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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),
1991–2000.

Box
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Folder
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Briefing materials for Howard Charish. [Summary of MEF
activities from 1991-2000], 2000.

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

Contains briefing materials on
CITF Monitoring/Evaluation/Feedback
prepared for Howard Chanish, who
briefly led the CITF in 2000
Useful summary of CITF MFF
Activities 1991-2000.



Howard Charish" , " , Re:

To: "Howard Charish" <hcharish@mandelny.org>, "Ellen Goldring" <ellen.b.goldring@vanderbilt.edu>
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re:
Cc: "Annette Hochstein" <annette@vms.huji.ac.il>, "Danny Pekarsky" <danpek@mac.wisc.edu>
Bcc:
Attached:

Dear Howard,

Ellen and I are looking forward to our meeting tomorrow. We think it may be most productive to organize our conversation around the following topics:

1. Lessons learned from monitoring community change efforts
2. Research for policy in Jewish education
3. Developing capacity for Jewish education
4. Current activities
 - a. the Indicators Project
 - b. pilot study of Chicago's Jewish schools

I'm bringing a few documents that will be relevant to our discussion, and I've asked Orly to have several other documents at hand. We'll also briefly describe our professional backgrounds, as you requested. For more details, I've attached a copy of my cv.

Best,

Adam

At 01:01 PM 3/13/2000 -0500, Howard Charish wrote:

>Dear Ellen and Adam,

>

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>advance of our meeting here are some items that I hope we will cover.

>Please feel free to add your suggestions.

>

>1. Since it is our first time together, I would appreciate hearing about
>your professional backgrounds

>

>2. When did you intersect with the Mandel Foundation and the scope of the
>relationship

>

>3. A description of your current assignments with us

>

>4. A critique of the work of MFNY to date. It seems that MF Israel has had

>glowing success. What factors do you believe would contribute to that

>outcome in North America, particularly as we consider launching new

>initiatives. How can we build on our past accomplishments; what should we
>avoid

>

>5. As we go forward, how would you envision your relationship with MF.

>

>Best regards,

>Howard

>

>

>

>

From: "Howard Charish" <hcharish@mandelny.org>
To: "Ellen Goldring" <ellen.b.goldring@vanderbilt.edu>, "Adam Gamoran" <gamoran@ssc.wisc.edu>
Cc: "Annette Hochstein" <annette@vms.huji.ac.il>, "Danny Pekarsky" <danpek@mac.wisc.edu>
Date: Mon, 13 Mar 2000 13:01:35 -0500
X-MSMail-Priority: Normal
X-Mailer: Microsoft Outlook IMO, Build 9.0.2416 (9.0.2910.0)
Importance: Normal
X-MimeOLE: Produced By Microsoft MimeOLE V5.00.2314.1300

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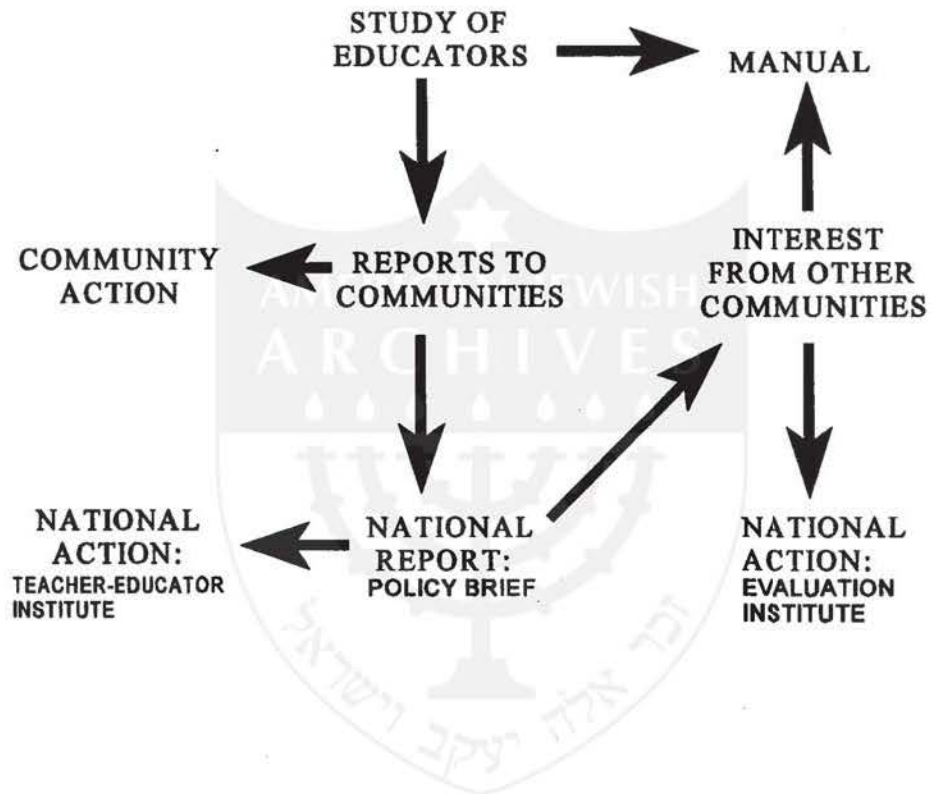
past experiences
 - LCS
 - Ed survey → ripple
 - research capacity

current work
 - Indicators
 - Chicago pilot study

lessons learned from monitoring
 + implementation
 main committee, research data for policy
 developing capacity

current work
 - Indicators
 - Chicago pilot

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MEMORANDUM -- CONFIDENTIAL

October 30, 1996

To: Karen Barth
From: Adam Gamoran, Ellen Goldring, Bill Robinson
Re: What we learned from studying Lead Communities

As discussed in our meeting of Sept. 17, we are sending a brief memo on the highlights of what we learned from studying Lead Communities. We have organized the memo according to the categories of your outline: change readiness, change process, and program characteristics. Please let us know if elaboration on any point would be helpful.

CHANGE READINESS

1. Was there a clear understanding of the problem/opportunity that was causing the need for change?

At a high level of abstraction, concern for the problem of Jewish continuity was widely shared. Intermarriage, and the corresponding intergenerational decline in the North American Jewish population, was commonly seen as the key manifestation of this problem. At a more concrete and day-to-day level, however, conceptions of the problem were not defined by any shared understanding. Inadequate supplementary schools? Insufficient access to day schools? Low salaries for pre-school teachers? Individual community members raised issues like these, but there was no clear understanding of the connections among these issues or between these issues and the larger problem of continuity. Moreover, many individuals did not see education as a response to the problem of continuity. Finally, we found no evidences of systemic thinking -- that is, thinking about connections across the community -- among individual members or in public discourse.

2. Was there a recognition of the need for change among leadership? Was there an existing or potential leadership group to drive the change?

It has become a matter of faith within CIJE that more rapid and substantial change in the Lead Communities (LCs) would have required at least three key individuals: a federation executive committed to change, a federation staff member capable of leading the change process, and a lay leader to champion the change process across the community. While it is true that none of the

LCs had such individuals in place, this formulation of the problem requires more thought. We are concerned with three issues:

First, the “trinity” interpretation is in one sense tautological. Community mobilization is a major goal of CIJE, and leadership in these three positions is an important component of mobilization. This is almost like saying that in order to mobilize the community, it is important to start with a mobilized community!

For the sake of further discussion, let us set aside this narrow view of the “trinity” interpretation. Rather, the argument is that to mobilize the wider community, it is necessary to start with strong leadership in key positions.

A second challenge to this interpretation is that it is untested. How do we know that leadership in these positions would have yielded an accelerated change process? Persons in these leadership positions would have been faced with challenges inherent in the structure of organized Jewish communities, which makes change difficult. For example, incentives in Jewish federations tend to favor consensus and stability, not diversity and change. We saw this on countless occasions in the LCs: Federation officials in Baltimore have made consensus an art form (see especially the article by H. Baum on strategic planning in the Baltimore Federation); Staff in Atlanta were able to stall any process over which they did not exercise control; and in Milwaukee, change actors were compartmentalized and marginalized, to reduce the pressure on the larger Federation system.

Our experiences raise questions about the potential for Federations to serve as the starting point for change, as per the CIJE model (the Federation as “central address”). These questions are motivated by two conditions: disincentives for change among Federation actors, as noted above; and the distance of Federations from where most Jewish education actually takes place, i.e. in congregations.

Changes that occurred in Cleveland over the past decade have been held up as evidence that broader changes in LCs would have occurred but for the absence of key leaders. This evidence is not compelling, because the situation in Cleveland differed from the LCs in more ways than the absence of leaders in key positions. In particular, lay leadership committed to change was represented by a coalition of actors, not simply one lay champion. Also, relationships between lay and professional leaders in Cleveland seem especially close, compared to other communities. Finally, it appears that definitions of the need for change were more widely shared in Cleveland than in the LCs. Consequently, the example of Cleveland is not sufficient to indicate how things would have turned out by now in the LCs if certain leaders existed in the LCs.

The third, and most important objection to the “trinity” view is that it is irrelevant, in the following sense. The three Lead Communities were selected as the most ready for change among the 23 communities that applied. If key leaders did not exist in the right positions in the Lead Communities, they did not exist anywhere. Consequently, the insight that change would be

facilitated by key leaders is besides the point. Instead, we need to think more about cultivating leadership, and creating incentives for change.

3. Were there talented, middle-level people to drive the change?

Initially, middle-level professionals were lacking in all three communities. Responses to this problem varied across the three communities, and without entering a discussion of individual personnel, one can say that middle-level professional leadership has varied across the communities, and has been more successful in some cases than others.

One challenge across the board has been the need to integrate the community of educators in each community into the change process. This was a major problem at the outset, as educators either did not know anything about the LC process, or if they did, felt alienated from it. The first Harvard Leadership seminar was a watershed in addressing this problem, and subsequent seminars and, presumably, TEI, have built a core of educational leaders who are increasingly committed to upgrading the profession of Jewish education in their communities. This process has been the major success in mobilizing the LCs for change.

On the lay leader side, the development of middle-level actors has also varied across communities. One strategy to develop middle-level lay leaders -- the "wall-to-wall" coalition -- was not successful. Persons from diverse constituencies attended meetings, but these "councils" lacked any clear mandate and fizzled for lack of purpose. Also, members of the coalitions were selected because of their ties to various groups across the communities, but there were no mechanisms by which coalition members might have mobilized the constituencies from which they were selected. A related problem is that lay persons who are active in congregational schools are not necessarily involved with Federations. Because the "wall-to-wall coalitions" were located at Federations, they may have failed to draw in the lay persons who were closest to Jewish education.

4. Were there sufficient resources to support the change program?

To the best of our knowledge, lack of resources was not a barrier to change. Generally, when high-quality initiatives were proposed, they were funded. This holds both for CIJE and for the LCs. Lack of personnel to envision, design, propose, and lead new initiatives was a much more serious obstacle than lack of resources to carry out programs.

With this said, it is important to recognize that relatively little new funding has actually been generated for Jewish education within the communities (compared, for example, to Cleveland). There is no evidence that donors are unwilling to support new initiatives in Jewish education; rather, this situation results from a lack of visionary leadership for educational change, and from the structural disconnection of educational leaders from major donors. In Federations, little

money is available through the standard allocation process for sustained, long-term educational initiatives. Most new money would have to come from foundations and local endowments. Yet Federation staff lack visions for education, and educational leaders (inside and outside of Federations) have little contact with major donors.

5. Was there an internal or external person(s) to play a facilitator role?

CJIE staff members played facilitator roles on many occasions. They were successful in moving ahead, but because the scope of the challenge was much greater than originally anticipated, there was never enough time to facilitate the extent of change that was seen as necessary.

6. Was there the beginning of a shared vision for change?

Within the LCs, there was no shared vision. In our early conversations, community members defined the challenges to Jewish education in one of two main categories: (a) Problems of curriculum, i.e., as a need for better subject matter for students to learn; (b) problems of motivation, i.e., that students needed to feel better about participating in Jewish education. There was no coherence among these views within a community, and there was no grand vision for how these needs could best be addressed. Further, the link between education and continuity was not universally accepted.

CJIE, with its emphasis on community mobilization and building the profession, brought a clear vision to the table. It took about a year to articulate this vision successfully, and more time to convince community members of the strength of this vision and of the broader means of addressing it. This process is still occurring. As one could see at the October 1996 board meeting, lay leaders who are centrally involved in the LC process accept the vision and its implications. We do not know how far this vision extends beyond these individuals.

7. Was there sufficient energy to make it through a long and potentially painful period of change?

For the most part, this question cannot be answered, because when the change process stalled it did so because of a lack of leadership, direction, and purpose, not because of lack of energy. The change process in Milwaukee seems to have had the most longevity -- in the sense that lay leadership is still driving educational change -- and energy for change still exists there.

CHANGE PROCESS

Was there a well-organized change process that included:

- Setting up a change structure; developing a change process; creating a vision, developing strategies?

The early work of CIJE in LCs was carried out “on the fly.” There was a lot of “learning by doing.” A potentially important document, the “Lead Community Planning Guide,” was difficult to follow and was largely ignored. An important early meeting between CIJE and LC representatives failed to clarify the responsibilities and expectations on each side. These difficulties could not have been avoided completely, since the LC process was a new situation for all participants. More active attention to the literature on educational change might have helped (e.g., lessons from the RAND change agent study). Also, it would have helped to recognize that the early work in LCs had to do with community dynamics, not education. The MEF team failed to recognize and bring attention to this issue until two years had passed.

CIJE’s vision was present from the outset, but the change structure, process, and strategies were not.

From the community side, change processes were not well organized. Community participants began without clear plans or strategies for long-term initiatives. In the absence of coherent visions and strategies, any short-term plan that came up might be (and often was) considered viable. This led to an especially fragmented process from within the communities (even less coherent than CIJE’s change process).

- Planning and creating short-term wins

Short-term wins through the Harvard Leadership Seminars and the Goals Seminars were major successes for CIJE and have done much to establish credibility and make long-term progress possible. CIJE staff are exceptionally talented and have exhibited outstanding success with short-term seminars.

From the community side, there were no short-term wins connected to the Lead Community process.

- Consolidating improvements; institutionalizing new approaches

One can view TEI as an institutionalization of CIJE’s success in running short-term seminars. Because TEI is on-going and includes highly developed products (videotapes) and an evaluation, it is expected to yield broader and more long-lasting change than the short-term seminars.

Despite the lack of short-term wins, two successful initiatives within communities have been institutionalized. These are Machon L'Morim in Baltimore, and the masters in Jewish education program through distance learning in Milwaukee.

PROGRAM CHARACTERISTICS

Did the program have the following characteristics:

- Action-oriented
- Attention to process
- Over-communications
- Cultural alignment
- Superior skills

Each of these characteristics is more present in 1996 than it was in 1992. With enhanced credibility and cooperation from the LCs, the superior skills of CIJE staff in the area of education can be put to good use. As communities have accepted the claims of the Policy Brief, CIJE and the communities have approached a more common definition of the problem. We do not have information about the quality of communication between CIJE and participating communities, but communication within CIJE is still problematic. The intense workloads of CIJE staff and consultants makes it difficult to ensure that relevant persons are fully informed. The division of CIJE into domains may contribute to communication breakdowns, and a re-organization by projects instead of domains may address this problem.

Introduction

The Commission on Jewish Education in North America concluded that building the profession on Jewish education is essential for improving the quality of Jewish education. What do we know about the professional status of Jewish educators? The Mandel Foundation addressed this question in 1993 by collaborating with three communities to survey nearly 1,000 teachers (in day schools, supplementary schools, and pre-schools) and 77 educational leaders (mostly principals and school directors of the same schools), backed up by 125 in-depth interviews. In 1996, the Foundation worked with the same three communities plus two others, to identify and characterize all the professional development programs offered by central agencies and synagogue schools, a total of 173 programs in the five communities.

Findings about Teachers in Jewish Schools

- **Are teachers in Jewish schools trained as educators?**

Most are not. Professional preparation for teaching involves training in both pedagogy and content, but most teachers in Jewish schools lack formal preparation in one or both of these areas. Only 19% have professional training in both areas. Thirty-five percent have a degree in education but not Jewish studies. Twelve percent have a degree in Jewish studies but not education. And 34% are not formally trained in either area.

- **What Jewish education did the teachers receive as children?**

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Almost one-third did not attend any Jewish education after bar/bat mitzvah. This is still more education than the average Jewish adult, but it falls far short of professional standards. (Would you hire a math teacher who had no math courses after eighth grade?)

In pre-schools, almost one-quarter of the teachers had no Jewish education before age 13, and over half had no Jewish education after age 13. These startling figures partly reflect the finding that 10% of the pre-school teachers -- who were teaching Jewish curricula to Jewish children in Jewish schools -- were not themselves Jewish.

- **Does in-service training compensate for background deficiencies?**

No. Typically, the teachers attended four to six workshops in a two year period. Pre-school teachers reported the most workshops, and day school teachers the least. We estimated that the typical day school teacher engaged in about 29 hours of workshops over a five-year period -- about one-sixth of the standard for state-licensed teachers in the State of Wisconsin.

Moreover, most professional development offerings do not meet high standards of quality. For example, less than one-third of the programs surveyed focused on Jewish content or the teaching of a particular Jewish subject matter. Almost half the programs were generic, not designed for any specific audience (e.g., subject matter specialists, grade level specialists) within Jewish

education. Few programs (only 16%) were part of a plan for sustained learning over time. Thirty-seven percent of the programs were “one-shot” workshops, and only 14% met for more than five sessions. Opportunities for working in teams, and for reflecting on teachers’ practice, were similarly rare. Out of 173 programs we surveyed, only four programs exemplified the characteristics we consider most essential for high quality: designed for a specific audience, focused on Jewish content, pursuing a coherent theme for more than five sessions, and designed to help educators reflect on their practice.

