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

Series D: Adam Gamoran Papers. 1991–2008.
Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF), 1991–2000.

Box Folder 61 2

Miscellaneous. Correspondence, notes, and reports, July 1993-January 1995.

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PERSONNEL ISSUES: A LOCAL PERSPECTIVE

Ruth Cohen, Ph.D.
Director
Lead Community Project

Milwaukee Jewish Federation 1360 N. Prospect Avenue Milwaukee, WI 53202

ABSTRACT

This article highlights selected findings from a recent survey conducted in Milwaukee. The survey was administered to all Hebrew and Judaica teachers teaching in the supplementary school, day school and preschool programs.

The aim of the survey was to obtain information about the professional lives, needs and interests of local teachers so that recommendations for improvement of the quality of Jewish personnel could be made.

Although the findings of this study corroborate the findings of similar studies done in other communities, they also shed light on some unique aspects of personnel issues which are due to local conditions.

The Milwaukee case study illustrates the importance of local teacher surveys for supporting the planning process, and for stimulating community discussions surrounding the issue of personnel.

PERSONNEL ISSUES: A LOCAL PERSPECTIVE

Background

Critical concerns about the future of the American Jewish Community have made Jewish identity and continuity top priorities in many Jewish communities. The National Jewish Population Study reaffirmed the importance of Jewish education in developing Jewish identity and instilling a commitment to Judaism.

Milwaukee responded to the national challenges posed in the study, by becoming a LEAD community for the Council for Initiatives in Jewish Education (CIJE). The goal of this national initiative is to stimulate a continental effort to improve the entire system of Jewish education in North America. One of the key elements of the CIJE's effort is the enhancement of the quality of Jewish education personnel.

Milwaukee, as a LEAD community, made a commitment to plan and implement educational initiatives that will improve the quality of its personnel. As a first step in the development of an action plan for "personnel", Milwaukee conducted a survey of its Judaica and Hebrew teachers.

Introduction

Several recent studies have examined the nature of the "Jewish Teaching Profession" (Reimer 1987; Aron 1990; Rosenbaum 1983). In addition, a number of communities across the country have surveyed their Jewish teaching force to better understand the professional characteristics of the local Jewish teacher in order to draw policy and planning implications concerning personnel (New York: BJE, 1988; Aron and Bruce, 1990; Pittsburgh: United Jewish Federation of Greater Pittsburgh, 1986; Miami:Sheskin, 1988).

These studies highlighted several critical issues in the nature of the Jewish teaching profession including: the part-time nature of Jewish teaching, lack of consistent training and low salary and benefits which have resulted in a high attrition rate, and low status of the profession.

A recent study done in Milwaukee indicated that general issues examined in the studies cited above, indeed, are shared by our community. However, a closer look at the data suggests that local circumstances and conditions - - which may vary significantly between one community and another - - influence greatly the nature and form of personnel related problems.

This article highlights some findings from the Milwaukee survey, and discusses the importance of local studies for the development of action plans and stimulating community discussions about personnel issues.

The Study

The aim of the Milwaukee Educators' survey was to obtain information from local Jewish

teachers about their professional lives, interests, and needs in order to stimulate and support the planning process surrounding personnel development.

Survey questionnaires were distributed to all faculty members in day schools, supplementary schools and pre-school programs in Milwaukee. Day school teachers of secular subjects were not included in this study. However, non-Jewish pre-school teachers (because of their involvement in teaching Jewish concepts) were included.

In each school a faculty meeting was convened and questionnaires were distributed. Faculty members completed the forms at the meeting. Those teachers absent from the meeting were mailed a copy of the questionnaire. A follow-up telephone call was made by the school principal to remind these teachers to complete the forms. These efforts yielded an average return rate of 88.6% per school.

Selected Findings

The part time nature of Jewish teaching

The part time nature of Jewish teaching has been discussed in several articles (Aron 1990; Aron & Bank, 1988; Reimer, 1990). Isa Aron, in a report prepared for The Commission on Jewish Education in North America (Aron, 1990) stated that teaching in Jewish schools "is, even in day schools, often a part time occupation." Data cited by Aaron (1990, p.16) indicate that in several communities, a large number of day school teachers teach less than 20 hours per week. In the same communities, supplementary school teachers teach an average of 5 hours or less per week.

The Milwaukee study revealed that part time teaching may have become the norm for day school, pre-school and supplementary school programs. The majority of Milwaukee teachers in the three settings teach part time — less than 30 hours per week.

- 38% of day school teachers teach full time
- 26% of pre-school teachers teach full time
- 3% of the supplementary school teachers teach full time

There is some indication that several schools offer part time positions without benefits to reduce their cost. For many teachers, working part time is compatible with their needs — "The institution and individual discourage the full time positions and payment of benefits" (Goodman, 1993, p.4).

2. Stability

According to Isa Aron the "part time nature of the Jewish teaching sets off a kind of chain reaction influencing recruitment, training and retention" (Aron, 1990, p.16).

One of the ramifications of this chain reaction is the high level of attrition among teachers, especially those teaching at the supplementary schools.

One of the findings of the Milwaukee study is that the rate of turnover of Jewish teachers is greatly influenced by local conditions. The Milwaukee Jewish teachers display a relatively high degree of job stability as evident from the following data. (See Table A)

Table A
TENURE IN SAME POSITION AND PERCENT OF TEACHERS IN EACH CATEGORY

Years in current position	Percent of Teachers (n=179)	
1	18% *	
2-5	41%	
6-10	12%	
20+	7%	

* This percentage reflects both new teachers who were hired as replacement for teachers who resigned from their teaching positions, as well as new teachers hired to fill newly created positions.

A comparison of school faculty lists for the 1992-93 school year with those of 1993-94 school year, revealed that the average rate of turnover for Judaica and Hebrew teachers in day school, pre-school and supplementary school programs is 11%. The rate of the annual turnover is almost identical for the three school settings (i.e. 10% for day schools; 11% for pre-schools, and 11% for the supplementary schools). All local schools were able to recruit new teachers to fill available positions prior to the beginning of the school year.

The findings of the Milwaukee study show that:

- a. The shortage of employable adults to fill available positions is of a lesser magnitude in Milwaukee than in some other communities. According to a 1985-86 survey of Bureaus of Jewish Education throughout North America (Isa, Bank 1986), in some communities as many as 15% of the teaching positions are unfilled as of the first day of school.
- b. Teacher turnover in Milwaukee is not symptomatic only to the supplementary schools, but is experienced - to a similar degree - by the day school and preschool programs.

It is interesting to note that in the pre-schools, teachers' attrition is influenced by the high number of non-Jewish teachers teaching in Jewish pre-school programs; In the 1993-1994 school year, all the pre-school teachers who resigned from their teaching positions were not Jewish.

The subject of non-Jewish teachers in Jewish pre-school programs raises many questions about role modelling and other topics which require the attention of lay and professional leadership.

The review of our faculty lists show that teacher turnover, in the supplementary schools, is primarily experienced at the Sunday school programs; 86 percent of the teachers who resigned their supplementary school teaching positions taught only religious school, (i.e., Sunday school), classes. The teachers who teach in the Hebrew school programs, which are conducted during the week, display a higher degree of job stability.

3. Variety of Backgrounds

Because the number of part time positions is large relative to full time positions, Jewish teaching in the local supplementary schools, day schools and pre-school programs attracts individuals with a great disparity of backgrounds, and aspirations.

The local data indicates that there is a wide gap between the level of teachers' training in general education and training in Jewish education.

A significant number of Milwaukee teachers (50%) majored in General Education in undergraduate or graduate college. 44% of these teachers have certification in General Education. The teachers who are certified in general education are distributed almost equally among the supplementary schools (35%) and the day schools (33%), and 17% teach in pre-school programs.

The picture is somewhat bleaker in regard to the teachers' formal academic training in Jewish education. Only 8% of the local teachers majored in Judaica, Hebrew or related areas in undergraduate or graduate school. 22% of the teachers have certification in Jewish education. Unfortunately, the survey does not provide data regarding the types of Jewish teaching certification held by our teachers. We assume that this category may encompass a variety of teaching certifications including: Diploma acquired from an Israeli 2-year teachers training program, credentials from Orthodox teacher seminaries and certifications from the local Central Agency for Jewish education, etc. Only 11% of Milwaukee teachers have professional training in both general education and Jewish content. The Milwaukee study indicates that the major concern for all of Milwaukee's Jewish schools is to find qualified teachers who combine Judaic knowledge and pedagogic expertise.

Career Aspirations

More than half (55%) of the local teachers perceive themselves to be career professionals. Perceptions of having a career in Jewish education and full time teaching assignment are somewhat related (but not so strongly as to be statistically

significant). Teachers who work full time are more likely to see themselves as career professionals than those who work part time. (See Table B)

Table B PERCEPTION OF CAREER IN JEWISH EDUCATION BY FULL TIME/PART TIME COMMITMENT				
W = = = = = = = = = = = = = = = = = = =	Full Time	Part Time	Row Total	
Career in	29	70	99	
Jewish Education	64.4%	52.2%	55.3%	
No Career in	16	64	80	
Jewish Education	35.6%	47.8%	44.7%	
Column Total	45	134	179	
	25.1%	74.9%	100.0%	
		N. L. HEWALES DE		

The number of teachers who perceive themselves to have a career in Jewish education is high when compared with findings of a recent study conducted in Los Angeles (Aron and Philips, 1990). In the Los Angeles study, only 39% of the teachers fell into the "career teacher" category as compared with 55% of Milwaukee teaches. It is also note-worthy that a large number of the Milwaukee part time teachers perceive teaching in Jewish schools as a career.

Career perception has implications for retention; teachers who identify themselves as having a career in Jewish education are more likely than those who do not to expect to continue in the same setting over the next three years. 59% of the teachers who identify themselves as career-professionals intend to continue in the same position.

Perception of career is somewhat related to the number of years of tenure in the same position (not statistically significant). (See Table C)

Table C PERCEPTION OF CAREER AND JOB TENURE (N=180)				
Years of Tenure in Same Job	Percent of "career teachers"			
1-5	51.5%			
6-10	56.8%			
11-20	61.9%			
20+	66.7%			

The above table seems to indicate that the longer teachers remain in the same position the greater the likelihood that they will perceive themselves as having a

career in Jewish education.

What is not clear from the data is whether career professionals are more likely to stay in the same job longer, or if holding the same position for a long time leads one to become career oriented.

Conclusion

The Milwaukee case study illustrates the importance of collecting local data about the work conditions, needs and characteristics of the community's Jewish education teaching force. Even though many of the critical issues related to the recruitment, training and retention of qualified Jewish teachers are of a national magnitude, individual communities may have some unique needs which may have implications on the planning and implementation of new initiatives in Jewish education.

The local data highlighted in this paper may be typical of other communities of comparable size; where the resources are limited, the local pool of teachers is small and the majority of teachers are recruited locally. The community may have limited opportunities to "import' qualified teachers from outside the community and may need to rely on its own resources. In such communities, the importance of teacher training is extremely important.

The following is just one example of planning implications derived from the local study.

The Milwaukee work force is relatively stable and highly committed. A large number of teachers, even those who teach part time, perceive themselves as career professionals and intend to remain in the same position for a long time. Investment in the training of teachers may have long term benefits for the community.

The diverse background and aspirations of Milwaukee teachers seem to indicate the need for a comprehensive training system that is responsive to individual needs. Such a program would need to:

- 1. Provide consultation to local teachers in identifying their needs, as professionals, evaluating credentials and formulating a career development plan that meets individual needs.
- Utilize local, national and international resources for the professional development of its teaching force. In the smaller communities, where Jewish institutes of higher learning are not available, it is important to create linkages to resources outside the community. Milwaukee, as a Lead Community, may benefit from partnerships established between CIJE and other resources both in the USA and in Israel. A viable career counseling program will match teachers needs with the most appropriate resources within and outside the community.

Personnel Issues: A Local Perspective Page 7

3. Provide opportunities for both remediation – upgrading teaching credentials, and professional growth – keeping up with new developments in the field. Such a system will provide a wide array of training opportunities designed to meet the needs of teachers with varying degrees of preparation in Jewish content and pedagogy.

In addition to providing data to guide the planning process, local studies may be used as a tool for mobilizing community leadership around the issue of personnel.

Proper dissemination of the information generated by the study can stimulate community discussions about personnel and elevate these issues to the top of the community priority list. A local study can do for the issue of personnel in the local community what the 1990 Population Study did nationally to the issue of Jewish continuity.

RC/aa 2/1/94



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Board Committee on Research and Evaluation 4/21/94

In Attendance:

Guest: Barry Kozmin

ELR introduced the members and asked Ellen to review the memo that describes the work of the committee.

David A. to Barry K: Focus - should the focus be broader than research in Jewish education? Should there be a broader agenda for research?

Genine: Depends on how you define education. In

Baltimore we defined education

much more broadly-not only formal structures.

Her: Jewish education's goal is Jewish continuity.

Jewish education is vehicle, one of

the them, for Jewish continuity.

David A: Educated Jews and transmitter is not

necessarily the same.

Barry K: Answered with discussion of broader

questions for research.

Ellen: Reminded the committee of CIJE's emphasis on

building blocks, enabling options, and the

work of the commission.

Hirsh', Goals are important: Why be Jewish (the main

goal)?

Bennett, Y: (for JESNA) Not research to build

profession and mobilization, but

Barry's agenda. We haven't talked about best

practices. What works?

Do we intend to do research on criteria of what we are looking for? Research should be

initial component. Talked about

educational study in Cleveland, 1976. Should research be looking at broader questions,

such as what works in Jewish education such as Israel programs?

ELR Reminded the committee about the question of

dissemination of personnel findings. How do

we connect with North America?

Genine: Jump the gun if we tackle North America.

If we don't know how to disseminate effort

and work in Baltimore. Need to engage

Baltimore first.

Bennett: Need to know what our resources are? What can

we do?

ELR: Resources are the FR's, Adam, and Ellen.

H: Not clear what CIJE's role should be in the

research enterprise. He talks about Baltimore's experience. CIJE didn't give clear expectations, What should Baltimore expect. Communities need help on how to—not everything needs to be done, buy "how to". This would energize them about putting line

budget for research evaluation in their budgets. Need to delineate what CIJE should do and what communities should do. They

have to do some action and financial support.

David A: What is MEF agenda now? What is already being done and in process so we know what we have

to work with?

Ellen: Explained the agenda of MEF up until this

point. Beyond the study of personnel in terms of professional lives and education survey,

monitoring of visions and community mobilization and the work of the FR's.

Her; Best Practices for what? What are goals of

it? Is there an institution that has been identified? What are criteria, and what makes

them the best?

Genine: Need to disseminate BP to get buy in from

the community.

David: Need to know what BP accomplished—for what?

Evaluate BP in terms of goals it has

achieved.

Barry K: Students and parent not mentioned once in the

CIJE brochure. You can help by buying into

population survey-year 2000.

David A:

How do we coordinate N. A. Research efforts?

Barry K:

H:

Genine:

We need to coordinate the questions we ask. Standardize the instruments various groups are using. A longitudinal study is a

major investment.

Barry left. ELR asked Ellen to present the way in which MEF studies personnel issues.

Ellen: Presented how we developed and implemented

work in research on personnel.

ELR: Question? This is a model—intensive work with

community, labor intensive. Is this a

good model?

David A: Assumption? If personnel is upgraded, it will

make a difference.

Beyond base-line on personnel. What will you

evaluate in terms of impact? Pre-post?

Ellen: Suggested that pre-post (that is pre-upgrading and investment of

personnel and post-after such investment) can be evaluated in numerous ways, is important for communities/institutions to delineate visions and goals. Discussed importance of goals and that MEF will be monitoring the process of "upgrading" as well as use of

information, etc. Discussed complexity of methodologies and the multiple possibilities.

Communities need help in setting goals. How to? What are achievable goals? How to measure

their goals? How to measure

attitudes? Communities need to take on

responsibility-buy into

it-attitudes are very important.

CIJE needs to contribute expertise. How communities can incorporate evaluations is

essential. They need it in everything

they do. Need program that explains examples.

Get the message to people who matters.

David A: A "Best Practice Approach to Evaluation"

ELR: We have followed the approach in studying personnel: (1) Goal (for example, upgrading)

(2) How/what information is needed; (3)

Develop instruments & methods, (4)Collect data, (5) Analysis of data, (6)Interpret findings with community, (7)develop action plan, (4)implementation.

H:

We need a "How to" workbook for communities not followed same way for each, but indicate targeted benefit.

Genine:

We need to bring this (the process and importance) to life with concrete examples. It will mobilize the community in the process.

ELR

Evaluate if go beyond 3 LC, exchanging experiences is important. "How to" in methodology.

Ben Y:

Asked whether CIJE committee on research has anything to say to the L communities? To respond to the reports of the LC's on their personnel?

