



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 6: General Files, 1990–2000.

Box
51

Folder
19

Subcommittee on Building the Profession, 1994-1996, undated.

Pages from this file are restricted and are not available online. Please
contact the [American Jewish Archives](http://AmericanJewishArchives.org) for more information.

WHAT

WHO

WHEN

- c. Federation funding for Jewish education
- d. Encourage private foundations and families
- e. Funding for the IJE & lead communities
- f. Select lead communities (see below)

3. Build the Profession

- a. Plan expansion of training
- b. Develop faculty for training
- c. Create and expand special training programs
- d. Improve quality of training
- e. Create professional leadership programs
- f. Provide student fellowships
- g. Develop in-service training programs
- h. Bring about recruitment plan
- i. Undertake survey of candidates
- j. Etc.
- x. Develop standards for salaries & benefits
- y. Develop ladder of advancement
- z. Encourage networking

4. Lead Communities

- a. Determine which concept or scope of lead community
- b. Develop criteria for selection
- c. Develop selection process
- d. Select lead communities

e. Community interface:

determine principles: e.g. ownership; quality;
participation; pluralism; etc..

local planning unit

local funding

f. etc...



cc: *Betsy The*
Commissioner
MLM
VFL

To: Mort Mandel

From: Gail Dorph

Re: Notes from our committee meeting

I thought that it might be helpful to send our committee members a second draft of our design document with their comments included. I am enclosing a version of what that might look like along with a note that could be sent to them. Additionally, I am including a summary of my presentation. I didn't know if we should send it or not.

I would appreciate whatever comments and suggestions you have. If you could give them to Ginny, that would be great because I will be on vacation from May 6 - May 22, but I will be in touch with her during that time by e-mail.



To: Members of CIJE Building the Profession Committee

From: Mort Mandel

RE: Minutes from our April 21st meeting

Present: Gail Dorph, Joshua Fishman, Robert Hirt, Mort Mandel, Lester Pollack, Ismar Schorsch, Maynard Wishner

There were two main issues on the agenda: the draft of the committee's design document and a report on recent work of CIJE. Enclosed in this mailing is a revised version of the design document. It has been updated based on the comments and questions that were raised in our meeting. These new issues that were raised can be found in each of the document's sections under the heading: Issues for Study. Additionally, this mailing includes a summary of Gail's report.

Design Document -- draft #2

Mission of the Subcommittee on Building the Profession

"Profession building will be accomplished by creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying in-service education programs; raising salaries and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators" (A Time to Act, p.56).

The committee on Building the Profession will focus on four domains that are critical to the revitalization of Jewish education in North America: recruitment, professional development, retention and positive perceptions of Jewish education. It will discuss issues of policy and priorities and make recommendations for action as appropriate.

We will monitor our activities and strive for measurable and meaningful change.

I. Recruitment: Developing and Acquiring Personnel

Develop, test and institutionalize recruitment strategies and job opportunities that focus on:

- a. young people who could be brought into the field
- b. mid-career professionals (populations identified included masters and Ph.D. candidates in Jewish studies)

A. Opportunities

1. Young people today are searching for "meaningful" career opportunities.
2. Jewish education as a career can provide people with a way to express their Jewishness.
3. Mid-career professionals can bring knowledge, experience and maturity.

B. Obstacles

1. Negative perceptions exist of the field due to its low status and low economic remuneration.
2. The field has no recognizable career ladder.
3. There are no standardized ways of "retooling" mid-career professionals.

C. Issues for study

1. Need for financial aid for graduate programs to encourage both young people and mid-career people to consider professional education.
2. Who needs to be involved in thinking through "recruitment strategy" issues?

3. 2 possible background reports suggested:
 - a. Boston Hebrew College study
 - b. Lilly Foundation study of recruitment in Christian denominations --done with ETS

II. Professional Development

Seek out or develop effective strategies for ongoing professional development for:

- a. leadership of Jewish educational institutions
- b. informal and formal Jewish educators (teachers, youth programmers, etc.);

Develop and strengthen Jewish education programs as needed at denominational institutions, general universities and local and regional Hebrew colleges.

A. Opportunities

1. Research coming out of CIJE's study of educational personnel in lead communities speaks to the lack of adequate professional preparation and inservice opportunities in a powerful way and can be used to mobilize the community.
2. Standards for professional in-service requirements exist in general education. They can be used as a guide toward standards toward which we might strive.

B. Obstacles

1. General universities' Judaica programs are not directed toward teaching the subject matter needed by Jewish educators.
2. Local resources, both financial and human, are presently inadequate to support communal strategies for upgrading personnel currently in the field.

C. Issues for Study

1. What kinds of environments seem to produce Jewish educators?
2. What is appropriate knowledge base/values/personality for one who would be a Jewish educator?
3. How can national training institutions become a resource for meeting local communities' needs?
4. What is the place of Israel in this picture?

III. Retention

Create and improve salary benefits packages (health, pension, professional development opportunities) for full time and part time educators;

Devise approaches to issues of credentials, licensing, standards;

Develop career track opportunities.

A. Opportunities

1. Results of CIJE research substantiate importance of benefits. When teachers are asked, what factors would encourage them to think about working full time, health and pension benefits are the first two items they mention with job tenure coming third.

B. Obstacles

1. Competitive salaries and benefits will require more dollars.
2. It will be challenging to create an effective system of credentials and licensing in a voluntary enterprise such as Jewish education.
3. Many positions in the field will remain part time (which is a plus to certain populations, but may be a minus in terms of establishing norms of educational preparation and standards of professionalism).

C. Issues for Study

1. "Full time" opportunities for part time people to become full time.
2. Gather reports for committee:
from Lester Pollack: Maximizing Jewish Education (JCCA)
from Bob Hirt: Schiff studies
from Chaim Botwinick: effects of Gruss money on retention of teachers.
3. What can we do to "recognize" teachers and teaching? Has Crown foundation learned more about this from their award program?

IV. Positive perception of the enterprise of Jewish education by a variety of publics (including community leaders, both professional and lay; parents; educators themselves). This particular issue will also need to be addressed by the committee dealing with issues of community mobilization.

A. Opportunities

1. The general crisis about Jewish continuity has raised this issue on the communal agenda. In many communities, it is at the very top.

B. Obstacles

1. For some, attitudes toward Jewish education reflect general ambivalence about Jewish identity.
2. Changing attitudes can be a long and difficult process.

Some Possible Activities of this Committee:

1. A qualitative and quantitative study of teachers and heads of schools has been completed in each of the three lead communities. Soon each community will receive an integrated report highlighting the findings of their own study. By the fall, a report addressing the implications of these studies across the communities will be published. This committee will study the results of these reports and examine the

variety of implications of the findings for Jewish education in North America.

2. Based on these reports, the lead communities are in the throes of developing comprehensive personnel action plans. Members of this committee will be kept informed of this process and discuss issues and implications that emerge from this ground breaking work. This is a process that many communities will be able to use if they so choose.

3. The committee will hear experts in general education discuss strategies for professional development, approaches to licensing/credentials/career ladders (etc) and reflect on the possibilities and challenges that face the Jewish community as we try to apply what is known in general education to our own work.

Additional areas and questions identified for committee study:

4. What can we learn from Independent School community?

5. To what degree have Haredi institutions contributed to the educational community at large?

6. Which of these arenas need to be dealt with on national level? Which, at local level? Which need combined strategies?

(There is no p 9)

Outline of Presentation to Committee on Building the Profession

From Research to Personnel Action Plan

1. In order to get a clear picture of what needs to be done: we need to find out what the current situation actually is.
We need to know what issues we are facing.
What are the data we actually need to do the work?
What are the issues of professionalization in general education as well as Jewish education?
2. In our lab sites, our lead communities, we have been trying to find out who our Jewish educators actually are. So far, we have conducted an in depth interview study and administered a survey to teachers and principals in these communities.

The survey built on previous surveys administered in Miami, Pittsburgh and Los Angeles as well as input from education professionals in lead communities. It addresses the following topics:

- a. the general background of the teachers
- b. the educational background of teachers
- c. their previous work experience
- d. the nature of their present work settings
- e. how they actually got into the field
- f. what are their future plans
- g. the opportunities for professional development
- h. their feelings about their work

The interview study deals with certain of these issues in more depth trying to give a richer understanding of:

- a. how people entered the field
- b. the nature of satisfaction with their work,
- c. the conditions of work as experienced by the educators,
- d. the nature of their preparation for the work,
- e. their career plans.

(The interview candidates were "nominated by educational leaders" and by random sampling within institutions. Attention to setting, denomination, experience)

Interview studies were conducted by CIJE field researchers based in the communities supervised by Adam Gamoran and Ellen Goldring, directors of CIJE's monitoring, evaluation and feedback project.

3. These studies, their findings, and the implications are now serving as the basis for discussions involving lay and professional leadership in each of these communities.

In Milwaukee, the studies were conducted last spring. The data analysis has been completed. An integrated report written by

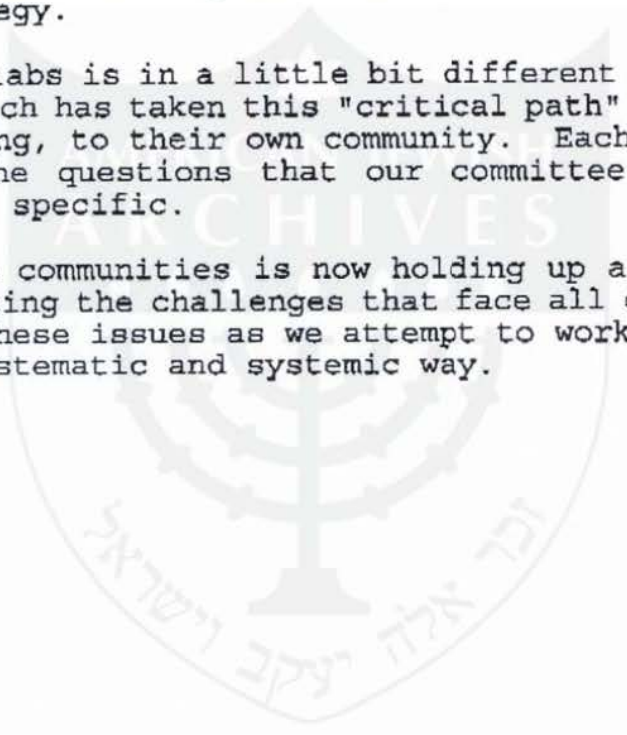
Adam Gamoran, Ellen Goldring and the local field researcher, Roberta Goodman is now being studied by the designated groups in the community.

The steps of these processes are being repeated in Atlanta and in Baltimore. Each community devising a strategy to move from the tables to the interpretation to dissemination to planning. The notebooks prepared for the board meeting (tab f) include the minutes of the lead community seminars. The seminar in November in Montreal deals with the "critical path" from research to policy to personnel action plan.

4. The development of the plan (which fits solidly into issues of building the profession) depends for success on a community mobilization strategy.

5. Each of these labs is in a little bit different place in terms of the process. Each has taken this "critical path" and adapted it to their own setting, to their own community. Each is now facing the challenges, the questions that our committee faces in the particular, in the specific.

6. Each of these communities is now holding up a mirror to its self. They are facing the challenges that face all of us. We will learn more about these issues as we attempt to work through these challenges in a systematic and systemic way.



Council for Initiatives in Jewish Education

Design Document -- preliminary draft

"Profession building will be accomplished by creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying in-service education programs; raising salaries and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators." (A Time to Act, p.56)

Mission of the Committee on Building the Profession

The committee on Building the Profession will focus on four domains that are critical to the revitalization of Jewish education in North America: recruitment, professional development, retention and positive perceptions of Jewish education. It will discuss issues of policy and priorities and make recommendations for action as appropriate.

We will monitor our activities and strive for measurable and meaningful change.

- I. Recruitment: Developing and Acquiring Personnel
Develop, test and institutionalize recruitment strategies and job opportunities that focus on:
- a. young people who could be brought into the field
 - b. mid-career professionals.
- A. Opportunities
- 1. Young people today are searching for "meaningful" career opportunities.
 - 2. Jewish education as a career can provide people with a way to express their Jewishness.
 - 3. Mid-career professionals can bring knowledge, experience and maturity.
- B. Obstacles
- 1. Negative perceptions exist of the field due to its low status and low economic remuneration.
 - 2. The field has no recognizable career ladder.
 - 3. There are no standardized ways of "retooling" mid-career professionals.

II. Professional Development

Seek out or develop effective strategies for ongoing professional development for:

- a. leadership of Jewish educational institutions
- b. informal and formal Jewish educators (teachers, youth programmers, etc.);

Develop and strengthen Jewish education programs as needed at denominational institutions, general universities and local and regional Hebrew colleges.

A. Opportunities

1. Research coming out of CIJE's study of educational personnel in lead communities speaks to the lack of adequate professional preparation and inservice opportunities in a powerful way and can be used to mobilize the community.
2. Standards for professional in-service requirements exist in general education. They can be used as a guide toward standards toward which we might strive.

B. Obstacles

1. General universities' Judaica programs are not directed toward teaching the subject matter needed by Jewish educators.
2. Local resources, both financial and human, are presently inadequate to support communal strategies for upgrading personnel currently in the field.

III. Retention

Create and improve salary benefits packages (health, pension, professional development opportunities) for full time and part time educators;

Devise approaches to issues of credentials, licensing, standards;

Develop career track opportunities.

A. Opportunities

1. Results of CIJE research substantiate importance of benefits. When teachers are asked, what factors would encourage them to think about working full time, health and pension benefits are the first two items they mention with job tenure coming third.

B. Obstacles

1. Competitive salaries and benefits will require more dollars.
2. It will be challenging to create an effective system of credentials and licensing in a voluntary enterprise such as Jewish education.
3. Many positions in the field will remain part time (which is a plus to certain populations, but may be a minus in terms of establishing norms of educational preparation and standards of professionalism).

IV. Positive perception of the enterprise of Jewish education by a variety of publics (including community leaders, both professional and lay; parents; educators themselves). This particular issue will also need to be addressed by the committee dealing with issues of community mobilization.

A. Opportunities

1. The general crisis about Jewish continuity has raised this issue on the communal agenda. In many communities, it is at the very top.

B. Obstacles

1. For some, attitudes toward Jewish education reflect general ambivalence about Jewish identity.
2. Changing attitudes can be a long and difficult process.

Some Possible Activities of this Committee:

1. A qualitative and quantitative study of teachers and heads of schools has been completed in each of the three lead communities. Soon each community will receive an integrated report highlighting the findings of their own study. By the fall, a report addressing the implications of these studies across the communities will be published. This committee will study the results of these reports and examine the variety of implications of the findings for Jewish education in North America.
2. Based on these reports, the lead communities are in the throes of developing comprehensive personnel action plans. Members of this committee will be kept informed of this process and discuss issues and implications that emerge from this ground breaking work. This is a process that many communities will be able to use if they so choose.
3. The committee will hear experts in general education discuss strategies for professional development, approaches to licensing/credentials/career ladders (etc) and reflect on the possibilities and challenges that face the Jewish community as we try to apply what is known in general education to our own work.