- **What are the conditions of employment for teachers in Jewish schools?**

When we define full-time teaching as 25 hours per week or more, we find that 28% of teachers work full-time in one school, and 32% work full-time when all their positions in Jewish education are taken into account. (Some teachers patch together full-time work by teaching in several schools.)

Almost all supplementary school teachers work part-time in Jewish education. Day school teachers are about evenly split between part-timers and full-timers. Among pre-school teachers, 43% work full-time.

Whereas most supplementary school teachers are satisfied with their salaries, many day school teachers and most pre-school teachers are dissatisfied with their salaries. Also, most teachers -- even those who work full-time -- lack benefits. Among full-time teachers, only 48% have access to health benefits, 45% have access to pension benefits, and 28% have access to disability benefits. Among part-time teachers, of course, such benefits are rare.

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

Yes. Teachers’ commitment is striking. Overall, 59% of teachers view their work in Jewish education as a career. Even among supplementary teachers, who overwhelmingly work part-time, 44% say they have a career in Jewish education. Among pre-school teachers, 60% view their work in Jewish education as a career, as do 79% of day school teachers.

The strong career commitment of teachers, juxtaposed with the lack of professional preparation, indicates that extensive, high-quality professional development is the strategy most likely to improve the quality of the teaching force in Jewish schools.

Findings about Educational Leaders in Jewish Schools

- **Are the leaders of Jewish schools prepared for their positions of leadership?**

Only in part. Professional preparation for Jewish educational leadership, like teaching, includes training in pedagogy and Jewish content, but it also includes preparation in administration and

leadership. How well do the leaders of Jewish schools meet these standards? Our survey indicated that whereas 86% had training in at least one of these areas, only 19% had formal training in all three. The lack of preparation in Jewish content and in administration was especially salient. For example, about half the leaders did not have formal backgrounds in Jewish studies or other Jewish content areas. Moreover, 21% of the leaders had no childhood Jewish education beyond the age of bar/bat mitzvah. These shortcomings are especially problematic in light of the weak preparation in Jewish content of the teachers these leaders were supervising.

- **Do the leaders participate in professional growth activities?**

The leaders reported attending about 5 workshops over a two-year period, much less than is required in many public education systems. Despite the limited participation, most leaders thought their opportunities for professional growth were adequate or very adequate. This may indicate a need for raising standards and expectations. Other opportunities for professional growth, besides workshops, include participation in national conferences and organizations, and networking with other educational leaders in the same community.

- **What are the conditions of employment for the educational leaders?**

In contrast to the teachers, a large majority of leaders (78%) work full-time in Jewish education. Nonetheless, one-third reported earning less than \$30,000 per year. Another 37% earn between \$30,000 and \$60,000, and 30% earn \$60,000 or more per year. Almost 80% of the leaders have access to health care benefits, but only 71% have access to pension benefits. Lack of benefits is a critical problem in pre-schools, where 81% of leaders work full-time but only 44% are offered health benefits and 38% pensions. Among day school leaders, 96% work full-time but only 79% reported access to health benefits, and whereas 61% of supplementary school leaders work full-time, only 48% said they were offered health benefits.

- **Are educational leaders committed to careers in Jewish education?**

Yes. Ninety-five percent view their work in Jewish education as a career, and plan to remain in the field. Moreover, 78% have more than 10 years experience in the field of Jewish education. These findings contradict the myth that many Jewish educators leave the field. The stability we observe suggests that investing in the professional education of Jewish educational leaders can reap benefits.

The strength of commitment indicates a variety of strategies to build the profession of Jewish education. Recruiting better-prepared leaders probably means both working with existing movements and training institutions to raise standards, and expanding opportunities for leadership preparation and development. Currently, there is not enough training capacity to meet the strong demand for high-quality school leaders. More professional working conditions, particularly for pre-school directors, is an essential component of recruitment efforts.

September 30, 1999

John Williams
Vice President
Spencer Foundation
875 North Michigan Avenue
Suite 1803
Chicago, Illinois 60611-1803

Dear John,

A few weeks ago I spoke with President Patricia Graham's assistant, Judy Klippenstein, about a study that a team of professors would like to undertake of Jewish schools in Chicago. At this stage, we are interested in obtaining money for the **pilot** of this study, which would be entirely based in Chicago schools. Ms. Klippenstein suggested that this study might qualify under the "good neighbor grants" because it would be Chicago-based. Our budget is approximately \$35,000, and it is my understanding that it also qualifies for a small-grant award and could also be reviewed in that program. Based on Ms. Klippenstein's comments, I am relying on your expertise for transmitting this request to the most appropriate program.

I assumed you would like more information on how our team got together to pursue our ideas. For the past several years, the Mandel Foundation has been convening a group of education professors to help them examine issues of reform in Jewish education. This group of professors has met in New York, Israel, and in conjunction with professional meetings across the United States. Most of the professors involved with this proposal are part of the Mandel Professors group. Last year, Linda Waite, Professor of Sociology at the University of Chicago, was approached after making a presentation at a local school regarding the possibility of conducting a study of Jewish schools in Chicago. Professor Waite found this idea very interesting and shared the request with her colleague Barbara Schneider. Professors Waite and Schneider then contacted others in the Mandel group who are interested in pursuing educational research in Jewish schools. The group of individuals they contacted included Adam Gamoran of the University of Wisconsin, Ellen Goldring of Vanderbilt University, David Kaplan of the University of Delaware, and Bethamie Horowitz, a senior researcher who has worked extensively in the area of Jewish identity for the Mandel Foundation. The possibility of conducting a study of Jewish schools in Chicago was met with resounding interest and commitment. Soon a team was constituted. The first step was to contact the Community Foundation for

Jewish Education to confirm their interest in having such a study conducted in their schools. Receiving a positive response, the team began designing a study to examine Jewish elementary and secondary education in Chicago.

Purpose of the Study

We are proposing an intensive study of Jewish day schools and after-school programs in Chicago. This project will specifically examine: (1) the advantages and disadvantages of different forms of Jewish education, such as rigorous text-based study, and learning inside a tradition that students are a part of; (2) how meaningful students find their religious education, and what their experiences are in these schools; (3) what the qualifications and expectations of teachers and administrators are in Jewish schools; (4) how Jewish day schools are formed, organized, and how they plan to maintain their continuity with a 4,000-year-old tradition in the 21st century; and (5) how Jewish identity develops in adolescents, and what role religious schools or programs play in their development.

We expect that these questions will be refined and modified as we continue with our work. However, they form the central interests of our interdisciplinary team. At this time we are seeking support to conduct a pilot study which would involve: (1) determining the sample—which schools, what grades, how many students, teachers, and parents; (2) developing the instruments; (3) planning analyses; (4) conducting a field test; and (5) beginning to secure cooperation of the schools for the full-scale study.

Pilot Study

In a project of this complexity, where the cooperation of the schools is essential, we plan to design our study as a team effort that includes administrators and staff from the Jewish schools. Very briefly, our plans for each of the components of the pilot study are as follows:

Sample

Over the past seven years, a team of researchers at The University of Chicago has been conducting an intensive study of adolescents. In fact, the Spencer Foundation partially funded one of our books, *The Ambitious Generation: America's Teenagers, Motivated but Directionless*. A copy has been enclosed for your information. In this study we developed several new sampling and methodological techniques which we believe will be helpful for the study we are proposing. Our plan, contingent upon the cooperation of the Jewish schools in Chicago, is to survey all of the day schools and after-school programs in Chicago. Within each school we are particularly interested in grades 7, 8, 9, and 10 since these are particularly significant both in the formation of a sense of self and in a Jewish child's religious experience. In grades 7 and 8 students become Bar and Bat Mitzvah, and in grades 9 and 10 some Jewish teenagers go on to confirmation. We plan to determine the actual number of students, teachers, and parents who will be

asked to participate during the pilot study. As in our earlier work on public schools, we would hope to obtain enough students to characterize individual schools, yet be able to draw distinctions between schools. We plan to obtain school information from every principal or director of religious education and would like to survey all teachers of the relevant grades. As for parents, we plan to survey only a proportion of them, focusing primarily on their relationship with Jewish education and how they understand their role in fostering Jewish consciousness at home in conjunction with secular and/or religious schools.

Methods

Relying on the rich expertise of the interdisciplinary team, we are proposing to survey all of the school administrators and a subset of teachers. The instruments developed for school administrators would be used to collect base-line information on how the schools are organized, where they draw their student populations, how long students typically stay in the schools, what they do after they leave these schools, what teaching materials are provided to the staff, the evaluation criteria for administrators and staff, the relationship between the school and synagogues and the community at large, the types of activities used to involve parents in the school, what ties the school has to other secular and religious schools, the larger Jewish community, and to programs in Israel. Teachers would be asked similar questions based in part on Gamoran and Goldring's most recent study of Jewish leaders and teachers. We also plan to add several new items regarding Jewish literacy.

Students in grades 7 through high school would be surveyed and asked questions concerning their experiences in these schools, including the types of learning activities they engage in, their interest in maintaining Jewish identity and continuing Jewish learning, their expectations for family life and adulthood, and their opinion of their education. In addition to the surveys, approximately 100 students (i.e., 50 day school and 50 after-school students) will be interviewed. These intensive interviews will be constructed around issues of Jewish learning and identity. The interviews with day school and after-school students will provide more in-depth information on Jewish learning, identity, and family life.

We are also considering, but have not reached consensus on, developing an instrument on Jewish literacy for both the teachers and the students. This would be a relatively concise instrument that would assess familiarity with Hebrew and Jewish history, practice, and philosophy. We also are considering an intensive study of one Jewish day school and one after-school program. We are concerned that such ethnographic studies of schools can be extremely labor-intensive, and we are considering the relative advantages of pursuing this idea.

Analyses

All of the professors involved with this study have conducted quantitative analyses on students in public and private elementary and secondary schools. We are planning our work so that we will be able to present an accurate picture of Jewish

education in Chicago. Our analysis plan will involve at minimum the following: descriptive analyses of the total system, and individual school reports for each school surveyed; multivariate analyses which examine variation in education experiences within the schools and across the different types of schools; and synthetic cohort analyses which predict what types of educational experiences are most likely to contribute to a sense of Jewish consciousness at the end of high school.

Field Test

In spring of 2000 we expect to conduct a field test with approximately five schools—two day schools and three after-school programs—to test our instruments and methods. To prepare for the field test, the team will meet approximately three times. Additionally, focus groups will be held with students, parents, and teachers to receive direct feedback on our proposed questions and methods. We also will be contacting other Mandel professors for their suggestions and criticisms.

Securing Cooperation

We recognize that one of the major roadblocks to this type of study is not having the cooperation of the population. Therefore, we plan to make several presentations during the year at city-wide school events to solicit support and encourage participation. Both Schneider and Waite have already presented their research at such meetings and were well-received. We expect that nearly all schools solicited for cooperation will participate.

Importance of This Study

While Catholic and Christian schools have been investigated by Anthony Bryk (*Catholic Schools and the Common Good*) and Alan Peshkin (*God's Choice*) respectively, we have yet to have an intensive study of Jewish schools. For many years Jewish students have tended to outperform other students in proportion to their numbers in the population. However, there is some indication that this is changing. Also fewer Jewish students consider themselves Jewish, partially as a consequence of intermarriage, and partially due to the overall success of Jews in America which has decreased the need for strong community ties. This phenomenon is by no means unique, and these changes in our society will have a major impact in the future. We believe that there are some educational practices in Jewish schools that will have implications for school reform more generally. We are also interested in the idea that maintaining religious or cultural identity may help foster a strong sense of self. These are some of the issues we hope to explore with this study.

We would like to obtain the Spencer Foundation's support because it will validate the scientific authenticity of our work. We have also included a proposed budget for the pilot study. The project would be housed at the University of Chicago, although all of the participants would be involved. We expect to start the full-scale study next year and will secure the support of many different Jewish organizations and individual philanthropists.

The Mandel Foundation is very interested in these topics, and several individuals connected with the Foundation are part of the pilot team.

Should you have any questions, please do not hesitate to contact Dr. Barbara Schneider, who is the principal investigator.

Sincerely,

Professor Barbara Schneider
The University of Chicago

Pilot Team

Dr. Gail Dorph
Senior Education Officer, Mandel Foundation

Professor Adam Gamoran
University of Wisconsin, Madison

Professor Ellen Goldring
Vanderbilt University

Annette Hochstein
Mandel Foundation

Professor Barry Horowitz
Jewish Theological Seminary

Senior Researcher Bethamie Horowitz

Professor David Kaplan
University of Delaware

Professor Linda Waite
University of Chicago

Gerald Teller
Superintendent of Education, Community Foundation for Jewish Education

Purpose of the Study

The purpose of our study is to describe the different types of formal Jewish education that Chicago adolescents experience. The study will focus on these adolescents' schools, teachers, home lives as well as their religious and educational commitments and decisions. By examining students in their schools and homes this study will help us to understand the relationships between Jewish family experiences, schooling experiences, and Jewish identity formation. Our intent is to learn about Jewish adolescents' religious participation, practices, and sense of themselves as Jews.

Conduct of the Study

A team of Jewish educators and university researchers have designed a pilot study of Jewish adolescents and their schools in the Chicago area. Our long range goal is to design and conduct a larger national study of Jewish schools. This pilot study cannot happen without the cooperation and active involvement of Jewish school administrators and teachers. As we develop our plans and instruments we are seeking your cooperation and involvement in all aspects of this study.

Presently the pilot study involves selecting six Jewish educational programs, two of which are day schools, and four of which are supplementary or after-school programs. The schools we have tentatively selected are; Ida Crown Jewish Academy, Sager Solomon Schechter Middle School, Congregation Beth Israel, Etz Chiam, Congregation Beth Judea, and North Suburban Synagogue Beth El. We identified these programs because of their religious orientation and commitment to strengthening Jewish education.

To begin our study we would like to meet with small groups of: 1) teachers and administrators, 2) parents and board members, and 3) adolescents, in order to develop and test our instruments. These small focus groups will be asked to react to proposed items and identify areas we may have omitted. Such focus groups are particularly helpful for raising questions that may be potentially sensitive and inappropriate to ask.

Once our instruments are developed, we plan to interview the school or program administrators, survey the teachers in the schools and programs, survey parents, and survey adolescents in grades seven through twelve. We would also, with the schools' approval, spend several days observing and conducting informal conversations with teachers and students.

Some of the areas the study will address include: 1) schools--the organization of the school, the curricular content, information on admission procedures, student recruitment, student retention, administrative and faculty decisionmaking and professional development, and evaluation of faculty and students; 2) parents--school choice, religious practices, and family

dynamics; 3) adolescents—experiences in school, Jewish identity and learning, expectations for family life, and future goals. We welcome the cooperation of the schools, staff, and parents in developing and refining our instruments.

What We Hope to Learn

Our interests in this study are two-fold. As Jewish educators we are firmly committed to strengthening Jewish education. To accomplish this goal, we need to have a reasonable base-line of reliable information. Our team has a range of talents and skills that will allow us to meet this objective. Our second objective is to help strengthen the human and fiscal resource capacities of Jewish programs in Chicago. To accomplish this goal, we have planned a series of activities to help the schools and programs in our study acquire knowledge and skills for securing external educational funds from federal, state, and local grant agencies.

What We Hope to Offer

In the process of conducting this study, we will therefore assist the schools and programs in their own self-study, so they can identify strengths and areas needing improvement in their educational programs. Such self-studies are particularly valuable for identifying areas where external funding is needed. Our research team is committed to helping the schools seek resources for their schools and programs. Specific school needs may not necessarily be consistent with the goals of our work. However, should a school wish to obtain additional funding for gifted or special needs students, for example, we will help them in identifying funding opportunities and securing resources in those areas.



To: <gzdorph@mandelny.org>
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: march 28 meeting
Cc: schneider, elleng
Bcc:
Attached:

Gail,

Thanks so much for your work on this. It has been on my agenda to get back to the "purpose" document and I just hadn't gotten to it yet.

I like your document, especially the point under "pilot study" where you say this is a team effort. I have some suggestions for the "Purpose" paragraph, which I will provide below. Under methods, the number of students we propose to interview is way too high, in my opinion. I would cut this down to approximately 20 students (8 day and 12 supplementary-school students). (By the way, you use the term "after-school" instead of "supplementary school." Is that intentional? I wondered about it because I think many programs for grades 8-10 are Sunday-only, so it might be confusing.)

My sense from the last meeting was that in describing the purpose of the study, we need to say something about helping Jewish education in Chicago, and in describing the benefits for participating schools, we need to say this will help them develop new sources of resources. Hence, I propose the following revision to the "Purpose" paragraph:

"This project will enhance Jewish education in Chicago by developing tools for helping schools to identify and articulate their needs, attract additional resources, and build upon their strengths. Focusing on young people in grades 7-10, the study will provide a comprehensive picture by gathering information on families, schools, teachers, curricula, and classroom experiences in Chicago's Jewish schools. The study will display the strengths and challenges faced by Jewish schools, and will help the Jewish community as it develops policies to increase its support for Jewish schools."

I assume we will run this by Peter and Roberta before saying it is finished.

Adam

At 04:31 PM 3/13/2000 -0500, you wrote:
>roberta and peter want a brief explanatory document to go to superintendants
>for the march 28th meeting. I tried to put together a summary based on
>several of the documents that we've already put together.
>
>could you all please look at it and first of all, tell me if it's still an
>accurate version of the study.
>
>second, could you help me make it clearer?
>
>that is, I think they'll want a clearer image of what it is, why it is
>important, what they might learn, and what it will entail. I don't think
>this document is it, yet. thanks. gail
>
>Attachment Converted: "D:\attach\explanatory document.300.doc"
>

The purpose of the study is to describe the different types of formal Jewish education experienced by Chicago's Jewish adolescents, focusing on their schools, teachers, curricula, and perceptions of classroom experiences, along with their own and their parents' Jewish home lives, commitments, and decisions. By examining students in their various contexts, the study will display the strengths and challenges of Chicago's Jewish schools, and help us understand the associations between the Jewish family and schooling experiences of young people and their Jewish identity, i.e. their Jewish participation, practices, and sense of themselves as Jews.

