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Miscellaneous. Correspondence, notes, and reports,
July 1993-April 1994.

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Temple Beth Tikvah
9955 Coleman Rd.
Roswell, GA 30075

To: Dr Adam Gamoran
From: S. Fox

Aug. 18, 1993
5 PAGES

Fax #: 608-262-4747

DEAR Adam,

ENCLOSED IS
LETTER + EARLY
VERSION OF
DRAFT (JULY 1)
IT WOULD NOT
HAVE BEEN SO
DEFINITIVE.

THANKS
P/c Ape



y) 757 757

FACSIMILE TRANSMISSION

To: Mr David Hirschhorn

From: Seymour Fox

Date: 19/5/93

Fax Number: 410-659-0552

Dear David,

I hope that you are feeling well and look forward to a phone conversation based on this letter to you.

I understand that there are two issues that you would like clarified related to your foundation's support of the Monitoring, Evaluation and Feedback project:

1. your belief - which is shared by Mort Mandel and others - that the local community should be responsible for the salaries of the local researchers. We have taken several steps in this direction and though this is not feasible for this year, we intend to work with the local communities and hope that they will understand that they must assume responsibility for this as soon as possible.

2. The issue of the goals of Jewish education and their relationship to this project.

a. You are absolutely correct that it will be impossible to evaluate progress or impact of the Lead Communities project without an articulation of goals.

b. We have begun to work with the local communities to prepare them to undertake this assignment.

c. By and large they are not prepared to undertake this assignment. *they must be prepared*

Letter of Agreement
ack d. We are therefore negotiating with the denominations -- reform, conservative and orthodox, and asking them to undertake this assignment in collaboration with the CIJE and the local educational

July 1, 1993

Mr. David Hirschhorn
The Blaustein Bldg.
P.O.B. 238
Baltimore, MD 21203
U.S.A.

Dear David,

It has been both a pleasure and a challenge to work with you on redesigning the monitoring, evaluation and feedback project of the CIJE. The redesigning and revision of this project was undertaken in a series of intensive meetings, held both in the United States and Israel -- with the participation of Profs. Adam Gamoran and Ellen Goldring. I am enclosing a revised version of the original proposal for this project. However, this letter has as its purpose an elaboration on a key element in the entire proposal -- and that is the importance of deciding upon goals for the lead communities.

Because evaluation cannot be undertaken without a description of the outcomes hoped for, it is understood that the CIJE staff will guide the local commissions in the lead communities, as well as the staff, of these commissions in the process of deciding upon those goals that the evaluation will be based upon. These goals will be in the cognitive, emotional and behavioral domains. That is -- they will measure the knowledge, the attitudes, commitments and behaviors that will characterize a successful educational undertaking. Goals will be established for the enabling options (personnel and community development) and for the programmatic options (supplementary schools, day schools, community centers, etc.).

The CIJE has successfully recruited the national denominations to join with the lead communities in developing these goals. Each of the denominations have over the years developed goals for curricula and for programs. Together with the local CIJE staff, the local institutions (schools, community centers) will decide on the specific goals that they expect to be evaluated upon. In addition, the resources of institutions of higher Jewish learning throughout the world that have been dealing with the issue of goals will be offered to the local communities to help them in this endeavor.

The CIJE will also encourage and help the local lead communities

to develop vision statements that will describe the overall purpose of the lead community project, as well as how it expects to be judged.

A new budget is being prepared and will be submitted to you so that you will be able to agree upon how the \$100,000 per year that your foundation is prepared to commit will be allocated. As I indicated in my previous correspondence, every effort will be made to convince the lead communities to assume responsibility for the salaries of the field researchers that are working in their communities.

I look forward to discussing this letter and the enclosed document on the telephone with you as soon as possible with the hope that we can prepare a final letter of understanding soon thereafter.

With very best regards to Barbara and looking forward to speaking with you --

Sincerely yours,



Facsimile Cover Sheet

To: Professor Adam Gamoran
Company: University of Wisconsin
Phone:
Fax: 608 262 ~~2440~~ 4747

From: Julie Tammivaara
Company: Council for Initiatives in Jewish
Education
Phone: 410 653 4648
Fax: 410 653 3727

Date: 08/29/93

**Pages including this
cover page:** 14

Comments:

Adam,

Here is the interview with D.H. I have used a pseudonym. He is married to a Blaustein. According to one of their schoolmates, both his children [a boy and a girl, I believe] have turned to ultra orthodoxy or that's what I inferred from the phrase "They frummed out on him." My informant is a rabbi who grew up in Baltimore but resides in New York at present.

IV's father was imprisoned in the '80s for some financial misdeeds; it is unclear whether mom stuck by him. Other than this tidbit, I have never heard him mentioned while she, the mom, is everywhere in the press. GF's dad made his pile in the construction business and gives generously, especially to BT but I don't hear his name associated with educational stuff on a regular basis. More to follow. Do you want this gossip?

J

Dan Whitehead
Lay Leader
Baltimore, Maryland
12 August 1993
3:30 - 4:15

Julie Tammivaara

Thank you for taking this time; I appreciate it very much. I'd like to ask you a few questions that we on the Monitoring, Evaluation, and Feedback Project are asking people.

Alright.

First, I'd like to begin with a rather personal question; I hope you don't mind. Of all the things a person of your resources and talents could have done, one thing you are participating in is Jewish life. What in your background led you to make that decision?

The interest in Jewish education?

Yes.

Well, that wasn't a very difficult decision. I'm fundamentally concerned about the survival of Judaism. I look upon Jewish education as one of the key vehicles to assure survival.

Did you participate in Jewish education as a youth?

Yes, I did. It wasn't very good. That's another reason, I guess, why I'm interested in it. I went to a one-room schoolhouse type Jewish education which was very badly handled and I felt that that didn't serve the purpose that was intended. When I was a young man, the concern about survival was a different one than it is today. Now it's a matter of assimilation and intermarriage. Back then it was physical survival.

Sure, sure. Now you served on the Commission on Jewish Education in North America?

Right.

How did that participation come about?

Well, some twelve, thirteen years ago, our family based on the interest in Jewish education established an endowment fund at The Associated called the Jacob and Hilda Blaustein Fund for the Enrichment of Jewish Education. At that point we were interested in trying to improve the quality of Jewish education, making Jewish education a more acceptable area of interest for young Jewish people, young Jews. My experience with that led me to continue to extend my interest in Jewish education. One of the reasons I have been interested in the whole issue of evaluation and monitoring and so on is because I sometimes believe or find that there's very little evaluation being done. There's very little accountability. Huge sums of money are spent on Jewish education without any meaningful accountability. So, that was reinforced in my mind as a result of the work

I have been doing and continuing involvement with this endowment fund as well as at The Associated. I was involved with one of the first task forces on Jewish education at The Associated back in the late '70s.

Did you participate on the strategic plan committee as well?

Yes, I did.

The Commission was initiated by Mort Mandel, is that correct?

Right.

And he invited you to become a part...

I was invited to become a member of the Commission.

Are you the only person from Baltimore that served on that Commission?

No, there's another person by the name of Robert Hiller who used to be the federation executive prior to Steven Sollander. Darrell Friedman succeeded Steven Sollander; Steven Sollander succeeded Robert Hiller.

Oh, okay.

Robert Hiller left The Associated to become the head of the Council of Jewish Federations.

Is he still in Baltimore or is he in New York.

He's still in Baltimore. He's now retired doing consultant work.

In the Commission meetings, they met over a period of a year or two, I believe.

Yes, the Commission met--I'm trying to remember time--but it must have been at least, it must go back about four years now when the Commission was first born.

So you were an advocate of the Monitoring, Evaluation and Feedback Project from the beginning.

Right, right. I have a special interest in furthering that because it struck me that the major gap, not unlike public education it's a gap in public education too in terms of accountability.

How do you visualize the work of the Monitoring, Evaluation and Feedback Project?

How it should be done?

Yes.

Well, it follows a standard format. You have to establish goals in the first instance, identify what you are trying to accomplish, and then develop your baseline information as to where you are, then

keep track of what progress is being made. Progress can't be measured except against some pre-determined goals. Goals vary. Goals in each instance are not the same. The evaluation takes two forms. The more simple evaluation is the quantitative and the more difficult is the qualitative but I think they are equally important.

Given that Jewish education in Baltimore and the other two lead communities is fairly wide-spread and complex, how would you see setting the priorities for becoming involved in these efforts.

Setting priorities for what? I'm not sure I understand your question.

Jewish education here in Baltimore is very large and very complex. It involves day schools, religious schools, pre-schools, adult education, informal educational. Where do you envision the... You have to start somewhere...

Which area of Jewish education?

Right.

Well, I guess the primary ones are in the formal Jewish education. That is where the larger sums are spent.

That would include the day schools and...

The day schools and the congregational schools. As far as age level, the area where the schools have the greatest difficulty and have been least effective is as they get up in the age level, in other words as they get up to the years immediately pre-bar or bas mitzvah and beyond, that's where the greatest fallout is.

Yes.

However, that does not mean that there isn't a rather important need in the earlier years too because it's the failings in the earlier years that result in the fallout in the latter years. The effectiveness of Jewish education to young people is not great enough to keep them interested.

What do you think the biggest challenge is to teachers of the pre-bar and bas mitzvah religious schools students?

Greatest challenge?

Yes.

I guess the most important thing is to help young people understand why it is important to be Jewish. I don't think enough time and concentration is spent on the substantive purposes of Jewish education. Too much is spent on the mechanics. Learning to read Hebrew, while important, is not as important as learning to understand your heritage and the reasons why Judaism is good and important to your life.

Would say this is true across movements?

It has its variations. Among the Reform, Reconstructionists and Conservative, it's roughly the same. The day schools, however, go in the other direction. They put a great emphasis on tradition and teaching by rote, not necessarily teaching why it is important to be Jewish but just teaching you to practice as a Jew. That's the difference.

So you see needs in both the day schools and the religious schools.

The day schools won't agree with that. They think they're doing an outstanding job.

Where did you develop this idea, the idea that there's too little emphasis on the importance of Jewish identity.

I don't know where I developed it. To some extent it's my own thinking although in the last two or three years there's been a ...the last couple of years... I hate to take credit for it because I don't think I was that influential, but I made that point also in my participation at the North American Commission. I managed to raise the question, "What's the big deal about being Jewish?" We are taking it for granted as though you have to be Jewish in order to survive.

That was one of the themes that you...

The theme that I've been promoting. There have been some papers written on that subject in the last year or so. The American Jewish Committee, Dr. Stephen Bayme, wrote a paper on the subject. There have been some discussions at the American Jewish Committee, an organization with which I am involved and active in, as well. They have one of their... One of their departments is Jewish Communal Affairs.

What organization is he with again?

American Jewish Committee. I don't know how much familiarity you have with it.

I haven't run across his name. I have been doing a lot of reading, of course, but I have not run across his name so I appreciate that.

He's the professional head of that aspect of the American Jewish Committee's work. The American Jewish Committee has a range of areas...[He coughs extensively]

I hope that isn't painful for you to cough like that.

A little bit. Given that I've just recently...

Are you wearing one of those garments around your chest.

No, I haven't had one of those. Sometimes I think maybe I ought to have one.

I think they're very helpful.

Whenever I cough, I twinge.

Yes. I understand they are very helpful.

Yes.

Have you seen any changes in Jewish education across time? From when you were younger until today?

Yes, I think that when I was a young person, I'm 75 now, so we're going back a few years. When I was a young person going through the formative years and when I was exposed to Jewish education, Jewish education was almost exclusively Orthodox. As I mentioned earlier, the quality was not great. There was a reliance on tradition and observance of the rituals and not enough time spent on teaching why.

You mean the meaning? Bringing the meaning home to people?

Yes. I think bringing home the meaning of Judaism is first and foremost the most important part of Jewish education. Nothing says that I have to be Jewish. I'm born Jewish but that doesn't mean I have to be Jewish. I have to have a reason to want to be Jewish. In my instance, I am convinced I want to be Jewish, not that haven't had the opportunity to consider other ways living. I have given thought to it. There are many, as you may know, from surveys that have been taken... Only about half of the people who consider themselves Jews have any involvement with Jewish education.

Right. One of the things I am hearing from educational directors and teachers in the religious schools, is that it is very difficult to work with kids after a full day of school.

Right.

Given that circumstance, if you could create the ideal religious school, not a day school, but a part-time school for young people, what would it look like?

I'm not an educator, so I don't qualify for a response to that. I'm a lay person. My involvement with Jewish education is extracurricular. I don't claim to be an expert on Jewish education. Essentially my feeling is that the cause of the challenge you have just mentioned, because you are trying to teach young people after a day at school and then their desire to be involved with other activities, sports, and dramatic arts, and arts generally, you are in competition with them. That's true. That makes the challenge all that more important that the Jewish education be creative, that it not be just the mechanical education, that it be done in a way that attracts them to want to go to learn. That's not different than your secular education. Secular education falls flat as well if it isn't done properly and effectively.

I would agree with you.

I guess the only difference secular education, public not private, is that it is mandated. you have to do it. It is the law. There is no law that says you have to have Jewish education or Catholic education or Protestant education. There's no law.

Right.

Public education has the advantage but despite its advantage, they don't take advantage of their advantage. As a result, public education has been very badly flawed even though millions and millions of dollars have been spent. Spending money is not the only answer.

It's how you spend it.

It's how you spend it. That gets back to the matter of monitoring... Setting goals, monitoring and evaluating.

If I'm correct, the people who apply for Blaustein grants are required to have an evaluation component. Is that correct?

They're required to have an evaluation component, but one of my frustrations is getting them to do it.

Do you think this comes from a lack of expertise on the part of the applicants?

It's a combination. A lack of expertise and a resistance to it. The professionals in Jewish education like the professionals in public education are not standing out in front of the line wanting to be evaluated. They'd rather not be evaluated.

It sometimes can hurt.

Yes. There's a self preservation aspect to it. It's one of the difficulties. It's one of the frustrations that I have experienced in trying to determine whether the money that's being spent by the Blaustein fund is being well spent or not.

The new Center for the Advancement of Jewish Education that...

Oh, yes.

There's so many groups, I know. This is the part that includes the BJE and other pieces as well.

I know what you mean.

I wasn't present at the early meetings of the commission where that was being discussed. Was there any intention in creating that to increase accountability? Will that format help?

That was the general intent. I made a nuisance of myself in many meetings with the commission pushing the idea of evaluation. It has not come easily.

How will the new format encourage evaluation?

There's the possibility that since The Associated is the dispenser of funds, and he who spends money has a certain amount of clout. You don't have to give the money. You can withhold money if you don't get proper reporting.

The reporting will be more comprehensive in this new format?

Both that and how well it's done. It has to be done cooperatively. I don't think one can... Despite the fact you can withhold money, it won't work if that's the only way in which it's done. There has to be a desire on the part of the educators, both the lay and the professionals, to want to do it. They must recognize it's important to do it.

Whose job is it to persuade them that that's the case?

I don't think it's any one part. It's a cooperative persuasion. I don't think there's only one party... It can't be done only on one end. It's from the bottom up and from the top down. It can't be forced. You've had contact with the various Jewish educational agencies, I assume, since you've been here. I don't know what attitudes you've been able... to what extent you've been able to get a feel to what I am referring to, whether there's validity to what I'm raising as a concern.

I think there's general agreement in the concept, it's in the practice, that's another issue.

Yes. One of the things that's going to help get it done is if the process itself... If there is not total reliance on the participant alone in creating the methodology. If one says to the principal of the congregational school, "Here are ways of measuring, here are ways of keeping track of it, here are ways of determining whether you're doing it," there's a greater chance of success than if you just say...

"Go do it."

"Go do it." I think if you just say, "Go do it," not much is going to be accomplished.

Yes, yes. Again, that gets back to the cooperative, collaborative aspect.

You have to try to make it easy for them to do it, because there is the inherent resistance to want to spend time doing it or even understanding how it should be done.

That's an issue, too. I don't think a lot of people know how to do it.

That's right. They don't.

They need that expertise.

I'm a business man and I know from the business world which is not... You know, there are similar requirements in the business world, it does not come easily there, either, but it's easier because of the measurements of performance, profit, bottom-line measurements. It does make it easier.

Yes. It's a little hard when you're dealing in concepts and abstractions.

But it's not impossible to keep track of what progress you're making in terms of determining the time span that young people spend at Jewish education.

Right.