(mailed out June 14)

Design Document -- draft #2
(revised after April 21 meeting)

Mission of the Subcommittee on Building the Profession

"Profession building will be accomplished by creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying in-service education programs; raising salaries and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators" (A Time to Act, p.56).

The committee on Building the Profession will focus on four domains that are critical to the revitalization of Jewish education in North America: recruitment, professional development, retention and positive perceptions of Jewish education. It will discuss issues of policy and priorities and make recommendations for action as appropriate.

We will monitor our activities and strive for measurable and meaningful change.

I. Recruitment: Developing and Acquiring Personnel

Develop, test and institutionalize recruitment strategies and job opportunities that focus on:

- a. young people who could be brought into the field
- b. mid-career professionals (populations identified included masters and Ph.D. candidates in Jewish studies)

A. Opportunities

1. Young people today are searching for "meaningful" career opportunities.
2. Jewish education as a career can provide people with a way to express their Jewishness.
3. Mid-career professionals can bring knowledge, experience and maturity.

B. Obstacles

1. Negative perceptions exist of the field due to its low status and low economic remuneration.
2. The field has no recognizable career ladder.
3. There are no standardized ways of "retooling" mid-career professionals.

C. Issues for study

1. Need for financial aid for graduate programs to encourage both young people and mid-career people to consider professional education.
2. Who needs to be involved in thinking through "recruitment strategy" issues?
3. 2 possible background reports suggested:

- a. Boston Hebrew College study
- b. Lilly Foundation study of recruitment in Christian denominations--done with Educational Testing Services

II. Professional Development

Seek out or develop effective strategies for ongoing professional development for:

- a. leadership of Jewish educational institutions
- b. informal and formal Jewish educators (teachers, youth programmers, etc.); Develop and strengthen Jewish education programs as needed at denominational institutions, general universities and local and regional Hebrew colleges.

A. Opportunities

1. Research coming out of CIJE's study of educational personnel in lead communities speaks to the lack of adequate professional preparation and inservice opportunities in a powerful way and can be used to mobilize the community.
2. Standards for professional in-service requirements exist in general education. They can be used as a guide toward standards toward which we might strive.

B. Obstacles

1. General universities' Judaica programs are not directed toward teaching the subject matter needed by Jewish educators.
2. Local resources, both financial and human, are presently inadequate to support communal strategies for upgrading personnel currently in the field.

C. Issues for Study

1. What kinds of environments seem to produce Jewish educators?
2. What is appropriate knowledge base/values/personality for one who would be a Jewish educator?
3. How can national training institutions become a resource for meeting local communities' needs?
4. What is the place of Israel in this picture?

III. Retention

Create and improve salary benefits packages (health, pension, professional development opportunities) for full time and part time educators; Devise approaches to issues of credentials, licensing, standards; Develop career track opportunities.

A. Opportunities

1. Results of CIJE research substantiate importance of benefits. When teachers are asked, what factors would encourage them to think about working full time, health and pension benefits are the first two items they mention with job tenure

coming third.

B. Obstacles

1. Competitive salaries and benefits will require more dollars.
2. It will be challenging to create an effective system of credentials and licensing in a voluntary enterprise such as Jewish education.
3. Many positions in the field will remain part time (which is a plus to certain populations, but may be a minus in terms of establishing norms of educational preparation and standards of professionalism).

C. Issues for Study

1. "Full time" opportunities for part time people to become full time.
2. Gather reports for committee:
from Lester Pollack: Maximizing Jewish Education (JCCA)
from Bob Hirt: Schiff studies
from Chaim Botwinick: effects of Gruss money on retention of teachers.
3. What can we do to "recognize" teachers and teaching?
Has Crown foundation learned more about this from their award program?

IV. Positive perception of the enterprise of Jewish education by a variety of publics (including community leaders, both professional and lay; parents; educators themselves). This particular issue will also need to be addressed by the committee dealing with issues of community mobilization.

A. Opportunities

1. The general crisis about Jewish continuity has raised this issue on the communal agenda. In many communities, it is at the very top.

B. Obstacles

1. For some, attitudes toward Jewish education reflect general ambivalence about Jewish identity.
2. Changing attitudes can be a long and difficult process.

Some Possible Activities of this Committee:

1. A qualitative and quantitative study of teachers and heads of schools has been completed in each of the three lead communities. Soon each community will receive an integrated report highlighting the findings of their own study. By the fall, a report addressing the implications of these studies across the communities will be published. This committee will study the results of these reports and examine the variety of implications of the findings for Jewish education in North America.
2. Based on these reports, the lead communities are in the throes of developing comprehensive personnel action plans. Members of this committee will be kept informed of this process and discuss issues and implications that emerge from this ground breaking work. This is a process that many communities will be able to use if they so choose.

3. The committee will hear experts in general education discuss strategies for professional development, approaches to licensing/credentials/career ladders (etc) and reflect on the possibilities and challenges that face the Jewish community as we try to apply what is known in general education to our own work.

Additional areas and questions identified for committee study:

4. What can we learn from Independent School community?
5. To what degree have Haredi institutions contributed to the educational community at large?
6. Which of these arenas need to be dealt with on national level? Which, at local level? Which need combined strategies?



Outline of Presentation to Committee on Building the Profession

From Research to Personnel Action Plan

1. In order to get a clear picture of what needs to be done: we need to find out what the current situation actually is.

We need to know what issues we are facing.

What are the data we actually need to do the work?

What are the issues of professionalization in general education as well as Jewish education?

2. In our lab sites, our lead communities, we have been trying to find out who our Jewish educators actually are. So far, we have conducted an in depth interview study and administered a survey to teachers and principals in these communities.

The survey built on previous surveys administered in Miami, Pittsburgh and Los Angeles as well as input from education professionals in lead communities. It addresses the following topics:

- a. the general background of the teachers
- b. the educational background of teachers
- c. their previous work experience
- d. the nature of their present work settings
- e. how they actually got into the field
- f. what are their future plans
- g. the opportunities for professional development
- h. their feelings about their work

The interview study deals with certain of these issues in more depth trying to give a richer understanding of:

- a. how people entered the field
- b. the nature of satisfaction with their work,
- c. the conditions of work as experienced by the educators,
- d. the nature of their preparation for the work,
- e. their career plans.

(The interview candidates were "nominated by educational leaders" and by random sampling within institutions. Attention to setting, denomination, experience)

Interview studies were conducted by CIJE field researchers based in the communities supervised by Adam Gamoran and Ellen Goldring, directors of CIJE's monitoring, evaluation and feedback project.

3. These studies, their findings, and the implications are now serving as the basis for discussions involving lay and professional leadership in each of these communities.

In Milwaukee, the studies were conducted last spring. The data analysis has been completed. An integrated report written by

Adam Gamoran, Ellen Goldring and the local field researcher, Roberta Goodman is now being studied by the designated groups in the community.

The steps of these processes are being repeated in Atlanta and in Baltimore. Each community devising a strategy to move from the tables to the interpretation to dissemination to planning. The notebooks prepared for the board meeting (tab f) include the minutes of the lead community seminars. The seminar in November in Montreal deals with the "critical path" from research to policy to personnel action plan.

4. The development of the plan (which fits solidly into issues of building the profession) depends for success on a community mobilization strategy.

5. Each of these labs is in a little bit different place in terms of the process. Each has taken this "critical path" and adapted it to their own setting, to their own community. Each is now facing the challenges, the questions that our committee faces in the particular, in the specific.

6. Each of these communities is now holding up a mirror to its self. They are facing the challenges that face all of us. We will learn more about these issues as we attempt to work through these challenges in a systematic and systemic way.



Draft, October 13, 1994

GAIL'S 1995 WORKPLAN ---- BUILDING THE PROFESSION

I. ADVISORY BOARDS

Create two advisory boards: academic and professional
Academic--to brainstorm and advise on design and approach
Professional--to brainstorm and be a reality check
Target date: January, 1995

II. CIJE BUILDING THE PROFESSION PLAN

Develop an outline for the CIJE plan for: "Building the Profession"
Target date: April 1996
Products: A table of contents that is global
A grid which fills in the table of contents with both existing and suggested programs
"Total Vision": A conceptual framework for the contents of the plan

ALTHOUGH I HAVE INCLUDED ALL FOUR DOMAINS OF BUILDING THE PROFESSION WITHIN THIS WORKPLAN, THE FOCUS OF CIJE'S WORKPLAN IN BUILDING THE PROFESSION IN 1995 WILL BE ON IN-SERVICE PROFESSIONAL DEVELOPMENT.

III. IN-SERVICE PROFESSIONAL DEVELOPMENT

A. NATIONAL

1. Develop a thick description of a comprehensive personnel action plan with Barry
Target date: November, 1994
Product: Generic personnel action plan that can be shared with steering committee and board committee

2. Map of national inservice training opportunities
- Begin to create the infrastructure and programs designed to target all populations from novice teachers and principals to experienced teachers and principals

a. Meet with representatives of denominational educational endeavors plus CAJE to develop strategies for communal inservice projects
Target date: February, 1995 (for completing at least one round of meetings)
Product: List of types of offerings that each can provide/models of pilot programs

- b. Meet with representatives of Institutions of Higher learning for Jewish Education (ALPHA) to discuss their role in on going in-service opportunities.
Target date for meeting: April, 1995
Product: Models of Pilot Programs (date--
- c. Meet with Bureau directors to discuss the role of central agencies in developing and implementing personnel action plans
Target date for meeting: November 1994 (first meeting at GA)
Product: Perhaps some kind of working document about roles of central agencies in development of personnel action plans and communal coordination of local in-service development
4. Meet with representatives of Jewish professional organizations
Target date: to be completed by spring, 1996
5. Generate new models for professional development, particularly for senior personnel
- a. Joint CIJE-Harvard Principal Seminar
Target date: November, 1994
- b. 3 additional seminars in the coming academic year aimed at senior personnel using Harvard model
- Examples of future program ideas might include things like:
- Sample Programs:
"Vanderbilt" Type Program for Professionalization of School Leaders -- degree program potential
- "Harvard Principal's Center" -- on-going opportunities to learn
- "Mentorship Program" -- prepare a cadre of principals to support the work of novice principals
- "Senior Educator" Type Program for the professionalization of teaching-- Emphases on issues of teaching and learning of Jewish content with goal of creating a cadre of pedagogic leaders
6. Develop a Best Practices volume with Barry on in-service education for teachers.
Target date: Fall, 1995
7. Create a consultation for us with experts on professional development
Target date: Winter, 1995

B. COMMUNAL

1. Work with Lead Communities on development of dissemination plans for integrated report and development of personnel action plan

Target date: spring, 1995

2. Develop and implement seminars for lead community professionals on components of personnel action plans.

Target date: fall-winter 94/95

3. Help design the initiatives based on criteria of scope, quality, and content

Target date: ongoing depending on projects and when they will be phased in

Example: Work with the development of communal initiatives like Baltimore's Machon l'Morim and Milwaukee's Cleveland College/UWM masters' programs

One thought I had was to think of these kinds of things as CIJE pilots and perhaps each one of us is involved in "x" number of pilots.

like, Ackie on regional college pilot

Pekarsky on goals pilot in Milwaukee (seminar) and in Cleveland (school based)
etc.

Target date: Ongoing

4. Work with central agency personnel to develop community follow ups to Harvard Seminar

Target dates: Fall / winter 94-95

5. Develop and implement best practices seminars in Atlanta and Baltimore with Barry

Target date: Winter, 1995

6. Consult with/develop seminars for/with Ruth, Chaim, Steve on lead community issues

Target date: Ongoing

PRE-SERVICE PROFESSIONAL DEVELOPMENT

(At this point I am putting this in as a place stop. It's clear to me how and when we will get involved in this arena. Senior personnel initiatives often take a form closer to inservice models than pre-service models in any case. This whole area needs a decision about an approach.)

IV. RETENTION

A. Create a task force to study issues of licensing and standards/salary and benefits and make recommendations for national standards and criteria

Target date for setting up task force: February, 1995
Target date for making recommendations: June, 1996

V. RECRUITMENT

A. Supervise the development of Geshet I'Keshet project
(The setting up of this program is actually something that might interest my friend Lydia at this point. Should we try to grab the notion if we can get the funding and the person)
Target date for launch: spring, 1995 (only if we can farm this one out)

CREATING POSITIVE PUBLIC PERCEPTION OF CIJE

A. Work with Nessa in terms of issues of community mobilization

VI. BOARD COMMITTEE ON BUILDING THE PROFESSION

1. Planning Meetings Around Topics and Issues
2. Camper Contacts between meetings by phone and mail
3. Follow up to Meetings
4. Regular Meetings with Mini-Committee (chair and co-chair)

(I need help "framing" the issues so that they are appropriate for committee work.)

VII. CIJE MAINTENANCE

- A. CIJE liaison to lead communities
- B. Planning Board and Steering Committee Meetings
- C. Collaborate in planning and implementing ongoing projects
 - *Best practices seminars
 - *Design of goals seminars
 - *Translation of MEF to communities
- D. Consult with/develop seminars for/with Ruth, Chaim, Steve on lead community issues

Draft #4, October 13, 1994

GAIL'S 1995 WORKPLAN -- BUILDING THE PROFESSION

I. ADVISORY BOARDS

Create two advisory boards: academic and professional
Academic--to brainstorm and advise on design and approach
Professional--to brainstorm and be a reality check
Target date: January, 1995

II. CIJE BUILDING THE PROFESSION PLAN

Develop an outline for CIJE plan for "Building the Profession" in formal educational settings

Target date: April 1996

Products: A table of contents for the domain: "building the profession"

A grid which fills in the table of contents with both existing and suggested programs

"Total Vision" for building the profession of the Jewish educator in formal settings in the areas of recruitment, retention, building the profession and public perceptions of the profession

ALTHOUGH I HAVE INCLUDED ALL FOUR DOMAINS WITHIN THIS WORKPLAN, THE FOCUS OF CIJE'S WORKPLAN IN BUILDING THE PROFESSION IN 1995 WILL BE ON IN-SERVICE EDUCATION FOR EDUCATORS WORKING IN FORMAL SETTINGS.

III. IN-SERVICE PROFESSIONAL DEVELOPMENT

A. NATIONAL

1. Develop a thick description of a comprehensive personnel action plan with Barry

Target date: November, 1994

Product: Generic personnel action plan that can be shared with steering committee and board committee

2. Prepare Papers academic and policy brief type that characterizes comprehensive action plan (with Barry)

Target date, Winter 1995

3. Develop a Best Practices volume with Barry on in-service education for teachers.

Target date: Fall, 1995

4. Map of national inservice training opportunities

--Begin to create the infrastructure and programs designed to target all populations from novice teachers and principals to experienced teachers and principals

a. Meet with representative of denominational outreach endeavors plus CAJE to develop strategies for communal inservice projects

Target date: February, 1995 (for completing at least one round of meetings)

Product: List of types of offerings that each can provide/models of pilot programs

b. Meet with representatives of institutions of higher learning for Jewish Education (ALPHA) to discuss their role in on going in-service opportunities.

