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**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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Rapoport, Nessa. Report on CIJE Publications and  
Disseminations, July 1997.

For more information on this collection, please see the finding aid on the  
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**To:** Steering Committee Members  
**From:** Nessa Rapoport  
**Date:** July 21, 1997  
**Re:** Report on CIJE Publications and Dissemination

### Publications and Dissemination

CIJE's work continues to be documented in a range of publications. Enclosed is the most recent article, "*Leadership, Adult Learning and Professional Development in Jewish Education*," by Ellen Goldring, which appeared in *Professional Growth and Communal Change*, jointly published by Brandeis University and JESNA.

The number of articles being published about CIJE's work in journals of general and Jewish education is growing. We are preparing a complete bibliography, which will be sent to you in the next Steering Committee mailing and included in future CIJE kits and materials.

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### Study Guide to *Transforming the Aleph* by Arthur Green

Aryeh Rubin, a guest at several of CIJE's board meetings at the invitation of Matthew Maryles, was enthusiastic about Arthur Green's essay and eager to disseminate its ideas about spirituality and prayer. He approached us for permission to create and distribute a study guide to the essay and asked CIJE to serve as a liaison to the project. Written by Arthur Green in collaboration with one of his graduate students, the guide will be distributed to rabbis in the fall for use in their congregations.

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## **Best Practices**

Enclosed is a letter of appreciation sent to Barry Holtz by Seymour Epstein, Director of Education of the Joint Distribution Committee.

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## **Jewish Funders Network**

Following my presentation at the JFN conference in March, I was invited to speak to the Samuel Rosenthal Foundation by Mark Kramer, chair of the JFN and a family member of the foundation. The family has decided to return to the foundation's involvement in the area of Jewish education and asked me to address both the case for Jewish education and the specific area of transforming the synagogue school. Gail Dorph and I spoke to the foundation in early June. Enclosed is the letter we received after the presentation.

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## **Professors of Education**

Finally, enclosed is a Faculty Note published by a member of our Professors Seminar, Susan Stodolsky, that highlights her CIJE involvement.

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**PROFESSIONAL GROWTH**

**AND COMMUNAL CHANGE:**



**PROCEEDINGS OF THE CONSULTATION**

**ON PROFESSIONAL DEVELOPMENT**

**FOR JEWISH EDUCATIONAL LEADERS**

**Susan L. Shevitz, Ed.D.**

*Project Director and Editor*

**Susanne A. Shavelson, Ph.D.**

*Editor*



*A publication of the*

*Hornstein Program in Jewish Communal Service and  
Maurice and Marilyn Cohen Center for Modern Jewish Studies at Brandeis University  
and JESNA, the Jewish Educational Service of North America.*



## LEADERSHIP, ADULT LEARNING AND PROFESSIONAL DEVELOPMENT IN JEWISH EDUCATION

ELLEN B. GOLDRING, PH.D.

It is now crucial for the Jewish educational community to begin discussions that raise the level of conceptualization and articulation about professional growth opportunities for Jewish educators. Existing in-service programs for educational leaders fall short of what is now needed. Programs are usually comprised of short, fragmented sessions, with content divided into small pieces that are isolated from one another (Pitner, 1988). Furthermore, there are few occasions where networks among colleagues can be developed. Educational leaders are often isolated in their institutions, with limited opportunities to engage with other professionals. A recent study of educational leaders in pre-schools, congregational schools and day schools in three communities conducted by the Council for Initiatives in Jewish Education (CIJE), confirmed this sense of professional isolation for school leaders (Goldring, Gamoran & Robinson, 1995).

This paper raises some key questions that should be considered when planning professional development activities for leaders in Jewish educational institutions. Any person, group or institution offering professional development activities should address two major questions:

1. How do they understand "leadership?"
2. How do they understand "adults as learners?"

Explorations of these types of questions can help guide decisions regarding the content, context, and delivery of professional development opportunities for educational leaders. Without the discussions that follow from seriously considering these issues, it is very difficult to decide: *What* should be taught to educational leaders (content)? *How* should educational leaders be taught (delivery)? What *types* of programs should be provided (context)? The issues presented in this paper are intended to suggest how clarity of perspective should drive decisions about professional growth.

