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Series D: Adam Gamoran Papers. 1991–2008.

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

Box
61

Folder
4

Miscellaneous. Correspondence, notes, and reports,
February 1996-June 1996.

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February 1, 1996

Julie,

I was happy to receive your paper on professional development. I will circulate it within the CIJE community as we have planned. I'm writing today to give you my immediate reactions, because they may have some bearing on the other paper you are writing.

I read the paper carefully on the same day I received it, because my first glance showed that the paper is very different than what I expected, and what I think we had agreed upon. What we had discussed was to be a research paper, largely based on the chapter on professional development from your Baltimore report, which would have two main elaborations: it would be placed in the broader context of professional development, and it would add evidence from the Milwaukee study, where such evidence was relevant. This paper indeed has a broader context, but it not only lacks any clear evidence from Milwaukee, but most of the evidence from Baltimore has been removed.

Julie, you did some terrific research on this topic, but your research is absent or muted in the paper. In your Baltimore report, I found two penetrating insights. One had to do with workshops as isolated learning, and the other related to teachers' views of learning as a concrete experience. I learned that in-service education as it is typically practiced has limited potential to improve the lives of teachers and the quality of their teaching, because it is fragmented and haphazard rather than part of a coherent program of professional growth. Ironically, teachers do not realize that what they like best about some in-service experiences (hearing something that can put to immediate use) contributes to fragmentation by focusing on the short term. These powerful findings deserve a prominent place in the current paper.

As I comment about specific points in the paper, I will try to show how your insights and evidence can be incorporated.

In the introduction to the paper, the point made in the second paragraph is a good one, but the material from Henry is a bit abstract. I like the use of the policy brief to point towards a need for change. You might want to distinguish that work, with dealt with quantity, from your work, which focuses more on quality.

After the introduction, you need a section to describe the study you carried out: how you interviewed educators in two communities as part of the CIJE study of educators, that among other topics you elicited in-depth information about their perceptions of professional development, and that is the subject of the current paper. After this section, you will be prepared to deploy the material from pp. 41-54 of the Baltimore report (and any related information from Milwaukee) in support of the arguments you are making in the rest of this paper.

Section on "context": Here I urge you to weave in the evidence from Baltimore to generate and/or support your views. The section on "Educators in Complex Organizations" moves much too quickly through your information (p.4-5). These important findings are presented in an impressionistic and undocumented way, and therefore I found them to be unconvincing. Instead, this material should be elaborated, with more details on specific evidence to support and illustrate your points.

I had the same reaction to the section on "conceptual thinkers." Your evidence from Baltimore fits this point well; wouldn't this be a good place to bring in the issue of learning as a concrete experience? I think it's consistent with what you are saying here, and it would help you set up the argument about the need for planning and the need to

meet teachers' individual needs. (For theoretical support here you could also draw on Philip Jackson's *Life in Classrooms*.)

Section on "Planning": The CIJE assertions (p.7) do not contribute here, and I found them to be an unnecessary distraction. They have no standing in and of themselves. The issues that follow need to be conceptually or empirically grounded. I urge you to drop this introduction -- especially assertion #1 which was already discussed earlier in the paper -- and instead use your evidence about perceptions of professional development to generate assertions #2, 3, and 4. For example, in the section on "Identifying needs," you could write about how professional development in the communities you studied often fails to identify needs, and explain why that is a problem. In the section on "Developing plans" you could document the typical lack of planning and the fragmented nature of professional development (i.e. workshops as isolated learning experiences), and use that to make the case for coherent planning.

I did not find the "Example" helpful. It is not supported by any material you give, and it distracted me from the main flow of the paper.

In the section on "Providing for professional development" and the introduction to "Providing for reflection," I found the ideas plausible and interesting, but would like to see more specific information to support the case you are building.

At the end of the paper, you discuss five specific strategies for professional development: peer coaching, PAL, mentoring, reflective practice, and teachers as researchers. This needs to be set off as a separate section. In my view it would be fine to include it if it were linked specifically to problems and needs that were identified earlier in the paper through conceptual development and empirical support.

I will obtain responses from others among the CIJE staff and advisors, and will forward them to you by early March. Please revise the paper in light of my comments and the others to come. I would like to obtain your revision one month after you receive the last review. If that is not possible, please indicate the date by which I may expect your revision.

If you wish to delay sending me the paper on teacher power so you can address the thrust of my present comments in the first draft of that paper, please let me know the date by which I may expect to receive it.

Sincerely,
Adam

P.S. Here is an excerpt from my e-mail message of April 28, 1995, describing the work upon which we agreed:

After long and persistent efforts, I am pleased to say that CIJE would like to commission you to write two research papers, one on "teacher power" and the other on "teacher in-service." The papers are to be based largely on the corresponding chapters in "The professional lives of Jewish educators in Baltimore," but we are asking for two additional features: (1) Data from the Milwaukee "professional lives" study are to be incorporated as appropriate; (2) The studies are to be placed in the context of other research on their topics so they can speak to a broader audience (but still within the world of Jewish education).

Julie,

I received the Cleveland crosstabs, and will send my comments in the next message.

On the "Professional Development" paper, the CIJE commentators said that my comments summarized their views effectively. Therefore, please revise the paper as I described. I would be delighted to read and circulate a new version that is more consistent with our original agreement.