Target date for meeting: April, 1995

Product: Models of Pilot Programs (date--

c. Meet with Bureau directors to discuss the role of central agencies in developing and implementing personnel action plans

Target date for first meeting: November 1994 (GA)

Product: Perhaps some kind of working document about the roles of central agencies in the development of personnel action plans and communal coordination of local inservice development.

5. Meet with representatives of Jewish professional organizations

Target date: to be completed by spring, 1996

6. Generate new models for professional development, particularly for senior personnel

a. Joint CIJE-Harvard Principal Seminar

Target date: November, 1994

b. 3 additional seminars in the coming year aimed at senior personnel using the Harvard model

Sample Programs:

"Vanderbilt" Type Program for Professionalization of School Leaders -- degree program potential

"Harvard Principal's Center" -- on-going opportunities to learn

"Mentorship Program" -- prepare a cadre of principals to support the work of novice principals

"Senior Educator" Type Program for the professionalization of teaching--

Emphases on issues of teaching and learning of Jewish content with goal of creating a cadre of pedagogic leaders

7. Create a consultation for us with experts on professional development

Target date: Winter, 1995

B. COMMUNAL

1. Work with Lead Communities on development of dissemination plans for integrated report and personnel action plans

Target date: Spring, 1995

2. Develop and implement seminars for lead community professionals on characteristics of personnel action plans.

Target date: Fall/Winter 94/95

3. Help design the initiatives based on criteria of scope, quality, and content

Target date: ongoing depending on projects and when they will be phased in

Example: Work with the development of communal initiatives like Baltimore's Machon l'Morim and Milwaukee's Cleveland College/UWM masters' programs

One thought I had was to think of these kinds of things as CIJE pilots and perhaps each one of us is involved in "x" number of pilots.

like, Ackie on regional college pilot

Pekarsky on goals pilot in Milwaukee (seminar) and in Cleveland (school based)

etc.

Target date: Ongoing

4. Work with central agency personnel to develop community follow ups to Harvard Seminar

Target dates: Fall/Winter 94-95

5. Develop and implement best practices seminars in Atlanta and Baltimore with Barry

Target dates: Winter/Spring 95

PRE-SERVICE PROFESSIONAL DEVELOPMENT

(At this point I am putting this in as a place marker. It's not clear to me how and when we will get involved in this arena. Senior personnel initiatives often take a form closer to inservice models than to pre-service models in any case. This whole area needs some additional thought in terms of development of approach)

IV. RETENTION

- A. Create a task force to study issues of licensing and standards/salary and benefits and make recommendations to steering committee and board committee for national standards and criteria (To include representatives from National Board of License)
Target date for setting up task force: February, 1995
Target date for making recommendations: June, 1996

V. RECRUITMENT

- A. Supervise the development of Gesher l'Keshet project
(The setting up of this program is actually something that might interest my friend Lydia at this point. Should we try to grab the notion if we can get the funding and the person)

CREATING POSITIVE PUBLIC PERCEPTION OF CIJE

- A. Work with Nessa in terms of issues of community mobilization

VI. COMMITTEE ON BUILDING THE PROFESSION

1. Planning Meetings Around Topics and Issues
2. Camper Contacts between meetings by phone and mail
3. Follow up to Meetings
4. Regular Meetings with Mini-Committee (chair and co-chair)

(I need help "framing" the issues so that they are appropriate for committee work.)

VII. CIJE MAINTENANCE

- A. CIJE liason to lead communities
- B. Planning Board and Steering Committee Meetings
- C. Collaborate in planning and implementing ongoing projects
best practices seminars
design of goals seminars
translation of MEF to communities
- D. Consult with/develop seminars for/with Ruth, Chaim, Steve on lead community issues

TOWARD A COMPREHENSIVE PERSONNEL ACTION PLAN

RUBRICS FOR UPGRADING PERSONNEL

I. PROFESSIONAL DEVELOPMENT

A. Leadership Institute - Across Communities

1. Principals of Day Schools and Supplementary Schools
2. Directors of Early Childhood units

B. Leadership Seminar - Within Communities (Using Best Practices and Other Resources)

1. Principals of Early Childhood units
2. Principals of Supplementary Schools
3. Principals of Day Schools

C. Systemic and Differentiated In-Service Programs for Teachers (according to knowledge, training, setting, and need)

1. Early childhood teachers seminar (emphasizing Judaica component of the program as well as implications for pedagogy)
2. Subject matter courses for experienced teachers (emphasizing pedagogic implications; may include subjects such as: Bible, Siddur, Customs and Ceremonies, Life Cycle)
3. Seminar on the teaching of Hebrew language
 - a. day schools - spoken Hebrew
 - b. day schools - text Hebrew
 - c. supplementary schools - reading and Siddur Hebrew
4. Pedagogic courses (that use examples from Judaica curriculum in teaching lesson planning, questioning, motivational skills, repertoire of models of teaching)
5. Retreat programs which will focus most particularly on experiential needs of participants (tefillah, Shabbat)
{One way to frame items 1-5 could be the creation of a Teachers Institute with a variety of offerings for teachers of different subjects, settings, denominations, and ages.}
6. Seminars and retreats for youth group leaders (focusing on group dynamics, discussion leading skills, developmental psychology of adolescents, plus Jewish content particularly on Jewish values and issues facing teenagers)

7. Across-Community Seminar for leaders of Israel trips

D. Mentoring Programs for Novices

1. Preparation of mentors
2. Mentoring programs in action
 - a. for novice principals
 - b. for novice teachers

E. Peer and "Expert" Coaching Program for Experienced Personnel

1. Preparation of peer coaches
2. Coaching programs in action
 - a. for experienced principals
 - b. for experienced teachers

II. RECRUITMENT

A. Developing teens and young adults

1. Leadership programs for teenagers that involve them as counselors, youth group advisors, and teaching assistants
2. Programs to support college age youngsters who are teaching and working as personnel in youth groups, camps, and in schools

B. Developing alternative pools of teachers

1. Recruiting and preparing "volunteer" teachers for supplementary schools (bringing in new populations to teaching force, e.g., public school/private school teachers, retirees)
2. Retooling public/private school teachers for careers in Jewish education, particularly supplementary schools

III. RETENTION

A. Salary and Benefits

1. Benefits packages available for full time people
2. Partial (proportional) benefits packages available for part-time people

3. Synagogue, JCC Memberships
4. Reduced day school and camp tuition (even for those teaching in supplementary schools in proportional way)
5. Free invitations to communal events
6. Conference lines, membership in professional organizations
7. Appropriate sabbatical and study opportunities in Israel and U.S.
8. Tuition stipends/pay incentives for teachers taking Inservice courses

B. Career Path

1. Creation of full time positions for teachers that include teaching, mentoring new teachers, and peer coaching.
2. "Community" Teacher (teacher who teaches in more than one institutions thereby creating full-time positions)
3. Creating positions in day schools and supplementary schools for curriculum supervisor, master teacher, Judaic studies coordinator, resource room teacher

Tweechy

Proposal For Inservice Training for Teachers

Assumptions:

1. Inservice training should be provided for teachers from the various Jewish school systems - i.e., Orthodox day schools, Schechter schools, affiliated and non-affiliated afternoon schools
2. The fact that both preservice and inservice programs are being considered would indicate that the existing teacher training programs are considered unsatisfactory. It would seem, therefore, that establishing further programs at these institutions may not be productive.
3. Given the urgency of the situation we should look for programs and techniques which will yield the quickest and most easily measured results.
4. The quickest and most effective way to improve classroom teaching is to have master teachers run workshops for teachers in which they deal with practical educational approaches, techniques, and issues. *T.T.T - Teacher Teaching Teachers.*

Proposal:

1. Teaching Personnel

Divide the Jewish schools into three general categories - Conservative, Orthodox day schools, afternoon schools. Question of whether to include a Sunday School category to be discussed. Other questions - are there sufficient Orthodox afternoon schools to constitute a category?

In each of these categories make a list of those school which are considered to be the best within their grouping. This evaluation should be represent not only outside expert opinion but also the evaluation of educators within the specific categories.

Consult with the administrators of those schools and get from them a list of their most effective teachers. Observe those teachers in action.

From this list recruit your faculty of master teacher

2. Program:

For each educational sector - i.e., Schechter, Orthodox, afternoon schools - you set up a separate program with faculty selected from the master teachers in their sector. The master teachers will treat general issues such as discipline in the classroom, purpose and content of homework and will also address issues which are specific to their educational sector. For example, how do you make the study of Nach interesting? How do you incorporate religious values in the teaching of various subjects? How do you "get" to the bright but religiously disinterested student? How can you incorporate some of the techniques used in general studies elementary classes that allow students to proceed at their own pace to Chumash classes?

To be decided:- Length of program, number of master teacher instructors, number of teacher participants.

Participants: - Schools should recommend promising young members of their faculty who, in their opinion, would benefit from such a program. A member of the admissions committee would observe the teacher in the classroom to see if the criteria of being promising yet needing improvement had been met. Applicant must pledge that if accepted to the program s/he will remain in the teaching field for a minimum of three years after this summer fellowship.

In addition to receiving an all-expense fellowship and a small stipend, the selected fellows should receive some inducement from their own school to attend - perhaps, if there is a pay scale, for example, a pledge from the school that successful completion of the program will result in a one-step boost on the scale.

There should probably be some incentive-largely symbolic- for schools to become involved in these programs - either as suppliers of master teachers, of teacher participants, or both.

Administration:

The administration of these programs should be entirely in the hands of our own experts but we should strongly resist any temptation to "academize" the courses. They should all be practical and classroom oriented. An informal - and quickly done - survey of thoughtful administrators and teachers whom you already know in the various systems might be helpful in coming up with those subjects which

people in the field would consider the most helpful.





Chair

Morton Mandel

November 9, 1994

Vice Chairs

Billie Gold
Matthew Maryles
Lester Pollack
Maynard Wishner

Lester Pollack
Lazard Freres & Company
One Rockefeller Plaza
New York, NY 10020

Honorary Chair

Max Fisher

Dear Lester,

I very much enjoyed our breakfast this morning and am excited about your taking leadership in our Building the Profession Committee.

Enclosed you will find a current list of the members of the committee.

Additionally, I am enclosing a copy of the Jewish Telegraphic Agency's article about the CIJE Policy Brief which appeared in the bulletin today. The article will reach American Jewish papers in the coming days.

I am looking forward to seeing you at the GA.

Best,

Alan D. Hoffmann

Board

David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
Gerald Cohen
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
Thomas Hausdorff
David Hirschhorn
Gershon Kekst
Henry Koschitsky
Mark Lainer
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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BUILDING THE PROFESSION COMMITTEE

Attended October 6, 1994 Meeting

Morton L. Mandel, Acting Chair

Gail Dorph,* Staff

Joshua Fishman*

Robert Hirt

Florence Melton

Louise Stein*

Isadore Twersky, ex officio

Guest: Bob Abramson

Guest: Jim Joseph

Not Present at October 6, 1994 Meeting

Max Fisher

Charles Goodman

Alfred Gottschalk

Gershon Kekst

Norman Lamm

Norman Lipoff

Rick Meyer*

Lester Pollack

Ismar Schorsch

Maynard Wishner

* Not a board member



Mission of the Subcommittee on Building the Profession

"Profession building will be accomplished by :

1. creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel;
2. expanding the faculties and facilities of training institutions;
3. intensifying in-service education programs;
4. raising salaries and benefits of educational personnel;
5. developing new career track opportunities;
6. increasing the empowerment of educators." (A Time to Act, p.56).

The committee on Building the Profession will focus on four domains that are critical to the revitalization of Jewish education in North America:

- recruitment,
- professional development,
- retention and
- positive perceptions of Jewish education.

It will discuss issues of policy and priorities and make recommendations for action as appropriate.

(Questions that we raised with regard to this mission:

1. What is CIJE's role in accomplishing these tasks?
2. How should CIJE be involved in engaging others (individuals, agencies and institutions) in this work?
3. Images that we used to describe CIJE's role included: catalyst and honest broker. Are there other images that capture our role or are these adequate? What do these images mean in terms of how CIJE will actually do its work?)



Chair

Morton Mandel

Vice Chairs

Billie Gold
Matthew Maryles
Lester Pollack
Maynard Wishner

Honorary Chair

Max Fisher

Board

David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
Gerald Cohen
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
Thomas Hausdorff
David Hirschhorn
Gershon Kekst
Henry Koschitsky
Mark Lainer
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

MEMORANDUM

TO: CIJE Board Members
FROM: Morton L. Mandel
DATE: December 5, 1994

I am delighted to announce that Lester Pollack has agreed to serve as the chair of our CIJE committee on Building the Profession. Lester's long time commitment to Jewish continuity and Jewish education is well known. He has given of his time, energy and expertise to many Jewish organizations and causes. Lester was a member of the Commission on Jewish Education in North America and has also served as a member of the board of CIJE from its inception. Among his varied current commitments, Lester serves as the chair of the Conference of Presidents of Major American Jewish Organizations and the honorary president of the Jewish Community Centers Association of North America. Members of the committee can look forward to hearing from Lester with regards to future planning for the committee in the near future.

Convoation fail
- Sunday night
BTP

**UPDATE -- May, 1995
BUILDING THE PROFESSION**

ADVISORY COMMITTEE

In the last few weeks, we have had two separate meetings with experts in general education to discuss:

- a. Building an advisory committee for CIJE
- b. Our thinking about the curriculum to prepare teacher trainers for supplementary schools (Cummings Grant).

The first meeting took place in NY on May 11 when Barry, Alan and I met with Professor David Cohen of the University of Michigan. The second meeting with Professor Lee Shulman took place May 18 at Stanford University. Alan and I were present.

With regard to our thinking about the Cummings Grant, we were gratified that the advice we were given and the planning path upon which we had embarked were very much in sync with their thinking. Both Professors Cohen and Shulman spoke of the importance of developing models of in-service education that addressed "teachers as learners and schools as learning communities." (I can fill you in on what this means when we next speak). In both meetings, the same candidates were proposed for the advisory committee came into play both times: Linda Darling Hammond of Columbia Teachers College and Howard Gardiner of Harvard University.

While we were at Stanford, Alan and I also met with Amy Gerstein. Amy will receive her doctorate from Stanford next month. She has been actively involved in coordinating the work of the Coalition for Essential Schools on the West Coast. In July, she will become the associate director of the Bay Area Annenberg project.

COLLEGES OF JEWISH STUDIES

In 1995, for the first time, the presidents of the Hebrew Colleges have started to meet together. They have a dual agenda: to share current work; and to seek strategies for strengthening the colleges through collective planning, strategizing and collaboration.