This argument is summarized in Figure 1, below. Professional development opportunities should be shaped by our underlying assumptions about leadership and adult learning. The goal is to frame a discussion that can help guide our thinking about the content, context, and delivery of professional development for leaders.

**Figure 1: Framing the Discussion of Professional Development**

	Leadership	Adults as Learners
Context		
Content		
Delivery		

### Conceptualizations of Leadership

We all have very different assumptions about leadership, and we all have very different “working” definitions of what we mean when we refer to “good” or “effective” leaders. It would be extremely difficult to arrive at a common definition of leadership. However, one’s perspective about leadership has a profound influence on the types of professional development programs one would offer. It would be important for anyone offering professional development programs to try to flesh out a “conception” or working definition of leadership.

Whatever one’s perspective on leadership, it should be clearly articulated in order to be congruent with one’s professional development goals and activities. In Norman Maclean’s novel *A River Runs Through It*, the brothers’ discussion of their fishing skills illustrates how a general challenge can stimulate different types of leadership. Although both men are engaged in the same task, and have the same goal — to catch fish — they have very different philosophies, styles and skills to bring to the enterprise. Norman approaches his fishing with technical-specialized knowledge: he believes that if he can match the correct bait to what the fish are biting at on a particular day he will be successful. He comes to the river with a wide assortment of flies.

Paul, in contrast, who is ultimately more successful in catching fish than his brother, studies the river. He notices where the fish are biting, and where they are hiding. When Norman asks Paul how he is so successful in catching more fish, Paul responds, “all there is to thinking is seeing something noticeable

which makes you see something you weren’t noticing which makes you see something that isn’t even visible” (210).

Norman and Paul fish with two different perspectives. Norman, as M.E. Driscoll points out, “thinks about catching fish as a linear transaction that requires a perfect match among skills, tools and opportunity, [while] Paul sees the moment as a rare occasion in which nature and knowledge combine, a textured and patterned whole of shifting elements that are constantly in flux.”

What does this example say about leadership? In a very broad way, Norman and Paul exemplify two dominant conceptualizations about leadership. One view, like Norman’s, suggests that leadership is a technique. This is often referred to as the *rational* view of leadership. According to this view, leaders need to acquire specific knowledge and skills and be able to apply them to individual settings. Thus, situational leadership and contingency theories suggest that leaders must have flexibility of style to change their skills to match different settings. This view of leadership claims to be a “professional model,” suggesting that leaders rely on bureaucratic, technical and psychological authority and knowledge. These leaders acquire specific skills such as strategic planning, budgeting, and managing meetings, that help their organizations move desired goals.

Critics of this view of leadership suggest that it implies a false simplicity. It says to the leader, “just choose the ‘correct’ approach demanded by a situation and apply it.” Others suggest that this view of leadership requires leaders to be preoccupied with the immediate

situation, and can often lead to inconsistent and insincere leaders as they try to manipulate and change other people's styles. In short, this method claims that the right methods will produce results. It would be oversimplifying things to say that this view of leadership really talks about management, not leadership, and implies that one is bad and one is good. In reality, leaders need to balance both.

Another view portrays leadership in more of a strategic/systemic perspective, such as that used by Paul. According to this view, leadership is about technique and content, such as understanding the depths of the river for successful fishing. This conceptualization encompasses deep views about the purposes and values of leadership, and the moral bases of leadership. This view of leadership suggests that leaders must build from the center and practice outward from their core commitments rather than inward from a management perspective. It suggests that leaders need a multidimensional vision to analyze and understand their contexts from a variety of perspectives. "The truly effective manager and leader will need multiple tools, the skills to use each of them and the wisdom to match frames to situations" (Bolman and Deal, 1991, 12). This may require professional development in new ways, "a man who is not used to searching in the forest for flowers, berries or plants will not find any because his eyes are not trained to see them and he does not know where you have to be particularly on the lookout for them" (Wittgenstein, 29).