It's not impossible to keep track of the number of people who go to Jewish high school. That part is easy, as a matter of fact. The hard part, I agree, is the qualitative, but even there, there are tests that can be administered that evaluate the understanding that students have of what they are doing.

Yes, sure.

There are attitude tests that can be given.

Sure. Can we turn to the Lead Community Project?

Yes.

In Baltimore, it has not been announced, really, community wide except for an article in the September Jewish Times.

It's never been announced, you mean...

To the community as a whole.

Yes. I am not sure since at the beginning of this year I have been somewhat out of touch. The illness I have been fighting started back in December. I expect you are right, I don't know. It has been announced to the various Jewish agencies. They should be well aware of it by now.

Are you aware that there is going to be kick-off in the fall?

Yes, I understood there would be.

Do you know anything more about it than I do, which is that there's going to be one?

No, and that is largely because I have been out of touch for the last couple of months. I did participate briefly recently between operations.

How do you... Turning to the CIJE and the lead communities, how do you see the relationship between the CIJE and each of the lead communities.

With regard to the total program or the accountability part?

The total program.

Okay. I think the CIJE should serve as a professional adviser, a stimulator. They can't do the work for the communities. The communities have to do it for themselves.

They serve to inspire? Would that be a good word?

Inspire, help them find ways of getting funds, but I would not place over emphasis on that because, again, unless the local community is willing to participate financially, it is not going to succeed. To just hand out money, that doesn't do any good.

Do you see that the CIJE has a role in making some demands on the community?

I think the word "demand" doesn't fit only because they have no authority. The CIJE cannot demand anything. No one has ever empowered them to make demands. The only thing they can do is to the extent that they do provide funds in those instances or share in funding, they have a right to expect accountability for the funds that are used.

As far as the what the communities do in being creative in enhancing Jewish education, that is up to the community?

I think so. I don't think the CIJE can demand anything. They can help them reach their objectives, help them provide professional guidance. I don't see how they can demand.

Looking ahead to the next five years or so, what kind of changes would you hope would occur here in Baltimore with respect to Jewish education?

Well, as far as congregational schools, I would hope that there would be less fallout long term. Really long term is that we reverse the trend toward intermarriage. That's long term. Short term I would hope to see more young people participating in Jewish education for a longer period of time. Over the five years, let's say that if the baseline is that 25% or 30% of them go on to Jewish high school, I would hope that in five years instead of 25% it's 50% or 45% or some meaningful progress. Unless that happens I would say that's prima facie evidence that something is not succeeding.

When you say "Jewish high school," to what are you referring?

Well, I'm talking about Jewish education beyond the bar mitzvah age.

Whether it be in a congregation or the Judaic Academy or a day school?

Well, I guess all of them. I have a fundamental question about day schools being the answer to Jewish education. In the first place, everyone really can't afford it, everybody can't go to a private school. Day schools are both secular education and Jewish education. There are other problems I have with day school education. I think it's too... The students become too introverted. They don't have sufficient exposure to the broader community.

In your mind, then, an ideal situation would be something like the Judaic Academy where there's participation after...

My view of congregational schools generally, is that each congregation really shouldn't have it's own school. Congregations ought to join forces and create less separate schools but better ones.

That's and interesting idea.

By doing that they can also provide the opportunity for more professional Jewish educators. Now, in the present system, many of your teachers are part-time teachers. There isn't a so-called profession of Jewish education. In that sense it doesn't sufficiently exist. If you had a number of good schools, it would be less costly, it would provide more opportunity for Jewish teachers to do what they need to do for a longer period of time, that is, a longer work day, therefore, you could afford to pay them more. That too is not easy to accomplish because each congregation is very

possessive of its own schools. That in my mind, when you speak of "ideal," that's a way of getting it done.

What would these teachers be doing in their non-teaching hours. What would you envision they could be doing to fill out...

They could be working on the creative preparation of teaching materials, doing some one-on-one teaching where there's a need for doing it. Their teaching time could be spread over a longer period of time that way, too. Instead of presently teaching three days a week, this way they'll be teaching five days a week. In other words, some schools will be on one schedule and some on another.

Right, so you could do Sunday through Thursday.

Well, it might be even six days. It might be although it probably isn't practical, it might be Monday through Thursday and then also Sunday.

That's very interesting. It's thirty minutes at this point. I would love to talk with you more but I don't want to tax you too much. Are there any questions you have of me or any advice?

I'm interested in what you've been learning. What have you been able to learn in your... You've been in this community since?

December.

You have been working largely on developing data, is that it?

We've been working in three areas. One is monitoring the mobilization or the initiation of the project in Baltimore and then a second piece is asking people their visions of Jewish education. You know, what is it they would like to see happen and then getting a sense of what is, that is getting some baseline data as you were talking about.

That's the question I was wondering about. Has any work actually started in developing the baseline data, that is, reporting systems so the data is beginning to be accumulated?

Not exactly in the way you are thinking and that does need to be done. There are two pieces that are happening right now. One, there will be an educator survey, actually two surveys, one for educators and one for educational directors and principals that will get a sense of what time people are giving to Jewish education, where they are spending their time, what their values are, and so forth. That's a paper and pencil survey that will be given to everybody. What I'm doing right now is interviewing educational directors and teachers day schools, supplementary schools, and pre-schools...

Which day schools have you interviewed?

I've done Bais Jaakov for Girls, P'Tach, Talmudical Academy, Beth Tfiloh, actually all of them eventually.

Which ones have you done so far?

I haven't done Beth Tfiloh or Rambam yet. I have done Baltimore Hebrew Congregation...

Those you've done, you say, are Bais Jaakov...

Bais Jaakov for Girls...

Bais Jaakov is only for girls...

I have done only the elementary portion, not the high school. I get a little confused, I've talked to so many people. I've talked to the principal at P'Tach, at Baltimore Hebrew... What am I leaving out...

Did you have any difficulty getting those interviews?

No, not at all, not so far. We've talked to Rabbi Neuberger at Ner Israel...

Just to him?

Just to him so far.

Not the high school principal?

No, not so far.

Will you ask to do so?

I have not yet. I have interviews set up with Rambam and Beth Tfiloh. I have talked with Paul Schneider at Krieger-Schechter, I knew I was leaving somebody out. I will be covering in the immediate future most if not all of the day schools. And then there are so many pre-schools and congregational schools, I'm doing a sample of those at the moment. I am trying to get...

What do you expect to get out of these interviews.

We are covering several areas. The areas covered in A Time to Act: recruitment, developing new sources of personnel, rewards and disadvantages of being involved in Jewish education, career tracks, etc. We are interested in the extent to which people feel they are isolated or that they are working together and there is great variation depending upon who we are talking with. How much is... What is there vision of Jewish education, and it is different from person to person.

Are you making any promises?

Am I making any promises? Only to share the information.

I don't mean you as a person, as an individual but I am sure as you talk with these various people, they'll certainly agree with you that teachers are not well enough paid...

Not necessarily in the congregational schools, actually. Given the hourly rate, that's not a problem. Much more of a problem is benefits and pensions.

The reason I say that is my knowledge of that is that a lot of that is pretty well established and known. We know there are shortages that the benefits are not what they ought to be, and so on.

One thing that's interesting to me is that the congregational teachers by and large are part-time and most of them like that. What we don't know is are there talented people out there who would engage in Jewish education if it were full-time? What we have are the people who want to have part-time positions.

There are people out there who if they could afford to do so would. That's why I think in terms of having a community congregational school as opposed to an individual school would be good.

That's a very interesting idea and I'm asking these kind of questions. As you say, everybody agrees, particularly with congregational school, the structure is very difficult.

Yes.

So, what are some other ways of doing it?

To make it attractive for the teacher as well as the student.

Exactly.

Unless that's done, it's not going to work.

Exactly. So, anyway, it's a very interesting endeavor and not everybody agrees. There are differences of opinion but there's an extraordinary commitment on the part of the people I've talked with. I'm most impressed with that. A great deal of caring.

Have you run into any evidence of any existing work being done towards monitoring and evaluation by the schools themselves? Have any of them taken any initiative there?

I raised that. I asked the principals, for example, how they evaluate their teachers and there's a great variability from people who are literally daily keeping tabs to people who say, "They're professionals, I leave them alone."

How about evaluation of the students?

I haven't talked with many teachers yet.

I have another area to look into. When it comes to evaluation, you should also be evaluating the consumers, that is the students and their parents.

Exactly.

That's another thing that needs to be done.

After I talk with the teachers and the principals, then I hope to move on to talking with parents and students. But, again, the part I think needs to be done is I think we need to talk to the people who aren't participating and find out why they are not doing so. You know, not just talk with those who are very happy with what they are doing, but people who aren't teaching in [Jewish] settings and what is keeping them from doing so and children who aren't coming to school and what's keeping them from doing that. What would make it more attractive. Until we do that, we can only guess.

Do you have more you would like to ask me?

No, I was interested in if you had any more questions for me.

I know you did that very properly, and I appreciate it. you told me when the time had passed.

Maybe we can talk again at another time?

I was going to suggest to you that perhaps you would like to have another conversation in a week or two.

That would be fine. Should I call your secretary again?

You can call my secretary and if she tells you that I haven't as yet come back to the office, it's okay to call me at my home.

Okay.

I will be glad to talk with you further.

Thank you. My prayers are with you on your recovery.

Thank you.

And think about getting that chest harness, it's really helpful.

They never ordered it for me in the first instance and now it's been almost a month since the operation, so I'm hopeful I can get along without it.

Well, maybe you can. You take care, now.

Okay. Nice to talk with you.

Nice to talk with you.

I'll talk with you again. So long.

So long.

1/12 Sup. Golden



North American Commission on Jewish Identity and Continuity

Chairman
Marvin Lender

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Norbert Fruehauf

MEMORANDUM

TO: Members of the North American Commission on Jewish Identity and Continuity

FROM: Marvin Lender and Shoshana S. Cardin

DATE: December 17, 1993

SUBJECT: Plans for Commission Meeting on January 12

Preparations for the next stages in the work of the North American Commission on Jewish Identity and Continuity are proceeding well, and we would like to bring you up to date on the plans for our January 12 meeting.

As you know, a key element in our work plan has been the formation of smaller groups, involving Commission members and others, to formulate strategies and recommendations for action in several areas central to the overall continuity agenda. These groups will work at Commission meetings and between meetings for a number of months, with the assistance of staff and outside consultants, to pull together the best current thinking about how to promote continuity and to identify new initiatives, especially at the continental level, which the Commission can stimulate and/or assist. The discussions at our November meeting were very helpful in identifying issues and arenas for potential action that these working groups can address in greater depth.

Acompanying this memo is a description of the working group process we will launch on January 12. As you will note, we plan to have a working group for each of four major areas where we hope the Commission will be able to have an impact:

1. **Promoting Jewish growth: strategies for enhancing Jewish identity**
2. **Engaging diverse populations: strategies for reaching and involving Jews outside the intensely affiliated core**
3. **Strengthening institutions and building communal cooperation: strategies for helping institutions achieve their full potential**
4. **Creating continental partnerships: strategies for promoting cooperative action to address continental issues**

We will devote the major portion of our January 12 meeting to initial meetings of the four working groups. Our primary objective for that day will be to identify

and prioritize specific issues within these broad areas for the working groups to focus upon over the next several months.

In order to prepare for this meeting, we need your help in two areas:

1. We are asking you to select in advance the working group(s) in which you would be most interested in participating. Please indicate your first and second choices on the enclosed reply sheet. We will do our best to place everyone in the group of his/her choice, but we also want to try to ensure an appropriate mix and balance within each group.
2. We have suggested in the accompanying document a number of sub-areas (i.e., specific strategies) on which the working groups might wish to focus initially. Please review these and give some thought to which one or ones you believe are of the highest priority for the Commission to address. Also, if you have additional suggestions for sub-areas that you believe should be considered by the Working Groups on the 12th, please indicate these in section II of the reply sheet.

Please select a working group even if you will not be able to attend the January 12 meeting. **Please mail or fax your reply sheets to us no later than December 27.**

A reminder: Our meeting on January 12, scheduled from 10:30 am to 4:00 pm, will be held at the Hebrew Union College building, 1 W. 4th Street (just west of Broadway), in New York. We have also scheduled a pre-meeting briefing at 9:30 am for Commission members who were unable to attend the November meeting. If you have not already done so, please indicate whether you will be attending on the 12th in section III on the reply sheet.

We look forward to seeing you on January 12 and to productive work together on that day and over the months ahead.



North American Commission on Jewish Identity and Continuity

COMMISSION WORKING GROUPS: PLAN OF ACTIVITIES

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

I. ROLE OF THE WORKING GROUPS

The Working Groups will be the Commission's primary vehicles for formulating recommendations designed to promote and enhance collective action on behalf of Jewish continuity. The Working Groups will identify specific areas in which new initiatives are needed and can be of value, and, based on current best thinking and practice in these areas, recommend to the Commission steps which it and the institutions represented on it can take to further current efforts in identity- and community-building and to launch new endeavors. The Commission will receive, deliberate on, and, where agreed to, endorse and seek to implement these recommendations.

II. AREAS OF ACTIVITY

There will be four working groups, each dealing with one of the key elements of the overall continuity agenda identified in the Framing Strategies for the Commission's work:

1. **Promoting Jewish growth: strategies for enhancing Jewish identity**
2. **Engaging diverse populations: strategies for reaching and involving Jews outside the intensely affiliated core**
3. **Strengthening institutions and building communal cooperation: strategies for helping institutions achieve their full potential**
4. **Creating continental partnerships: strategies for promoting cooperative action to address continental issues**

Within these broad areas, each working group will select specific strategies (sub-areas) for detailed attention. Specific strategies that might be selected include:

Area: Promoting Jewish growth: strategies for enhancing Jewish identity

Strategies:

1. expanding and intensifying participation in formal and informal Jewish education
2. strengthening the family as a setting and resource for identity development
3. working with teenagers as a focus for Jewish identity development
4. strengthening adult knowledgeability and commitment through Jewish learning

5. building face-to-face communities as a strategy for identity development
6. strengthening Jewish identity through organizational participation
7. enhancing spirituality and religious commitment
8. transforming "consumers" into "participants": strategies for building a sense of community and responsibility

Area: Engaging diverse populations: strategies for reaching and involving Jews outside the intensely affiliated core

Strategies:

1. "outreach" strategies: effective ways of reaching the non-involved
2. "inreach" strategies: effective ways of activating the marginally involved
3. marketing Jewish identity: understanding our "customers," defining our "product," making the "sale"
4. utilizing mass media and new technologies to reach marginal Jews
5. developing multiple access points to organized Jewish life: culture, politics, spirituality. . .

Area: Strengthening institutions and building communal cooperation: strategies for helping institutions achieve their full potential

Strategies:

1. bridging the "two cultures": developing a shared language and agenda among synagogues and federations
2. "capacity building": stimulating and supporting institutional renewal
3. personnel development as a vehicle for strengthening institutions
4. leadership education as a vehicle for strengthening institutions and institutional collaboration
5. rethinking funding patterns and priorities
6. planning with, not for: developing collaborative models of community planning

Area: Creating continental partnerships: strategies for promoting cooperative action to address continental issues

Strategies:

1. sharing what we know: developing mechanisms for expanding inter-institutional communication and information dissemination
2. strengthening linkages between foundations and our institutional systems
3. keeping track of "lost" Jews: cooperating to counteract the effects of mobility
4. making Jewish commitment affordable: dealing with the cost of Jewish living
5. developing professional and volunteer leadership for the 21st century
6. The Commission and beyond: toward a continental planning process?

III. WORKING GROUP PROCESS

Each Group will have a chairperson and a staff person to guide and facilitate the work process. In addition, each group will have access to a consultant(s) to assist it in gathering information and formulating recommendations.

The Working Groups will be charged by the Commission to:

1. select specific sub-areas (strategies) to focus on within the framework of the broad agenda areas they are addressing;
2. investigate current "best thinking" and "best practice" in their chosen area(s);
3. set goals and objectives for new or intensified action, especially at the continental level, in their area(s);
4. recommend specific steps to be undertaken by continental institutions, individually and in concert (and by local institutions where appropriate), in order to realize these objectives; and
5. recommend specific steps that can be undertaken by the Commission to promote and assist action in these areas.

The target date for completing this work is January 1995. To carry out their assignments, the Working Groups will

- a) meet face-to-face every few months and hold teleconferences as needed in between these meetings;
- b) receive and review papers and other background materials prepared/assembled by staff and special consultants; and
- c) receive input from forums and town meetings sponsored by the Commission at various sites around the continent.

