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Policy Brief: Background and Professional Training of Teachers in
Jewish Schools. Planning correspondence and drafts, 1994.

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FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: robin, 74043,423
DATE: 10/3/94 5:54 PM

Re: RE: reactions

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by dub-img-1.compuserve.com (8.6.4/5.940406sam)
id RAA09736; Mon, 3 Oct 1994 17:42:23 -0400
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA10714; 5.65/42; Mon, 3 Oct 1994 16:38:23 -0500
Date: Mon, 3 Oct 1994 16:38:23 -0500
Message-Id: <9410032138.AA10714@eunice.ssc.wisc.edu>
To: "74043.423@compuserve.com"@ssc.wisc.edu
Cc: ELLEN@ssc.wisc.edu, GAMORAN@ssc.wisc.edu
Subject: RE: reactions

(Please pass this message along to Nessa):

Thanks for the kind words. We did not leave out the "nuggets" for any particular reason, except perhaps space considerations. We can add a box of "nuggets" if you think it would help. If you don't think it's too long, does that mean you're considering an 8-page report? Also, how did you like the color graphs? Can we afford a color document, or will we go with black and white (or maybe black and one color)? I'll at least use the color graphs for overhead slides.

Adam

stimulated to take a close look at their teaching personnel, and work out action plans to suit their contexts.

Professional development for Jewish educators is not only a matter of making up for deficiencies. It is also a means of renewal and growth, something that is imperative for all teachers. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas, and to be invigorated by contact with other educators. And even those who teach only a few hours each week can be nurtured to develop as educators through a long-term commitment to learning and growth.

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Text for Box 1:

first page

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of the lead communities are predominantly female (84%) and American born (86%). Only 7% were born in Israel and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious movements. Thirty-two percent are Orthodox, and 8% call themselves traditional. One quarter identify with the Conservative movement, 31% see themselves as Reform, and the remaining 4% list Reconstructionist and other preferences. One-quarter work full time in Jewish education (i.e. they reported teaching 30 hours per week or more), and about one-fifth work in more than one school.

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Box 2. About the study of educators.

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of the CIJE. It involved a survey of nearly all the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted from previous surveys of Jewish educators, with many questions adapted from the Los

Angeles Teacher Survey. The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The survey was administered in spring 1993 or fall 1994 to all Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. Day school teachers of secular subjects were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over eighty percent of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A different form was administered to education directors, but those data have yet to be analyzed.)

The questionnaire form and the interview protocols will be available for public distribution in 1995. Contact: Nessa Rappoport, CIJE, 15 E. 26th St., Room 1010, New York, NY 10010-1579.

This Research Brief was prepared by the CIJE MEF team: Adam Gamoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. The authors are grateful for suggestions from CIJE staff, the MEF advisory board, and Lead Community participants. They are especially thankful to the Jewish educators who participated in the study.

Future research reports are in preparation, covering such topics as career opportunities, salaries, benefits, recruitment, and so on.

Text for Box 3:

Box 3. Technical notes.

In total, 983 teachers responded out of a total population of ?1180? in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 301 day school teachers, 384 supplementary school teachers, and 291 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what certification was were not certified, we present the percentage who said they were certified out of the total who returned the survey forms, not out of the total who responded to this item.

DRAFT – CONFIDENTIAL

Council for Initiatives in Jewish Education

only the lead

RESEARCH BRIEF: BACKGROUND AND PROFESSIONAL TRAINING OF TEACHERS IN JEWISH SCHOOLS

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior...The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education. --- *A Time to Act*

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report that set forth a mandate for dramatic change in the delivery of Jewish education on this continent. The key building blocks in the Commission's plan were **mobilizing community support for Jewish education**, and **building the profession of Jewish education**. The Commission created the Council for Initiatives in Jewish Education (CIJE) to facilitate its plan, and as a first step, the CIJE established three "Lead Communities" to work with CIJE in mobilizing support and building the profession at the local level. Atlanta, Baltimore, and Milwaukee were selected for their dedication to and investment in Jewish education, as well as for the strength of their communal, educational and congregational leadership.

A central tenet of CIJE is that policy decisions must be based on solid information. Hence, the three Lead Communities boldly engaged in a study of their teaching personnel, to provide a basis for a plan of action to build and enhance the profession of Jewish education. Findings from the study are informing policy discussions which are underway in all three cities. At this time, CIJE is releasing information on one major topic -- background and professional training of teachers in Jewish schools -- to spark discussion at the continental level. Although the findings come from only three communities, we believe they characterize the personnel situation throughout North America -- if anything, teachers in the Lead Communities may have stronger educational and Judaic backgrounds than is typical, given the extraordinary commitment of these communities to Jewish education.

The overall picture is one of a teaching force in serious need of improvement. The large majority of teachers lack solid backgrounds in Jewish studies, or are not professionally trained in education, or both. In-service training, which might help remedy these deficiencies, is infrequent and haphazard, [particularly in day schools and supplementary schools.] The picture is not entirely bleak, however, because most teachers --whether part-time or full-time -- are strongly committed to Jewish education, and intend to remain in their positions. Consequently, investment in Jewish teachers is likely to pay off in the future.

1. Are teachers in Jewish schools committed to Jewish education?

Yes. Almost 60% of the teachers said that Jewish education is their career. Even among part-time teachers (those who reported teaching fewer than 30 hours per week), half described Jewish education as their career (see Figure 1). In supplementary schools where virtually no teachers are full-time Jewish educators, 44% consider Jewish education their career.

[FIGURE 1 ABOUT HERE]

There is considerable stability in the teaching force as well. Thirty-eight percent of the teachers have taught for more than ten years, while just 6% were in their first year as Jewish educators when they responded to the survey (see Table 1). Almost two-thirds plan to continue teaching in their current positions, while only 6% intend to seek a position outside of Jewish education in the near future.

[TABLE 1 ABOUT HERE]

2. Are teachers in Jewish schools trained as Jewish educators?

Most are not. According to teachers' own reports, only 21% are trained as Jewish educators, with a university or teacher's institute degree in education and a college or seminary degree in Jewish studies. Another 39% are partially trained, with a degree in education but not Judaica. Another partially-trained group consists of the 10% who have a degree in Jewish studies, but not in education. This leaves 30% of the teachers who are untrained: they lack professional training in both education and Judaica (see Figure 2).

[FIGURE 2 ABOUT HERE]

Teachers tended to report similar levels of preparation in general education, regardless of whether they taught mainly in day schools, supplementary schools, or pre-schools. For example, close to half the teachers in each setting reported university degrees in general education, and similar proportions have worked in general education in the past (see Table 2). However, in addition to these figures, another 15% to 20% of day school and pre-school teachers have education degrees from teachers' institutes. In the day school setting, these are primarily teachers in Orthodox schools who have attended one- or two-year programs in Israel. (In Orthodox day schools, 37% of teachers have university degrees in education, compared to 67% of teachers in day schools under other sponsorships.)

[TABLE 2 ABOUT HERE]

Day school teachers are much more likely than teachers who work primarily in other settings to have post-secondary training in Judaica. Table 3 shows that 40% of day school teachers are certified as Jewish educators, and 38% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary. (Here, teachers in Orthodox day schools are much more likely to have a degree than those in other day schools, 50% compared with 24%.) Much smaller proportions of teachers in supplementary and pre-schools have studied Judaica to this extent. Overall, around four-fifths of the teachers lack advanced degrees and certification in Judaica, and even in the day schools, three-fifths of the teachers lack such grounding in their subject matter.

[TABLE 3 ABOUT HERE]

3. Are teachers in Jewish schools well-educated as Jews?

Compared to the typical American Jew, teachers in Jewish schools are well-educated Jewishly. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of males and 38% of females who identify as Jews received no Jewish education as children. By contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not

formally educated as Jews in their childhoods. (Since 80% of the teachers are female, the contrast is quite strong.)

Although almost all teachers received some Jewish education as children, for many the experience was minimal. More than one-third of supplementary school teachers and over 60% of pre-school teachers attended religious school once weekly or less before age 13. After age 13, the proportion who received minimal or no Jewish education is even greater (see Figures 3, 4, and 5).

[FIGURES 3, 4, AND 5 ABOUT HERE]

One reason for relatively low levels of childhood Jewish education among pre-school teachers is that many are not Jewish. They are teaching Jewish subject matter to Jewish children, yet they are not Jewish themselves. Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. [So it creates a real problem because she doesn't have the other piece.]

Although the Jewish candidates were presumably better versed in Jewish content and as Jewish role models, the non-Jewish applicant was more skilled as an educator, and this consideration carried more weight. Many pre-school directors described a shortage of Jewish pre-school teachers. Overall, about 10% of the teachers in Jewish pre-schools are not Jewish, and in one community the figure is as high as 20%. ↑

4. Does in-service training compensate for background deficiencies?

No. Although the large majority of teachers are required to attend some workshops, most attend very few each year. Close to 80% of all teachers were required to attend at least one workshop during a two-year period. Among these teachers, around half attended no more than four workshops over the two-year time span.

Pre-school teachers attend workshops more regularly than teachers in other settings (see Figure 6). This occurs, we learned in interviews, because most pre-schools are licensed by the state, which sets standards for teachers' professional development. Generally, pre-school teachers who attended workshops did so with the frequency required by state regulations (between 6 and 7 every two years, with some variation across communities). Given shortages in subject matter and pedagogic backgrounds, however, one may ask whether it would be appropriate to exceed state standards, which are aimed at professionally trained teachers.

[FIGURE 6 ABOUT HERE]

Although state requirements apply to secular teachers in day schools, Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops went to about 3.8 every two years, or less than two per year. How does this compare to secular standards? In

Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. If a typical workshop lasts 3 hours, then day school teachers in our study engage in about 27 hours of workshops over the five year period, less than one-sixth of that required for secular teachers in Wisconsin. (Despite variation among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers reported slightly higher average workshop attendance, at about 4.4 sessions in a two year period. If one keeps in mind that most supplementary school teachers had little or no formal Jewish study after Bar/Bat Mitzvah, and only half are trained as educators, the current status of professional development for supplementary school teachers may also give rise to serious concern.

Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide teacher conventions, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for supplementary and day schools. In interviews, teachers reported they find some sessions to be informative and useful, while others are not. Even at best, however, workshops are isolated events, lacking the continuity of an overall system and plan for professional development.

5. What does it mean, and what can we do?

Almost four-fifths of the teachers we surveyed lacked professional training in education, Jewish content, or both. A substantial minority of teachers received minimal Jewish education even as children. Yet the teachers engage in relatively little professional development, far less than that generally expected of secular teachers.

Findings from day schools present a particular irony. Children in these schools study both secular and Jewish subjects, but the special mission of these schools is to teach Judaism. Yet the Jewish day schools hold their teachers of Judaica to lower standards than their secular teachers, for entry and for professional development. The reason for this is obvious: Secular teachers typically comply with state requirements, which are not binding on Judaica teachers.

Pre-schools provide more staff development, but their teachers are the least prepared in Jewish content when they enter their positions. Indeed, an important minority are not Jewish.

Supplementary schools are staffed by many teachers with education backgrounds, but limited backgrounds in Jewish content. In-service opportunities exist, but they are infrequent and lack coherence.

Yet in all settings, teachers are strongly devoted to Jewish education. We found them to be enthusiastic and positive, committed to the intrinsic rewards of working with children and making a contribution to the Jewish people. Hence, we propose that in addition to recruiting teachers with strong Judaic and educational backgrounds, it is worth investing in our current teachers to improve their knowledge and skills. The three Lead Communities, Atlanta, Baltimore, and Milwaukee, are each devising plans to improve the caliber of their Jewish educators; these plans will no doubt emphasize professional development in addition to recruitment. We hope other communities will be

October 3, 1994

Dear Adam and Ellen: An indirect note--I should be on Compuserve by next week--to let you know that I have read the brief and think you did a splendid job. I'll have modest suggestions for clarity or emphasis, which I will send to you when I have read the brief line-by-line. (There are a couple of instances where a change in the order of the sentences may make a point more easily. And perhaps the length could be cut somewhat, although on a first reading nothing seemed obviously extraneous.)

I'll also try to include any suggestions that Gail, Barry, or Alan may have; we are all in accord that both substance and tone are on target.

I notice that you did not highlight the "nuggets" in chart form, as we had once discussed. Did you feel the Q & A format took care of that? I still think there may be a place for such a chart.

Looking forward to seeing you on Wednesday.

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The questionnaire form and the interview protocols will be available for public distribution in 1995. Contact: Nessa Rappoport, CIJE, 15 E. 26th St., Room 1010, New York, NY 10010-1579.

This Research Brief was prepared by the CUE MEF team: Adam Gamoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. The authors are grateful for suggestions from CUE staff, the MEF advisory board, and Lead Community participants. They are especially thankful to the Jewish educators who participated in the study.

Future research reports are in preparation, covering such topics as career opportunities, salaries, benefits, recruitment, and so on.

Text for Box 3:

Box 3. Technical notes.

In total, 983 teachers responded out of a total population of ?1180? in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 301 day school teachers, 384 supplementary school teachers, and 291 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what certification was were not certified, we present the percentage who said they were certified out of the total who returned the survey forms, not out of the total who responded to this item.

Tuesday October 4

HOLD FOR ARRIVAL: TUESDAY OCTOBER 4

TO: Adam Gamoran

★ Ellen Goldring

FROM: Nessa Rapoport

FAX: 319-9130

Welcome to New York. As the meeting tomorrow ends at 3:00, could we take some time afterward to talk about the research brief? (I've now had the chance to read it line-by-line and can have a more concrete conversation.) Gail will be able to join us, and perhaps Barry as well. You can leave me a message at home tonight (873-8385) or simply let me know tomorrow. See you then.

Nessa

Nessa

Richard Shatten's notes on outcome

• Here is what CITE will do

- more research
 - informal education
 - principals/leadership
 - benefits & salaries
- help communities do more of this work
- disseminate this work

• Here is what nat'l groups should do

- Design in-service training elements
-
-

• Here is what local groups should do:

- 1) focus ~~at~~ on in-service training
- 2) do a survey as a community mobilization tool
- 3) use the tool for an action plan

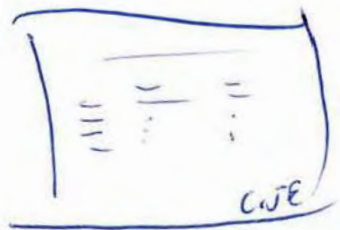
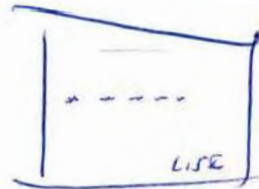
~~to be done~~

① My random ideas that ~~might~~ might form part of the final section of the presentation at the G.A. The staff probably knows more.

② Graphics of presentation need a major upgrade.

A TIME TO ACT
CUE LOGO

PRESENTATION SOFTWARE - BUSINESS AUDIENCE



NEW

ADAM - at end only

Council for Initiatives in Jewish Education (CIJE)

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

The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

--A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling 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 vital 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.

Since 1992, CIJE has been working with three lead communities -- Atlanta, Baltimore, and Milwaukee -- to demonstrate models of systemic change at the local level. The lead communities boldly engaged in a pioneering, comprehensive study of their teaching personnel in day schools, supplementary schools, and pre-schools. Formal Jewish educators were surveyed, and a select sample were interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community.

Two years later, the initial results of this study are illuminating not only for the three communities but as a catalyst for reexamining the personnel of Jewish education throughout North America. This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (box 1).

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% ^{are} ~~were~~ trained as Jewish educators, with a university or teacher's institute degree in education, as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The remaining 30% of teachers are untrained, lacking professional training in either education or Judaica (fig. 1).

Does the teachers' training differ according to educational setting?

+ coming attractions

^[order]
Training in education: About half the teachers in each setting (day schools, pre-schools, and supplementary schools) reported university degrees in education (table 1). An additional 15% to 19% of pre-school and day school teachers have education degrees from teacher's institutes, as do 6% of supplementary school teachers. (These institutes are usually one- or two-year programs taken in lieu of university study.)