For this latter view of leadership, the place of program content is central. This adds a new dimension to issues facing leaders in Jewish educational institutions. Jewish educational

leaders need to confront questions of vision, but these questions about content are more profound than the notion of the "vision thing" that seems to be so pervasive in the leadership literature today. Leaders in Jewish educational settings need to ask: What kind of Jewish community and Jewish person are we hoping to cultivate through our educating institutions? Where do goals and visions come from? Furthermore, Jewish content comes to bear in a number of other areas, including the moral basis of leadership and the function of role models. This leadership perspective raises the question: What Jewish content knowledge do leaders need to have to be able to nurture schools, communities and other institutions?

In the real world, approaches to leadership do not fall neatly into the two broad perspectives mentioned above. The point is, however, that professional development programs should be rooted in some overarching conception. *The content, context and delivery of professional development programs will be significantly affected by the conceptualization of leadership being used in planning those programs.* For example, leaders need different types of professional development experiences at different stages of their professional careers. Perhaps early on in their career they need more tools as stressed by the first conception of leadership. Therefore, the professional development activities would be skills-based and could take place in more traditional classroom settings. In contrast, mid-career leaders may need more problem-based learning opportunities to experience complex situations. A supervised internship to receive feedback about their performance and guided reflection on their actions may then be more appropriate.



### Conceptualization of Adults as Learners

Designers of professional development programs should have a clear perspective on the way in which they believe adults learn. These conceptions have implications for content, context and delivery of professional development programs. Once again, I am suggesting that different theories have distinctive implications for professional development offerings.

Cognitive learning theory is a recent development applied to adult learning. Prestige and LeGrand (1990) note that “proponents of cognitive learning theories argue that learning advances through collaborative social interaction and the social construction of knowledge... not the rather individualized, isolated and decontextualized processes emphasized in most education settings” (Prestine & Legrand, 1990, 1). This idea is similar to Shulman’s idea of the “wisdom of practice” as a major source of a teaching knowledge base. Another example of adult learning is the constructivist approach illustrated in the following story:

“Three umpires were discussing their view of their work. Some’re balls and some’re strikes” the first umpire said, “and I calls ‘em as I sees ‘em”. “Some’re balls and some’re strikes,” the second umpire said, “and I calls ‘em as they are.” “Well, some’re balls, all right,” the third umpire said, “and, sure some’re strikes. But until I calls ‘em, they ain’t nothin” (Kegan & Layeh, 1984, 199).

This view suggests that much of our learning depends on our own experiences and perceptions. “A constructivist approach attends to

developments in an individual’s very construction of reality, how he or she makes meaning — in this case makes meaning of leadership or the exercise of authority” (Kegan and Layeh, 1984, 202). As adult learners, we are constantly creating meaning systems that organize our thinking, feelings and actions in response to the changes in our lives.

A constructivist approach to professional development suggests new roles for the “teachers” in professional development settings. In this context, the role of the teacher is closer to that of the facilitator who guides and helps adult learners generate new connections with new knowledge. Professional development experiences may give new meaning to current practices as new connections with new knowledge are integrated into an adult learner’s repertoire. Constructivist theory asserts that as changing conditions occur, people respond out of their own constructed meaning systems. Thus, development is not just a function of age, but as a “qualitative change in a person’s meaning system” (p.202).

A constructivist approach to adult learning, for example, would support a problem-based approach to professional development as delivery, in an ongoing seminar context. These problems connect *thinking* about leadership with *doing* leadership in a learning context that anticipates potential problems that learners may face as professionals.

Reflective practice is another tool of the constructivist approach that can be used in professional development activities. As a form of experiential learning, reflective practice is “viewed as a means by which practitioners



can develop a greater level of self awareness about the nature and impact of their performance" (Osterman & Kottkamp, 1993, 19). Thus reflective practice focuses on the process and content of learning by integrating theory and practice explicitly. Experiential knowledge or knowledge of the craft is often used to develop and refine theory.