On April 5, all five presidents met with Alan. At the end of that meeting, Alan suggested that the group meet again with CIJE staff in order to continue to discuss possibilities for cooperation and collaboration.

In order to prepare for that meeting (scheduled for May 30), members of the CIJE

team visited each campus in order to learn more about these institutions.

During the week of May 22, we visited four of the five Hebrew Colleges.

1. On May 23, Alan was at the Boston Hebrew College where he met with David Gordis, president);
2. On May 24, Alan and Gail were at the Cleveland College of Jewish Studies meeting with David Ariel, president; Lifsa Schachter, provost; and Walter Ackerman;
3. On May 25, Barry and Gail were at Gratz College in Philadelphia where we met with Gary Schiff, president; Marsha Edelman, dean; and Saul Wachs, director of education programs;
4. On May 26, Barry and Gail met with Robert Freedman, acting president of the Baltimore Hebrew University.

One of the most significant things that we learned was that none of them define their mission in terms of continuing professional development of educators in the field. On the other hand, all of them are developing their pre-service programs, which seem to be growing substantially.

Questions to be raised at the May 30th meeting:

What are possible avenues for cooperation and collaboration between CIJE and the colleges?

Possibilities include ideas such as:

- a. Development of a national faculty (either through video-conferencing or sharing of faculty)
- b. Development of "block style" programs where faculty and/or students can rotate

Challenge: Will any of them be willing to surrender turf issues in order to create substantive change?

CUMMINGS GRANT

On May 31 and June 1, nine experts will join us to help us plan the program to train a national cadre of in-service educators. These experts was invited for their specific area of expertise. They include:

Deborah Ball and Sharon Feiman-Nemser of Michigan State University, two of the leading teacher educators in the country;

Steve Chervin, educational planner from Atlanta, former director of STEP program at Stanford University;

Carol Ingall, faculty member at JTS, former director of BJE in Providence, RI, has extensive experience in curriculum writing and teacher training and has been involved in a videotape project designed for use in supplementary schools;

Amy Walk Katz, principal of the Kehillat Israel School in East Lansing, an ordained rabbi with a MA in Jewish education who is a doctoral candidate at MSU, director of project to train avocational teachers;

Vicky Kelman, director of family education projects at the San Francisco federation, curriculum developer, teacher trainer, and trainer of family educators;

Daniel Margolis, director of the Bureau of Jewish Education of Boston and chair of the Bureau Directors Fellowship;

Lifsa Schachter, provost, Cleveland College of Jewish Studies who has extensive experience in teacher education;

Linda Thal, principal of Leo Baeck Religious School of Los Angeles, winner of the 1994 Covenant Grant Educators Award.

The consultation has two main purposes:

- a. To develop the principles by which the training program will be planned
- b. To discuss the content and format of the videotapes that will be produced support this project

We are now in the process of recruiting candidates so that we can begin the program in the summer. We have asked the lead communities and the communities with which we have recently engaged in serious conversation to send teams of three people to be trained. Our reason for asking communities to send teams is based on our understanding what it will take to "drive the educational change process" in the communities themselves.

NEW COMMUNITIES

In May, we visited three communities who have expressed interest in establishing a formal relationship to CIJE: Seattle, San Francisco and Cleveland.

Cleveland has had an ongoing informal relationship with CIJE. As we began to develop institutes such as last summer's goals seminar in Israel and the October leadership seminar at Harvard, we invited Cleveland's participation. Most recently,

Adam Gamoran has given guidance to Julie Tamivaara and Roberta Goodman and the Cleveland community on issues of program evaluation and the running of an Educators Study in Cleveland and Alan has spoken to a funders group at the home of the Ratners.

On May 24, Alan and Gail met first with Chuck Ratner and Mark Gurvis, Cleveland's planner and co-director of their JECC (newly constituted central agency) and then with the executive committee of the JECC to discuss formalizing this relationship. We shared a draft version of our "partnership" agreement to give the group some sense of concrete issues and projects. Given Cleveland's unique history, most of the items on the agreement are already part of the Cleveland profile.

On May 19, Alan and Gail met in San Francisco with three professionals, Richard Sipser and Nehama Tamler--the two individuals in charge of planning and allocations---and Robert Sherman, the director of the Bureau of Jewish Education. This was our first face-to-face meeting. We had sent them several CIJE documents in advance of the meeting, which, in addition, to the draft of the agreement, served as the basis for our discussion. The next step will be for the SF team to talk with their federation executive as well as the director of the Community Foundation. (In SF, the community foundation gives away more money each year than is raised in the campaign.) For CIJE, the next step is to make our document of partnership more precise so that a community like SF can know exactly what it is that they can expect from us to support their work.

In Seattle, we held our first face-to-face meeting on May 17, when we met with Michael Novick, federation exec; Amy Wasser Simpson, planner; and Carol Starin, director of the central agency (JEC). In the evening, we met with Carol and three lay leaders, all members of the JEC board. The incoming federation president had to attend a meeting in NY and did not attend. Neither did Michael nor Amy who had also been scheduled to attend did so.

One of the most significant aspects of our trip to Seattle was the opportunity that we had to meet Deborah Kerdiman and Sam Wineburg, two first rate Jewish academics at the University of Washington; both were students of Lee Shulman at Stanford. Debby is genuinely interested in becoming connected to us, probably through the goals project. Perhaps, Sam will become interested in time depending on whether our projects are tied closely enough to his own research interests. Our positive meetings with three young and talented academics (Gerstein, Kerdeman, and Wineburg) is part of our planning for increasing the talent pool of top notch people engaged in issues relating to Jewish education as part of their work and thinking.

C:\CIJE\BT\UPDATE.JUN

File:

Buildings

The Museum.

Hello!

62D CTE
BOARD
MEETING
MAY '95

62D 4/25/95

1

The conventional view of professional development for teachers as a transferable package of knowledge to be distributed to teachers in bite-sized pieces needs radical rethinking. It implies a very limited conception of teacher learning that is out of step with current research and practice.

Learning theorists and organizational theorists are teaching us that people learn best through active involvement and through becoming articulate about what they have learned. We are actually all pretty committed to this premise when it comes to children. INSERT- EXAMPLE But, we rarely think about it when we think about adult learning. And yet what we are learning is that for all of us, young and old alike, active involvement and engagement is the key to meaningful and long lasting learning.

For teachers, this is probably more important than for those of us sitting here today. That is, you will probably not be asked to teach the information that I am sharing with you to someone else. You might have to explain it or repeat it but that is different from what is implied by teaching it.

Thus, effective professional development needs to involve teachers both as learners and as teachers and allow them to struggle with the complexities that accompany each role in order for them to become more effective.

Processes, practices, and policies that are built on this view of learning are at the heart of the more expanded view of teacher development that is needed to

address the needs of our teachers and the needs of our educational system. These views based on recent research and articles by Professors Linda Darling-Hammond and Ann Lieberman, professors of education at Columbia Teachers College and co-directors of the National Center for Restructuring Education, Schools, and Teaching, are representative of virtually all those educational practitioners and academic researchers engaged in the current efforts to reform American education.

Beginning with pre-service education and continuing throughout a teacher's career, teacher development must focus on deepening teachers' understanding of three key elements:

SLIDE: CONTENT OF PD

- a. the subject matter they are teaching
- b. the processes of teaching and learning
- c. the students they teach.

You are probably looking at this slide and thinking: well that's pretty obvious.

What's the big Hiddush? Of course teachers need to know about the content they are teaching. Of course, they need to understand how people learn and be experts in methodology. Of course, they need to understand issues of child development.

Current thinking about conditions of teaching and learning holds out images of conditions of learning for children that teachers have rarely experienced themselves.

The idea here is that all three of these need to be taken equally seriously.

This is in contradistinction to the view that might claim, all you need to do is know

and love children in order to be a good teacher. We all know such people. Their love for children does not make them good pedagogues.

This is in contradistinction to those who might say: ah, all you need to do is really know subject matter. And of course, I bet there is not one of us who has not had the experience of sitting in a math class with a teacher who knew a lot about math but who was unable to do more than perhaps teach us to blindly follow an algebraic formula to reach a solution to a problem. A far cry from actually being able to actually teach us mathematics.

And so on. The claim here is: that all three of these areas need to be part of the content of professional development opportunities because teaching is the joint product of wisdom about teaching, learning, students and content. It is a complex activity not the result of a loose assortment of techniques and tricks.

Researchers have pointed to at least four principles that characterize effective professional development:

SLIDE TWO: PRINCIPLES OF EFFECTIVE PROFESSIONAL DEVELOPMENT

1. IT MUST BE SUSTAINED, ONGOING INTENSIVE

That is, the flip side of saying: one shot workshops just won't do it.

2. IT MUST OFFER MEANINGFUL ENGAGEMENT WITH IDEAS, MATERIALS AND COLLEAGUES.

Professional development must offer meaningful intellectual, social and emotional engagement. This is an alternative to the shallow, fragmented content and the passive teacher roles observable in much in-service education. Teachers do not

become active professionals simply by participating in a "hands-on" activity as part of a scripted workshop.

3. PROFESSIONAL DEVELOPMENT TAKES EXPLICIT ACCOUNT OF THE CONTENT OF TEACHING, THE CONTEXTS OF TEACHING AND THE EXPERIENCES OF TEACHER.

Part of the CIJE Study of Educators is an interview study describing the professional lives of Jewish Teachers and Educational Leaders in the three lead communities. One of the things they tell us about the in-service opportunities currently available to them is that often it is not meaningful or useful. At the same time, they describe the content and audience present at these workshops or seminars. The audience often includes teachers who are novices sitting next to very experienced teachers, day school teachers, congregational school teachers and early childhood teachers, teachers of 5 year old, 8 year old and 12 year old.

On reading of such workshops, I ask myself: How could such a session actually be meaningful and worthwhile to all the participants in it? Even if the teacher were Haitian or I'havdil Moshe Rabbenu: is it possible for it to accommodate such a diverse audience with such different needs.

This principle challenges the context-independent or "one size fits all" mode of formal staff development that introduces largely standardized content to individuals whose teaching experience, expertise, and settings vary widely.

Professional Lives -- example

4. IT MUST BE SUPPORTED BY MODELING, COACHING AND THE COLLECTIVE SOLVING OF SPECIFIC PROBLEMS OF PRACTICE.

Modeling and coaching refer to supports for new practice. In order to try out something new, one must have an image of what that new practice might be.

A simple example: working in groups

A more complicated example: the teaching of any deep or profound Jewish idea or concept to children-- the teaching God to young children

But we have all had the experience of trying something new and actually doing it worse than before. Coaching supports trying out new ideas and techniques in the context of actual practice.

When learning new ideas, concepts and practices that are connected to an activity as complicated as teaching, one cannot assume that practice will make perfect. One must learn how to think about them in a variety of ways and contexts. Collective solving of specific problems of practice addresses this particular issue. It is analogous to the notion of the hospital rounds where actual cases are presented and people put their heads together to analyze the problem, reflect on the issues and suggest possible alternative solutions.

Professional development that is characterized by attention to the interaction between subject matter, issues of teaching and learning and students and is characterized by these four principles signals a departure from old norms. It requires a corresponding shift from policies that seek to control or direct the work of teachers to strategies intended to develop schools' and teachers' capacity to be

responsible for student learning.

The outlines of this new paradigm are emerging. The hard work of developing concrete exemplars of the policies and practices that model "top-down support for bottom-up reform" has only just begun in the field of general education as well. And isn't that what we are actually involved in?

The following conditions will be necessary to support such learning:

SLIDE THREE

CONDITIONS FOR SUCCESSFUL PROFESSIONAL DEVELOPMENT FOR TEACHERS

1. TEACHERS NEED OPPORTUNITIES TO WORK WITH COLLEAGUES, BOTH IN THEIR SCHOOL BUILDING AND BEYOND IT.

This particular condition can actually not be overstated. Research has shown that teachers who have effectively changed their practice had one thing in common: each belonged to an active professional community which encouraged and enabled them to transform their work.

2. THEY NEED THE SUPPORT AND ADVICE OF A PRINCIPAL WHO UNDERSTANDS ISSUES OF TEACHING AND LEARNING AND WHAT IT TAKES TO CHANGE TEACHERS' ROLES AND PRACTICE.

3. MANY TEACHERS NEED SOMEONE, OTHER THAN THE PRINCIPAL, TO OBSERVE THEM TRYING OUT NEW PRACTICES AND PROVIDE NON-EVALUATIVE COMMENTS AND SUGGESTIONS.

4. THEY NEED TO BE PART OF A LARGER LEARNING COMMUNITY THAT IS A SOURCE OF SUPPORT AND IDEAS. This community goes beyond the community

of teachers to include administrators, students, parents, school councils, school boards and business people.

5. TEACHERS NEED CHANCES TO EXPERIENCE LEARNING IN WAYS CONSISTENT WITH CURRENT "BEST PRACTICES" IN TEACHING AND TO OBSERVE SUCH TEACHING PRACTICES AS WELL.
6. SUCH TEACHING MAY REQUIRE THEM TO DEVELOP NEW UNDERSTANDINGS OF THE SUBJECTS THEY TEACH AND THE ROLES THEY PLAY IN SCHOOL, CLASSROOM AND THE LARGER LEARNING COMMUNITY.
7. TO MAKE PROGRESS IN THE DEVELOPMENTAL PROCESS OF LEARNING NEW PRACTICES, TEACHERS NEED TO FEEL THAT THEY CAN CRITICALLY ASSESS THEIR OWN PRACTICE.
8. TEACHERS NEED TIME FOR LEARNING NEW IDEAS AND SKILLS.
9. TO ACHIEVE TIME AND MENTAL SPACE, PROFESSIONAL DEVELOPMENT MUST BE RE-DEFINED AS A CENTRAL PART OF TEACHING. IT CAN NO LONGER BE ADD-ON TACKED ONTO THE SCHOOL DAY, WEEK OR YEAR. IT MUST BE WOVEN INTO TEACHERS' DAILY WORK.
10. FOR THIS TO HAPPEN, SUPPORT FOR PROFESSIONAL DEVELOPMENT MUST BE SUSTAINED AND LONG TERM.

This particular list comes from a report by Prof. William McDiarmid and his colleagues at the National Center for Research on Teacher Learning and was developed as part of a framework for developing sustained and coordinated activities to support teachers in learning new roles and ways of teaching. The

conditions that it highlights can serve as models for us as we try to institutionalize comparable reforms.

Today, we will be hearing and discussing five different initiatives. The first two emerge from discussions and plans in the laboratory communities.



INTRODUCTION TO GENINE AND MACHON L'MORIM

One of the best kept secrets in Jewish education is both the importance and the potential of early childhood education. Early childhood educational experiences can provide a gateway into Jewish educational experiences for children and their families.