ELR:

Asked about broader dissemination?

David A:

We have a start with the study of personnel in 3 communities. If we can generalize to other cities, we can tell the story.

Ben Y:

GA, National Jewish monthly. What does it say about the needs of the profession? Asked if we analyzed difference between Hebrew and other Judaic subject teachers?

Ellen:

Said we have the data to do so.

Ben Y:

Asked what are FR doing? Ellen explained.

David A:

What is our role for the larger research agenda? We can convene larger groups JESNA, etc., to coordinate the research agenda so it is not replicated and duplicated.

ELR:

Thanked committee members for their input and a lively discussion.

This fax consists of 2 pages. For problems with its transmission, please contact Roberta Goodman at 608-231-3534.

To:

Adam Gamoran

From:

Roberta Goodman Julie Tammivaara

April 28, 1994

AMERICAN IEWISH

Adam, if you would like to discuss to this letter, please note that Roberta goes out of town late this afternoon and returns Monday night. Julie is in New York City just on Thursday. Julie has the phone numbers of where Roberta can be reached.

Have a good meeting with Ellen and Alan! Good luck with your presentation Monday night. There are about 30 people signed up as of now.

Popera's comouns ensains community - Mastituts not commendes - propos does not integrale that much - war no 10 that set played at step 2 (mstitut pracs) may address reflection Jules concerns political issues - remind CDE how istrumental fis have been -usefulness to communiting - highlight role of fris show that this projects not ils how this will get communities 13t 3 Pis we not compelling - will lose interest community audionces find out what communal not is already being collected setting coop + enthusiasm is central (anywage of proposal - too wishy-ausly

04/27/1994 22:17 4106533727

R GOODMAN

27 April 1994

Dear Adam

We received today your note regarding our thoughts on the Institutional Profiles proposal you plan to submit to Alan Hoffmann on May 2nd. As you know, Bill prepared a proposal in January and since that time we have met with him for three days [in Baltimore and Atlanta] and talked with him at length on the telephone regarding the proposal. The most recent version does not significantly differ from his original proposal in either conceptualization or wording. We had then and continue to have significant conceptual, logistical, and stylistic concerns about the proposal. Given the fact that only one of our suggestions [interviews with experts in Jewish education] has been incorporated, it is clear he has deemed our experience and expertise irrelevant to this undertaking

The planning of this extensive project evidences some important shifts in how the MEF project will proceed in the future. We have no objection to the idea of giving an individual responsibility to coordinate projects. We could see this working fruitfully in a number of ways. It is critical, however, that for projects that will require considerable time and energy on the part of all team members, there be a process whereby insights can be shared and mutual decisions made. Those parts of our project that have succeeded best are those that have had the benefit of the most complete review by all of us.

To draw us into the process at the end of a major project's design does not permit us an opportunity to contribute meaningfully to it. In the event that we can be assured a process will be implemented that will permit serious consideration of our concerns, we shall be happy to share our insights.

Roberta and Julie

GAMO\$ type meet51.nts May 4, 1994

To: Alan Hoffman

From: Adam Gamoran and Ellen Goldring CC: Annette Hochstein and Steve Hoffman

Re: notes from our meeting with you on 5/1/94

As we decided at the conclusion of our meeting, here are (a) notes from our meeting and (b) a list of potential tasks for us, tentatively prioritized, and a corresponding list of support needed to carry them out.

AGENDA

We were able to discuss four major items on our agenda:

- (1) The board subcommitte on research and evaluation
- (2) the MEF work plan
- (3) the MEF advisory committee
- (4) dissemination beyond Lead Community reports

BOARD SUBCOMMITTEE

We observed two problems with the recent meeting of the board subcommittee:

- (a) Members of the subcommittee were not familiar with MEF, and the linkage between MEF in Lead Communities and CIJE's research mission was ambiguous.
- (b) Members of the subcommittee seemed unaware of CIJE's overall program of promoting Jewish continuity by improving Jewish education; some questioned whether why we were studying personel (how did we know that would make a difference?) and others, stimulated by Barry Kosmin's presentation, asked whether we should perhaps study identity instead of education.

As you explained, this is a problem of educating the lay board. At the next meeting, we need a serious discussion of what it means to set out a research agenda for Jewish education. This may require a panel of experts. Is there a potential for research on Jewish education in America? If yes, what would be the role of the Jewish community, and what would be the role of the secular educational research community?

Your view was that the October meeting must be carefully thought through and planned well in advance. You also noted that alternate staffing of Ellen and Adam is problematic in this context.

There are three main tasks to working with a board committee: (1) Working with the chair; (2) Working with other committee members; (3) Working on the content. Of these, the third is the real work.

MEF WORK PLAN

In responding to our work plan of 4/1/94, you raised four concerns at the outset:

- (1) There is not enough attention to into all education.
- (2) You are pleased to see educational leaders addressed, but noted that only the characteristics of leaders, leadership itself, will be addressed. That is a concern.

- (3) It is not clear how the work plan moves beyond three communities, as CIJE is planning to do.
- (4) The timing of writing the cross-community report on educations was not satisfactory.

Essentially, you said that the pieces of the work plan are fine in themselves, but the timing and priorities they imply need further discussion.

Mobilization

We discussed our ongoing monitoring of community mobilization, and reached a consensus that the documents produced by the field researchers, though rich in detail, are better seen as ray date than as interpretive reports. We discussed the need for a cross-community report on mobilization with more interpretation. This might be useful for the board subcommittee on mobilization, as well as for CIJE stall Asam suggested that a comparative report could be helpful in drawing lessons in anticipation of CIJE's likely transformation as envisioned in the 10-year plan.

Institutional Profiles In light of the emerging centrality of the goals project, an instrument to create institutional profiles will delively be needed. Our task now should be to study and design an instrument useful to implement to individual institutions (as opposed purposes), which would be used by institutions.) If possible, we should not institutions that get "on-board" a goals seminar this summer.

The purpose of the instrument would be used by institution(s) so that progress of the institution(s) so that progress of the institution(s) so that progress of the institution(s) and institution into the profiles, without munity-wide basis next fall.

In instrument useful to trument mainly for community-wide sengaged in vision-driven important important into discuss, the question of instrument ready to be used by institutions that get "on-board" a goals seminar this summer.

The purpose of the instrument would be assessed over time. the institution(s) so that progress c assessed over time.

We also discussed the need for deeper sthat would include data about teachers' sense of mission, spose, etc. We did not set a time frame for addressing see Moving a step further, we also discussed the need for data tuencies (and potential constituencies) -- i.e., parents and . We did not set a time frame for this work either.

We concluded that Bill should go ahe interviews of experts in Jewish education, with the aim of craft instrument to present at the August MEF advisory committee The draft would be accompanied by a rationale for each indicator.

Bill needs to talk with Dan Pekarsky the linkage between the institutional profiles and the goal (Probably we'll bring him to Madison for this. He can also berta to get her input on goals seminar will also be helpful.)

The decision not to try to implement in ional profiles in the Lead Communities, at least not next fall R CHANGE in our work plan.

Reports on Educators In your ideal schedule, we would have -community report on Jewish educators ready to present at the O determined meeting and to release at the November GA. This is not

presentation at the GA (and previewed the board meeting) on a fairly narrow topic -- for example, educat professional development of teachers -- at the G pany related presentations by leading educational figures. We having a draft of the full cross-community report to our mmittee by December 31.

We understand that this project is a RIORITY.

MEF ADVISORY COMMITTEE We discussed the meetings and composition of our advisory committee. It is desirable to add another education searcher, especially if Jim Coleman is not able to participal scussed a few names but did not reach any conclusion. The searcher, especially if scussed a few names but is to elevate our committee into an advisory committee for reaching the searcher, especially if scussed a few names but is to elevate our committee into an advisory committee for reaching the searcher, especially if scussed a few names but is to elevate our committee into an advisory committee in the searcher, especially if scussed a few names but is to elevate our committee into an advisory committee in the searcher, especially if scussed a few names but is to elevate our committee in the searcher, especially if scussed a few names but is to elevate our committee in the searcher, especially if scussed a few names but is to elevate our committee in the searcher, especially if scussed a few names but is to elevate our committee in the searcher, especially if scussed a few names but is to elevate our committee in the searcher, especially if scussed a few names but is to elevate our committee in the searcher. The searcher is searcher, especially if scussed a few names but is to elevate our committee in the searcher in the searcher is searcher. warrants further discussion.

We set a tentative date for our next committee meeting of August 24-25. An alternate would be 5-26. If you agree, we will ask Ginny to contact the members of would work for them.

We also discussed the possibility few days of January, 1995. Ada, would be invited to this meeting. The would be invited to this meeting discussion would presumably center in Jewish schools, which will just afted. Another topic of discussion at this meeting would be an for 1995.

TASKS FOR ADAM AND ELLEN (in order o (all dates are for drafts submitted

TASK

Cross-community teacher report (December 31, 1994)

Report on Baltimore teaching force (June 30, 1994)

Report on Atlanta teaching force (August 31, 1994)

"Module" of educator surveys and interviews (May 31, 1995)

Reports on characteristics of educational leaders in the L.C.s (Fall, 1994)

Instrument for institutional profiles (August, 1994, through 1995)

tee to find out if this

in Israel in the first advisory meeting. The community report on teachers

(comments follow) isory committee)

> ADDITIONAL SUPPORT NEEDED FROM:

Roberta, Julie on

rix Julie

rix

erta

Roberta, Julie nson

son Roberta, Julie Cross-community mobilzat. report Roberta, Julie Bill (June, 1995)

Conceptual paper on Jewish Paberta, Julie Bill community mobilization (September 30, 1994)

Instruments developmnent for outside experts Roberta, Julie, Bill study of informal educators (Winter, 1995-1996)

Participation on the CIJE Steering Committee (Ongoing)

outside experts Staffing the CIJE Board Subcommittee on Research & Eval. (Ongoing)

Comments:

All these tasks seem doable under the sale le indicated, with one important exception: We cannot see a dequately staffing the Board Subcommittee on Research and Evaluation, along with all our other work. This, we recognize, is a serious product.

An important omission from this list is additional meetings and presentations which are frequently as y CIJE and/or Lead Communities. We continue to be very to add this extra work, because we are too busy with our main

The longer we have field researchers on the more we'll be able to say in the cross-community report on mail ion. However, we recognize that this report is not the him as a

If we drop the cross-community instruments for studying info

The role of the field research the teaching force reports ke substantial contributions should not be overlooked. ke substantial contribut to each LC report, and we all sist us in preparing the cross-community report on educators.

After January 1995, we will still have seed for a data analyst, and we hope Bill Robinson will personal role. If he also turns out to be effective in preparing turns of titutional profiles, CIJE may want to hire him as much as a result of the restricted to data analysis, it is crucitated to the formula of the for

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60 and 5-6 committee

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- res other than educes: should use study educitions in up personnel

- AG sees probl n/ JF on commtee

-AH - at vert mts of committee - serious disc of res avendate - mexperts etc.

- AH - not recess only personnel, mob ?

- is there a potential for res in I ad it in WA, in what does that weam? role of I commun, note of source.

- Oct mts as "first mts" - must be carefully though

- alternate AG/EG statting is pro66 medic - AG should try to staff this

- Duosking n/ chairs @ norking n/ comber members @ norking on devel res asenda Hook plan AH: missing -

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: happy to see leadership, but not enough an leadership - A6/E6 - reed time to prep module

! what about expansion beyond 3 communities - what have we see learned 1e! mobile.

i not satisfied of time frame
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- are 3 commons emash?
- AH rold like is to say 3. trad is no better elsewhere - set advice from Nike Infar

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- Att - will this process set the work done

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Instit Profiles - yes needed - need research on the instrument

- focus - to souls moject - 2 - should constituencies be part of instit profiler?

- AH - institution - driver rather than community overview

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-AH - use of instit proxite's

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-AH-need set of categories or issues

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ARCHLVES

integr rpt on teachers in Jewish sihls

- presentat an training a staff devel In6-no information
for Board of GA(Nov)

- rpt to follow 6 mos, later

here's the tusks for AG+EG

-bere's what it draws pan (fr's, ostside experts, etc.)

- milide training North America to do this

- from research to action plan

mobile - are u-tw coalits really mobilization?? - they are pre-mobile - "mobile readiness"

meeting w/ AH 5/1/94 Board S. 6 Committee - "work our committee"
- relat to MEF FR'S - how to let the for appear useful know - Non to do researchable to FR's not for next 6 mos

- monitoring of personnel into, motion

- ignstit potiles short-kam evaluation - Le Projects of by. - servery data amalysis - miln data to Bill - semmony opt comparative mobilizat pein vision, leadings garent surers what will CIJE look like next yn? revised instruments for publication - amodule

May 4, 1994

To: Alan Hoffman

From: Adam Gamoran and Ellen Goldring CC: Annette Hochstein and Steve Hoffman

Re: notes from our meeting with you on 5/1/94

As we decided at the conclusion of our meeting, here are (a) notes from our meeting and (b) a list of potential tasks for us, tentatively prioritized, and a corresponding list of support needed to carry them out.

AGENDA

We were able to discuss four major items on our agenda:

- (1) The board subcommitte on research and evaluation
- (2) the MEF work plan
- (3) the MEF advisory committee
- (4) dissemination beyond Lead Community reports

BOARD SUBCOMMITTEE

We observed two problems with the recent meeting of the board subcommittee:

- (a) Members of the subcommittee were not familiar with MEF, and the linkage between MEF in Lead Communities and CIJE's research mission was ambiguous.
- (b) Members of the subcommittee seemed unaware of CIJE's overall program of promoting Jewish continuity by improving Jewish education; some questioned whether why we were studying personel (how did we know that would make a difference?) and others, stimulated by Barry Kosmin's presentation, asked whether we should perhaps study identity instead of education.

As you explained, this is a problem of educating the lay board. At the next meeting, we need a serious discussion of what it means to set out a research agenda for Jewish education. This may require a panel of experts. Is there a potential for research on Jewish education in America? If yes, what would be the role of the Jewish community, and what would be the role of the secular educational research community?

Your view was that the October meeting must be carefully thought through and planned well in advance. You also noted that alternate staffing of Ellen and Adam is problematic in this context.

There are three main tasks to working with a board committee: (1) Working with the chair; (2) Working with other committee members; (3) Working on the content. Of these, the third is the real work.

MEF WORK PLAN

In responding to our work plan of 4/1/94, you raised four concerns at the outset:

- (1) There is not enough attention to informal education.
- (2) You are pleased to see educational leaders addressed, but noted that only the characteristics of leaders, and not leadership itself, will be addressed. That is a concern.
- (3) It is not clear how the work plan moves beyond three communities, as CIJE is planning to do.
- (4) The timing of writing the cross-community report on educations was not satisfactory.

Essentially, you said that the pieces of the work plan are fine in themselves, but the timing and priorities they imply need further discussion.

Mobilization

We discussed our ongoing monitoring of community mobilization, and reached a consensus that the documents produced by the field researchers, though rich in detail, are better seen as raw data than as interpretive reports. We discussed the need for a cross-community report on mobilization with more interpretation. This might be useful for the board subcommittee on mobilization, as well as for CIJE staff. Adam suggested that a comparative report could be helpful in drawing lessons in anticipation of CIJE's likely transformation as envisioned in the 10-year plan.

Institutional Profiles_
In light of the emerging centrality of the goals project, an instrument to create institutional profiles will definitely be needed. Our task now should be to study and design an instrument for the profiles, without necessarily planning to implement them on a community-wide basis next fall. On the contrary, we should move more towards an instrument useful to individual institutions (as opposed to an instrument mainly for community-wide purposes), which would be used by institutions engaged in vision-driven reform. (Note: We raised, but did not have time to discuss, the question of what happens to systemic reform when innovation is driven by individual institutions.) If possible, we should have an instrument ready to be used by institutions that get "on-board" after the goals seminar this summer. The purpose of the instrument would be to permit baseline assessment of the institution(s) so that progress could be assessed over time.

We also discussed the need for deeper profiles that would include data about teachers' sense of mission, unity of purpose, etc. We did not set a time frame for addressing such issues. Moving a step further, we also discussed the need for data on constituencies (and potential constituencies) -- i.e., parents and students. We did not set a time frame for this work either.

We concluded that Bill should go ahead with interviews of experts in Jewish education, with the aim of creating a draft instrument to present

at the August MEF advisory committee meeting. The draft would be accompanied by a rationale for each indicator.

Bill needs to talk with Dan Pekarsky to discuss the linkage between the institutional profiles and the goals project. (Probably we'll bring him to Madison for this. He can also meet with Roberta to get her input on the indicators. Ellen's participation in the goals seminar will also be helpful.)

The decision not to try to implement institutional profiles in the Lead Communities, at least not next fall, is a MAJOR CHANGE in our work plan.