Hag sameah,

Adam

P.S. I received written comments from one person (below). I don't think it's necessary to follow this list of subheadings exactly, but the idea of a more traditional format is appropriate.

Adam,

I'm not sure what to add to your comments. I think it should be organized, as you said, as a "more traditional" research paper. A methods sections needs to be added, and then I think Complex Organizations, Conceptual Themes, Providing for Professional Development, and Identifying Prof. Development Needs, should be findings sections, with complete data from the two communities.

I would omit points on planning on pg. 7.

Then I would use the Educators as Adult Learners as the introduction to the implications and suggestions part, which would come after the findings.

I agree, the Henry stuff seems out of context.

Also, the purpose of the paper needs to be clarified. At present the first paragraph provides no clear purpose. It says we begin,,, but then there is
no next. I think there needs to be some "questions" or issues posed that the data will answer. This purpose can emerge from the CIJE study of educators.

and ask, how do Teachers in Jewish Educational Settings perceive their professional development experiences and opportunities and what are the implications for communal level planning??

Minor points, they speak of Lead Communities on pg 13, with no context for this point. This will be solved if there is a complete methodology section, explaining LC's, the research etc.

I agree the Bolman and Deal stuff should be left out too.

So, I know I'm repeating what you said too.

From: IN%"74104.3335@compuserve.com" "Bill Robinson" 23-FEB-1996 13:26:04.72
To: IN%"gamoran@ssc.wisc.edu" "Adam Gamoran", IN%"goldrieb@ctrvax.vanderbilt.edu" "Ellen Goldring"
CC:
Subj: new paragraph: coding instructions

Return-path: <74104.3335@compuserve.com>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <0111JYPXKQHC01AC0F@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Fri,
23 Feb 1996 13:25:55 -0600 (CST)
Received: from arl-img-3.compuserve.com by eunice.ssc.wisc.edu; id AA09471;
5.65/43; Fri, 23 Feb 1996 13:24:52 -0600
Received: by arl-img-3.compuserve.com (8.6.10/5.950515) id OAA26259; Fri,
23 Feb 1996 14:24:34 -0500
Date: Fri, 23 Feb 1996 14:19:10 -0500 (EST)
From: Bill Robinson <74104.3335@compuserve.com>
Subject: new paragraph: coding instructions
To: Adam Gamoran <gamoran@ssc.wisc.edu>,
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Message-id: <060223191510_74104.3335_GH040-1aCompuserve.COM>
Content-transfer-encoding: 7BIT

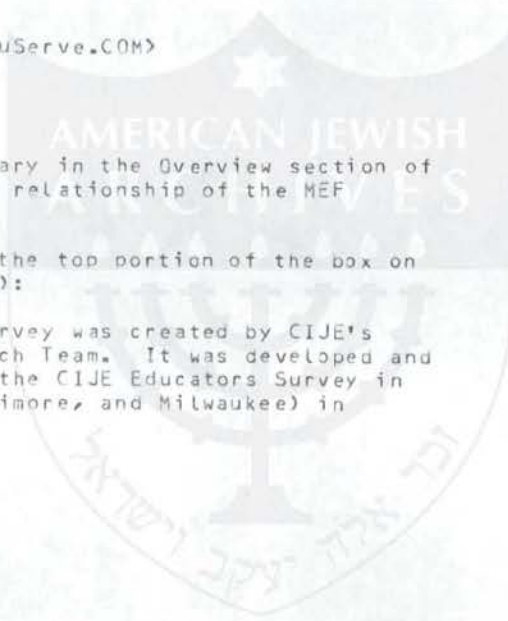
Adam and Ellen,

I realized that an additional paragraph is necessary in the Overview section of the Coding Instructions in order to establish the relationship of the MEF Research Team to the Coding Instructions.

I suggest placing the following two sentences in the top portion of the box on page 2 of the Overview (above "MEF Research Team"):

The Coding Instructions for the CIJE Educators Survey was created by CIJE's Monitoring, Evaluation, and Feedback (MEF) Research Team. It was developed and refined using data obtained from a field test of the CIJE Educators Survey in the three Lead Communities of CIJE (Atlanta, Baltimore, and Milwaukee) in 1992-93.

Desired changes? Approval?
Bill



MEMORANDUM

To: Nessa Rapoport
CIJE, NYC

By Facsimile: 1-212-532-2646

From: John C. Colman

Date: March 2, 1996

Subject: *FANLETTER!*

Nessa:

Do-it-yourself instruction manuals ordinarily don't send me into a rapturous state. Indeed when they come with grandchildren's educational materials and zillions of parts, the central nervous system usually takes over and the facial color does credit to my Harvard degree!

However, *The CIJE Study of Educators* has given unusual delight defying all the rules cited above. Not the least of the symptoms were puffing of the chest and swelling of the head -- all, I am sure, brought on by pride of association.

Yes, lots of people had a hand in the substantive development of all the wisdom that underpins the Manual. They are fortunate indeed to have you as a partner. The clarity of expression and the *elan* with which goals and procedures are conveyed make one want to tear off the shrinkwrap and get started putting the Jewish education legoset together asap.