Training in Jewish studies: Day school teachers of Judaica are much more likely than teachers who work primarily in other settings to have post-secondary training in Jewish studies. Forty percent of day school teachers are certified as Jewish educators, and 38% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, around 80% of the teachers lack advanced degrees and certification in Judaica, and even in the day schools, 60% lack such grounding in their subject matter (box 2).

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before age 13, 25% percent of supplementary school teachers and 40% of pre-school teachers attended religious school once a week, and 11% of supplementary teachers and 22% of pre-school teachers did not attend at all at that age. After age 13, even greater proportions received minimal or no Jewish education (figs. 2, 3; box 3).

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children--but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 20%.

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish; one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more skilled as an educator, and that consideration carried more weight. Many pre-school directors described a shortage of qualified Jewish teachers.

^{current}
Does in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs such as workshops each year. Close to 80% of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than four workshops over a two-year time span.

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (fig. 4). Most pre-schools are licensed by the state, and teachers receive professional development as required by state standards. Given the minimal backgrounds of many of these teachers in both Judaica and education, however, it is appropriate to ask whether in Jewish settings the requirements should exceed state standards, which are aimed at teachers who have already had professional training.

Day school teachers: Although state requirements apply to general studies teachers in day schools, Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years -- or less than 2 workshops a year.

How does this compare to secular standards? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Professional development for Jewish educators is not only a matter of making up for deficiencies. It is also a means of renewal and growth, something that is imperative for all teachers. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas, and to be invigorated by contact with other educators. Since most day school teachers have incomplete professional preparation, the scarcity of in-service is an even more pressing matter.

Supplementary school teachers: These teachers reported slightly higher average workshop attendance, about 4.4 sessions in a two-year period. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% are trained as educators, the current status of professional development for these teachers is of serious concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a long-term program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide teacher conventions, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for day and supplementary school teachers. At best, workshops are isolated events, lacking the continuity of an overall system and plan for professional development. Veteran and beginning teachers may be offered the same workshops; teachers of strong Judaic content but little pedagogic training may be offered the same opportunities as teachers with strong backgrounds in general education but little Judaica.

[The likelihood of changing this picture in the future] depends to an important extent on teachers' willingness to participate in professional development. Hence, the study of educators examined teachers' commitment to Jewish education.

Are teachers in Jewish schools committed to Jewish education?

Yes. Almost 60% of the teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 30 hours a week), half described Jewish education as their career (fig. 5). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career.

There is considerable stability in the teaching force as well. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (table 3). Sixty-six percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future (box 4).

What do these findings mean, and what can we do?

Almost 80% of the teachers we surveyed lacked professional training in education, Jewish content -- or both. A substantial minority of teachers received scant Jewish education even as children. Yet the teachers have relatively little in-service training, far less than what is commonly expected of state-licensed teachers.

Our findings in day schools are particularly ironic. Although children in these schools study both general and Jewish subjects, the special mission of these schools is to teach Judaism. Yet the day schools hold their teachers of Judaica to lower standards than their general studies teachers.

Pre-schools provide more staff development, but the teachers are the least prepared in Jewish content when they enter their positions. Indeed, an important minority are not Jewish.

date

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8-page, self-cover

schedule

transparencies - what do you want?

75-100 ○

bp

refer to change pass. in gen ed.

Supplementary schools are staffed by many teachers with training in education, but limited background in Jewish content. In-service opportunities exist, but they are infrequent and lack continuity.

And yet, in all settings, teachers are strongly devoted to Jewish education. They are enthusiastic and committed to the intrinsic rewards of working with children and making a contribution to the Jewish people. The commitment they exhibited means that it would be well worth investing in their professional development to improve their knowledge and skills.

Each of the lead communities -- Atlanta, Baltimore, and Milwaukee -- is devising a comprehensive plan to improve the caliber of its Jewish educators. We hope that other communities will be stimulated to take a close look at their teaching personnel, and work out action plans to suit their contexts.

The solution to the problem must be continental as well as local. Communities need help from the major Jewish movements and their affiliated seminaries and colleges, and from other institutions of Jewish higher learning in North America. What resources are available to promote in-service education--in personnel and expertise as well as in dollars? What should be the content of in-service education for different kinds of schools? What standards for professional development should be advocated? What creative ways can be found to enhance the professional growth of all Jewish educators?

These challenges in building the profession of Jewish education require new partnerships and renewed commitment. [I MADE THIS UP, AND WE NEED MORE.]

[CONCLUSION IS BOTH VERY IMPORTANT AND VERY WEAK RIGHT NOW. THERE IS NOT AN ANSWER TO "WHAT CAN WE DO ABOUT IT?"]

It is not your responsibility to complete the task, but neither are you free to desist from it.

--Pirke Avot

[I WOULDN'T MIND A NEW QUOTE.]

Text for Box 1:

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of the lead communities are predominantly female (84%) and American born (86%). Only 7% were born in Israel and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious movements. Thirty-two percent are Orthodox, and 8% call themselves

traditional. One quarter identify with the Conservative movement, 31% see themselves as Reform, and the remaining 4% list Reconstructionist and other preferences. One-quarter work full time in Jewish education (i.e. they reported teaching 30 hours per week or more), and about one-fifth work in more than one school.

Text for Box 2:

Box 2. About the study of educators.

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of the CIJE. It involved a survey of nearly all the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted from previous surveys of Jewish educators, with many questions adapted from the Los Angeles Teacher Survey. The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The survey was administered in spring 1993 or fall 1994 to all Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. Day school teachers of secular subjects were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over eighty percent of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A different form was administered to education directors, but those data have yet to be analyzed.)

The questionnaire form and the interview protocols will be available for public distribution in 1995. Contact: Nessa Rappoport, CIJE, 15 E. 26th St., Room 1010, New York, NY 10010-1579.

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Future research reports are in preparation, covering such topics as career opportunities, salaries, benefits, recruitment, and so on.

Text for Box 3:

Box 3. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. By contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Text for Box 4:

Box 4. Technical notes.

In total, 983 teachers responded out of a total population of ?1180? in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 301 day school teachers, 384 supplementary school teachers, and 291 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

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FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 73321,1217
(unknown), 73321,1220
(unknown), 74671,3370
DATE: 10/7/94 9:53 AM

Re: Re: Policy brief and telecon

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by dub-img-2.compuserve.com (8.6.4/5.940406sam)
id JAA03377; Fri, 7 Oct 1994 09:49:24 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDf V4.3-7 #6454)
id <01HHZM0HJZ3GATK690@ssc.wisc.edu>; Fri, 7 Oct 1994 08:50:03 CST
Date: Fri, 07 Oct 1994 08:50:03 -0600 (CST)
Subject: Re: Policy brief and telecon
To: ANNETTE%HUJIVMS.BITNET@age.ssc.wisc.edu
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 73321.1220@compuserve.com,
73321.1217@compuserve.com, 74671.3370@compuserve.com
Message-id: <01HHZM0HK8R2ATK690@ssc.wisc.edu>
X-VMS-To: IN%"ANNETTE@HUJIVMS.BITNET"
X-VMS-Cc: ELLEN, BARRY, GAIL, ALAN, NESSA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Annette,

I forwarded your message around and we will try to set up the call, although coordinating schedules on Sunday may be difficult. Let me take this opportunity to give you an update. First, we've been working hard, under Nessa's guidance, on making exactly the revisions you suggest -- shortening the text and making it readable by a general audience. I think we're making some progress on that front.

Second, the presentation at the CIJE board went extremely well. There were many positive comments from board members. However, some perceptively expressed the concern that for the presentation at the GA, the story needs to be told somewhat differently. Although the Jewish community responds to crisis (and we're trying to show this is a crisis), we respond when some hope is held out that the situation can be improved. Thus, for the oral presentation, we're thinking of offering some testimony that teachers CAN grow professionally and when they do, it DOES make a difference in the classroom. This might be delivered by me, or by a speaker to follow me in the GA forum.

Your input on this is welcome.

Adam

TO: adam, internet:gamoran@ssc.wisc.edu

Re: Sunday's Telecon

Dear Adam:

We're a bit confused. 11:00 am central time is not 10:00 am NY time: it's 12:00 pm. That's ok with us but please confirm that you mean 12:00 pm on Sunday for this call. (We assume it will last no more than 2 hours.) We will arrange the call when everything is confirmed.

Thanks,

Nessa and Gail

Date: October 7, 1994

To: Alan, Barry, Gail, Nessa

From: Robin

Re: Telecon With Annette this Sunday

I just received a phone call from Adam Gamoran regarding an E-mail message from Annette. She would like to set up a Telecon with all of you, Ellen, and Adam this Sunday between 5:15 pm - 7:00 pm her time. She would like to know if this is possible and if y'all on this end could set it up. Adam forwarded her message to all your accounts. Please let me know your responses and any other details so that I can send a message to Adam ASAP.

Thanks,

Robin

FROM: Annette Hochstein, 100274,1745
TO: Gamoran, INTERNET:Gamoran@ssc.wisc.edu
CC: Gail Dorph, 73321,1217
Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu
Alan Hoffmann, 73321,1220
DATE: 10/7/94 10:59 AM

Re: Policy Brief GA

Hello to all,

Please give copy to Nessa and anyone else who wants to read but isn't in my home list. Thanks!]

We read the document with great interest and believe that it contains all the the elements necessary for drafting the policy brief. However we beleive that it requires too much discrimination among the various data points and arguments to get the point across to busy GA attendents. Therefore the suggestions below are only geared at the translation of that document into a product for the GA. We hope they are useful for Nessa.

Two guiding questions and approaches to these informed our thinking:

1. what should be the message:

- a. the bad news about teachers, their preparation and in-service training
- b. the good news about potential for improvement
- c. something can be done about the situation:
operational suggestions that lead to suggestions for possible action

(perhaps points a) and b) should be in reversed

order)

2. how should the document be crafted if we want to maximize the chances for promoting discussion and then action?

- a. we think a short and hard-hitting document. Perhaps 2-4 pages of easily accessible design, with highlighted main points, brief textual-contextual paragraphs, any information, background, supporting data in appendix form.
- b. key points should be few and easily memorizable
- c. key points should be highlighted
- d. the minimum necessary context could be offered with each key point
- e. additional information should be appended, added as exhibit, etc. (e.g., who is the CIJE, what is MEF, how was research conducted)

To illustrate, here is a sampling of points one might use to give the message: (mostly direct quotes lifted from the document or variations on them):

a) the score:

The overall picture is a rich and diverse one. Nonetheless it brings home an unavoidable conclusion: the teaching force is in serious need of improvement.

**** Almost four fifth of the teachers we surveyed lacked solid background in Jewish studies, or professional training in education, or both.

**** 30% of the teachers are untrained: they lack professional traning in both education and Judaica.

**** Only 40% of days-school teachers are certified as Jewish educators

**** More than one third of supplementary school teachers and over 60% of pre-school teachers attended religious school once weekly or less

annette
Executive Summary

Intro, 9p

- Committed, ex- it is a prof, stable

- Unprepared

- in-service training lacking

- What they know in general, Jewish

- this is curable

actual suggestions for intervention

mike
no stats

operational summary

- in-service training

summary

- teachers and education will be empowered to have input on the decision

- which target population? best teachers, long-term

- examples of content issues emphasis on subject matter

- pedagogy: Orthodoxy

- duration & continuity of in-service education

In Israel
2 month of in-service a year

some schools have found it profitable to create master teachers

teaching & learning have been our millennial way

before age 13. After age 13 the proportion who received minimal or no Jewish education is even greater

(needs language editing)

**** About 10% of teachers in Jewish pre-schools are not Jewish. In one community the figure is as high as 20%.

**** In-service training, which might help remedy these deficiencies is infrequent and haphazard, particularly in days-schools and supplementary schools

Even at best workshops are isolated events, lacking the continuity of an overall system and plan for professional development

The teachers in our survey went on average to two workshops per year. If a typical workshop lasts 3 hours it is clear that shortages in subject matter and pedagogic background cannot be remedied by current in-service training practices.

b) the good news: something can be done
-- because of the commitment of the teachers

**** Most teachers are strongly committed to Jewish education and intend to remain in their positions. Therefore investment in Jewish teachers is likely to pay off.

Almost 60% of the teachers said that Jewish education is their career

-- because there are models in general and in Israeli education for training, for in-service training

-- because of the will to dedicate resources

c) what can be done?

The Jewish Community of North America will need

to decide how to address these challenges.

- * What resources are available to promote in-service education - institutions, faculty, financial support
- * What should be the content of in-service education for different types of school?
- * What standards for professional development should be advocated?
- * What creative ways can be found to enhance the professional growth of all Jewish educators?

etc.

A few additional points regarding the document itself - editorial and other:

There are some points of nomenclature and language that could be clarified or made consistent:

- * Judaica, Jewish studies?
- * Secular education - general education?
- * teacher's institute = Jewish teacher's institute
- * Degree of Jewish studies from institutions of Higher Jewish Learning (does this include places like Graetz? if not how does one refer to these?)
- * manpower? faculty; staff; human resources

Page 1, end of first paragraph: preferable not to say why the three communities were selected ("for their dedication..."). Other communities may contest the statement. Same true for the end of the next paragraph ("-- if anything teachers in the Lead Communities may have..."). Too contestable.

Hope this is helpful. Should we have a telecon about the brief?

Good luck and good inspiration,

Shabbat Shalom,

annette

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 73321,1217
Nessa Rapoport, 74671,3370
DATE: 10/10/94 2:19 AM

Re: corrected numbers for box 4

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-1.compuserve.com (8.6.4/5.940406sam)
id CAA18569; Mon, 10 Oct 1994 02:18:05 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HI3D7XNDYOATK6CI@ssc.wisc.edu>; Mon, 10 Oct 1994 01:19:08 CST
Date: Mon, 10 Oct 1994 01:19:08 -0600 (CST)
Subject: corrected numbers for box 4
To: 74671.3370@compuserve.com, 73321.1217@compuserve.com
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu
Message-id: <01HI3D7XPSRMATK6CI@ssc.wisc.edu>
X-VMS-To: NESSA, GAIL
X-VMS-Cc: ELLEN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Please note the following corrections for box 4 of the research brief
(technical notes):

total population of teachers = 1192

respondents included: 302 day school teachers
392 supplementary teachers
289 pre-school teachers

It occurs to me that boxes 1 and 3 are substantive; boxes 2 and 4 are
methodological. You may want to place boxes 1 and 3 in the area of the
main text, and move the material from boxes 2 and 4 to an appendix at the
end in small print.

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: gail dorph, 73321,1217
(unknown), 74671,3370
DATE: 10/10/94 10:41 AM

Re: draft of overview

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-1.compuserve.com (8.6.4/5.940406sam)
id KAA00796; Mon, 10 Oct 1994 10:37:25 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HI3UQV4FWWATK6CR@ssc.wisc.edu>; Mon, 10 Oct 1994 09:38:18 CST
Date: Mon, 10 Oct 1994 09:38:18 -0600 (CST)
Subject: draft of overview
To: 74671.3370@compuserve.com, 73321.1217@compuserve.com
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu
Message-id: <01HI3UQV6L2QATK6CR@ssc.wisc.edu>
X-VMS-To: NESSA, GAIL
X-VMS-Cc: ELLEN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

OVERVIEW

A two-year study of formal Jewish educators in three communities provides a rich and diverse picture of teachers' preparation and development as educators. The study indicates that the teaching force is in serious need of improvement, and provides reason for optimism that such improvement can take place.

Preparation for Teaching

Most teachers are not professionally trained as Jewish educators. Only 21% have a degree in education and in Jewish studies. Thirty percent of teachers do not have a degree in either education or Jewish studies. Even among day school teachers, only 40% are certified as Jewish educators.

Ten percent of pre-school teachers are not Jewish. In one community the figure is as high as 20%. These figures pertain to teachers in Jewish schools teaching Jewish content.