December 31, 1993

Dear Bill,

Here, finally, are the materials I promised to send. I don't seem to have an original of Roberta's "Professional Lives" report so you'll need to get that from her.

As I see it, your agenda for the first month of work should be:

(1) Determine the best system for analyzing quantitative data, and indicate to me what that is. I think this means exploring options for mainframe computing through a local university, and compare that with running SPSS-PC on a 486-PC. I'd like to know the short-term and long-term costs and benefits of available options.

(2) Become oriented to the Jewish community of Atlanta. I think your plan for working with Lauren and Janice is a good one. It would probably be a good idea to meet with Claire at some point to see where she thinks things are going.

(3) Become oriented to CIJE and your role as a field researcher. Were you able to meet with Gail? I know that you have already scheduled time to work with Roberta and Julie.

(4) Begin thinking about how to go about creating a profile of the Jewish educational institutions in the Lead Communities. By this I mean the information listed in Box 4 on p. 12 of the Planning Guide. This is an important substantive goal for the spring -- at least in Atlanta I hope it can be accomplished by the end of May. I'm sure you'll want to discuss this with Roberta and Julie -- although you are taking the lead on this, it is something all the field researchers need to be involved with.

Welcome to the job. I am delighted to be working with you.

Best regards,

Adam

cc: Roberta, Julie, Ellen, Alan

December 31, 1993

Dear Roberta and Julie,

I've heard from Gail how their plans for visiting Milwaukee disrupted your plans which have been set for weeks. I was extremely annoyed and said so by e-mail to Gail and Alan. I'm going to be in Cleveland for a meeting with Mandel and others and Gail has asked to set aside some time to talk about communication. Apparently they haven't yet gotten the idea that we want to hear from THEM, i.e. CIJE staff, when they are coming to the communities. Also I want to impress upon them the importance of planning in advance.

I think the mobilization/visions reports are fine. Than you for all your hard work. I will now distribute them to our advisory committee. I am asking them to respond by January 21.

Ellen and I also finished a draft of the Milwaukee integrated report. I am sorry we had to finish it the week Roberta was away, but we are looking forward to getting Roberta's input as we prepare for another draft. We are asking our advisory committee to respond to this report by January 10, and I'd appreciate any reactions you may have by then also.

I will label all of these reports DRAFT -- CONFIDENTIAL -- NOT FOR CITATION OR DISTRIBUTION.

Happy New Year,

Adam

cc: Bill, Ellen

December 31, 1993

To: Alan Hoffmann, CIJE Director
and members of the MEF advisory committee

From: Adam Gamoran and Ellen Goldring, MEF project

Re: Report on Jewish education in Milwaukee

Enclosed is a draft of our report on the Jewish teaching force of Milwaukee. The report draws on a survey of teachers and on in-depth interviews with teachers and principals. The purpose of the report is to provide information to help CIJE and the Milwaukee Jewish community develop a plan of action for improving the personnel of Jewish education in Milwaukee.

We would be grateful for any comments you may have on the report. Comments received by January 10, 1994 will definitely be incorporated into a revision of the report. Our final report is due January 31, 1994.

Please note that this report is confidential and should not be cited or distributed.



December 31, 1993

To: Alan Hoffmann, CIJE Director
and members of the MEF advisory committee

From: Adam Gamoran, MEF project

Re: Reports on community mobilization in Baltimore and Milwaukee

Enclosed are drafts of reports on community mobilization in Baltimore and Milwaukee during year 1 of the Lead Community Process (1992-93). The purposes of these reports are:

- (1) To document what happened in the Lead Communities during their first year;
- (2) To establish a baseline against which future changes can be measured;
- (3) To help participants in CIJE and the communities see the "big picture," i.e. not only what they were involved with but what was going on elsewhere; and
- (4) To provide information that will assist both ongoing efforts in the communities, and possible replication in other communities.

The intended audiences for these reports are, first, CIJE staff members, and second, the core planning groups within the Lead Communities. The reports are not meant to be distributed outside the core planning groups. Each community will receive only its own report.

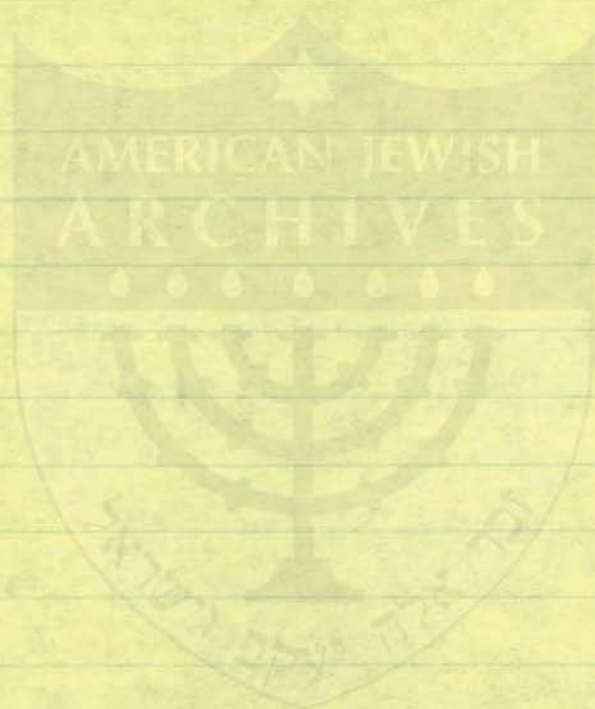
A report on Atlanta is under preparation.

We would be grateful for any comments you may have on the reports. Are the reports clear? Do you find them informative? Are there any errors of fact of which you are aware? Are there areas that you think need elaboration, now or in future reports? We would like to receive your comments by January 21, 1993. Thanks very much for your help.

Please note that these reports are confidential and should not be cited or distributed.

FR's will come to next CIST staff mtg
- part or all

AH & GD, w/ AG, will meet w/ each
FR separately in January





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Making Change Happen: Prospects for Innovation in Jewish Education

By Barry W. Holtz

It would not be an exaggeration to say that the issue of change and innovation has been the dominant concern in American educational writing for the past two decades. In fact, as one recent article put it, "William Torrey Harris, whose influence waned in the early 1900s, was the last major figure in American education not identified with change!"¹

Of course the term "change" means different things to different writers. For some it means finding ways to change the current pedagogic practices used in schools. For these writers change can happen through new curricular materials or teacher education programs (either in the "pre-service" phase of teacher training or through innovative "inservice" programs). For others it means focusing on issues of personal growth either for students or teachers. For others still, it suggests developing systems through which educational structures such as schools can avoid being locked into rigidity. Change in this last case is a matter of administrative and systemic flexibility.

Although the literature employs all three of these meanings for change, by far the most prevalent usage is the first: change means introducing new ways of teaching and learning into educational settings. The search for the "new and improved" is a particularly American concern, of course, but in a certain sense, this enormous emphasis on change points to a deeper malady: any educational system which so obsessively looks toward change must have considerable doubts about its own success or effectiveness! Jewish education, too, shares these doubts, thus the literature on change and innovation has significant implications for our work as well. What does contemporary writing about change tell us? And in what way is this research relevant to the situation of Jewish education today?

The process of change, as understood in the manner that we are using it here, essentially consists of three related phases. First, the educational setting must sense dissatisfaction with the way that something is currently operating. Second, an alternative educational mode must be proposed, whether it be a method of teaching, a conception of subject matter, a vision of educational organization, or anything else. The alternative mode may be a new creation or it may be adaptation of an idea or approach currently in practice (this is sometimes called the "best practice" approach) elsewhere. Finally, the innovation must be introduced into the field, tested and evaluated. Thus, to choose a well-known example, the dissatisfaction with the teaching of science in American public schools in the late 1950s, spurred on by the Russian Sputnik launch, led to the creation and implementation of the "new science" curricula of the period.²

Of the three stages of change it is the last—the implementation phase—that has engendered the most research. The reason may be obvious: there is no dearth of information about phase one, dissatisfaction with education (both in general and Jewish contexts). And in the general education field there is certainly a good deal of literature proposing innovation or delineating best practice. The deeper question is something else: why—with all of our discontent and with all of the many proposals that people have made for inno-

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vation—why has so little changed? As Marshall S. Smith and Jennifer O'Day, authors of an important recent essay on the topic, have put it:

The past decade has seen a blizzard of reports, Federal and state legislation, and local efforts designed to stem the "rising tide of mediocrity" in US education. . . .

Yet for all this effort, evaluations of the reforms indicate only minor changes in the typical school, either in the nature of classroom practices or in achievement outcomes. . . . For the most part, the processes and content of instruction in the public school classrooms of today are little different from what they were in 1980 or in 1970. . . .³

Smith and O'Day are by no means the first to raise this kind of complaint. Their questions echo one of the classic works in the field, Seymour Sarason's *The Culture of the School and the Problem of Change* (Allyn and Bacon, 1971). It was Sarason who neatly summed up his thesis by asking: why is it true that in education the more things change, the more they remain the same? As a social psychologist, Sarason saw the answer in the nature of human interactions in fixed structures such as schools.

Sarason pointed out that work in schools proceeds by a set of established frameworks and ways of acting which he termed "regularities." Some regularities are "programmatic," that is they relate to the specific programs of the school (sometimes the state or district mandates these)—such as the number of hours that certain subjects meet, the dismissal time, the report cards, etc. Other regularities are "behavioral"—they concern those specific activities which tend to be on the "small scale" such as the number of questions that teachers ask students when running a class. In both cases, Sarason pointed out, the established patterns of action are very difficult to change. When Sarason as a researcher began raising issues about the nature of both programs and behavior, he faced enormous resistance.

Sarason would challenge his listeners by playing the role of a visitor from Mars who asked the most basic questions about why we do the things we do in schools. He pushed people to think about "what is the universe of alternatives that could be considered" and "what is the intended outcome of the programmatic regularity." He was especially concerned about situations in which there were programs in place for many years, when the way things were done seemed to be the *only* way that one could do them. What Sarason discovered from these exercises of analysis and questioning was that the normal modes of behavior were so powerful that people often could see no other way of acting.

We know the phenomenon of regularities well from Jewish education. For example, many aspects of the program at Camp Ramah (how Shabbat meals are done; prayer; organizational structure; classes, etc.) have often seemed inviolate. *These are the way things have to be done.* If you ask why, you can often get a host of interesting answers, but more often than not, lurking behind them is the real point: *because it's the way things have always been done.*

Or consider another example: Some years ago the Melton Center tried to argue in its curriculum for Holi

days/Mitzvot/Prayer that Hebrew schools should eliminate the school-wide model seder. The curriculum writers made a strong, and I believe convincing, case for the change. The problem was no one would accept it. The model seder was *torah min ha-shamayim*—to change it, to eliminate it, was impossible, no matter how incisive and compelling our argument was.

Sarason's book was a powerful report on the problems of innovation, but one reads it almost with a sense of hopelessness. Can nothing make a difference? Perhaps Sarason's psychological orientation exacerbates the despair by giving his presentation an air of inevitability: this is how human beings behave; there is little we can do about it. More recent writers, however, have tried to explore the question of change from different perspectives to see if there may be some way in which change can effectively be implemented.

Probably the most famous of all the recent explorations of change in schools was the project launched by the Rand Corporation in the late 1970s, usually called the "change agent" study.⁴ Recently, one of the principal researchers in the

change agent study, Milbrey W. McLaughlin, revisited the Rand study to reflect on what the passage of 15 years had meant to her view of the original work.⁵ The article provides both a useful summary of the earlier findings and thoughts by the author on which of those findings have held up and which have not.

One of the important findings of the original study had to do with the relationship between "outside" agents for change and the internal staff of a school. The original study pointed out the many inadequacies of the typical "top down" approach to implementing change. Rand argued that projects planned in a *collaborative* way with teachers and staff work better than either top-down or bottom-up approaches to inservice work.

Although McLaughlin's new thinking does not reject the original finding about collaboration as the optimal model for inservice work, she now amends that position and argues that sometimes "belief follows practice". That is, it is possible for the outside agent to come in and "convert" the on-site people to the need for change, even if the insiders didn't invent

or call for the new program or change to be implemented.

The "new" Rand, likewise, is much less skeptical about the role of "external agents and their ability to promote positive change in local practice."⁶ The real key, McLaughlin points out, is that the outside consultants must not impose a standardized practice from above, but rather must recognize the importance of "mutual adaptation."

The other main emphasis in the new Rand echoes other recent writing about the change process—the need to view change as part of a *large scale* effort rather than attempting to introduce small bits of innovation in a piecemeal way. As McLaughlin states toward the end of the article, "special projects focused on single issues ignore the systemic and interconnected conditions that influence classroom practice." And "reform needs to be systemic and on-going."⁷

The issue of systemic change is also discussed perceptively by Larry Cuban in an article that explores the reasons for the failure of school reform. Cuban suggests that we can define two types of change—"first-order changes" are those which change particular practices in schools, "without disturbing the basic organizational features, without substantially altering the way that children and adults perform their roles."⁸ Such changes might include "raising salaries . . . selecting better textbooks . . . and introducing new versions of evaluation and training."⁹

Second-order changes are more radical. They effect the deepest structures of schools themselves. They "introduce new goals, structures and roles that transform familiar ways of doing things into new ways of solving persistent problems."¹⁰ These might include open classrooms, voucher programs or teacher-run schools. It is this type of radical change which schools have resisted most powerfully. The problem, Cuban argues, is that reformers tend to underestimate the problems of introducing second-order change, and in doing so they make promises that cannot be fulfilled. "For those who seek

fundamental, second-order changes that will sweep away current structures and start anew . . . *basic social and political changes would need to occur outside of schools*" (emphasis his).¹¹ What Cuban calls for is "clearer and more modest notions of what is possible within current structures of schooling."¹²

Nothing more characterizes the recent literature on change than the focus, such as Cuban's, on the ways to effect the structures of institutions. One of the best examples of a "systems" approach to change is the article by Smith and O'Day mentioned previously. These two writers argue that current research has shown certain basic characteristics of good schools—"a school wide vision and school climate conducive to learning, enthusiastic and knowledgeable teachers, a high quality curriculum and instructional strategies, a high level of engagement, shared decision-making, and parental support and involvement."¹³ The problem, then is not that we don't know what works; what we need to discover is "why aren't more of our schools like this? . . . why are these schools so exceptional and so vulnerable?"¹⁴

For Smith and O'Day the answer is that most reforms which have been introduced have not touched the basic structures of schools; they have been scattershot and unintegrated. Smith and O'Day want to see approaches that hit the basic organizational modalities of schools: "If the new reform movement is to have a lasting effect on what happens in the classroom, it will thus have to overcome the current fragmentation of the system and provide a coherent direction for change and the resources to accomplish those changes."¹⁵ In their article they try to outline what this would mean. By and large the recommendations of the Smith and O'Day article aim at utilizing the power of states (rather than local authorities) to "design and orchestrate the implementation of a coherent instructional guidance system." Here is how they sum up their ideas:

The cornerstone of the system would be a set of challenging and progressive curriculum frameworks. The frame-

works would be developed through a collaborative process involving master teachers, subject matter specialists, and other key members of the state community and would be updated on a regular basis. . . . The state would be responsible for establishing a set of challenging student achievement goals, based on the frameworks. Teachers and other local school professionals would be responsible for designing and implementing the curriculum and pedagogical strategies for their schools. . . to best meet the needs of their particular students.¹⁶

In addition, Smith and O'Day argue, these "curriculum frameworks" would form the basis of both preservice and inservice education programs by giving the planners of those programs a clear sense of the goals that would need to be achieved in helping teachers grow and develop.

Smith and O'Day are not, I believe, calling for "second-order" changes in the way that Cuban has described this phenomenon. They are hoping to improve what currently exists rather than seeking to reconceptualize the whole notion of schools and schooling. In that sense one might believe that what they propose has the possibility for success. As Cuban has suggested, most reforms since the turn of the century have succeeded to the extent that they supported and improved "the quality of what already existed—what had come to be called traditional schooling—and not to alter the existing organizational structures."¹⁷

But to my mind Smith and O'Day are overly optimistic in believing that the state could take such an active and positive role in determining curriculum, learning objectives and teacher education programs. They very much want to retain the local autonomy of teachers by saying that the state should merely set the frameworks, and that the local school will plan the curriculum. Yet in real life it is unlikely that this subtle distinction will be maintained. We are more likely to get, I believe, at best a rather flat and uninteresting set of "objectives" with no bite or content or at worst the serious meddling into educational planning that will completely disenfranchise the teacher. I hope Smith and O'Day are right, but I don't hold much hope their plan will be implemented with the seriousness that they recommend. Without that, it seems unlikely to me that it will work.