Pilot Study

In a project of this complexity where cooperation of the schools is essential, we plan to design our study as a team effort that includes administrators and staff from the Jewish schools.

At this time we are hoping to conduct a pilot study which would involve:

- (1) determining the sample--which schools, what grades, how many students, teachers, and parents;
- (2) developing the instruments;
- (3) planning analyses;
- (4) conducting a field test;

Very briefly, our plans for each of the components of the pilot study are as follows:

Field Test

In the fall of 2000 we expect to conduct these surveys in approximately five schools--two day schools and three after-school programs to test our instruments and methods. Additionally, focus groups will be held with students, parents, and teachers to receive direct feedback on our proposed questions and methods.

In addition, we plan to carry out a very limited survey (probably by telephone) of all the Jewish schools in which young peoples of grades 7-10 are found.

Methods

We are proposing to survey the school administrators and a sub-set of teachers. The instruments developed for school administrators would be used to collect base-line information on how the schools are organized, where they draw their student populations, how long students typically stay in the schools, what they do after they leave these schools, what teaching materials are provided to the staff, the evaluation criteria for administrators and staff, the relationship between the school and synagogues and the community at large, the types of activities used to involve parents in the school, what ties the school has to other secular and religious schools, the larger Jewish community and to programs in Israel.

Students in grades 7 through high school would be surveyed and asked questions concerning their experiences in these schools, including the types of learning activities they engage in, their interest in maintaining Jewish identity and continuing Jewish learning, their expectations for family life and adulthood, and their opinion of their education. In addition to the surveys, approximately 100 students (i.e., 50 day and 50 after-school students) will be interviewed. These intensive interviews will be constructed around issues of Jewish learning and identity. The interviews with day- and after-school students will provide more in-depth information on Jewish learning, identity, and family life.

We are also considering developing an instrument on opportunities to learn for both the teachers and the students.

AGENDA

March 15, 2000

8 Adar II 5760

(Participants: Howard Charish, Gail Dorph, Adam Gamoran, Ellen Goldring, Daniel Gordis,
Barry Holtz, Daniel Pekarsky, Nessa Rapoport, Leah Strigler)

1. Introduction: Background and review of agenda
2. Considerations governing selection
3. Response to individual option-sketches
4. Other



Some Relevant Considerations Pertinent to Selection

- A. From the template
 - 1. Importance/urgency of the problem or need
 - 2. Will a well-designed program meaningfully address the need?
 - 3. Does the Mandel Foundation have the expertise to address the need?
 - 4. Ease/cost of mounting
 - 5. Capacity to recruit and place graduates
- B. What combination of options will be most fruitful?
- C. Mission-related Considerations
- D. Guiding Strategic Principles
- E. Other

List of options:

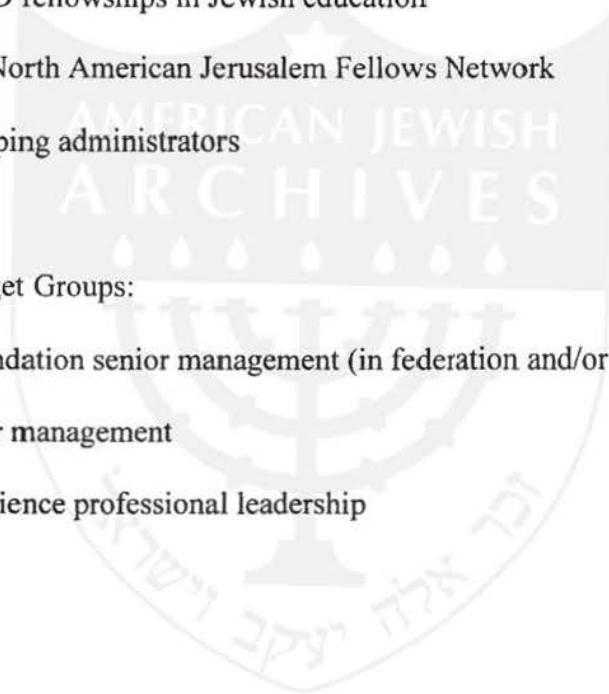
- A. Options for which we've invited sketches (* indicates that a sketch is already written)
 - 1. Jerusalem Fellows Block Program
 - 2. Rabbis as Educators
 - 3. Principals in general education to be cultivated for Jewish day schools *
 - 4. Emerging Day School Principals
 - 5. TEI *
 - 6. TEA (TEI Alumni) *
 - 7. Educational planners *
 - 8. City teams*
 - 9. Jewish Communal Professionals *
 - 10. Newly Appointed CEOs *

B. Additional Initiatives:

1. JCCA: training of Jewish education professionals
2. Torah U'Mesorah: training of educational trainers
3. Cleveland: study of supplementary schools
4. Cultivating professors of Jewish studies to move into Jewish education
5. Cultivating professors of general education to move into Jewish education
6. Seeding PhD fellowships in Jewish education
7. Creating a North American Jerusalem Fellows Network
8. Jewish camping administrators

C. Additional Target Groups:

1. Jewish Foundation senior management (in federation and/or private)
2. Hillel senior management
3. Israel Experience professional leadership



POSSIBLE TARGET POPULATIONS FOR MANDEL NORTH AMERICAN LEADERSHIP INITIATIVES: TEMPLATE FOR OPTION-SKETCHES, 2/29/2000

As a way of forwarding our thinking concerning the wisdom of options that have been proposed, we want to develop brief sketches of each one of the sketches. Each sketch is intended to clarify and, in an honest and compelling way, make the case for the option in question. If feasible, authors of these sketches should cite pertinent data in which their assertions are grounded; but it must be acknowledged that, given the short time available to us, it will be difficult to be systematic in gathering empirical support for these options,¹ and we may at this stage end up relying heavily on impressionistic data based on our own familiarity with the field and on interviews with individuals who seem well-positioned to speak to the merits of one or more of the options. Each option-sketch should follow the format specified below.

1. Target-population/leadership positions. Define the target-population for the proposed leadership-development initiative and the leadership-positions for which this population is being prepared [Note: in some cases (e.g., rabbis), some or all of the target-population may already be occupying the leadership positions in question, the challenge being to improve their effectiveness.]

2. The case for focusing on these leadership-positions. With attention to the realities in Jewish communal life and education, and especially to the problem(s) to which this program is a response, make the case that there is a compelling need for a strong leadership development program in this area. That is, explain the importance of focusing on the leadership-positions which are the object of this initiative for efforts to improve the quality of Jewish life and education in North America.

3. Why the proposed target-population is worth investing in. Explain why working with the identified target-population is an appropriate strategy for meeting the need for strong leadership in the area in question. [As an example: why are principals from general education a reasonable focus of efforts to address the need for principals for Jewish day schools?]

4. Educational outcomes and aims of a Mandel program organized around this clientele. Explain what a Mandel Leadership Development Program can offer that will enhance the effectiveness of this clientele as Jewish communal leaders. Put differently, given its distinctive resources and perspective, what foci and educational outcomes should inform a Mandel Foundation program that addresses this clientele? [To use the same example: given 1) the likely profile of a principal from general education and 2) the Mandel Foundation's understanding of

¹ I (DP) have asked Adam Gamoran, and he has agreed, to help us try to identify some "quick and dirty" ways of getting at pertinent data that speak to the merits of these options. More on this after he and I have had further conversations. In addition, Leah Strigler has been asked, and has agreed, to search out data that would be of value to those writing option-sketches.

what an educated Jewish educational leader for a Jewish day school embodies, what educational outcomes and aims should inform a program aimed at this clientele?]

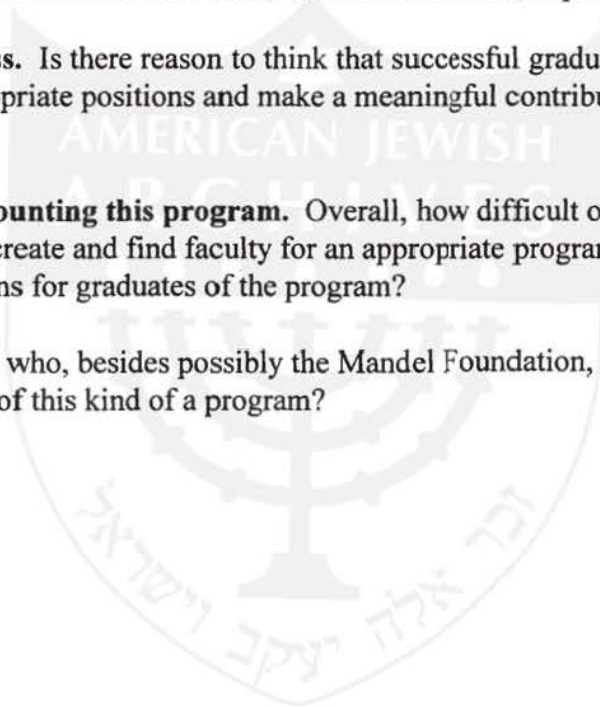
5. The content/structure of the program. As a first approximation, what might a program for this clientele that is informed by the educational aspirations identified above look like?

6. Feasibility of recruiting an appropriate clientele.. What is the likelihood of being able to recruit a sufficient number of able individuals for the proposed version of the program who show promise of flourishing within and benefiting from the Mandel culture and school of thought? If special conditions must be in place to generate this clientele, or if there is a particularly promising strategy for getting this clientele, explain. If there are reasons to approach this clientele through a different kind of venue than a Block Plan, explain.

7. Likelihood of success. Is there reason to think that successful graduates of a Mandel program will find appropriate positions and make a meaningful contribution to Jewish communal life and education?

8. Ease/difficulty of mounting this program. Overall, how difficult or easy will it be to generate a clientele, to create and find faculty for an appropriate program for this clientele, and to find meaningful positions for graduates of the program?

9. Who cares? That is, who, besides possibly the Mandel Foundation, would have an interest or a stake in the existence of this kind of a program?



TEACHER EDUCATOR INSTITUTE (TEI)

Target Population: senior educational personnel whose portfolio includes helping teachers teach well

Bureau directors
Central Agency directors plus other personnel with responsibility for professional development
Congregational School principals
Resource Room directors
Early Childhood directors/ lead teachers
Judaica coordinators of day schools

The problem the program comes to address

The CIJE Policy Brief, *Background and Professional Training of Teachers in Jewish Schools* (1994), shows that the teaching pool in our schools is committed and stable, but woefully underprepared to do the work. Yet, it is well-known that:

What teachers know and can do makes the crucial difference in what children learn. And the ways school systems organize their work makes a big difference in what teachers can accomplish... Student learning in this country will improve only when we focus our efforts on improving teaching (p. 5). *What Matters Most: Teaching for America's Future*, Report of the National Commission on Teaching & America's Future, September, 1996.

This suggests that the professional development of teachers must be at the heart of any effort to upgrade any educational system. Given the weak preparation and background of this teaching pool in Jewish education, it is even more critical than similar strategies in general education. Yet our research (Holtz, et.al. *Changing the Core*, Journal of Jewish Communal Service, Spring, 2000) has shown that professional development for teachers tends to be infrequent, unsystematic, and generic, not designed to meet teachers' content or pedagogic needs.

The case for focusing on these kinds of people / in these kinds of positions

These people are in senior educational positions in their communities; these are leverage positions in the Jewish educational system. They are locally based, but interact with thousands of teachers in an ongoing way. The educational system is already organized for teacher education to be part of their work. But professional development aspect of their work is either not treated with appropriate

seriousness or they are insufficiently prepared to do the kind of work that is required.

Emphases and Aims of program/Content and Structure of Program

The Teacher Educator Institute (TEI) is a two-year in-service program, to create a national cadre of teacher educators. The central goal of TEI is to develop leaders who can mobilize significant change in teaching and learning through improved and creative professional development for teachers in their institutions, in their communities, and on the national level. The core elements of study include: current thinking about issues teaching and learning in the classroom; Jewish content, including engaging the participants in issues of personal religious connection to what it is being learned in Jewish schools; knowledge of teachers as learners; the latest ideas about effective professional development; and organizations/systems/ within the Jewish community. TEI graduates are catalysts for change who are substantively grounded in ideas and concrete practices, and who also have a deep understanding of instructional improvement and educational change.

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

Participants have included educators who work in central agencies and principals of supplementary schools, early childhood directors and family educators. Thus far participants have been invited to join TEI as members of educational teams. The team structure is an integral part of our change strategy. It facilitates the creation of local cohorts of educators who have shared an intense learning experience and a common vision of powerful Jewish teaching and learning and good professional development. They can, in turn, plan and implement similar experiences for others in their own settings.

Feasibility/success, etc

We have learned in the evaluation program currently being conducted about TEI that the program has had a powerful impact on past participants. Our past successes indicate that it is possible to recruit such clientele and we have already had requests for another cohort. It is clear that we will have interested participants and we now have a great deal of experience in running a top-notch program whose quality has been recognized nationally.

TEACHER EDUCATOR ASSOCIATION (TEI ALUMNI GROUP)

Target Population:

90 graduates of first three TEI cohorts

The problem the program comes to address:

By May we will have 90 graduates of TEI. These senior personnel are in the vanguard of a movement to reconceptualize and revitalize professional development for Jewish teachers (particularly those in supplementary schools) in this country. Because educational change takes a long time and is complex, it is important that we continue to work with the graduates of our programs, strengthening their ability to continue the work that they have started in the program.

The case for focusing on these kinds of people / in these kinds of positions

We have invested 2 or more years in the education of these senior personnel to date. They are at the point of designing and implementing new kinds of professional development that are much more intensive and complex than what they or the community/institutions have known before. We are becoming more aware of how complicated the work from the current evaluation work on current TEI graduates (the evaluation case studies which are being supervised by Susan Stodolsky).

The following chart illustrates in schematic fashion some of the differences between what they were providing before (old paradigm) versus the elements of what we hope they will be providing now (study group model):

Training Model

Study Group Model

One-shot workshops	Sustained, ongoing deliberations
Disconnected from teachers' work	Part of teachers' work
Focused on generic strategies or subject matter	Focused on specific subject matter and the teaching/learning of subject matter
Participants as individuals	Participants as members of learning communities
Oriented around answers and solutions	Oriented around questions and investigations of practice
Based on a view of teaching as technical work	Based on a view of teaching as intellectual work

Professional development serious enough to result in change in the classroom takes a great deal of time (and a lot of small changes) before one can see fundamental change. Most large systems – and even small systems such as schools – are famously impatient about change. To invest in professional development requires a belief in the long-term effectiveness of such measures, a guiding principle of this Foundation's programs.

Emphases and Aims of program/Content and Structure of Program

These educators will be more effective if there is a strategic plan that continues to support and extend their learning after the TEI program. Such a program would include:

- An annual conference geared to introducing new ideas and strategies and sharing successes from the field
- Active and interactive listserv (which is already in place)
- Limited on site communal/institutional consultation
- Phone/ email consultation on particular projects

Providing ongoing intellectual and programmatic support and mentoring in the form of seminars, networking, feedback, and consultation make good sense as these are ways of "pushing" the members of this group and the systems in which they work.

As a strategy, this work is in keeping with what we know about educational change. The emphases of this program would be on helping these educators plan and implement ongoing, intensive content-driven professional development for teachers in Jewish settings. The program would continue to work on advancing infrastructure support issues in local settings and on the communal and national fronts.

Mandel Foundation Leadership Initiative

THE CITY TEAM OPTION

3/14/00

(Prepared by Daniel Pekarsky)

1. Target-population/leadership positions.

This program is aimed at individuals who occupy or are being groomed for pivotal leadership positions in the communal or educational life of a single Jewish community. Participants could include senior staff from the Bureau of Jewish Education, a Federation planner, one or more Day School principals, the JCC Jewish educator, the director of the local Jewish summer camp, and Rabbis (perhaps accompanied by educational directors) from major local congregations.

Like the Jerusalem Fellows model, the target-population for this program is heterogeneous; as with the other models, however, there is something common that is shared by the participants. In this case, however, it is not their position in Jewish educational/communal life, but the shared involvement of the participants in the life of a particular Jewish community.

2/3. The case for focusing on these leadership-positions; why the proposed target-population is worth investing in.

The proposed program is responsive to two serious problems with Jewish communal life and education:

- a. One of these problems is that individuals occupying critical positions in the system of Jewish communal life and education are inadequately prepared for roles that they occupy. Although this is clearly a crude generalization, those occupying these positions are often inadequately grounded in one or more of the following: Jewish thought; a sophisticated understanding of the nature and conditions of quality education; the skills and understandings that are required for reflective educational deliberation, planning, and evaluation. As a result, their approach to the challenges of Jewish education is significantly less rich, informed, and imaginative than it might otherwise be.
- b. The second problem is that even if an individual *is* sophisticated and skilled in the areas specified above, his/her ability to fully exploit these assets will be seriously compromised, if not completely undermined, by the circumstance that most or all of his/her colleagues do not share his/her understandings and orientation. Put differently, educational improvement may well depend on there being a critical mass of committed individuals in pivotal positions who share a common outlook and set of concerns, and this critical mass is rarely present.

The proposed program addresses both these concerns: it helps individual educational leaders improve in those areas in which, as individuals, they have a strong need to grow; and it will create among a group of such educators the kind of shared understandings and the synergy that could lead to significant change at the local level.

That said, it is important to keep the aspirations for this program modest. We should avoid the suggestion that a city-team's participation in this program will necessarily lead to dramatic change or that we will assess the success of this program by whether or not it leads to such change. Our more modest aim is to bring into being some critical conditions of meaningful change at the communal level; whether change actually happens will depend on a number of variables that are beyond the control of our program.