Since a family "must" will keep me away from the Steering Committee meeting in Cleveland this coming Wednesday, I'll not be around to convey these heady thoughts in person. So, take this note as a tip of the hat *in absentia*, with congratulations as well to your co-conspirators.

All the best.



From: IN%"74104.3335@compuserve.com" "Bill Robinson" 4-MAR-1996 08:40:17.87
To: IN%"gamoran@ssc.wisc.edu" "Adam Gamoran", IN%"goldrieb@ctrvax.vanderbilt.edu" "Ellen Goldring"
CC:
Subj: Staff meeting changes to evaluation

Return-path: <74104.3335@compuserve.com>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <0111XNMTWF0007D7F@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Mon,
04 Mar 1996 08:39:59 -0600 (CST)
Received: from dub-img-6.compuserve.com by eunice.ssc.wisc.edu; id AA04026;
5.65/43; Mon, 04 Mar 1996 08:39:39 -0600
Received: by dub-img-6.compuserve.com (8.6.10/5.950515) id JAA11532; Mon,
04 Mar 1996 09:39:14 -0500
Date: Mon, 04 Mar 1996 09:37:55 -0500 (EST)
From: Bill Robinson <74104.3335@compuserve.com>
Subject: Staff meeting changes to evaluation
To: Adam Gamoran <gamoran@ssc.wisc.edu>,
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Message-id: <960304143755_74104.3335_GH097-2@Compuserve.COM>
Content-transfer-encoding: 7BIT

Adam and Ellen,

Per our last conference call, I reviewed Adam's "summary of the MEF section of the staff meeting" sent to Annette on 1/26. There are four limitations of the evaluation that the staff thought should be addressed:

1. address participants' thinking about professional growth;
2. address the issue of how to confirm that reported changes in local professional growth opportunities actually have occurred;
3. address changes in teacher-student interactions in the classroom and student outcomes;
4. address the issue of funding for professional development.

Only the first item has implications for the interviews. The other three can be addressed with those aspects of the evaluation that we still have to discuss and devise.

Bill

From: IN%"74104.3335@compuserve.com" "Bill Robinson" 4-MAR-1996 08:40:17.97
To: IN%"73321.1217@compuserve.com" "Gail Dorph", IN%"gamoran@ssc.wisc.edu" "Adam Gamoran", IN%"goldrieb@ctrvax.vanderbilt.edu"
"Ellen Goldring"
CC:
Subj: Minutes/assignments from 2/28 telecon

Return-path: <74104.3335@compuserve.com>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
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04 Mar 1996 08:39:56 -0600 (CST)
Received: from dub-img-6.compuserve.com by eunice.ssc.wisc.edu; id AA04023;
5.65/43; Mon, 04 Mar 1996 08:39:35 -0600
Received: by dub-img-6.compuserve.com (8.6.10/5.950515) id JAA11520; Mon,
04 Mar 1996 09:39:13 -0500
Date: Mon, 04 Mar 1996 09:37:28 -0500 (EST)
From: Bill Robinson <74104.3335@compuserve.com>
Subject: Minutes/assignments from 2/28 telecon
To: Gail Dorph <73321.1217@compuserve.com>,
Adam Gamoran <gamoran@ssc.wisc.edu>,
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Message-id: <960304143728_74104.3335_GH097-1@CompuServe.COM>
Content-transfer-encoding: 7BIT

Minutes: Telecon on TEI Evaluation
Date: February 28, 1996, 3:00 - 4:00 p.m., EST
Participants: Gail Dorph, Adam Gamoran, Ellen Goldring, Bill Robinson
Copy to: None

A. Plan for completion of TEI participant surveys

The Boston BJE will not be asked to complete a Professional Development Program Survey for every in-service offering they sponsor. Hassia (the only Boston TEI participant) will complete a Survey only for those in-service programs that she is personally responsible for.

BR will call the central agency people in the five communities that we are focusing the evaluation upon (i.e., Atlanta, Baltimore, Cleveland, Hartford, and Milwaukee).

B. Plan for completion of non-participant Surveys

When BR contacts the five central agency people (see above), he will make arrangements with them for the dissemination and completion of the Survey to all of the supplementary directors in their communities - recommending that this be done during their monthly professional council meetings. BR will be available to attend those meetings, if necessary.

BR will also talk with the five central agency people about the possibility of doing the same for the pre-school and day school principals. [This process will start with Atlanta.]

These meetings, at which the Survey will be completed, must be in April or May.

C. Interviews: Designing the protocol

We decided upon the following time line and assignments for developing the interview protocol.

March 7: BR to develop a suggestive list of questions for the interview protocol

(incorporating comments for the January 22 CIJE staff meeting into the original design) and compile any other materials that will be sent to Sharon, Deborah, and an outside consultant (to be named**). Materials sent to AG, EG, and GZD for review.

March 11: AG, EG, and GZD to respond by March 11. Telecon scheduled for 3:00 p.m. EST (2:00 p.m. Central Time) to review the questions and other materials.

March 13: Revised list of interview questions and other materials sent to Sharon, Deborah, and outside consultant.