Reports on Educators—
In your ideal schedule, we would have a cross-community report on Jewish educators ready to present at the October board meeting and to release at the November GA. This is not possible. However, we could make a presentation at the GA (and previewed at the board meeting) on a fairly narrow topic -- for example, educational backgrounds and professional development of teachers -- at the GA, to accompany related presentations by leading educational figures. We anticipate having a draft of the full cross-community report to our advisory committee by December 31.

We understand that this project is our TOP PRIORITY.

MEF ADVISORY COMMITTEE

We discussed the meetings and composition of our advisory committee. It is desirable to add another educational researcher, especially if Jim Coleman is not able to participate. We discussed a few names but did not reach any conclusion. One possibility is to elevate our committee into an advisory committe for research, for which MEF in Lead Communities is but one component. In that case, we might add David Cohen and Lee Shulman as committee members. We think this is a promising idea that warrants further discussion.

We set a tentative date for our next advisory committee meeting of August 24-25. An alternate would be August 25-26. If you agree, we will ask Ginny to contact the members of our committee to find out if this would work for them.

We also discussed the possibility of a meeting in Israel in the first few days of January, 1995. Adam, Ellen, Alan, Annette, Seymour, and Mike I. would be invited to this meeting, a sort of pre-advisory meeting. The discussion would presumably center on the cross-community report on teachers in Jewish schools, which will just have been drafted. Another topic of discussion at this meeting would be our work plan for 1995.

TASKS FOR ADAM AND ELLEN (in order of priority) (comments follow) (all dates are for drafts submitted to MEF advisory committee)

TASK	MAIN SUPPORT NEEDED FROM:	ADDITIONAL SUPPORT NEEDED FROM:
Cross-community teacher report (December 31, 1994)	Bill Robinson	Roberta, Julie
Report on Baltimore teaching force (June 30, 1994)	Nancy Hendrix	Julie
Report on Atlanta teaching force (August 31, 1994)	Nancy Hendrix	
"Module" of educator surveys and interviews (May 31, 1995)	Julie, Roberta	
Reports on characteristics of educational leaders in the L.C.s (Fall, 1994)	Bill Robinson	Roberta, Julie
<pre>Instrument for institutional profiles (August, 1994, through 1995)</pre>	Bill Robinson	Roberta, Julie
Cross-community mobilzat. report (June, 1995)	Roberta, Julie	Bill
Conceptual paper on Jewish community mobilization (September 30, 1994)	Roberta, Julie	Bill
Instruments developmment for study of informal educators (Winter, 1995-1996)	outside experts	Roberta, Julie, Bill
Participation on the CIJE Steering Committee (Ongoing)		
Staffing the CIJE Board Sub- committee on Research & Eval. (Ongoing)	outside experts	

Comments:

All these tasks seem doable under the schedule indicated, with one important exception: We cannot see a way of adequately staffing the Board Subcommittee on Research and Evaluation, along with all our other work. This, we recognize, is a serious problem.

An important omission from this list is additional meetings and presentations which are frequently asked of us by CIJE and/or Lead Communities. We continue to be very reluctant to add this extra work, because we are too busy with our main agenda.

The longer we have field researchers on staff, the more we'll be able to say in the cross-community report on mobilization. However, we recognize that this report is not the highest priority.

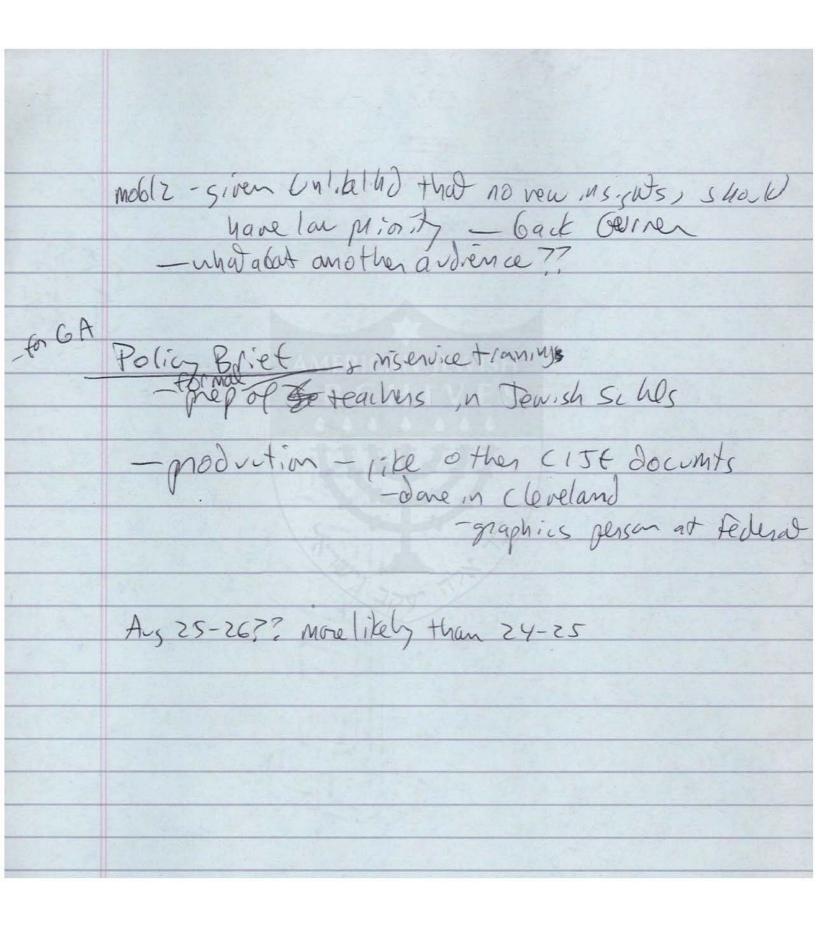
If we drop the cross-community mobilization report, we could prepare the instruments for studying informal education next year (1995).

The role of the field researchers in preparing the teaching force reports should not be overlooked. We expect they will make substantial contributions to each LC report, and we also expect them to assist us in preparing the cross-community report on educators.

After January 1995, we will still have great need for a data analyst, and we hope Bill Robinson will prove capable in that role. If he also turns out to be effective in preparing instruments for institutional profiles, CIJE may want to hire him as much as 100%. If his work for us will be restricted to data analysis, it is crucial that we have at least 50% of his time for CIJE; 100% would be better but if an accomodation can be made with Atlanta, perhaps they could have 50% of his time and we could have the other 50%.

Finally, a couple of activities we mentioned but which do not appear on the list: A study of leadership in Jewish education; a study of institutional practices (as opposed to profiles of institutional characteriscs); a study of students and/or parents. These items need further discussion.

peer coaching among teachers - day elemendary schools - finded by Beden Foundarin - Can Roberta englige & will write a plan - Julie will help - A6 vill review Foundats are creating evaluate minded community of requiring eval for grants



To:

Adam Gamoran

From:

Roberta Goodman

May 13, 1994

As you know, the CIJE has offered me a five month contract through December 1994 with little, or no assurances beyond then. In Jewish education, most jobs begin and end on the school year. To find a job that begins January 1 is a rarity. Therefore, I want to explore with you the possibility of my working four days a week for the CIJE and one day a week for MAJE. This would guarantee me employment beyond January 1. To do so, would require that the CIJE "lift its ban" on my being a provider of Jewish education in Milwaukee.

We have discussed my working on the following:

- o setting up a credentialling system;
- o overseeing the Ulpan, Hebrew courses for adults, including staff supervision;
- o staffing the Principals' Council.

I realize that this is a minimalist job description. We can both imagine what these tasks entail.

Although this may not be the transition position that was envisioned by the CIJE, it would get me on the community's payroll. It would leave open the possibility of my doing some evaluation for the community if they are interested.

I would be happy to discuss this with you if you have any questions. I would appreciate an answer by the end of May.

May 16, 1994

MEMORANDUM

To: Alan Hoffmann From: Adam Gamoran

CC: Ellen Goldring, Annette Hochstein, Roberta Goodman

Re: request from Roberta to work in Milwaukee

As indicated in the attached memo, Roberta Goodman has been offered part-time work for the Milwaukee Jewish community -- not in evaluation, but on the implementation side. Roberta seeks our permission to reduce her workload for CIJE to four days per week, so she can work for the Milwaukee community one day per week, beginning August 1. My guess is there's a good chance this could turn into a larger job in 1995. From Roberta's standpoint, under these terms she will at least have part-time work after January 1.

I strongly support this request, although there are serious problems with it from the MEF standpoint. I'll first state the problems, and then explain why I think we should approve it nonetheless.

One of the field researchers' main tasks for the rest of 1994 will be to monitor and evaluate the formation and implementation of the personnel action plan. In working on a credentialling system, and in staffing the Principal's Council, Roberta will presumably be involved in implementing the action plan. Thus, she would no longer be serving as an outside observer, and her evaluation would necessarily be colored by her own stake in the process. This does not mean she couldn't report to us, but that she'd obviously become a participant observer instead of an observer.

Despite this problem, I think we should go along with the shift in roles. For one thing, working with the community on educational issues is where Roberta's greatest strength lies, as we've recognized in the past, and her involvement on the implementation side would be a valuable asset to Milwaukee. Second, even in the most favorable scenario, once the community begins to sponsor its own resident field researcher, the researcher becomes an insider. I think it is possible that in the future, Roberta could combine work of the type described in her memo, with evaluation of new programs that result from the Lead Community process. It would not be the same as an outside evaluation, but it would not mean abandoning the principle of evaluation-minded communities.

I look forward to your early response.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF SOCIOLOGY

1126 EAST 59TH STREET CHICAGO · ILLINOIS 60637

James S. Coleman (312) 702-8696 ⋅ FAX: (312) 702-9529 E-mail: milt@cicero.spc.uchicago.edu

July 20, 1994

Professor Adam Gamoran Department of Sociology University of Wisconsin, Madison Madison, Wisconsin 53705

Dear Adam:

AMERICAN IEWISH

I'm sorry to have taken so long to read the report on the Baltimore survey on the CIJE lead communities program. I think it is an excellent report, and I have no comments for changes. The only thing that might have been added is at selected points some comparative percentages from Milwaukee. I presume at some point there will be a comparative report, when all the individual analyses are done. Even so, it would not hurt, and would provide some additional incentive for communities to change, if the individual reports allowed some comparison points with the communities for which the survey had been previously analyzed.

I also presume that at some point there will be an ethnographic report which will give an account of the social structure of each community, for it is such a report that will give insight into the problems that the community will confront in attempting to organize itself to bring about changes in Jewish education.

But these are only ancillary comments. The report is very well done.

Sincerely,

James S. Coleman

University Professor

JSC:dm

University of Wisconsin-Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY SOCIAL SCIENCE BUILDING 1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT PHONE (608) 263-4253

August 22, 1994

Professor James Coleman Department of Sociology 1126 E. 59th Street Chicago, IL 60637

Dear Jim,

Many thanks for your response to the report on Jewish teachers in Baltimore. You raised two excellent issues, and I want to tell you how we are addressing them, in case you have further suggestions.

On the issue of cross-community comparisons, we are indeed preparing a comparative report, in at least two phases: First there will be a short "Policy Brief" (modeled after the U₂S. Dept. of Education's "Issues in Brief") on the topic of the background and training of teachers in Jewish schools. We expect to complete a draft of this Brief in October. Second, we are writing a more extensive cross-community report, which we expect to have drafted by the end of December.

In these reports, the survey data will sometimes be merged across communities, and sometimes kept separate, depending on whether important differences among communities appear.

In presenting results to the communities, we have not emphasized similarities and differences with the other communities, and had not thought about the possible motivating effects of doing so. At the time we were planning the Baltimore report, we were not at liberty to release the Milwaukee data outside Milwaukee, but that would now be possible; in fact the Milwaukee people sent their report to Baltimore.

On the ethnographic analysis of social structure, there are two relevant reports, both written by Julie Tammivaara, our Baltimore field researcher. One is on "Community Mobilization for Jewish Education in Baltimore," and the second is on "The Professional Lives of Jewish Educators in Baltimore." Both, I think, are contributing to our understanding of the community, and of the place of Jewish education there. (I should add, however, that CIJE staff members have been working so closely with residents of Baltimore that they [CIJE staff] do not perceive the report on mobilization to have added much beyond what they already knew.)

I enclose both of these reports for your review. (I may have sent them before.) I'd welcome any insights you may have on the relation between community structure and the possibilities for educational change. Also, comments on the reports themselves are welcome as always.

Yours,

Adam Gamoran

Professor

AMERICAN JEWISH

P.S. In case no one has told you (though I'm sure someone has by now), you were warmly and extensively acknowledged and thanked by Tony Bryk as he received the Willard Waller Award for Catholic Schools and the Common Good.

INITIAL THOUGHTS ON A PARTNERSHIP BETWEEN CIJE-AGNON SCHOOL-JECC

August, 1994

Goals:

- to participate in the evaluation of an articulated vision and to assess the degree to which
 program reflects a translation of this vision.
- to study the development of a vision driven institution in the context of a larger community attempting to support the articulation of vision for its constituent agencies.
- to benefit from the talents of the CIJE staff and consultants who have been studying and analyzing other institutions and communities and can provide both analytic skills and a more global perspective.

Process:

- We envision a two stage relationship that focuses on:
 - evaluation of the existing mission/articulated vision of Agnon School the degree to which curriculum, teacher education and selection, and educational policy reflects this mission:
 - 2. assisting Agnon in strengthening the *implementation* phase so that practice is more effectively aligned with vision.
- We would be interested in the option of participating in this process with comparable institutions in other communities.
- We recognize that a partnership is a dynamic relationship and are excited by the possibilities
 presented. We recognize that our curricular and staff development priorities may be reoriented through interactions between CIJE and the School. The partnership would also offer
 the potential to work closely with JECC planners.

What Agnon School can contribute to the partnership:

- We are an institution that has attempted to articulate its vision and has looked to translation
 with an eye for how our program reflects this vision. The School has engaged in the
 reflection process on a number of levels:
 - 1. Through our partnership with Project Zero at the Harvard Graduate School of Education we have been developing alternative forms of assessment. Both our faculty

and student body are comfortable with and open to the assessment process, bringing a broad understanding of evaluation to the table.

- 2. Our partnership with the Melton Centre at Hebrew University has been both a staff development and research project.
- As a member of the Independent School Association of the Central States (ISACS), we engage in a self-study every seven years.

In short, we bring a history of interest in the kind of research that work with CIJE would involve.

- As a Community Day School, our pluralistic student body reflects much of the diversity of the Cleveland community.
- As an institution that is 25 years old, we offer a history. A potential area for research might
 be the degree to which vision and goals were clearly articulated at different points in the
 School's history and the relationship between articulation of vision and size of student body.
- We provide the opportunity to study Agnon School in the context of the larger Cleveland community, providing a case study for Cleveland and the JECC as well as the CIJE.

What CIJE could offer Agnon:

- Professional consultation to move the School along in its research, assessment, and translation of vision into practice.
- Some financial resources to allow members of the professional staff to devote more time to these processes.

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Summary of Board Subcommittee Meeting on Research & Evaluation (April 21, 1994)

The meeting was divided into three main segments:

The first part of the meeting was devoted to reviewing the purpose of the subcommittee and discussing the activities the committee may want to consider over time.

The Committee on Research and Evaluation is charged with developing strategies for creating a capacity for research on Jewish education in North America. At present, very little knowledge is being gathered and disseminated that can help Jewish educators improve. There is no real infrastructure for Jewish educational research; there are only a few professors of Jewish education, and they have many other responsibilities besides research.

Another mission of the Committee is to foster self-evaluation of Jewish educational programs throughout North America. Related to the near-absence of research, programs and institutions in Jewish education rarely assess their own programs to monitor performance or gauge success. A goal of CIJE is to encourage evaluation-minded communities; that is, communities that examine their own programs as a step towards self-improvement.

The possible activities that the subcommittee considered are:

- (1) What is the most appropriate mechanisms to translate evidence gathered in Lead Communities into usable knowledge for the rest of North American Jewry? What are the appropriate mechanisms for reaching out to the wider Jewish community in North America? What should be the relative priorities within CIJE of data-gathering and report-writing for the purpose of stimulating action within the Lead Communities, as compared with the broader goal of disseminating information throughout north America?
- (2) CIJE has a small internal research capacity, but the ultimate goal is to stimulate research on a broad scale, involving many partners including universities, foundations, agencies, and individual scholars. How can CIJE move towards the broader agenda?
- (3) How can CIJE encourage communities other than the Lead Communities to become more reflective? What activities or programs might stimulate and support self-evaluation in Jewish education?

In the second part of the meeting the subcommittee addressed questions to Barry Kosmin. Many of the issues raised by Barry are germane to the work of the subcommittee.