4. Desired educational outcomes of a Mandel program organized around this clientele.

- a. Significant individualized progress in areas of weakness (educational theory, and/or Jewish thought, and/or educational planning).
- b. A sophisticated perspective on (and a rich array of concepts and questions for the analysis of) the nature, the process, and the aims of education, informed by ideas relating to the role of vision in educational planning, practice, and evaluation.
- c. A personal stance vis-a-vis questions of educational vision at both the individual and communal levels, grounded in immersion in a range of Jewish perspectives concerning the nature of Judaism and the character of a flourishing individual and communal Jewish life.
- d. A more thoughtful awareness of the dilemmas and challenges facing the Jewish community and Jewish education, both nationally and in the local community.
- e. A shared language of discourse among members of the city-team that includes shared ideas, concepts, and ways of thinking about educational problems, as well as a shared sense of the critical issues facing the Jewish community at local and national levels.
- f. The capacity for the team to deliberate together in fruitful ways concerning matters of educational policy at the local level, informed by their shared language of discourse.

5. The content/structure of the program.

The City Team program, designed to achieve the aforementioned outcomes, includes:

- a. Individualized programs of study responsive to individual needs of the participants.
- b. courses in Jewish thought (including learning experiences focused on the character of

the American Jewish community); education; and educational planning/policy formation.

c. Team projects designed to develop effective collaborative relationships, collaborative skills, and a deeper understanding of the team's shared challenges. One project will ask the participants to develop a rich, shared understanding of a problem pertaining to the life of their community; a second project will invite them to develop a strategy for addressing a problem that they have jointly analyzed. The latter project is designed to draw on the range of skills and understandings that are at the heart of the program.

It is tentatively assumed that this program will involve three summers and the two intervening years. Each summer will involve a month of sustained study, with the first of these summers possibly taking place in Israel. During the intervening years, the participants will meet once monthly and will be engaged in individualized learning and the execution of team-projects.

6. Feasibility of recruiting an appropriate clientele.

It may be that we should not be actively recruiting, or trying to woo, a clientele for this program. That is, although it will be appropriate to actively recruit for some Mandel Foundation initiatives, in this case, our approach may appropriately be to create a **very** inviting program, accompanied for very high standards for participation, and to see whether there are any takers. If there are not, so be it! We might proceed as follows:

- a. Paint the program as an exciting opportunity for individual and communal growth that offers fairly lush benefits to the appropriate community.
- b. Create very demanding standards for a community's admission to the program, as well as for continuing in the program beyond the first year.
- c. Announce the launching of the program **if and only if** there is an interested community that meets our standards; and inform interested communities of **their** obligation to recruit an appropriate clientele for the program.

Whether an appropriate team could be generated remains an open question. But by now many Jewish communities may well be aware of the need to develop a critical mass of individuals who can work together towards communal and educational improvement. The hope is that if we can create the right kind of program, it will be viewed as a "much to gain, little to lose situation."

7. The likelihood of success.

A lot turns here on how we characterize "success", and it was earlier noted that it is important to keep our aspirations modest. If we judge success in relation to the outcomes specified in #4, it is plausible to believe that this program can be very successful, and that it could well contribute to educational improvement at the local level.

8. Ease/difficulty of mounting the program.

This program will require three sets of faculty: individuals who will teach in the summer program in the United States; individuals who will teach in the summer program in Israel; and individuals who will teach once-monthly in the host-community during the year. The program will also require a local coordinator, as well as individual tutors/mentors to guide the growth of individual participants in the program. In addition, the program will require someone who oversees the totality of the program, i.e., someone who makes sure that these various elements of the program are in place and adequately coordinated with all the others. It is entirely possible to imagine meeting these various conditions.

9. Who cares?

As indicated above (see #6), there is reason to think that any number of local communities would be interested in this program, if it is packaged and advertised effectively. Whether this is actually the case remains to be seen. The next step may be to interview some key individuals from some potential communities to get their take on the proposed initiative.



Option for Leadership Initiative

JEWISH COMMUNAL PROFESSIONALS

Prepared by Howard E. Charish

1. Target population/leadership positions

This program will be created for mid-career senior professionals who in one to two moves will become the chief professional officer (variously called president, executive vice president or executive director) or the chief operating officer of national organizations such as United Jewish Communities, Jewish Community Centers Association, Hillel, Jewish Community Policy Agency, Jewish Education Service of North America, Israel based institutions, as well as local organizations such as federations, JCCs, family agencies, Bureaus of Jewish Education, CRCs, etc.

This target population is already in Jewish communal service and probably has a minimum of ten years of professional practice.

2. The Case for Focusing on these Leadership Positions

The Council of Jewish Federations issued the findings and recommendations of its Commission on Professional Personnel in 1987 entitled *The Developing Crisis*. At that time the consensus was that "the staffing of federations did not keep pace with the dramatic increase with responsibilities." Among the issues cited were the growing number of vacant positions, the phenomenon of "musical chairs" of moving professionals from one city to another without significantly increasing the pool, and the lack of necessary education and training given the complexities and urgencies needing to be addressed.

Thirteen years later the personnel shortage both in quantity and quality persists. In a recent interview with Joel Daner, UJC associate executive vice president for personnel services, it was reported that currently twelve executive director positions are vacant along with four assistant director and 18 campaign director positions. Joel indicated that the competition has increased from other non-profits for these senior professionals particularly for campaigners and that filling the vacancies with the highest caliber of professional remains a major challenge.

The situation in federations is not unique. Shortages are also reported across the Jewish communal spectrum. One must also consider that even if the Jewish community had made adequate provision to significantly increase the corps of qualified professionals, the recent explosion of interest in things Jewish very likely would outstrip the preparations. Furthermore, some fields were not even envisioned previously such as

community educators, informal educators, development officers and marketing and communications professionals. When speaking to David Edell, the president of an executive search firm, the shortage in the Jewish community is also mirrored in health care and the arts. He also stated that little executive training exists that is cross-functional and interdisciplinary.

In addition, the definition of leadership is changing. Edell comments that chief volunteers today want their chief professionals to be social entrepreneurs who can bring together and when necessary create the resources to accomplish the agency's mandate. Greater value is being placed on the external functioning of the executive and his/her expertise in change management, government relations, public visibility, and engaging people of wealth and power. No longer is the executive expected to be an enabler and facilitator. He/she must demonstrate outfront leadership, articulate the agency's vision, and exhibit operational acumen.

Several major challenges facing the Jewish community could be organized into the following three categories: leadership, organization, and human resources. Under leadership challenges are such issues of vision of community, commitment to Israel, emerging role of philanthropists, and dealing with the speed of change and technology. With regard to organizational challenges, issues include the changing roles of local institutions, e.g., synagogues, federations, JCCs, homes for the aged, cultural organizations, etc.; changing roles of national organizations; changing patterns of collaborations (strategic alliances and resource sharing); the emergence of grassroots organizations; and the changing patterns of financial resource development. With regard to human resource challenges, there is a need to further analyze staff shortages, redefine staff qualifications; rethink recruitment and retention, determine strategies for succession; and recharacterize volunteer professional relations.

Given the dearth of educational leadership programs compounded by the drastically changed environment and persistent personnel shortage, a communal professional initiative warrants serious consideration in order to address the systemic change necessary in order to maintain vibrant Jewish life.

3. Why is the Proposed Target Population Worth the Investment

Focusing on the chief positions in Jewish institutions reflects the belief that profound change needs to begin at the top. Mid-career senior professionals are likely to move into these positions and therefore represent one of the best pools of talent on which to concentrate. The continued building of a flourishing communal enterprise requires the engagement of the visionary capacities and leadership of key professionals. Moreover, whatever educational programs have existed has been segmented for the specific field of interest. It is important to provide a setting in which senior practitioners from across North America can deliberate, learn, experiment and test in a collegial, collaborative, pluralistic milieu that in microcosm will provide the strategies for the larger community. At this point in time no such national opportunity is available.

4. Desired Educational Outcomes of a Mandel Program Organized Around this Clientele

The basic principles in creating leadership are directly applicable to the program goals. These include leadership that is grounded in vision and that culminates in a professional identity strong in theory and practice. The emerging executives will be exposed to great ideas in Jewish text and the humanities so that they can develop a vision in which they are committed to implementation and evaluation.

5. Content/Structure of the Program

The goal of the program will be to develop an educational curriculum that will enhance the participants' capacity to be change agents and social entrepreneurs. They will see as the mandate their active leadership in the continued transformation of our continental system. Integrated into the course work will be the use of primary texts from both Western and Jewish civilization. The challenges enumerated in Section 2 (as well as those items added as we pursue curriculum development) will form the backdrop for deliberation and learning.

The course of study will include theory and practice. With regard to the latter, because there will be an emphasis on the collaborative approach that cuts across community lines, a group project will be assigned. Based on the positive evaluation of the Mandel Executive Development Program on the topic of mentorship, mentorships will be structured with outstanding volunteers, business leaders and communal practitioners.

The selection of faculty will be critical to the design of the curriculum and the quality of the program. Already several prominent consultants to MF have indicated their interest in assisting this process. From the initial interviews many senior professionals have indicated their willingness to provide input as well.

The proposed structure is a block program that will keep the participants in place. Three summers (probably four weeks each in duration) will be devoted to the course work as well as a fall and spring four to five day weekend retreat. One of the summers will be spent in Israel in coordination with the Mandel School. The possibility of organizing "hevrotas" (two to three students paired with a master faculty member who together will review text on a weekly basis) will be explored.

6. Feasibility of Recruiting an Appropriate Clientele

As far as we can determine, no mid-career senior professional leadership program functions on a continental basis today. We have repeatedly heard from numerous

individuals who themselves are desirous of such a program as well as agency CEOs who have strongly recommended such an initiative. The pool of candidates exists currently. However, many potential candidates see advanced education as pursuing an MBA type program. Understanding the Mandel conception of education will require interpretation.

7. Likelihood of Success

The Mandel School in Israel through its affiliated programs has demonstrated results in graduating outstanding professionals who are assuming leadership positions there and here. If the recruitment and selection processes perform appropriately, it is likely that these graduates will also occupy the top positions nationally and locally.

8. Ease/Difficulty of Mounting this Program

One major advantage to the way this initiative is structured is that it will allow the students to remain employed and to continue residing in their home communities. Nevertheless, negotiating time-off from current responsibility will have to be accomplished. The cost of the program to the participant and the sponsoring agency may or may not be an inhibiting factor. Developing an infrastructure at MFNY to mount such an effort along with the other initiatives also must be considered.

One situation that merits discussion is the fact that for many mid-career professionals compensation continues to be a matter of concern. An idea to ease that dilemma particularly for those with several children who therefore want to provide day schooling, Jewish camping and other enriched Jewish experiences is for MF to consider provide a three year grant to graduates in order to give a boost to these outstanding professionals' spendable income. This proposal needs more intensive analysis but it is a well known fact that compensation for Jewish communal professionals has not kept pace with the expense of lading a Jewish lifestyle.

9. Who cares

There are a number of local initiatives to address mid-career education such as those sponsored by the New York UJA Federation and the three federations in the Delaware Valley – Philadelphia, Southern NJ and Delaware. Through the beginning interview process some interest has been evoked, especially at UJC. Nevertheless, it seems the mantle for implementation rests with MF. If we take the lead, I am convinced that others will join us.

Option for Leadership Initiative – Attracting and Training

Public and Private School Educational Leaders

for Jewish Day School Leadership Positions

An Option Paper Prepared
by Rabbi Joshua Elkin, Ed.D.

1. Target population/leadership positions

The target population for this initiative are those Jews ages forty to fifty-five who are currently employed as educational leaders in public and private education across North America. In many cases these individuals are superintendents or assistant superintendents of school districts, public school principals, private school principals, department heads, assistant heads, and some veteran teachers who have assumed leadership roles for many years within their school settings. These individuals are in most cases mid-career and, in some cases, as they move through the fifties, moving toward the last phase of their career.

The leadership positions for which this population could be prepared include heads of day schools, assistant heads or division heads of day schools, Jewish day school curriculum specialists, and key professional development leadership positions either in day schools or in training institutions.

2. The Case for Focusing on These Leadership Positions

The crying need for day school leaders faces us everywhere we turn. Each year there are numerous day schools who go without a head of school. Some of the largest day schools in the country have found that the available pool of individuals to be considered for such positions is dangerously small. There are simply not enough individuals currently in the field of Jewish education leadership to respond to the rapidly expanding Jewish day school world. There are more elementary and middle schools opening up and with the burgeoning Jewish high school field, coupled with the growing size of many of the schools, the Jewish educational world is not keeping pace with the demand for these positions. There are not a sufficient number of training opportunities. [An accompanying chart that has been developed provides ample evidence for the lack of administrator training programs which exist across the country and in Israel.]

3. Why is the Proposed Target Population Worth Investing In?

The target group of private and public school education leaders is a logical population for day school leadership. They are already a highly trained group and the field of day school education could realize a very quick and focused return on its investment. In reality, the day school world has already been turning to the public and private school leadership to fill their

slots because the schools' leadership has reached the conclusion that there are very few qualified Jewish educators to assume these roles. Through the grant work of the Partnership for Excellence in Jewish Education and through travel around the country, the professional staff of PEJE have already uncovered nearly between fifteen and twenty such individuals who have already made the shift into the field and who are presently in leadership positions within day schools. In some cases, these schools are PEJE grantees and in others they are other day schools with which PEJE has had some contact.

The considerable training that these individuals have already had and their proven experience in managing complex educational systems makes them valuable additions to the cohort of Jewish educational leaders. In many respects, there is some parallel between this group entering the Jewish day school world and the professors group brought by CIJF - Mandel into the orbit of Jewish educational research and thinking. The fact that the substantial amount of training has already been complete, coupled with the experience, makes these individuals ready for very challenging positions, with the exception of the key area which must be addressed which is their Jewish educational content.

4. Educational Emphasis and Aims of the Mandel Program Organized Around this Clientele

It is clear that this particular cohort group of public and private school leaders has in most cases vast deficiencies in the area of personal Jewish learning, conceptions of what makes an educated Jew, and knowledge of the role of Jewish education and day schools within the broader life of the Jewish community. The likely emphasis of a program would be: a) serious text study; b) exposure to the best thinking on goal setting and visions of the educated Jew; c) a basic Judaism course (a la Wexner or Florence Melton Adult Mini School) which helps to nurture familiarity with Tefillah, basic texts, the Hebrew language (this is likely to be a multi-year program, not all of which would have to be coordinated nor implemented by the Mandel Program); and d) structure of the Jewish community in the role of the day school in that structure.

5. Feasibility of Recruiting an Appropriate Clientele

It appears that there is already the beginnings of a trend of Jewish individuals moving from public and private education into Jewish day school leadership. In order to recruit an appropriate clientele, it would be necessary to build on the momentum already established and to promote the option. Some ideas which may be very fruitful include:

- ◆ writing to all day school leadership across the country informing them of this potential pool of individuals, as their administrative needs present themselves. The approach to the day schools could be facilitated by encouraging them to think about their need for people and the possibilities of both advancing from within but also seeking educators who are in the public and private educational arena;
- ◆ a writing to all Rabbis encouraging them to look within their congregations to find talented educators who might be approached to move into Jewish day schools work;
- ◆ ads in Education Week which is read by many public and private school educators;

- ◆ using the links that have already been established between Jewish day schools and the independent school world to be able to locate people in the independent school arena;
- ◆ contact with superintendents who have already made the switch into Jewish education to use their network to break into the superintendent and assistant superintendent world to find likely candidates.

6. Likelihood of Success

Part of the target population have already found their way successfully into the Jewish education world, albeit without the necessary Jewish educational training. It may be that the initial cohort for such a leadership initiative might involve already identified individuals who have already made the switch into Jewish educational leadership and use them as a focus group/test group for some of the ideas. This group could also be an advocacy group for this career change and could use their network of people to help draw more individuals to consider the move.

The likelihood of success seems to be quite high. There is certainly some quick pilot success in focusing on those who have already made the switch because they are already in positions. A number of them with whom PEJE has had conversations would be most amenable to a block plan for professional development in the areas of Jewish life, text, and thought.

Attachment: Chart of Personnel-Related Initiatives

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Mandel Foundation Leadership Initiative
THE EDUCATIONAL PLANNERS OPTION

3/15/00

(Prepared by Daniel Pekarsky)

1. Positions/target population

This program is designed to prepare individuals to occupy, or to more effectively occupy than they now do, positions as educational planners. The positions in question include: directors of agencies like Bureaus of Jewish Education that are charged with educational planning for metropolitan communities; Federation planners with significant responsibilities for education (and, conceivably, educational planners working for national organizations, e.g., JCCA or CJF).¹

As far as we know, there are at present 65 central agency directorships and 3 positions within agencies designated as "Director of Planning and Continuity". In addition, there are two educational planner positions based in Federations.

The target-population for this program falls into two categories: 1) individuals in central agencies or Federations who presently occupy positions which involve, or else have the potential to involve, significant educational planning; and there are individuals who aspire to occupy such positions but now function in other roles, say as principals or lower-level professionals in the world of Federations or Bureaus.

2. Why focus on these positions?

The critical role of a community's educational planners. A typical community's principal educational initiatives include Day Schools, Synagogues (including congregational schools), a JCC, early childhood programs, and adult education programs, as well as informal educational institutions such as the local communal newspaper. Given the many problems that beset individual educational institutions, and the absence of significant coherence among the various educational initiatives, there is a strong need for thoughtful educational planning. The educational planner faces the challenge not just of helping individual institutions become more effective educators, but of also creating an overall pattern of educational activities that makes good communal sense.

Moreover, senior personnel in central agencies/Federations charged with educational planning may have at their disposal several powerful tools for shaping individual institutions and the overall pattern of activities. Through, for example, their allocation and evaluation policies and practices, the kinds of professional development initiatives their organizations

¹It is true that some or even many of the individuals occupying these positions do not currently think of themselves as principally responsible for a community's educational planning; but this, this paper argues, is itself an important reason to work with those who currently occupy, or who would hope to occupy, these positions.

encourage and provide, and consultations to local institutions, educational planners have the potential to influence what goes on in individual institutions as well as the overall pattern of activity in the community. In addition, senior educational planners regularly interact with, and thus have a chance to influence the perceptions of critical figures on the local Jewish education scene, including educational principals, camp directors, JCC Executives, Federation executives, rabbis, and community leaders. Put differently, a talented educational planner employed by an agency charged with supporting and enhancing the quality of Jewish education at the local level may be in a strong position to play a powerful educational role that influences how Jewish education is understood and proceeds in the community.