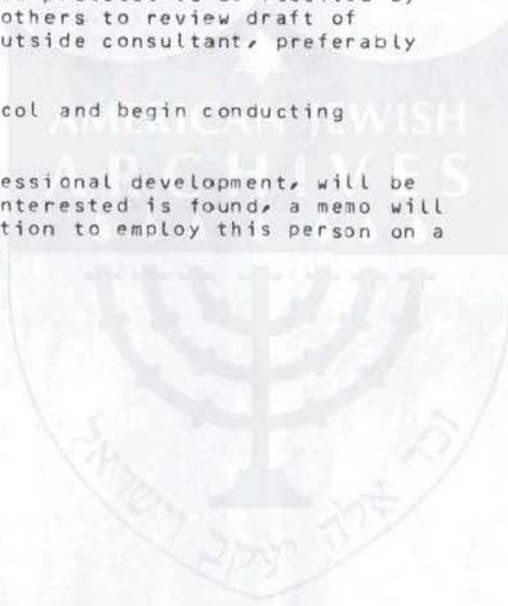
March 20-27: BR to meet with Sharon and Deborah and, then, with outside consultant (seperately) to develop interview protocol.

March 29: BR to develop draft of interview protocol. Sent to Sharon, Deborah, outside consultant, AG, EG, and GZD for their review.

April 8 or 9 (tentative): All comments on interview protocol to be received by BR. Meeting in NY with AG, EG, GZD, and possibly others to review draft of interview protocol. [BR to also meet again with outside consultant, preferably before this date.]

April 15: Make final revisions to interview protocol and begin conducting interviews.

** The outside consultant, with expertise in professional development, will be named later. Once a person who is qualified and interested is found, a memo will be written by EG or AG informing ADH of our intention to employ this person on a temporary and limited basis for two consultations.



From: IN%"GOLDRIE@ctrvax.Vanderbilt.Edu" 14-MAR-1996 14:22:42.83
To: IN%"gamoran@ssc.wisc.edu"
CC:
Subj: AERA Paper

Return-path: <GOLDRIE@ctrvax.Vanderbilt.Edu>
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id <01I2RYILHD5CPW27B@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Thu,
14 Mar 1996 14:22:12 -0600 (CST)
Received: from ctrvx1.Vanderbilt.Edu by eunice.ssc.wisc.edu; id AA10013;
5.65/43; Wed, 13 Mar 1996 15:09:24 -0600
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13 Mar 1996 15:06:45 -0600 (CST)
Date: Wed, 13 Mar 1996 15:06:45 -0600 (CST)
From: GOLDRIE@ctrvax.Vanderbilt.Edu
Subject: AERA Paper
To: gamoran@ssc.wisc.edu
Message-id: <01I2ALPJHONG8X7LX1@ctrvax.Vanderbilt.Edu>
X-VMS-To: in%"gamoran@ssc.wisc.edu"
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I gave the AERA paper to two grad students to get a non-Jewish read.
They had very interesting comments, such as why do you believe that it is the
case that leaders must have strong subject matter knowledge, ie our
claim about Jewish studies, why is content knowledge needed for pre-schoolers,
perhaps child development is all enough??? I think in the non-Jewish world
Jewish identity formation and the "academic" learning of Jewish studies are
two separate things.

At any rate, two specific suggestions, 1) move the Respondents section to
the beginning of the results section, who are the Leaders of Jewish Schools?
Any problems with that change? And two, 2) in the Tables putting N 's in,
or at least total N for each setting in the table but not each cell
entry?

From: IN%"73321.1220@compuserve.com" "Alan" 17-MAR-1996 15:07:05.34
To: IN%"GAMCRAN@ssc.wisc.edu" "INTERNET:GAMCRAN@ssc.wisc.edu"
CC: IN%"76322.2406@compuserve.com" "Debra abcPerrin", IN%"73321.1217@compuserve.com" "Gail Dorph", IN%"GOLDRIEBA@ctrvax.vanderbilt.edu" "Ellen Goldring"
Subj: meeting of Milwaukee principals

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17 Mar 1996 16:06:22 -0500
Date: Sun, 17 Mar 1996 16:05:28 -0500 (EST)
From: Alan <73321.1220@compuserve.com>
Subject: meeting of Milwaukee principals
To: "INTERNET:GAMCRAN@ssc.wisc.edu" <GAMCRAN@ssc.wisc.edu>
Cc: Debra abcPerrin <76322.2406@compuserve.com>,
Gail Dorph <73321.1217@compuserve.com>,
Ellen Goldring <GOLDRIEBA@ctrvax.vanderbilt.edu>
Message-id: <960317210527_73321.1220_FHM46-14@compuserve.COM>
Content-transfer-encoding: 7BIT

ADAM AND ELLEN

I AM DELIGHTED ABOUT THE PRINCIPALS' RESPONSE TO YOUR
DISCUSSION WITH THEM. IS THERE A WAY WE COULD "MANUALIZE" (SIC)
SUCH A DISCUSSION SO THAT IT COULD BE USED IN MANY PLACES.
IT CLEARLY IS BOTH A TOOL FOR REFLECTION BUT ALSO FOR
MOVING OUR "PERSONNEL ACTION PLANS" FORWARD.

REMEMBER: WE ARE INVESTING IN PRINCIPALS BOTH FOR THEIR
OWN SAKES AND BECAUSE WE BELIEVE THAT THEY ARE THE FUNNEL
FOR ACCESS AND MOTIVATION AMONGST TEACHERS.