Specific issues for further consideration include:

- (1) How can we best coordinate the research efforts in the North American Jewish community. Should we standardize the instruments various groups are using? Should we coordinate the questions different groups are asking? What is our role within the larger research community, such as JESNA?
- (2) Is there a need for a major longitudinal study in Jewish education?
- (3) What is the place of students and parents in the research agenda of CIJE?

The third part of the meeting was devoted to clarifying the goals of the subcommittee and reviewing the Monitoring, Evaluation and Feedback Project to date.

Additional areas identified for committee discussion include:

- (1) Communities need help about how to energize their constituencies to raise support for putting research and evaluation in their budgets. In addition, communities need help in setting goals so that they can then turn to the question of evaluation.
- 2) Further discussion is needed about the model presently being used by the MEF team for the study of educators. Is this a good model in terms of working with local communities?
- materials for use in Jewish communities in North America?
 Should workbooks and modules be developed that can the important benefits. Should workbooks and modules be developed that can highlight the important benefits of the evaluation-minded community?

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Schedule 1 Date Prepared: 8/11/94

ELEMENT		T				T			1995							
ELEMENT	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN
1. Steering Committee 10:00 AM - 4:00 PM	N.Y. 10/5				N.Y. 2/14		N.Y. 4/26		N.Y. 6/8		CLEVE 8/25			N.Y. 11/1		CLEV 1/22
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/5				5		N.Y. 4/26							N.Y. 11/1		
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3. Board of Directors 8:00-9:30 PM; 10:00 AM - 4:00 PM	N.Y. 10/5-6	A	K			V, E	N.Y. 4/26-27							N.Y. 11/1-2		
4. Sub-Committees:		1-1	Ţ	-0-	H	1				3						
A. Personnel Committee	N.Y. 10/6					1	N.Y. 4/27							N.Y. 11/2		
B. Community Development	N.Y. 10/6		P5.				N.Y. 4/27							N.Y. 11/2		
C. Content/Program	N.Y. 10/6		16	7	m27		N.Y. 4/27							N.Y. 11/2		
D. Research/Monitoring	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
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ARCHIVES

CC: Subj: my re-write of the agenda, please comment before I send to Annette 1. Review of MEF Work To Date _ A G 2. The Study of Educators: I. Integrated-Cross Community Report A A. Board Presentation
B. Policy Brief for the GAS who me plan C. Dissemination and Presentation to North America - 9 to a do 5 II. Next steps with this data A. Additional Analyses and reports B. Developing a module for dissemination and use in NA el C. Analysis of Educational Leaders Surveys D. academ c/ place tone lagers on power training.

3. Proposed Workplan for MEF: 1995 - Next Steps for MEF Project I. Possible Topics 8. Monitoring and Evaluating Personnel Action Plans and Implementation A. Monitoring and Evaluating the Goals Project E. The Study of Informal Education and Educators - ag - 5-15tem: (aproad . Institutional Profiles Building the data base on Jewish Education: Additional Survey
Work in LC's or beyond
G. Cross-command Mobile of the Command Mobile o II: Staffing MEF in light of next steps -A. The Role of Field Researchers B. Alternative Staffing Models

From: EUNICE:: "GOLDRIEB@ctrvax.Vanderbilt.Edu" 10-AUG-1994 22:33:22.42

To:

gamoran

PS: IS Steve Hoffman Attending, if so need to be included in list of particpants

bring, not to motion staff

From: EUNICE::"73443.3152@compuserve.com" 12-AUG-1994 10:50:25.93
To: Adam Gamoran (gamoran), Ellen Goldring (goldrieb@ctrvax.vanderbilt.edu), Roberta Goodman (73443.3150@compuserve.com), Bill Robinson (74104.3335@compuserve.com)

CC: Subj: Goats Seminar Summary

Goals Seminar Debriefing The Associated 10 August 1994 11:00 - 12:00

Present: Chaim Botwinick, Genine Fidler, Itene Vogelstein, Gail Dorph, Cyril Mittnick, Zippy Schorr, Marci Dickman, Julie Tammiyaara

Chaim introduced the session as an opportunity to inform Ilene and Genine of the Goals Seminar held in July in Jerusalem. He suggested the group begin with general impressions and then discuss particulars.

A question about who was present was asked. Five cities were represented: Baltimore, Boston, Cleveland, Milwaukee, and West Palm Beach. Milwaukee sent a contingent of eight people including Ruth, Jane, her husband, Louise and her husband who is president of the fed, Rick Meyer, Ina Regosin, and Jeff Roth of the JCC. Baltimore sent four persons: Chaim, Marci, Zippy, and Cyril. Cleveland sent Mark Gurvis, Ray and Ginny Levi, Ray?s board president and two school directors. Boston sent a continuity commission staff member, their bureau director and one other person. The seminaries sent Bob Hurt Eyeshival, Aryeh Davidson [JTS], and Isa Aron [Hebrew Union College]. Beverly Griffiths who had worked on the Educated Jew Project and is now principal of Ramaz School attended as did several CIJE people: Roberta Goodman, Seymour Fox, Shmuel, Daniel Maron, Annette Hochstein Esporadically], Alan Hoffman, Gail Dorph, Barry Holtz, Daniel Pekarsky, and Ellen Goldring.

Cyril began by stating he thought that much of the academic or scholarly material was very difficult for the lay people to handle. He noted that people became frustrated and mid-week things got more practical. He noted that the focus was on new institutions and no one at the conference was working in a brand new place; those present had to deal with the histories of their institutions. He lauded Daniel Pekarsky for writing up notes at the end of the day and presenting summaries in the morning.

The atmosphere--away from home and distractions-contributed to the opportunity for serious discussion. He learned
the importance of having goals and it caused him to think about
what the mission of the CJES The is president] is or should be. As a
lay leader at Beth Tfiloh, he thought about their mission, too.
Zippy added that institutions need to be vision-driven and that they
need to get Baltimore to buy into this idea.

Ilene asked how the community could be educated as to the importance of goals. Marci said that it was important to involve everybody in the process yet avoid producing a pareve vision. One

issue is community vs. institutional visions. The former was a difficult matter for the participants until Michael Rosenak?s presentation on the last day. He outlined some ways to produce a substantive, yet manageable community vision. Five components are important: the need for participants to share a vocabulary, sacred literature, shared practices, agreement on problems, and Israel.

The seminar featured breakout sessions by community. These were helpful, although Boston and West Palm Beach did not benefit so much from them. Apparently they came more prepared to share their successes than to think about their own communities and plan. [We need t get this paper, if there is one.]

Ilene asked what makes the CIJE notion of vision different from usual definitions of vision. Marci said that there were two features: all or key people are involved in producing them and everyone can own and articulate them. Vision building should be an opportunity to get beyond the self; to develop a common language; and to talk with other institutions/communities about visions. Visions should not just be written down and memorized. There should be an alignment between the substance of the vision and decisions in the institution or community.

One challenge is that a vision will be as good as the people in the room making it. There needs to be a way to transcend one?s own limitations. The fact that the seminar was in Israel [a different place] and that Moshe Greenberg?s paper on the educated Jew [a different idea] helped communities do this.

Ilene noted that the present committee itself was not vision driven. The group agreed.

Two issues: there is a need to communicate with the larger community what the CIJE is and is doing; there is currently a lot on Baltimore?s plate with the goals project, the educators survey and professional lives report, the personnel action plan, and the principals seminar coming up. The latter requires some discussion as to priority and how the pieces fit together.

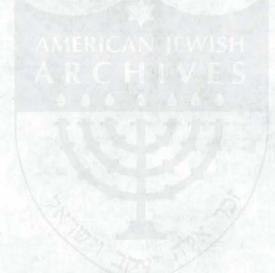
There was a discussion of ?vision teams? and coaches for creating visions. The coaches would need to be trained.

On 21 August Marci and Chaim will meet with David Hirschorn. His wife has given some money to hold a one-day conference on evaluation to honor his 75th birthday. This could be a springboard for the CIJE agenda. It will involve people from all educational settings as well as Lay and professionals.

Gail said there is a need to set aside time to map out strategies. For example, who will represent the community? What will be the logic of what?s going to happen next? A date needs to be set to discuss these things. Marci said both need to be placed before the community.

Chaim added that with all the other things, Zippy is planning a professional development institute under the auspices of the Day School Council. She said she has no cooperation beyond this group is going ahead with planning anyway.

Ilene ended the session by advocating business experts be hired to tell the group how to proceed. The meeting ended at 11:45 as another group needed the room.



Chair

Morton Mandel

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Norman Lipoff Seymour Martin Lipset Florence Melton Melvin Merians Charles Ratner Esther Leah Ritz Richard Scheuer Ismar Schorsch David Teutsch Isadore Twersky Bennett Yanowitz

Henry Koschitsky Mark Lainer Norman Lamm Marvin Lender

Executive Director Alan Hoffmann Adam Gamoran
Jewish Community Federation
1750 Euclid Ave.
Cleveland, OH 44115

September 1, 1994

Dear Adam,

I thought you might like to see this article. Shana Tova, and G'mar Tov.

B'shalom,

Hail

Gail Dorph

SEP 1 3 1004

Back to School 1994

Education project urging institutional visions

By Mardee Gruen
of The Chronicle staff

Educational experts are saying that comprehensive communal Jewish education requires each teaching institution to develop its own vision of what an educated Jew should be.

To assist that development, eight Milwaukeeans recently attended a seminar at the Hebrew University of Jerusalem's Mandel Institute, offered by the Council on Initiatives in Jewish Education.

CIJE is a national effort seeking to improve formal and informal Jewish education in North America. Two years ago, CIJE selected Atlanta, Baltimore and Milwaukee as "lead communities" to develop models for improving a community's comprehensive Jewish education.

"As a lead community, Milwaukee serves as a living laboratory to explore ways in which quality education can be achieved and to develop and implement programs that will serve as models for other communities," according to Ruth Cohen, Ph.D., Milwaukee lead community project director.

At the Jerusalem seminar, experts contended that an institution's educational goals must be anchored in a vision of achievement and a definition of an "educated Jew."

"To describe a Jewish educating institution as vision-driven is to say that it is animated by a vision or conception of the kind of Jewish human being and the kind of Jewish community it is trying to bring into being," Cohen explained.

"A guiding vision does not offer a laundry-list of miscellaneous characteristics to be cultivated in students, but exhibits



Milwaukee Jewish Federation

Lead Community project local coordinator Ruth Cohen (left) with project co-chairs Louise Stein (middle) and Jane Gellman.

how they fit together to compose a picture of a meaningful form of Jewish existence."

Milwaukee's seminar participants were Jane Gellman and Louise Stein, lead community co-chairs; their husbands, Larry Gellman and Gerald Stein, representing the Milwaukee Jewish Federation; Richard Meyer, federation executive vice president; Jay Roth, Jewish Community Center executive vice president; Ina Regosin, Milwaukee Association for Jewish Education executive director; and Cohen.

Local organization

Under Cohen's direction, the Milwaukee effort has established a Lead Community Steering Committee and Commission to direct the development of a three-to-five-year strategic plan for Jewish education here.

Action teams have been formed to evaluate personnel issues, formal and informal education of teens, fund development and family education.

The project is funded by a \$180,000 grant over three years from the Helen Bader Foundation of Milwaukee and a one-time \$30,000 CIJE planning grant.

About 40 percent — \$1.2 million — of the federation's locally allocated funds go to Jewish education. The federation is not funding the CIJE project, but is involved in planning.

This effort also is supported by CIIE personnel and programming that, Louise Stein said, includes "development of a library of materials concerning the importance and the process of becoming vision-driven which would be available to all communities."

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She said participation in CIJE programming is voluntary, "but we hope Milwaukee's educational institutions will want to engage in this opportunity.

"The seminar helped us understand how [creating a guiding vision] serves as a mechanism for the operation of a school or any educational program, which allows us to further interpret that concept for Milwaukee educators."

Turf battles shouldn't come into play, Stein said. "We don't foresee a single vision for Jewish education in Milwaukee, but many visions for specific programs, schools and agencies," she said.

Stein added that once an institution defines its vision, the curriculum is formulated around it and staff is hired to fulfill it.

Dr. Daniel Peckarsky, a University of Wisconsin-Madison professor who led the Jerusalem seminar, is expected to conduct a similar program in Milwaukee in late fall.

MAJE Milwaukee Association for Jewish Education Serving the Jewish Educator and the Community COMMUNITY-WIDE EVENTS: Oct. 2 Two by Two at the Zoo: A Family Program Oct. 30 Kenes I (Educational Conference) Feb. 3-5 Jewish Education Month Kickoff and Kenes II INSTITUTES

HEBREW ULPAN

Learn Hebrew Beginners through

Advanced level courses.

Classes begin Thursday, September 22, and meet on one of the following days:

Mondays

9:30 - 11:00 a.m.

Tuesdays

9:30 - 11:00 a.m.

Wednesdays

Institute for Family/Parent Education

Beginning October 3, 1994 10 Monday Evenings, 7:30-9:00 p.m. "Methods in Jewish Family Education" Eve Joan Zucker, Instructor

Institute for Early Childhood Jewish Education

Beginning October 4, 1994 10 Tuesday Evenings, 6:00-7:30 p.m. "Integrating Judaica into the Early Childhood Curriculum" Sandy Brusin, Instructor

Teachers Institute

Beginning October 5, 1994 10 Wednesday Evenings, 7:30-9:00 p.m. "Teaching Jewish History"

MAIL STOP

From: IN%"100274.1745@compuserve.com" "annette Hochstein" 21-AUG-1994 23:18:56.27
To: IN%"GAMORAN%WISCSSC@vms.huji.ac.il" "INTERNET:GAMORAN%WISCSSC@VMS.HUJI.AC.IL"
CC:
Subi: reports

Return-path: <100274.1745acompuserve.com>
Received: from HUJIVMS (MAILERaMUJIVMS) by ssc.wisc.edu (PMDF V4.3-7 #6454)
id <01HG6SMHVEWW9AMEKY8ssc.wisc.edu>; Sun, 21 Aug 1994 23:14:24 CST
Received: by HUJIVMS via SMTP(198.4.9.2) (HUyMail-V6n); Mon,
22 Aug 94 06:21:32 +0300
Received: from localhost by dub-img-2.compuserve.com (8.6.4/5.940406sam)
id XAA11427; Sun, 21 Aug 1994 23:16:35 -0400
Date: Sun, 21 Aug 1994 23:13:15 -0400 (EDT)
From: annette Hochstein <100274.1745acompuserve.com>
Subject: reports
To: "INTERNET:GAMORAN%WISCSSC@VMS.HUJI.AC.IL" <GAMORAN%WISCSSC@vms.huji.ac.il>
Message-id: <940822031314_100274.1745_BHL29-l@Compuserve.COM>
Content-transfer-encoding: 7BIT

Hi Adam,

Saw your message re-Julie Tamivaara's report. I will try to have detailed comments when we meet. At rapid first reading it seams an interesting and rich report. Two initial comments? The lovely quote by Heshel strikes me as a poor choice in a time where ignorance of text is pervasive among teachers and pupils alike. Moreover for many - certainly for the orthodox and for many others I think the notion of role models who would not be models also in 'talmud torah' is not palatable. The second comment is for our general discussion: 50% with degrees in general education is that good or very bad? When the majority have Jewish schooling beyond bar/bat-mitzvah does it mean a lot of schooling? sufficient schooling? The issue of interpretation here will also be difficult - we should probably come to some consensus on this, what do you think?

I dearly look forward to our meeting on Thursday. Should we speak before that? I am at Cambridge - 617-864-1200 or I could call you when convenient.

Best regards,

annette

of representing this

From: EUNICE::"100274.1745@compuserve.com" 23-AUG-1994 16:00:24.73

To: Adam (gamoran)

CC:

Subj: Brief word

Hello Adam,

A brief word at a break -- you may see it before we meet.

I found Julie's paper to be an instructive, fruitful, serious professional piece and certainly believe it should be distributed — if this was not yet done. The one recurring thought is that Jewish knowledge ought to be further identified and focussed upon — the weaknesses there, the lack of training in this area, the need to re-inforce it.

I spent some time with David Cohen last week - he relates that his own research in the field -- not yet published -- reveals the extent to which teachers' absence of sufficient subject matter expertise and knowledge is a key stumbling block to success.

Have fruitful meetings in Cleveland!

See you Thursday

annette

AMERICAN JEWISH ARCHIVES

Adviscontee 3/25/94

set deadline for andolz

state "not determ" re Bult ed desne

Seymon - need for massive investme in instrue ede - need intro + had gives ATA + theory (personnel diven)

Mike I. - have table of contents of £11 of in mind

Gail-reed to give stability or careen
- to argue for investment

Annelle - emphasize impte of 5.6; matt knowl SF-how have I contin it don't know new comm? -t's must master, interniz, muster, cout

SF - are teachers native 601 n Am? yes! ten Israelis

Nessa - need intro IP that inspires abt imply of Jed - end of trailer - what's to come

Mike - whol's the goal? incr interest or specific actions?