The problem. Although the potential contribution of educational planners is great, too often those who are in these roles oversee organizations that are thinly engaged in planning and often view their role primarily as one of “delivering services” to local institutions rather than of shaping the way education is understood and approached in the community. Those occupying such roles often do not approach their work with ‘big picture’ questions and understandings concerning the realities and challenges of Jewish life and Jewish education. Not uncommonly, they are uninformed by any larger conception of “good education” or of what a Jewish community at its best would look like. And while some who occupy positions with the potential for educational planning know something about strategic thinking, their approach to strategic thinking is rarely guided by larger conceptions of this kind.

This impression was confirmed by Paul Flexner of JESNA in a recent interview conducted by Leah Strigler. Flexner suggested that because of a dearth of appropriate candidates for senior leadership positions in central Jewish education agencies, many positions are filled locally and with individuals who are not trained for these kinds of roles. Moreover, no organization at the national level is currently engaged in training central agency personnel for their specific kinds of work.

More impressionistically: a) when Mark Gurvis went into his work in Jewish educational planning, he lamented more than once his ill-preparedness (Judaically and educationally) to do the work he hoped to do as well as he wanted; b) Milwaukee has struggled for several years to find someone who could capably lead its efforts in the area of education. Though local factors may be relevant, it seems unlikely that Milwaukee’s experience is completely atypical.

An objection to this view is that it assumes that senior leaders in central agencies have, even potentially, the power ascribed to them in the preceding paragraphs. This matter requires attention.

3. Appropriateness of the clientele. The pool of individuals from which we hope to draw represent a combination of assets and weaknesses that is well-suited to a Mandel program. In the case of Federation planners, they may already be quite strong in areas like budgeting and planning, as these activities are conventionally understood, and they may already bring with them some variant of a “communal perspective”. But, typically, their background in Judaica and in education (both educational theory and practice) is pretty weak, and they know very little about vision-driven educational practice and deliberation.

In the case of those who come out of the world of Jewish education, e.g., someone currently functioning in a BJE world, such individuals may have a stronger (though not necessarily strong) background in Judaica; they know a lot about what's happening 'on the ground' in Jewish education, and they may have a measure of sophistication about education. But such individuals often lack sophisticated planning, budgeting, and evaluation skills of any kind, much less an approach to this work that is grounded in powerful ideas. Nor are they likely to possess a vision of a thriving and pluralistic Jewish community, or of vision-driven educational practice, that will guide their practice.

A Mandel program, as will be discussed below, is well suited to respond to the educational needs of this clientele..

4. Outcomes of a Mandel Program.

I take it for granted that different categories of individuals - and within each category, different individuals - will have different educational needs. For example, some individuals may walk into a Mandel program with a lot of experience in, say, developing, managing, and evaluating budgets; while others may have little background in this area. And some may enter the program with a reasonably rich background in Judaica, while others will not. For this reason, any program we mount will have to include partially different tracks and individualized learning opportunities. At the same time, the clientele we are aiming at is likely to have certain common deficits, as interpreted through the lens of our understanding of an adequate educational planner. And these deficits suggest the educational outcomes that should be at the heart of a Mandel program aimed at educational directors:

Concept of vision.

- a. Graduates of a Mandel program will have a rich understanding of the concepts of vision and of vision-driven educational practice, and of what is involved in visionary educational leadership. More concretely, they will also understand what it means for activities like budgeting, evaluation, planning, and training to be vision-driven. These concepts will enter into their shared language of discourse.
- b. Graduates of a Mandel program will be familiar with a range of visions -- visions of education, visions of an educated Jew grounded in varied understandings of Judaism, and visions of a Jewish community. And, having wrestled with these visions and their implications for Jewish life and education, they will have situated themselves in a thoughtful way in relation to the different visions they have encountered.

Vision and practice.

- c. Graduates of the Mandel program will be familiar with powerful examples of vision-driven educational practices and institutions.
- d. Graduates of a Mandel program will be adept at drawing out the vision that is

embedded in a school's practices. They will, for example, be able to make intelligent conjectures concerning an institution's vision through scrutiny of, say, its budget or its curriculum-in-use.

e. Graduates of the Mandel program will be able to identify implications for educational practice of a larger guiding vision.

f. Graduates of a Mandel-program will approach problem-solving, budgeting, evaluation, and planning with a thoughtful awareness of the way decisions in these areas support or interfere with larger educational priorities and aspirations.

Role of a community's educational planner.

g. Graduates of a Mandel program will have developed their own conception of a thriving and pluralistic Jewish community, a conception grounded in Jewish sources and reflecting an awareness both of alternative visions and of the implications of their chosen vision for their own work.

h. Graduates of a Mandel program will be thoughtful about ways of encouraging educating institutions to become more vision-driven in their practice.

i. Graduates of a Mandel program will have a sophisticated conception of what it means to be an effective educator, as well as of different ways of approaching the professional development of their community's educators. They will have given serious thought to the problem of cultivating reflective practitioners who are sensitive to the role of vision in guiding curriculum planning and pedagogy.

j. Graduates of a Mandel program will view thoughtful educational planning as central to the mission of their community's central agency for Jewish education, and they will have developed an array of tools that make such planning possible, including the ability to set in motion processes for meaningfully identifying and deciding among competing conceptualizations of pressing problems. They will have developed a sophisticated understanding of how this agency might be organized, and what personnel it would need to incorporate, in order to encourage high quality vision-sensitive practice across the community, as well as an overall pattern of activity that is informed by a credible vision of a thriving Jewish community.

k.. Graduates of a Mandel program will be skilled in engaging, learning from, and educating their various publics or constituencies. That is, they will be disposed and able to elicit and learn from their views. And they will also be able to educate their publics about important issues, as well as about policies and initiatives that they believe in, in ways that are compelling, framed in relation to larger ideas concerning the aims of Jewish education, and grounded in appropriate kinds of data.

l. Graduates of a Mandel program will have a sophisticated grasp of the ethical

dimensions of their work -- of the dilemmas they are likely to face and of the principles, sources, and deliberative strategies to which they can turn for guidance in addressing these dilemmas.

5. Program-conception.

The various elements of the program will be organized so as to cohere with and help to achieve the outcomes articulated above. Running throughout the program will be several strong emphases, including the following:

- a) an emphasis on creating a learning community among the participants that encourages mutual support, respect, careful listening, a willingness to submit one's ideas to critical scrutiny, and an interest in working collaboratively.
- b) an emphasis on the development of a personal stance vis-a-vis the questions and issues that are examined in the program, a personal stance that is grounded in a thoughtful effort to characterize the problem at hand, in awareness and thoughtful attention to other views, and in careful thinking concerning the underpinnings and implications of one's views.
- c) an emphasis on examining the relationship between ideas and practice -- for example, on the power of leading-ideas to guide practice, and more generally, of the implications of ideas for educational practice; on the potential of practice to test, challenge, and/or refine our guiding ideas; on the ideas, commitments, and values that are, for better or worse, implicit in existing practice.
- d) an emphasis on the role of evaluation as a tool in educational practice and improvement at all levels.

The program will include several elements which, though described independently of each other here, will actually be tightly integrated. They include: shared courses; individualized programs of study; two individual projects designed to bring the program-related learnings to bear on practice; and a collaborative project. It is also assumed that, with the help of mentors, carefully crafted assignments, and journals, students will have opportunities throughout the year to apply program-related ideas in their work settings and to reflect on this application, thereby deepening their understanding of these ideas and becoming increasingly able to integrate them into their work. Here I limit myself to identifying some general areas in which studies will proceed, leaving for another occasion an attempt to explain the place of individualized learning, projects, and mentorships in the program.

Jewish thought. The program will include learning experiences, primarily in the form of courses, in the areas identified below.

- a) Classical and contemporary conceptions of Judaism, this part of the program to prominently include study of Jewish Texts. This inquiry will include an examination of

powerful conceptions of an educated Jew and of a thriving Jewish community.

b) Sociology of the American Jewish community in the context of American society, with attention to competing perspectives on its trajectory, its problems and the needs, and the aspirations of its members;

Education. The program will include learning experiences that focus on the following:

a) **Educational Theory.** There will be a strong emphasis on cultivating a rich language of discourse for discussing questions pertaining to the nature of education and its aims, the nature of teaching and learning, and such matters as the relationship between education and the community in which it is situated. Encouraged to wrestle with “the big questions concerning the nature of the educational enterprise, students will encounter a range of diverse, significant thinkers that have struggled with questions concerning the aims and process of education, as well as the character of educational deliberation, and have developed concepts and typologies that serve as powerful lenses through which to understand educational phenomena and activities. Classical Jewish ideas about the nature of learning and its place in life will occupy a prominent place in this inquiry, and throughout there will be an emphasis on the concept of vision, on the nature of vision-sensitive educational practice, planning, and evaluation, and on the complex, multi-layered relationship between vision practice. The ideas and writings connected with the Educated Jew Project will be central to the organization of these learning experiences.

b) **Jewish education.** Informed by the ideas and concerns that are central to other aspects of the program, a careful examination of the Jewish educational landscape in North America, with special attention to the challenges, dilemmas, and opportunities at institutional, communal, and national levels.

Community Leadership for Jewish education. With strong reliance on cases, this part of the program will include learning experiences that focus on the following:

a) **fostering vision-driven practice.** With attention to implications for agency organization and personnel, the role of communal planning agency in fostering effective vision-driven practice in local educational institutions, and an overall pattern of educational institutions and programs that helps nurture an educationally rich and thriving Jewish community. This domain includes the important matter of developing passionate, informed, and intelligent community support for Jewish education in the community.

b) **professional development.** Encouraging an effective approach to professional development in the community of educators, both educational leaders and teachers, with attention to the understanding of professional development, to incentives, to evaluation.

c) **planning-tools.** Acquiring the tools for approaching budgeting, planning, consulting, and evaluating in ways that are sensitive to larger questions of purpose. This includes

developing habits of mind and skills that facilitate thoughtful, imaginative approaches to interpreting and developing a response to the problems and needs of the community.

d) the ethics of leadership, with attention to the dilemmas that educational planners are likely to face.

At a more practical level, I am for the present working on the assumption that this is a two-year program, including three summers and the two intervening years, with most of the participants working in settings during the year that allow them to continue the trajectory of growth they have embarked on in the program. I am also assuming that one of the three summers will be spent studying in Israel with the benefit of the Mandel Foundation's Israel-based resources.

6. Feasibility of recruiting an appropriate clientele.

Not yet sure. The positions for which this version of the program would prepare individuals are by and large filled right now. The question is whether those occupying these positions and those they work for could be convinced that their effectiveness would be greatly enhanced by participation in this kind of a program. Part of what this means is that the Mandel Foundation may need to "seed the culture" with the idea that central agencies need to take the educational planning agenda seriously and that a program of the kind we want to mount is the best way to approach such an agenda seriously. Note that the message might be that this does not entail that the director of the agency needs to be the major planning person; it could be a senior person working under his/her authority.

How many among the potential clientele would flourish in an academic culture informed by the Mandel school of thought remains to be seen. Given that many of the potential candidates will have full-time employment during the school year, and given that many of them are at a stage of life when familial commitments might well preclude year-long programs either in Israel or in the United States, the Block Program seems well-suited to this potential set of clients.

7. Likelihood of success.

Especially if this program attracts individuals who are already in place in their communities, or are being groomed for planning positions, the question of finding positions for graduates becomes moot. The conviction informing this program is that the combination of what the program could offer such individuals and the potentialities of their positions could give rise to significant educational improvement at the local level. As noted above, a question that has been raised about this proposal is whether, in most communities, individuals who occupy these positions are likely to have the kind of power suggested in this sketch. This question

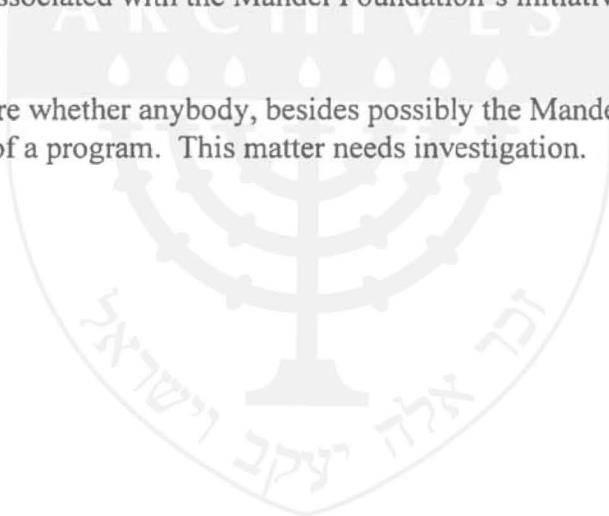
would be important to consider in evaluating this idea.

8. Ease/difficulty of mounting this program.

Questions pertaining to recruitment and placement were addressed above. Here I focus on the actual program. This program would require identifying high quality faculty with competence and strong teaching ability in the areas of Jewish thought, educational theory, Jewish education, and vision-sensitive educational planning. There would be a need for mentors to work with students in the program in the field across the year. Very importantly, there would be a need for a program director who would oversee the totality of the program and would take the lead with developing the academic program; recruitment of faculty and students; counseling students in the program and helping them develop individualized programs of study that address their unique needs; helping them develop individual and collaborative projects; identifying and recruiting mentors; representing the program to the Jewish community at large; convening and guiding the program's advisory committee. How difficult or easy it would be to find appropriate personnel in North America that are at home with the Mandel school of thought remains an open question; but a number of possibly very strong individuals do come to mind. Also on the plus-side, the projected summer in Israel would probably be able to take advantage of the presence of the academic faculty associated with the Mandel Foundation's initiatives.

9. Who cares?

I am not yet sure whether anybody, besides possibly the Mandel Foundation, would see the need for this kind of a program. This matter needs investigation.



MANDEL LEADERSHIP INITIATIVE
PROGRAM PROPOSAL

3/10/00

(Steven J. Noble)

NEWLY ASSIGNED EXECUTIVES

1. Target-population/leadership positions.

The target population for this proposed initiative would be executives in the Jewish communal field who have recently (last three months) been selected to assume the top professional position with a different but larger, more complex organization within the same field. (An example would be an intermediate size federation executive who has been selected by a search committee to be the new executive director of a large-intermediate city)

Newly hired JCC directors, executives at regional offices of national agencies, BJE or CAJE offices, school principals, etc. would also be appropriate for this program. In fact, it might well enrich the nature and content of the program (and overall field of Jewish communal services) were there to be a diverse representation of executives included in each class. The total number of participants should not exceed twenty five.

2) The case for focussing on these leadership positions.

It is quite often stated, and the research bears it out, that the most difficult and challenging time for a newly appointed executive to a larger organization is the first or "transitional" year. (Admittedly, there may be a brief "honeymoon period" where he or she may be given a grace period.) Regardless, working with more numerous (and often more sophisticated) lay leadership and professional staff and more broadly based constituencies clearly present the new executive with a constellation of challenges and requisite skill sets. Moreover, the executive must invariably adapt to a new operational and contextual culture. Concurrently, his family must adjust to often "unsettling" situations that present personal, real-life challenges adding more stress to the executive's life.

In virtually all cases the newly chosen executive assumes his/her position in one of three scenarios. In each, the executive will be confronted with a different set of challenges needing different approaches and skills. She may replace a tremendously successful and "beloved" executive who either retired or moved on to a more prestigious position. Conversely, she may replace an executive who was fired or quit due to an abysmal track record which left the organization in woeful shape. The third, and probably most benign

scenario is an executive who succeeds a reasonably successful one who moved on for understandable reasons. In these and other scenarios, the new executive must be well tuned to what has been inherited and the necessary preparation/training to succeed in a new environment.

3) **Why the proposed target population is worth investing in.**

From the community's perspective it may be difficult to quantify precisely what has been invested in terms of actual time in selecting the executive. It takes time to work through the exiting of a previous executive, the formation and normally extensive work of a search committee, interim staff leadership, preparation for the new executive, etc). Community expenditures, particularly if an outside search firm is retained, can be staggering. For the new executive, also, there is an inordinate amount of physical and psychic personal and family time expended.

However, it is critical to all concerned that once the selection has been made the focus be turned fully and candidly to the transitional first year period. Hence, the target population for this Mandel initiative is **well worth investing in** so as to avoid early and costly executive derailment and community frustration and chaos.

4) **Educational emphases and aims of a Mandel program organized around this clientele.**

The Mandel Foundation has considerable experience in the realm of executive development in the nonprofit sector and, more specifically, within the field of Jewish communal service. A well conceived program of this nature will take advantage of the learnings from earlier successful programs and will continue the Foundation's focus on enhancing senior level professional development and effectiveness.

The proposed program should also have appeal to the lay partners in the leadership imperative in that success can only be achieved if there is close and honest collaboration between the professional and lay leader.

5) **The content/ structure of the program.**

It must first be acknowledged that the program designed must take into serious account the time demands and "irregularity" of the first year in a position. Obviously, it is critical that the structure and requirements of the program not cause the executive to lose sight of the day to day workings of the job. As noted, there should not be more than twenty five participants. The program should be designed so that all participants start on the same date and conclude in one year. The overall objective of the program will be to enable executives to be more proactive and prepared for the demands of the first year on the job.

Specific components of the program would include an initial five day workshop of which one full day would involve the chief lay officer, a mentorship arrangement, on-line and videoconference learning, one day meetings before or after annual or quarterly national conferences, exposure to the latest thinking and programming from the corporate sector on the "first year syndrome", as well as other designed components.