Looking at their article, however, gives us a sense of the ways that Jewish education both resembles and differs from education in the public sector and suggests ways that the issue of change may be approached within the field of Jewish education.

To begin with, of course, like the field of general education in America, there is a good deal of dissatisfaction with contemporary Jewish education and the desire to implement change is in the air. American education has seen a plethora of reports and recommendations during the last decade and a half in which a number of ideas for change have been articulated.¹⁸ The nearest thing to such a report that we have in the Jewish community is the recent publication of the Commission on Jewish Education in North America, a distinguished panel of community leaders, institutional professionals and academicians. The Commission's report, *A Time to Act*, outlines the crisis in contemporary Jewish education and sounds a call for change and innovation. Thus like American education, Jewish education has entered the first phase of change—determining that something is wrong.

When we turn toward the second phase of change—ideas for innovation and practice—the situation differs from what we have seen in American education. To take the Commission on Jewish Education as an example, we note that unlike reports such as the Carnegie Commission or *A*

Nation at Risk, *A Time to Act*, does not outline a specific agenda for change beyond two important recommendations, namely the need for "building community support" for Jewish education and for "building the profession" of educators through recruitment, training, and techniques of retention. The Commission refused to choose specific "programmatic options" for change (e.g. focusing on day schools or early childhood education or media for Jewish education), although it listed twenty-three such options that had been raised in its meetings.

Instead the Commission called for establishing a group of model Lead Communities, "local laboratories for Jewish education" in which the best ideas available about educational practice would be tried out. It seems that two factors influenced the decision not to choose specific programmatic approaches. First, the Commission wished to hold on to the unusually broad-based coalition that it had managed to assemble. Had it opted for some programs over others, it might have endangered that delicate balance. But beyond that specifically structural agenda, something more important was at work here.

The Commission did not choose one option over another *because it did not know which one to choose*. In other words, the state of Jewish educational research and the particular nature of Jewish education and its issues (as opposed to general education) is such that we simply do not know whether an investment in, say, early childhood education is better than investing in college age students or curriculum reform. We have opinions or hunches, but there is no inherent logic by which the efficacy of one option over another could be proved.

A century of research in general education has led to conclusions about what works and what doesn't. But the goals of Jewish education are different from general education, especially when the stakes raised by the Commission's report are so high: nothing less than the continuity of the Jewish people. In those areas in which Jewish education closely resembles general education (such as day school education), we might be able to extrapolate from one to the other and say that in so far as any school is still a school, we can guess what would probably work in a Jewish day school.

But nothing in general education can determine what will help children identify with Israel or learn to experience prayer or celebrate the Jewish life cycle. At this time we do not know what aspects of Jewish education, if any, will really enhance the possibilities for longterm Jewish continuity. Thus the call for the establishment of living laboratories through the Lead Communities takes the term quite literally: perhaps by such experiments, by blending options in interesting ways, we can begin to figure out what really will make for success.

Where the research in general education may be helpful is in the issues of the third phase of change—implementing innovations. First, the findings of the Rand studies seems to urge us toward at least a certain level of boldness. McLaughlin points out that "ambitious efforts were more likely to stimulate teacher change and involvement than were modest, narrow projects."¹⁹ At the same time she warns that these changes need to be introduced in a way that they would not overwhelm the implementing system. To me this suggests that it is important to think globally, to plan serious and significant changes for Jewish education, but to be careful to build support and structure for these changes in a meticulous and carefully constructed fashion.

The new Rand findings stating that outside consultants can be of assistance in implementing change is also a hopeful sign for innovation work in Jewish education.

Nonetheless, the warning that these outside consultants must work in an "adaptive" way with the local constituents is something that we must take quite seriously. In Jewish education, even more than in general education, we tend to believe (and perhaps accurately) that there is a great paucity of expertise at the local level. Many teachers, for example, in the supplementary schools are not professionally trained or see themselves as "avocational"; a similar situation obtains in much informal Jewish education. Nonetheless, the need to adapt to the specific setting to work collaboratively with the local personnel is crucial to success. As McLaughlin puts it, "Rand's conclusion that local choices about how (or whether) to put a policy into practice have more significance for policy outcomes than do such policy features as technology, program design, funding levels or governance requirements. *Change continues to be a problem of the smallest unit*" (emphasis mine).²⁰

Finally, we must heed the warning that a focus on single issues is unlikely to produce significant results. Change needs to be broad, systemic and on-going.

But what are the means of moving the system toward change? Jewish education exists both on a different scale from general education and within a different organizational system. Thus it is unclear if the suggestions in the article by Smith and O'Day can be of assistance in thinking about Jewish education. Smith and O'Day assume an educational framework which is under the supervision of public officials and under the control of state authorities. Their idea is to use that legal structure as a way of goading the system into action. Whether such an approach can be successful is irrelevant to our concerns here; what matters is that essentially Jewish education is a voluntary system that has few of the enforcement controls that general education does. By comparison to public education with its legal controls, the Jewish Federation framework is a weak enforcement agency and while certain financial power is in the hands of Federation, much of Jewish education (for example, congregational schools) answers primarily to itself and not to any outside agency.

Of course, this is not necessarily bad. Unlike the complex legal and bureaucratic structures of public education, Jewish education is (at least in theory) significantly leaner and easier to move. Jewish education may be ready, in other words, for the second-order changes that Larry Cuban has discussed.

It seems to me that the particular nature of the concerns of Jewish education may help lead toward reform. I see this in two almost contradictory ways: First, because of the sense of crisis engendered by the recent CJE National Jewish Population Survey,²¹ particularly around the issue of intermarriage, there is a considerable interest in viewing Jewish education as a means of ensuring Jewish continuity for the next generation. An impetus toward change may emanate out of both the anxiety created by the CJE study and the perception that until now Jewish education has failed. In other words, the leadership of the community may feel that if the future of the Jewish people is to be preserved, we must now introduce serious change into Jewish education.

Ironically, change may also be possible because of another tendency as well. Namely, the very *marginality* of Jewish education in the lives of most Jews. This factor might work in the following way: In public education every proposed change calls forth an enormous hue and cry. Major political battles are fought; special interests protect their turf; unions and minorities, parents and teachers view any possible change with a great deal of seriousness and often suspicion. Moreover, in a certain sense the entire system is set up in a way that will *not* allow change to happen.²²

But perhaps in Jewish education change can happen more easily because the stakes are *perceived* as being so low! That is, except for the leaders of the community who are disturbed by the CJE study and who hope that education may be able to stem the tide of intermarriage, most American Jews find Jewish education to be rather low on their list of priorities—certainly not as high as the public or private education that their children are getting. It is this latter form of education, after all, that will get their kids into colleges and careers. Jewish education, for most of American Jewry, may be a kind of barely tolerated frill.

Because of that very fact, however, because the concern is low, changes in the system of Jewish education, even major second-order changes, have the kind of chance to be introduced in a way that would never be able to happen in public education.²³ No matter what the motivation much will depend on whether we, the Jewish educational community, have the will, the imagination and the boldness to aim for serious change. ■

- 1 Daniel J. Walsh, et al., "Changing One's Mind—Maintaining One's Identity: A First-Grade Teacher's Story," *Teachers College Record* 93:1 (Fall, 1991), p. 73.
- 2 Historians of education have shown that contrary to the popular image of the period, Sputnik did not cause the renewed curricular emphasis on science education, but it did serve as a powerful goad that enabled educators to mobilize public support for innovations that were already in the planning stages. See Diane Ravitch's *The Troubled Crusade* (Basic Books, 1983), pp. 228-232, and Lawrence A. Cremin's *The Transformation of the School* (Knopf, 1961) p. 347.
- 3 Marshall S. Smith and Jennifer O'Day, "Systemic School Reform," in *Politics of Education Association Yearbook 1990*, p. 233.
- 4 A well-known summary of the results, "Staff Development and School Change" by Milbrey W. McLaughlin and David Marsh, appeared in *Staff Development*, edited by Ann Lieberman and Lynne Miller (Teachers College Press, 1979).
- 5 *Educational Researcher* Volume 19:9 (December 1990), pp. 11-16.
- 6 McLaughlin, p.13.
- 7 Ibid., 15.
- 8 Larry Cuban, "A Fundamental Puzzle of School Reform" in *Phi Delta Kappan* 69:5 (January, 1988), p. 342. The terms come from a book by Paul Watzlawick, John Weakland and Richard Fisch, *Change: Principles of Problem Formation and Problem Resolution* (Norton, 1974).
- 9 Ibid.
- 10 Ibid.
- 11 Ibid., p. 344.
- 12 Ibid.
- 13 Smith and O'Day, p. 236.
- 14 Ibid.
- 15 Ibid., p. 245.
- 16 Ibid., p. 261.
- 17 Cuban, p. 343.
- 18 They include: *A Nation at Risk* (National Commission on Excellence in Education; 1983), *High School* (by Ernest Boyer, for the Carnegie Foundation for the Advancement of Teaching; 1983), *A Place Called School* (by John Goodlad; 1983), *Tomorrow's Schools* (the Holmes Group; 1990), etc.
- 19 McLaughlin, p. 12.
- 20 Ibid.
- 21 Barry Kosmin, et al., (Council of Jewish Federations, 1990).
- 22 Cuban discusses this in another article, "Reforming again, again, and again" published in *Educational Researcher* 19:1 (1990).
- 23 Oddly enough, for that very reason, it is the area of day school education that we may see the least openness to change. Since day schools are not only responsible for the Jewish education of children, but for their general education as well, parents may be much more wary of introducing second-order change into the day school. There the stakes are perceived as being "Higher"!

To: ADAM GAMORAN

From: BILL ROBINSON, CIJE

Re: Computer Proposal and Comments on Milwaukee Report

3 Pages To Follow

Adam,

Please find enclosed my proposal for a computing system and my comments on the Milwaukee report. As I mentioned in the last fax (1/19, yesterday), I'd like to talk with you about the 'Box 4' project prior to the conference call on Monday. I have some ideas and questions for you. Please re-fax a time to talk, perhaps on Friday morning?

Bill



Proposal for Computer System
(to Analyze Quantitative Data)

Bill Robinson, CIJE
Field Researcher - Atlanta

There are two options available for analyzing quantitative data - 1) through a mainframe computer at a local university using SPSS, and 2) through a personal computer using a PC version of SPSS. The two options differ on costs and convenience.

In terms of costs (as detailed on the following page), both options require the purchase of a personal (notebook) computer. However, in order to run SPSS on the PC a faster microprocessor with a built-in math co-processor (at an additional cost of \$412) is strongly recommended. In addition, option #2 will involve greater short-term costs (\$695 for the SPSS-PC software). However, option #1 may require greater long-term costs for use of the university mainframe. This cost is difficult to estimate since the cost depends on two factors: amount of usage and the manner in which access to the mainframe is acquired. For example, at Emory University the faculty of Emory College uses the mainframe at no cost while others associated with the University pay \$.07 per second of CPU time. At moderate usage this equals approximately \$100 a month, but could range up to \$1000 a month.

In terms of convenience, using SPSS-PC (option #2) provides certain benefits over the mainframe (option #1). First, SPSS-PC provides continual and immediate access to the data and calculations, while access to mainframes can be interrupted or delayed due to university maintenance or hardware breakdowns. Second, use of SPSS-PC will allow phone lines to remain open for incoming calls and faxes. On the other hand, mainframes tend to run calculations at a faster rate. However, purchase of the recommended (T1950) personal computer should ameliorate this problem considerably.

Recommendation:

Based on moderate usage of SPSS on the Emory mainframe computer for a year, the costs of the two options are not significantly different. Option #1 (mainframe) is \$4138 and option #2 (SPSS-PC) is \$4045. Coupled with the greater convenience of using SPSS on a personal computer, option #2 is strongly recommended.

Proposal for Computer System - Bill Robinson

page 2

Estimated Costs:

| <u>Option #1 (Mainframe):</u> | | <u>Option #2 (SPSS-PC):</u> |
|--|----------------|--|
| Personal Computer - Toshiba T-1900 (a 486SX microprocessor at 20 megahertz) | \$ 1566 | Toshiba T-1950 (a 486DX2 microprocessor at 40 megahertz, with an internal math co-processor) \$ 1978 |
| Up-grade to 8MB RAM memory (to run Wordperfect 6.0) - | \$ 350 | same \$ 350 |
| Modem - Megahertz 2400/9600 PCMCIA Notebook Data/Fax Modem | \$ 359 | same \$ 359 |
| Printer - HP Deskjet500 (paper costs not included) | \$ 268 | same \$ 268 |
| SPSS - access to Emory mainframe (at \$.07 a second of CPU time, assuming \$100 a month for one year at moderate usage) | \$ 1200 | SPSS-PC software \$ 695 |
| Wordperfect 6.0 - | \$ 295 | same \$ 295 |
| Support Publications - | \$ 100 | same \$ 100 |
| <u>Totals:</u> | <u>\$ 4138</u> | <u>\$ 4045</u> |

(All costs are based on lowest prices found among Roswell area computer dealers with two exceptions. The cost of SPSS-PC was given by the original software manufacturer. The cost of access to SPSS on the Emory mainframe was estimated by a computer consultant at Emory.)

To: Adam Gamoran
Ellen Goldring
Julie Tammivaara
Roberta Goodman

From: Bill Robinson

Total of 3 pages.

Re: Memo to MEF Team on Box4 Project, January 22, 1994

The following are some issues of concern regarding the upcoming Institutional Profile (Box #4 on page #12 of the Planning Guide).

I.

There are three (related) conceptual issues which need to be addressed prior to developing the instrument.

1. What is the purpose of the profile?
2. What is the relationship of the profile to the other surveys (i.e. Educator's and Educational Leader's Survey and the planned "Market Analysis")?
3. What role is each community to have in developing and implementing the survey in the short-term and long-term?

II.

I suggest that there could be three purposes for the Institutional Profile. In outlining these purposes, I will (hopefully) address all three conceptual issues.

Base-line Data:

First (though not necessarily in order of importance), the profile could be used as base-line data to evaluate changes in institutional activities. The type of data one may want to assess could include the following.

On teachers and directors:

- salary
- retention rates
- advancement
- skills
- training opportunities
- material resources

On students:

- numbers
- retention/graduation rates
- classes available (types)
- hours of contact

On community (i.e. Federation, JES) inputs:

- funding
- training programs
- teacher benefits
- material resources

Gaps:

Second, the profile could be used in conjunction with the Educator's (and Educational Leader's) survey and the planned Market Analysis to assess the "gaps" which exist between community needs/desires and resources/opportunities. If this is to be a purpose of the profile, then care must be taken to acquire data which matches the type of data already acquired with the Educator's (and Educational Leader's) survey. In addition, some sense of what types of data will be collected in the Market Analysis must be known ahead of time for the same reason.

In other words, since the Educator's survey asks "what sorts of things would encourage you to consider full-time employment" (page 11), the institutional profile should assess the availability of these resources/opportunities. Similarly, IF the Market Analysis is to be used (at least in part) to examine what things are important to parents in choosing to send their kids to a Jewish educational institution, then the institutional profile must explore the availability of these "things". The following are some tentative items which may be important to assessing the "gaps".

In reference to the Educator's Survey:

- salary & benefits
- professional training requirements and opportunities
- location (ease of travel)
- formal and informal teacher interaction times
- upward mobility within the institution
- affiliation/ideology
- requirements for hiring and advancement (degrees, education, employment experience, other)

In reference to the planned Market Analysis:

- costs and availability of scholarship money
- location (ease of travel)
- image of school (director's abilities, educator's abilities/expertise, quality of programs)
- hours of schooling
- availability of supplementary programs after school hours and in the summer (or even special programs - camps, Israel...)

Community Mobilization:

Third, the research could be used to mobilize the communities in both the short-term and the long-term.

1. In the short-term, the communities could be mobilized by engaging them in developing the instrument (i.e. what types of data do they think is important to collect, how should it be collected and disseminated). Engaging in this "bottom-up" process could have the added benefits of creating "reflective practitioners", making more concrete the "partnership" between CIJE and the communities, and facilitating long-term change.

2. By long-term change I am referring the expansion of community-based research capacities. The purpose of the institutional profile would be to illustrate to the communities the

benefits of continuing to gather the aforementioned data long after CIJE curtails its direct involvement, and to set-up the institutional procedures and resources to accomplish this.

