new community high schools, as well as to the planning sub-committee on education of the Federation of Rhode Island.

4. **Goals Group:** CIJE has organized a group of talented educators drawn from Jewish and general education that focuses on ways of infusing Jewish educational reform efforts with powerful ideas drawn from Jewish and general sources.
5. **Goals Publications and Resources:** In 1996-97, the Goals Project will continue to develop a number of materials that will serve as resources to the project and to the field of Jewish education.

In addition to the Agnon case study, Goals Project materials include:

Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions, by Seymour Fox with William Novak: Published in March 1997 by the Mandel Institute of Jerusalem and CIJE, this essay offers a portrait of an ambitious effort to infuse an educational setting with powerful ideas about the purpose and meaning of Jewish life.

Pekarsky, D. (1997). **The Place of Vision in Jewish Educational Reform**. *Journal of Jewish Education*, 63 (1&2), 31-40.

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

The CIJE Study of Educators

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

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

Policy Briefs and Research Reports

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

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

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

Analysis of the data on educational leaders provided from *The CIJE Study of Educators* has been reported in: Goldring, E.B., Gamoran, A., & Robinson, B. (1996). *Educational Leaders in Jewish Schools. Private School Monitor*, 18 (1), 6-13.

A more comprehensive report on the characteristics of leaders in Jewish schools will be released in 1998.

The Manual for The CIJE Study of Educators

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

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

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

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

The Best Practices Project

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

What do we mean by "best practice"? One recent book about this concept in the world of education states that it is a phrase borrowed from the professions of medicine and law, where "good practice" and "best practice" are everyday phrases used to describe solid, reputable, state-of-the-art work in a field. If a doctor, for example, does not follow contemporary standards and a case turns out badly, peers may criticize his decisions and treatments by saying something like, "That was simply not best practice." (Steven Zemelman, Harvey Daniels, Arthur Hyde, *Best Practice* (Heinemann, 1993), pp. vii-viii.)

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

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

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

The Lead Community Project

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

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

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

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

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

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

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

The Early Childhood Initiative

The Early Childhood Initiative is developing ideas and translating strategies from university-affiliated lab schools to early childhood programs in Jewish agencies, encouraging learning among very young Jewish children and touching the lives of their parents and families.

The Indicators Project

The Indicators Project is an initiative to identify critical dimensions of educational effectiveness. In consultation with a variety of other institutions and experts, CIJE is exploring new methodologies for tracking indicators of educational success.

The effort to establish indicators of Jewish education is modeled after similar approaches in economics, health, and general education. The project would provide a baseline and allow assessment of change. By gathering data over an extended period of time, such indicators may be able to detect changes that are too gradual to appear in program evaluations. The project can transcend the direct outcomes of individual initiatives to examine the overall progress of the Jewish community and its educational system.

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