6) **Feasibility of recruiting an appropriate clientele.**

It first must be underscored that this program should not be viewed as remedial nor for those at high risk. On the contrary, it needs to be positioned as a very select program for those who are destined for and dedicated to excellence.

Recommendations for names for the program should be generated by national heads, regional and personnel directors of various Jewish communal service organizations. Additionally, recommendations can come from lay leadership in communities. To be sure, there should be no shortage of applicants for the first and successive years of the program

7) **Likelihood of success.**

There is a very high probability of demonstrable success.

It is not only important for executives to secure appropriate positions but of more critical importance for them to get off to a strong first year start and continue to excel in these positions in successive years.. This is the sole objective of this initiative. It is anticipated that through a program of this nature the attrition rate for executives in new positions will significantly decrease over the next five years. Furthermore, the learning curve for new executives during his/her initial year will be shortened considerably.

8) **Ease/difficulty of mounting this program.**

There do not appear to be any major hurdles or roadblocks in mounting a successful program of this nature. The program is much needed and, based upon conversations I have had with leaders in the field, welcomed by a large majority of professional and lay leadership.

PROFESSIONAL DEVELOPMENT OF JEWISH EDUCATORS – LEADERS AND NEW PROFESSIONALS
Paul Flexner March 2000

Overall:

A new JESNA Task Force is working on the whole area of personnel, covering recruitment, development, retention and placement.

There is very little really being done across the board. A number of initiatives, like Covenant, are geared towards recruiting new people into the field, focusing on younger people. No one is looking at the age cohort of 30s – 40s.

Who will put up the money for an advanced management-training program aimed at training leadership?

People will not attend unless paid. Need to convince people to fund.

There are local programs that train personnel at lower levels: Ex. SAJES Family Educators Program. Hartford, synagogue school principals.

LA – program to retool general studies teachers to become Jewish studies teachers with M.A. in Jewish Studies.

No one is working with synagogue school principals or Central Agency personnel to be trained specifically for their jobs.

There are more people who are local, not as mobile because of spouses and families. Becoming a bigger issue.

Think this is the most important issue in Jewish Education today. Without the personnel the system won't work.

Leadership:

There are already 150 top positions in Jewish Education open this year, including camp directors and other agency positions, including 6 youth program initiative positions.

New Professionals:

Covenant is funding four programs aimed at new, young personnel: Detroit, NY, Boston (see interview with C. Keller), Columbus (with Hillel for students teaching synagogue school).

The JESNA Lainer Interns will have 80 students in Israel this year. They are college students interested in a career in Jewish education who spend a summer studying in Israel.

Paul Flexner, JESNA, (212) 284 – 6950	Central Agency Personnel
What # of positions exist?	65 Agency Directors

	<p>3 Directors of Planning and Continuity 2 Planner based at Federation</p>
What # are unfilled at this time?	<p>1 agency directorship 1 has an interim 1 is waiting for a Federation exec to be hired 8 were open last year</p>
How difficult is it to fill the position?	<p>Many positions filled locally. Personnel not trained for this specific job.</p>
How well are the positions filled?	
Is this difficulty a big concern?	<p>There is little being done. Some would say a lot is being done.</p>
Are there or have there been serious attempts to redress the difficulty?	<p>TEI is one of the few serious programs that exists. Serious = on-going, multiple meetings. Others: Jerusalem Fellows and Melton and Lookstein Senior Educators Programs.</p> <p>If you look at the people in the most senior positions a very high % are graduates of JF, SEP or ATP. These programs have staying power in terms of their graduates remaining in the field.</p> <p>ATP was run 1972 – 1985 by AAJE, JESNA's predecessor. It was a two year program with summers at NYU and independent study during the year. Of the 35 – 40 grads a high # are still in the field. Paul is a grad of ATP.</p> <p>In the early 90s CJF ran an Executive Training Program with Family Services that had a tremendous impact on people.</p> <p>Brandeis and JESNA together ran a new principals institute. (Synagogue/day?)</p> <p>Some people return to school. But there is no developed program and a great need.</p> <p>Could ID people in early 30s terrific who may not go to Israel because of family concerns. They need a program that will work around their schedules and needs. Summer in Israel is OK, but need connections, group involvement and follow-up during the year as well.</p>

Paul Flexner, JESNA, (212) 284 – 6950	Education Planners
What # of positions?	None really. [LS directory lists 3 “Planning and Continuity Directors”] Very few Federations: Milwaukee, NY (open), Boston, Cleveland had but not anymore.
JESNA Directory	Lists 3 “Planning and Continuity Directors” in Denver, Bergen County, NJ, and Suffolk, NY. 7 Planning and Research Consultants” in Boston, NY, LA, Pittsburgh and Denver. These staff people may have other aspects to their jobs and not be FT in this capacity.

Paul Flexner, JESNA, (212) 284 – 6950	Day School Heads and Lead Educators
What # of positions exist?	Pointed out that in a sizable number of schools the Head of School is General, and there is a separate Lead Jewish Educator, as Assistant or Head of Jewish Studies. This is almost the most common model. Noted that 10 years ago the heads were all Jewish educators. The current situation is a result of not having people prepared and ready to take these positions. Guesses that in 5 – 10 years the cycle will turn back and the current Jewish Educators will take the top positions.
What # are unfilled as of this time?	Head: 3 high school 7 conservative heads of school 3 community high schools 4 new day high school positions Judaic Studies: 8 Conservative 2 Reform He noted that some do not let JESNA know that they are looking. Some positions are filled by local people, without looking on the national level. In some cases lay people may be problematic

	and cause candidates to turn down jobs.
Are there any serious attempts to address the issue?	<p>Brandeis and JESNA together ran a new principals institute.</p> <p>JTS block program for emerging high school day school principals. Number of people in the program not yet working in this area.</p>



Professional Education Survey

Orthodox Moshe Sokolow 960-5266	Headmasters
What # of positions exist? (Modern, Centrist)	172
What # are unfilled at this time, or as of the end of the year?	None, when positions become available (or sometimes before) they are almost immediately filled.
How difficult is it to fill the positions?	See above
How well are the positions filled?	He can only speak to the modern & centrist orthodox (not haredi). In many cases, the positions are filled very well. In some cases, less well.
Is this a big concern?	
Are there or have there been serious efforts to redress the issue?	They are initiating a Day School Leadership Training Program this summer. The goal is to add new trained and talented people to the pool of leadership and reinforce the training of those already swimming in the pool. The program runs through 2 summers, 1 month each with continuing contact throughout the year. Attendance will be capped at 15.

Comm. Day Schools Art Vernon 284 - 6950	Headmasters
What # of positions exist?	70 – There are usually 2 people in charge at Community Day Schools. There is a principal and a second administrator. The principal usually has strong general education credentials and weak Jewish education credentials or background. The 2 nd administrator fills the role of Jewish Studies Coordinator and is usually responsible for the Jewish content.
What # are unfilled at this time, or as of the end of the year?	All the top positions are filled.
How difficult is it to fill the positions?	There are different views on why it's difficult to get qualified people. Art's opinion: Judaism is not central to most Jews' lives. Why would Jews consider Jewish education as a serious profession? The Orthodox community has no problem filling positions because their pool is filled with people interested in Judaism.
How well are the positions filled?	They are not well filled. "There's 3.9% unemployment. It's hard to get people for anything!" It is easier to fill the general education leadership needs.
Is this a big concern?	Enormous. If we want to continue as a people ... We have to get real serious about this problem. Big gobs of money must be used for training and salaries. The money would be used towards early identification of candidates, fully stipended training and the promise of indecent salaries at the end of the rainbow. Salaries must compete with those of Wall Street bankers and attorneys. Funders cannot just provide seed money and then walk away. This has to be a permanent effort and commitment – money must continue to be fed into the system.
Are there or have there been serious efforts to redress the issue?	Nothing specific to the Community Day School movement is in the works. The JESNA task force on Personnel for Jewish Education is addressing the issue.

Conservative David Blumenfeld 533-7800, 2612	Headmasters
What # of positions exist?	100+
What # are unfilled at this time, or as of the end of the year?	Doesn't want to give out any numbers. [LS -- The February 1 job list of JEA has 10 directorships and 6 Judaic Studies head positions open]
	Very Difficult. It's more difficult to fill the General Education Leadership positions than the Judaic Studies Coordinator positions.
How well are the positions filled?	Very often, they make do with somebody already in the system because they can't find anybody else, i.e., the head teacher will serve as interim director for awhile.
Is this a big concern?	Yes. The challenge to fill positions is growing -- why? Because the number of schools has increased the schools already in existence are growing themselves, K-3 schools are starting middle schools and middle schools are opening high schools.
Are there or have there been serious efforts to redress the issue?	Joint Placement Commission convened by JESNA is considering the issue. One idea is to recruit from the Davidson school and the Rabbinic schools. Women Rabbis are the resource of the future in this area. They often don't want to take a pulpit job so Headmaster may be a viable option for them. Also -- newly graduating rabbis who want to move into communities may take these positions as a good early opportunity.

Pardes Bonnie Morris (Pres. of PARDES) 480/991-7414	Headmasters
What # of positions exist?	22
What # are unfilled at this time, or as of the end of the year?	3
How difficult is it to fill the positions?	It is fairly difficult to fill positions, especially on the west coast. They will not fill their headmaster positions with non-Jewish people. Personnel is sorely lacking at the senior level. Anticipates a major shortage of people at all levels within 3 years.
How well are the positions filled?	The positions are well-filled. Schools tend to leave positions open rather than fill them with sub-standard personnel.
Is this a big concern?	It is a major concern throughout the Jewish world. It inhibits the growth of schools in some areas. Her school must offer a superior general studies program and quality Judaic studies in order to compete with the private schools in the area.
Are there or have there been serious efforts to redress the issue?	She has heard lots of talk but knows of no serious initiatives. They have sent people to be trained at a couple of programs at the Univ. of Judaism in LA even though they were outside their movement. They work with Hebrew Union College to identify candidates. It has been suggested that Masters' degrees (of gen'l educ.) can be headmasters of schools but she doubts that teachers will appreciate being supervised by 30 year olds.

UJC Joel Daner 284-6500	Executive Directors	Asst. Executive Directors	Campaign Directors/ Resource Dev.	Planning Directors (Dir. Of Allocation)
What # of positions exist?	180	180	180	
What # are unfilled at this time, or as of the end of the year?	12	4	18	
How difficult is it to fill the positions?	It's a matter of location, sophistication of job and salaries. The competition for campaign directors is the greatest – i.e., from other non-profits.			
How well are the positions filled?	He said that it was a matter of opinion – he could really comment on the question. He mentioned that many think that there's a lot of mediocrity out there.			
Is this a big concern?				
Are there or have there been serious efforts to redress the issue?	Their people are talking to our people regarding possible initiatives – He mentioned Mort's name in that regard.			



Wednesday, March 8, 2000

Discussion with Carolyn Keller [LZS]

Professional Development (pd) of Jewish Educators in Boston

Communal Picture

The community has refocused on what are core skills and efficiencies for professional educators and sees professional development as an ongoing component of the work as a result of three initiatives:

[These are in-service programs, people are trained while doing the work.]

Family Educator initiative (She'arim)

Started 1993, only cohort required to be trained for positions. Program of four hours a week study. Certified after two years. Created a shock to the system, being treated in this way.

Youth Educator Initiative

Renaissance educator project

Full-time Jewish educators who fill a number of roles and functions.

CJP – BJE grant for them.

Clearly renewed interest in the field; looking seriously at people entering the field.

Meah project – 800 graduates. 250 at a time in 20 locations.

Has created a momentum in time of interest in Jewish education – more

In past three months begun to change the conversation on lay, communal and professional levels. Question about part-time workers – will always be some, even though trying to create more and more full-time educators.

Brandeis, Boston Hebrew College, BJE and the Commission have had discussions about collaborative p.d. how to recruit, train and mentor.

2 grants – from Covenant and Cummings.

Covenant – recruit, mentor, train

Cummings – Renaissance educators

Found that have increased through family and youth initiatives have more clearly re-envisioned strategic, comprehensive, a lot more work to do in the system.

So far full-time educators have been developed mostly in synagogue setting, but day schools are also interested.

Allows institutions to expand range of programming and intensify work with children and parents.

Where going now? Developing system of individualized development plans, registering plan through BJE and working with a mentor/advisor to draw upon community opportunities and resources to address areas of personal strengths and needs as well as 5 domains of core competencies for Jewish educators. Also use networks of Brandeis, Hebrew College, etc. So that every school will understand the need to incentivize for professional development. Institutions will change understanding of what kinds of personnel needs there are.

Right now complicated, getting there.

Meant to be not a new initiative but an underpinning of the entire system to think of professional development of Jewish educators in this way.

Would love, like Avodah, to have a corps of 20 young Jewish Education Fellows.

Happy to have anything Mandel wants to give.

Covenant has a number of grants geared to this issue.

Who is training the senior level of professional in America? Seminaries, Hornstein?

Can bump right up after graduation, even if have not been trained for senior level.

END



Different Professional Development Programs:

1. Four annual conferences, day long, different cohorts:

early childhood, last week 1200 participants
religious schools teacher and principals, 500 people
teachers and principals in liberal day schools, 500 people
teachers and principals in orthodox day schools, 600 people

2. multi-session opportunities

structure a variety of programs in array of disciplines at the BJE:
special needs, arts, Hebrew lang., teaching siddur, offer workshops
throughout year of three to ten sessions.

Offering these tends to attract day school more than supplementary
school people, so

Have a program bringing in-service to school house, look for geographic
areas and form triads of synagogue schools, i.e. just after school
lunch and in-service, rotating venue, multiple sessions right at home,
with participation of principals framing issues most suitable to
faculty. These are Cluster Workshops.

3. Partnership Program with three higher learning institutions, YULA,
UJ, HUC. Have worked out with them partnership courses, semester long.
Vary from issues methodology to substance/ subject matter. content
knowledge. work arrangements economically feasible to access courses.
Course could be \$1200, work out with them not just subject, look for
instructors sensitive to issues, and BJE subsidizes course so that
registration fee is easily available. Universities also discount
courses.

Take inventory, many providers of courses and opportunities. Have
personnel salary schedule and causes reality that teachers take
continuing education will get paid more. Disseminate info. about other
opportunities. counting towards CEU requirements.

4. Machon Lemorim. Burgeoning day school population, teachers,
especially of Judaics, in short supply. Look at liberal school general
ed. teachers who have significant backgrounds, could become well-
qualified Judaic teachers, good additions to faculty. IDed 15 such
people and they are in 3 year program continuing to teach while taking
a course every semester and summer in proscribed regimen of what think
should study, monthly colloquium to discuss issues in Jewish education,
supervised work in Jewish Studies, under Marlynn's, now David's,
guidance. 3rd of 3 years.

5. Mentor teacher program, know first years a lot of challenge can
benefit from mentors, grant money, seven schools where there is a
master teacher for each two mentees. Working how to take accumulated
wisdom to help protégés, and mentees retreat program few days. First
year right now. David Ackerman.

2 religious schools programs: 1 in place, other just received grant:

6. certain examples excellence, if allow people to observe and discuss, will translate into some benefit in own classrooms. ID superior religious school teacher, set up sessions conducts class and people invited, get copy curriculum for that day, intro. to what about to see, after lesson get seminar on what went on, why planned and enacted so, opportunity for interaction. Master teacher gets 30K. End of second cycle. Any given person comes at least twice. Typically not teaching class, so schools paid for substitutes for observers. Been well-received. That benefit, source of growth. Attach to that professor of ed wo helps to add to the discussion and unpacking of what going on.

7. Initiating Moreynu: an avocational teacher training program, IDed 6 synagogues asked R,C, ED to help ID congregants for training to become synagogue school educators. 2 year program to prepare them.

8. Incidental, four principals councils. ECE, RS, LDS, ODS. Bureau meets with monthly, design p.d. for themselves, two-day retreats and ID collective issues for the group. Will bring in people to work with: Ex. GZD for synagogue school principals.

9. Also UJ and HUC graduate program, common to have interns at BJE, as part of pre-training growth and preparation are in setting of BJE with staff as mentors.

In the community:

Federation - no p.d. relating to educational issues. Organized security seminars after shooting last year.

Local institutions, not pre-service. UJ has annual one-week institute end of June. Attracts some L.A. people. BJE gives local educators stipends to that. (Part of inventory.) UJ also has major series offerings continuing education every type. ceramics, krav maga, etc.

HUC does not really have continuing. Do tailor course with them.

Try to access whatever eligible for from government authorities. Opportunities accessing through L.A. unified school districts, responsibility to private schools. BJE Director continuing ed meets with that office to determine what entitled to. Good participation.

Within BJE, dozen educators, own staff has professional development opportunities. TEI, teaching of Hebrew (Aviva).

Lay people? Very active school services committee. Asking large Q what can BJE do to enhance what in schools, helps oversee, meets annually with principals councils, sends out surveys, to do needs sensing to see what to offer. Head of committee Ph.D. in evaluation, does assessments for profession.

Dr. Ron Reynolds guides professional development program.

Cultural institutions? Wiesenthal, does not relate to work much, Skirball Center, recently come to offer continuing ed. programs along

lines of UJ, except more focused on American Jewish experience. May in future be program suited to needs. Small program Zimmer Jewish Discovery Place, do not have continuing ed programs.

Some in-service opportunities in collaborations. One with Federation - opened own Holocaust Center at same time as opening of Wiesenthal Center. FT professional, does have some continuing ed. on Holocaust ed. Some programs with Jewish Family Service.



SCHOOL SIZE

AS INDICATED EARLIER, APPROXIMATELY 670 schools are included in this survey. Because branches and separate school divisions are, in the main, not counted separately, this figure is below the number that has been reported elsewhere.