Genine Fidler will speak about a personnel initiative in Baltimore designed to impact a select number of early childhood educators and institutions. It is grounded in the findings of the CIJE Study of Educators which described the lack of Judaica background of early childhood teachers. Across the three communities, the survey reported that 40% of pre-school teachers attended religious school only once a week; 22% received no schooling at this same age. After age thirteen, 55% received no Jewish education. This project is funded by the Children of Lyn and Harvey Meyerhoff Foundation.

Research on staff development has indicated the importance of the principal of the institution to the project. As such, this initiative involves principals as well as a cohort of teachers from each participating institution. Because we know that new learnings and practices may require time-consuming study and preparation even before they can be tested in the classroom, this initiative is framed as a two year pilot with the more of the first year devoted to learning and more of the second year devoted to application. CIJE has been involved in co-planning this project with a Baltimore planning team.

I'd like to call on Genine Fidler, the vice-chair of the CIJE committee of Baltimore's Associated to more fully describe this initiative.

INTRODUCTION TO LOUISE AND MILWAUKEE-CLEVELAND COLLEGE INITIATIVE

As you probably remember, one of the findings in the CIJE Study of Educators had to do with professional training. The survey indicated that only 19% of Jewish educators across the three communities have professional training in both education and Jewish studies. And yet we know from educational research that the item that most strongly correlates with student achievement is the background and training of teachers who are teaching children in the classroom.

The Milwaukee Jewish community decided to address this issue first in the development of its community personnel action plan. They made overtures to a number of institutions and were successful in developing an arrangement with the Cleveland College of Jewish Studies to provide a Master of Judaic Studies in Jewish Education program designed for Milwaukee. CIJE has been involved in planning meetings with Milwaukee and the Cleveland College.

Louise Stein, who is co-chair of the Lead Community Initiatives will describe this program as well as some of the issues that Milwaukee has faced in deciding to pursue this intensive and expensive route first. Louise...

CHERYL FINKEL AND LEADERSHIP SEMINAR

We all actually know from our own personal experiences the importance of the leader's role in an organization. What is true about leadership in business is also true in education. The effect of leadership in directing and supporting change is critical.

Educational research points again and again to the role of the leader in supporting and implementing change. Judith Warren Little reports a study of professional development across several institutions. In all institutions a critical mass of teachers was involved in the project. In some, however, the principal was also involved in the project and its implementation. All teachers, when surveyed afterwards found that the seminars they had attended were useful and interesting. Only in the schools in which the principal had been involved, however, had practice changed in any way.

CIJE took the lead in developing this seminar and implementing it for the principals in our lab communities because we realized the important role that principals play as gatekeepers of all professional development plans whether sponsored by the community or by individual institutions.

Cheryl Finkel, the director of the Epstein School in Atlanta, will talk about the impact of the CIJE-Harvard Principals Center Seminar on her school and on the cadre of Atlanta principals who attended the seminar.

It is interesting to note that the communal initiatives which have been described thus far are characterized by their "intensity and ongoingness" and take account of the characteristics and principles that have been described in various ways. They represent one way in which CIJE has functioned as a catalyst: It has helped plan initiatives that reflect current "best practices" in the arena of professional development.

In the development of the Harvard-CIJE seminar, CIJE actually planned and implemented the program, thus creating a model for developing educational leadership. The experience has created ferment in communities to develop personnel action plans that address the issue of educators. It has also raised the question of whether the North American Jewish community needs a national Jewish Principals Center.

The next two reports that you will hear also describe initiatives that CIJE is itself in the process of planning. These initiatives grow out of our work in our lab communities, but address the issue of building capacity for the development and implementation of serious comprehensive personnel action plans beyond these communities. As in the case of the development of the seminar at Harvard, we found existing address for these initiatives.

NEED TO FINISH

AFTER PRESENTATIONS:

The principles and conditions developed here implied a changed curriculum and pedagogy for professional development. It also implies the development of new policies that foster new structures and institutional arrangements for teachers' learning.

Some of the policy recommendation developed by the group at Michigan State can serve as a basis for our discussion today.

SLIDE FOUR: RECOMMENDATIONS

1. Establish a Task Force on Professional Development that includes:
2. Create Teacher Networks to provide teachers opportunities to learn and to exchange ideas about how best to respond to the learner outcomes and new demands on their time.
3. Develop an On-Line Classroom and Informational Programs via technological means: electronic mail/via video conferences
4. Create model school professional development plans and document the process of designing such plans. These will serve as models for the professional development committees charged with designing such plans.
5. Establish a principals' center where principals learn about the new kinds of teaching and learning that underlie reform and how best to support teachers in changing their practice and roles.
6. Create subject matter councils for each of the subjects addressed in the curriculum frameworks. These councils will provide leadership, guidance and

resources to teachers as they learn to teach in ways that achieve these new goals.

7. Document groups of teachers attempting to change their roles and practice both on videotapes and in written case studies. These will provide teachers with images of their colleagues trying to change their practice, and will help all concerned learn more about the change process and the various types of professional development.



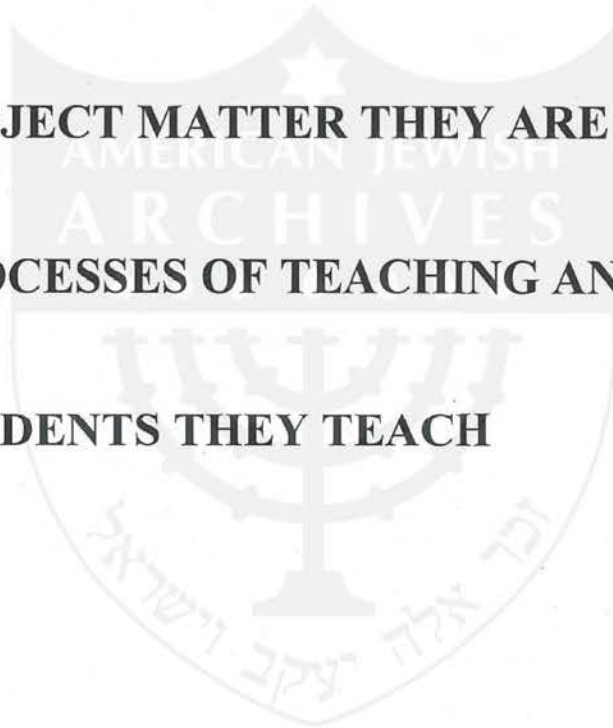
POLICY RECOMMENDATIONS

**(from "Realizing New Learning for All Students" by G. W. McDiarmid,
National Center for Research on Teacher Learning)**

- ✓ **Establish a Task Force on Professional Development**
- ✓ **Create Teacher Networks**
- ✓ **Develop On-Line Programs**
- ✓ **Create School Professional Development Plans**
- ✓ **Establish a Principals' Center**
- ✓ **Create Subject Matter Councils**
- ✓ **Document Efforts aimed at Teacher Development**

CONTENT OF PROFESSIONAL DEVELOPMENT

- ✓ **THE SUBJECT MATTER THEY ARE TEACHING**
- ✓ **THE PROCESSES OF TEACHING AND LEARNING**
- ✓ **THE STUDENTS THEY TEACH**

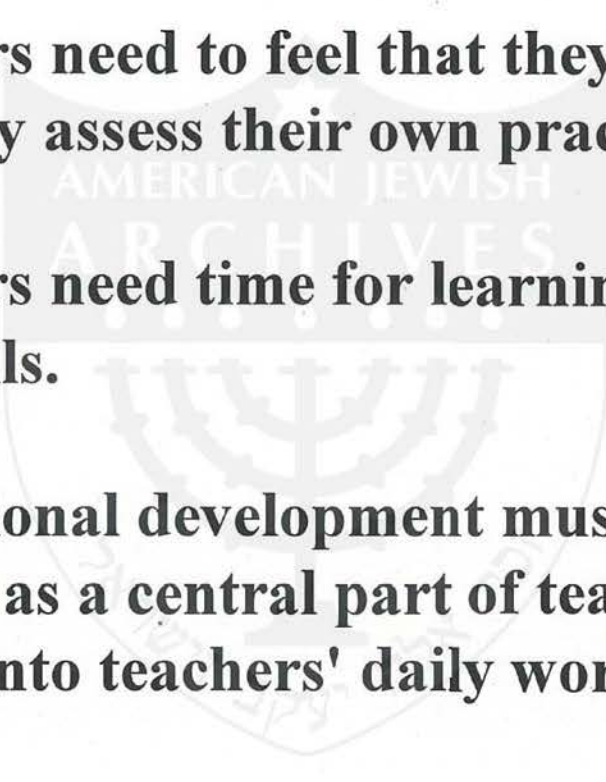


PRINCIPLES OF EFFECTIVE PROFESSIONAL DEVELOPMENT

- ✓ **MUST BE SUSTAINED, ONGOING, INTENSIVE**
- ✓ **OFFERS MEANINGFUL ENGAGEMENT WITH IDEAS, MATERIALS AND COLLEAGUES**
- ✓ **TAKES ACCOUNT OF:**
 - CONTENT OF TEACHING**
 - CONTEXTS OF TEACHING**
 - EXPERIENCE OF TEACHERS**
- ✓ **INCLUDES MODELING, COACHING AND COLLECTIVE SOLVING OF SPECIFIC PROBLEMS OF PRACTICE**

CONDITIONS

- ✓ **Teachers need opportunities to work with colleagues.**
- ✓ **They need the support and advice of a principal who understands issues of teaching and learning and what it takes to change teachers' roles and practice.**
- ✓ **Many teachers need someone, other than the principal, to observe them trying out new practices and provide non-evaluative comments and suggestions.**
- ✓ **They need to be part of a larger learning community that is a source of support.**
- ✓ **Teachers need chances to experience learning in ways consistent with current "best practices" in teaching and to observe such teaching practices as well.**

- 
- ✓ **Teachers may need to develop new understandings of the subjects they teach and the roles they play**
 - ✓ **Teachers need to feel that they can critically assess their own practice.**
 - ✓ **Teachers need time for learning new ideas and skills.**
 - ✓ **Professional development must be re-defined as a central part of teaching and woven into teachers' daily work.**
 - ✓ **Teachers need sustained funding and policies to support their professional development.**

(from "Realizing New Learning for All Students" by G. W. McDiarmid, National Center for Research on Teacher Learning)

Building
Protection M
1 Dec 10

First 81 Teachers Qualify For National Certification

By LYNDA RICHARDSON

In a move to professionalize teaching and raise its standards, a crop of veteran teachers has become the first to receive national teaching certification.

The 81 middle-school and junior high teachers, who had to pass a stringent yearlong assessment, were announced yesterday in Washington by the National Board for Professional Teaching Standards.

Certification does not replace current licensing, but many educators hope that National Board teachers who move to another state will be able to avoid sometimes cumbersome recertification and start work right away. In addition, the educators hope that states and local school districts will reward these teachers with higher pay and greater responsibilities.

Already, North Carolina has promised a 4 percent raise and reimbursement of the \$975 exam fee for teachers who complete the certification program. Iowa, North Carolina, New Mexico and Oklahoma have agreed to waive state licensing requirements for nationally certified teachers who relocate there. Other states, including Massachusetts and Ohio, will accept the national certification as an alternative to their own state recertification program.

Educators said the National Board initiative paralleled that for other professionals, like doctors. It sets high standards, including extensive evaluations of classroom performance and a battery of exams testing the teacher's knowledge, rather than the minimum thresholds that state licenses usually require.

"It's a moment that is every bit as historic as the changes that came about in the medical profession when they decided to set high standards," said Gov. James B. Hunt Jr. of North Carolina, who heads the 63-member board.

"We're going to have, for the first time, a true and recognized profession of teaching that is respected and one that I believe will be far more attractive to young people coming along who are considering their careers," Governor Hunt, a Democrat,

Continued on Page A16, Column 2



81 Teachers Become the First to Receive National

Continued From Page A1

d, "and I think one that will be reactive for teachers to stay in." The certification program, which has been developed over the last 10 years with \$55 million in Federal and philanthropic support, has had support among educators, business leaders, governors and presidents of the nation's two largest teacher unions.

Connie Mitchell, a teacher in Detroit's public schools, was among the pioneering teachers to meet the National Board's standards.

"I'm very excited," said Ms. Mitchell, who teaches reading and computer literacy at the Noble School for kindergartners to eighth graders. "Part of the reason that people have not looked at us as a profession is because we have not had standards. Doctors have standards. Lawyers have standards. Now teachers have the same set-up, and it is going to be very important to our profession."

Over the course of several months during the 1993-94 school year, Ms. Mitchell and the 288 other candidates had to compile portfolios of their work, videotape their classroom instruction, submit lesson plans, their students' work and write reams of analyses reflecting on how they have helped students learn. The candidates then went to an assessment center, where among other things, they evaluated videos of other teachers; were tested on their own knowledge of English, science, history and math, and devised comprehensive lesson plans involving either systems of government, ecosystems or the influence of the media.

Whether the advanced certification will allow teachers to walk into any state without meeting additional state requirements remains to be seen. According to Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching: "It could easily establish some benchmarks that would influence state licensing and state certification and, who knows, it could also send signals to teacher training programs. It's a project that is saying that there are standards of excellence that can be defined."

In New Jersey, a spokesman for the Education Department said the state endorsed the national program and was considering how to recognize nationally certified teachers. Officials for state education depart-



Karin Anderson for The New York Times

Education Secretary Richard W. Riley greeted Connie Rose Mitchell, a teacher from Inkster, Mich., who was one of the first of 81 teachers to receive

certification by the National Board for Professional Teaching Standards yesterday at the National Press Club in Washington.

A professional standard for the country is the long-term goal.

ments in New York and Connecticut said they had no immediate plans to recognize national certification.

But expressing the view of some education administrators, Tom Murphy, a spokesman for the Connecticut Education Department, said, "The difference may come in how local school districts, the employing agencies, how they treat that status. They might provide stipends through their contracts but it's up to the localities."

Some local districts are already providing incentives for teachers. The Jericho, L.I., district will reimburse the application fee for all teachers who complete the process;

give a one-time \$4,000 stipend to nationally certified teachers and pay a one-time \$2,000 stipend to teachers who try but do not pass.

But to some educators, the new process raises as many questions as it seeks to remedy. In the short term, they say, the lives of a vast majority of teachers will not be affected. Licenses to teach are still controlled at the state level; financial incentives are far from certain in an era of tightening school budgets, and there is concern that teachers in wealthier districts will be rewarded in greater numbers than teachers from poorer districts because they may have more time and money to apply.

"I think the consistent concern of this group is that the certification process will omit a whole series of individuals who are most in need of additional training," said Michael Casserly, a spokesman for the Council of Great City Schools, a nonprofit Washington group representing the country's biggest districts. "It's a good first step on a very, very long

road and it's a road that is going to require all manner of vigilance to insure that urban teachers have the same opportunities for certification as others."

But a new Federal law now allows schools to use elementary and secondary school money to help teachers seek the certification, said James A. Kelly, president of the National Board, who said states and districts were being urged to support the program financially. "We are doing everything we can to look at this issue," Mr. Kelly said.

