



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**

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

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

Subseries 5: Communication, Publications, and Research Papers, 1991–2003.

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Policy Brief: Background and Professional Training of Teachers in Jewish Schools. "Questions and Answers", 1994.

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

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These communities  
are already in  
the process of  
doing it.

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There are  
models of  
excellence.

Marc

(generic  
plan)

11/9/94

Possible Questions about the Survey and Policy Brief:

1. Every six months someone releases a new survey, and nothing happens. How is this different?
2. So a community gets this information and believes it. What should they do about it?  
or:  
But we already have in-service training. This can't be us.
3. You've convinced me. I want to fly my educational director to any school where this is being done well. What models should I look at? Who should I call to give me the tour?
4. So CIJE has compiled this important information. What will CIJE do about it?
5. The stability vs. quality questions, or: What's so good about bad teachers staying longer in their positions?
  - a. I'm a young and enthusiastic Jew who loves children. Why is it better to invest in stodgy teachers who aren't good with children than to let me into the classroom with my commitment?
  - b. Why focus on classroom teachers? There are many teachers out there who are far more inspiring to children than the present classroom teachers.
  - c. Who says teacher preparation has anything to do with being a good teacher?.
6. Who says Jewish education solves the problem of Jewish identity and continuity?
7. This will cost a fortune. Where's the money supposed to come from? Do you mean less money for Israel?
8. So CIJE has been around since 1990. What have you been doing all this time? (We hear nothing's happened in the Lead Communities.)
9. But we do have in-service training.

11/9/94

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*Who says teacher prep has anything to do w/being a good teacher? Elliot's answer. Seymour's answer: Impact.*
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The Ecology of Education

## Medical analogies

Kosmin didn't tell you what to do.

1. This tells you what to do. (locally, regionally, nationally)  
Prioritize.
2. Assess yr teachers. Inventory yr resources. Point person or the adv. of the resources in N. America
3. Call a conference to do this. This has never been done before.
4. ~~Module~~. We are still working w/ communities. We are still identifying the places.
5. Ellen Seymour. Never tapped the potential - We felt they were transient.  
(Correction: Makes a contribution to.
6. ~~What we do for anyone to~~ There are many additional things, but this is indispensable.  
(2) to That bad advice must be responsible for the 52%. This is my best gamble.
7. ~~for of ourselves~~. New money will be available.
8. What we've done  
Created a climate.

AMERICAN JEWISH  
ARCHIVES



11/14/94

Questions and Answers about the Survey and Policy Brief:

1. Every six months someone releases a new survey, and nothing happens. How is this different?

**Other reports did not tell you how to solve the problem. This brief has a plan.**

2. a) So a community gets this information and believes it. What should they do about it?

or:

b) But we already have in-service training. This can't be us.

**a) Assess their teachers, using the module. Inventory their resources--locally, regionally, and nationally. Prioritize. Implement. And we will be providing a range of resources to communities along the way.**

**b) Evaluate your current in-service training according to the components at the end of the policy brief--and then see if what you offer is systematic, comprehensive, etc.**

3. You've convinced me. I want to fly my educational director to any school where this is being done well. What models should I look at? Who should I call to give me the tour?

**We are calling a conference to lay out what is out there, as well as to look at possible models in general education. Remember: A "map" of best available practice has never been done in the Jewish education world. In addition, we are already working with our communities to create such models; we are also identifying places and resources in both Jewish and general education for communities to turn to.**

4. So CIJE has compiled this important information. What will CIJE do about it?

**We are already working with our three lead communities to move from the study to a comprehensive plan. We are creating a generic plan for professional development that any community will be able to use. We are calling a conference for communities to discuss alternative and models they can follow.**

5. The stability vs. quality questions, or: What's so good about bad teachers staying longer in their positions?

a. I'm a young and enthusiastic Jew who loves children. Why is it better to invest in stodgy teachers who aren't good with children than to let me into the classroom with my commitment?

b. Why focus on classroom teachers? There are many teachers out there who are far more inspiring to children than the present classroom teachers.

c. Who says teacher preparation has anything to do with being a good teacher?.

**1. We never tapped the potential of the teachers we had because we thought they were transient and not worth the investment. Now we can invest.**

**2. You would never allow a public school teacher to teach in a school on the basis of "being good with kids" or "enthusiasm about teaching." You would insist that there is a minimum standard required for teachers. Applying that standard to Jewish teachers is not the only step needed to improve Jewish education, but it is a necessary--and doable--first step. That is, there are many additional things to do, but this is indispensable.**

6. Who says Jewish education solves the problem of Jewish identity and continuity? Or: Then bad Jewish education must be responsible for the 52% intermarriage rate.

**We're saying that Jewish education makes a contribution to Jewish continuity. And we're saying that this is the best gamble, because you may not ensure Jewish continuity with it, but you'll certainly have no continuity without it.**

7. This will cost a fortune. Where's the money supposed to come from? Do you mean less money for Israel?

**1. It's time to look at rescue, relief, and rehabilitation for ourselves. In addition:**

**2. Israelis have stated categorically that a strong North American Jewish community is good for Israel.**

**3. When the problems have been targetted and thoughtful solutions proposed, new money will be available (Davidson, Bader, foundations, etc.)**

8. So CIJE has been around since 1990. What have you been doing all this time? (We hear nothing's happened in the Lead Communities.)

**1. Annette's list of accomplishments.**

**2. CIJE has created a climate of catalyst and change, not only for our projects but in the North American Jewish community.**

More generally, remember:

**There are models of excellence--in all settings--in Jewish education, including the supplementary school. There are solution in Jewish education (Best Practices).**

**Offer the medical school/medical analogies: Very accessible.**