The number of day schools—whatever the precise figure—provides an important clue to a crucial aspect of American Jewish education. Overwhelmingly, these schools are small, even tiny, institutions, a factor that directly affects their financial stability, scope of the religious and secular academic programs, ability to recruit educational leaders and faculty and attractiveness to parents. This is particularly true for parents of marginal religiosity who are torn between Judaic considerations that impel them toward greater receptivity to day schools and social and educational considerations that impel them in the other direction.

We may believe that parents who reject day school on this ground are subjecting their children's Jewish future to an unnecessary risk, but we cannot deny the very real factors that contribute to their sincere concerns.

If there are 670 schools, the average enrollment per school is 276 students, a rather low number but large enough to allow for some breadth in the educational program. As in any average, this figure does not tell us about the distribution of schools according to size and other size-related considerations, such as the inordinately high proportion of enrollment in the lower grades. Nor does it take into account geographical factors, such as that nearly all of the largest schools are located in the New York area while, with few exceptions, the rest of the country is stocked with small institutions.

To have a more precise appreciation of the size issue, day schools have been placed in eight categories as shown below.

Size	Enrollment	Size	Enrollment
Tiny	1-50	Medium	351-500
Very Small	51-100	Medium Large	501-700
Small	101-200	Large	701-1,000
Medium-Small	201-350	Very Large	1,001+

THE SMALL SCHOOL PHENOMENON

Tables 6 and 7 present school-size data according to the number of schools and the number of students in each affiliation category. What emerges is a telling profile of

Table 6
Number of Schools by School Size

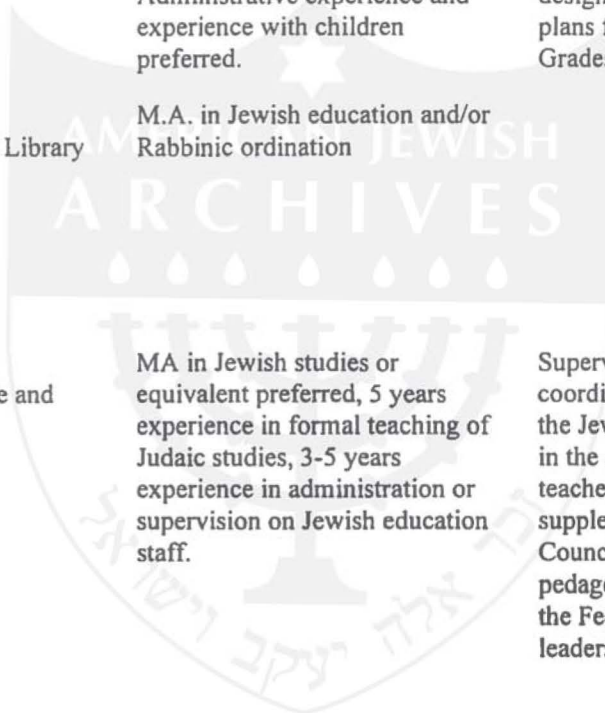
	Total Schools	Tiny (1-50)	Very Small (51-100)	Small (101-200)	Medium-Small (201-350)	Medium (351-500)	Medium-Large (501-750)	Large (751-1,000)	Very Large (1,000+)
Centrist Orthodox	80	8	11	22	20	10	6	2	1
Chabad	44	18	9	7	7	1	—	—	2
Chassidic	81	11	10	11	19	10	8	3	9
Community	75	16	13	16	18	8	3	—	1
Immigrant and Orthodox	31	6	9	6	7	2	—	1	—
Modern Orthodox	92	16	18	20	14	8	8	4	4
Reform	20	4	3	4	6	2	—	—	1
Solomon Schechter	63	8	6	16	17	5	8	1	2
Special Education	18	14	4	—	—	—	—	—	—
Yeshivas	172	33	40	35	24	9	13	10	8
Total	676	134	123	137	132	55	46	21	28

**POSITIONS AVAILABLE
THROUGH THE JOINT PERSONNEL COMMITTEE (JPC) OF THE
JEWISH EDUCATION SERVICE OF NORTH AMERICA (JESNA)
AND THE
COUNCIL OF JEWISH EDUCATION (CJE)**

January 21, 2000

	<u>Position, Location Salary</u>	<u>Requirements/Credentials</u>	<u>Descriptions</u>
1.	Director BJE Jewish Center for Community Services Bridgeport, CT \$30-40,000 July, 1999	MA in general education preferred, BA or equivalent in Judaic studies.	Responsibilities include: planning and running programs on topics in Jewish education; plan programs and conferences with local schools and synagogues; oversee the Adult Institute and the Merkaz Hebrew high school.
2.	Director of Judaic Studies Jewish Day School of Metropolitan Seattle Bellevue, WA \$60 - 75,000 Summer, 1999	Advanced degree in Judaic or Rabbinic studies required. Strong leadership, administrative and interpersonal skills a must.	Responsibilities include: Recruitment, supervision, evaluation and development of Judaics/Hebrew faculty and staff; curriculum design and implementation.
3.	Middle School Coordinator Maimonides Academy Danbury, CT Flexible Start Date \$50,000	Certified teacher with experience in middle school, extensive knowledge of Judaica, excellent interpersonal skills and written and oral expression, and successful administrative experience.	Provide staff support, curriculum development and recruitment for the new middle school that will be growing out of the 100 plus student elementary day school.
4.	Superintendent of Education Community Foundation for Jewish Education Chicago Summer, 2000 Highly Competitive	Rabbinic ordination, PhD in Judaic Studies or the equivalent in a related field. Seasoned professional with knowledge of both formal and informal education. A team player with outstanding people skills.	Internal responsibilities developed collegially with the Executive Director/COO; External responsibilities to CFJE affiliated early childhood, supplementary and day schools and to the community at large.
5.	Director of Youth and Family Services JCC San Francisco \$60-75,000 Immediate	Master's in Jewish Communal Service or Jewish Education preferred; 10 years minimum experience in supervisory or management position; program management; leadership skills; strong written and verbal communication skills.	Provide direction and supervision for multiple tasks within department including youth center, camps, recreation programs, teen and family programs; develop new initiatives consistent with center's mission; oversee staffing, public relations and marketing of all programs; serve as part of Center's management team.

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|-----|---|--|---|
| 6. | Head of School
CHS Jewish Day School
Rockville, MD
Immediate | Advanced degrees in Judaics and Education or the equivalent. Ten years minimum experience in a Day School Leadership position. Demonstrated leadership ability in heading a large multifaceted organization. | Head a large (1000 + student in K-12th grades) community day school on two campuses. Responsible for staff leadership, development and supervision. Interface with the Board on all issues of governance and leadership of the school. |
| 7. | Executive Director
Coalition for Jewish Learning
Milwaukee, WI
\$65,000- 75,000
Open immediately | Contact Joel Paul Assoc for further Information | |
| 8. | Director
Levey Day School
Portland, ME | MA in Early Childhood Ed. or Jewish Ed. or the equivalent. Administrative experience and experience with children preferred. | Day-to-day administrative duties include: recruitment and admissions; curriculum design; staff supervision. Develop expansion plans for the school.
Grades: preschool and K-1 |
| 9. | Executive Director
Jewish Education and Library Services (JELS)
Jewish Federation
Omaha, NE
Immediate
\$50,000 + | M.A. in Jewish education and/or Rabbinic ordination | |
| 10. | Director
Council of Jewish Life and Living
Cincinnati, OH
(Currently on hold) | MA in Jewish studies or equivalent preferred, 5 years experience in formal teaching of Judaic studies, 3-5 years experience in administration or supervision on Jewish education staff. | Supervise professional and clerical staff; coordinate with the Council the allocation of the Jewish continuity funds; develop programs in the areas of curriculum development, teacher training, certification programs for supplementary and day schools, Principal's Council, pursue funding opportunities for pedagogic activities. Be an active member of the Federation staff working with lay leadership development and other areas. |



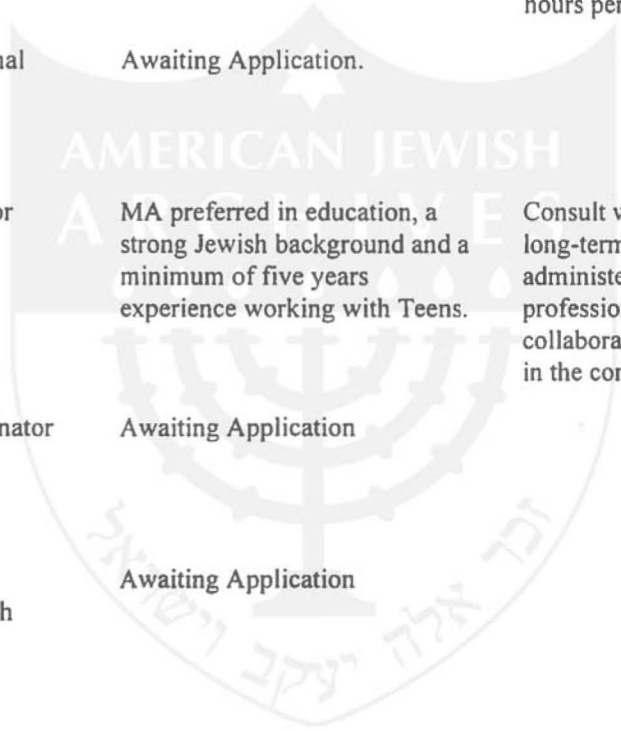
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| 11. | <p>Executive Vice President
CAJE
Miami, FL
Spring/Summer, 2000</p> | <p>Advanced degree and comprehensive knowledge of Jewish education, current pedagogic theories and skills. Spoken and written Hebrew. Successful Executive experience with a Jewish Educational agency.</p> | <p>Responsible for leadership and management of CAJE. Specific areas include: Jewish Educational Leadership - supporting collaborative development, implementation and coordination of quality Jewish education, serve as chief liaison to the Jewish community and actively assist Federation in establishment of priorities in Jewish education; CAJE consultative and direct services - ensure proactive involvement with all educational agencies throughout the community from early childhood through teens and adulthood, and develop programs that meet current and emerging needs of the various groups in the community, maintain strong cadre of teachers, create partnerships with institutions of higher learning and other educational institutions interested in distance learning, and maintain the Jewish educational resource center; oversee all internal agency activities, and provide advice and assistance to the Board of Directors.</p> |
| 12. | <p>Dir of Educational Services
Jewish Education Council
Montreal
August, 1999
Competitive</p> | <p>Masters Degree and 10 years of related experience. Competencies in Judaic and general studies, professional development, evaluation, supplementary and informal education.</p> | <p>Provide vision and leadership to the Department, serving a vibrant network of schools and organizations. Plan and direct professional development programs; provide educational consultation to individuals and organizations; and, manage educational programs.</p> |
| 13. | <p>Adult Jewish Learning
Coordinator
Rochester, NY
\$30 - 40,000
Immediate Opening</p> | <p>Knowledge of Judaica and commitment, enthusiasm, motivation well organized and supportive of Jewish life and of Klal Israel.</p> | <p>Creation and coordination of a NEW Adult Jewish Education Forum engaged in exploration of new programming, calendar review and coordination, and the creation of a community marketing plan for adult Jewish education.</p> |
| 14. | <p>Head of School
Jewish Community High
School
Vancouver, BC
\$90-110,000- Canadian</p> | <p>MA or equivalent, Experience in teaching and administration. Extensive knowledge in Jewish education.</p> | <p>Help create a new, dynamic secondary school, develop policies and plans for the school. Recruit faculty; monitor daily school activity; enhance professional development; plan and implement Judaic studies program.</p> |
| 15. | <p>Education Services Director
The Osher Marin Jewish
Community Center
San Rafael, CA
Summer, 1999</p> | <p>Advanced degree in Jewish education and strong background in formal and informal Jewish education required. Five years supervisory experience, communication, organizational, and administrative skills desirable.</p> | <p>Responsibilities include: developing and coordinating Jewish education programs, implementing staff development, acting as a liaison to other community organizations, and developing and monitoring budget.</p> |

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|-----|--|--|--|
| 16. | Director of Jewish Community High School
CAJE
St. Louis
\$50 - 55,000
July 1, 2000 | MA in Jewish education; experience working with Jewish teens; experience with curriculum development in both formal and non-formal education with teens. | Providing leadership for a NEW community High School program. Serving as an educational resource consultant for formal and non-formal educational programs for teens; providing leadership on a management team that will guide community wide Jewish teen Initiative. |
| 17. | Assistant Executive Director
Coalition for the Advancement Jewish Education (CAJE)
New York, NY
Immediate | Background in Marketing , Development and Membership activities and a commitment to Jewish Education | Staff leadership for the areas of membership development, program development and fundraising . Work closely with the National Board. Provide management assistance to the Executive Director and supervise staff. |
| 18. | Hebrew and Judaic Studies Dir
Portland Jewish Academy
Portland, OR
\$50,000 negotiable
Summer, 2000 | Minimum of a MA in Jewish Education or Jewish Studies and 2 years of classroom teaching in a day school environment. Hebrew Language proficiency. Prefer administrative experience. | Oversee all curriculum and instruction issues for the Hebrew and Judaic Studies program in a K-8 school with 200+ students. Supervise faculty and provide leadership to the Board and faculty in the areas of Hebrew and Judaic studies. |
| 19. | Head of School
Heritage Academy
Tulsa, OK
\$40 - 50,000
Summer, 2000 | Graduate degree in Education and/or Jewish Education and minimum of 5 years of experience in an administrative position in education. | Provide leadership for a community day school (P-K through 5 th grade) |
| 20. | Head of School
Shalom Day School
Sacramento, CA
Summer, 2000 | Awaiting Application
Filled - Rabbi David Ribakoff | |
| 21. | Head of School
Community Talmud Torah
Denver, CO
\$40 - 60,000
July 1, 2000 | MA in Education, Judaica or related field, 5 years as principal or assistant principal or related experience, solid background in Judaic studies and comfortable with a conservative/traditional congregational setting. | Head a joint congregational education program for 180 students in grades k to 8. Develop, implement and evaluate an exciting and evolving program of Hebraic and Judaic studies for students and their families. An emphasis on Jewish Family Education and community involvement has been adopted by the board and the two congregations. |
| 22. | Principal
Day School
St. Paul Talmud Torah
St. Paul, MN
Summer, 2000
\$65,000 + | Masters degree in Jewish Education or the equivalent, Strong background in Judaica and Educational Administration, minimum of 5 years of teaching and administrative experience in a day school setting. | Serve as the Educational Leader of a thriving 180 Student, K - 6 th grade community day school under the leadership of the Talmud Torah Executive Director. Provide vision and direction to the school in all aspects of programming including organizational work with the Board and committees, supervision and mentoring of faculty, and curriculum development. |

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| 23. | <p>Director of Education
Hillel Academy/Ottawa
Talmud Torah Board
Ottawa, ONT
\$70 - 80,000 (CA)
July 1, 2000</p> | <p>Minimum of 10 years of educational experience preferably at the elementary level; Graduate degree in Jewish education/Jewish Studies; eligible for Ontario teacher certificate; Principal's certification; fluent in English with competency in Hebrew and French.</p> | <p>Supervision and authority of all aspects of school operation for a Jr. K to 8th grade school with 400 students; teacher evaluation and supervision; represent school to Ontario Ministry of Education.</p> |
| 24. | <p>Director of Judaic Studies
Gray Acad. of Jewish Ed.
Winnipeg, Manitoba
August, 1999
Commensurate w/ Exp.</p> | <p>Advanced degree in Judaic Studies and/or Rabbinic Ordination with relevant experience.</p> | <p>Serve as head of Judaic studies at a pluralistic community day school with responsibility for recruitment, supervision and evaluation of Judaic staff, supervision of the Judaic studies program, development and implementation of curriculum and promotion of professional development for teachers. The school (K-12) has 760 students.</p> |
| 25. | <p>Executive Director, The Harold Grinspoon Foundation
West Springfield, MA
Immediate Opening
Salary Open</p> | <p>The Harold Grinspoon Foundation, located in Western Massachusetts, seeks a full-time executive director with a strong commitment to, advanced degree in, and/or experience in Jewish education. Excellent interpersonal, organizational, and communication skills are required. Nonprofit fiscal management skills preferred.</p> | <p>Responsibilities include: reviewing grant requests for board action; evaluating grants and activities; researching new initiatives; representing the foundation to others; and supervising a staff of seven.</p> |
| 26. | <p>Head of School/General Studies Principal
Milwaukee Jewish Day School
Milwaukee, WI
Summer, 2000
\$80 - 100,000</p> | <p>Masters degree in a related field, experience in both teaching and administration, knowledge of curriculum development. Background in Jewish education desirable. Doctorate is desirable.</p> | <p>Fulfill all leadership responsibilities for this K/4 to 8th grade community day school with 350 students including faculty, curriculum, Board leadership, financial development and administrative responsibilities, and interface with parents. Serve as a warm, nurturing, creative leader.</p> |
| 27. | <p>Assistant Professor
Jewish Education
HUC-JIR
New York
Summer, 2000</p> | <p>Ph.D or Ed.D. in either Jewish education or Education with a strong background in Judaic Studies. Demonstrated expertise or experience in supplementary or day school education; curriculum planning, adult family or informal education; or teacher training or supervision.</p> | <p>Serve as the professor of Jewish education at the New York campus of HUC.</p> |
| 28. | <p>Assistant Director
Commission for Jewish Education
West Hartford, CT
Immediate</p> | <p>Awaiting Application</p> | |