The national certification board created in 1987, was a central recommendation of a landmark report, "A Nation Prepared: Teachers for the

Receive National Certification



Karin Anderson for The New York Times

certification by the National Board for Professional Teaching Standards yesterday at the National Press Club in Washington.

21st Century," issued by the Carnegie Forum on Education and the Economy. The report was one of several in the mid-1980's urging drastic changes in the nation's schools, including the scathing "A Nation at Risk" in 1983 by the Department of Education that resulted in stricter graduation requirements and more emphasis on basic skills.

To be eligible to apply for national certification, teachers must have at least three years of teaching experience, a bachelor's degree and either a state license or a job in a state-accredited school.

The teachers announced yesterday, from 23 states, are all middle school and junior high school teachers who teach multiple subjects. (The Board certificate is called "Early Adolescence/Generalist.") No teacher from New York City received the certificate, but three teachers in New York State, from Stony Brook, Rochester and Penfield, N.Y., three teachers in New Jersey, from Hazlet, Englishtown and Dayton, and one from Newington, Conn.

The certificate is the first of 30 categorized by subject and grade level that will become available to the nation's 2.5 million teachers by the end of the decade. This summer, more than 250 middle-grade English teachers will learn their scores. Among other areas of expertise to be assessed are early adolescence/social studies-history and young adulthood/mathematics.

Arthur Levine, the president of Teachers College, said the establishment of national standards for teacher certification was an experiment that was bound to be complicated because every state had its own licensing procedures.

"The notion of trying to create national standards is much akin to trying to herd cats," Mr. Levine said. "What the board has done is work very hard to make the notion appealing to school systems, states and to universities and to unions. What these first awards symbolize is to provide some sense that around the country there is some agreement on what makes for a good teacher."

0 stipend to teachers and pay a end to teachers ass.

ators, the new ny questions as the short term, a vast majority be affected. Little controlled at ncial incentives n in an era of glets, and there ers in wealthier rded in greater ers from poorer ey may have y to apply.

istent concern of he certification whole series of most in need of ' said Michael an for the Coun- ools, a nonprofit epresenting the stricts. "It's a very, very long

road and it's a road that is going to require all manner of vigilance to insure that urban teachers have the same opportunities for certification as others."

But a new Federal law now allows schools to use elementary and secondary school money to help teachers seek the certification, said James A. Kelly, president of the National Board, who said states and districts were being urged to support the program financially. "We are doing everything we can to look at this issue," Mr. Kelly said.

The national certification board, created in 1987, was a central recommendation of a landmark report, "A Nation Prepared: Teachers for the

Building the Profession

DECEMBER-JANUARY UPDATE

BUILDING THE PROFESSION

1. Developed a generic personnel action plan for use in communities (detail on rubrics of in-service education).
2. Developed planning guides in order to help communities move from Educators' Survey to Personnel Action Plan.
3. Participated in meetings in Atlanta and Baltimore designed to disseminate results of Educators' Survey and Policy Brief.
4. Consulting in more detail on two specific initiatives:
 - Milwaukee--M.A. program with Cleveland College
 - Baltimore--Institute for Early Childhood Educators
5. Planning a March (8,9) Consultation with Lead Communities to help move planning process along (assignment: come with first iteration of planning guide filled in)
6. Working meetings with leaders of denominations and national training institutions to determine how will they play a role in the personnel initiatives of communities.
 - Conservative--Robert Abramson, Aryeh Davidson, Lali Ray (Induction Program developed by Seminary and United Synagogue)
 - Reform--Seymour Rossel (Education director, Union), Dick Morin (NATE), Sara Lee HUC-LA), Kerry Olitsky (HUC-NY)
 - Orthodox--Robert Hirt, Aharon Eldar (Torah Dept WZO), David Bernstein (Torah U'Mesorah)
7. Follow-up planning with community central agency directors for educational leaders who attended the Harvard seminar.
8. Working with Lester Pollack to design an approach and agenda for Committee on Building the Profession.

And suggest the problem to
HL

CREATE CAPACITY FOR TEACHER AND LEADERSHIP TRAINING

A. In-Service Training

1. Develop and implement a plan for a finite pool of high quality educators who can implement in-service education in communities and institutions.

What if we expand the idea developed in the Cummings grant proposal for supplementary schools and create a similar proposal for supporting teaching for early childhood

I'm not sure what to do about day schools-- we would need to become much more subject matter specific to do the job well.

1a. Develop and implement a plan for a pool of teacher trainers who can support in-service initiatives in their own institutions and communities, e.g., teacher corps to prepare mentor teachers

2. Develop and implement a plan to create a finite cadre of educational leaders who can act as mentors to others

What if we learned from Schechter experiment and tried to work with someplace like Far West Laboratories to adapt the model and expand it to supplementary school and early childhood directors and then create a cadre of people who could "teach" the system and support the learning?

2b. Develop and implement a plan for a pool of educational leaders who can act as "real education leaders" in their institutions and communities (Harvard Leadership Seminar)

I. CREATE CAPACITY FOR TEACHER AND LEADERSHIP TRAINING

A. TEACHER TRAINING

1. Create a Virtual College of Trainers who can Advise, Consult and Plan with Communities and Institutions

a. Identify and Recruit Appropriate Candidates

Criteria for Membership: Judaica Competence, Expertise in Education, Significant Experience in the field

Candidates like:

Supplementary school--Steve Chervin, Carol Ingall, Betsy Katz, Vicky Kelman, Shelley Kniaz

Early childhood -- Rivka Behar, Ruth Feldman

Subject matter specialists:

Bible -- Moshe Sokolow

Rabbinics -- Beverly Gribbetz

Hebrew Language -- Rivka Dori, Acina Ofek

Tefillah -- Saul Wachs, Steve Brown

Day School-- Charlotte Abramson, Jack Bieler, Neal Kaunfer, Marsha Kaunfer, Harvey Shapiro

Target Dates: February, March

b. Design a Set of Seminars which would

*. orient them to work of CIJE : this includes Best Practices and its Place in the In-Service Development

as well as

*. engage in discussions/learning experiences relating to In-service Education (for the most part Jewish educators have been involved in the training of beginning professionals. few have thought about what

would it mean to train the trainers of those already in the field)

- *. discuss the feasibility/strategies for organizing and orchestrating the work of the Virtual College of Trainers

Target Dates for 3 Seminars:

Spring /95 -- 3 days
Summer/95 -- 5 days
Fall/95 -- 3 days

Planning: Ongoing

2. Develop and Implement a Plan for a Pool of Teacher Trainers who can support In-Service Initiative in Their Own Institutions and Communities
 - a. CIJE in consultation with Communities/ Virtual College Faculty would identify appropriate candidates

Examples of Candidates (on our list):

Milwaukee: Karen Sobel
Baltimore: Marci Dickman
Atlanta:
Seattle: Beth Huppin, Joanne Glosser'
Boston: Judy Israel
Hartford: Sandy Dashefsky
Cleveland: Nechama Moskowitz
Midwest: Amy Walk Katz

- b. CIJE together with Virtual College Faculty would create a series of seminars/learning opportunities/retreats to "train" candidates.

Target Date for first seminar: November/95

- c. CIJE together with Virtual College Faculty would create a mechanism to supervise and support these candidates in their community work

Target Date for strategy : fall/95

Target Date for beginning of work in communities:

B. LEADERSHIP TRAINING

1. Develop and implement a plan to create a finite cadre of educational leaders who can act as mentors to others

Design and Adapt PAL program (Solomon Schechter Principals) to supplementary school and early childhood directors

Create a cadre of people who could "teach" the system and support this program learning in all three settings (day, supplementary and early childhood settings)

2. Develop and implement two seminars for educational leaders in communities with which we are working:

- a. Seminar I -- Educational Leadership (for new communities and those principals who did not participate in first seminar) Winter, 1966

- b. Seminar II -- School as Learning Community (Open to principals who attended first seminar) 11/94

C. EXPLORE WAYS TO MOBILIZE EXISTING INSTITUTIONS, CENTRAL AGENCIES, PROFESSIONAL ORGANIZATIONS, AND THE DENOMINATIONAL MOVEMENTS FOR IN-SERVICE ENDEAVORS

1. Meet with representatives of denominations etc to update on CIJE activities and involve in thinking through their role in in-service education

2. Set up meeting with lead communities reps and denominational representatives to work on their respective roles in development of personnel action plans (February, March)

3. Continue meeting with BDF -- forum for disseminating policy brief and planning process for personnel planning and adding communities

4. Meet with professional groups (rabbinical, educational (ALOHA), professional) (March, April, May)

5. NBL

II. OFFER SELECT COMMUNITIES GUIDANCE IN PREPARING AND IMPLEMENTING THEIR COMPREHENSIVE IN-SERVICE ACTION PLANS BASED ON STUDY OF JEWISH EDUCATORS

- A. Develop a thick comprehensive personnel action plan
- B. Work with communities on the development of systematic and differentiated professional development plans for early childhood, congregational and day school teachers and leaders
- C. Work on pilot initiatives at communal level
 - *Milwaukee Cleveland College Program -- February
 - *Baltimore -- Machon L'Morim --February, March, --- June
- D. Recruit and work with additional communities (Carol Starin- Seattle, Bob Sherman--San Francisco)
 - *module for Study of Educators
 - *planning for community
 - (San Francisco, Seattle, March ----

III. ARTICULATE AND DISSEMINATE IN-SERVICE TRAINING CONCEPTS, CURRICULA AND STANDARDS

- A. Best Practices on In-Service education for teachers (with Barry)
- B. Handbook for Upgrading Supplementary School Teachers (with Barry)
(to be done by September)
- C. One-Day Seminars on In-Service Issues for Bureau Directors, ALOHA, etc.
on work and thinking of CIJE on In-Service Professional Development

IV. COMPREHENSIVE PLANNING FOR BUILDING THE PROFESSION

- A. Create an academic advisory group to define and guide the assignment

CREATE CAPACITY FOR TEACHER AND LEADERSHIP TRAINING

1. Develop and implement a plan for a finite pool of high quality educators who can implement in-service education in communities and institutions.

Read: Create a virtual college of trainers who can advise, consult, plan with communities

- a. Identify and recruit appropriate candidates (e.g., people like Rivka Behar, Sherri Blumberg Bissell, Carol Ingal, Vicky Kelman, Ruth Pinkenson Feldman, Lifsa Schachter, Moshe Sokolow).
- b. Design appropriate seminars for these people to orient them to CIJE and our plan and to discuss together "latest takes" on changing teachers' practice.

2. Develop and implement a plan for a pool of teacher trainers who can support in-service initiatives in their own institutions and communities

Read: Create junior faculty positions in our virtual college

- a. CIJE together with communities would identify appropriate candidates
- b. CIJE together with top ring consultants would create a series of seminars, retreats, learning opportunities to create a cadre of mentor teachers/coaches

(Here we are thinking about people like Marci Dickman, Amy Wallk Katz ---In their own right, these people are on the way to being senior faculty and might be able to take on the in-service task)

3. Junior/junior faculty

There are people in the field who are not there yet. I am thinking about places that we are talking about involving ourselves:

Seattle: Beth Huppín, Joanne Glosser
Boston: Judy Israel
Hartford: Sandy Dashefsky

(In some cases, it's a question of lack of theoretical knowledge themselves as opposed to that people are not "mesugal l'davar")

TWO MODELS WERE DISCUSSED:

In order to decide what kind of people we are interested in recruiting and what kind of interventions we would like to see, two different approaches were discussed

1. Model One:

Beit Midrash l'Morim
Seminar on Principles of Translation
Workshops applicable to your own setting/ age groupings
Classroom Support Component

(Question: what kind of subject matter competence do "trainers" need if BMM is in the hands of rabbis/ Judaic studies teachers?)

2. Model Two:

Cadre as Master teachers who can do it all
(they know the subject matter and pedagogy etc. for certain ages or settings or subject matters --as the case may be)

(Question: do we think about trainers in terms of setting/age/sm competencies all rolled into one?)

ADH suggested an approach to planning:

1. Categories: of trainers
2. scan: in each category we need a college
3. data base: constantly adding new people
4. Assessing need: we have to estimate demand
5. supply: ____ % ahead of the projected demand



Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

Memo

To: Sharon Chapman
Steve Mohney
The Glidden
FX: 216-231-2130

From: Ginny Levi 

Date: September 29, 1995

Subject: MEETING RESERVATIONS

This will confirm phone conversations in which we discussed reserving both meeting space and hotel rooms for three CIJE seminars. We anticipate needing approximately the same numbers and types of hotel rooms for each of the events, that is, two suites, seven singles, and ten doubles. We will send a rooming list and CIJE is to be billed for rooms and expenses related to the meetings. Individuals will be responsible for their own incidentals.

In addition, we will need your largest meeting room for the evening (beginning with dinner at 6:00 PM) of the first date listed through 5:00 p.m. on the final day listed for each session. We will arrange for the provision of kosher food for lunch and dinner and participants will plan to eat the continental breakfast provided by The Glidden House.

The dates for which we request the space are as follows:

Sunday, December 10 through Thursday, December 14, 1995
Monday, February 19 through Thursday, February 22, 1996
Sunday, June 23, through Thursday, June 27, 1996

Please confirm these reservations, including room rates as follows:

Suite -	\$130.00/night
Single Room -	\$88.00/night
Double Room	\$98.00/night

TO: LESTER POLLACK

FROM: GAIL DORPH

CC: ALAN HOFFMANN

RE: UPDATE ON BUILDING THE PROFESSION

10/12/95

In the last two months, CIJE's work in Building the Profession has centered in various ways on issues of educational leadership

CIJE Study of Educators: A Focus Educational Leaders

There have been two different meetings to review and discuss the findings on the educational leaders in the three lead communities that have been revealed in the CIJE Study of Educators: one for the staff of CIJE (8/23) and one for the professional leaders from the communities (10/1,2).

The staff meeting focused on three issues:

1. The assumptions about the preparation of school leaders upon which the report is based
2. A comparison of the standards and norms for pre-and in-service education for school leaders in general education with those current in Jewish education.
3. Potential policy implications for CIJE.

The lead community consultation focused on these three as well as:

1. The results of the study itself and some of the differences between the communities
2. The implications of the results in the communities and plans for the dissemination of the study's results
3. Policy implications at the communal level

Harvard Seminar for Educational Leaders

We are in the process of planning two more leadership seminars for educational leaders: one for March, '95; one for the fall of '96. We hope to expand the spring seminar beyond the communities we reached last fall, and the fall seminar to reach teams of educators and lay leaders from institutions.

In September, Barry Holtz and I had a preliminary meeting with Cliff Baden, the director of professional programs of the Harvard Graduate School of Education in September.

Ellen Goldring and I are scheduled to meet with Baden and his assistant on October 19 to develop the program and suggest appropriate faculty.

TEI

Follow up to the July seminar has included setting the dates for the next three seminars of the teacher educator institute (no small matter, given people's schedules). We have also begun to help participants think about their current work in light of the ways in which we have been thinking and talking about professional development.