### Professional Development

Differing views about leadership and adult learning theory will lead to very different professional development activities. It is imperative to know what assumptions and conceptual bases one is working from. It is also clear that these conceptions must take into account the needs of the individual participants and their institutions and communities. They must also acknowledge that these needs will constantly change. In thinking about professional development it is important to consider individual development as well as organizational development. Individual changes and organizational changes should be addressed simultaneously and support one another.

There are many issues facing professional development for leaders in Jewish educational institutions. If we can help professionals learn separately and together, discard outmoded conceptual maps, create independent arenas for thinking, and deliberate about what ought to be, all enveloped in Jewish content and thought, we will have been successful.

*Ellen Goldring is associate dean for academic affairs and professor of educational leadership at Vanderbilt University.*

### ACKNOWLEDGMENTS

I would like to acknowledge my colleague, Mary E. Driscoll who brought the passage from Maclean's novel to my attention. She used this in a recent chapter, "Thinking Like a Fish: The Implications of the Images of School Community for Connections between Parents and Schools" in P. Cookson and B. Schneider (eds.), *Transforming Schools*, NY: Garland Publishing, 1995, 209-236.

I acknowledge the work of Ami Boganim, from the School for Educational Leadership, Jerusalem, Israel, for bringing the work of Wittgenstein to my attention.

I acknowledge the work of Daniel Pekarsky at CIJE for discussions of questions about program content.

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CIJE MEMO

TO: All  
FROM: Barry Holtz  
RE: Note  
DATE: June 16, 1997

Enclosed is a nice note sent to me by Seymour Epstein, the director of education for the Joint Distribution Committee (JDC), after he received our mailing of the three best practice volumes. We thought you'd find it of interest.

MEMO FROM EPI



מזכר מאפי

Date: JUNE 2/97 תאריך:

DEAR BARRY,

I JUST GOT THE 3 BEST PRACTICES BOOKS AND THEY LOOK VERY GOOD - DOWNRIGHT USEFUL !!

BY NOW YOUR OFFICE GOT MY REQUEST FOR 10 OF EACH. THEY WILL BE WELL-USED. I'M JUST WRITING TO CONGRATULATE YOU ON A GREAT JOB. I BELIEVE THERE'S MUCH TO LEARN FROM THIS APPROACH.

HAVE YOU THOUGHT OF SEMINARS IN SCHOOLS USING THE MATERIAL YOU GATHERED? I COULD SEE IT HAPPENING IN THE FSU AND PERHAPS SCANDINAVIA.

WE'LL BE IN NY THIS SUMMER ~~then~~ ALL OF JULY. I'M TEACHING AT JTS. WE HOPE TO SEE YOU AND THE FAMILY.

Love,

Epi.



MARK R. KRAMER

June 20, 1997

Ms. Nessa Rappaport  
Leadership Development Officer  
Council for Initiatives in Jewish Education  
Post Office Box 94553  
Cleveland OH 44101

Dear Nessa:

On behalf of the Trustees of the Samuel Rosenthal Foundation I wanted to thank you and Gail Dorff for your presentation to our Board at our recent Foundation meeting.

Both you and Gail delivered an excellent presentation that made a real difference in educating the Trustees about what is possible and what is currently being done in the field of Jewish education.

Our Foundation has recently decided to focus on creating new initiatives, on a small and local scale, in the area of synagogue-based Jewish education. We were lacking in ideas as to how to approach the field in a meaningful way, especially given the massive amounts of funding that already go into Jewish education on a national level. Your comments and Gail's gave us a starting point from which to begin to think constructively about what sort of program the Foundation might realistically initiate, about the leverage points where dollars can make a difference in Jewish education, and other avenues that are likely to lead to solid results.

Your analysis, based on the interviews you conducted with funders around the country, of the ten principles of funding Jewish education was extremely helpful in distilling for us some of the wisdom and learning experiences from other funders. Gail's description of specific initiatives that are underway and the gathering of many of the "best of practice" policies into the manual that you provided us with was extremely helpful in putting concrete choices and ideas in front of our Board.

I can honestly say that, as a result of your presentation, some new initiatives will be created in Jewish education in Cleveland, and that these initiatives would not have

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Ms. Nessa Rappaport  
June 20, 1997 - Page 2

happened were it not for your presentation. In that sense both you and Gail have had a truly catalytic effect on our interest and ability to fund new initiatives in Jewish education.