Notably, if the profile is to be used to acquire base-line data (the first purpose), then developing a self-sustaining, community research capacity is essential.

III.

These conceptual issues raise three practical concerns.

1. Timing: To mobilize the communities and to match the Institutional Profile with the planned Market Analysis requires significant expenditures of time before the instrument can even be used. (For instance, in terms of the latter, interviews or focus groups with parents to ascertain what "things" go into their educational decisions seems appropriate.) Moreover, in developing a time-line for the project, community schedules will have to be taken into account.
2. Agenda: To mobilize the communities requires placing research squarely on the CIJE-community agenda. One-to-one interactions between field researchers, community leaders (e.g. Janice and Lauren in Atlanta), and educational leaders could only mobilize the community so far. The community leaders need to feel that research is a CIJE priority and integral to its other components. However, this shouldn't be done in a manner which inhibits the community's sense of "ownership" of the process.
3. Inter-Community Relations: If research is to be seen as a process of community mobilization (as suggested above), inter-community relations becomes an significant issue. During the research process, community differences may arise in terms of what types of data are deemed important to collect, the timing of the implementation, and which central agencies are to be involved. The degree to which the communities should integrate their approaches and work together on this project requires careful consideration.

fit btw needs & resources

Bill's memo - well done, shows excellent grasp of CITE's role as stimulus, ch agent, tens. ans inherent

p. 2 - gaps - elaborate - what kind of gaps?

- what does "acquire data which matches the type...?" mean?

Ellen - MEF community CISE overlap on some issues, some separate

- not clear how this relates to ration

- community as major focus initially
- may need top-down push for mkt of ~~research~~ info-gathering

p. 3 timing - yes - but can't wait for

inst. profile until instr. mts

B.11 - set a sense - draft conceptualizat

devel for mkt analysis
key question - how are you working w/ the people?

p. 1 baseline data

- what about programs?

- in funding - incl even a/u/a expenditures

Ellen - are these alternate or complem purposes

Stage I instit profile this yr
II after ~~need~~ mkt analysis is on the way or done

add to box 4: governance

documents for Feb ~~10~~ mts

"Box 4"

Bill's memo

reports - Milw. integr *
- Milw. mod/z
- Baltim. mod/z

notes for Feb 90 mts

goals / visions

mod/z

community ~~data~~ ^{data collector} ~~profiles~~

- ed survey

- instit. profiles

- market surveys

GAMOS type annette.mtg
From: IN%"ANNETTE@HUJIVMS.BITNET" 24-JAN-1994 08:15:57.95
To: IN%"GAMORAN@ssc.wisc.edu"
CC: IN%"annette@ssc.wisc.edu", IN%"alanhof@ssc.wisc.edu"
Subj: RE: MEF meeting

Return-path: <ANNETTE@HUJIVMS.BITNET>

Received: from HUJIVMS (ANNETTE@HUJIVMS) by ssc.wisc.edu (PMDF #3035) id
<01H81YEG0QDS91VVN2@ssc.wisc.edu>; Mon, 24 Jan 1994 08:15:28 CST

Received: by HUJIVMS (HUYMail-V61); Mon, 24 Jan 94 16:13:12 +0200

Date: 24 Jan 1994 16:09 +0200

From: ANNETTE@HUJIVMS.BITNET

Subject: RE: MEF meeting

To: GAMORAN@ssc.wisc.edu

Cc: annette@ssc.wisc.edu, alanhof@ssc.wisc.edu

Message-id: <24010094160936@HUJIVMS>

Content-transfer-encoding: 7BIT

*Main issues
- work plan
- what do we need to know?
- measurement / definition
- what is mblz?
- outcomes of edc
- shohamy?*

Dear Adam,

You message re-possible dates for the MEF meeting came right on time. Seymour has a meeting in Houston on the 9th which was just set up - and no way to miss it. So, after checking with Mike here is what we are suggesting: a meeting at Harvard on February 16 (Wednesday) for the whole afternoon. Mike will come in early from New York - he'll be there at about 2:30 or 3:00 o'clock. I recommend that we go on as late as possible (best would be through dinner). We should start at 2:00 pm. I'll be at I agree with your and Alan's decisions re-participation - though if Steve could come that would be very good. Will you or Alan ask him?

I suggest the following Broad agenda items:

1. Workplan for 1994 (and 1995?) including assessment of work to date, field researchers, each of monitoring, evaluation and feedback. Review proposed current workplan. Discuss possible new design including desired outcomes.
2. Reports on Baltimore and Milwaukee
2. Discuss Baltimore and Milwaukee reports
3. Policy oriented summary report on the Educators Surveys (towards public release.)

Any comments, additions, amendments are welcome.

Best Regards,

Annette

Proposal for Computer System
(to Analyze Quantitative Data)

Bill Robinson, CIJE
Field Researcher - Atlanta

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Proposal for Computer System - Bill Robinson

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| Up-grade to 8MB RAM memory (to run Wordperfect 6.0) - \$ 350 | same | \$ 350 |
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| SPSS - access to Emory mainframe (at \$.07 a second of CPU time, assuming \$100 a month for one year at moderate usage) \$ 1200 | SPSS-PC software | \$ 695 |
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Moz needs concept paper

1) generating key questions

— inter w/ LC w/ exper. in moz
nat-level
secular

— focused rds in ac lit - anthro, soc ed,
— review CIST documentat
— check w/ G. my abt commission stuff

2) revisions

— no concept framework, given timeline
— retain current moz ~~framework~~ text
— Roberta will do complete rewrite

(410) 653-4648

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TO: Friends of CIJE
FROM: Alan D. Hoffmann
DATE: January 24, 1994
SUBJECT: CIJE NEW YORK OFFICE

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I am pleased to inform you that a satellite office of CIJE has now been established in New York and will serve as the home base for CIJE Program Officers, Gail Dorph, and Barry Holtz, as well as being a frequent stopping off point for me.

Mail can be sent to the New York staff at the following address:

15 E. 26th Street
New York, NY 10010-1579

Telephone: 212-532-2360
Fax: 212-532-2646

Executive Director

Alan Hoffmann

To Alan

1/27/94

Thanks much for your thoughtful and detailed comments on the Milwaukee mobilization report. I assume I can share them with Roberta -- please let me know if that is not what you intended. I will ask Roberta to fax p.42 to Gail. Should she send it to you also?

I am consulting with Ellen about times for our conference call. I want very much to talk with you. In addition to discussing the meeting the following week, I want to make sure I understand what you want done with the mobilization report in the short term. It appears from your comments that you want (a) Roberta to respond in any way she can to the substantive questions you raised and (b) we should get some professional copy editing. (Believe me, I've copy-edited it the best I could already!) This is fine with me, but you don't say to do this explicitly. Is this what you have in mind?

I also want to let you know of my own schedule constraints. I have a major paper due on February 28 for the National Assessment of Vocational Education. I've done most of the research but have not started the writing. The deadline is firm. If called on I would try to squeeze out a day in late February to meet about Milwaukee, but I can't promise it at this point. Then, I am attending a conference in March and three conferences in April. Fortunately, three of the papers/presentations are mostly prepared, but one needs substantial revision and one I haven't started on. So as you can see my plate is pretty full this spring.

also - working now on Milwaukee report



MEMORANDUM

January 25, 1993

To: Alan Hoffmann
From: Adam Gamoran
Re: Computer equipment for Bill Robinson

As you know, one of the reasons we selected Bill Robinson as our new field researcher is that his skills in quantitative data analysis will permit us to analyze our own data in-house instead of contracting out as we are doing for the educator surveys. Data analysis requires appropriate computer hardware and software, and I asked Bill to explore two options: (1) Use of a personal computer as a terminal, to connect to a mainframe computer at a local university for data analyses; and (2) Use of a sufficiently powerful personal computer and software to conduct data analyses on the PC. I am writing to report what we have found, and to make a recommendation for purchase of equipment.

In short, we recommend the PC option (option 2). In reviewing this recommendation, please keep in mind that a notebook PC is standard and necessary equipment for our field researchers. The notebook we purchased for Claire Rottenberg is unfortunately not usable by Bill because it is an Apple (a MAC Powerbook), and he is an IBM user (like the rest of us). We have collected Claire's computer from her, and will turn it in to Ginny at the first opportunity.

Bill reports that the difference between a run-of-the-mill notebook PC and a PC sufficiently powerful to run SPSS-PC (the data analysis program) is about \$400. In addition, the SPSS-PC software costs about \$700. Thus, the PC system for data analysis costs about \$1100 more than a PC for word processing only. However, in consultation with computer staff at Emory University, Bill estimates the cost of analyzing data on the mainframe at \$1200 per year. Thus, the first-year costs are about the same, and Bill argues that the PC system is more convenient.

I would emphasize important points. First, whereas the PC system (option 2) includes all present and future costs, using the mainframe (option 1) incurs charges estimated at \$1200 each year. Since this is a multi-year project, option 2 is more cost-efficient. Second, \$1200 is for moderate usage, but if we gather new data in the future and conduct more rigorous analyses (e.g., as part of a market survey), the charges could be even higher. Third, if our project ceases at some point, CIJE will still possess a powerful computing system which could be deployed elsewhere, but if we pay for mainframe computing, those costs could not be recouped.

For these reasons, I endorse Bill's recommendation and ask that you authorize purchase of the computer system described as option 2 in Bill's memo. Funds for the computer system should be drawn against the miscellaneous line in the MEF budget for 1993-94. The cost can be accommodated within our approved budget.

If CIJE is able to recoup any costs by selling Claire's notebook, I request that the funds be credited to our budget.

conf call w/ AH & EG 1/31/94

RG does not completely underst what mobilz is about

- from LC gr at
- time test - is the community setting ^{involved?} ~~involved?~~
- need to develop indices

- for mty in NY - what is mobilizat?

- what would show us that a community is mobilized?

- may be doing a careful job but looking at the wrong thing

- so 50 people come to mtgs

- what does that mean?

- need penetration

- mty in NY should be conciliatory rather than confrontational

- AG must go over agenda w/ Allan
- flesh out in detail

- Anet is advisor to MEF, Sy is advisor to Ant

- should meet 3x per yr (2 in US, 1 in Israel)

- MEF advs committee should be bolstered

by NAM scholars

- Anet will get all docs,

- gr will approve ~~the~~ work plan, receive updates

- play up advisory committee

Barbara Neubelt
David Cohen
Hank Levin

poss sticky issue - feedback function

- AH does not think job is worth the investment
- do we have full-time work for 3 people?
- can 3 frs cover more than 3 communities?
- eg Rob goes to all mtgs - is that helpful + useful?
- fr's could monitor a narrow area of more communities

F
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**Council for Initiatives
in
Jewish Education**

Date sent: 2/8 Time sent:

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FOR USE AT GOALS SESSION ON 2/10-11, 1994

AMERICAN JEWISH
ARCHIVES



TO: VIRGINIA F. LEVI
FROM: DAN PEKARSKY
DATE: FEBRUARY 7, 1994
SUBJECT: TOWARDS AN AGENDA FOR THE GOALS PROJECT

I. INTRODUCTION

The Goals Project is a multi-pronged effort to catalyze what might be called "vision-drivenness" in Jewish educational institutions. To refer to an educating institution as vision-driven is to say that its work is guided and energized by a substantive vision of what it wants to achieve, of the kinds of human beings it is trying to cultivate. To speak of a Jewish educational institution as vision-driven is to say of it that it is animated by a vision or conception of a meaningful Jewish existence. The Goals Project will encourage vision-drivenness by educating relevant individuals, groups, and institutions concerning the importance of vision-drivenness and through various strategies designed to facilitate and encourage both serious reflection on underlying visions and equally serious efforts to identify and actualize the educational implications of the answers arrived at through such reflection.

This principal aim of this report is to set forth, for purposes of our deliberation, some fairly concrete ideas -- or, rather, options - about how the Goals Project should proceed. Prior to describing these ideas, the framework for discussion will be laid out in three brief sections, respectively entitled Rationale, Caveats, Clarifications.

Many of the ideas expressed in this report summarize ideas developed in the course of discussions among CIJE staff in North America and an intensive set of meetings at the Mandel Institute in Jerusalem held in January, 1994.

Rationale. Along with "Best Practices" and "Monitoring and Evaluation", the Goals Project has been associated with the CIJE conception and agenda from the very beginning. The reasons for this are simple but compelling.

The Goals Project is predicated on the idea that much of what passes for Jewish education today is lacking in any sense of direction, much less a compelling sense of direction. That is, the enterprise is not informed by coherent sense of what it is that one wants to achieve. This undermines efforts at education in a variety of significant ways. Absent a clear sense of what it is one wants to achieve in Jewish education, there can be no thoughtful basis for deciding such basic matters as the organization of the educational environment, the principal focus of instruction and the appropriate kind of pedagogy, the kinds of curricular materials that are appropriate, and the kinds of characteristics that are desirable in educators. Nor, in the absence of a clear sense of what one hopes to achieve, is there a reasonable basis for evaluating our efforts at education and making recommendations for reform. As I have noted in another CIJE memorandum, the

upshot of this is that the de facto criteria of success in Jewish education become the following: Do the students continue coming? Are they non-disruptive? Do they seem engaged? Though these are, of course, vital matters that educators need to attend to, they do not establish a sufficient basis for determining educational practice.

To put the matter positively, the Goals Project takes it as a given that a necessary condition of success in Jewish education is the development of a clear and coherent vision of what it is that one hopes to accomplish. "What it is that one hopes to accomplish" can be interpreted in more than one way. It could, for example, refer to the kind of educational environment, peopled by what kinds of educators and featuring what kinds of activities, one would like to bring into being. This is, of course, important and part of what the Goals Project is interested in. Notice, however, that decisions concerning the kind of educational environment one would like to bring into being are themselves dependent on answering a more fundamental question: namely, what kinds of human beings, featuring what constellation of attitudes, understandings, commitments, and dispositions, should Jewish educational institutions be trying to nurture? What is one's vision of a meaningful Jewish existence? If Jewish educators and those that employ them are to take us significantly beyond where we now are, they need to be guided by thoughtful answers to such questions. This conclusion seems to us sound not only on theoretical grounds; there is also ample, empirically grounded literature from general education that identifies the existence of a substantive guiding vision as a critical ingredient of a thriving educational environment.

The contention that vision is indispensable is, of course, not intended to suggest the desirability of any particular vision. It does, however, represent an endorsement of the view that each educating institution should be hard at work identifying the vision appropriate for it, and then looking for ways to better embody this vision in the institution's culture and educational activities. It is this effort that the Goals Project will try to encourage and support.

Caveats. A few caveats are in order:

1. Being able to articulate a guiding vision of a meaningful Jewish existence and really being committed to that vision are two very different things. The power of a vision to influence practice for the better probably depends substantially on genuine commitment to the vision.
2. For a guiding vision to really guide, it is important that front-line educators as well as lay and professional leaders come to identify strongly with it.
3. The road from a compelling vision of a meaningful Jewish existence to the design and implementation of appropriate educational arrangements is long, complex, and under-determined. In particular, no unique set of educational arrangements can be deduced from any given vision of a meaningful Jewish existence. The movement from vision to a characterization of educational

arrangements that offer promise of realizing that vision presupposes a host of beliefs not contained in the original vision, as well as considerable imagination; and the movement from a portrait of optimal educational arrangements to actual practice in the real world in which we live is also anything but simple. [Time permitting, these points concerning the relationship between vision and practice will be elaborated in an appendix to this document.]

Clarifications. The more clarity there is concerning the nature and scope of the Goals Project, the more likely it is that we will proceed fruitfully. With this in mind, I want to stress or reiterate a few basic points that may help to clarify the enterprise.

1. The Goals Project is closely linked to but is not identical with the Educated Jew Project. The Educated Jew Project is a long-term research endeavor that involves identifying a discrete number of visions of an educated Jew, or a meaningful Jewish existence, and then trying in a systematic way to think through what, educationally speaking, they might imply. The ideas, articles, and personnel associated with the Educated Jew Project are resources available to CLE's Goals Project, but how they are used and at what stage needs to be decided on a case-by-case basis. It may, in some but not all instances, be a mistake to see some instances for the Goals Project to be the "Educated Jew" materials at the center of its efforts to stimulate serious thinking about goals.
2. Elsewhere I have drawn a distinction between two important, inter-related but nonetheless different, kinds of goals: substantive educational goals (that derive from a vision of a meaningful Jewish existence) and instrumental goals that a community or an institution sets for itself. Instrumental goals identify desiderata that are likely to contribute to success no matter what one's substantive vision might be (for example, increasing to a given level the number of appropriately qualified educational leaders or teachers in a school or community; increasing the number of students in Jewish educational settings like schools, summer camps, Israel programs, etc.) It has elsewhere been noted that the two kinds of goals are not as independent of each other as the distinction might suggest, but that is not my concern here. The important question concerns whether the Goals Project should be looking at both kinds of goals or only at the substantive educational goals. While reflection on instrumental goals will go on in the Goals Project, its primary mandate is to stimulate progress in the area of substantive educational goals. [If this is true, we need to be giving more thought as a group to the arena in which instrumental goals -- which are, I believe, invaluable -- will be developed for communities and institutions.]