We are working on the "curriculum" for the December session. We have several planning meetings scheduled with Deborah Ball and Sharon Nemser.

Barry Holtz and I have met with Rachel Cowan to bring her up to date on the development of the program. We have indicated to her the ways in which the advisory meetings in May and June changed our thinking about the both the format of the program (from course of study to group investigation) and format of the videotapes (from polished products to case studies of teaching and learning). That last sentence is really shorthand for the longer conversation that we began when we last met.

In addition, I have written a short essay "Transforming Jewish Teaching: A Necessary Condition for Transforming Jewish Schools," highlighting some of the underlying assumptions about professional development upon which this initiative is based. It will appear in the next issue of AGENDA (the JESNA magazine on Jewish Education).

Consultation with Torah u'Mesorah on Professional Development

We have been asked to create a consultation for Torah U'Mesorah on professional development. They have invited four members of their national staff, two key principals and one lay leader to the meeting on November 7. We will discuss the possibility of developing a program ala TEI for teachers in their large day school movement. In addition, to Barry, Alan and Gail, we have invited Sharon Nemser and Deborah Ball to join us for this meeting.

Summer Seminar in Israel for Professors of Education

This is an example of saving the best for last. And I'm not sure if characterizing this as educational leadership is even good enough. You know that we have been working on "recruiting" top notch Jewish educators from the field of general education to "our cause." Notable examples of course are Adam Gamoran, Ellen Goldring and Dan Pekarsky -- and in terms of TEI, Sharon Nemser and Deborah Ball.

Working with these folks and others, we have “brainstormed” a list of about 15 like-minded scholars in education. We are in the process of inviting them to a seminar in Israel from July 5-24 studying Jewish texts, participating in a seminar on Jewish education, and working with us on some of our key projects. In return for the trip and study experience, we are asking each of them to give CIJE 5 consulting days next year.

Alan, Sharon Nemser and I have begun to contact these folks by phone and personal visit. Response has been gratifying and this looks like it will be one of our most exciting ventures in “building capacity” to date.

Brandeis University Planning Process

Brandeis University has received a planning grant from MAF to begin a university-wide strategic planning process to look at the best ways in which the university can interface with the Jewish community. It will examine the many resources of Brandeis that can be used for pre-service and continuing professional development as well as the ways in which Brandeis’s current programs (NEJS, Hornstein) can best coordinate and maximize their effectiveness in terms of the Jewish community’s needs.



BUILDING THE PROFESSION -- UPDATE STEERING COMMITTEE -- JUNE, 96

This update will report on four initiatives with which CIJE is currently involved. The first two are in the planning stages and CIJE is serving as consultant; the last two are pilot projects in which CIJE is involved in both the design and implementation of the project.

CONSULTATIONS

Torah U'Mesorah

The CIJE staff and our consultants on teacher education, Drs. Deborah Ball and Sharon Feiman-Nemser, have now met twice with a leadership team from the Torah U'Mesorah movement to discuss professional development, particularly for teachers. There are 160,000 children in some 400 day schools connected to the movement. Although the subject matter knowledge among teachers is high, there are very few with professional training in education. Currently, they do offer summer workshops and some consultations to schools on an ad hoc basis, but they have no strategic plan for dealing with the lack of pedagogic background of their teachers (and principals, for that matter). The idea would be to develop a strategic plan for the movement and to help design both the infrastructure and the approach to implementing the plan. Our next meeting is scheduled for August.

Beit Rabban, Inc.

Dr. Dvora Steinmetz, director of Beit Rabban, and Rabbi Dovid Silber, director of the Drisha Institute have received a major grant from the Nash Foundation to create a day school teacher training program. In terms of building the profession, this is a first excursion into the pre-service domain for CIJE. The program is a 3 year free-standing program: the first year includes an intensive course of study and internship; the second two years are work in the field. The program will be designed for candidates who already have significant Jewish backgrounds.

CIJE staff have met with Dr. Steinmetz three times, the latter meeting included Dr. Ball as well. We are involved in thinking through the goals, organization, staffing and contents of this very exciting new program. Because of the free standing nature of the program and because of the choice to take in only people with a certain level of Jewish background, it is possible to create a sophisticated and innovative design which can integrate the Judaica, pedagogy and field work components of the program.

Dr. Steinmetz will be participating in our CIJE-Mandel Institute goals project seminar in Jerusalem this summer. Goals issues are central to thinking through the nature of this project.

PILOT PROJECTS

Educational Leadership

During the past two years, we have run 2 five day seminars for educational leaders; the first in conjunction with Harvard's Principal Center; the second, in conjunction with Programs in Professional Education of the Harvard's Graduate School of Education. This year we will also run such a seminar in the early spring.

In addition, we are planning a two day seminar for educational leadership teams. This seminar will be open to principals and central agency personnel who have already attended one of our previous Harvard seminars and their lay leadership team. This seminar grows out of requests from these principals and their communities.

The two days will be devoted to issues of creating a shared vision for your institution. Dr. Josh Elkins, the head of the Solomon Schechter School in Newton, MA will be working with us to both plan and implement this project. It is scheduled for the end of October, beginning of November. We hope to use Harvard's facilities and some of the faculty members from their graduate school of education.

TEI (Teacher Educator Institute)

In 1995, the Nathan Cummings Foundations, out of its commitment to the congregational school, gave CIJE support for a three year experiment called the Teacher Educator Institute (TEI) to begin to create a new type of leader for Jewish educational institutions, a national cadre of teacher educators for supplementary schools. At this point, we are working with two cohorts of over 60 participants .

In May, Cohort 1 of TEI had its fourth meeting. The group now includes 17 participants: two from Atlanta, two from Baltimore, one from Boston, two from Chicago, three from Cleveland, one from Hartford, two from Milwaukee, two from San Francisco. Since our plans for TEI call for strengthening professional development opportunities in communities and nationally, we also included two participants in this cohort who's primary portfolio will be professional development at the national level.

Part of this project involves the creation of a bank of videotapes which can serve as resources for TEI graduates to use in their work on professional development. For the May session of TEI, we examined a set of materials including, two videotaped lessons, the lesson plans, the lesson transcripts, teacher's journal entries, the children's work and a taped interview of the teacher. Part of the curriculum of the seminar included studying these materials and discussing ways in which materials such as these can be used to create innovative strategies for the professional development of teachers.

June saw the beginning of Cohort 2 of TEI. It includes 44 participants. Teams came from Atlanta, Baltimore, Boston, Cleveland, Chicago, Kansas City, Los Angeles, Rochester, and San Francisco, as well as from the Conservative, Reconstructionist, and Reform movements and the Florence Melton Adult Mini-School. Five members of this cohort have been recruited exclusively as members of the national cadre of teacher educators.

We have been encouraged to write a new grant to the Cummings Foundation for an additional three years of funding to support two more cohorts of teacher educators; one will retain the focus on supplementary school teacher educators; the other will focus exclusively on developing teacher educators for early childhood Jewish education.

Building the Profession

The six elements identified as part of the strategy for building the profession in A Time to Act can be regrouped into the following three major headings. Under each heading is the beginning of the enumeration of key factors needed for success.

I. Recruitment: Developing and Acquiring Sources of Personnel

*develop, test and institutionalize recruitment strategies that focus on

a. young people who could be brought into the field as professionals (e.g., young teenagers serving as teaching assistants and tutors; older teenagers serving as counselors, youth advisors; college age folks involved in teaching, youth advising, Hillel, JSU, junior year abroad, etc.

b. mid career professionals

A. Obstacles

II. Professional Development

*seek out or develop effective strategies for ongoing professional development for

a. leadership of Jewish educational institutions

b. informal and formal Jewish educators (teachers, youth programmers

*develop and strengthen Jewish education programs at denominational institutions, general universities, local and regional Hebrew colleges

A. Obstacles

1. general universities' Judaica programs are not directed toward teaching the subject matter knowledge needed by Jewish educators

2. denominational institutions are not "holding on" to their part of the task (and it's hard to impact their internal systems); they themselves are experiencing a personnel crisis

3. personnel crisis in the field makes it difficult to create and maintain local efforts for the upgrading of personnel

4. no communal strategy as yet in place to help communities plan, fund and implement appropriate strategies

B. Opportunities

1. the research coming out of the data speaks to the lack of adequate professional preparation for the field
2. the standards for professional in-service requirements exist in general education

III. Retention:

- *create and improve salary and benefits packages (health, pension, professional development opportunities) for full time and part time educators
- *devise approaches to issues of credentialing, licensing, standards
- *develop career track opportunities

A. Obstacles

1. high price tag associated with a benefits package
2. creating a system of credentialing and licensing in a voluntary enterprise (no has to abide by the system unless they want to)
3. the part time nature of the profession

B. Opportunities

1. research from Milwaukee: when teachers asked, what factors would encourage them to think about working full time, health and pension benefits are first two with tenure coming third.

An additional heading that must be added to this list:

- ## IV. Positive perception of the enterprise of Jewish education by a variety of publics (including community leaders, both professional and lay; parents; educators themselves.) I understand this in broad terms as part of the work of this group and the committee dealing with issues of community mobilization.

A. Obstacles

1. It's exceedingly difficult to change attitudes.

Mission of the Committee:

To develop strategies for the revitalization of Jewish education in North America by focusing on building the profession of Jewish Education and dealing with issues of recruitment, professional development, retention and positive perception of Jewish education.

The outcomes of our work will be:

- *A National Center for Jewish Educational Leadership
- *Quality local programs of professional development for

teachers, informal educators and educational leaders tied to a system of standards and benefits.

.....

Committee Method of Operation

1. Minutes will be taken at all meetings.
2. There will be agendas and preplanning for all meetings.
3. Members of the committee will be contacted between meetings.
4. Absent members will be contacted.
5. A brain trust, that is, a consultative group of professionals from the world of Jewish and general education, will be convened to think through these issues with us.

For the first meeting of our sub-committee at the board meeting, I could imagine developing these headings using examples from our work in the lead communities. That is, our work in the lead communities speaks to the crying need for building the profession as well as giving evidence to the weaknesses in the present system to provide the necessary supports for success. I could take examples from each so that none would be held up as a "straw man."

If this seems an appropriate strategy, I could write up the details of what is and is not available in terms of providing what could be necessary for the system to work.

✓

TOWARD A COMPREHENSIVE PERSONNEL ACTION PLAN
(This document only deals with personnel in formal educational settings)

WHAT WOULD AN ACTION PLAN LOOK LIKE?

RUBRICS FOR UPGRADING PERSONNEL
A PLAN IN PLACE WOULD HAVE THESE ELEMENTS:

I. PROFESSIONAL DEVELOPMENT

A. Differentiated In-Service Programs for Teachers (according to knowledge, training, setting, and need)

(The following could be part of an individually or communally based plan for professional growth tied to licensing and increments)

1. Courses

- a. Subject Matter Courses
- b. Educational Foundations/Pedagogy Courses
- c. Courses that blend subject matter and pedagogy according to age and setting

Examples:

- * Early Childhood Teachers Seminar (emphasizing Judaica component of the program as well as implications for pedagogy)
- * Seminar on the Teaching of Hebrew language
 - * day schools - spoken Hebrew
 - * day schools - text Hebrew
 - * supplementary schools - reading and Siddur Hebrew
- * U-STEP (United Synagogue In-service courses)

- d. Courses that have "lab or practice" component

2. Programs

- a. Sequenced programs not necessarily developed for "training of educators" (e.g., Melton Mini-School)
- b. Sequenced programs designed for educators (Early Childhood Institute)
- c. Sequenced programs designed for educators with classroom based component
- d. Induction (Site based or Communal)

3. Retreat Experiences

which will focus most particularly on personal/ experiential needs of participants (tefillah, Shabbat)

{One way to frame items 1-3 could be the creation of a Teachers Institute with a variety of offerings for teachers of different subjects, settings, denominations, and ages.}

B. In-Service Programs for Educational Leaders

Leadership Institute - Across Communities *(as sub-groups and across settings)*

1. Principals of Day Schools
2. Directors of Early Childhood units
3. Principals of Supplementary Schools

Leadership Seminar - Within Communities (Using Best Practices and Other Resources)

1. Directors of Early Childhood units
2. Principals of Supplementary Schools
3. Principals of Day Schools

Courses, Programs, Retreats appropriate to leadership personnel also need to be developed

C. Mentoring Programs for Novices

1. Preparation of mentors

2. Mentoring programs in action
 - a. for novice principals
 - b. for novice teachers

D. Peer and "Expert" Coaching Program for Experienced Personnel

1. Preparation of peer coaches
2. Coaching programs in action
 - a. for experienced principals
 - b. for experienced teachers

II. RECRUITMENT

A. Developing teens and young adults

1. Leadership programs for teenagers that involve them as counselors, youth group advisors, and teaching assistants
2. Programs to support college age youngsters who are teaching and working as personnel in youth groups, camps, and in schools

B. Developing alternative pools of teachers

1. Recruiting and preparing "volunteer" teachers for supplementary schools (bringing in new populations to teaching force, e.g., public school/private school teachers, retirees)
2. Retooling public/private school teachers for careers in Jewish education, particularly supplementary schools

III. RETENTION

A. Salary and Benefits

1. Benefits packages available for full time people
2. Partial (proportional) benefits packages available for part-time people
3. Synagogue, JCC Memberships
4. Reduced day school and camp tuition (even for those teaching in supplementary schools in proportional way)

5. Free invitations to communal events
6. Conference lines, membership in professional organizations
7. Appropriate sabbatical and study opportunities in Israel and U.S.
8. Tuition stipends/pay incentives for teachers taking Inservice courses

B. Career Path

1. Creation of full time positions for teachers that include teaching, mentoring new teachers, and peer coaching.
2. "Community" Teacher (teacher who teaches in more than one institutions thereby creating full-time positions)
3. Creating positions in day schools and supplementary schools for curriculum supervisor, master teacher, Judaic studies coordinator, resource room teacher

IV. PRE-SERVICE PROGRAMS



CREATING A PERSONNEL ACTION PLAN

I. WHAT ARE YOUR NEEDS?

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

EDUCATIONAL LEADERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

(To be complete this matrix actually has to have many more cells which would be created by including all the populations and needs --and maybe more--included on the page called **ACTION PLAN: FOR WHOM** below)

II. THE FOLLOWING CHART IS ONE EXAMPLE OF A STRATEGY DESIGNED TO MAP THE ISSUE OF NEEDS.

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL	Holiday Cycle	Child Development High Scope	Teaching Jewish Holidays in Early Childhood Classrooms	Curriculum Writing Seminar
DAY SCHOOL	Bible	Group Investigation Model	Using Tal Sela in the elementary school years	Talmud Shiur
CONGREGATION	Siddur	Classroom Management Strategies	Teaching the Joseph Cycle to the Dalet Class using the Melton Bible materials	Preparing to be Lead Teacher