In-Service Training for Teachers

In-service training, which could help remedy these deficiencies, is infrequent and haphazard, particularly in day schools and supplementary schools. Even the best teacher workshops are isolated events, not connected to one another as part of a

comprehensive plan for professional development.

Most teachers attended no more than four workshops during the previous two years. Pre-school teachers averaged six to seven workshops, supplementary teachers averaged between four and five, and day school teachers typically attended three or four workshops over a two-year period.

Juxtaposing the lack of professional preparation alongside the infrequency of in-service training presents a striking picture of a system in need of reform.

Teachers' Commitment to Jewish Education

The study found that teachers are enthusiastic about teaching and committed to Jewish education. They enjoy the intrinsic rewards of working with children and contributing to the Jewish people.

Almost 60% of all teachers, including 72% of full-time teachers and 54% of part-timers, view Jewish education as their career. Sixty-six percent of the teachers plan to remain in their current positions, and only 6% intend to leave Jewish education in the near future. Almost 40% of the teachers have taught for more than 10 years, and only 6% were in their first year of teaching when the study took place.

A Time to Act

Teachers' enthusiasm and commitment offer a great opportunity to improve on the problems of insufficient preparation. The time is ripe for new, comprehensive plans for teachers' professional development. The challenge for schools, communities, and North American Jewry, is to create opportunities and incentives that teachers can embrace. The challenge for teachers is to participate in designing and taking advantage of new opportunities for professional growth.

FILE
POLICY
EYES



AND THE BUSH
WAS NOT
CONSUMED

THE JEWISH
THEOLOGICAL
SEMINARY
OF AMERICA

3080 Broadway
New York, NY 10027-4649
(212) 678-8000

FAX (212) 678-8947

Department of
Education
(212) 678-8028

October 12, 1994

Dr. Ellen Goldring
Peabody College
Vanderbilt University
Box 514
Nashville, Tennessee 37207

Dear Ellen:

In your remarks at the CIJE meeting on October 5, 1994, you voiced your hope that Jewish educators and institutions which prepare Jewish educators would create visions and build programs imbued with Jewish sources and values. Your comments suggest that this is not currently the case. I recall that you made a similar remark at the Goals conference in Jerusalem. You'll be happy to know that text-based courses, discussions of Jewish values and meaning are the cornerstone of the curriculum we offer our students at the Seminary, and this approach is one shared by my colleagues in the other schools of higher learning in Jewish education.

Writing as Chairman and President of The Association of Institutions of Higher Learning for Jewish Education, I invite you to visit our constituent institutions. Please request our bulletins, look at our course descriptions and syllabi, built on the very premise you advocate: that Jewish education must be qualitatively different from secular education.

It would be most unfortunate if those participating in CIJE functions and seminars came away with the misimpression that our schools and institutions of higher learning are not imbued with Jewish study and by implication, do not share visions informed by Jewish learning. Your wish is already a reality. Do take me up on my offer. My colleagues and I are very proud of our accomplishments in this regard.

Sincerely,

Aryeh Davidson
Chairman

AD:gm
cc: Alan Hoffman

Subject: RE: policy brief
Date: 20-Oct-94 at 17:04
From: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu

To: Gail Dorph,73321,1217

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by dub-img-1.compuserve.com (8.6.4/5.940406sa
id QAA04709; Thu, 20 Oct 1994 16:56:29 -0400
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA06143; 5.65/42; Thu, 20 Oct 1994 15:52:22 -0500
Date: Thu, 20 Oct 1994 15:52:22 -0500
Message-Id: <9410202052.AA06143@eunice.ssc.wisc.edu>
To: "73321.1217@compuserve.com"@ssc.wisc.edu
Cc: ELLEN@ssc.wisc.edu, BILL@ssc.wisc.edu
Subject: RE: policy brief

*is this info
going in someplace*

(Bill, please confirm that this is the right answer):

Those who have education degrees number 54%. When the full three-way cross-tabs of educ degree by Jewish studies degree by Jewish ed certif is done, 60% percent have educ degrees. The reason for the discrepancy is that some folks have missing data on Jewish studies majors, and when they are dropped from the 3-way crosstabs, the proportion with education degrees rises to 60%.

We should probably say something about this in the technical notes; others will raise the same question.

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TO: Adam, internet:gamoran@ssc.wisc.edu

Re: policy brief

hi adam. you and I had a communication about the numbers of those with education degrees etc (oct. 20). I understood your response. I thought that you were going to insert some clarifying note in some box that would explain it to others who might do their math as I had. When I went over nessa's version today based on her conversation with you, this issue did not appear. did you decide against including it or did you forget to include it when you spoke to her? gail

10/21/94

Adom: What can be cut? *

AD class

Insert

Adom thinks it sounds stupid

two-year

Overview

A major new study of classroom Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day school, pre-school, and supplementary school settings. (AD)

Almost 80% of the teachers surveyed lacked professional training in either education, Judaica--or both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of fully licensed teachers in general education.

In day schools, teachers of Judaica have much less background as well as less in-service training in their subject areas than general studies teachers in the same schools. Only 40% of those teaching Jewish content are certified as Jewish educators.

In supplementary schools, ^{close to} 80% of the teachers lack advanced degrees or certification in Judaica. Almost 30% had no Jewish schooling after the age of 13. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

Pre-school teachers are the least prepared in Jewish content when they enter their positions. Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, ^{mostly AD} the majority of these opportunities are in education rather than in Judaica and Jewish education. Ten percent of these teachers are not Jewish; in one community the figure is as high as 20%. ^[even those are not sufficient + compensate for limited study.]

And yet, in all settings, the study shows that teachers are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people.

This finding is a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education confirms that carefully crafted in-service training can indeed improve the quality of teaching.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

ellen: classroom Jewish educators: STRANGE

term: formal inst. of classroom

never heard of it.

"classroom teachers"

classroom teachers in Jewish settings"

ADAN

AD - fun at noon
full time more

Bring on Tues/Wed
out of town to Thurs

AD feels strongly
against this.

fewer than
the 10-sec
workshop
a year, on
average.

OK?

(ADAM)

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

The Jewish community of North America is facing a crisis of major proportions. Large number of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

--A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education--whatever the setting or age group--will depend on two vital strategic 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.

Since 1992, CIJE has been working with three communities--Atlanta, Baltimore, and Milwaukee--to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the education directors [AD/EL: WHAT SHOULD BE THE TERM THROUGHOUT: "EDUCATION DIRECTOR," per your box, OR "EDUCATIONAL DIRECTOR"?] and [classroom] teachers were included in the survey, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities who wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but particularly as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are so similar [that we believe the profile of Jewish educators offered by the study is likely to resemble those of most other communities.] (A reading of the Boston, Miami, and Philadelphia studies lends credence to this hypothesis.) [PLEASE REVIEW WORDING FROM "DESPITE": CAN IT BE MORE PRECISE?]

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (box 1).

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% were trained as Jewish educators, with a university or teacher's institute degree in education as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The

of certification in Jewish education 2

ie-mail AD? sub mw pic chart - key - high - fill - 2 part-time

AD?

Ellen: cut? Alon Did someone review them bigger report

ellen: ✓ All the three are somewhat difference among these communities,

remaining 30% of teachers are ~~untrained~~, lacking formal professional training in ^{both} ~~either~~ education and or Judaica (fig. 1). [AD/EL: PLEASE REVIEW THESE FIGURES FOR BOTH ACCURACY AND CLARITY]

9 Does the teachers' training differ according to educational setting?

answer
Training in education: About half the teachers in each setting (pre-schools, day schools, and supplementary schools) reported university degrees in education (table 1). An additional 15% to 19% of pre-school and day school teachers have education degrees from teacher's institutes, as do 6% of supplementary school teachers. These institutes are usually one- or two-year programs in lieu of university study.

7
Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% percent of day school Judaica teachers are certified as Jewish educators; 38% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, around 80% of all teachers lack advanced degrees and [AD/EL: IS THIS "AND" OR "OR"?] certification in Judaica, and even in the day schools 60% lack such grounding. Overall, only 31% have a deg in J studies or certification in J edvc, and even in day schools only 60% have such training.

What Jewish education did the teachers receive as children?

after 13
Almost all the teachers received some Jewish education as children, but for many their education was minimal. Before age 13, 25% percent of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (figs. 2, 3; box 3). Among all teachers, sixty-nine per cent had a deg in Judaica.

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children--but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 20%. [AD/EL: SHOULD THIS BE 18%?]

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more qualified as an educator, and that consideration

carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers with appropriate training in education.

Do present levels of in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs each year. ^{Eighty percent} Close to 80% of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than four workshops over a two-year time span. (A workshop ^{one} ranges from a two-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools, Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years -- or less than 2 workshops a year.

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed, full-time teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported slightly higher average ^{workshops} workshop attendance, about 4.4 sessions in a two-year period. ^(There was some variation across communities in this finding.) But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% are trained as educators, the current status of professional development for these teachers is of pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning. Community

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have ^{regular} occasional one-day teacher conventions, ^{city-wide} held city-wide, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for day and supplementary school teachers. Even workshops and courses are isolated events, lacking the continuity of an overall system and plan for professional development. ^{Every teacher} Veteran and ^{workshops that teachers find extremely helpful} experienced

^(?) veteran teachers are offered some workshops as
^{novice} novice teachers
beginning teachers may be offered the same workshops; teachers with a strong background in Judaica but little training in education will often be offered the same opportunities as teachers with strong backgrounds in education but little Judaica.

How will change take place? An important factor will be the teachers' willingness to participate in professional development. Hence, the study of educators examined teachers' commitment to Jewish education.

Are teachers in Jewish schools committed to the profession of Jewish education?

Yes. Almost 60% of the teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 30 hours a week), half described Jewish education as their career (**fig. 5**). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career.

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (**table 3**). Sixty-six percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future.

A Plan for Action

In Communities:

How can a community design a comprehensive plan to improve its teachers?

1. Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and educational directors to learn precisely where their strengths lie and which areas need improvement. The CIJE Educators' Survey module will be available for this purpose during 1995.

2. A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

a. Content: The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

b. Differentiation: The plan should address the distinct needs of novice and veteran teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place--day schools, pre-schools (including those in JCCs), and supplementary schools.

c. Systematic Training Opportunities: One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats--linked to carefully articulated requirements,

goals, and standards--should be offered in the context of a long-term, systematic plan for professional development.

d. Community Incentives: Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

TE e. Reflective Practice: The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching. [A plan should also include carefully crafted teacher supervision with clear criteria for evaluation.]

f. Leadership: The plan should recognize what we have learned from educational research: The education director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled--and engaged in their own professional development. In 1995, CIJE will release a policy brief on the background and professional training of the education directors in our survey.

g. Models of Success: The plan should take into account successful Jewish educational practice. CIJE itself is engaged in a long-term project documenting examples of Best Practices in diverse educational settings. The initial two Best Practices volumes focus on the supplementary school and on early childhood Jewish education. Volumes currently under preparation will examine Best Practices in the JCC setting and in Jewish camping.

h. Evaluation: The plan should make provision for monitoring ongoing initiatives, providing feedback to policy makers and participants, and evaluating outcomes.

i. Compensation: The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CIJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a matter of redressing their lack of background. It is also a dynamic process of renewal and growth that is imperative for all professionals. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with other educators.

6
e1: Teacher participation: The plan should allow for substantial effort for teachers to be engaged in the planning process and decision-making about nature of these programs as well as their content. Leading & working them as well.
involvement in decision-making
relying on their field experience & expertise

ADAM

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, the major continental institutions and organizations can begin to address professional development from their own vantage point. This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those national organizations whose primary mission is Jewish education.

In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize in-service training elements for the field. They could also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; expanding training opportunities in North America and Israel; creating professional development opportunities for educational leaders; advocating improved salaries and benefits; making possible career tracks in Jewish education; and empowering educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that American Jews are among the most highly educated citizens in this country. We need to bring the same expectations to Jewish education as we do to general education, for the sake of the unique heritage we alone can transmit through our teachers to our children.

(C) Copyright 1994, Council for Initiatives in Jewish Education (CIJE)

Council for Initiatives in Jewish Education (CIJE)

15 East 26th Street
New York, N.Y. 10010
Telephone: (212) 532-2360
Fax: (212) 532-2646
[Add logo]

Text for Box 1: [next to text]

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call

four
themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Twenty-five percent work full-time in Jewish education (i.e., they reported teaching 30 hours per week or more), and about 20% work in more than one school. GAIL

Text for Box 2: [for appendix]

Box 2. About the study of educators.

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of CIJE. It involved a survey of nearly all [AD/EL: WHY NOT "ALL"?] the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted [WORD IS USED TWICE IN THIS SENTENCE] from previous surveys of Jewish educators, with many questions adapted [MODIFIED?] from the Los Angeles Teacher Survey. (some) el
developed based on
developed after consulting
supplementary GAIL
ellen: twice?
taken or modified
AD

The survey was administered in spring 1993 or fall 1994 to all Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A different form [AD/EL: IS THIS "DIFFERENT FORM" CORRECT?] was administered to education directors; those data will be analyzed in a future report.) 21 parallel survey form

The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 125 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire form and the interview protocols will be available for public distribution in 1995.

~~is based on research carried out by~~
This policy brief was prepared by CIJE's MEF team: Adam Gamoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. The authors are grateful for suggestions from CIJE staff, the MEF advisory board, and lead Community participants. They are especially thankful to the Jewish educators who participated in the study. Dr. Prof of Soc & Educational Policy Studies Univ. of Wisconsin - Madison
Prof of Educ Leader & Assoc Prof of Educ & Policy College of Educ, Knowledge Univ. and

Text for Box 3: [next to text]

Box 3. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. ALAN
CJE Field Researcher
Alan Fox Amati Coleman
ADAM

Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Text for Box 4: [for appendix]

Box 4. Technical notes.

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what the term certification meant were not themselves certified, we present the percentage who said they were certified out of the total who returned the survey forms--not out of the total who responded to this item. [AD/EL: NO MATTER HOW I TRY TO CLARIFY THIS LATTER SENTENCE, IT'S DIFFICULT TO UNDERSTAND. DO WE REALLY NEED TO INCLUDE IT?]

For this item only, we calc percentages based on + total who returned + survey forms, not of + total who respond to the question

Friday Oct. 21, 1994

TO: Adam Gamoran, Ellen Goldring
CC: Seymour Fox, Annette Hochstein, Mike Inbar
FROM: Nessa Rapoport

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Please feel free to call me at any time if there are concerns or issues you feel need discussion-- on Sat. night or Sunday at (212) 873-8385, or at CIJE on Monday morning. (Because the layout is quite complex, we will not be able to make drastic changes in length or sequence at this point. In fact, the greater length of the "outcomes" section already presents a design challenge.)

With many thanks.

FAX to Israel w/ my cover note
e-mail to Ad, Ellen; e-mail my cover note
Call Ad / E to let them know its coming
w/ deadline of Mon AM

Cover note: CUE/Publications/ ADEL1.094

Policy brief: " " RESBRIEF. no 1

Berry: To send.

1 / or each of + stuff

OK!
im

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10/21/94

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This finding is a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education confirms that carefully crafted in-service training can indeed improve the quality of teaching.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

The Jewish community of North America is facing a crisis of major proportions. Large number of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

--*A Time to Act*

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education--whatever the setting or age group--will depend on two vital strategic 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.

Since 1992, CIJE has been working with three communities--Atlanta, Baltimore, and Milwaukee--to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the education directors [AD/EL: WHAT SHOULD BE THE TERM THROUGHOUT: "EDUCATION DIRECTOR," per your box, OR "EDUCATIONAL DIRECTOR"?] and classroom teachers were included in the survey, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities who wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but particularly as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are so similar that we believe the profile of Jewish educators offered by the study is likely to resemble those of most other communities. (A reading of the Boston, Miami, and Philadelphia studies lends credence to this hypothesis.) [PLEASE REVIEW WORDING FROM "DESPITE": CAN IT BE MORE PRECISE?]

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (**box 1**).