A.

DSP:MAF FILE.



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29 Mar 1996 07:18:11 -0600 (CST)
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5.65/43; Fri, 29 Mar 1996 07:17:39 -0600
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29 Mar 1996 08:17:38 -0500
Date: Fri, 29 Mar 1996 08:16:07 -0500 (EST)
From: Bill Robinson <74104.3335@compuserve.com>
Subject: additional update - MEF
To: Adam Gamoran <gamoran@ssc.wisc.edu>,
Ellen Goldring <goldrieb@ctr.vax.vanderbilt.edu>
Message-id: <960329131606_74104.3335_GH029-4aCmpuServe.COM>
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Adam and Ellen,

FYI - Nessa and I spent about an hour on Monday going over the Coding Instructions in detail. She had gone over every single page and had some VERY useful comments. It required some significant re-writing of the introductory pages to each section, which I have almost completed.

Nessa also gave me permission to send it to Chicago at the same time I send her the revised pages -- I expect to do this next Friday.

Finally, per Adam's suggestion I will be writing up memo for Chervin et al detailing a plan for conducting a study of informal educators in Atlanta. I have already met with the two full-time youth group directors (one synagogue-based and one based in the JCC), as well as the Federation committee (studying teens) whose domain this project falls under. All concerned thought that it was a worthwhile endeavor and provided some useful issues to focus on in the study. Based on their comments, the survey of informal educators will probably be rather similar to our survey of educational leaders (that is, it will focus on the issues of support and institutional relations, as well as the usual stuff on background, experience, training, professional development, commitment, and work conditions).

Bill

From: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu" 15-APR-1996 12:52:58.92
To: IN%"gamoran@ssc.wisc.edu"
CC:
Subj: Your draft

Adam, I'm adding some chances, comments in CAPS
CIJE Board Update: Research and Evaluation
April, 1996

An important aim of Research and Evaluation DO YOU WANT TO CHANGE THE NAME FROM MEF.... in the CIJE is to monitor and assess ongoing CIJE projects. As explained in A Time to Act, short-term and long-term evaluations are necessary so that effective programs can be documented and knowledge about them disseminated throughout North America. The CIJE Teacher-Educator Institute is a major new initiative in the area of building the profession, and its evaluation is a major focus of work in the area of research and evaluation.

The CIJE Teacher-Educator Institute (TEI) is a three-year project to create a cadre of outstanding teacher-trainers for supplementary Jewish education. The project brings together teams of educational leaders from communities across North America to form a network of teacher educators who share a vision of teaching and learning, and who support one another in developing new models of professional development. Ultimately, participants in TEI, BOTH EDUCATIONAL DIRECTORS AND CENTRAL AGENCY PERSONNEL, will stimulate enhanced professional development for the educators of their SCHOOLS AND communities.

Evaluation of TEI will focus on a wide range of outcomes for communities and schools. At the communal level, we will examine changes in the extent and quality of opportunities for professional development. Within two communities, we will carry out intensive case studies of changes in the contexts, activities, and beliefs about professional development. AT THE SCHOOL LEVEL, WE WILL EVALUATE THE TYPES OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS. FOR INDIVIDUAL TEI PARTICIPANTS, WE WILL STUDY HOW THEIR THINKING AND UNDERSTANDING ABOUT PROFESSIONAL DEVELOPMENT HAS CHANGED AS A RESULT OF THEIR PARTICIPATION IN TEI. THESE ASPECTS OF THE PROGRAM WILL BE EVALUATED THROUGH SURVEYS, INTERVIEWS, AND CASE STUDIES. Preparations for these assessments are underway.

THE Evaluation PLAN of TEI

SURVEY OF Professional Development Programs

Previous data from the CIJE Lead Communities documented two major limitations of professional development programs for Jewish educators: (1) They are infrequent, averaging less than one-sixth of the amount of professional development that is standard among public-school educators in some states; and (2) their quality is inadequate to meet the challenges of Jewish education, in that they are fragmented, isolated, and not part of a coherent program of professional growth. By fostering new understandings of professional development among key teacher-educators, TEI seeks to bring about changes in the extent and quality of professional development in participating communities. Programs consistent with TEI's approach will focus on targeted communities, empower participants to learn from their own practice, establish bridges to classrooms, and strengthen relations within and among institutions.

To assess baseline conditions, THE STATUS OF PROFESSIONAL DEVELOPMENT WHEN TEI STARTED, we have recently distributed a Professional Development Program Survey to central agency staff and supplementary school principals in participating communities. Combining this new data with information previously gathered from the Lead Communities will yield a rich portrait of professional development programs early in the TEI process. The surveys will be re-administered two years hence to monitor changes in the extent and nature of professional development programs in five targeted communities.

INTERVIEWS OF TEI PARTICIPANTS

In addition, interviews will be carried out with TEI participants from five selected communities to monitor changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes in professional development opportunities occur. IN ADDITION, WE WILL TRY TO ASCERTAIN HOW THE PARTICIPANTS CONCEPTUALIZED PROFESSIONAL DEVELOPMENT BEFORE THEIR PARTICIPATION IN TEI AND HOW THEY NOW VIEW THEIR ROLES AS "TRAINERS OF TEACHERS".
ADAM, I DO NOT HAVE THE MATERIAL WITH ME, CAN YOU ADD A FEW MORE SENTENCES ABOUT THE INTERVIEWS HERE.