(To be complete this matrix actually has to have many more cells which would be created by including all the populations and needs --and maybe more--included on the page called **ACTION PLAN: FOR WHOM** below)

**ACTION PLAN:
FOR WHOM?
TO ANSWER WHAT NEEDS?**

POPULATIONS:

TEACHERS AND PRINCIPALS

Settings:

Day School
Pre-School
Supplementary

Experience:

Novices
3 to 7 years
Over 7 years

Background and Training:

Trained in Education vs. Untrained in Education
Trained in Judaica vs. Untrained in Judaica
Trained in Both
Untrained in Both

NEEDS:

TEACHER

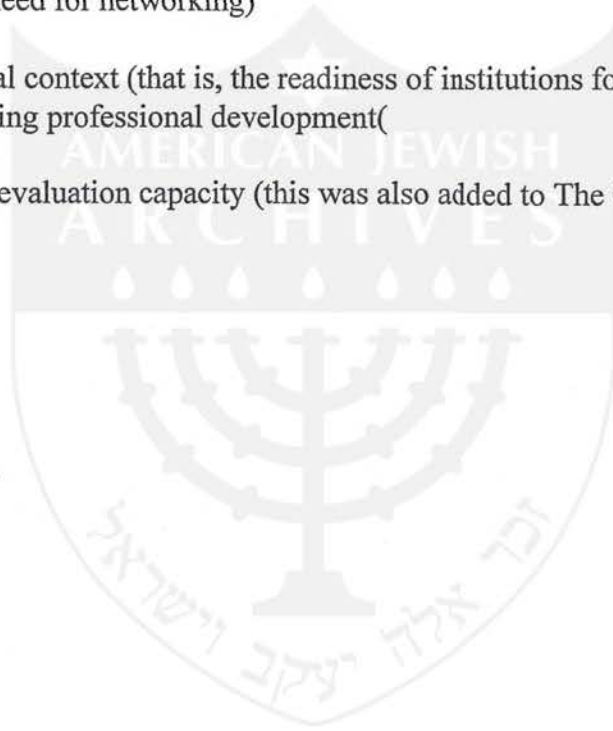
Judaic Subject Matter Knowledge
Pedagogic Skills
Pedagogic Content Knowledge
Child Development
Personal Growth Experiences

PRINCIPALS

Judaic Subject Matter Knowledge
Leadership Knowledge and Skills
Management Knowledge and Skills
Supervision of Instruction and Teachers

**III. ARE THERE SOME THINGS THAT EVERYONE MUST DO FIRST?
ARE THERE PRECONDITIONS FOR SUCCESS OF PLAN?**

- A. Educational Leadership
- B. Build Capacity for In-Service Training for Teachers
 - a. supervisor/lead teacher
 - b. teacher educators/national faculty
 - c. in-service training
- C. Motivation of teachers (mentioned were intrinsic motivation in terms of quality of programming, incentives for participation both financial and psychological, empowerment, need for networking)
- D. organizational context (that is, the readiness of institutions for teachers to be engaged in ongoing professional development)
- E. research and evaluation capacity (this was also added to The Critical Path)



**IV. WHAT INSERVICE OPPORTUNITIES CURRENTLY EXIST IN YOUR COMMUNITY?
WHAT ARE THEIR STRENGTHS AND WEAKNESSES?**



V. WHERE DO YOU WANT TO BE IN FIVE YEARS?

1995-2000

OPTIONS	YEARS					
	1995	1996	1997	1998	1999	2000
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						



VI. GIVEN WHERE YOU ARE AND WHERE YOU WANT TO BE, WHAT'S YOUR PLAN FOR GETTING THERE?

For some suggestions, approaches, strategies, see:

CRITICAL PATH #III. p., 3, 4;

(Particularly, map future needs in terms of leadership positions that will become available as well as predicting new opportunities)

ACTION PLAN: HOW; and

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

Use chart that follows as possible worksheet

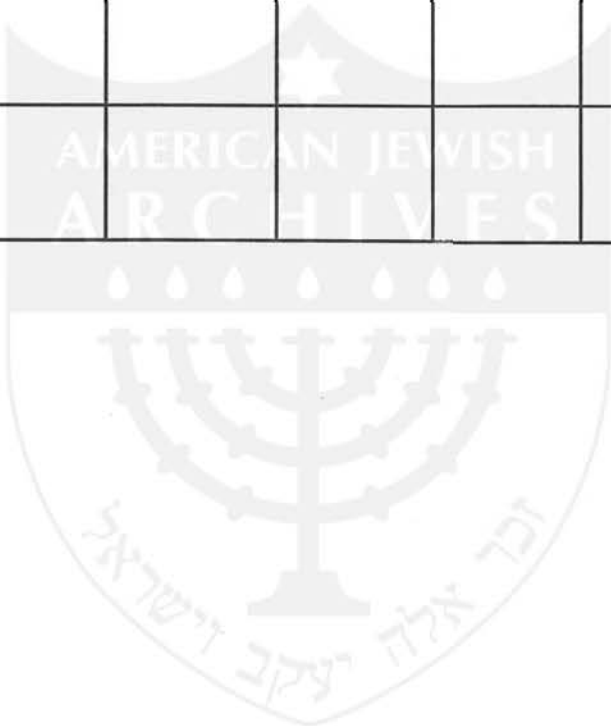


VI. WHAT DO YOU NEED TO DO IN THE NEXT SIX MONTHS?

1995-96

OPTIONS	MONTHS					
	February	March	April	May	June	Sept.
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subject matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						



**ACTION PLAN:
HOW?**

1. MAPPING RESOURCES AVAILABLE:

BJE
Hebrew Colleges (local or regional)
Denominations
Local Secular Universities
Out of town universities
Rabbis in the community
Judaica Professors
Israel Programs
CAJE
JESNA
Professional Groups (e.g. NATE, JEA)
Melton Mini-School, Derekh Torah

2. DEVISING APPROPRIATE APPROACHES TO ADDRESS ISSUES

Individual Learning Plans
Courses
School-based Curriculum improvement project
Training Sessions with Supervision and Feedback
Programs (Sequenced Courses)
Observation/assessment
 Peer Coaching
 Mentoring
 Supervision
Structured Reflective Practice

3. PRIORITIZATION:

Economic Feasibility
Human Resources Available
Scope, Content, Quality

4. DEVELOPING INCENTIVES

Extra Money
Increased Salary
Degrees/Certification
Released Time

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

1. Create a meeting of school directors (rabbis/lay leaders) to discuss:

- a. their respective curricula
- b. to decide if there are areas of overlap and potential cooperation for courses that need to be developed
- c. discuss appropriate auspices for such courses: community vs. denominational
- d. discuss appropriate venues for such courses: community vs. school based

2. Other issues for discussion by this same group might include:

- a. incentives for participating in the program
- b. salary increments that would accrue for participation
- c. accreditation procedure that would accompany successful completion of "x" number of courses

3a. Set up a three part program for teachers that would include:

a. Judaica courses that deal specifically with the content of the curriculum

(examples: holidays, life cycle, Siddur, Parashat Hashavua, etc)

These courses should also include where appropriate real life experiences and assignments as well as retreat type experiences focused on participants' "personal meaning making").

b. Pedagogic input and support for teaching the Judaica content (either integrated with the course or as a lab component of the Judaica course)

c. Classroom coaching as support (to be provided either by teacher of whole course, teacher of the lab course, principal of the school)

3b. Set up schoolwide professional development program to meet needs of setting (upgrade faculty, creates esprit de corps)

4. Additional Questions:

- a. How would the above program be planned?
- b. How could it be coordinated/managed?
- c. How would it be orchestrated/taught?
- d. How would success be evaluation?

Hebrew Comment
on Policy Paper
X 4R/BWH/62D/ADH

Building the Profession

In-service Training: A First Statement

- I. "In-service Training" as a focal point of the CIJE effort of "Building the Profession" implies at least three things: Jewish education is a profession; a significant number of practitioners of Jewish education on all levels have not had professional training; professionally trained personnel in schools and other educational settings will make Jewish education more attractive and effective. I think it important to note that the first of these propositions is arguable, at least in some quarters. The second is demonstratable. The third is difficult of proof; it is an article of faith.

The data at our disposal indicates that an all too high number of those engaged in Jewish education of all kinds and at all levels are part-time personnel. This is less a function of commitment and interest than an consequence of the way in which the enterprise is organized. The overwhelming majority of children enrolled in Jewish schools in the United States are "part time" pupils in part-time schools. Only a combination of jobs - a day school and an afternoon school or a weekday school and a weekend school - brings a teacher, and sometimes even an administrator, close to what might reasonably be considered full time employment. These circumstances make it difficult to create a sense of professionalism, both among practitioners and the public they serve. Whether or not training can change the image even while the structure remains the same is, it seems to me, an important question.

The part time nature of the work also raises questions about motivation to participate in training programs. Any effort to engage teachers and administrators in in-service training must address the question of incentives: why should anyone make the required commitment of time, effort and probably money.

I raise these questions not to delegitimize efforts to raise standards, but rather to emphasize that training of any kind, in-service or other, does not take place in a vacuum. The readiness of personnel to acquire new knowledge and learn new skills may be seriously compromised by conditions of employment and personal or public perceptions of the task they perform.

Any number of studies indicate that both teachers and administrators in Jewish schools, particularly in smaller communities removed from

metropolitan centers often lack an adequate knowledge of the material they teach as well as any sophisticated grounding in the theories which point to the methods most appropriate for teaching that material. Equally important, but only seldom noted, is the fact that many of those who staff Jewish schools, particularly in non-Orthodox settings, neither accept nor practice the beliefs they are charged to convey to their students.

Questions of structure and organization are outside the scope of this paper. The concern here is remedying the lack of Jewish knowledge and skills of pedagogy which characterize a troublesome proportion of those engaged in Jewish education; no less important is the matter of the educator as a person - the behaviors and attitudes connected to Judaism brought to the work in settings of Jewish education.

- II. Programs of in-service education addressed to the issues raised above do not require new institutions; the available resources include: Colleges of Jewish Studies, central agencies of Jewish education, general universities, professional organizations and, conceivably, Israel's Open University.

The colleges and the central agencies currently conduct in-service programs for school personnel in their immediate vicinity. In the case of central agencies, participation is sometimes limited to personnel serving in schools located in the geographic area served by the Federation with which the agency is affiliated. To my knowledge there is no reliable data available regarding these programs - their content and form, the target populations and number of participants, intended purposes and actual effect. It seems to me that "Building A Profession" might well investigate this area of activity - not only to get a picture of what is going on but also in order to think about improving practice. The vast majority of Jewish educators are located in the areas directly served by these institutions.

The centers of Jewish life in the United states are surrounded by smaller communities which do not have easy access to either College or central agencies, even though they are often located in places where there is a general college or university. In-service training for personnel in these communities - together they count _____% of the total Jewish population in the United States - requires a special effort.

The Colleges of Jewish Studies should be placed at the center of the effort to reach these smaller communities - the other agencies mentioned above should be ancillary. If necessary I can elaborate. In-service training can be conceived as a partnership or even a contractual arrangement between

a college and a community. Most colleges, however, are not equipped today to undertake the task - the problem is primarily that of faculty. Communities for their part must find the funds required to conduct a program for their teachers and other educational personnel. A catalyst is required in both places.

The design of a program requires careful attention. Even in a small community there may be different populations - those who want to work for a degree and others who look to periodic participation in short term seminars or institutes. Questions of venue are critical - how much of the instruction will take place in the community and how much at the College? The formats of instruction similarly require consideration - courses as organized in regular college settings, modules of concentrated time spread out over a semester, a higher percentage of independent study than is ordinarily the case, etc. Perhaps we need to study similar efforts in general education - not just for educational personnel but training for all manner of occupation and profession.

I think we must also examine the feasibility of introducing the appropriate technology into these programs. Indeed I think that efforts must perforce remain small-scale unless we learn the techniques of distance education which rely heavily on technology.

Cleveland is a case in point. The College of Jewish Studies is close to concluding negotiations with Columbus and is engaged in discussions with Milwaukee regarding in-service training. Other communities are potential partners - Pittsburgh, Detroit, Cincinnati, Toledo and more. Without additions to faculty the spread of the effort is necessarily limited; even were faculty available there remains the question of how much time an instructor should or can spend "on the road." The traditional patterns of adding to faculty do not seem to me to be adequate to the task of providing high quality, ongoing - not one shot deals - in-service training to personnel in outlying communities.

Even as the College in Cleveland begins to work in Columbus with its current resources, I suggest a serious investigation of the role of technology in an expanded effort of in-service training. The goal of the study should be to prepare a proposal for a major grant from a foundation.

① Bulding Profession file
② normal college R

UNDERLYING ASSUMPTIONS

Creating better teaching and learning experiences for children can help improve supplementary school education.

Classroom educators need assistance in order to change their teaching practice.

The North American Jewish community as a whole and specific communities and institutions lack qualified personnel to assist institutions to meet this challenge.

WHAT IS OUR TASK?

To improve quality and nature of supplementary schools through the expansion and enhancement of our "capacity" to deliver professional development opportunities to a variety of audiences

"Capacity," in terms of this project means at least the following:

1. Develop a cadre of teacher educators who while institutionally and communally based may be able to work beyond their individual contexts
 - a. this is a strategy that involves deepening, enlarging, enhancing the understandings of the educators currently "delivering" inservice education
 - b. this is a strategy that includes bringing in and preparing new people to do such work

WHO IS OUR AUDIENCE?

Cohort One:

Top Level Central Agency Personnel
Experienced School Principals

Cohort Two:

Central Agency Personnel
School Principals
Master Teachers

DURATION

Year One:

- 2 four day "seminars"
- 3 three day/ or 4 two day "seminars"

Year Two:

- 3 two day "seminars"

POSSIBLE DESIRED OUTCOMES FOR PARTICIPANTS

1. Person who knows how to do face to face close to the classroom work on teaching
2. Person who is able to design, implement and assess in-service programs for some population within their context (institution, community)
3. Person who is able to design and facilitate a study group process organized around.... teaching and learning; teaching and learning "x"

GENERIC FEATURES OF THE PROGRAM

Program will be designed to model desired outcome if we want people to be able to do #2 above, then program will include principles, practice, "homework" and reflection geared to what it will take to "do" #2

Curriculum could attend in some fashion to topics and issues such as:

- Our "shared vision" of good teaching?
- Shared vision of learning
- Subject matter of supplementary school
 - a. teaching language
 - b. teaching text
 - c. teaching "culture," includes: holidays, life cycle, mitzvot
- Personal/religious dimension
 - a. understanding content in terms of the "big picture" of ideas that animate Judaism and the Jewish people
 - b. structured opportunities for reflexiveness, synthesis, "autobiography"--all of which constitute opportunities for

personal meaning making

STRUCTURAL ISSUES AND CHALLENGES

Time and structure of school (as impediment to "making professional development part of teachers' lives)

Knowledge, ability and commitment of principals to support endeavor

Communal political issues

Funding - institutional and communal