Mik - part time teaching as a cancer - gail - also has to be poss to make a fill - + living

Mike - there's no one solution - in context of

Annete - 6th Fackal + polomical

- policy or rended

- u had say my numbers holds potential for action

- es - should + hink - ch recrutant

- need local afterest to ors menion

- need full + training for fish

- want to check this in our commen

- directions for action

SF = ghord mention I stad in inserve - Mort should have press conference in in-service - CITE & horld have a slogar - we should have a slogar - mention Davidson's rpt - shortage of Tedicators

Alam - the teacher so way is the "for instance" of the personnel clisis in Ted

"Invest in the people a 40 edicate!" -slosan

these communities were among strongest, in Jod courageous to take look at seles

- no strking similarities - can sive range topt out similarities

Built Ortho t's n/ J 6kss

-can pt out sim

-6t 16 - same on carears, stub. 1, g-t/x-t, pedagog

Nessa - at Bo pres - we are tipping our hand to most prominent ed leading Alam - at Board - use overheads, not handout

Ed leaders - how diff me they from teachers?

- read to tie to Goals gross, Leading trustit

les Notusk cont pos - lay out issues for futher steps

SF- it changing director concluding as pot of aux

Steve H-do reed to monitor/conditions in LC's
-to see where CIJE effects mesh of
community effects
-so are well informed about atcomes

Mile I - ask the decision-maken - and indicators do naw?

= "Major Indices of ted" in a community
"Leading Edicational Indicators"

Alan - can also create instrum train, ustits

Mike I - what do we want to know?

- old indic repeated

- new indicators

- policy makers should determine

- MEF team them decign instrumentation

Gail-reed Instit Prot for MFR in Goals Proj -take stock of appl matters for a Goals groj

SF, AH-Do we still nant MEF in LC's? 6D-if we're there less, still need it SH-still need it SH-module -ed surry - ed leaders - goals (lead) pers action must have evaluable NR - how continue to monitor community change: one poss - Phase I mobile study - Early Indicates up - Phase II mobile study - Loudry Indicates s + MET of Goals, Leadship + another mode afters the change process AH - shald not manifor key meetings etc. MI - one person, once or twice per year, would go to 3-5 key informands, fill out a questionactive "Is there any sen program..."

e-mail to Alan - notes from this onto

Informal Education
A6 - access, content, not persone 18 ADH - reed to seramine personnel first SF - commission a paper to define; who is an in somal edicolor in somal edicolor man in formal setting?"

(eg, in the of (in and) "Do you consider jourself a Jewish educator," ADH- une are neusted in, age cutoff? AH - Enc Cohen's tidges personnel in in tornal od

-first stidy - competensive inventory of

Jewish edi in France

- very extensive types of settings

- not in Isr on Israel Experience



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION MONITORING, EVALUATION & FEEDBACK **Advisory Committee**

Thursday, August 25, 1994 11:00 am - 7:00 pm Sheraton Cleveland City Centre 777 St. Clair Avenue Cleveland, OH 44114 Ph. 216-771-7600 Fax 216-566-0736

Participants: ADH, AG, EG, GZD, BWH, MI, SF, ARH, SHH, NR

AGENDA

- I. Review of MEF Work To Date
- II. The Study of Educators
 - A. Integrated-Cross Community Report
 - **Board Presentation** 1.
 - Policy Brief for the GA
 - Dissemination and Presentation to North America
 - Next steps with this data

Additional Analyses and reports

- Developing a module for dissemination and use in NA
- Analysis of Educational Leaders Surveys
- Research papers for a broader audience

yes a Gods Pros for MI III. Proposed Workplan for MEF: 1995 - Next Steps for MEF Project

Possible Topics

7.

1. Institutional Profiles

Monitoring and Evaluating the Goals Project 2.

Monitoring and Evaluating the Leadership Development Project

Monitoring and Evaluating Personnel Action Plans and Implementation

Studying Informal Education and Educators 5.

Building the data base on Jewish Education: Additional Survey Work in LC's 6. or beyond

Cross-community Mobilization Report

B. Staffing MEF in light of next steps

- The Role of Field Researchers 1.
- Alternative Staffing Models

8. Ed Survey 1, M 9. Ed Survey 1, M 9. evaluats of L Cpig in LC's

of content

10. Fedot to LC's 11. Monitory + t-al of Mobile

12. perant brets/full report

CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

Rutgers, The State University of New Jersey University of Southern California • Harvard University Michigan State University • Stanford University University of Wisconsin-Madison

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- Goals + U.s.mig
elines for interveu protocols

CONSORTIUM FOR POLICY RESEARCH IN EDUCATION Rutgers. The State University of New Jersey

Rutgers, The State University of New Jersey University of Southern California • Harvard University Michigan State University • Stanford University University of Wisconsin-Madison

THE POLICY CENTER . THE FINANCE CENTER

for 1995 >

Dexplain how relat changes if common on sustiff -fis are sheptical this will happen

2 CIJF employs FRS to monton

3 fr's in LCS, more proactive - whether community or COTT is anyly

- Fr. goal - get noolved in evalual

- not of communities to instement

all 3 - monitoring
Milar compliantegrapt present to teach, commis (rptd.n Trousp) revised mobile apt
Balt Zrote intenret presented data to contee responding to teedback, in close contact wrote put lives upt revised mobile ret
At 1 presented data (not Full) Set deadline for unb 2
survey - B.11 has 2 data sets on teachers, prinipa proced a coding, recoded, drafted codebook
instit profites - consultat weet of Dan P monitored Gods seminan + aftermath

From: EUNICE::"73443.3152@compuserve.com" 28-AUG-1994 20:25:34.27

To: Adam Gamorar (gamoran)

CC:

Subj: This and that

Dear Adam,

I will be meeting with Chaim tomorrow am to catch up and get feedback on integrated report for executive summary [I hope!]. I received stuff from Bill. Nancy [is that her name?] made an unusual coding decision in that she listed 1st, 2nd, and 3rd degrees as respondents listed them, not as they likely received them. Obviously some listed in ascending order, some in descending order. In any case, the tables Bill sent did not include a cross tabs of education major and degree received so it is not possible to check the 59% figure. Given the numbers however unless nearly all general education degrees received by these folks were in education, the figure is wrong. Maybe there was a coding mistake in the ed major item. I always hate working with data others have entered as I do not know what decisions they made. Interestingly, 30% of the Orthodox day school Judaic teachers report no degrees whatsoever; perhaps they are students, but according the Jerry, that is unlikely. This figure is the same as supp. school teachers without degrees, and we know some of them are students.

I have finished MLM evaluation report. It is fairly strong; I hope they are not inclined to kill the messenger.

I will be in Seattle 22-27 September 1994, which roughly coincides with Sukkot. I will let Ginny know. Roberta and I are planning to get together in Madison in October.

My printer is making strange grinding noises; do I have your permission to get it checked out? There is a fee for just bringing it in.

I don't know if you got my previous message. The e-mail you sent re: Annette's feedback disappeared into thin air. Could you re-send?

Hope all is well with you and the trip to Cleveland was a success. Can't wait to hear the details.

Regards, Julie

ps. If CIJE needs someone to go to Israel, my bags are packed. I am ready to make aliyah.

From: EUNICE::"73321.1217@compuserve.com" 29-AUG-1994 14:58:41.97

To: Adam (gamoran)

CC:

Subj: goals meeting in baltimore

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

From: Gail Dorph, 73321,1217

TO: danny, INTERNET: danpek@macc.wisc.edu

CC: Atan, 73321,1220 Barry, 73321,1221

gail, 73321,1217

Ginny, 73321,1223

DATE: 8/10/94 3:47 PM

RE: goals meeting in baltimore

this am was the scheduled meeeting for the team that went to Israel to brief local leadership. turned out that local leadership meant Ilene and Genine not beyond (although I thought that Chaim had said that he had invited others). I'm not sure if he invited and they didn't come or he didn't invite, but I will clarify this when we next speak.

first of all, Chaim had not prepared the meeting. he didn't have a shred of paper in his to give to Ilene and Genine. he did not have his own packet. he did have the CIJF goals seminar bag. thank God, Marci had berought hr whole packet which she had put into a three ring binder.

enuf of that stuff. what was interesting was the story they told about what they had gained from the seminar.

Searle: too academic and theoretical. not particularly practical. a Lot of frustration in the middle at the theory and leadership of seminar did switch gears to respond to this issue. by the end it was very useful. It taught me the importance of having goals and knowing what you want to do. In terms of the two institutions in the community with which I am involved, in CJES we ought to be thinking about what is and ought to be our mission; in Beth Tifiloh, our mission statement tries to be everything to everybody and that can be a problem."

Isippi: "if we can sell the concept that institutions need to be vision driven, each institution will itself be strengthened. I'm going back to our mission statement; I'm sending it out with the info to faculty at beginning of year to relook at. We're going to involve our lay leadership in studying the statement too. Main thing I learned was about the importance of buy-in on a lot of levels and going back to statement regularly."

Marci: "impt of vision of institution ivolving everyone in the discussion. The opportunity to think again and in a creative way about the issue of communal vision (made reference to Rosenack presentation which was echoed by others as particularly meaningful and helpful."

Ilene asked what was different about what was suggested at the seminar and what we have here at work. Chaim answered in terms of the process itself that was suggested; the active engagement of different constituencies in process; does everyone who needs to know about it know about it.

I added the piece about the beginning question itself being somewhat different and the notion of study in order to raise the level/image of the discussion

itself (giving study of Greenberg piece as example from seminar). They experienced this piece of seminar as weakest.

In terms of next steps, Searle focused on the next steps for Beth T*filoh and CJES almost as though nothing else happened. It was Marci who explained seminar idea and their notion of a kick off seminar. Chaim then told about Hirshhorn money and said that Marci would be charged with moving this along at communal level. (I could see that Genine and Ilene were surprised by this info. So much, for the idea that Chaim ——if not working whole heartedly on the project——was at least moving the project along skillfully on the communal level.

By now, Searle had to leave, we had to vacate the room. People were getting nervous about how all the CIJE pieces were going to fit together and agreed to meet again to schedule another planning meeting next Friday, August 19 when the group reviewing the integrated report meets again...

ARCHIVES

GAMO\$ type bill.q

From: EUNICE:: "74104.3335@compuserve.com" 28-AUG-1994 11:45:56.70

To: Adam Gamoran <gamoran>

CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>

Subj: Questions on Balt. supplementary analyses

Adam or Ellen,

I have two sets of questions on the Baltimore supplementary analyses -

1. (The easy one) - In creating a file with teachers counted at all settings, should I duplicate all cases in which SET2 is given OR only those cases in which SET2 does NOT equal SET (NEWSET)? I think the first option is preferable - we are then providing data in reference to all "positions within the community".

However, I don't think we should go beyond SET2, to include other settings where the educators may work (as listed in the variables beginning with "PRG"). One reason for this is that we won't have corresponding variables (i.e., salary, benefits, how found job).

Finally, I will be creating the five-value range for the second setting (called SET2RVSD) using the educators' answer on AFFIL2 (affiliation of second setting) - either they answered "Orthodox" or any other answer. If AFFIL2 is missing (and SET2 is day or pre-school) then SET2RVSD is missing.

2. (The hard one) - There are two problems in creating a variable for hourly pay. First, we don't know how many weeks per year they work. Second, annual salary was given in ranges (see Question #54). Thus, do we use the mean for each range? The resulting values would not be very accurate.

Also, given that the top value is "Over 30,000" and the bottom value is "Under 1,000", it will not be possible to provide ranges (for the hourly pay variable).

I suggest scratching this variable.

Bill

I'm writing you from the plane after the meetings in Cleveland. We are moving house on Friday and through the weekend, so I'm not sure when I'll be able to send this, or read e-mail again -- probably not 'till Monday. In this message I'll try to summarize the key outcomes of the MEF meeting.

- 1) The work plan for Aug Dec 1994 we discussed in our last conference call was accepted. That is, the MEF team is expected to fulfill the following tasks:
 - a. "Research Brief" on background and training of teachers in Jewish schools. Present to GA in November. Dry run to CIJE Board on October 5-6. Responsibilities: Bill, data analyses; Adam/Ellen, first draft of text. We spent a lot of time talking about the content and tone of this Brief.
 - b. "The Teaching Force of Atlanta's Jewish Schools. (Integrated report for Atlanta.) Deadline for draft: September 30. Responsibilities: Adam/Ellen, first draft of text; all, comments and suggestions on text.
 - c. Cross-community integrated report on teachers in Jewish schools. Deadline: December 31. Responsibilities: Bill, data analysis. Adam and Ellen, first draft of text.
 - d. Mobilization reports on Milwaukee and Atlanta. I was questioned on why these were not completed. They should be done as soon as possible. I was asked for a definite date on when they would be done, and was embarrassed not to be able to give one. In particular, there was interest in the Atlanta report since they have not seen it at all yet. Can we say, September 14 for Milwaukee and October 4 for Atlanta? Responsibility: Roberta. Julie will also contribute.
 - e. Professional lives of Jewish educators in Baltimore.
 Julie, you've got the comments I received from Annette. She was very favorable, with a few suggestions. Apparently there are comments coming from Gail also. Mike Inbar said it was "very very good," and offered only one comment: In describing the respondents, we should make comparison to the survey of teachers, to point out departures from representativeness. This is not to say the interview sample was a random one, only to point out how it differs from the community as a whole. I thought this was a good idea for a footnote. It would work for teachers, not principals, since we haven't looked at the principal survey data. Deadline: Would Sept. 15 be reasonable? (Assuming comments from Gail come soon.) Responsibility: Julie.
 - f. Revision of Baltimore integrated report: Thanks much for all the feedback, Julie. I'll send you a revision in a couple of weeks. It will say, among other things, that of teachers in Orthodox day schools, something like 28% have a

college or university degree in education, and 31% have seminary or institute degrees in education (as opposed to 59% with degrees in education!). You called that one right!

- g. Monitoring of development and implementation of Personnel Action Plans in Atlanta, Baltimore, Milwaukee. We will provide a written update for each community to CIJE on this subject on December 31. This will not be a full-blown report, but it should be detailed enough to provide a solid record of what's happened on this front. Responsibilities: Julie, Roberta, Bill. (Related to this, Roberta can attend the Leadership Seminar, assuming the Milwaukee and Atlanta reports are finished.) We should view the Leadership Seminar as part of the Personnel Action Plan, in the sense of "the action before the action plan."
- h. Monitoring and evaluation of Machon L'Morim and the Peer Coaching project in Milwaukee day schools. We didn't really discuss these, but it is clear to me we can continue as planned. I did bring them into the discussion of getting the communities to pay for field research (see below).
- i. Development of a "module" of the qualitative component of a study of educators for use by other communities. This will be a refinement of the interview protocols, with instructions on how to use them. (The protocol probably needs to be shortened, emphasizing the questions that contributed to the reports we wrote. If the questions need to be improved, now's the time to do so. Ultimate deadline is December 31, but perhaps it could be completed earlier. I propose that Julie take primary responsibility for this, with help from Roberta.
- j. Putting all documents, tapes, etc. in shape for CIJE storage. Deadline, December 31. Responsibilities: Julie, Roberta, Bill. (But Bill has much less stuff.)
- k. Research papers on Teacher Power and on Professional Development. This is legitimate to work on, and you can travel to collaborate, but we have to make sure the other tasks get done. Responsibilities: Julie, Roberta.

At first glance this appears to be a long list, but much of it is almost finished or well underway. Still, I'm sure it will keep us busy for the next four months. Note that institutional profiles is not in this work plan at present.

- 2) Work plan for 1995. After a lengthy discussion, the committee advised Alan that the highest priorities for MEF should be:
 - a. Further analyses of teacher survey data, including revision of the cross-community integrated report, and

possible additional "Research Briefs" if the first one is well received.

- b. Analysis and write-up of educational leader survey data.
- c. Completion of the "module" for studying Jewish educators in a community. This would incorporate the interview protocols and procedures which are to be completed by the end of December, as well as the survey instrument which must be revised in 1995.
- d. Monitoring and evaluation of the development and implementation of Personnel Action Plans in Lead Communities.
- e. Monitoring and evaluation of the Goals Project, as it is manifested in Lead Communities. (Institutional Profiles may enter here.)

Writing a cross-community mobilization report was seen as desirable but not as high priority as these items. Ditto for monitoring of community change in general, apart from these two key CIJE initiatives (goals and personnel plan).

3) The committee advised Alan to consider alternative staffing modes to field researchers (e.g., consultants who visit communities for short visits). Some were more reluctant than others to move away from field research, but the tenor of the discussion was generally not supportive of continuing CIJE-sponsored field research. Also, there are apparently budgetary factors of which I am not yet aware -- but it seems our budget will shrink dramatically after December 31.