INTENSIVE Case Studies

The potential success of TEI lies not only in its expected impact on programs for professional development (e.g., workshops, seminars), but on the elaboration of the multiple ways in which professional growth may occur. For example, informal interactions between principals and teachers can be an important source of professional growth. In addition, TEI participants and those affected by TEI participants in local communities may become more adept at learning from their professional practices. To examine these changes, we need more in-depth analyses than our surveys AND INTERVIEWS allow. Consequently, we will carry out case studies in two selected communities of changes in the extent and quality of professional growth, not limited to formal programs. The two communities chosen are those in which TEI participants include both central agency staff and supplementary school directors, working in teams. These partnerships offer the necessary support through which positive changes are most likely to occur.

NEW PARAGRAPH

The case studies will draw on interviews with TEI participants, AS WELL AS WITH other supplementary school directors, and supplementary teachers IN THE SAME COMMUNITY. IN ADDITION, WE WILL CONDUCT observations in schools to identify changes in professional development that occurs in concert with TEI. THIS ASPECT OF OUR WORK WILL HELP US EVALUATE CHANGES THAT ARE OCCURRING AT THE SCHOOL LEVEL.

Data collection is set to begin this spring and will continue for another two years.

ADAM, CAN WE SAY SOMETHING ABOUT PRELIMINARY AND FINAL REPORTS. THE RESULTS OF THE EVALUATION WILL BE REPORTED IN ...STAGES, THE FIRST REPORT WILL PRESENT THE INITIAL RESULTS OF THE BASELINE SURVEY AND THE FIRST SET OF INTERVIEWS FROM THE FIRST COHORT OF PARTICIPANTS....ETC.

From: IN%"74104.3335@CompuServe.COM" "Bill Robinson" 16-APR-1996 08:11:53.55
To: IN%"GAMORAN@ssc.wisc.edu" "INTERNET:GAMORAN@ssc.wisc.edu"
CC:
Subj: draft for board update -- please comment ASAP, I need this also for
proposal to

Return-path: <74104.3335@CompuServe.COM>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I3LP6I61W001ARYL@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Tue,
16 Apr 1996 08:11:35 -0600 (CST)
Received: from arl-img-5.compuserve.com by eunice.ssc.wisc.edu; id AA06502;
5.65/43; Tue, 16 Apr 1996 08:10:59 -0500
Received: by arl-img-5.compuserve.com (8.6.10/5.950515) id JAA22807; Tue,
16 Apr 1996 09:10:58 -0400
Date: Tue, 16 Apr 1996 09:09:47 -0400 (EDT)
From: Bill Robinson <74104.3335@CompuServe.COM>
Subject: draft for board update -- please comment ASAP,
I need this also for proposal to
To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN@ssc.wisc.edu>
Message-id: <960416130947_74104.3335_GHQ44-3@CompuServe.COM>
Content-transfer-encoding: 7BIT

Looks good to me.

One change:
in the first paragraph under "Evaluation of Communal Outcomes",
change "targeted communities" to "targeted populations" (you use communites
alot
to refer to separate cities).

Bill



CIJE Board Update: Research and Evaluation
April, 1996

An important aim of Research and Evaluation in the CIJE is to monitor and assess ongoing CIJE projects. As explained in *A Time to Act*, short-term and long-term evaluations are necessary so that effective programs can be documented and knowledge about them disseminated throughout North America. The CIJE Teacher-Educator Institute is a major new initiative in the area of building the profession, and its evaluation is a major focus of work in the area of research and evaluation.

The CIJE Teacher-Educator Institute (TEI) is a three-year project to create a cadre of outstanding teacher-trainers for supplementary Jewish education. The project brings together teams of educational leaders from communities across North America, including school directors and central agency personnel. These outstanding leaders will form a network of teacher educators who share a vision of teaching and learning, and who support one another in developing new models of professional development. Ultimately, participants in TEI will stimulate enhanced professional development for the educators of their schools and communities.

Evaluation of TEI will focus on a wide range of outcomes for communities and schools. At the communal level, we will examine changes in the extent and quality of opportunities for professional development. Within two communities, we will carry out intensive case studies of changes in the contexts, activities, and beliefs about professional development. At the school level, we will evaluate opportunities for teachers' professional development compared to the standards articulated by TEI. For individual TEI participants, we will study how their understanding of professional development has changed as a result of their participation in TEI. These outcomes will be assessed with surveys, interviews, and observations.

TEI Evaluation Plan

Study of Professional Development Programs

Previous data from the CIJE Lead Communities documented two major limitations of professional development programs for Jewish educators: (1) They are infrequent, averaging less than one-sixth of the amount of professional development that is standard among public-school educators in some states; and (2) their quality is inadequate to meet the challenges of Jewish education, in that they are fragmented, isolated, and not part of a coherent program of professional growth. By fostering new understandings of professional development among key teacher-educators, TEI seeks to bring about changes in the extent and quality of professional development in participating communities. Programs consistent with TEI's approach will focus on targeted populations, empower participants to learn from their own practice, establish bridges to classrooms, and strengthen relations within and among institutions.