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% were trained as Jewish educators, with a university or teacher's institute degree in education as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The

remaining 30% of teachers are untrained, lacking formal professional training in either education or Judaica (**fig. 1**). [AD/EL: PLEASE REVIEW THESE FIGURES FOR BOTH ACCURACY AND CLARITY]

Does the teachers' training differ according to educational setting?

Training in education: About half the teachers in each setting (pre-schools, day schools, and supplementary schools) reported university degrees in education (**table 1**). An additional 15% to 19% of pre-school and day school teachers have education degrees from teacher's institutes, as do 6% of supplementary school teachers. These institutes are usually one- or two-year programs in lieu of university study.

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% percent of day school Judaica teachers are certified as Jewish educators; 38% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (**table 2**). In supplementary and pre-schools, the proportions are much smaller. Overall, around 80% of all teachers lack advanced degrees and [AD/EL: IS THIS "AND" OR "OR"?] certification in Judaica, and even in the day schools 60% lack such grounding.

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many their education was minimal. Before age 13, 25% percent of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (**figs. 2, 3; box 3**).

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children--but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 20%. [AD/EL: SHOULD THIS BE 18%?]

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more qualified as an educator, and that consideration

carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers with appropriate training in education.

Do present levels of in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs each year. Close to 80% of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than four workshops over a two-year time span. (A workshop ranges from a two-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (**fig. 4**). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools, Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years -- or less than 2 workshops a year.

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed, full-time teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported slightly higher average workshop attendance, about 4.4 sessions in a two-year period. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% are trained as educators, the current status of professional development for these teachers is of pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have occasional one-day teacher conventions, held city-wide, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for day and supplementary school teachers. Even workshops and courses are isolated events, lacking the continuity of an overall system and plan for professional development. Veteran and

beginning teachers may be offered the same workshops; teachers with a strong background in Judaica but little training in education will often be offered the same opportunities as teachers with strong backgrounds in education but little Judaica.

How will change take place? An important factor will be the teachers' willingness to participate in professional development. Hence, the study of educators examined teachers' commitment to Jewish education.

Are teachers in Jewish schools committed to the profession of Jewish education?

Yes. Almost 60% of the teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 30 hours a week), half described Jewish education as their career (**fig. 5**). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career.

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (**table 3**). Sixty-six percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future.

A Plan for Action

In Communities:

How can a community design a comprehensive plan to improve its teachers?

1. Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and education directors to learn precisely where their strengths lie and which areas need improvement. The CIJE Educators' Survey module will be available for this purpose during 1995.

2. A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

- a. Content: The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

- b. Differentiation: The plan should address the distinct needs of novice and veteran teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place--day schools, pre-schools (including those in JCCs), and supplementary schools.

- c. Systematic Training Opportunities: One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats--linked to carefully articulated requirements,

goals, and standards--should be offered in the context of a long-term, systematic plan for professional development.

d. **Community Incentives:** Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. **Reflective Practice:** The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching. A plan should also include carefully crafted teacher supervision with clear criteria for evaluation.

f. **Leadership:** The plan should recognize what we have learned from educational research: The education director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled--and engaged in their own professional development. In 1995, CIJE will release a policy brief on the background and professional training of the education directors in our survey.

g. **Models of Success:** The plan should take into account successful Jewish educational practice. CIJE itself is engaged in a long-term project documenting examples of Best Practices in diverse educational settings. The initial two Best Practices volumes focus on the supplementary school and on early childhood Jewish education. Volumes currently under preparation will examine Best Practices in the JCC setting and in Jewish camping.

h. **Evaluation:** The plan should make provision for monitoring ongoing initiatives, providing feedback to policy makers and participants, and evaluating outcomes.

i. **Compensation:** The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CIJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a matter of redressing their lack of background. It is also a dynamic process of renewal and growth that is imperative for all professionals. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with other educators.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, the major continental institutions and organizations can begin to address professional development from their own vantage point. This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those national organizations whose primary mission is Jewish education.

In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize in-service training elements for the field. They could also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; expanding training opportunities in North America and Israel; creating professional development opportunities for educational leaders; advocating improved salaries and benefits; making possible career tracks in Jewish education; and empowering educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that American Jews are among the most highly educated citizens in this country. We need to bring the same expectations to Jewish education as we do to general education, for the sake of the unique heritage we alone can transmit through our teachers to our children.

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Text for Box 1: [next to text]

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call

themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Twenty-five percent work full-time in Jewish education (i.e., they reported teaching 30 hours per week or more), and about 20% work in more than one school.

Text for Box 2: [for appendix]

Box 2. About the study of educators.

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of CIJE. It involved a survey of nearly all [AD/EL: WHY NOT "ALL"?] the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted [WORD IS USED TWICE IN THIS SENTENCE] from previous surveys of Jewish educators, with many questions adapted [MODIFIED?] from the Los Angeles Teacher Survey.

The survey was administered in spring 1993 or fall 1994 to all Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A different form [AD/EL: IS THIS "DIFFERENT FORM" CORRECT?] was administered to education directors; those data will be analyzed in a future report.)

The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire form and the interview protocols will be available for public distribution in 1995.

This policy brief was prepared by CIJE's MEF team: Adam Gamoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. The authors are grateful for suggestions from CIJE staff, the MEF advisory board, and lead community participants. They are especially thankful to the Jewish educators who participated in the study.

Text for Box 3: [next to text]

Box 3. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr.

Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Text for Box 4: [for appendix]

Box 4. Technical notes.

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what the term certification meant were not themselves certified, we present the percentage who said they were certified out of the total who returned the survey forms--not out of the total who responded to this item. [AD/EL: NO MATTER HOW I TRY TO CLARIFY THIS LATTER SENTENCE, IT'S DIFFICULT TO UNDERSTAND. DO WE REALLY NEED TO INCLUDE IT?]

Friday afternoon

Since I'm taking home material for two of the three other staff members, I thought I'd include my draft of the "outcomes" section of the Policy Brief, written by me on the basis of Gail's extensive thinking and writing on the subject! I'll fax to Barry.

As usual, I have invented this document based on meetings I've had with all of you. The designer has already asked me for this section, and, as it emerges, we may need to send the key press copies of the entire brief well before the G.A., if we want to be covered effectively. (I am meeting with Ari; Frank Strauss, who does press for the G.A.; and, I hope, with Gary, to figure this out further.)

Among the editorial issues I want you to think about are:

1. Correct any of my mistakes in language, concepts, or commitments on our part, with an eye to the (possibly skeptical) experts in your areas of expertise.
 2. Contribute more examples of specific ideas or programs that communities have implemented. See point c.
 3. Look for opportunities, either in the body of the text when we reexamine it on Monday, or especially here, to insert any "products" CIJE has. This document may be the only exposure most policy makers and educators have to our work for some time.
 4. Pay special attention to the continental piece. If we should confine our discussion there to professional training, we'll need more suggestions of what can be done. If not, what do you think of the list I've taken from *A Time to Act*? (Ideally, I want national educational institutions/organizations to know the elements of a possible plan for them, too.)
 5. Take into account anything you heard at the board meeting that could clarify or enhance this part of the brief.
 6. I feel that if I were a teacher, I would feel commoditized by these suggestions, since there is no mention of the teachers' initiating or discussing any of this. How do we get the issue of empowerment into the communal plan/list? (I have it in the continental picture, from ATTA, but not in the communal one. We emphasize the importance of the educational leader, but the only good thing we have to say about teachers is that they care and they stick it out.)
- By Tuesday, we will need to have signed off on this document; send it to Adam/Ellen and Israel. We will also need to send Adam and Ellen, and probably Jerusalem, the final language on the bulk of the report, which will need to be scrutinized by each of us and coordinated by me. (I think we will have to devote some of Monday to a line-by-line assessment of this brief.) In particular, nobody has done a word-by-word reading of the overview since Adam sent it on Monday, and that, along with this, will be what is read most.

The designer needs final copy by Wednesday. We'll probably not make it, but we cannot miss it by much.

Nessa

What do these findings mean, and what can we do?

Almost 80% of the teachers we surveyed lacked professional training in education, Jewish content--or both. Yet they receive little in-service training to overcome their lack of background, far less than is commonly expected of state-licensed teachers.

In day schools, whose special mission is to teach Judaism, teachers of Judaica have less background and in-service training in their subject areas than general studies teachers in the same schools.

In pre-schools, where there is more staff development, teachers are the least prepared in Jewish content when they enter their positions. Indeed, an important minority are not Jewish.

Supplementary schools are staffed by many teachers with training in education but limited background in Jewish content. In-service opportunities are infrequent and lack continuity.

And yet, in all settings, teachers are strongly devoted to Jewish education. They are enthusiastic and committed to working with children and to making a contribution to the Jewish people.

We have learned from studies in general education that properly designed in-service training can indeed make better, more qualified teachers. Given the commitment and stability of the teaching force in Jewish schools, investment in well-designed professional development for our teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

A Community Plan for Action

[Note: We could use at least two more examples from within communities, as in c.]

How can a community design a comprehensive plan to improve the caliber of its teachers?

1. Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers to learn precisely where their strengths lie and which areas--Jewish content, pedagogy, or both--need development. The CIJE Educators' Survey module will be available in XX 1995.

2. A community can then tailor a plan to meet the specific needs of its own teaching community. [Mention CIJE generic personnel action plan?] Such a plan should include the following considerations:

a. Content: The plan must address the content needs of individual teachers, in Jewish studies, teaching skills, and the relationship between the two (integrating knowledge of specific subject matter with knowledge of how to teach that subject).

b. Differentiation: The plan must address the different needs of novice and veteran teachers; the different ages and affiliations of students; and the different school settings in which Jewish education takes place--day school, pre-school, or supplementary school.

c. **Community Incentives:** The plan must encourage teachers to be involved in substantive, ongoing in-service education. We know that one-shot workshops, no matter how inspirational, do not change teachers or teaching. Rather, workshops, seminars, and courses must be offered in the context of a long-term, systematic plan for professional development, with requirements, goals, and standards by which progress can be measured. (One community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

d. **Learning Opportunities:** The plan must include opportunities for teachers to learn from each other in a variety of ways, through mentoring (partnering an experienced teacher with a new one); peer supervision (allowing colleagues to plan classes together, or watch each other teach); and coaching (enabling master teachers to transmit their teaching skills to others). The plan must also include evaluation (granting formal opportunities to principals and educational leaders to conduct on-site, ongoing clinical supervision).

e. **Leadership:** The plan must recognize what we have learned from educational research: The educational leader is indispensable in creating successful environments for learning. In order for teachers to implement change, they must be supported by leaders who are themselves committed, knowledgeable, and skilled. In 1995, CIJE will release a policy brief on the background and professional training of the educational leaders in the Jewish schools we have surveyed. [Mention Harvard/principals/leadership?]

f. **Compensation:** The plan must make it possible for qualified teachers to teach full-time and receive both salaries and benefits commensurate with their educational background, years of experience, and ongoing professional development.

g. **Research:** [Some language that says CIJE is pursuing research that will contribute to further refinements of communal plans--in informal education, through Best Practices (which we don't mention); through any of the work on Adam/Ellen's 1995 workplan?; etc.) This brief must be the document where we say what we're doing, and how it fits into the picture we're offering.]

Most important, a well-designed plan for the professional development of Jewish teachers is not only a matter of compensating for their lack of background. It is also a means of renewal and growth, which are imperative for all teachers. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with other educators.

A Continental Plan

As communities are engaged in the creation and implementation of their own plans, the Jewish movements and their affiliated seminaries and colleges, as well as other institutions of Jewish higher learning, can begin to address professional development from a continental perspective.

In its final report in 1990, the Commission on Jewish Education in North America offered categories for change on the continental level. In conjunction with communal efforts, national educational institutions can design their own plans to conceptualize in-service training elements for the field. They can also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; expanding training opportunities in North America and Israel; advocating improved salaries and benefits; making possible career tracks in Jewish education; and empowering educators to have an influence on the curriculum, teaching methods, and educational philosophy of the schools in which they work (*A Time to Act*).

The Jewish people has survived and flourished because of a remarkable commitment, under all historical circumstances, to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that American Jews are among the most highly educated citizens in this country. We need to bring the same expectations to Jewish education as we do to general education, for the sake of the unique heritage we alone can transmit through our teachers to our children.

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** CONFIRMATION REPORT **

TRANSMISSION

TRANSACTION(S) COMPLETED

NO.	DATE/TIME	DESTINATION	DURATION	PGS	STATUS	MODE	
159	OCT. 14 16:14		2128646622	0" 02' 58"	004	OK	NORMAL

Gail's draft of outcomes

The implications of this report are clear. Serious attention must be paid to our teaching force.

Communities need to profile their Jewish educators in order to know where their strengths and weaknesses are.

A comprehensive personnel action plan tailored to meet the professional development needs of educators must be designed.

Such a plan must be comprehensive. It must be designed to meet the content needs of the teaching community -- whether it be in Jewish studies and/or pedagogy so that Jewish education can be delivered by teachers who are not only highly motivated and committed but also qualified and skilled.

It must address the whole spectrum of teachers regardless of settings in which they teach, their years of experience teaching, the age and affiliation of the students who they are teaching.

This plan must make it possible for qualified teachers to teach full time and receive salaries and benefits commensurate with their educational background and years of experience teaching.

It must include incentives that encourage teachers to be involved in substantive, ongoing inservice education. Changing teachers and teaching takes more than one-shot workshop no matter how inspirational.

Teachers must have access to long-term, coordinated connected professional development. If we hope to professionalize Jewish education in general and teachers in particular, courses, seminars, workshops cannot continue to be isolated experiences. They must be organized to take into account both what teachers need to know in order to teach and the kinds of experiences teachers need to have to continue to grow and learn.

It must be possible for teachers

1. to take a wide variety of kinds of courses over time,
2. to engage in reflective conversations about teaching and learning
3. to learn from their own practice through supervision and coaching (in order to practice and hone new skills and learnings)
4. to learn from other teachers by visiting the classes taught by others

No such plan would be complete without addressing the educational and Judaica needs of educational leaders as well. Educational research has demonstrated time and again the important role that effective leaders play in creating successful educational environments. In order for teachers to implement changes based on learning, they must be supported by leaders who are themselves committed, knowledgeable and skilled. Schools must also change if teachers in them are to change.

Various venues for inservice education are not only possible but valuable: national, communal, institutional. Each of these venues can create opportunities that speak to different educational needs. (tell me if you want this spun out more)

A comprehensive plan for professional develop includes these elements:
addresses these sub audiences
Content / pedagogy - in relation to
Settings

Subject matter knowledge
pedagogic knowledge

Needed: A profile of educators for strong/mid and leads

A comprehensive personnel action plan which meets their professional development needs
salary, benefits, recruitment

Such a plan would provide for differentiated experiences as appropriate taking into account

1. Target audiences

novice vs. experienced teachers
teachers with substantive backgrounds in Judaica vs. those without
teachers who have general education degrees vs. those who don't

2. Contexts in which teachers teach

denominational vs communal
early childhood, supplementary, day school

Such a plan would be systematic.

It would provide opportunities for continued growth in subject matter knowledge and pedagogy and the intersection between them.

It would be supported by community approved incentives for participating in on-going professional development.

It would create contexts in teachers' work lives that assist and sustain meaningful changes.

Such a plan would speak to the complexity and excitement of teaching.

It would involve teachers in a rigorous examination of teaching and learning.

Teachers should receive coaching and feedback in using new approaches and practices.

~~Deliberate~~: Workshops, seminars, courses

Coaches, Supervision; coaching; mentoring (bet. an exp. & inexperienced teachers); peer supervision (colleagues planning together; watching one another teach);
(Principal or educ. consultant) (mastering teaching skills)

Evaluation as class supervision

Shift develop. - learning opportunities; examining & goals & vision of the institution - always takes place on-site, in-school
special sessions or in beauty mtgs

Shift retreat -

Subject matter vs. pedagogy - courses w/ requirements; rigor; practical/theoretical worth
LA provide substantive experiences in both subjects & pedagogy
Link staff value to certificate & upgrading & teacher rather than principal
We have learned that one-shot workshops don't work

adam
6) certification must be mentioned
teacher's not: not edu. Jewish
if you want other names: doesn't hurt
but looks silly.