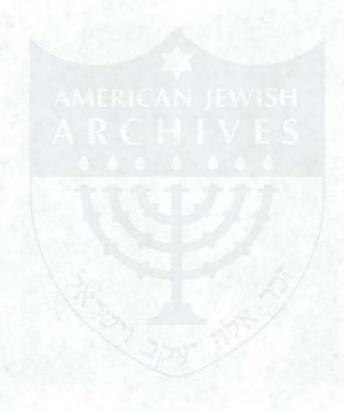
We discussed the possibility of the communities sponsoring their own field research. I explained how that would change the relationship between the work of the field researchers and CIJE (i.e., little CIJE control). I think the message came across, and to the extent it did, it was not seen as a positive factor. Still, they would very much like the communities to pay for evaluation. Some thought this would occur, while others were skeptical. All agreed that Alan has a serious task ahead if he is to convince the communities to do so.

Alan told Jane and Louise this summer, that CIJE will not pay for field research after December 31. Their reaction: Thanks for giving us this much notice. Alan has not said anything to anyone in Baltimore or Atlanta.

My conclusion is that there has been no change in CIJE's decision that CIJE will no longer pay for ongoing field research after December 31. At best, they will pay for a CIJE survey data analyst. The notion of a 50/50 split (CIJE/community) for field

researchers was not completely ruled out, but I would not be optimistic about it.

I have a follow-up phone call with Alan scheduled for Wednesday, August 31. In that call, I will press for clarification on this. In particular, I will press to learn whether he will make a serious attempt to convince the communities to support ongoing evaluation, or whether he's just going to tell them CIJE's position and leave it at that.



GAMO\$ type fr82594.elc

From: EUNICE:: "GOLDRIEB@ctrvax.Vanderbilt.Edu" 28-AUG-1994 09:36:26.83

To: GAMORAN

CC:

Subj: Re: please read thoroughly and advise me before I send this to the

f.r.'s -- also, do you think I should CC Alan? Just noticed I left off L

eading

Indicators

A few comments on your memo. For parts before 1995:

- 1) you forgot the Atlanta Integrated Report on Personnel! (I think other FR and Bill of course, can be helpful with "filling" out the context etc).
- 2) In pt. c on Mobilization reports, I would emphasize the need for completing Atlanta. (I sensed that the most interest was for learning about Atlanta since they had not read anyting on Atlanta).
- 3) Can you forwad to me Annetts comments on Julie's report, just curious.
- 4)pt. f. I would add a sentence saying the leadership seminar is viewed as partof the Personnel action plan (action before the action plan) rather than a full project since it is not clear beyond the seminar where this will go, etc.
- 5) pt a. Did you leave me off of this intentionally?

AFter Dec 1995:

pt c. you sould the interview prtotoccols which are to be completed this "spring", dont you mean this winter (by Dec. 1994?).

minor, you have two "e's in your order of points".

Sorry, delete that comment, my pages got out of order

I would mention briefly thatif in 1995 there is continuation of the monitoring of the Goals Project, Institutional Proflies may be used in that regard.

As you said, the leading indicators should be mentioned.

As for your discussion about the FR's work. I dont see that idea of a fifty-fifty split mentioned. Maybe you dont want to get their "hopes" up, but that is the message I heard from Alan and others. That there is perhaps enough CIJE directed work to warrent CIJE employing FR (namely Julie and Roberta, for half time) but then the issues of will they relly end up working more for the communities than the communities pay. I would mention it to them anyway.

I would send the memo to ALAN as it is a summary of our discussions and I think it is important to make sure we all came away from the meetings with the same understanding. This can also serve as the basis for our call with Alan.

From: EUNICE::"73443.3152@compuserve.com" 29-AUG-1994

19:23:07.31 To: Adam Gamoran <gamoran>

cc:

Subj: comments on your messages

29 August 1994

Dear Adam,

Many thanks for the several e-mail messages. I have some comments; I hope they make sense. Re: the quantitative data--I realize that the degrees do not have to be done in any particular order; it is just that from the data set I have, I couldnt re cover probable majors. In fact, I do not even have the complete degree codes. Would you mind asking Bill to send me analysis that yielded the 28% and 31% figures? I must not have received the complete data set as I have nothing that would lead to this conclusion. This is important as the committee members are likely to raise a question when the new figures come in. Has the information from Orthodox pre-schools also been re-analyzed? Since my sense is that most of those who attend teaching institutes in Israel are women and most [all as far as I know] pre-school workers are women, their figures might also change.

Re: Annettes comments. What do you think about the Heschel quote? I certainly did not include it to imply that what he said is the situation in Balt imore, but, I guess, I thought it should be the situation. My sense of the Orthodox community is that they certainly would not be offended by this quote. I do not think it suggests teachers not be talmud torah role models; by text I understand Heschel to be referring to the Torah and the Talmud. I am willing to let it go, but I do not quite understand her objection.

I think she and others should be reminded that this report was completed in May, well before the survey data were available. I see the merging of my report with the survey data an issue of the integrated report, not the pl report. What do you think? If I were to include the survey data, it would mean a massive rewriting. As a sidenote, in a conversation with Gail, she commented upon how similar my data were to much of the survey data; I dont know. She also thinks Baltimores survey data matches Milwaukees and I dont agree with her there. You might also remind Annette that Roberta and I did not ask many questions in our interviews that were going to be covered in the survey. I do not have complete data on Jewish educational background, although I do have a lot. I will follow your counsel on any of this.

If Roberta does not want or cannot go to leadership conference, I would be happy to go. Aside from seeing Terry Deal [old friend and member of my dissertation reading committee] I am interested in leadership training.

I met with Chaim today, unfortunately before I got your messages. I mentioned the idea of communities paying for frs. He had not heard this before. I was under the impression Alan had talked to all communities; mea culpa. Chaim said he would love to hire me, but budgets are such that this could not happen Jan. 1. They are not on a calendar year, but a July 1 to June 30 one. In any case, a lot of lobbying would have to be done to convince the community this made any sense. He thinks my idea of moving to Israel and making jam is a good one. I wont rule it out.

He will be sending you Marci and his feedback on report; it shouldnt be too different from mine [which will also be included]. The smaller group has not met yet to discuss the executive summary as Marci has been on vacation and Ilene is in Icel and or some nordic country. If you want things finished soon, perhaps you need to call him to urge him on. I don't think he realizes your schedule.

I gather from the 1995 reports Bill will continue and Roberta and I will not. Is that a correct reading?

Could you let me know about the printer? I fear it will die soon if I dont get it to a repair shop.

Hope you move went as smoothly as those things can go. Personally, I hate moving; so why do I do it so often?

From: EUNICE::"73321.1217@compuserve.com" 30-AUG-1994 23:06:54.15 To: "INTERNET:GAMORAN@ssc.wisc.edu" (GAMORAN)

"INTERNET: GOLDRIEBactrvax. Vanderbilt. Edu" < GOLDRIEBactrvax. vanderbilt. edu>,

Alan <73321.12200compuserve.com>

Subj: julie's report

CC:

hi adam. so tomorrow I will finish the end of julie's report and mail her my copy of her report because it has stuff in margins etc. here's the question. I e-mailed her (you should have a copy) my comment about anonymity. I received no response from either of you. barry said to me just today, you know I recognized stuart seltzer, is that DK. what's going to happen with this notion?

second, chaim still wants to know when he will read the report. he wants to make sure that he reads it when it is still a draft, before it's a public document and can put in input. I assured him that this was indeed the plan (for him to be able to give input).

what's the timetable? from what was said at MEF advisory I assume you do have heard anything that you need to hear from that group. If that is the case, is there any reason that chaim can't get the same document that we read for his input so that she just has to do one revision?

meantime, do let me hear from you. gail

A R C H I V E S

From: EUNICE::"73321.1217acompuserve.com" 2-SEP-1994 08:54:43.58

To: julie <73443.3152acompuserve.com>

CC: Adam (gamoran), Alan (73321.1220@compuserve.com),

gail <73321.1217@compuserve.com>,

"INTERNET: GCLDRIEBactrvax" <GOLDRIEBactrvax.vanderbilt.edu>

Subj: Baltimore report

hi julie. My copy of PRofessional Lives will go out today-fed-ex. You should have it in your hands tomorrow.

First I want to tell you that I really enjoyed reading it. I found particularly helpful the ways in which you framed the issues of the problems within the arena of professional development and power. The reason I'm sending you my comments on your paper is because I also picked up some spellling stuff and grammatical agreement stuff that is just easier to send in that way.

Several additional comments:

- 1. I think you need to say that your percentages are based on your interview study the first time you mention percentages. You say someplace in the body of the report, but I think it needs to be made clear in the executive summary.
- 2. Because your percentages seem so close to the ones in the study as a whole, I think mentioning that would make your case even more powerful.
- 3. I too like the Heschel quote, but I think you may be misusing it on p. 80. His point in this particular section you quoted is that the teacher becomes the text and the point of view in the schools you are characterizing is that the text, not the teacher, is central. That is, if we only read his first line you might think that we were talking about the same thing, but the addition of the second line changes the meaning of the message.
- 4. On p. 87 (and perhaps elsewhere), you refer to God as he. If it were possible to reword the paragraph so references to God were gender free, it's make me happy.

That's it. Good luck with revisions. I look forward to seeing it again. gail

 $p_\bullet s_\bullet$ does Chaim have a sense of when he will see it? He seems nervous about getting a chance to see it before anyone else does \bullet

From: EUNICE::"73443.3152@compuserve.com" 2-SEP-1994 11:16:49.71

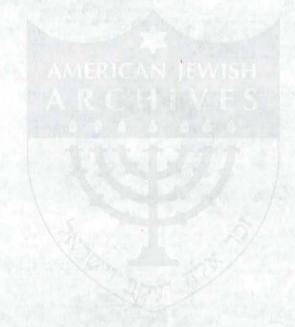
To: "INTERNET: GAMORANDS SC. wisc.edu" (GAMORAN)

CC:

Subj: PL report

Dear Adam,

Thank you very much for the feedback and suggestions. I don't really mind about including the survey on principle, it is just I want to get the report OUT; I don't relish spending a great deal of time re-working it to include the survey since Chaim, et al. are eager to see it and it is to my professional advantage to get it out. Ditto for the Heschel quote. I certainly do not mind deleting it, although it appears in the text as a quote from Stuart. That's how I found it in the first place. Gail's feedback should arrive tomorrow. Julie.



Adam Gamoran 608-265-5389

September 11, 1994

TO: CIJE Board Subcommitte Members on Research and Evaluation

From: Esther Leah Ritz, Chair

Subject: Next Meeting

In preparation for our next meeting of the CIJE Board Subcommittee on Research and Evaluation on Thursday, October 6th in New York, I am forwarding to you a summary of our last meeting.

I recently met with Ellen Goldring and Adam Gamoran to prepare our agenda for the October 6th meeting. We will focus our discussions on three topics:

- (1) Training and Professional Development of Personnel for Jewish Education--A Presentation at the GA
- (2) Promoting Evaluation in Jewish Communities
- (3) 1995 Projects for Monitoring, Evaluation and Feedback in Lead Communities

I look forward to seeing you in New York on the 6th.

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Dept.	Phone #
Fax \$08-265-5389	Fex # 615-343-7094

Summary of Activities - January to August 1994 Bill Robinson

A. Educators Survey -

- 1. Developed Codebook for Educators Survey.
- 2. Cleaned Baltimore and Milwaukee datasets (will clean Atlanta):
 - a. concerning hours and setting variables;
 - b. concerning revised computings of recoded variables (as set forth in Codebook);
 - c. concerning other issues (i.e., ECE credits for preschool teachers).
- 3. Created revised frequencies and cross-tabulations for Baltimore.
- 4. (Will) produce frequencies and cross-tabulations for and assist in writing 3-city comparative report.

B. Personnel Action Report (Atlanta) -

- Gave presentations to all concerned communal bodies in Atlanta on reported frequencies from Atlanta's Educators Survey dataset.
- 2. Worked with Atlanta team on requesting cross-tabulations.
- (Will continue) working with Atlanta team on interpreting Educators Survey data, providing input into MEF report, as well as developing and implementing Personnel Action Plans.

C. Institutional Profiles (as lead person) -

- 1. Developed proposal for Institutional Profiles Project.
- Engaged in consultations with experts in various areas of Jewish education to begin constructing Institutional Profiles instrumentation.
- (Will continue to) develop, (and hopefully) pre-test and refine Institutional Profiles instrumentation.

D. Monitoring and Feedback in Lead Community -

- Observe numerous meetings of various communal bodies in Atlanta engaged in educational planning and change (i.e., Federation Board, Council for Jewish Continuity, Federation Planning and Allocations Committee, Federation Planning and Allocations Educations Subcommittee, Jewish Educational Services Board and Executive Board, Day School Council, Synagogue Educational Directors Council, Preschool Council, Tichon Steering Committee).
- Provide informal, reflective feedback and research advice to Janice Alper (JES Director)
 concerning any project under her auspices, which has included facilitating growth of
 professional councils, instrumentation for JES evaluation, as well as improving JES staff-lay
 relations, restructuring its board and developing its vision (in cooperation with outside
 consultant from the Mescon Group).
- (Just beginning to) provide informal, reflective feedback and research advice to Steve Chervin (new CJC Director), whose projects will include creation of Personnel Action Plans, coordination of teen services, development of a second high school, and articulation of community educational visions.
- Provide information on current educational activities in Atlanta and informal analysis of communal dynamics to Gail Dorph (as well as a formal update to CIJE on same).

E. Miscellaneous Consultations

- 1. Consulted to Temple Sinai Education Committee on supplementary school survey.
- Consulting to Epstein School on developing instrumentation for assessing needs and interests of families in new family education program.
- Consulting to group interested in forming second high school on instrumentation designed to inform the creation of an institutional vision and core policies.

Envisioned Future Activities Bill Bobinson

Most envisioned future activities are continuations of current activities:

- producing statistics for and assisting in the writing of 3-city comparative Educators Survey report;
- working with Atlanta team on providing input to Educators Survey report and constructing Personal Action Plans;
- 3. development, pretesting and refinement of Institutional Profiles instrumentation;
- 4. providing Gail Dorph with information on pertinent activities in Atlanta and informal analysis of communal dynamics;
- continue working in a supportive and reflective relationship with Janice Alper and Steve Chervin*:
- 6. continue miscellaneous consulting on research.

*Since Steve Chervin has just recently arrived in Atlanta, this aspect of my work should expand significantly. Notably, there is a direct overlap between this and facilitating Atlanta's work on the Educators Survey data and Personnel Action Plans.

In addition to the six listed above, I would like to engage in four others activities:

- analyzing the Lead Communities' experiences with the Educators Survey and formation of Personnel Action Plans in order to revise and package it into a module for use by other communities;
- working with all three lead communities on analyzing the Educational Leaders Survey, writing a report on the data, and constructing Personnel Action Plans (for educational leaders), as well as writing a 3-city comparative report;
- 9. monitoring and assisting in the implementation of the Institutional Profiles instrumentation to a group of selected institutions as part of the Goals Project;
- 10. develop Communal Profiles instrumentation to be used by the three Lead Communities which will facilitate mobilization and visioning in these communities, and produce for CIJE a formal analysis of the structure, processes and cultures of these communities as they have attempted to engage in planned change.

The Changing Roles of the Jewish Educator: From Whence We Come to Where We are Going Roberta Louis Goodman, RJE

The occasion of NATE's 40th anniversary provides an opportunity to reflect on what has happened to Reform Jewish educators since its inception. This allows me to address the following issues and concerns: what roles and positions do we fill; in what ways do we enter the field; what are our careers paths like; and where are we going? I focus on the last fifteen years, the period since 1980, that corresponds to the time that I have spent as a professionally trained Jewish educator. Already in this period of time, my colleagues and I have fulfilled roles and assumed positions that I never would have imagined to be either plausible or possible when I graduated from the Rhea Hirsch School of Education at Hebrew Union College with a Masters of Arts in Jewish Education. As I indicate, the story of the Reform Jewish educator during this time period is one of increasing diversity and professionalism.

As one who presently makes her living as a social scientist doing Jewish educational research and evaluation, the first thing to note is that no study exists on the Reform Jewish educator. We know very little about who we are, what we do, and how we value our work. Therefore, in this article on the changing roles of the Reform Jewish educator I have to rely predominantly on my observations, the little research I have done for the Council for Initiatives in Jewish Education on personnel, and a small number of articles related to the topic.