3. What is the appropriate clientele for the Goals Project? The Goals Project is concerned with three major levels: educating institutions, Jewish communities, and the denominations. It is interested not only in working with each of these levels independently but also in encouraging them to support one another's efforts to articulate and actualize their educational visions. While the Goals Project has a special interest in the three Lead Communities, its work is not necessarily limited to them (and, in fact, as will be seen below, it may be fruitful to go beyond them).

II. SOME CONCRETE PROPOSALS

There are many possible ways in which CIJE might try to encourage serious and productive attention to questions of vision and goals, and it is an open question precisely how much or what we should be doing. Relevant considerations include the following:

- a) What seem to be fruitful ways of encouraging productive work in this area?
- b) What human and financial resources will be required by these different strategies, and are they available to us?
- c) What is the appropriate time-frame within which we should be working?

Below I summarize a number of strategies that have been under discussion within CIJE and the Mandel Institute. In putting some of these concrete ideas on the table, the expectation is not that one or all of them will be accepted but that they will provide a springboard to serious deliberation concerning what the Goals Project should be doing. My hope is that by the end of the February 10 meeting we will have arrived at a preliminary decision concerning a set of strategies that seem both feasible and fruitful, as well as the rudiments of a plan of action. The decision made might be to endorse one or more of the strategies discussed below, in the form presented or in a revised form; or it might be to pursue an as-yet unidentified route.

III. SOME STRATEGIES TO BE CONSIDERED

A. Encouraging vision-drivenness via educational efforts.

Whatever CIJE accomplishes with the Goals Project will depend in large part on whether the relevant groups, institutions, communities, and individuals come to recognize the important role of vision-drivenness in education. The need to nurture such an appreciation poses a serious educational challenge for CIJE. How this challenge is to be addressed will vary with different contexts; but there are certain general things we can be doing which may have a high payoff across these contexts. In particular, the Goals Project should work systematically to develop a library of materials that explain the importance of and

exemplify vision-drivenness. Such a resource bank would include the following:

1. Thoughtful, readily understandable discussions of what it means to be guided by a vision, of the way vision-drivenness can contribute to the development, implementation, and evaluation of educational practices, and of the accumulating evidence from the world of general education that being vision-driven pays rich educational dividends.
2. One picture, the saying goes, is worth a thousand words. Examples of flourishing educating institutions that are vision-driven will be invaluable, particularly if accompanied by vivid accounts of the ways in which the vision informs what goes on in the institution. Such examples could come from the world of Jewish education but also from general education. The Waldorf school that grows out of the work of Rudolph Steiner has been pointed to as a possibly interesting example.
3. Examples of institutions that have gone through a serious goals-defining process and have, through this process, succeeded in transforming what they are doing in fruitful ways. Examples might well be found in the work of the Coalition of Essential Schools, as documented in their journal, *HORACE*.
4. "The future as history." Following the lead of the Carnegie Commission in *A NATION PREPARED*, CIJE would do well to commission one or more articles that vividly present educating institutions of the kind we -- or some segment of "we" -- might hope to see ten or twenty years down the road. The challenge would be i) to make the institution(s) come alive in an appealing way, and ii) to show how, down to its very details, it reflects a particular animating vision. The suggestion that more than one such article be commissioned reflects our sense that we would want to see portraits reflecting more than one vision of a meaningful Jewish existence.
5. The "Educated Jew" project is a potentially rich resource, particularly as the philosophical conceptions that are its starting-point are translated into portraits of educational institutions that adequately reflect that vision.

B. Strategies for working with individual educational institutions

1. A Coalition of Vision-Driven Institutions

This proposal is that a coalition be established for educating institutions that are seriously interested in going through a process of clarifying their underlying

vision and goals, as well as in articulating and working towards the actualization of the relevant educational implications. In addition to providing evidence of seriousness, participating institutions would have to meet a variety of standards in order to qualify for admission and to remain in good standing. Member institutions would be offered a variety of CLJE-resources designed to facilitate and support their efforts.

While some institutions from Lead Communities might well be interested in and qualify for membership in the coalition, the proposal does not assume that the coalition will be limited to Lead Communities. On the contrary, the hope is that institutions in other communities would want to enter the process.

It is far from clear how many institutions would be interested in participating in the coalition or would qualify. If the coalition were to begin with only two or three institutions, this would by no means be a disaster; indeed, it might be desirable. If, on the other hand, a host of institutions were both interested and able to meet the standards for entry, this might create some resource-problems for CLJE. In particular, it might well require CLJE to identify appropriate individuals in Jewish education from around the country who could serve as consultants or resources to the member-institutions as they set about their work. Identifying who such people might be and getting clearer on their availability is some thing that is probably worth getting started on.

If CLJE is to pursue this proposal, a variety of important tasks lie on the immediate horizon. It might also be useful to invite an articulate representative of the Coalition of Essential Schools to meet with us so that we can benefit from that coalition's experience and insight.

2. Identify a single institution, or perhaps one or two within each lead community, and work intensively with each one on issues of goals.

This proposal is in a sense more modest than the Coalition proposal (A., above). The intuition that informs it is that, particularly given possibly scarce human resources available to the project, we would be better off pouring these resources intensively into one or a few settings than to risk squandering them by trying to address the needs of too many institutions. It is conceivable that by investing a whole lot of thought and energy into one institution, we are likely to have greater success than if we try to work

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- C. Strategies for working with Lead Community lay and professional leadership.

1. A planning seminar (planned for this summer).

This seminar would be designed to engage lay and professional leadership, especially within Lead Communities, around the theme of Vision and Educational Practice. The seminar, as now conceptualized, would include the following kinds of elements:

- a. Opportunities for participants to come to appreciate the important role that vision and goals can play in guiding the educational process;
 - b. A chance to begin or continue working through their own visions of a meaningful Jewish existence;
 - c. A chance to encounter other such views, including but not limited to formulations developed in the "Educated Jew" project;
 - d. A chance to begin thinking about what's involved in trying to use such a vision to guide educational practice;
 - e. A chance to develop a strategy for engaging educating institutions in their local communities in the goal-setting process. If such a seminar is to take place, a number of decisions need to be made fast. For example, when and for how long will it take place? Where will it take place -- in Israel or in the United States? Who will be the faculty? Who will be invited to participate? Should it be limited to the lay and professional leadership in the Lead communities or should it be opened to a broader clientele? If the latter, who should be included in this broader clientele?
2. Consultations to a community's leadership around efforts already under way or accomplished that are concerned with goals.

For example, in a community like Milwaukee that recently went through a strategic planning experience that put "visioning" at the center, CIJE could initiate a serious conversation designed to unearth and develop the substantive ideals, the educational visions, that underlie the proposals that emerged from the Strategic Planning process. And if it turns out that these substantive ideals prove elusive, this could be a fruitful catalyst for serious discussions of questions of vision and goals.

- D. At the denominational level, we need to find ways of encouraging

the national training institutions to develop a pro-active approach to the problem of goals for Jewish education, an approach that includes efforts to catalyze serious attention to vision and goals on the part of constituent educational institutions. The question is how to do this. Below a few possible directions in which to proceed are identified.

1. Encourage the denominations to clarify and more adequately articulate their own guiding visions of a meaningful Jewish existence. This could be done in more than one way. One route would be to use existing vision-statements as guides, or in any case, as springboards for further clarification. Another route might be to ask them to identify an educating institution that adequately exhibits what the denomination represents and strives for, and then to do a content analysis of the basic assumptions concerning the aims of education that seem to be implicit in that institution's practice.
2. Encourage national denominational institutions to work intensively with one or more carefully selected educating institutions on issues relating to the identification of a vision and its educational implications. Such institutions might, but need not be, located in the three principal lead-communities.
3. The kinds of efforts articulated in A. and B. might be launched via a series of two or more seminars that involve the denominational leaders in reflecting on these matters, as well as on ways of getting their constituent institutions to take issues of vision and goals seriously. Whether such seminars should be limited to members of any given denomination or should be cross-denominational would have to be decided; conceivably, the initial seminar that launches the project at the denominational level would be inter-denominational, while those that follow would be intra-denominational.

E. Pilot-Projects.

One way to approach the Goals Project, a way which overlaps but is not identical with the approaches discussed above, is to undertake one or more pilot-projects. For example, a pilot-project might take a particular dimension of Jewish education, e.g. the teaching of Bible or the Israel experience, and systematically explore it in relation to issues of underlying vision and goals. This could be done in a variety of ways and at a variety of levels. For example, a community might take it on itself to focus on a particular dimension of Jewish education - say, the Israel experience - and to catalyze serious reflection on the part of all local institutions (across denominations) concerning the foundational and derivative aims of such an experience and the way

such aims operate to guide practice. Conceivably, different communities would take different dimensions of Jewish education as their central focus.

One could also imagine national denominational organizations making an agreement to explore one or more dimensions of Jewish education in this way. Such an agreement could give rise to some fascinating results: for one would expect that if the denominations approached any given dimension of Jewish education - from the teaching of Hebrew to the teaching of Israel to the teaching of Bible - seriously and with careful attention to their different visions of a meaningful Jewish existence and the aims of Jewish education, important differences in educational emphasis and direction would emerge.

IV. CONCLUDING COMMENTS

My hope is that the foregoing discussion will suffice to stimulate and guide our discussion at our February meetings. Such discussion might profitably focus on

- a) unclarities, incompletenesses or mis-statements found in this document;
- b) the adequacy of the various proposals and ways of improving them;
- c) pertinent proposals not articulated in this document. Ideally, we will emerge with the rudiments of a strategy at each of the major levels discussed above.

Based on the foregoing, I would recommend the following agenda for our February 10 meeting:

- 1. Summarizing/refining/rethinking the basics:
 - a) Underlying assumptions and key distinctions that inform and define the goals project;
 - b) the levels at which the goals project is to work;
 - c) considerations pertinent to a decision concerning which strategy or strategies to adopt.
- 2. Summary, discussion and assessment of the major proposals represented in this report, as well as additional proposals that seem promising.
- 3. Action:
 - a) Decide on one or more proposals to pursue, and
 - b) Develop a plan of action, including a division of labor.

February 16, 1994

Memo to: Adam Gamoran
Ellen Goldring

From: Julie, Bill and Roberta

We are here in Baltimore. We are asking for a quick turn around on this memo as it will affect what we do the rest of the time that we are together.

In reading the memorandum from February 15, 1994 we concur that mobilization needs to be conceptualized and operationalized. We propose the following for devising a conceptual framework:

- generating the key questions that will guide our inter viewing and reading

- conducting interviews with:

 - people in the LC with experience in mobilization
 - national level people with experience in mobilizing Jewish communities
 - secular people with experience in community mobiliza tion

- a focused reading of mobilization in the academic literature in the areas of anthropology, sociology, education and political science

Once you give us the okay, we will then generate a more detailed plan.

Concerning the revisions in our papers, given that no conceptual framework exists at this point and that we have a timeline which demands our working on things other than our present mobilization papers, we propose retaining the current mobilization definition. Julie has few changes to make in her report. She will respond to Alan's comments when they come in. I propose doing a complete rewrite of my paper to repropotion the details (condensing the descriptive) and the analysis.

Please call us as soon as possible. We are at Julie's 410-653-4648.

CJJE
MEF Consultation
February 10, 1994

Agenda

1. Six-month review of the MEF project: August 1, 1993 - Jan 31, 1994
2. Understanding mobilization
 - a. Defining, measuring, identifying standards
 - b. The role of monitoring and feedback
3. Community profiles
 - a. educators survey
 - b. looking forward to institutional profiles and market survey(s)
4. Studying goals
 - a. Taking stock
 - b. How will we identify goals as they (hopefully) emerge?
 - c. How will we select among goals for further study?
5. Measuring outcomes

Agenda for Feb 18 mtg

- ① intro - goals for the mtg - set broad policy for M&F
- bear in mind - CIST res agenda
 - is more for the moment - resource constraints
 - we'll prioritize later
 - not so much day today or specific products but grand design

② 6-month review of the project: Aug 1, 1993 - ~~Feb~~ Jan 31, 1994

- 2 prot. lives. rpts
- 2 mobilz rpts
- interest rpt on + force of Milwaukee
- data collec - eds in Baltimore

- monthly updates
- hired new f.r. - h.s. orientat

③ understanding mobilization

- how should we recognize it?

(Alan)

can we get more spec.?

- what is world you ask?
- what would constitute good baseline info?

- in an ideal world, w/ unlimited res, what add'l aspects of the CIST/EC relat should we study?

(Annette)

- what aspects of CIST should we study, apart from EC's?

understand center for mobilz

- not just local press
- incl proj content

- do we need monitoring?
- do we need feedback?

④ community profiles

① educ survey was the first step
 - presentat & use - involvement of lay leads

⑥ on to institutional profiles

— rethink this — what are the purposes?

- (B.I.I.)
1. baseline data
 2. identify needs
 3. mobilize the community
 - devel ^{common-based} research capacity

— how should we proceed w/ Box 4?

- what do we need from CIST
- what must our fr's do?

— how does this set up a market survey?

⑤ studying goals

① take stock - there are no goals
 - i.e. no coherent vision
 - how can we document this more effectively?

② how will we identify goals as they (hopefully) emerge

③ how will we select goals for further study
 - i.e. assess prog. towards goals - which ones?

⑥ measuring outcomes

① ideal

② practical - rec sholman

Goals

fr's should find out whether instits have goals

CISF should find out about nat. goals - denominations

— what are we up against? i.e. what goals do ~~peop~~ instits think they have?

— how do people think about goals

recogz goals

— ability of key people to articulate a vision (coherent)
— collective statements
— how far down does it reach? — go to instits

— criteria — of philosophers

— that would speak to policy-makers

— can drive what goes on in a classroom

— ~~criteria~~ dep not just on content of goals, but context — ex of "start sil ready to n (Am) (can) vs. "In Heb" (Cans around)

— need these grps to talk to each other

— ^{add} "Mission", "goals" to institutional profile
— yes/no, get it, ask how arrived at it

— Distinc b/w having a vision + having a Mission statement

①

profiles

"wonderful" - "speaks well of Bill + of the proj"

Annette - all this is only val'd if have a
(a) standard to which you aspire - ^{school proj?}

- content needs to be more specific to Ted
 - variant across schls in pers p / experts
- content - student attendance
 - parent involvement

(b) - why these items of data? rational

(c) - what would it mean to mobilize a community

Seymour - reac will be more research? resistance
- iterations ~ ^{misinterpretation} experts - Annette may convene at ^{model} Just
- categories - meaning, missing
 ↳ draw on Best Pracs

- interview experts on ~~inst~~ categs for inst profiles

- get the whole scope
- then cut

- Barry & Gail } will provide list

Barry - will need to bring in informal educators
- eg Bob Toren - JCC in Cleve

profiles (2)

Bany - 3 levels

(a) basic "facts"

(b) some context - eg's
- focus groups ~~etc~~

(c) in depth obs study of claims

Give list of interviewees of Baltimore to Gail
- representative?
- correct?

Feedback to CIST needs clarification

Why feedback only to Milw

Should Ant get monthly updates? yes

interview on mobz

- S Hoff

M Mandel

C Ratner

B Schrage

M Givvis

G Dorph

J Woocher

paper on what
it means to
mobilize ~~the~~
Jewish
community
- concepts
- measures

Alan
need to set meth issues on agenda

pts should not be given to communities

too much input from communities as opposed to CJF

Mobilizat

methodology

9 - what's the meth for ascert. mobil

should include key CJF figures in interviews

- assessing
- determine what to look for

researchers need to see info from CJF also

should frs have monthly conversats w/ ~~frs~~ ^{Gail}?

criteria of mobil

① setting an outstanding, powerful local leader who is resp, sees self as champion for this
- recruits main peers to particip
- most influential, wealthy, intelligent
"wealth, wisdom, work"
- at least 2/3

② wall to wall coalition

③ - cross-section of rabbis, cong leaders, ed profs leaders, lay leaders
- many, wisdom work
- all sectors

~~④ at least 10-15 min prof staff~~

- how tell whether really is a w-t-c
- how much 1-1 contact is there b/w staff members & div commission members? - ask staff ask members
- attendance at mts

mobl 2 (2)

- what do they tell others about
their process?