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FACSIMILE TRANSMISSION

To: Ms. Nessa Rapoport	Date: Oct. 24, 1994
From: Annette Hochstein	No. of Pages:
Fax Number: 212-532-2646	

Dear Nessa,

Thank you for sending the draft of the policy brief. We read it with interest. Here are MI, SF and AH's feedback and suggestions:

We would first like to congratulate you on the overview. The summary is really very good and hard-hitting.

Regarding that page (the overview):

1. Is the reader not left with the impression that in-service training is the only thing that needs to be done? Perhaps at the paragraph before last, where you identify the central problem as "the insufficient preparation of teachers," pre-service or long-term training should be inserted in some form. (2)
2. You may want to indicate that the findings of this survey may be representative of the situation throughout the U.S.A. (2)

3. Paragraph 2; last line: delete the words "fully licensed" -- it weakens the impact of the statement. (7)
4. Paragraph before last: "research in the field. . . ." -- is that indeed documented?

Concerning the body of the text:

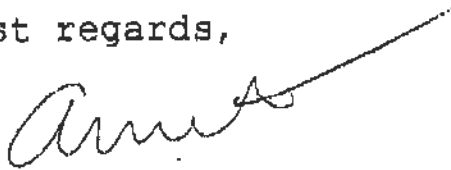
1. Page 3: "Does the teachers' training differ according to educational setting?" The rhythm of the text would be helped by an immediate response: "In general, yes!"
Training in education
2. Page 5: Is the word "novice" in any way pejorative? Would "beginning teacher" be more neutral?
3. Page 5 (2nd paragraph; last sentence): There is a reification ("the study . . . examines"). We suggest the following: "Hence, the importance of data illuminating this question" or something of this sort. (7)
4. Page 5: "A Plan for Action" -- Before "How can a community design. . . ." add a reference to the data something like "On the basis of the data, how can a community" or: "With the survey data as background" or: "Following review of the survey data, how can a community. . . ." (#2)
5. Page 8 (paragraph 3): "Judaic and Hebrew teachers" is a distinction we don't understand. Aren't they all Jewish studies teachers?
6. Miscellaneous:
 - a. We suggest that "certification" not be mentioned in the document because it is indeed a confusing topic.
 - b. Judaic and Jewish studies are used interchangeably in the document; consistency might be helpful.

- c. Teachers' institutes: If you always mean Jewish teachers' institutes, you may want to add the word "Jewish." (7)
- d. "Release time" is perhaps too technical a term to be correctly understood by the reader. (7)
- e. You may want to consider listing the names of CIJE staff and MEF Advisory Board: some of the names may lend status to the endeavor. We have used such listings effectively in the past.

Hope this is helpful.

Good luck and congratulations to everyone.

Best regards,



Annette

P.S.: Could this please be distributed to Ellen, Adam and anyone else who is in the loop.

NR: +TITLE

24
10/21/94

ADAM: - story sun. recn until Tues. AM
- busy on Tues/Wed
- out of town from Thurs.

re: (H)

ADAM: - Certification must be mentioned.

- teacher's inst. are not always Jewish.

- MET: you can use names if you want but looks silly.
- rest is up to us.

E1: term sounds stronger; AD likes it

Overview

AD likes

new two-year

A [major new] study of [classroom] Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day school, pre-school, and supplementary school settings.

Almost 80% of the teachers surveyed lacked professional training in either education, Judaica--or both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of fully licensed teachers in general education.

40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators, yet in day schools, teachers of Judaica have much less background as well as less in-service training in their subject areas than general studies teachers in the same schools. Only 40% of those teaching Jewish content are certified as Jewish educators.]

In supplementary schools, 80% of the teachers lack advanced degrees or certification in Judaica. Almost 30% had no Jewish schooling after the age of 13. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

Pre-school teachers are the least prepared in Jewish content when they enter their positions.

Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, the majority of these opportunities are in education rather than in Judaica and Jewish education. Ten percent of these teachers are not Jewish; in one community the figure is as high as 20%.

And yet, in all settings, the study shows that teachers are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people.

This finding is a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education confirms that carefully crafted in-service training can indeed improve the quality of teaching.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

Note: See #1 ? #1, #2

NR: Complete report? (AD)

If the 1st of several to be issued
The full report

title
author

The complete report
of - will be presented

This policy brief will be issued

The full study will be available in summer 1995

The CUE Study of Educators

The Jewish community of North America is facing a crisis of major proportions. Large number of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

--*A Time to Act*

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education--whatever the setting or age group--will depend on two vital strategic 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.

Since 1992, CIJE has been working with three communities--Atlanta, Baltimore, and Milwaukee--to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the education directors ~~[AD/EL: WHAT SHOULD BE THE TERM THROUGHOUT: "EDUCATION DIRECTOR," per your box, OR "EDUCATIONAL DIRECTOR"?~~ and classroom teachers were included in the survey, and [a sample of each] was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities who wish to embark on this process.

EL: educational
AD: education
researchers: mixed
quantitative study
qualitative study
(AL)

Two years later, the initial results of this study are illuminating not only for the three communities but particularly as a catalyst for reexamining the personnel of Jewish education throughout North America. [Despite the differences among these communities,] the findings in each are so similar that we believe the profile of Jewish educators offered by the study is likely to resemble those of ^{many} most other communities. (A reading of the Boston, Miami, and Philadelphia studies lends credence to this hypothesis.) ~~[PLEASE REVIEW WORDING FROM "DESPITE": CAN IT BE MORE PRECISE?]~~

(EL)
AD/EL: not yet read; will be for report (LA)

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (box 1).

AD: Sec?

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% were trained as Jewish educators, with a university or teacher's institute degree in education, as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The

or certification in Jewish education.

(AD)
IMPORTANT

ADAM
Gail's change

EL: Although there are differences among these communities, vs. GARY

Most are not. 30% of teachers lack formal professional training in both education and Jewish studies. 10 % of the teachers have a degree in Jewish studies but not in education. An additional 39% have a degree in education but not in Judaica. Only 21% have educational backgrounds in both education and Judaica (holding university or teacher's institute degrees in education as well as college or seminary /degrees in Jewish studies² or alternatively, holding certification in Jewish education).

as an alternative to the latter

remaining 30% of teachers are ~~untrained~~, lacking formal professional training in either education or Judaica (fig. 1). ~~[AD/EL: PLEASE REVIEW THESE FIGURES FOR BOTH ACCURACY AND CLARITY]~~

Does the teachers' training differ according to educational setting?

MI ~~scatene here~~

NR ~~It does, particularly in Jewish studies.~~

EL: reward question 'not answered by setting'
NR: remove question?

Training in education: About half the teachers in each setting (pre-schools, day schools, and supplementary schools) reported university degrees in education (table 1). An additional 15% to 19% of pre-school and day school teachers have education degrees from teacher's institutes, as do 6% of supplementary school teachers. These institutes are usually one- or two-year programs in lieu of university study.

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% percent of day school Judaica teachers are certified as Jewish educators; 38% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, around 80% of all teachers lack advanced degrees and ~~[AD/EL: IS THIS "AND" OR "OR"?]~~ certification in Judaica, and even in the day schools 60% lack such grounding.

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many their education was minimal. Before age 13, 25% percent of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (figs. 2, 3; box 3).

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children--but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 20%. ~~[AD/EL: SHOULD THIS BE 18%?]~~

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more qualified as an educator, and that consideration

carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers, ~~with appropriate training in education~~. (AO)

Do present levels of in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs each year. ^{Eighty percent (AO)} ~~Close to 80%~~ of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than four workshops over a two-year time span. (A workshop ^{can} ~~ranges~~ from a ^{one} ~~two~~-hour session to a one-day program.) (AO)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools, Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years -- or less than 2 workshops a year.

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed, ~~full-time~~ ^{AO} teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported ^{an} ~~slightly higher~~ ^{of} average workshop attendance, about 4.4 ^{workshops} ~~sessions~~ in a two-year period. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% are trained as educators, the current status of professional development for these teachers is of pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning. (There was some variation across communities in this finding.)

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have occasional ^{city-wide} ~~one-day~~ teacher ^{conferences} ~~conventions~~, held ^{city-wide} ~~city-wide~~, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for day and supplementary school teachers. Even workshops and courses are isolated events, lacking the continuity of an overall system and plan for professional development. ^{AO} ~~Veteran and~~ ^{that teachers find helpful} ~~Experienced~~ ^{GO}

How will change take place? An important factor will be the teachers' ^{commitment to engage} willingness to participate in professional development. Hence, the study of educators examined teachers' commitment to Jewish education.

goals, and standards--should be offered in the context of a long-term, systematic plan for professional development.

d. Community Incentives: Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. (One community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. Reflective Practice: The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching. A plan should also include carefully crafted teacher supervision with clear criteria for evaluation.

f. Leadership: The plan should recognize what we have learned from educational research: The education director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled--and engaged in their own professional development. In 1995, CIJE will release a policy brief on the background and professional training of the education directors in our survey, in the communities surveyed.

g. Models of Success: The plan should take into account successful Jewish educational practice. CIJE itself is engaged in a long-term project documenting examples of Best Practices in diverse educational settings. The initial two Best Practices volumes focus on the supplementary school and on early childhood Jewish education. Volumes currently under preparation will examine Best Practices in the JCC setting and in Jewish camping.

h. Evaluation: The plan should make provision for monitoring ongoing initiatives, providing feedback to policy makers and participants, and evaluating outcomes.

i. Compensation: The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CIJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a matter of redressing their lack of background. It is also a dynamic process of renewal and growth that is imperative for all professionals. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with other educators.

EL: Add as f. Teacher Empowerment: "The plan should allow for substantial opportunities for teachers to be engaged in the planning process and decision-making about the nature of these opportunities as well as their content." & leading them, relying on their field experience and expertise...

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, the major continental institutions and organizations can begin to address professional development from their own vantage point. This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those national organizations whose primary mission is Jewish education.

In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize in-service training elements for the field. They could also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; expanding training opportunities in North America and Israel; creating professional development opportunities for educational leaders; advocating improved salaries and benefits; making possible career tracks in Jewish education; and empowering educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that American Jews are among the most highly educated citizens in this country. We need to bring the same expectations to Jewish education as we do to general education, for the sake of the unique heritage we alone can transmit through our teachers to our children.

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Council for Initiatives in Jewish Education (CIJE)

15 East 26th Street
New York, N.Y. 10010
Telephone: (212) 532-2360
Fax: (212) 532-2646
[Add logo]

Text for Box 1: [next to text]

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call

themselves ^{fur} traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Twenty-five percent work full-time in Jewish education (i.e., they reported teaching 30 hours per week or more), and about 20% work in more than one school. (GAIL?)

Text for Box 2: [for appendix]

Box 2. About the study of educators.

The CIJE ^{Ad} study of ^{both} educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of CIJE. It involved a survey of nearly all ^{AD/EL: WHY NOT "ALL"?} the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted ^{instrument the} [WORD IS USED TWICE IN THIS SENTENCE] from ^{previous} surveys of Jewish educators, with ^{some} questions adapted ^{EL} [MODIFIED?] from the Los Angeles Teacher Survey. ^{Developed after reviewing earlier} ^{EL}

The survey was administered in spring 1993 or fall 1994 to all ^{Jewish studies} Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead ^{note: new} Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A ^{practical survey} ^{EL} ^{firm} different form ^{AD/EL: IS THIS "DIFFERENT FORM" CORRECT?} was administered to education directors; those data will be analyzed in a future report.)

The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 ^{AD} educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews. ¹²⁵

The questionnaire form and the interview protocols will be available for public distribution in 1995. ^{AD}

This policy brief was prepared by CIJE's MEF team: Adam Gamoran, ^{Dr.} Ellen Goldring, ^{Professor of Sociology and Educational Policy Studies, University of Wisconsin-Madison; Dr.} Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. ^{note} The authors are grateful for suggestions from CIJE staff, the MEF advisory board, and lead Community participants. They are especially thankful to the Jewish educators who participated in the study. ^{CIJE Field Researchers.}

Text for Box 3: [next to text]

Box 3. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. ^{Dr.}

Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Text for Box 4: [for appendix]

Box 4. Technical notes.

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. ~~On the assumption that teachers who did not know what the term certification meant were not themselves certified, we present the percentage who said they were certified out of the total who returned the survey forms—not out of the total who responded to this item. [AD/EL: NO MATTER HOW I TRY TO CLARIFY THIS LATTER SENTENCE, IT'S DIFFICULT TO UNDERSTAND. DO WE REALLY NEED TO INCLUDE IT?]~~

^{NR:}
I think
for this item only, we calculated percentages based on the total who returned the survey forms, instead of the total who responded to the question.

(AD)
NR-check
a position

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 74043,423
Nessa Rapoport, 74671,3370
DATE: 10/25/94 11:43 AM

Re: data error

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by dub-img-1.compuserve.com (8.6.4/5.940406sam)
id LAA16736; Tue, 25 Oct 1994 11:37:01 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HIOV705L469AMEQT@ssc.wisc.edu>; Tue, 25 Oct 1994 10:38:12 CST
Date: Tue, 25 Oct 1994 10:38:11 -0600 (CST)
Subject: data error
To: 74671.3370@compuserve.com
Cc: 74043.423@compuserve.com
Message-id: <01HIOV705URC9AMEQT@ssc.wisc.edu>
X-VMS-To: NESSA
X-VMS-Cc: ROBIN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Nessa,

We have a minor error in our numbers and I need a chance to correct it.
Unfortunately it means we are re-doing figure 1, which Bill is sending
you (fax to arrive today, FedEx in color to arrive tomorrow). Please
call if this seems like a problem. My schedule for the near future:

Tues: 8am-noon -- home (608)233-3757
2-5 1pm-4pm -- teaching
5-6 4pm-5pm -- office hours (608) 263-7829

9-1
Wed: 8am-noon -- home (608) 233-3757
afternoon -- either home or Ed Sci (608) 263-4253

Adam

FROM: barry holtz, 73321,1221
TO: Nessa, 74671,3370
DATE: 10/26/94 6:11 PM

Re: RE: policy brief

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

Subject: RE: policy brief
Date: 25-Oct-94 at 21:57
From: Gail Dorph, 73321,1217

To: barry holtz,73321,1221

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

Subject: +Postage Due+RE: policy brief
Date: 25-Oct-94 at 18:10
From: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu

To: Gail Dorph,73321,1217

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by arl-img-2.compuserve.com (8.6.4/5.940406sam)
id SAA09736; Tue, 25 Oct 1994 18:06:02 -0400
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA19895; 5.65/42; Tue, 25 Oct 1994 17:03:36 -0500
Date: Tue, 25 Oct 1994 17:03:36 -0500
Message-Id: <9410252203.AA19895@eunice.ssc.wisc.edu>
To: "73321.1217@compuserve.com"@ssc.wisc.edu
Subject: RE: policy brief

(Barry, I don't have Nessa's compu-serve number so please forward this to her. I don't actually know if she needs it or not).

I'm sorry, I don't know what the issue is. In my second message, it appeared that there wasn't a contradiction so no note was required.

The numbers were 60% and 60% both ways. (Because of an error that has now been xxxx is about to be corrected, it's actually 54% and 54%, but there's still no contradiction.)