To assess baseline conditions (i.e., the status of professional development when TEI began), we recently distributed a Professional Development Program Survey to central agency staff and

supplementary school principals in participating communities. Combining this new data with information previously gathered from the Lead Communities will yield a rich portrait of professional development programs early in the TEI process. The surveys will be re-administered two years hence to monitor changes in the extent and nature of professional development programs in five targeted communities.

In addition to the surveys, we plan to interview TEI participants from five selected communities to monitor changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes in professional development opportunities occur. The interviews will reveal how TEI participants understand their roles as teacher-educators, how those roles may change, and how participants are working to create more meaningful and empowering professional growth for educators in their schools and communities.

Intensive Case Studies

The potential success of TEI lies not only in its expected impact on programs for professional development (e.g., workshops, seminars), but on the elaboration of the multiple ways in which professional growth may occur. For example, informal interactions between principals and teachers can be an important source of professional growth. In addition, TEI participants and those affected by TEI participants in local communities may become more adept at learning from their professional practices. To examine these changes, we need more in-depth analyses than our surveys allow. Consequently, we will carry out case studies in two selected communities of changes in the extent and quality of professional growth, not limited to formal programs. The two communities chosen are those in which TEI participants include both central agency staff and supplementary school directors, working in teams. These partnerships offer the necessary support through which positive changes are most likely to occur.

The case studies will draw on interviews with TEI participants, other supplementary school directors, and supplementary teachers. We will also carry out observations in selected schools to identify changes in professional development that occur in concert with TEI. These analyses will illuminate changes that occur within particular schools. Data collection is set to begin this spring and will continue for another two years.

From: IN%"74104.3335@CompuServe.COM" "Bill Robinson" 18-APR-1996 13:58:15.99
To: IN%"gamoran@ssc.wisc.edu" "Adam Gamoran",
IN%"goldrieb@ctrvax.vanderbilt.edu" "Ellen Goldring"
Subj: IMPORTANT: Revisions to board update

Adam (and Ellen),

Upon closer reading of your board update, I found the division between "programs" and "case-studies" to be at odds with what we are doing. [Sorry for not reading it as closely the first time.]

First, I will point out two discrepancies. Then, I will attempt to clarify the evaluation plan (as I see it). As usual, I'm probably a bit long-winded. But, I want to be clear and as thorough as possible

Two discrepancies:

1. The INTERVIEWS with the TEI participants from the FIVE COMMUNITIES will (should?) ALSO EXPLORE their INFORMAL professional development INTERACTIONS with teachers and other educational leaders. If we want a useful base-line, it should include data on informal and formal professional development opportunities. A possible result of TEI could be substantial change in the quality and extent of informal interactions and a lessening of reliance on formal programming (though I don't necessarily see this as good or bad.)
2. The SURVEYS will also provide data on the (mediated) IMPACT OF TEI ON OTHER EDUCATIONAL LEADERS (in their design and implementation of professional development programs in their schools) in the FIVE COMMUNITIES, not just in Atlanta and Baltimore.

Now, to clarify...

There are four areas about which we want to collect data, which I group into two areas:

BASE-LINE INFORMATION:

1. on FORMAL professional development PROGRAMS (sponsored by the central agency or supplementary schools)
2. on INFORMAL professional development INTERACTIONS (how educators informally support the work of other educators in their community, and how they are supported in their own work) ---- NOTE: We have not talked about this area in much depth and my view of it may be different than yours.

MECHANISMS OF CHANGE:

3. on LEARNING AND its relation to PRACTICE (how professional development opportunities - TEI and local offerings - impact upon the work of Jewish educators)
4. on the OBSTACLES to changing ones practice and the STRATEGIES for overcoming theses obstacles (NOTE: This area plays a minimal role in the first round of interviews, but should play a more substantial role in follow-up interviews.)

In the abstract, we COULD collect data from TEI participants and from NON-TEI participants (teachers or supplementary educational directors) for each area.

However, as far as I understand:

1. We have decided to collect data from TEI participants (in the 5 targeted communities) in all four areas.
2. We have decided to collect data from NON-TEI supplementary educational directors (in the 5 targetted communities) on formal programs (area #1) through the Surveys.
3. We have decided to collect data from NON-TEI teachers and educational leaders (in Atlanta and Balitmore) on what they have learned in a specific professional development offering conducted or designed by TEI participants

{in the 2 communities} and its relation to their practice (area #3) through interviews and observation.

As you may notice, there is NOT an easy way of dividing the plan. I believe that part of the reason for this is that the plan represents our responses to specific concerns raised by CIJE and the consultants. Thus, the plan lacks an overall coherency.

To rectify this problem, I suggest the following addition:

--- 4. Through interviews (conducted next fall) with a sample of educational leaders (not participating in TEI) from the five targeted communities, we collect data on their informal professional development interactions (area #2).

If this is done, we will end up doing the following:

1. We will collect BASE-LINE DATA on the formal AND informal professional development opportunities for all five targetted communities.
2. In order to assess the MECHANISMS by which change occurs, we will interview the TEI participants in the 5 targeted communities about TEI and its relation to their practices and (later on) about their experiences in trying to change their own practices (obstacles and strategies).
3. IN ADDITION, we will interview a sample of educators in Atlanta and Baltimore about their experiences in the local professional development offerings of TEI participants from those two communities and (later on) about their expereinces in trying to change their practices.
[I am already observing TEI and I will observe a sample of local professional development offerings in Atlanta nd Baltimore being conducted by TEI participants.]