- ask others (mobs)

- on agenda of mtrs of other grps

- people worried about what you're doing,
why they aren't included

- report to Fed Bd or some governing
body

- LC Bulletin

②③ at least 1 full-time staff

④ involunt of rabbis & educators

⑤ - engaged programmatically or by being forced
- how oft is ~~it~~ on their agenda
- what do they know about LCs

⑤ signit addit funding for Jewish ed

⑥ foment about the topic of Jewish ed

a) Jewish newspaper articles

b) - discussed in the Campaign - as motiv for sewing

c) - contacts b/w Fed pr - incl solicitors
of Senior 1966.3

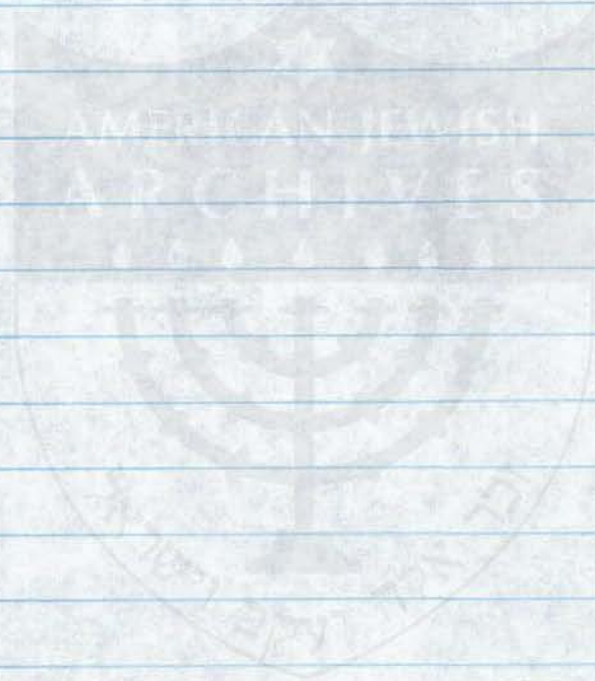
2 levels - estab leadership - most imp

- community at large - recess for success

(7) fed, ed, lay as team

(8) action in the education arena

(8) planning for educ/continuity



Monitoring

reduce day to day monitoring?

- doesn't feed much into modz asstmt
- redundant w/ Gail's feedback
- not enough activ. in LC's to make close monitoring pay off

refocus assumptions of f.i.r.

Stue - plenty of occas when their fdbk has helped us make a course correction

- if they weren't inv., no one on site

- need a baseline of where the comm is at educationally
 - profiles
 - what's going on in the classrooms?

SE - monitoring is a key story

- any new prog should be eval in its own terms
 - incl es mobile - what are goals? indivs?

Possibilities for addressing goals in the MEF project.

7. Issue a report which would describe educational changes that occurred during the two years, and present an assessment of the extent to which goals are being addressed. The report would include the following:

- (a) Description of the goals that have been decided upon.

This will include cognitive goals such as desired achievements in subject matter areas (e.g., Jewish history, Bible, Hebrew). Where appropriate, it will describe and attempt to measure attitudinal and behavioural goals (e.g., measures of Jewish identity, involvement in synagogue life, attitudes to Israel and to Jews throughout the world).

Every effort will be made to discover goals for a community as a whole. They will range from quantitative goals (e.g., participation rates in post-bar/bat-mitzvah education, family involvement in family education programs), as well as elements that will be agreed upon by the community-at-large (e.g., involvement in the destiny of the State

3

of Israel and of Jews throughout the world, increased religious observances [according to specific denominational interpretations], changing the climate of the community concerning Jewish education, increased rates of involvement in community affairs).

- (b) Monitor initial steps taken toward reaching these goals.
- (c) Qualitative assessment of program implementation.
- (d) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.
- (e) The resources of the Mandel Institute-Harvard University Program of Scholarly Collaboration and its project on alternative conceptions of the educated Jew will be made available by the CUE to those working on the goals aspect of the monitoring-evaluation-feedback project in the lead communities.

The faculty and staff of the religious denominations have been recruited to assist in this project. Prof. Daniel Pekarsky, a scholar in the field of philosophy of education at the University of Wisconsin, will coordinate this effort at developing and establishing goals.

Prof. Pekarsky and members of the staff of the CUE are collecting existing examples of schools and other educational institutions in Jewish and general education, that have undertaken thoughtful definitions of their goals.

4. Invite training institutions and other national resources to join in the effort, and invite them to undertake specific assignments in lead communities. (E.g. Hebrew Union College might assume responsibility for in-service education of all Reform supplementary school staff. Yeshiva University would do so for Orthodox day-schools.)
5. Recruit highly motivated graduates of day schools who are students at the universities in the Lead Community to commit themselves to multi-year assignments as educators in supplementary schools and JCCs.
6. Develop a thoughtful plan to improve the terms of employment of educators in the community (including salary and benefits, career ladder, empowerment and involvement of front-line educators in the Lead Community development process.)

Simultaneously the CIJE has undertaken to deal with continental initiatives to improve the personnel situation. For example it works with foundations to expand and improve the training capability for Jewish educators in North America.

E. DEVELOPING COMMUNITY SUPPORT

This could be undertaken as follows:

1. Establishing a wall-to-wall coalition in each Lead Community, including the Federation, the congregations, day schools, JCCs, Hillel etc...
2. Developing a special relationship to rabbis and synagogues.
3. Identify a lay "Champion" who will recruit a leadership group that will drive the Lead Community process.
4. Increase local funding for Jewish education.
5. Develop a vision for Jewish education in the community.
6. Involve the professionals in a partnership to develop this vision and a plan for its implementation.
7. Establish a local implementation mechanism with a professional head.
8. Encourage an ongoing public discussion of and advocacy for Jewish education.

ing a profession of Jewish education. Talented people will be attracted to the profession when they believe they can make a difference and are given the means and resources to do so. This means being empowered to help shape the content and methods in their own institutions, receiving adequate salaries and benefits, and being recognized as playing a leading role in determining the future of the Jewish people.

II: MOBILIZING COMMUNITY SUPPORT

A number of strategies will be developed to increase community support for Jewish education. Their aims are to recruit top community leaders to the cause of Jewish education; raise Jewish education to the top of the communal agenda; create a positive environment for Jewish education; and provide substantially increased funding from federations, private family foundations, and other sources.

Recruiting Community Leaders

Top community leaders will be recruited individually to the cause of Jewish education by members of the Commission and other influential personalities who are able to convey the urgency of providing support for Jewish education. The North American Jewish community has demonstrated an unusual capacity to deal with major problems when they are addressed by the very top community leaders.

Efforts will be made to involve lay leaders who are members of the boards of Jewish schools, synagogues, and JCCs in the

Commission's plan. Members of local federations will be made aware of the steps that have to be taken in their local communities in order to improve Jewish education.

The goal is clear. As one commissioner observed, a majority of community leaders must rally to the cause of Jewish education. "The chances are," he said, "that in 1980, only a few of these leaders thought Jewish education was a burning issue, many thought it was important, and the rest didn't spend much time thinking about it. In 1990, it may well be that there are significantly more community leaders who think that education is a burning issue, more who think it is important, and fewer who don't give it too much attention. The challenge is that by the year 2000, the vast majority of these community leaders should see Jewish education as a burning issue and the rest should at least think it is important. When this is achieved," the commissioner concluded, "money will be available to finance fully the massive program envisioned by the Commission."

Increased Funding for Jewish Education

The revitalization of Jewish education will require a substantial increase in funding — to raise teachers' salaries, pensions, and other benefits, to provide new positions, to increase the faculty of training institutions, to provide fellowships for students, and to develop new training programs and expand in-service education.

Long-term support for Jewish education will be provided by current sources — tuition income, congregational and organizational budgets, and fundraising, as well as by gradually increas-

ing federation allocations. An exciting new development that holds great promise for the field is the serious entry of strong private foundations into Jewish education. This is unprecedented. A number of foundations, some represented on the Commission, have decided to invest substantial sums in Jewish education and indeed have already begun to do so. Some will support specific elements of the Commission's action plan. Also, many federations have a relatively new resource available through successful endowment programs and are in a promising position to help give a quick start to new and innovative programs.

Changing the Community's Attitude toward Jewish Education

The very creation of the Commission on Jewish Education in North America in 1988 — which brought together for the first time scholars, community leaders, educators, heads of foundations, and the leaders of the Orthodox, Conservative, Reconstructionist, and Reform movements — signaled the readiness of the Jewish community to join together in a massive effort to improve Jewish education. Over a two-year period, its deliberations have themselves helped to create a climate in which major change can take place.

A potential base of larger support in communities in North America is also evidenced by a number of local commissions on Jewish education/continuity that have been established in the past few years (there are already more than 10 such commissions). The important work being done by the JCC Association through its Commission on Maximizing the Jewish Educational Effectiveness of Jewish Community Centers demonstrates the results

that can be achieved when community support is galvanized. The regional conferences recently organized by JESNA — which will culminate in a continental conference — are heightening community awareness of the crucial significance of Jewish education to meaningful Jewish continuity.

The Commission report and follow-up plans will inform all segments of the Jewish community that Jewish education will be undergoing a period of genuine revitalization. It will be given widespread distribution so that Jewish leadership throughout the country will be aware that this plan is not just another symbolic gesture or limited endeavor, but is the initiation of a broadscale effort. The report will be made available to members of the boards of congregations and schools, and to leaders of all Jewish religious, educational, social, and communal organizations.

As the plan developed by the Commission gets under way, a continuing flow of information will keep community leaders apprised of the progress being made. Communications through all appropriate channels will be sustained in the months and years ahead concerning the implementation of the programs.

Seminars and conferences will be organized for community leaders to acquaint them with the many different aspects of the plan that are being carried out. It will be important for them to be aware of the role they can play in helping to build a profession of Jewish education.

The Commission has decided to continue its work, although in a modified format. Its members will be convened by the Council for Initiatives in Jewish Education (CIJE) and will meet once a year. At that time an update will be issued to inform

Box 4: Elements of an Institution or Program Profile

- **Organizational:**
 - type of institution, program (e.g., day school, camp, retreat center, etc.)
 - denominational affiliation
- **Students:**
 - enrollment and graduation trends
 - age range
- **Educators:**
 - numbers of full- and part-time
 - areas of expertise
 - qualifications
 - turnover/retention rates
- **Program components:**
 - subjects
 - degree(s) offered
 - in-service staff development
 - activity duration
 - methods
 - support resources (e.g. library, training) and services
- **Finances**
 - cost per unit of service
 - revenue and expenditure trends
 - major sources of revenue

d. Summarize community expenditure levels for major categories of services. E.g.:

- Central agency
- Day schools
- Supplementary schools
- JCC education services
- Camps

2. Needs Analysis

A needs analysis identifies unserved and underserved needs for Jewish education. It will include:

- Educator's survey

To: Adam Gamoran
cc: Gail Dorph

From: Bill Robinson

Re: Request by Atlanta Jewish Times to meet with me.

This memo is being written as per your request.

What occurred:

A couple of weeks ago, David Hozel (a reporter for the Atlanta Jewish Times) requested that I meet with him. He did not state the purpose of the meeting (even though I asked). However, he did say that anything I said would be "off-the-record". After first agreeing to the meeting, I called him back to cancel. I informed him that in my position as a field researcher I could not provide any information to him nor be interviewed by the Atlanta Jewish Times. I added that this was the policy of CIJE, as told to me by my boss. He then requested permission to speak with my boss. I said that I would inform my boss of his request.

Suggestions:

The Atlanta Jewish Times may want to interview CIJE personnel or David Hozel may want an informant for his articles. If they want to interview someone, then Gail or a non-MEF person would be more appropriate. If he wants an informant, then someone (who?) should probably explain to him the problems with this. Moreover, David Hozel is probably NOT the best person to contact at the Atlanta Jewish Times. According to one of "my informants", Neil Rubin (the editor of the paper) is probably a better choice for a variety of reasons.

This fax consists of 1 page including this cover page. For problems with its transmission, please contact Roberta Goodman at 608-231-3534.

To: Adam Gamoran

From: Roberta Goodman

March 7, 1994

I just returned from the NATE Board meeting and Kallah in Nashville. Your first inquiry about my computer needs came while I was in Nashville.

I need a new computer for several reasons:

- 1) I use my laptop to take notes at meetings. People have complained that it is very noisy. On the few occasions that I have used Julie's, they have said that it is less noisy. Still, Julie's laptop makes its own noise. It may be a question of some people's preference as to which is better or worse. Alan finds Julie's laptop's noise equally annoying. Neither of the computers was bought taking into consideration the noise level.
- 2) The laptop that I own is running out of space on the hard drive. Adding something like CompuServe to that computer is a burden.
- 3) The laptop that I own has either a defective or old battery. I am unable to use the laptop without an electrical source. This prevents me from doing work while I am on planes. As I fly frequently, having that capacity would allow me to do more CIJE work on those occasions.
- 4) My using Julie's laptop is not a satisfactory answer for Julie or me. Julie as a staff member is equally entitled to having her equipment provided by the CIJE. Although she does not use her computer to take notes at meetings, she uses her computer to do most of her work. Furthermore, I find Julie's key board physically wearing. Typing quickly on that key board hurts my hands.

CIJE has regularly provided all the equipment needs for each and every field researcher. I do take responsibility for initially turning down the offer of a laptop. Since that time, things have changed. My laptop is viewed as unacceptable because of its noise. As my husband and I use the laptop for other things in our office, it no longer has adequate storage space to meet the needs of the CIJE Monitoring, Evaluation and Feedback project.

I hope that this satisfactorily articulates the reasons for my needing a laptop computer.

Peabody College

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7511

Department of Educational Leadership • Box 514 • Direct phone 322-8000

MEMORANDUM

To: Adam Gamoran
 From: Ellen Goldring EY
 Date: March 9, 1994
 Subject: SUMMARIZATION OF ISSUES

I am writing this memo to summarize some of the issues that Alan and I discussed.

1. We need to write a MEF work plan proposal for...94-95 (?). The point is to try to prepare a document so we all have a common understanding of our work issues. We need to address some of the following issues:
 - A. Do we want to propose that we will not do feedback and update memos to CIJE (and the communities)?
 - B. Do we want to "tone down" our ongoing monitoring? Will there be a second year mobilization report? Let me mention Alan's thought, in general, that the reports should not be disseminated to anyone. Are they really helpful?
 - C. We need to address the issues of informal educators. Do we want to propose this as part of our work?
 - D. Do we want to propose a process to monitor the use and development of educator's work reports and action plan for personnel?
2. We spoke at length, once again, about FR. Alan raised the issue that as we work on "projects"—they are more and more "researchers" rather than field researchers and there is nothing in their tasks or little that requires them to be based in a given community. Again, the issue of how to justify their cost (Alan reminded me of the transition of 95—when LC will pay for researchers). How to best use the resources?
3. Alan would like Roberta to work with Isa on her project, where Isa would "buy out" some of Roberta's time. Is this ok? What would she not do for MEF? How much of her time?
4. I spoke with Bill—an issue to address from his point-of-view is: 1. The time and cost of consensus building by the FR. In other words, they had a very hard time "moving on" when they met in Baltimore and spent enormous amounts of

| | | |
|--|----------------------|---------------|
| Post-It [®] brand fax transmittal memo 7671 | | # of pages: 2 |
| To: Adam Gamoran | From: Ellen Goldring | |
| Co. | Co. Vanderbilt Univ. | |
| Dept. | Phone: 212-7107 | |

Adam Gamoran
March 9, 1994
Page 2

time trying to reach consensus (I can imagine them hashing out little details before seeing the big picture). 2. What does it mean to be the "lead person"? How to let the lead person move on, perhaps an "input" consultation model, rather than consensus.

5. We discussed Institutional Profiles briefly with Alan at the staff meeting. It became obvious very quickly that without the document which presents the rationale for the work and the content of that work, we can't really continue the discussion with Alan.
6. I spent time with the FR on the Institutional Profile memo. (I'll tell you about it when we talk).
7. I read R. Atlanta report—let's talk about it. My feeling is it is not worth pursuing. We should drop it—and I'm not sure she should revise it again (unless it is a learning exercise).