The Many Roles of Reform Jewish Educators

The National Association of Temple Educators (NATE) was founded forty years ago by one hundred and one individuals who wanted to "create a national professional association of Reform synagogue educators" (Bennett, 1989.) Forty years later, NATE is no longer just a national organization; its members reside on four continents and it is about to have its third

president from Canada. More critically, the scope of NATE's membership is now broader than just Temple educators who serve Reform congregations in the historically conventional role of educator director and supervisor. NATE members fulfill a number of new roles both within congregations, the Reform movement, and in the larger communal and North American Jewish educational organizational configurations. These congregational, communal, national, and international roles enrich the educational experiences of Reform Jews.

One way of annotating these career changes and their pervasiveness is by looking at the NATE board members' professional positions. NATE's 1994 Board of Directors includes three day school directors and supervisors, a UAHC assistant regional director, a cantor/educator, a rabbi/eduator, a program director, a central agency director, a publishing company staff member, and an evaluator/researcher for a private foundation in addition to twenty-five congregational education directors and one religious school supervisor. Additionally, NATE members serve as camp directors, Hebrew supervisors, preschool directors, family educators, and staff members of North American educational organizations like JESNA. Greater role diversity exists for Jewish educators than in the past. This often results in congregations having more than one NATE member on their staffs.

The expectations for the congregational education director, or principal, have changed tremendously. In NATE's early years, the "principal model" prevailed where the educator was primarily an administrator assuring the smooth running of the supplementary school. The principal's primary responsibilites were managing the selection and distribution of textbooks which served as the school's curriculum, making class assignments, hiring of teachers, and maintaining discipline. The administrative orientation of these positions is seen in that many congregational educators of this genre, including several NATE officers, became congregational administrators.

Today, many congregational education directors have become total temple educators who are expected to perform a wide range of roles not previously considered to be in the principal's domain. These total temple educators have responsibility for adult education, family education, holiday programming, retreats, even holiday and Shabbat services and programming, as well as for the religious school.

Even in terms of the school, the roles, responsibilities and expectations for the education director have evolved and increased. Education directors are supposed to be experts in: Judaica and Hebrew, curriculum development, programming, teacher supervision and training, administration, child psychology, working with parents, and working with synagogue boards and committees.

Choosing a Career in Jewish Education

Perhaps the greatest change for the Jewish educator in the last forty years is the availability of a professional career path, as in medicine, law, or even general education. In this model, people are first trained and then assume a job in the field. The professional training for a Jewish educator includes coursework in both Judiac content and educational methodology. Whereas many cities had undergraduate or certification programs for Jewish teachers for many years, we have seen the emergence of masters programs for Jewish educational leaders during the past twenty years. Hebrew Union College trains Reform Jewish educators at its Los Angeles and New York campuses. The Conservative and Orthodox movements have masters and doctoral degree programs for Jewish educators. In addition, several independent Jewish institutions of higher education, mainly community based in the larger Jewish cities, offer masters degrees in Jewish education. These include: the Spertus College of Judaica in Chicago, Baltimore Hebrew University, the Cleveland College of Jewish Studies, Boston Hebrew College, and Graetz College

Freunt 240 Stanford

in Philadelphia. A small number of private universities offer masters in Jewish education including Brandeis and Emory.

The aim of these masters degree programs is to train professional Jewish educators. In themselves, these programs, which offer a combination of courses in Judaica including Hebrew and education, fulfill what Aron (1990) described as one of three criteria necessary to constitute a profession, namely, that of legitimacy. To have legitimacy, members of a professional field mush "possess a specialized body of knowledge that distinguishes them from the 'non-professionals' in the field" (Aron, 1990, p. 3).

Along with those who follow a career path of training first and then working in the field, are a substantial number of people who still enter the field through a path similar to the earliest NATE members. These people fall into the role of Jewish educator. They take a position as an education director often at the suggestion of a rabbi or friend (Goodman, 1993). Some come with a background in related fields such as secular education, social work, rabbinics or Judaic studies. Others come from unrelated fields such as public relations, law or business. Still others work their way up from congregational volunteer or religious school teacher to education director. The qualifications of this group are the most varied.

To reflect the increasing professionalization of the field, the title of Reform Jewish Educator was developed to recognize those who would meet Aron's legitimacy qualification. An "R.J.E." had to have a high level of preparation in Hebrew, Judaica and education either through earning a masters in Jewish education program or by developing their own masters level educational programs.

Diversity of Career Paths

Just as the number of roles available to Reform Jewish educators has increased, so too has the diversity in their career paths. Take these three Reform Jewish educators whose names

have been changed as examples:

Linda started off as education director in the congregation where she grew up. She moved on to a small Reconstructionist congregation for two years. Last year she passed her Bat Mitzvah year in a congregation of over a thousand families.

After getting her masters in Jewish education, Shira spent a few years as an assistant camp director. She moved into a congregational education director for seven years before going on to direct a community day school. She is now working for a central agency as a department director of curriculum.

After getting his masters in Jewish education, Daniel spent two years as a congregational youth director. He went on to direct a congregational educational program for a few years before switching to a central agency. Now he is back in a congregation as education director.

The careers of these three Reform educators are not unlike those of others.

Perhaps Linda's story is the most common. She has spent all of her professional life in congregations. Linda has worked in more than one congregation moving from a smaller congregation to a larger one. She, like a number of her colleagues, has spent time working in another movement.

Many careers in Jewish education are not linear, as is the case with Daniel and Shira.

They both have held a number of positions within the Reform movement and have worked in communal positions. Often the challenge, availability, or salary package of a position are reason enough to make a career change.

All three of these educators have changed positions, either for what they perceived to be as enhanced career opportunities for themselves or that of a spouse. They have worked continuously in full time Jewish educational positions. These qualities make them unlike other Reform Jewish educators and members of NATE.

Mobility or the lack of it, can be a confining factor for many educators both in terms of career and salary advancement. Many Jewish educators work part time for some portion or all of

their career. Still others enter and leave the field as their family priorities, life situations and career opportunities ebb and flow since few barriers exist for reentry into the field.

Where are We Going?

Increased and diversified responsibilities within congregational educational positions, coupled with new types of positions, already point in a direction of what is happening to Reform Jewish educators. I try to identify five trends that affect the future of Reform Jewish educators.

- 1) The first trend is the re-emergence of the principal. As congregational Jewish educators are expected to increase their leadership roles in developing adult education, family education, and the like, a need exists for a principal who will do detailed administrative work under the education director's supervision.
- 2) More rabbis will take positions in Jewish education. Currently, a few rabbinical students take the necessary courses to receive a masters degree in Jewish education each year. Educational positions will become more attractive for rabbis and congregations for a variety of reasons including: rabbinical positions beyond entry level ones are becoming more difficult to find; congregations face financial constraints that lead them to try to fill two roles with one person -- educational and rabbinic; and rabbis are becoming less mobile due to two career marriages.
- 3) In terms of roles, congregational educators will need to become highly involved in adult education. The aging of the baby boomers will create a larger pool of potential adult learners.
- 4) Currently, few educators have had careers that span over twenty years. With many graduates of masters in Jewish education programs being under 30 years old, the possibility exists that people will have spent their entire working lives, around forty years, as trained professional Jewish educators. This longeavity could add an element of sophistication, maturity, and stability

to the field since it creates the possibility for mentoring relationships between experienced educators and newcomers.

However, the other possibility is that people will choose to leave the field after twenty years or so. While there are many new positions, a lack of mobility, a mismatch between advertised jobs and people's availability, and flat congregational salaries may lead some people to choose to leave Jewish education and pursue careers in other fields. With these limitations and concerns, what is going to keep someone in a demanding field like Jewish education long term?

- 5) Professional development becomes more important as role diversification occurs.

 People need to gain additional knowledge and skills to be adult educators, family educators, or day school directors. Professional development becomes more important as people remain in the field longer as a vehicle to enhance personal growth and to maintain their professional interest.
- 6) Other potential trends for Jewish educators may include a new need for educational staff members for organizations like Federations and private foundations. Also, Jewish educators may follow some of the trends in the general work population such as developing a consulting practice and working out of one's home by using new technological advancements such as computeres, e-mail, fax and television conferencing. Although less a trend than a need, one would hope the future would bring the opportunity for job sharing in order to retain trained educators who want to combine challenging decently paid work and rearing children.

Finally

As NATE turns forty, Reform educators have much to celebrate. The future promises changes and challenges. Ten years from now, it will be interesting to see where our career paths have led us and who has joined us on this journey!

References

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CIJE GOALS SEMINAR JULY 1994 SUMMARY REPORT

Professor Daniel Pekarsky University of Wisconsin

The Goals Seminar brought to Jerusalem delegations of lay and professional leaders from a number of American Jewish communities for a week of intensive and, it turned out, very fruitful study and deliberation concerning the place of goals in Jewish education.

Organized by CIJE in collaboration with the Mandel Institute for the Advanced Study and Development of Jewish Education, the seminar represented the culmination of a lengthy process of planning and the beginnings of an exciting process of educational improvement for communities and institutions represented at the seminar. Including CIJE staff, there were a total of approximately 37 participants. Substantial delegations came to the seminar from Baltimore, Cleveland, and Milwaukee, but other communities, notably Boston and West Palm Beach, were also represented. Also in attendance were a number of lead-educators associated with the Conservative, Orthodox, Reform, and Reconstructionist movements. Sessions were held in extraordinarily beautiful sites, sites which helped to create an atmosphere conducive to the kinds of serious study and dialogue that were characteristic of this seminar.

The Place of Goals in Jewish Education

At the outset of the seminar, participants were reminded that in its deliberations in the late '80s the Mandel Commission on Jewish Education in North America deliberately avoided dealing with substantive issues concerning the goals of Jewish education. It did so not because it felt these issues were unimportant but because it recognized that it would not be profitable for a group as ideologically diverse as were the members of the Commission to engage in this discussion. At the same time, the Commission recognized that, along with an emphasis on personnel, community mobilization, best practices, and monitoring and evaluation, careful attention to the goals of Jewish education on the part of educating institutions and other bodies concerned with Jewish education is of decisive importance if the field as a whole is to make significant progress.

As common sense and evidence from general education suggest, a powerful vision of what

one is educating towards is an indispensable ingredient of effective educational practice and reform. In addition, in the absence of clear goals, it is impossible for educational institutions to be seriously accountable for what they do - accountable in ways that will enhance their efforts and illuminate decision-making at institutional and communal levels. The Mandel Institute's Educated Jew Project and CIJE's Goals Project were both born of these concerns.

The Goals Seminar was designed to offer participants an opportunity to deepen their understanding of the place of goals in Jewish education, to surface and explore pertinent issues; to develop a shared universe of concepts, assumptions, questions, insights, and issues that will provide a framework and agenda for continuing discussions; and to give participants a chance to think about how to encourage a goals-agenda in their local communities. Thus, the Goals Seminar was designed as the beginning of a process of collaboration, not as an isolated event cut off from future efforts.

Defining a Vision-driven Institution

The seminar began with discussions aimed at systematically analyzing the ways in which, all too often, meaningful goals fail to guide the educational process and the very high price that educating institutions and those who support and depend on them pay for such inadequacies. Problems discussed ranged from the frequent absence of any clearly defined goals, to the presence of institutional goals that are not systematically implemented, to the presence of goals that key stakeholders don't strongly identify with (if at all).

As a counterpoint to this analysis, participants examined educating institutions in which curriculum, pedagogy, social and physical organization, and the selection of educators are guided by clear goals, goals which are themselves anchored in a compelling vision of the kind of person and community that should be cultivated. These examples of "vision-driven institutions" were drawn from the world of both Jewish and general education. They included John Dewey's turn-of-the-century school in Chicago; the educational ideology and practices associated with early Secular Zionism; Yeshivat Har-Etzion in Israel; and a very non-traditional yeshiva-like study-community called Ellul. Examination of these institutions made very vivid what it means for an institution to be guided by a compelling vision and set of goals, as well as the ways in which this can enhance educational quality and outcomes.

In the course of this examination, five critical and inter-related features of vision-driven institutions were identified:

1. the presence of a clear, shared, and compelling vision of the kind of human being and community that should be cultivated;

- 2. educational goals that are anchored in this vision;
- 3. curriculum, pedagogy, ethos, social and physical organization that reflect the vision and the goals;
 - 4. educators who wholeheartedly identify with the institution's vision and goals;
- insistent efforts to identify and close gaps between the vision aspired to and actual outcomes.

The nature of guiding visions and their relationship to educational practice were further illuminated in sessions that considered work going on under the auspices of the Mandel Institute's Educated Jew Project. The seminar focused on an essay written by Professor Moshe Greenberg in which he articulated his vision of the ideal product of a Jewish education. Through discussion with Professor Greenberg and study of his essay, seminar participants were afforded an opportunity to better understand his view, to clarify their own, and to think about the kinds of guiding visions that might have a chance of thriving in American educational settings. Equally important, the encounter with Greenberg's work offered an opportunity to wrestle with the difficult but critical question of moving from vision to educational practice: if one were seriously committed to Greenberg's vision of the aims of Jewish education, what implications would this carry for educational practice — for the selection of materials and of educators, for pedagogy, for the organization of the physical and social environment, for family education, etc?

Catalyzing Vision in Existing Institutions

Important as it was for participants to examine institutions that exhibited a strong relationship between vision, goals, and educational practice, it was also important for them to struggle with the difficult question of catalyzing improvement in existing institutions that are not presently driven by a coherent vision or set of goals. Given the diverse array of groups and outlooks that make up many contemporary congregations and free-standing educating institutions, as well as other complicating variables (for example, the often complex relationships between lay and professional stakeholders), it is often difficult for an institution that is not already committed to a clear and compelling vision of what it wants to accomplish in education to arrive at one.

With the aid of a structured exercise and a case-study that looked carefully at one institution's effort to develop a vision that would guide its practice, seminar participants succeeded in identifying significant issues and insights that are pertinent to any effort to encourage existing institutions to develop a coherent and compelling set of educational goals.

Vision in Communities: A Shared Jewish Universe

Since many of the participants in the seminar came as representatives of communities and not of institutions, they were as interested in community visions as in institutional visions. What might it mean for a community to have a guiding vision informing its policies and practices in education and other domains? Can there in any meaningful sense be a community-vision guiding the activities of a typical American Jewish community? Such questions were fruitfully explored on two occasions; first, in a sub-group of the whole, and second, in an inspired presentation on this subject by Professor Michael Rosenak of the Hebrew University.

In his talk Rosenak developed the view that, while substantial, the diversity typical of American Jewish communities does not preclude the development of a meaningful and substantial shared universe among the diverse membership. He identified five elements that make up this shared universe:

- study (undoubtedly in very different ways) of the same sacred literature that addresses matters of ultimate concern;
- a common vocabulary (words, phrases, concepts), rich and distinctive in historical and cultural associations;
- certain shared practices concerning, say, Tzedaka or ritual observances appropriate at communal functions;
- 4. an attitude that says, "The problems faced by some segment of the Jewish People is a problem that all Jews must seriously address"; and
 - 5. identification with Israel as a special place
 - -- not just another place where Jews happen to live.

These five elements, he intimated, suggest a set of communal and educational goals that can be shared across denominational and other divides.

From Study to Action: Next Steps

The seminar offered much food for thought, but it was designed to stimulate action as well as thought. The last part of the seminar focused on "Next steps" in the effort to encourage Jewish educating institutions to become better organized around meaningful educational goals. There were two stages to this discussion.

In the first stage, Alan Hoffmann discussed the place of the Goals Project in the context of CIJE's overall efforts, and he then went on to detail some concrete ways in which CIJE might contribute to progress on the goals-front in local communities represented at the seminar. Hoffmann explained CIJE's interest in sponsoring a series of seminars in local communities represented at the conference, seminars designed to engage the energies of representatives of local educating institutions in the effort to wrestle, both intellectually and very practically, with the problem of identifying a set of meaningful educational goals and developing educational practices that are consonant with these goals. CIJE will work with interested communities in developing the agenda for these seminars. It is anticipated that from among institutions participating in these seminars, some will meet criteria that render them appropriate candidates for intensive work aimed at becoming significantly more vision-driven. CIJE anticipates working indirectly with such institutions, primarily through seminars and consultations offered to educators identified by a community or an institution to oversee and guide the process of self-improvement.

In the second stage of the seminar's last discussion, participants heard from the three major delegations represented at the seminar (Baltimore, Cleveland, and Milwaukee) concerning their emerging plans of action. Each day of the seminar, time had been allotted for participants from each community to meet as a community to discuss how issues addressed in the seminar applied back home, as well as to develop a strategy for engaging local educating institutions in the effort to become more effectively organized around meaningful educational goals. The plans of action discussed in this last session indicated the significant progress these communities had made in their discussions, as well as their excitement about the work ahead.

Before the seminar concluded, participants had a chance to write up their reactions to the seminar. CIJE staff has been impressed with the thoughtfulness and insightfulness of the comments that were made; and it has been gratified by the participants' generally very positive response to the seminar.