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: (unknown), 73321,1217
(unknown), 73443,3150
(unknown), 73443,3152
(unknown), 74104,3335
Nessa Rapoport, 74671,3370
DATE: 10/26/94 1:48 PM

Re: 25 vs 30 hours

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by arl-img-2.compuserve.com (8.6.4/5.940406sam)
id NAA06537; Wed, 26 Oct 1994 13:45:06 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HIQDO31Z8C9AMEUE@ssc.wisc.edu>; Wed, 26 Oct 1994 12:45:59 CST
Date: Wed, 26 Oct 1994 12:45:59 -0600 (CST)
Subject: 25 vs 30 hours
To: 73321.1217@compuserve.com
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, 74671.3370@compuserve.com,
73443.3152@compuserve.com, 73443.3150@compuserve.com,
74104.3335@compuserve.com
Message-id: <01HIQDO328VI9AMEUE@ssc.wisc.edu>
X-VMS-To: GAIL
X-VMS-Cc: GAMORAN, ELLEN, NESSA, JULIE, ROBERTA, BILL
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

We now have the data to make a change, if we want to, in our definition of part-time vs. full-time work. In the current research brief this is a minor issue: it only affects the figure on "career perceptions", where we show that 72% of full-time and 54% of part-time teachers think Jewish ed is their career. If we change the definition to 25 hours or more (instead of 30 hours or more), these numbers would be 69% and 54%. Note that the proportion of part-time teachers who think Jewish ed is their career is the same either way. This means that of teachers who teach between 25 and 30 hours per week, the proportion must be 54%. When that group is included with the full-timers, it pulls down their figure a bit.

For a brief on careers, salaries, and benefits, I think we should move away from the part-time/full-time distinction, and refer to perceptions and earnings of those who teach different numbers of hours, such as 1-3 hours, 4-12 hours, 13-24 hours, 25 or more, something like that. I recognize that the distinction between those who teach 1-3 hours and other part-timers is a really important one.

For the current document, I favor leaving it as is. It is a minor issue, it is (more or less) consistent with what we've been reporting so far, and those who teach 25-30 hours are more like those who teach fewer than 25 hours than they are like those who teach more than 30 hours in their perceptions of Jewish education as a career.

Comments?

• Wash

Nessa: Try this as the 1st sentence on
Teacher empowerment before mentoring etc.
From: Gail

Teachers must have the opportunity to both plan
and participate in meaningful professional
development opportunities.

Teachers shd be able to partcip
in + design of these ^{trans} opportunities

FROM: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Nessa Rapoport, 74671,3370
DATE: 10/28/94 8:10 PM

Re: a minor error

Sender: gamoran@ssc.wisc.edu
Received: from robin.ssc.wisc.edu by dub-img-1.compuserve.com (8.6.4/5.940406sam)
id VAA20568; Fri, 28 Oct 1994 21:03:44 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HITLTUOAPK9AMEYL@ssc.wisc.edu>; Fri, 28 Oct 1994 20:04:50 CST
Date: Fri, 28 Oct 1994 20:04:50 -0600 (CST)
Subject: a minor error
To: 74671.3370@compuserve.com
Message-id: <01HITLTUOKD69AMEYL@ssc.wisc.edu>
X-VMS-To: NESSA
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

In the technical notes, we say the survey was administered in the spring of 1993 or fall of 1994. That's obviously wrong since we are still in the fall of 1994! It should be the spring of 1993 or the fall of 1993. We can correct this at the proofs stage if it's already in production.

(Julie caught this mistake.)

Oct. 31, 1994

Policy Brief:

Mon. night:

Find quote for brief.

Tues.: Xerox clean copies of policy brief.

NR: Get copy from Liz after 10. Fax to Adam and Ellen. Ellen: 617-495-5900. Adam: ? I will read for sign-off. Adam and Ellen to sign-off. Adam to answer my query about "in-service."

Alan: Decide about staff, Mort's name; decide about quote. Who else needs to see? Ginny has asked. Seymour has asked us to fax it to him tomorrow in Washington to show to Mike Smith: Do you have his fax #? Mort? Chuck? Steve? Tell Steve C., Adam, Ellen that Yudelson may call. (I told Ellen.) Give comp to Alan for sign-off.

608-265-5389 adam
617-495-3900 ellen
X1825

Press:

NYT times reference; GA session
letter
pr
brief b/w
brochure
NYT

NR: Await word from Larry Yudelson about plans.

Alan/NR:

If yes:

--Letter, mentioning GA, JTA, photo?, etc. Press release. Alan to sign off on both. Arrange to fax Alan in Boston. Photo of Mort, per Yudelson?

--Policy brief xerox.

--Calls to key papers. How to handle the three cities specifically? (They'll get calls.) Write to NYT? Peter Applebome; David Gonzalez. Ed papers?

If no:

--Decide how to proceed. Call Marc?

Other:

Alan/NR:

--(Liz to?) Prepare sheet/sticker/what? for first page of kits; find out room from Liz Hollander (Marty Kraar's office) through Robin (Ginny says to wait until last possible minute); arrange with the printer.

--Arrange shipping details with printer.

Alan:

--Verify that it's in kits. FAX: To Carl: Just to let you know that

--Gonzalez?

--20 minutes ahead at GA?

--Presentation:

--When to talk to Adam about presentation?

--Arrange overheads with Bill Robinson.

--Ship myself extra policy briefs, press releases, etc. to GA?

NEJC; 2 minutes in CUE

BRIEF: -mail to bill comm ahead of time from Mort?

Page of GA Book

Thurs night: Mort's home FAX:

Mon: Letter from Alan to Ed men-
ber

Am enclosing

GA: Photo of Ad/El
w/ Mort.

We are
As per my comm. of last Thurs
We are shipping the 100 by NYS
copies of the — for incl
in the kits of all the
delegates
of the GA.
Lk find
to secy
y. there.

Willard

8 points

11/1/94 W/Liz Sheehan

Cover - Policy Brief - White? Like brochure? No, dark on light. ✓

Heading - add ✓

Overview: Logo / xeroxability - she thinks it's ok ^{30%}

Naming figures

Ginny - new board

bottom of page ✓

#2, #3, #4, #5

p1: Heading in box

red questions: Font?

box 3 - change to box 2

p2: Dispersed; hard to read.

p3: Indent; single space quote; leading

Pln

New A in continental

like out #1, #2

larger type

large headings

copyright?

Adsm

X suggestions - guidance of; Ellen

heading at overview

1, 2 3 a, b, c?

2 headings

mini-headings

larger type

box at bottom?

new A in continental

cover: CISE in white?

Ginny - new board

p.2 hard to read

look at bottom of page

mail to the board

Teachers should be encouraged to participate in the design of their training opportunities

Avot 4.12: Let...the awe for your teacher [be] as great as your fear of Heaven.

Avot 1:6 Rabban Gamliel used to say: Provide yourself with a teacher, and thus remove yourself from doubt.

B. Ket. 111a. A man who studies on his own is no match for one who studies w/ a teacher.

Deut.

וְיָלֶמְדוּם מִפִּי הָאֲבִיב () 'אֲבִיב' וְיָלֶמְדוּם

'And you shall teach them ^{diligently} to your children.' 'your children' are in fact your ~~refer~~ to 'your students.'

From tradition, ~~Traditionally~~, we learned we have it on with for the sages

that + the 'your children' includes the students. ~~Not for~~

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 11/1/94

Time sent: 3:15 pm

No. of Pages (incl. cover): 12

To: Ellen Goldring

From: Nessa Rapoport

Organization: CIJE - Harvard Principals' Center Seminar

Phone Number:

Phone Number: 212-532-2360

Fax Number: 617-495-5900

Fax Number: 212-532-2646

COMMENTS:

**FOR IMMEDIATE DELIVERY TO ELLEN GOLDRING AT THE CIJE - HARVARD
PRINCIPALS' CENTER SEMINAR.**

PLEASE CALL UPON RECEIPT OF THIS FAX.

THANK YOU

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 11/1/94

Time sent: 3:15 pm

No. of Pages (incl. cover): 12

To: Adam Gamoran

From: Nessa Rapoport

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 608-265-5389

Fax Number: 212-532-2646

COMMENTS:

FOR IMMEDIATE DELIVERY TO ADAM GAMORAN.

PLEASE CALL UPON RECEIPT OF THIS FAX.

THANK YOU

Just as it is a man's duty to teach his child, so it is his duty to teach his grandson, as it is said: "Make them known unto your children and your children's children" (Deut. 4:9). This obligation is to be fulfilled not only towards a son and grandson. A duty rests on every scholar in Israel to teach all disciples (who seek instruction from him), even if they are not his children.. As it is said: "And you shall teach them diligently unto your children" (Deut. 6:7). On traditional authority, the term "your children" includes disciples, for disciples, too, are called children, as it is said: "And the sons of the prophets came forth."

--Hilchot Talmud Torah, Rambam, Ch. 1, Halakhah 2

"Immersing yourself in Torah for its own sake sustains the entire world."



... *אשר יאמר ה' אליו* *אשר יאמר ה' אליו*

And you shall

teach your
children...

Nov. 1, 1994

Dear Adam and Ellen:

Here is the policy brief, designed. To get a real sense of the layout, you might want to look at the pages as double-spreads, beginning with the overview on the left, which faces page 1 on the right. I have not yet proofread the text, but have already marked up the missing box and figure citations, as you'll see.

P. 3: The figure currently called "In-service Workshops Attended." That is the term we use in the overview, and I'm happy to leave it as is, particularly given the time constraints. But, as I noted to Adam on e-mail, at one point I seem to have deleted the term "In-service" from the title of that figure, based on what was then the final version, around the time of the board meeting. Let me know the verdict on this one.

In addition: "A Plan for Action" is being laid out differently, so that "In Communities" is on p. 5 and "At the Continental Level" begins at the top of p. 6. There will still be a lot of white space on p. 6, but it is the end of the document. P. 7, "About the CIJE Study..." and the technical notes are a fold-out from p. 6; that's how we got around the space problem.

On p. 7, Alan raises the point that the sentence "They are grateful for suggestions from the MEF Academic Advisory Committee" makes it sound as if the committee's sole input was "suggestions" for this one brief. He feels that the term "suggestions" sounds like a slight. (I, too, think it sounds very minor.) Since the committee was advising on the entire study, it seems more appropriate to say something like "They are grateful for the guidance of the MEF Academic Advisory Committee." Please give me your thoughts on this point.

Last: On the back, in addition to the CIJE address that you see, we will list the current board, staff and consultants.

Notwithstanding the pressures of the day, all of us should read this with as much care as we can muster, as tomorrow it will be delivered to the printer.

I expect to talk to Adam either tonight at home (212-873-8385, or Tobi will tell you where I am) or early tomorrow morning. Ellen, whenever you can reach me: I'll be at work today until at least 6, and am happy to stay past then if that's a good time for you. Otherwise, try me at home.

As always, many, many thanks.

Nessa

Liz - 627-4490

Ginny - ~~FAX policy brief~~

4:30 Liz - bd ; Marc Jaffe - Not to pressure you,
but he's the first but
Nessa to proofread. It will go out.
to 20 may.
papers

Ginny - Marc photo

Wed.

Comp to Liz; go w to Nessa

pr

cover letter

also letter to Marc

Frank - #; deadline

Marc

Carl FAX

Liz Hall - 20 min
6m room

Bill -

Tonight

Adam - ?s + quote/Yudekian

leth - CUE - stheny

Major new study: Come hear all
about it.



**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 11/3/94

Time sent: 2:30

No. of Pages (incl. cover): 8

To: Barry Holtz

From: Nessa Rapoport

Organization: JTS

Phone Number:

Phone Number: 212-532-2360

Fax Number: 678-8961

Fax Number: 212-532-2646

COMMENTS:

Please read more calmly than I can, especially with an eye
for something I missed. The idea is that the papers will get

1. the letter
2. the press release
3. the report
4. our brochure

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Morton L. Mandel

From: Alan D. Hoffmann

Date: November 2, 1994

Re: CIJE Policy Brief

Nessa, Adam, and Ellen have been working around the clock, together with the graphic designer, to get this policy brief ready and printed in time for the GA -- and then sent in final language to the Jewish press this week so that editors are prepared a week before the GA.

I am absolutely delighted by the enclosed copy of the brief, its language, format, and aesthetics. Nessa has also had to manage getting sign-off from Seymour and Annette, while coaxing Adam and Ellen through many drafts. She has done a magnificent job: The language is now much more policy-oriented than the original.

We now have 20+ copies in New York, ready to be sent to editors of the major Jewish papers by FedEx tomorrow. We have also been interviewed by the Jewish Telegraphic Agency (JTA), and their reporter may be developing a story for the wire.

Although we are on a terribly short deadline, I wanted to speak to you tomorrow morning before sending these off. I'm at the Harvard seminar and will try to arrange a call with Stella for the morning.

Our Friday call will proceed as planned. I look forward to speaking with you.

Alan

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION

FAX COVER SHEET**

Date sent: 11/2/94

Time sent:

No. of Pages (incl. cover): 12

To: Morton L. Mandel

From: Alan D. Hoffmann

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 407-844-2147

Fax Number: 212-532-2646

COMMENTS:

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 11/2/94

Time sent:

No. of Pages (Incl. cover): 11

To: Dr. Seymour Fox

From: Nessa Rapoport

Organization:

Phone Number: 202-628-9100

Phone Number: 212-532-2360

Fax Number: 202-637-7326

Fax Number: 212-532-2646

COMMENTS:

**FOR IMMEDIATE DELIVERY TO
DR. SEYMOUR FOX
GUEST**

Here, as you requested, are the proofs of the Policy Brief. I expect to go to press tomorrow.

Alan: It's 4 PM, and here's where I'm at. Within 1/2 hour I will go to Liz's studio for the rest of the afternoon. From there, providing all goes according to plan, I will:

Proof the b&w and sign off.

Fax it to MLM with your cover note.

Fax it to Seymour.

Fax it to you with this note, your MLM cover note, and a draft of the press release. I have NOT been able to draft the letter for the editors, so please call my office at 11:15 PM and give me your fax schedule tomorrow, as accurately as you can. I'll draft the letter from home tonight and fax it to you as early as I can; just tell me where you are faxable tomorrow during the day.

You are on to call MLM tomorrow at 10:30.

Tomorrow morning:

I'll have the b&w copied downstairs in 50+ clean copies.

You'll get back to me the revised press release. (See my note on the press release, below.) NOTE: Whatever changes you send me, print very legibly, as the fax makes it hard to read.

I'll fax you a draft of the cover letter to editors and hear back from you when you can.

You also need to send me language for a cover note from you to accompany the group fax to: Chaim, Ruth, Steve Chervin, Roberta, Bill, and Julie; as well as Adam, Ellen, Ginny, and Danny (I can fax under my own name to the latter, if you prefer).

When I get word from you about your call with Mort, I'll call Mark Joffe to let him know what's going on--and find out from him what JTA's plans are.

NOTE on the press release: It's now just over 2 pages. I tried to keep it short and originally thought we should not go over 3 pages. On the other hand, the Seminary model from which I worked was 5 pages long--and it was picked up as an article, almost to the word. So, at this minute's thought: Maybe we should flesh it out. Let me know what you think the missing pieces are, in that case. I made many judgment calls, which you can feel free to overrule. What you need to think about is: If a paper printed only this press release as an article, would it do justice to the brief? To CIJE? To Mort? To Adam and Ellen? Specifically, could the lead communities live with it, if it were replicated as is in their papers? (It probably wouldn't be, but just in case.... And it certainly could be read to people in those cities or faxed to them, so we need to take that into account.)

Further notes: The researchers are not named or mentioned; it's just too much, but Ad/El would not be happy. Will that be in an issue in the three communities? (I doubt it will matter anywhere else.) There's no mention of Rubinstein, because that's not the main news, and I intend to put it in my cover letter. I didn't write "The GA of the CJF" (spelled out) when I referred to the GA, because it was too cumbersome. But all of this is up for grabs. If there is anything extraneous I could put in the letter instead of the press release, I'll be glad to do that. Mostly, the press release must be provocative, simple to understand, and as much a news story as possible.

I'll work with Robin tomorrow to get these overnight for Friday delivery to approx. 31 papers, with a press release, cover letter, and CIJE brochure. I'll customize the letter for the three communities. I'll call as many editors as I can to let them know it's coming. And Robin and I will

fax it to the agreed-upon people with your cover note; they will then have it tomorrow.

Note: I called Frank Strauss again today. Had to leave a message; still no word! Think through what to do about that. I now must know if I can extend the deadline past Nov. 9, as it won't go out to the printer until tomorrow. By the way, turn through the pages one more time to be sure there's no catastrophe I missed.