When you can, call me so we can talk about these issues, perhaps before our next conference call. We need to change the next call. Roberta and I can't do it on March 16. How about March 17 at 8:30 in the evening (our time). It is ok with everyone else.

We need to discuss many of these issues because of the contract renewal issues. Alan was hoping maybe you could come to Milwaukee one evening in April when he will be there (I may be there too...a long story but it has to do with Educational Leadership).

Alan also would like us to think about someone else for the Advisory Committee. He suggested Barbara Newfield from Boston?

EG/rj

March 10, 1994

To: Alan Hoffmann
From: Adam Gamoran
CC: Ellen Goldring
Re: Computing needs of the MEF project

I'm writing with two requests regarding MEF computing needs.

(1) The first request is that Bill Robinson's computer purchase be approved and expedited as soon as possible. If necessary, it should be decoupled from other computing requests. I want to reiterate that it falls within an existing budget which has longstanding approval. I let you know long in advance that this request was coming, and moreover I'm sure it was obvious that by hiring someone to conduct quantitative analysis we would need to provide the equipment necessary to carry out that work.

As soon as Bill obtains this equipment, he will begin with the analysis of the Milwaukee principals. We will also provide him with the Milwaukee teacher data, and unlike the present circumstance, we will be able to do any analysis we want with far less trouble. (For example, I'd like to get point estimates of teacher salary as a function of hours worked, type of school, and experience.) If we decide to conduct analyses of Baltimore and Atlanta teachers in-house, we will be ready. Even if we ask Nancy H. to do some analyses, we will have the data ourselves and our own analyst, which will provide much greater flexibility and capability for analyses.

He will also need the computer to analyze data from the institutional profiles survey. But we're not at that point yet.

(2) The second request is to pass on and endorse Roberta Goodman's request for a notebook computer. As you'll see in her memo, she declined the offer to purchase a computer when she began her work with us. However, the computer she's been using is now several years old. It is heavy and noisy, and it has a relatively small hard disk drive. Because it is used for family as well as work, the hard disk is nearly full. Hence, I recommend that we purchase a notebook computer for her to use. The cost can be absorbed within our existing budget.

Please consider this request separately from the first. This is not a "package deal."

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 10-MAR-1994 08:20:35.89
To: gamoran
CC:
Subj: Re: is this what you had in mind? I'll send it.

No problems at all, in fact the staff meeting with the FR went well and Alan even said it went better than expected. Julie was more open, less defensive and was a bit less egocentric (in terms of Baltimore, her role) than usual. So it was very nice. The staff meeting was really to tell the FR about the thinking of CIJe in terms of from 3 to 23 and the steering com. work etc.

In terms of MEF there are just lots of unfinished issues and Alan really would like the three of us to sit down and decide some things, and he doesn't want another advisory meeting without him there, but in August, when A & S return to the states, Alan will just be moving here with his family, so he doesn't know when such a meeting can take place. I think ultimately he feels under pressure from Mort and Hershorn about the project and its direction given the cost.



From: EUNICE::"73321.1223@CompuServe.COM" 10-MAR-1994 09:25:59.95
To: Adam <gamoran>, Ginny <73321.1223@CompuServe.COM>
CC: Alan <73321.1220@CompuServe.COM>
Subj: Robinson expenses

Hi, Adam. We missed you in Atlanta. I returned to an administrative question. Bill has submitted bills for moving expenses totaling just over the allotted \$2,000. In addition, he has submitted a bill of \$860 for car rental during January. Did anyone approve this in advance? If so, against what budget line? Is it also a moving expense? Anything you can do to shed light on this before Mon., when Alan will be here to review it, would be very helpful. Thanks.
Ginny



From: GAMO::GAMORAN 14-MAR-1994 14:40:37.70
To: BILL, JULIE
CC: ELLEN, GAMORAN
Subj: institutional profiles

Thanks for the memos on institutional profiles/practices. As you know from my earlier reactions, my greatest concern is that we need to present a rationale for the profiles. I thought Bill's January memo made an excellent start on this, and I am asking Bill to elaborate in this direction now. Given that Julie is working full-steam on Baltimore educators, and Roberta is working on year 1 mobilization in Milwaukee and Atlanta, and now that we've all given Bill tons of input on this, I am asking Bill to write a proposal that would be more substantive in its rationale.

Adam

(Bill: Please use the Compuserve fax feature to fax this to Roberta. Thanks.)



From: EUNICE::"73321.1220@CompuServe.COM" 15-MAR-1994 21:59:16.06
To: Adam Gamoran <GAMORAN>
CC:
Subj: aTLANTA TEMPLE AND ROBERTA

ADAM,

I AM FORWARDING TO YOU ISA'S NOTE TO ME
SO THAT YOU CAN BE UPDATED.

STILL NO NEED FOR ACTION UNTIL YOU HEAR FROM ISA BUT YOU
ARE NOW IN THE LOOP

ALAN

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

Subject: +Postage Due+Re:Roberta and Atlanta
Date: 09-Mar-94 at 18:34
From: Isa Aron, INTERNET:iaron@eis.calstate.edu
To: Alan D. Hoffmann,73321,1220

Hi Alan!

Amazing that I just saw you this morning, and here I am back at my
computer. The meeting with the folks from THE Temple went very well. I
have a sense that they will go for it in the end, and I'm glad, because I
ended up liking Alvin a lot -- he seems really committed. They do have a
few issues to discuss, which they won't get to do till their staff
meeting on Friday. Assuming I can get on line, I'll e-mail you once I've
heard from them, or at least leave a message with Ginny.
I'll leave it up to you whether you want to contact Adam before all this
is finalized.
Hope the rest of your meetings went well. I was nice to see you, as always.
B'Shalom, Isa

AMERICAN JEWISH
ARCHIVES

From: EUNICE::"73321.1220@CompuServe.COM" 15-MAR-1994 21:59:59.94
To: Adam Gamoran <GAMORAN>
CC: Isa Aron <iaron@eis.calstate.edu>,
Ellen Goldring <GOLDRIEB@ctrvax.vanderbilt.edu>
Subj: Isa Aron, Roberta and other sundries

Hi Adam,

1. I am forwarding a message from Isa Aron which she sent to me more than ten days ago. I discussed the issue briefly with Ellen and I said that from my point of view although the present initiative is in Atlanta and not in Milwaukee, I am very interested in trying to make one of the "reconfiguring" Reform temples happen in one of our communities. So much so that I would be prepared to see this as part of Roberta's task as long as we get compensated by their project.

This is clearly connected to Roberta's work plan and so I have asked Isa to be in contact with you directly once the situation becomes clearer to her re: Atlanta.

alan

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

Date: 02-Mar-94 at 15:25
From: Isa Aron, INTERNET:iaron@eis.calstate.edu

To: Alan D. Hoffmann, 73321.1220

Hi Alan!

I've been leaving messages for you all over the place. I hope you get me of them. I apparently missed you by 5 minutes at the Mayflower hotel -- talked to my mother instead!

I don't know exactly how this came about (actually I do, but it's too convoluted to put into an e-mail message), we are now once again negotiating with The Temple in Atlanta to be the 5th congregation in the ECE. However, since the adviser we had thought to send to Atlanta has already started working with the congregation in St. Louis.

The bottom line is: we can only work with this congregation in Atlanta if we can have Roberta as the adviser, which would mean getting the CIJE to release her for 20 days a year, starting in a month or so. I had breakfast with Barry Holtz, and he said that only you can make this decision.

I don't imagine you'll be able to make the decision instantly, and I know you'll need to talk to Adam, but it would be helpful for me to have a quick reading, especially if you think the answer will be "no." Then I can stop my negotiations right now, before we get too deeply into it. Hope you're checking your e-mail these days. You could either e-mail me back, or we could talk. Tonight I'll be at home 213-939-9021. Tomorrow I'll be home in the early morning, and at HUC after 10 a.m. my time: 213-749-3424. Thursday evening is no good for me, but Friday I'm home all day. Sunday I go to NY, and will be with the Westchester congregation. Hope we connect one way or another.

Thanks -- Isa

AMERICAN JEWISH
ARCHIVES

Call w/ AH 3/24/94

steering committee only

- how bd mts will go

- focus on committees

- 1 day: exec cmtte 8:30-9:30

mtg 9:30-10

presentat 10-11 Barry Kosmin

get people committed

- go into depth in issues

← cmttys

11:15-1:15

~ / box lunch

full bd

1:30-3:30

- Mont

- Alan

- soals prog

- cmtt rpts

↓
staff should write 2-p memo

as basis for disc

- res domain thru lc's

- how use as a platform for res in N America

what's the diff btw govt-o res & basic res?

memo - lays out the territory

- what we should be discussing - possibls

- ask G. for Barry & Gar's memos

- ask for Isa's rpt

could bring an expert

- how does a field of res arise

ask ELP - what would she like to see as the outcomes?

AH - how is what we're doing in lcs to serve N Amer?

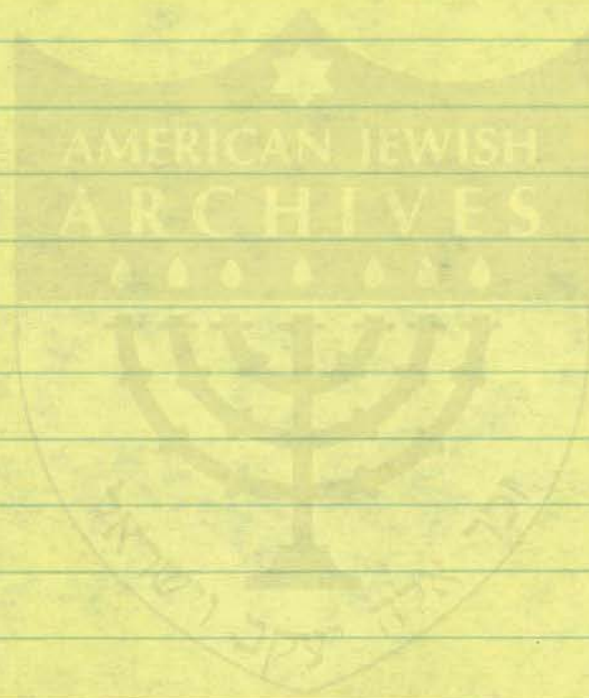
- what's the mech?

- at what stage do we take results & disseminate, gonz

what kind of capacity does CITE need to move towards res agenda?

MTF workplan

- need to get ~~for~~ Dec 94
- offer 6 month contracts
- partly administrative, partly ~~content~~ ^{content}-related



Madison L'Mos, m will now be a CITE pilot project

- please consider part of CITE work
 - no more remuneration
 - tell Julie
 - tell Chaim

AG should talk w/ Ruth Cohen

- we've gone out of our way to hold conf.
- surprised to hear you are proceeding at conf.
- what's up? - should say, it's my data

after this time, AG & EG set \$500/day
for policy rpts

talk w/ Ellen about prob of giving MIT data to B&H
can we give them something that would allow them to
deal w/ their data, but does not prejudice impact of rpt

Chaim comes to Nashville to spend a day > what is he interested
in, where should
he look, what should
we set

cover memo

— last 2 plans have rec NO response

— what will be **The Scoop**

March 14-March 18

Spelling

she
ship
chin
chop
cherry
shop
shade
shape
chat

Our math unit on
telling time is going well.
Practicing telling time at home
would be beneficial.

The school carnival
is tonight. Hope you
will be able to come.

On Thursday our 7th
grade buddies took us to
see the middle school
science fair. The children
really enjoyed it.

Our class pizza
party is scheduled for
April 11. More information
will be coming about this.

March 22 is
Go-To-School Night.
Mark your calendars.

Have a
great
weekend!

2 poss scope

- 1 - clar. & CITE's ~~int~~ ^{underst} of mobile - ^{in these} just CITE
 - 2 - concept of mobile more broadly
- ↑
recommended

informal
w/h/a formal educators

study of
informal

LC projects + eval/at

- w/in common

- across common
(as related to overall plan)

need concept of eval in terms of
content, scope, quality

specific proj of MM

personnel action plan

goals,
not goals proj

institutional visioning

proj

Inst prof

Must eval of pers as plan
concept of mobilz

Only m f - not every mts
(no more fdbk to community)

proj

③ CITE
x common

concept
s, l, r

goals
proj
not
+ not all

what's been going on - with so far
 have carry on
 new encourage self eval

research perse not solely
 - research + eval

Council for Initiatives in Jewish Education

Memorandum

CJIE Board Committee on Content and Program

Definition and Purposes

Self-eval in
 N.A.M. community
 - set all to be
 eval-conscious

The Committee on Content and Program will deal with the contents, methods and evaluation of the educational program areas of the CJIE work. In specific the Committee will address two major CJIE projects currently underway, the Best Practices Project and the Goals Project. As the CJIE extends its scope, other projects concerning educational program will also become part of the Committee's focus. The Committee will serve as the forum to discuss the progress of these projects and explore significant issues that emerge from the work.

The meetings of the Committee will serve three purposes: a) to inform the members of the Committee about the CJIE efforts in these areas, increasing the knowledge of Committee members; b) to gain advice from the Committee members about issues of policy and priority; c) to suggest new project areas for CJIE exploration.

The Best Practices Project is an effort to document exemplary models of Jewish educational work and to use these examples for improving the quality of Jewish education in the field. The project is directed by Dr. Barry Holtz (Jewish Theological Seminary of America).

The Goals project is an effort to foster an understanding of the critical role that Vision, Goals and Objectives play in Jewish education and to collaborate with local communities to translate these leadership qualities into communal practice. The project is directed by Dr. Daniel Pekarsky (University of Wisconsin).

Possible Activities of the Committee

Best Practices Project

The Committee will:

- Review reports of the findings of the Best Practices Project
- Hear the best practices researchers describe their work
- Hear best practices practitioners discuss their educational programs
- Visit selected best practices sites

Following these inputs, the Committee will:

- a) Evaluate issues arising the the documentation of best practices (e.g. how should they be documented? what models currently exist, if any, for documentation, etc.)
- b) Discuss issues that relate to the implementation of best practices to new settings (questions of "replication", educational projects that emerge out of best practices work, etc.)
- c) Discuss "new practices" that deal with similar issues
- d) Discuss of other possible expansions of the Best Practices Project: evaluation of "best practitioners"; project on best practices of the past; compilation of biographies of leaders from best practices sites, etc.

The Goals Project

The Committee will:

- a) Learn about the aims and method of the Goals Project
- b) Discuss issues related to goals in Jewish education
- c) Explore the "Educated Jew Project" and its relationship to Goals project
- d) Hear presentations by writers of the Educated Jew Project
- e) Discuss issues related to moving from Goals to action
- f) Hear presentations by representatives of educational institutions that are characterized by "vision-drivenness"
- g) Visit such institutions

See Appendix A for other agenda areas in the future.

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) _____

MEMORANDUM

April 29, 1994

To: Annette Hochstein

From: Adam Gamoran

Re: Conference of the Research Network on Jewish Education

Julie Tammivaara and Roberta Goodman have submitted the attached "work-in-progress" for presentation at an informal roundtable at the conference of the Research Network on Jewish Education on June 4-6. The presentation will not make reference to specific communities or individuals. It seems clear from the abstract that neither problems of confidentiality nor problems of conflict with ongoing CIJE or Lead Community efforts are raised by this proposal, so I have given tentative consent to the presentation. Please let me know if you see any problems with this.

It is understood that should a written document be prepared, it would need to go through our review process before it could be published or disseminated.

Abstract

Teacher Power in Jewish Education

Julie Tammivaara and Roberta Goodman

February 1994

The purpose of this paper is to examine the concept of power in the context of formal Jewish educational settings. We take as our definition of power Heilbrun's statement that "Power is the ability to take one's place in whatever discourse is essential to action and the right to have one's part matter," and as our conceptual perspective Berger and Luckmann's formulation of the social construction of reality. Our data sources include interviews with teachers, principals, and rabbis in three major American cities. We found that, in general, the concept of power outside the immediate classroom setting is relatively alien to most teachers. Within this constraint, we argue that what constitutes important educational discourse and, thus, where teachers can exert power, varies across settings. While Judaic knowledge, meaning, feeling, and practice are important to virtually all educators, they are not equally important to all. Similarly, the primacy of curriculum, teaching methods, educational philosophy, and school administration differs widely across schools and affects the nature of discourse important to action within a setting.