Let me add personally that in many years of involvement as a donor in the field of Jewish education I have never encountered such first-rate analysis of the field. Your involvement, and our ability to engage others of your caliber in the field of Jewish education, is the most hopeful indicator I have run across that things may yet be different for my children than they were for me.

Again, on behalf of all the Trustees, I want to thank you for your attendance at our meeting. We will keep you informed of the actual results as we begin to look at projects in the Cleveland area.

Very truly yours,

  
Mark R. Kramer



## Faculty Notes

**Robert Dreeben**, Chair of Education, received the Willard Waller Award from the Sociology of Education Section, American Sociological Association, in August 1996, for an article of distinguished scholarship, "The Sociology of Education: Its Development in the United States," in Aaron M. Pallas, (ed.) *Research in Sociology of Education and Socialization*, Greenwich, CT: JAI Press.

**Edgar Epps**, the Marshall Field IV Professor of Urban Education, received the DuBois-Johnson-Frazier Award from the American Sociological Association.

Epps was recognized for his work in research and writing. He has written or coedited six books including *Black Students in White Schools* (1972), *Black Consciousness, Identity and Achievement* (with Patricia Gurin, 1975), *Restructuring the Schools; Problems and Prospects* (with John Lane, 1992).

"Epps' research is sharply focused on the relationship between race and class and education attainment," the ASA said in making the award. "His early research and writing establish themes that suffuse his mature scholarship and shape his current research agenda."

Epps began his career by studying the effects of race and social class on the attitudes that young males held about social mobility. He continued his work by doing laboratory studies during the 1960s on factors that affect race difference in achievement.

He continued his work by studying the characteristics and motivations of black students in predominately black colleges in the Deep

South. He continues to study the factors that affect minority access to higher education.

In addition to the ASA award, Epps also received the Harold E. Delaney Exemplary Leadership Award for Education Service. The award, which is given annually by the American Association for Higher Education Black Caucus, is designed to honor individuals whose lives and careers have helped to advance issues of access and opportunities for African Americans in higher education.

"Your recognition is based on your involvement in scholarly writing and research which has focused on the enhancement of African American participation in higher education."

Epps joined the faculty in 1970 after serving on the faculties at Florida A & M and Tuskegee Institute.

**Robert Havinghurst**, who died in 1991, has been inducted posthumously into the International Adult and Continuing Education Hall of Fame. A plaque in his honor will be displayed at the Thurman White Forum Building at the Oklahoma Center for Continuing Education in Norman, Oklahoma. Havinghurst was Professor of Education.

**Larry Hedges**, the Stella M. Rowley Professor of Education, has won the American Educational Research Association Award in recognition of an outstanding review of research. Hedges, along with graduate students Rob Greenwald and Richard Laine, was recognized for the paper "The Effect of School Resources on Student Achievement," cited in *Review of Educational Research*, Vol. 66, No. 3.

**George Hillocks**, Professor of Education, is finishing a book for Teachers College Press called *Ways of Thinking, Ways of Teaching*. With the support of the Spencer Foundation, he is examining the impact of mandatory state assessment on classroom practice. The project has examined sites in three states and will examine sites in three more states in the coming months. "We are particularly interested in how the theory underlying the tests changes by the time it reaches the classroom and the policies that districts institute in order to meet state goals." Hillocks will be a keynote speaker at a conference on the teaching of literature to be held in Singapore in June.

**Philip Jackson**, the David Lee Shillinglaw Distinguished Service Professor of Education, a leading scholar on the work of John Dewey, has a book in press on Dewey's contributions to aesthetics. The volume is *Art's Lessons: A Deweyan Perspective and Beyond*. It will be published in winter, 1998 by Yale University Press.

**Susan Stodolsky**, Professor of Education, is a founding member of the Professors' Seminar sponsored by the Council for Initiatives in Jewish Education. The Council is designed to build capacity in the field of Jewish education through research, evaluation, and professional activities for educators.

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