If you need me after tomorrow, you can find me at the newly established Jewish Professionals' Mental Health Rehabilitation Center.

Nessa

For Immediate Release

Contact: Nessa Rapoport
Telephone: (212) 532-2360, ext. 408
Fax: (212) 532-2646

**Major new study of Jewish educators
Finds serious lack of training alongside
Surprising commitment**

NEW YORK -- A new in-depth study of all the Jewish educators in Atlanta, Baltimore, and Milwaukee reveals that teachers have far less professional background and in-service training than is commonly expected of teachers in general education. In an unexpected finding, the majority of teachers in day schools, supplementary schools, and pre-schools are strongly committed to Jewish education as a career.

According to the policy brief on the "Background and Professional Training of Teachers in Jewish Schools," to be released formally by the Council for Initiatives in Jewish Education (CIJE) on November 17 at the General Assembly in Denver, the findings offer an obvious first step in the Jewish community's continuity crisis: investment in comprehensive in-service training for current Jewish educators.

"At the intersection of teachers' lack of training and their devotion to teaching is a major opportunity for North American Jewry," said Alan Hoffmann, executive director of CIJE. "There are solutions in Jewish education." [Catchy quote from you, Alan, like your Times quote.]

Among the findings:

*** Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both.**

*** Almost 30% of teachers in supplementary schools had no Jewish schooling after the age of 13.**

*** Ten percent of the teachers in Jewish pre-schools are not Jewish; in one community, the figure is as high as 21%.**

*** Forty percent of Judaica teachers in day schools have neither a degree in Jewish studies nor certification as Jewish educators, and yet they attend fewer than 2 in-service workshops a year on average. (This is one-sixth the requirement for state-licensed teachers in the state of Wisconsin, for example.)**

*** And yet, fifty-nine percent of the teachers view Jewish education as their career. Only 6% plan to seek positions outside Jewish education in the near future.**

The policy brief, the first of a series based on the CIJE Study of Educators, delineates a plan for action that every North American Jewish community can undertake to improve its teaching personnel.

The complete study, conducted by 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 Peabody College of Education at Vanderbilt University, will be available in 1995.

CIJE was established to implement the conclusions of the Commission on Jewish Education in North America (1988-90). CIJE's chair, Morton L.

Mandel, of Cleveland, Ohio, is a former president of the Council of Jewish Federations (CJF) and a leading philanthropist in the field of Jewish education.

#

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 11/2/94

Time sent:

No. of Pages (incl. cover): 17

To: Alan D. Hoffmann

From: Nessa Rapoport

Organization:

Phone Number: 617-547-4880

Phone Number: 212-532-2360

Fax Number: 617-868-8322

Fax Number: 212-532-2646

COMMENTS:

**FOR IMMEDIATE DELIVERY TO
ALAN D. HOFFMANN
GUEST**

This fax should include:

Policy Brief

Copy of memo sent to MLM

Draft of Press Release

Cover note from Nessa

Nov. 2, 1994

Here's a draft of the letter for your changes.

Alan: NEED FAX #

Dear Mort:

Nessa, Adam, and Ellen have been working around the clock, together with the graphic designer, to get this policy brief ready to be printed in time for the GA -- and sent in final language to the Jewish press this week so that the editors are prepared the week before the GA.

I am absolutely delighted by the brief, its language, format, and aesthetics. Nessa has also had to manage getting sign-off from Seymour and Annette, while coaxing Adam and Ellen through many drafts. She has done a magnificent job: The language is now much more policy-oriented than the original. [**Alan:** Isn't this a bit hyperbolic for his style?!]

We have 20+ copies in New York, ready to be sent to the editors of the major Jewish papers by Fedex tomorrow morning. We have also had an interview with Jewish Telegraphic Agency (JTA).

Although we are on a terribly short deadline, I wanted to speak to you tonight before sending these off tomorrow. I'm at the Harvard seminar and will arrange a call some time this evening.

Our Friday call will proceed as planned. Looking forward to speaking with you.

Alan: How to sign?

Alan: The above is a letter for faxing tonight. It is now after 12:45 pm; Liz has only now returned from the doctor. If she succeeds in pulling out a clean b&w copy that I have proofed and in my hands in the office by 5, we can send this letter and the document to Mort. I am still shooting for that.

If I do not have it by 5, this letter's language would still work for Thursday, I believe. That would also mean delaying the papers' receipt of the material till Monday: En mah la'asot.

I have faxed Carl re the brief and have a call in to Frank re the real deadline and the actual count. I am holding off calling Mark Joffe (JTA) until the afternoon, when I have a clearer sense of our schedule. I may not call him until tomorrow.

When I have the final b&w, here are the people I am meant to send it to, so far. Please add or comment:

Seymour, if I have it today. (**Alan:** By tomorrow, will it be too late for him to use it or should I still send it to the Willard Hotel?) Adam feels strongly that Chaim, Ruth, and Steve Chervin must

receive it no later than the papers get it, and certainly before the GA. Adam and Ellen will get a clean copy as well. And I'll send it to Ginny. Anyone else (besides Mort)? Shouldn't our three researchers get it now? Or should we wait until we send the letter to the board next week? What about Annette--can she get the b&w when she comes to us next week? And how about Danny P.? Steve Hoffman's on our staff: Does he need to see a b&w ahead of the GA? And if yes, then what about Chuck? Think this through with me.

In any case, please change and sign-off on this letter, so that if we can go ahead, I'm prepared.

As for the quote, the line you gave me is in fact the close of the quote my father-in-law gave me yesterday. Even without the problem of the Hebrew type, I cannot find a way to make it comprehensible in English. For example:

"And you shall teach them diligently to your children." The sages teach us that "your children" includes your students.

Pretty flat, no? Or, if you lengthen the quote to include the whole:

"Just as it is a man's duty to teach his child, so it is his duty to teach his grandson, as it is written: "Make them known to your children and your children's children." This obligation is to be fulfilled not only toward a son and grandson. Every scholar is obligated to teach all his students, even if they are not his children. As it is written: "And you shall teach..." Etc., as above.

And this is quite apart from the old his/her dilemma. My conclusion is that it's a wonderful text to teach, but when I picture it on the back, for 4,000 lay people, the English seems condensed and hard to decode.

I'm now going to take a crack at a press release and cover letter. At some point fairly soon, I'll have to go to Liz's studio to review the changes and input any new ones. I may not complete drafts of the press release and letter until tomorrow. And I don't feel comfortable making calls to the editors until I know where we are. I'll update you this aft., but let's be sure to know where we stand by 5 today. Can you call in around then? Or let me know where to find you.

Table 1. Teachers' Experience in Jewish Education

YEARS OF EXPERIENCE	<u>Percentage of Teachers</u>
One year or less	6%
Two to five years	27%
Six to ten years	29%
Eleven to twenty years	24%
More than twenty years	14%

TABLES

Table 2. Teachers' Backgrounds in General Education

SETTING	Degree in Education		<u>Worked in General Education</u>
	<u>From University</u>	<u>From Teachers' Institute</u>	
Day School	48%	19%	48%
Supplementary	47%	6%	55%
Pre-School	47%	15%	50%
ALL SCHOOLS	48%	12%	51%



Table 3. Teachers' Backgrounds in Jewish Studies

SETTING	<u>Certified in Jewish Education</u>	<u>Major in Jewish Studies</u>
Day School	40%	37%
Supplementary	18%	12%
Pre-School	10%	4%
ALL SCHOOLS	22%	17%

TO FAX:

Group fax

- cover letter (2?)
- Brief
- • Group fax procedure
- CHAIM BUTWINICK
- RUTH LOHEN
- STEVE CHERVIN
- JULIE TAMIVAARA
- BILL ROBINSON?
- ROBERTA HOODMAN

Group fax

- Ah (chicago-four seasons)
- Eh (Home-T-TH#)
- VFL
- DP

TO FEDEX:

PAPERS

- Cover letter specific to Community (3)
- Brief
- Press release
- ^{WE} brochure

-
- ^{CALL} ✓ editors names
 - ^{TYPE} Prepare forms
 - ~~copy brief~~

-
- Merge program for letters

- ASSEMBLE

- Call Adam
- Fax to VFL

THURS.

~~Call Stella~~

- GROUP FAX
- 40 FEDEX FORMS/ENVELOPES
- 40 CLUE BROCHURES
- 40 PRESS RELEASE
- 40 Letterhead &
- 80 Blank Sheets
- 40 Letterhead
- 600 policy brief
- late fedex pick-up

→ cover letter / Mail Merge
- 3 letters - one per community

~~TO~~ TO FEDEX
Press list

- ✓ editor names (everyone that is ✓ed)
- FedEx labels

TO FAX: - group

nidoft

- Chair Botwinick &
- Ruth Cohen
- Steve Chernin
- Ah (Chicago - four seasons)
- EH - Thurs. # home
- UFL
- DPeck
- Julie
- Bill
- Roberta



CIJE

Council
for
Initiatives
in
Jewish
Education

Chair

Morton Mandel

Vice Chairs

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

Honorary Chair

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Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

November 3, 1994

Bertram Korn
Jewish Exponent
226 South 16 St.
Philadelphia, PA 19102

Dear Bertram Korn:

The first dramatic findings of a new in-depth study of North American Jewish educators will be presented at a forum at the CJF General Assembly, on November 17, at 3:45 PM.

The Minister of Education of the State of Israel, the Hon. Amnon Rubinstein, will come especially to join the study's authors, Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, to discuss the findings. Prof. Rubinstein will delineate a new partnership between Israel and North America for the training of Jewish educators.

The forum will be chaired by Morton L. Mandel, a leading philanthropist committed to Jewish education. Alan Hoffmann, executive director of CIJE, will complete the discussion with "From Data to Action," outlining crucial next steps for revitalizing Jewish education within communities.

Attached is an advance copy of the policy brief, "Background and Professional Training of Teachers in Jewish Schools," which will be released formally by CIJE at the GA. The brief is based on the most extensive research initiative currently undertaken in the field of Jewish education: a two-year study of all the classroom educators in Atlanta, Baltimore, and Milwaukee, the three lead communities chosen as pilot sites by CIJE. **We believe the profile of teachers offered by the study resembles that of most American Jewish communities.**

As you know, Jewish identity and continuity have dominated the Jewish agenda, both locally and nationally. In the intense re-examination of priorities in which the American Jewish community has been engaged, Jewish education is increasingly viewed as a key avenue to Jewish commitment.

alan - here's a sample
packet for you.

File: Brief

The policy brief highlights a central problem in North American Jewish education--the insufficient preparation of teachers in Jewish schools--and presents a concrete plan for action, a clear first step in addressing the continuity crisis by creating comprehensive professional development for teachers. The brief also offers several surprises that question widely-held assumptions on which past policy has been based.

Many Jewish communities have set up local continuity commissions, which are engaged in an effort to address issues of Jewish identity and continuity at a local level. This policy brief has direct implications for the priorities and allocations within individual Jewish communities.

The GA forum promises to be both lively and provocative. If you plan to attend, we can arrange some private time before the forum with the Hon. Amnon Rubinstein, Morton Mandel, Drs. Gamoran and Goldring, and Alan Hoffmann for questions about the study and its implications for your community.

This policy brief has not yet been publicly distributed. We are sending you this material in advance of the GA because we believe that these findings will be very influential--community by community--in building the profession of Jewish educators in a meaningful way.

Please let me know if you need more information.

Best,

Nessa Rapoport

*Council
for
Initiatives
in
Jewish
Education*

עת
לעשות
Time to
Act

CIJE

CIJE: *A Catalyst for Change*

Launched in 1990, the Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. Through strategic planning and the management of change, CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. CIJE focuses on critical educational issues which will ultimately impact on the future of Jewish life, for Jewish education is a cornerstone of meaningful Jewish continuity.



The CIJE Strategic Agenda

CIJE was established to implement the recommendations of the Mandel Commission on Jewish Education in North America, a distinguished coalition of community and foundation leaders, scholars, educators, and rabbis from all denominations. After deliberating for eighteen months about how to “enlarge the scope, raise the standards, and improve the quality of Jewish education,” the Commission concluded in June 1990 that educational reform depends foremost on the achievement of two vital tasks: building the profession of Jewish education and mobilizing community support for Jewish education and continuity. These are the building blocks of the CIJE agenda.

■ **Building the Profession**

Although there are many talented educators involved in Jewish education, the system suffers from a shortage of quality teachers, principals, educational directors, camp directors, and other professionals committed to the field, in both formal and informal settings. CIJE’s efforts to enhance the Jewish educational profession are multi-pronged. On the local level, CIJE strategizes with communities to develop plans and initiate action to recruit new educators and to offer better salaries and benefits, ongoing professional development programs, and career

track opportunities. Simultaneously, CIJE serves as an intermediary with universities, training institutions, and continental agencies to create innovative programs to build an infrastructure for attracting excellent people to the field.

■ Mobilizing Community Support

One essential element of community mobilization is significant new funding, another is leadership. CIJE promotes local efforts to attract a new generation of leaders committed to Jewish education and to recruit and build “wall-to-wall coalitions”—community leaders in tandem with educators, academic specialists, philanthropists, and rabbis, with all segments of the community represented—to support and sustain reform. CIJE also works to develop a cadre of leaders at the continental level who will be advocates for Jewish education.

To demonstrate these interrelated principles in concrete ways, CIJE has established lead communities — laboratories for change—where CIJE staff works closely with lay and professional leaders. In these cities, CIJE seeks to showcase the positive results that emerge when personnel and community issues in Jewish education are taken seriously. Atlanta, Baltimore, and Milwaukee were selected in Fall 1992 as the initial lead communities. CIJE’s next step is to widen its efforts and form new partnerships, disseminating the lessons learned in the lead communities to communities across North America.

Reform Through Thoughtful Action


CJIE sees itself as an architect for reform—planning an innovative strategic design for Jewish education and working with others to implement it. If building the profession and mobilizing community support are the foundations of CJIE's plan, its support projects are the pillars:

■ **Documenting Success— *The Best Practices Project***

Throughout North America there are examples of successful Jewish education—outstanding early childhood programs, supplementary schools, day schools, summer camps, adult education, and other venues of Jewish education that *do* work. CJIE researchers are identifying and documenting successful models; published guides based on their work analyze and explore how such models can be translated to other educational settings. Through the Best Practices Project, CJIE is furthering the understanding of the components of excellence.

■ **Building “Vision-Driven” Institutions—*The Goals Project***

The Goals Project is a CJIE initiative toward the development and actualization of visions and goals for Jewish educational institutions.



Some educational institutions have underlying, but often unspoken, visions of what they seek to accomplish; many others need to generate a comprehensive vision of their mission. When visions and goals are clarified, communicated, and put into action, they can play a significant role in shaping the educational experience. Through the Goals Project, CIJE engages educational institutions and the local community in a process of learning, reflection, and analysis to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and planning. An important aim of the Project is to create a climate in communities that encourages and supports serious attention to this process.

■ **Creating a Framework for Educational Research**

Ongoing analysis and research informs and supports all of CIJE's efforts. A leader in bringing professional tools of monitoring and evaluation to Jewish education, CIJE is involved with research on two levels: building a comprehensive research agenda for Jewish education and using cutting-edge techniques to evaluate its ongoing projects in the field. In its work with the lead communities, CIJE moves responsively from research to analysis to action.

CIJE At Work: A New Vision of Jewish Education

CIJE's staff includes experienced educators, consultants, and internationally-renowned experts in the areas of Jewish and general education, community planning, Judaic Studies, educational philosophy, research, leadership, and organizational change. They bring the latest thinking in their fields to the endeavor of Jewish education.

Engaged in efforts with communities across North America and with a wide range of communal organizations, foundations, universities, and denominational movements, CIJE is bringing together a new alliance of talented people committed to its agenda of Jewish educational reform. CIJE is forging new connections, developing effective means to join forces toward a common goal.

Through its innovative approach and strategic partnerships, CIJE seeks to demonstrate the significant breakthroughs that are possible when funding, planning, and leadership coalesce on behalf of Jewish education.