29.	Director Fingerhut School of Education University of Judaism Los Angeles Summer, 2000	Awaiting Application	
30.	Assistant/Associate Professor in Jewish Education Cleveland College of Jewish Studies Summer, 2000	Earned doctorate in Jewish Education or Jewish Studies and the ability to teach a wide range of courses in Jewish education	Serve as a key member of CJCS's education department with responsibilities for teaching and developing an extensive range of academic and in-service professional development programs. The person also serves as a resource to the Jewish community of Cleveland.
31.	Head of Judaic Studies - VP Talmud Torah Day School Vancouver, BC Summer, 2000	Knowledgeable in Torah and Talmud, an innovator and educational leader with a commitment to progressive education. A MA in Jewish Education or the equivalent is a prerequisite.	Oversee the Judaics program for a Nursery - 3 through grade 7 community day school with 600 students including professional development, supervision, curriculum development, coordinating school programs and teaching. Individual must be a Team Player.
32.	Principal Jewish Day School of Santa Barbara, CA 6/1/2000 or earlier \$70 - 100,000	MA or PhD in Education or Educational Administration, strong background in Judaica and competency in Hebrew (advanced degree in Judaica desirable), minimum of 5 years in educational administration and 5 years in teaching.	Serve as the educational head of a NEW Jewish Day School to open in Fall, 2000 with Kindergarten to 3 rd grades and expanding by one grade each year. Supervision of faculty, Board development, financial management, curriculum development and all other aspects of school leadership.
33.	Head of School Sinai Academy of Berkshires Pittsfield, MA July, 2000 \$42 - 50,000	Graduate degree in Jewish Education or the equivalent with a strong background in Judaica, minimum of 3 to 5 years in day school teaching and administration.	Serve as educational and administrative leader of a 30 to 40 student, K to 5 th grade day school. Coordinate all educational activities, both formal and informal, supervise faculty, develop curriculum, interface with the Board and manage all financial records.
34.	Educational Director Cong. Netivot Shalom Berkeley, CA July, 2000	Awaiting Application	
35.	Director Mentoring Program JCC & CJE West Hartford, CT	Filled	
36.	Head of School Greater Phoenix Jewish High School Phoenix, AZ	Filled - Jay Schechter	

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| 37. | Camp Ramah Director
New England
Office in Boston
Summer, 2000 or earlier
\$70-80,000 | MA degree or higher in Jewish education of Jewish studies and a minimum of 5 to 10 years of experience as head of a school or camp with a volunteer board. Excellent people and organizational skills, a strong commitment to Conservative Judaism and fluency in Hebrew. | Serve as the Director of a Summer Camp and all related programs including recruitment, facilities management, staffing, and financial management. |
| 38. | Coordinator of Judaic Studies
Mid-Peninsula Jewish
Community Day School
Palo Alto, CA
Summer, 2000
\$40 - 70,000 | MA in Jewish Education preferred and at least 4 years of teaching in an elementary Jewish Day School | Serve on the administrative team in this 280 student (K to 8) community day school with responsibilities in the areas of Judaic faculty selection and supervision, Judaic curriculum development, school-wide Judaic programs and coordination with the Hebrew department. In addition, there will be approximately 10 hours per week of classroom instruction. |
| 39. | Dir of Youth Professional
Fellowship
BJE
San Francisco, CA | Awaiting Application. | |
| 40. | Youth Initiative Director
Jewish Educ. Center
Cleveland, OH
Summer, 2000
\$50,000 | MA preferred in education, a strong Jewish background and a minimum of five years experience working with Teens. | Consult with community institutions to create long-term, vision based plans; design and administer grants allocation process and professional development program, build collaborative relationships with professionals in the community. |
| 41. | Youth Initiative Coordinator
Central Agency
Kansas City, MO
Summer, 2000 | Awaiting Application | |
| 42. | Head of School
Jewish Community High
School of the Bay
San Francisco, CA
Summer, 2000 | Awaiting Application | |
| 43. | Head of School
New Houston Jewish
Community High School
Houston, TX
July, 2000 | Awaiting Application | |
| 44. | Community Family Educators
Agency for Jewish Education
Detroit, MI
Summer, 2000 | Awaiting Application | |
| 45. | | | |
| 46. | | | |



JEWISH EDUCATORS ASSEMBLY

426 West 58th Street New York, New York 10019

212-765-3303/3310

TO: Jewish Educators Assembly Members
 FROM: The Joint Committee on Educator Placement
 DATE: February 1, 2000
 RE: Available Educator Positions

CONFIDENTIAL

 All position listings below are sent to our members in confidence.

It is considered a violation of our Code of Practice:

- 1) to pass along this information to a non-JEA member
- 2) to apply directly or indirectly to a SSDS/USCJ school position by sending resumes or being interviewed without having applied through the Joint Committee on Educator Placement
- 3) to apply to any SSDS/USCJ school in answer to a newspaper ad or through an employment agency.

If you are interested in any of the listings below, please contact: Rabbi David L. Blumenfeld, Director of Joint Placement, at The United Synagogue of Conservative Judaism - (212) 533-7800, Ext. 2612 for an application and placement. We will lend you every assistance in absolute strictest confidence.

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<u>DAY SCHOOLS</u>	<u>POSITION</u>	<u>SCHOOL SIZE</u>	<u>SALARY/PACKAGE</u>
CALIFORNIA (Los Angeles)	Educational Head Day Sch & Cong. Sch & Nursery	549	\$110,000 (Package)
✓ CONNECTICUT (Woodbridge)	Judaic Studies Coordinator	230	\$40/60,000 (+ benefits)
FLORIDA (Southeast)	Educational Dir	New School	\$75/125,000 (+ benefits)
FLORIDA (Jacksonville)	Educational Dir Day Sch. -Judaic Head & Cong Sch.	187	\$65/75,000 (+ benefits)
MARYLAND (Wash. DC Area)	Head of School	1,260	\$100,000 + (+ benefits)
MASSACHUSETTS (Boston Area)	Director - Lower Sch	610	\$65,000 + (+ benefits)
MICHIGAN (Detroit Area)	Judaic Studies Head (Mid Sch) General Studies (Mid Sch)	770	\$65/75,000 (+ benefits) \$65/75,000 (+ benefits)
✓ NEW JERSEY (Central)	Judaic Studies Coordinator	315	\$40/50,000 (+ benefits)
NEW JERSEY (Northern)	Principal	150	\$80/110,000 (+ benefits)
NEW YORK (Long Island)	Principal (General)	420	\$80/95,000 (+ benefits)
NEW YORK (Westchester)	Principal(Upper School) Principal (Lower School)	New 500	\$100,000 (+ benefits) \$100,000 (+ benefits)

PLEASE SEE PAGE 2 FOR FURTHER LISTINGS

DAY SCHOOLS

	<u>POSITION</u>	<u>SCHOOL SIZE</u>	<u>SALARY/PACKAGE</u>
✓ PENNSYLVANIA (Pittsburgh)	Judaic Studies Coordinator	395	\$60,000 (+ benefits)
✓ RHODE ISLAND (Providence)	Director-Judaic Studies	235	\$55/60,000 (+ benefits)
✓ TENNESSEE (Memphis)	Judaic Studies Coordinator	200	\$45,000 (+ benefits)
TEXAS (Southern)	Educational Head of all Schools (Supervisor over principals)	Sun/Heb:243/HS: 183/SSDS:216/Nursery:114	\$80/100,000 + (+ benefits)

12/100

CONGREGATIONAL SCHOOL

	<u>POSITION</u>	<u>SCHOOL SIZE</u>	<u>SALARY/PACKAGE</u>
CONNECTICUT (Bridgeport)	Educ. Dir	Sun/Heb: 185	\$40/50,000+(+ benefits)
CONNECTICUT (New London)	Educ. Dir	Sun/Heb: 40	\$35/45,000 (+ benefits)
CONNECTICUT (Westport)	Educ. Dir	Sun/Heb: 450	\$50/65,000 (+ benefits)
FLORIDA (Miami)	Educ. Dir	Sun/Heb: 268	\$35/65,000
FLORIDA (Orlando)	Educ. Dir	Sun/Heb: 100	\$40/55,000 (+ benefits)
IOWA (Des Moines)	Educ. Coordinator	For synagogue	\$40/45,000 (+ benefits)
ILLINOIS (Chicago Area)	Educ. Dir (K-4)	Sun/Heb: 530	\$55/65,000 (+ benefits)
IOWA (Sioux City)	Educ. Dir.	Sun/Heb: 70	\$40/50,000
KENTUCKY (Louisville)	Educ. Dir.	Sun/Heb: 123	\$45/60,000
MISSOURI (St. Louis)	Educ. Dir.	Sun/Heb: 322	\$60,000 + (+ benefits)
MASSACHUSETTS (Lexington)	Principal (K-6)	Sun/Heb: 150	\$50/65,000 (+ benefits)
	Principal (7-12)	Sun/Heb: 100	\$40/55,000 (+ benefits)
NEVADA (Las Vegas)	Educ. Dir.	Sun/Heb: 50	\$45/50,000 (+ benefits)
NEW JERSEY (Southern)	Educ. Dir.	Sun/Heb: 500	\$70/75,000 (+ benefits)
NEW JERSEY (Central)	Educ. Dir.	Sun/Heb: 225	\$45/55,000
NEW YORK (Long Island)	Educ. Dir.	Sun/Heb: 291	\$40/50,000

PLEASE SEE PAGE 3 FOR FURTHER LISTINGS

CONGREGATIONAL SCHOOL

	<u>POSITION</u>	<u>SCHOOL SIZE</u>	<u>SALARY/PACKAGE</u>
OHIO (Akron)	Educ. Dir.	Sun/Heb: 110	\$30/40,000 + (+ benefits)
OKLAHOMA (Tulsa)	Educ. Dir.	Sun/Heb: 300	\$55,000 + (+ benefits)
PENNSYLVANIA (Phila. Area)	Principal (P/T)	High Sch: 150	\$25/30,000
VIRGINIA (Herndon)	Educ. Dir.	Sun/Heb: 379	\$50/60,000 (+ benefits)
VIRGINIA (Richmond)	Educ. Dir.	Sun/Heb: 237	\$50/65,000 (+ benefits)
WASHINGTON (Seattle)	Educ. Dir.	Sun/Heb: 185	\$40/50,000 (+ benefits)

UNITED SYNAGOGUE - GREAT LAKES & RIVERS REGION (Cleveland, O) REGIONAL DIRECTOR
 Experienced communal executive or rabbi to provide services for affiliated USCJ congregations in region.
 Position available immediately. Salary - Open.

USCJ REGIONAL YOUTH DIRECTORS - 1) CRUSY - (Office will be either in Detroit or Cleveland)
 (High \$20's to mid \$30's) 2) SOUTHEAST - (Plantation, FL office) (High \$20's to mid \$30's)

CAMP RAMAH (BERKSHIRES) - Rosh Hinuch - Year round, Part-time position. Salary Negotiable.

CAMP RAMAH (NEW ENGLAND) - Director - Year round, Full-time position. Office in Boston area.
 Salary and benefits commensurate with experience.

UNIVERSITY OF JUDAISM (L.A.) - Director - Fingerhut School of Education .



NATIONAL ASSOCIATION OF TEMPLE EDUCATORS

AN AFFILIATE OF THE UNION OF AMERICAN HEBREW CONGREGATIONS

אגודת המחנכים ליהדות המתקדמת

PLACEMENT LISTINGS
SEPTEMBER 30, 1999
20 TISHRI 5760

Rabbi Stanley T. Schickler, RJE
Executive Director
National Association of Temple Educators
633 Third Avenue-7th Floor
New York, NY 10017-6778

212-452-6510
FAX: 212-452-6512
nateoff@aol.com
www.rj.org/nate

If you are interested in any position listed below, contact the NATE Office immediately. TO BE A CANDIDATE FOR A POSITION, AN ORIGINAL UPDAT PLACEMENT APPLICATION must be on file and your dues must be current. If you do not have a current APPLICATION FOR PLACEMENT on file, please cont the NATE Office. One will be sent to you immediately. Do not return the placement application by fax. The original MUST be on file.

DO NOT CONTACT any congregation/agency directly until you have been notified by the NATE Placement Office that the institution to which you are apply has been advised as such. In addition, if ANY institution contacts you directly, even one in which you might be a member, please refer that institution to YO NATE Placement Service IMMEDIATELY.

Please note that this Placement List is sent in confidence to our members. It is a violation of professional ethics to pass along the information so that a n NATE Educator may apply directly to a congregation listed. It is also a violation for you to send your resumé directly.

DO NOT CONTACT ANY INSTITUTION LISTED BELOW WITHOUT FIRST UTILIZING THE SERVICES OF YOUR PROFESSIONAL ASSOCIATION.

FULL-TIME

POSITION AND LOCATION	SALARY	DESCRIPTION*****
1. Regional Director for Youth and Informal Education, UAHC, in the following locations: UAHC Midwest Council: Full-time; provide consulting service congregations, train youth workers, develop informal education programs and direct regional youth staff; travel required; MA required. For more details, contact the NATE Placement Office.		
2. UAHC, Department of Jewish Education, Regional Educator positions available in the following UAHC regions: Mid-Atlantic Council, Midwest Council, Pacific Northwest Council, and the Southwest Council. Two days/week; \$18,000. For more details, contact the NATE Placement Office.		
3. Educator, Temple Beth El, Aptos, CA	\$50,000	571 families; 273 families; PreK-11
4. Educator, Congregation Shir Hadash, Los Gatos, CA	\$55-65,000	510 families; 388 students; PreK-10
5. Director of Education, Temple Adat Shalom, Poway, CA (San Diego area)	\$50,000-60,000 BOE	670 families; 340 students; PreK-10
6. Director of Jewish Education, Congregation Beth Shalom, Sioux City, IA.	\$40-50,000	200 families; 70 students; PreK-10
7. Educator, Congregation Beth Torah, Overland Park, KS (Kansas City, MO) Shabbat/Sunday	\$50,000 (minimum base)	620 families; 410 students; K-10;
8. Director of Education, Temple Israel, Omaha, NE	\$50-57,000	803 families; 297 students; PreK-12
9. Educator, Congregation Beth Elohim, Brooklyn, NY	\$50-55,000	547 families; 328 students; PreK-12
10. Assistant Professor of Jewish Education, School of Education Hebrew Union College-Jewish Institute of Religion, New York City, NY		PLEASE CONTACT NATE PLACEMENT OF
11. Educator, Westchester Reform Temple, Scarsdale, NY	\$60,000 minimal (base)	1029 families; 666 students; PreK-12
12. Educator, Reform Temple of Suffern, Suffern, NY	\$60-65,000 P	275 families; 277 students; PreK-12
13. Educator, Anshe Chesed Fairmount Temple, Cleveland, OH	\$55-70,000	1800 families; 711 students; K-12
14. Educator, Congregation Beth Shalom, Arlington, TX (Dallas)	\$30,000	282 families; 216 students; K-10
15. Education Director, Congregation Beth Ahabah, Richmond, VA	\$35-45,000	720 families; 250 students; K-10

PART-TIME

- 16. Educator, Temple Emanuel, Haverhill, MA \$25-30,000 350 families; 176 students; PreK-12
- 17. Educator, Vassar Temple, Poughkeepsie, NY \$25-30,000 395 families; 170 students; K-10

PRE-SCHOOL/DAY SCHOOL

- 18. Principal, The King David School, Melbourne, Australia. N/A Co-educational Progressive Jewish day school of 500 students from pre-school through senior secondary
PLEASE CONTACT NATE PLACEMENT OFFICE
- 19. Pre-School Director, Congregation Beth Israel, Scottsdale, AZ \$30-45,000 BOE 160 families; 173 students; Infants-K; weekdays
- 20. Director of Early Childhood Education, Temple Solel Early Childhood Center, Encinitas, CA \$40,000 +/- 90 families; 105 students; M-F
- 21. Director of School, Temple Emanuel Community Day School, Beverly Hills, CA \$95,000 salary base 240 families; 311 students; PreK-8; M-F
- 22. Director of Early Childhood Education, Temple Emanu-El Pre-School, San Francisco, CA \$40-66,000 PLEASE CONTACT NATE PLACEMENT OFFICE
- 23. Director, Temple Beth Am Day School, Miami, FL PLEASE CONTACT NATE PLACEMENT OFFICE

AWAITING APPLICATIONS

- 24. Educator, Congregation Or Hatzafon, Fairbanks, AK
- 25. Educator/Administrator, Temple B'nai Israel, Little Rock, AR
- 26. Pre-School Director, Congregation Beth Israel, Scottsdale, AZ (Phoenix)
- 27. Educator, Congregation Or Chadash, Tucson, AZ
- 28. Educator, Temple Menorah, Redondo Beach, CAIN NEGOTIATION
- 29. Educator, Temple Emanuel, San Jose, CA
- 30. Educator, Congregation Sherith Israel, San Francisco, CA
- 31. Educator, Temple Shir Shalom, Bradenton, FL (part-time)
- 32. Educator or Cantor/Educator, Temple Beth El, Hollywood, FL
- 33. Educator, Congregation of Liberal Judaism, Orlando, FL
- 34. Educator/Soloist, Temple Judah, Cedar Rapids, IA
- 35. Lower School Coordinator, The Rashi School, Dedham, MA
- 36. Educator, Bet Shalom Congregation, Hopkins, MN
- 37. Educator, Temple Israel, St. Louis, MO
- 38. Educator, Temple Beth El, Huntington, NY
- 39. Educator, Temple Beth Shalom, New City, NY
- 40. Educator, Temple B'rith Kodesh, Rochester, NY
- 41. Director of Education, Congregation Beth Tikvah, Worthington, OH
- 42. Educator, Temple Sinai, South Burlington, VT

Questions ? Concerns ? Call, fax, or e-mail us at the numbers above.

—PROFESSIONALISM STARTS WITH YOU—

Our colleague, Rabbi Philip Bregman, Temple Sholom, Vancouver, British Columbia, has informed me that all four of the Jewish day schools in the Greater Vancouver area are currently engaged in a professional search to fill a number of senior positions. If you are interested in the possibilities, please call him at 604.266.7190/FAX: 684.266.7126.

**S = new salary
 PT = part-time
 FT = full-time
 ☆ = NATE member
 BOE = based on experience

AP = approximately
 +/- = plus or minus
 P = package
 COE = Contingent upon experience
 (with only the minimum salary listed)

******* = Unless otherwise noted, all supplemental school listings have Sunday and mid-week sessions.**