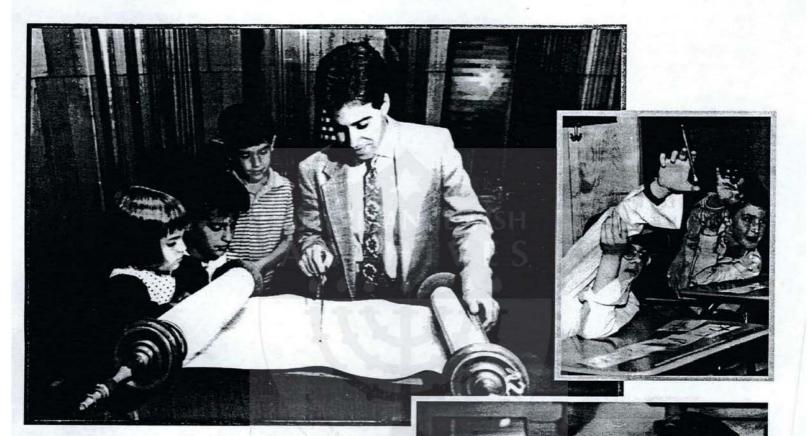


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JEWISH EDUCATION UPDATE featuring Highlights from the 1993 Biennial SPECIAL PULL-OUT SUPPLEMENT: The Compass Idea Book

BEST PRACTICES IN JEWISH EDUCATION

by Barry W. Holtz

Those of us in the field of L Jewish education are often overwhelmed by tales of failure. Jewish education is blamed for many of the woes of contemporary Jewish life, in particular the intermarriage rates as reported in the 1990 National Jewish Population Survey. Of course, we all know that Jewish education has had its failures. Sometimes these failures have been due to the lack of support, both financial and moral, that education has received from the organized Jewish community. Sometimes, truth be told, these failures have been due to our own errors or lack of vision.

And yet, we also know that "failure" is not the only story. We all have seen Jewish education that works, both for children and adults. Perhaps it is time to document the good news about Jewish education and find ways to learn from the tales of success. That underlying concept—to record the examples of success in Jewish education and to learn from those examples—is the basic thrust of the Best Practices Project of the Council for Initiatives in Jewish Education (CIJE), which has been at work since 1991.

The CIJE is the small implementation organization created by the Commission on Jewish Education in North America. The Commission met from 1988 to 1990, chaired by the noted philanthropist and communal leader Morton L. Mandel of Cleveland. It included some of the leading religious and philanthropic figures in the continental Jewish community. Among the recommendations of its report A Time to Act was a call for the creation of "an inventory of best educational practices in North America."

The primary purpose of this inventory is to aid the CIJE in its

What do we mean by "best practice"? One recent book about this concept in general education states that it is a phrase borrowed "from the professions of medicine and law, where 'good practice' or 'best practice' are everyday phrases used to describe solid, reputable, state-of-the-art work in a field."

It is important, however, to be cautious about what we mean by the word "best" in the phrase "best practice." The contemporary literature in general educa-



work as a "catalyst for change" for North American Jewish education. It will do this in two ways: (1) by helping create a larger "knowledge base" for Jewish education by documenting outstanding educational work that is currently taking place and (2) by offering a guide to Jewish educational success that can be adapted for use in local communities.

tion points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve actual work in the field. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice.

"Good" educational practice is what we seek to identify for



Jewish education, that is, models of excellence. Essentially we are looking to document the "success stories" of contemporary Jewish education.

We should be clear, however, that effective practical use of the Best Practices Project is a complex matter. Observing a "best practice" in one community does not guarantee that other communities will be able to succeed in implementing it in their localities. Successful curriculum or early childhood programming in Denver or Cleveland is dependent upon a whole collection of factors that may not be in place when we try to introduce those ideas in other places. The issue of translation from the "best practice" site to another community is one that will require considerable imagination.

Of course "best practice" does not exist in the abstract. There is only "best practice" of "X" particularity: the supplementary school, JCC, curriculum for teaching Israel, etc. The first problem that the Best Practices Project encountered was the defining of areas for the inventory's particular categories. We could have addressed the problem in a number of different ways. We could, for example, have looked at some of the sites in which Jewish education takes place, we could have focused on some of the subject areas that are taught in such sites, or we could have looked at the specific populations served. There were numerous other possibilities as well.

Our answer to the question of cutting into the problem of best practices was to focus on the venues in which we find Jewish education conducted. Eight different areas were identified: supplementary schools, early childhood programs, JCCs and Ys, day schools, the Israel experience, college campus programming, camping/youth programs, and adult education.

Obviously there are other areas that could have been included and there were other ways that the project could have been organized. We chose, for example, to include family education within the relevant areas above—that is, family education programs connected to synagogue schools, day schools, JCCs, etc.—rather than identify it as a separate area.

We later chose to add a ninth area called community-wide initiatives. These were programs, usually based in a BJE or Federation, that were intended to have a large-scale communal impact on Jewish education, such as a plan to relate teacher's salaries to in-service education credits.

The first area that the Best Practices Project chose to explore was the supplementary school. The "Version 1" volume was published by the CIJE in February 1993. While the research for that volume was in progress, we launched the second area, early childhood Jewish education. The method that we followed was very similar in both cases. A group of experts gathered to discuss the issue of "best practice" in each particular area. Based on that meeting and other consultations, we developed a Guide to Best Practices.

The guides prepared for the volumes on supplementary schools and early childhood Jewish education represented the wisdom of experts concerning success in each arena. We did not expect to find schools or programs that scored high in every measure, but the guides were to be used as an outline or



a checklist for writing reports.

A team of report writers was assembled and was given the following assignment: Using the Guide to Best Practices, locate good settings or successful individual programs. The researchers were asked to write short descriptive reports for inclusion in the volumes.

We believed that working in this fashion would give us reliable results in a reasonable amount of time. We also knew from the outset that the Best Practices Project was created to fulfill a pressing need for assistance that both the practitioners of Jewish education and the leaders of North American Jewry agree must be met. We did not have the luxury of creating a research project that would have to wait many years before its results could be made available.

The model that we have employed relies on the informed opinion of expert observers. The reports written by our researchers were based on a relatively short amount of time spent in particular schools or observing individual programs. To facilitate the process, we tried to use researchers who began the process with a "running start," that is, they had some familiarity with their sites

and could use that prior knowledge to move the process along quickly.

BEYOND "VERSION 1": THE NEXT STEPS FOR "BEST PRACTICE" RESEARCH

It is important to remember that the CIJE has always viewed the Best Practices Project as an enterprise with important longrange implications. The first two volumes have been consciously labeled "Version 1." We believe that these reports can give serious assistance to local communities that are seeking to improve the quality of Jewish education in North America, but we also know that more work can and should be done. We view the reports included in these volumes as the first "iteration," in the language of social science researchers- the first step in a process that needs to evolve over time.

We envision developing the research in two ways. First, the research can be broadened. We have only included a handful of examples in each report. The simple fact is we have no idea how many successful supplementary schools or early childhood Jewish education programs are currently operating in North America. We have certainly heard our share of bad news about Jewish education over the past twenty-five years, but we have heard very little about the success stories. The "first editions" of our reports have included only a tiny sample. "Version 2" of these reports should include more examples.

A second way of expanding the research would be to increase the depth of the reports. In reports this short it is impossible to get more than a basic description of a program and a feel for the flavor of an institution. What needs to be added is the detail and elucidation that a longer report would allow. I have elsewhere called this the difference between writing a "report" and writing a "portrait" or study of an institution. As further iterations of the best practices volumes develop, we would like to see more in-depth portraits of educators, schools, and programs.

We hope to develop these and other ideas and plans as the Best Practices Project evolves during its next stages. At the same time new "Version 1" volumes will be published covering the other areas of contemporary Jewish education mentioned earlier in this article. We are currently at work on studies of "best practice" in day schools, Jewish Community Centers, and college campuses. These, too, will be the first stages in an evolving process of research that will be linked with action projects in the field. Thus research can fuel new thinking for the living practice of contemporary Jewish education.

Notes

- 1. Commission on Jewish Education in North America, A Time to Act (University Press of America, 1991), p. 69.
- 2. Steven Zemelman, Harvey Daniels, and Arthur Hyde, *Best Practice* (Heinemann, 1993), pp. vii-viii.

MEMORANDUM

TO: Members of the CIJE Board Committee On Research and Evaluation

FROM: Esther Leah Ritz, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

The letter describing the upcoming CIJE Board meeting on October 6th, which you received recently, noted that the research on the personnel of Jewish education conducted by CIJE staff consultants, Professors Adam Gamoran and Ellen Goldring, will form the centerpiece of the morning program of the Board meeting.

Following their presentation, the four committees of the Board will hold separate meetings, as we did last spring. This research report has major implications for Jewish education throughout North America and therefore each of the CIJE Board committees will have the opportunity to discuss the significance of these findings for its particular domain.

We are fortunate to have the opportunity to discuss the presentation in more detail with Professors Gamoran and Goldring during our committee meeting. They will be making a formal presentation of their findings at the CJF General Assembly in November.

In our committee we will address the importance of the research report in light of the two main areas of our concern, developing a research capacity for Jewish education in North America, and promoting self-evaluation of Jewish educational programs in local communities. Enclosed is a summary of our last meeting which highlights these two main issues.

We believe that this will be a stimulating day and I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board Committee On Research and Evaluation

October 6, 1994

AGENDA

- I. Introduction
- II. The Research Brief for the GA: Background and Professional Training of Teachers in Jewish Schools
- AMERICAN JEWISH
- III. Promoting Evaluation in Jewish Communities
- IV. 1995 Projects for Monitoring, Evaluation and Feedback in Lead Communities
- V. Focus of Next Meeting

Summary of Board Subcommittee Meeting on Research & Evaluation (April 21, 1994)

The meeting was divided into three main segments:

The first part of the meeting was devoted to reviewing the purpose of the subcommittee and discussing the activities the committee may want to consider over time.

The Committee on Research and Evaluation is charged with developing strategies for creating a capacity for research on Jewish education in North America. At present, very little knowledge is being gathered and disseminated that can help Jewish educators improve. There is no real infrastructure for Jewish educational research; there are only a few professors of Jewish education, and they have many other responsibilities besides research.

Another mission of the Committee is to foster selfevaluation of Jewish educational programs throughout North America. Related to the near-absence of research, programs and institutions in Jewish education rarely assess their own programs to monitor performance or gauge success. A goal of CIJE is to encourage evaluation-minded communities; that is, communities that examine their own programs as a step towards selfimprovement.

The possible activities that the subcommittee considered are:

- (1) What is the most appropriate mechanisms to translate evidence gathered in Lead Communities into usable knowledge for the rest of North American Jewry? What are the appropriate mechanisms for reaching out to the wider Jewish community in North America? What should be the relative priorities within CIJE of data-gathering and report-writing for the purpose of stimulating action within the Lead Communities, as compared with the broader goal of disseminating information throughout north America?
- (2) CIJE has a small internal research capacity, but the ultimate goal is to stimulate research on a broad scale, involving many partners including universities, foundations, agencies, and individual scholars. How can CIJE move towards the broader agenda?
- (3) How can CIJE encourage communities other than the Lead Communities to become more reflective? What activities or programs might stimulate and support self-evaluation in Jewish education?

2) In the second part of the meeting the subcommittee addressed questions to Barry Kosmin. Many of the issues raised by Barry are germane to the work of the subcommittee.

Specific issues for further consideration include:

- (1) How can we best coordinate the research efforts in the North American Jewish community. Should we standardize the instruments various groups are using? Should we coordinate the questions different groups are asking? What is our role within the larger research community, such as JESNA?
- (2) Is there a need for a major longitudinal study in Jewish education?
- (3) What is the place of students and parents in the research agenda of CIJE?
- The third part of the meeting was devoted to clarifying the goals of the subcommittee and reviewing the Monitoring, Evaluation and Feedback Project to date.

Additional areas identified for committee discussion include:

- (1) Communities need help about how to energize their constituencies to raise support for putting research and evaluation in their budgets. In addition, communities need help in setting goals so that they can then turn to the question of evaluation.
- 2) Further discussion is needed about the model presently being used by the MEF team for the study of educators. Is this a good model in terms of working with local communities?
- (3) What can CIJE do to prepare research and evaluation materials for use in Jewish communities in North America? Should workbooks and modules be developed that can highlight the important benefits of the evaluation-minded community?

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Who is Teaching Our Children?

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education. —A Time to Act

In November 1990, the Commission on Jewish Education in North America released a Time to Act, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education will depend on building the profession of Jewish education and mobilizing community support on its behalf.

The Council for Initiatives in Jewish Education (CIJE), established to implement the Commission's recommendations, has been working since 1992 with three communities—Atlanta, Baltimore, and Milwaukee—to create models of systemic change in Jewish education.

As CIJE believes that policy decisions must be informed by solid data, the communities engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools.

The study's initial results serve as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the

1

differences among these communities, the profiles of their Jewish educators, as presented here in a question and answer format, are similar and likely to resemble those of many other communities.

Are teachers in Jewish schools trained as Jewish educators?

Most are not. Over 80% of the teachers surveyed lacked professional training either in education or in Judaica--or in both. (In the study, training in education is defined as a university or teacher's institute degree in education; training in Jewish studies is defined as a college or seminary degree in Jewish studies, or, alternatively, certification in Jewish education.)

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. Pre-school teachers are the least prepared in Jewish content when they enter their positions. Moreover, 10% of these teachers are not Jewish; in one community the figure is as high as 21%. Even in day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators.

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before age 13, 25% of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary school teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education.

Do the present levels of in-service training for teachers compensate for their background deficiencies?

No. Most teachers attend very few in-service programs each year.

Day school teachers attend fewer than 2 in-service workshops a year on average—far less than the requirement for general studies teachers in the same schools. (Jewish day school teachers in Wisconsin, for example, engaged in about 29 hours of workshops over a five-year period—less than one-sixth of the 180 hours required for state-licensed teachers.)

Supplementary school teachers reported an average of 4.4 workshops in a two-year period, with some variations across communities. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah and only about 50% were trained as educators, the current status of professional development for these teachers is of pressing concern.

Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, these opportunities are not sufficient to compensate for the

teachers' limited backgrounds.

Even those who teach only a few hours a week can be nurtured to develop as educators through a sustained, sequential program of learning. Currently, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaica but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaica training.

Are teachers in Jawish schools committed to the profession of Jawish education?

Yes. The profession of Jewish teaching is not the "revolving door" many have assumed. Rather, the study shows that teachers, both full- and part-time, are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people. There is also considerable stability: 38% of the teachers have taught for more than 10 years; only 6% were teaching in their first year. And only 6% of the teachers plan to seek positions outside Jewish education in the near future.

This finding presents a compelling argument for addressing a

central problem identified by the study: the insufficient preparation of teachers. Research in the field of education indicates that carefully crafted in-service training can indeed improve the quality of teaching. The teachers' acute lack of training alongside their intense commitment offers a powerful argument for a communal and continental investment in teachers as a concrete—and achievable—first step toward improving Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The Jews of North America are among the most highly educated citizens on the continent. We need to bring the same expectations to Jewish education as we do to general education, for the sake of our unique inheritance.

This summary of The CIJE Policy Brief on the Background and Professional Training of Teachers in Jewish Schools was prepared by Nessa Rapoport, the Council's leadership development officer. The study was conducted by Dr. Adam Gamoran, professor of Sociology and Educational Policy Studies at the University of Wisconsin, Madison; Dr. Ellen Goldring, professor of Educational Leadership and associate dean of Peabody College of Education, Vanderbilt University; and field researchers Roberta Louis Goodman, R.J.E., president of N.A.T.E.; Bill Robinson; and Dr. Julie Tammivaara. The authors are grateful for the active participation of the Jewish

communities of Atlanta, Baltimore, and Milwaukee.

NU DELL D'H'H'T' L' NAC

The Council for Initiatives in Jewish Education, chaired by Morton L. Mandel, is an independent organization dedicated to the revitalization of Jewish education through comprehensive, systemic reform in partnership with local and continental organizations, foundations, colleges and universities, and denominational movements. For copies of the complete policy brief, which includes a plan for action, contact CIJE, 15 E. 26th St., New York, NY 10010, (212) 532-2360.



January 3, 1995

LINCOLNSHIRE - PRAIRIE VIEW SCHOOL DISTRICT 103 ADMINISTRATIVE OFFICES

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SCOTT S. GUZIEC SUPERINTENDENT



Hear Dr. Gameran,

Thank you for your follow through in

Derding me the CETE Policy Brief on the

Dackground and Professional Graining of

Frachers in Jawish Education

It is reassuring to know that

Sara Shapiro and I are consistent in our

recommendations for Fracher education

through Community foundations for

Jewish Education in the greater Chicago

area with the recommendations printed

in the Policy Brief.

Once again my appreciation.

Sincerely. Sarbara Forder, Ed.D.