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CIJE Council
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*Background
and
Professional
Training of
Teachers
in Jewish
Schools*

Policy Brief:

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

Background and Professional Training of Teachers in Jewish Schools

O V E R V I E W

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of teachers in general education.

In day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators, yet these teachers attend fewer than 2 in-service workshops a year on average.

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

Pre-school teachers are the least prepared in Jewish content when they enter their positions. Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, even these are not sufficient to compensate for their limited backgrounds. Moreover, 10% of these teachers are not

Jewish; in one community the figure is as high as 21%.

And yet, in all settings, the study shows that teachers are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people.

This finding presents a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education indicates that carefully crafted in-service training can indeed improve the quality of teaching.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

A comprehensive plan to improve the in-service training of Jewish educators will eventually have to be combined with an ambitious and systematic plan to improve the recruitment and training of educators before they enter the field.

This policy brief is the first of a series based on The CIJE Study of Educators. The complete study will be available in 1995.

The CIJE Study of Educators

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A
Tim
Act

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

—A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education—whatever the setting or age group—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.

Since 1992, CIJE has been working with three communities—Atlanta, Baltimore, and

Milwaukee—to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the educational directors and classroom teachers were surveyed, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities that wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are similar enough that we believe the profile of Jewish educators offered by the study is likely to resemble those of many other communities.

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (**Box 1**).

About the Jewish Educators of Atlanta, Baltimore, and Milwaukee

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Thirty-two percent work full-time in Jewish education (i.e., they reported working 25 hours per week or more), and about 20% work in more than one school.

Box 1

PROFESSIONAL TRAINING OF TEACHERS IN JEWISH EDUCATION

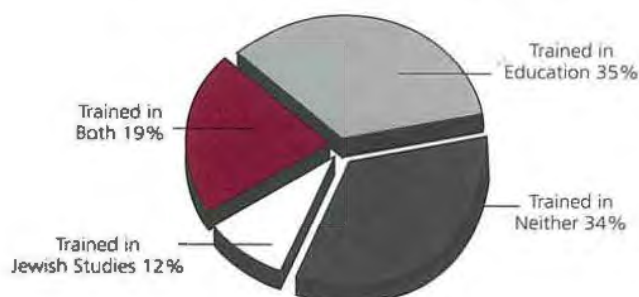


Fig. 1

Are teachers in Jewish schools trained as Jewish educators?

Most are not (**Fig. 1**). The survey indicates that only 19% have professional training in both education and Jewish studies. (In *The CIJE Study of Educators*, training in education is defined as a university or teacher's institute degree in education; training in Jewish studies is defined as a college or seminary degree in Jewish studies, or, alternatively, certification in Jewish education.) Thirty-five percent have a degree in education but not in Jewish studies. Twelve percent have a degree in Jewish studies but not in education. And 34% lack professional training in both education and Jewish studies.

Does the teachers' training differ according to educational setting?

Generally, yes.

Training in education: Over 40% of teachers in each setting (pre-school, day school, and supplementary school) reported university degrees in education (Table 1). An additional 15% to 17% of pre-school and day school teachers have education degrees from teacher's institutes, as do 5% of supplementary school teachers. (These institutes are usually one- or two-year programs in lieu of university study.)

TEACHERS' BACKGROUNDS IN GENERAL EDUCATION		
Degree in Education		
Setting	From University	From Teacher's Institute
Day School	43%	17%
Supplementary	41%	5%
Pre-school	46%	15%
All Schools	43%	11%

Table 1

TEACHERS' BACKGROUNDS IN JEWISH STUDIES		
Setting	Certified in Jewish Education	Major in Jewish Studies
Day School	40%	37%
Supplementary	18%	12%
Pre-school	10%	4%
All Schools	22%	17%

Table 2

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% of day school Judaica teachers are certified as Jewish educators; 37% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (Table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, only 31% of the teachers have a degree in Jewish studies or certification in Jewish education, and even in day schools only 60% have such training.

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before age 13, 25% of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11%

of supplementary school teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (Figs. 2, 3; Box 2).

According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Box 2

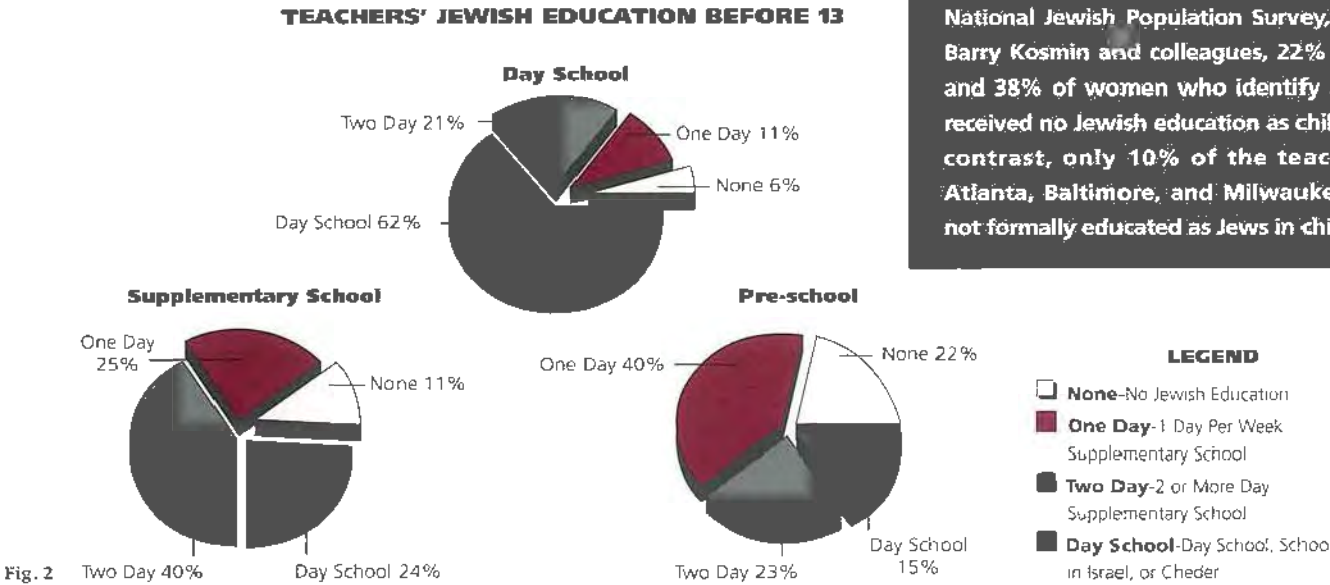


Fig. 2 Two Day 40% Day School 24%

TEACHERS' JEWISH EDUCATION AFTER 13

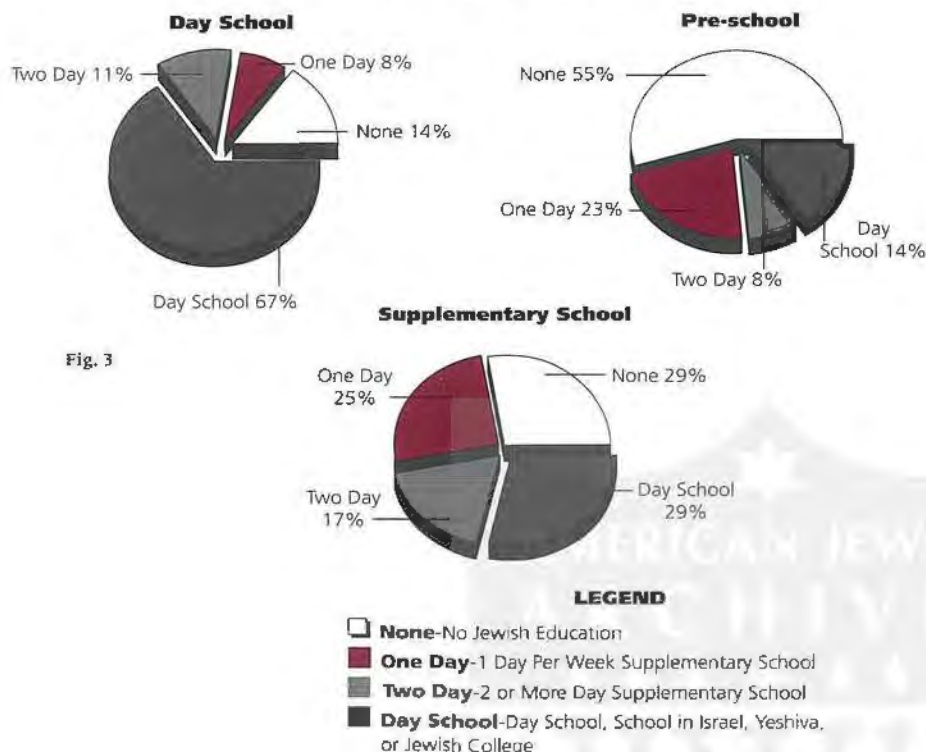


Fig. 3

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children—but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 21%.

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more skilled as an educator, and that consideration carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers.

Do present levels of in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs each year. Eighty percent of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than 4 workshops over a two-year time span. (A workshop can range from a one-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (Fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools,

Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years—or less than 2 workshops a year.

IN-SERVICE WORKSHOPS ATTENDED

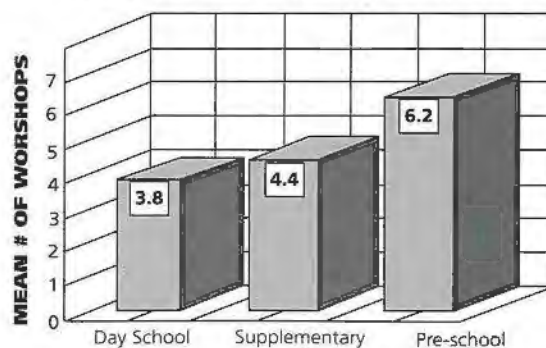


Fig. 4 **Note:** Average # of workshops in the last two years includes only those teachers who responded that they were required to attend workshops and excludes first-year educators.

Are teachers in Jewish schools committed to the profession of Jewish education?

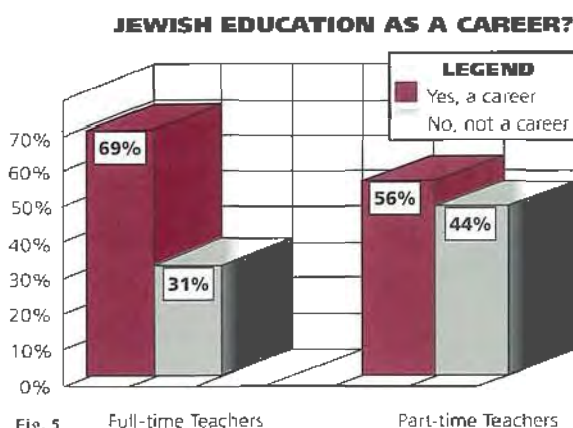
How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported an average of 4.4 workshops in a two-year period. (There was some variation across communities in this finding.) But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% were trained as educators, the current status of professional development for these teachers is of

pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide, one-day teacher conferences, and all three have some form of incentive for professional development. Still, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Even workshops that teachers find helpful are isolated events, lacking the continuity of an overall system and plan for professional development. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaism but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaism training.

es. Sixty-nine percent of full-time teachers view Jewish education as their career (Fig. 5). Even among part-time teachers (those working fewer than 25 hours a week), over half described Jewish education as their career. In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career. In total, 59% of the teachers view Jewish education as their career.



TEACHERS' EXPERIENCE IN JEWISH EDUCATION

Years of Experience	Percentage of Teachers
One year or less	6%
Two to five years	27%
Six to ten years	29%
Eleven to twenty years	24%
More than twenty years	14%

Table 3

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (Table 3). Sixty-four percent intend to continue teaching in the same positions, and only 6% plan to seek positions outside Jewish education in the near future.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can yield rich results.

A PLAN for ACTION

In Communities

How can a community design a comprehensive plan to improve its teaching personnel?

Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and educational directors to learn precisely where their strengths lie and which areas need improvement. *The CIJE Study of Educators* module will become available for this purpose in 1995.

A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

a. **Content:** The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

b. **Differentiation:** The plan should address the distinct needs of novice and experienced teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place—day schools, supplementary schools, and pre-schools.

c. **Systematic Training Opportunities:** One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats—linked to carefully articulated requirements, goals, and standards—should be offered in the context of a long-term, systematic plan for professional development.

d. **Community Incentives:** Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One North American community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. **Teacher Empowerment:** The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching. Teachers should be encouraged to participate in the design of these training opportunities.

In addition to these components drawn from the study, a comprehensive communal plan should include the following elements:

f. **Leadership:** The plan should recognize what has been learned from educational research: The educational director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled—and engaged in their own professional development. In 1995, CIJE will release a policy brief on the background and professional training of the educational directors in the communities surveyed.

g. **Evaluation:** The plan should include the monitoring of ongoing initiatives in professional development to provide feedback to policy makers and participants, and the evaluation of outcomes.

h. **Compensation:** The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several North American communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CIJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a way to redress teachers' lack of background. It is also a means of renewal and growth that is imperative for all educators. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with their colleagues.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, how can the major continental institutions and organizations address professional development from their own vantage points?

This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those continental organizations whose primary mission is Jewish education. In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize both in-service and pre-service training elements for the field.

They should also create professional development opportunities for educational leaders; expand training opportunities for educators in North America and Israel; and empower educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

Continental institutions also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; advocating improved salaries and benefits for Jewish educators; and constructing career tracks in Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that Jews are among the most highly educated citizens on the continent. We need to bring the same expectations to Jewish education as we do to general education, for the sake of our unique inheritance.

About The CIJE Study of Educators

The CIJE Study of Educators is part of the Monitoring, Evaluation, and Feedback (MEF) initiative in the three Lead Communities. The study involved both a survey of the formal Jewish educators in each community, and a series of in-depth interviews with a more limited sample of educators. The questionnaire was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from *The Los Angeles BJE Teacher Census* (1990).

The survey was administered in spring 1993 or fall 1993 to all Judaica teachers at all Jewish day schools, supplementary schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A parallel survey form was administered to educational directors; those data will be analyzed in a future report.)

Technical Notes

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary

The interview questions were designed by the MEF Research Team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as with educational directors and educators at central agencies and institutions of Jewish higher learning. In total, 125 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire and the interview protocols will be available for public distribution in 1995.

This policy brief was prepared by CIJE's MEF Research Team: Adam Gamoran; Ellen Goldring; Roberta Louis Goodman; Bill Robinson; and Julie Tammivaara. The authors acknowledge the assistance of Nancy Hendrix, Demographic Data Consultants. They appreciate the efforts of Lauren Azoulai and Janice Alper (Atlanta); Chaim Botwinick (Baltimore); and Ruth Cohen (Milwaukee). They are grateful for the guidance of the MEF Academic Advisory Committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff. The authors are especially thankful to the Jewish educators who participated in the study.

school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In two communities, many teachers left this blank, apparently because they were not sure what certification meant. On the assumption that teachers who did not know what certification meant were not themselves certified, for this item only we calculated percentages based on the total who returned the survey forms, instead of the total who responded to the question.

„והודעתם לבניך ולבני בניך“

*“And you shall teach them to
your children and to
your children’s children.”*

—Deut. 4:9

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Re: Policy Brief and the GA

Enclosed is an advance copy of the Policy Brief on the background and training of teachers in Jewish schools, which we will be releasing at the GA on November 17. We very much appreciate the contributions of your communities, and in particular your own efforts and leadership, in bringing this report to fruition. We hope that it will stimulate widespread discussion throughout North America on matters that are of such deep concern to all of us.

Executive Director

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Chair

Morton Mandel

November 4, 1994

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I am so pleased to be able to send you an advance copy of the policy brief. Your hard work is evident in these pages, which could never have been written without your efforts. I believe this brief--and the study to come--will be important to Jewish educators and policy makers in many communities.

Nessa

Executive Director

Alan Hoffmann