I think this will provide a more coherent plan and address a possibly overlooked communal aspect (i.e., change in the informal professional development interactions).

In writing the board update, I suggest dividing the evaluation plan into the following two parts:

Collection of Base-Line Data on Formal and Informal Professional Development Offerings and
Intensive Exploration of the Mechansims (Process?) of Change in Professional Development.

(As you like to know what documents will be produced:)

The evaluation will yield a broad portrait of professional development in five different communities at two (or more) select moments in time AND two in-depth case studies of the change process in two communities augmented by (interview) data on the efforts of TEI participants in all five communities to change the quantity and qualtiy of professional development in their communities. [The latter is important to check the generalizability of the expereinces and efforts of the participants from Atlanta and Baltimore to the other communities.]

Well that's it (as far as I am thinking about it at the moment). If you have any questions, you can call me anytime (though I will be out of the house by 11:00 a.m. on Friday).

Again, sorry for not seeing this beforehand,
Bill

From: IN%"GOLDRIE@ctrvx.Vanderbilt.Edu" 18-APR-1996 08:02:30.89
To: IN%"GAMORAN@ssc.wisc.edu"
CC:
Subj: RE: Ellen, I liked your new text but not your organization: I want to organize it b

Return-path: <GOLDRIE@ctrvx.Vanderbilt.Edu>

Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01I30HFVY0J4018GP5@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Thu,
18 Apr 1996 08:02:26 -0600 (CST)

Received: from ctrvx1.Vanderbilt.Edu by eunice.ssc.wisc.edu; id AA20803;
5.65/43; Thu, 18 Apr 1996 08:01:59 -0500

Received: from PATHWORKS-MAIL by ctrvx.Vanderbilt.Edu (PMDF V5.0-5 #11488)
id <01I30HEY63FK8Y47GI@ctrvx.Vanderbilt.Edu> for GAMORAN@ssc.wisc.edu; Thu,
18 Apr 1996 08:01:40 -0500 (CDT)

Date: Thu, 18 Apr 1996 08:01:40 -0500 (CDT)

From: GOLDRIE@ctrvx.Vanderbilt.Edu

Subject: Re: Ellen, I liked your new text but not your organization: I want to
organize it b

To: GAMORAN@ssc.wisc.edu

Message-id: <01I30HEY6D1Q8Y47GI@ctrvx.Vanderbilt.Edu>

X-VMS-To: IN%"GAMORAN@ssc.wisc.edu"

MIME-version: 1.0

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The document is OK, but there is still a bit of mis-alignment as we
say we will evaluate three levels, but then in our Evaluation Plan it
is a bit hard to "pull" out how we will do that. But I'm sure no one
will care but me, so leave it. Other than that, it looks good.



From: INH"annetteh@umich.edu" "Annette Hochstein" 28-APR-1996 18:13:10.12
To: INH"73321.122@CompuServe.COM" "Alan D. Hoffmann"
Cc: INH"GAMCRAN@ssc.wisc.edu" "INTERNET:GAMCRAN@ssc.wisc.edu"/ INH"annette@vms.huji.ac.il" "Annette MI Hochstein"
Subject: gam;Re: data/publications

Return-path: <annetteh@umich.edu>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-6 #12975)
id <0114710E719CHT116@ssc.wisc.edu> for gamcran@ssc.wisc.edu; Sun,
28 Apr 1996 18:13:04 -0600 (CST)
Received: from breakout.rs.itd.umich.edu by eunice.ssc.wisc.edu; id AA29209;
5.65/43; Sun, 28 Apr 1996 18:12:32 -0500
Received: from breakout.rs.itd.umich.edu by breakout.rs.itd.umich.edu
(8.7.1/2.2) id TAA21954; Sun, 28 Apr 1996 19:12:30 -0400 (EDT)
Date: Sun, 28 Apr 1996 19:12:29 -0400 (EDT)
From: Annette Hochstein <annetteh@umich.edu>
Subject: gam;Re: data/publications
In-reply-to: <960428175846_73721.1220_FHM42-23@CompuServe.COM>
X-Sender: annetteh@breakout.rs.itd.umich.edu
To: "Alan D. Hoffmann" <73321.1220@CompuServe.COM>
Cc: "INTERNET:GAMCRAN@ssc.wisc.edu" <GAMCRAN@ssc.wisc.edu>,
Annette MI Hochstein <annette@vms.huji.ac.il>
Message-id: <Pine.SOL.3.91.960428151116.20293N-100000@breakout.rs.itd.umich.edu>
MIME-version: 1.0
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Content-transfer-encoding: 7BIT

Adam,

same here; provided you feel comfortable with the
quality and the communities feel OK with data sharing?
If no problem there, OK.

annette

On 28 Apr 1996, Alan D. Hoffmann wrote:

> I SEE NO PROBLEM WITH THIS.
>
> A
>
>



CIJE Board Update: Research and Evaluation
April, 1996

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In addition, we will make an opportunity to present findings from our study of educators in Jewish schools to Israeli professors of Jewish education, in the context of the "professors" seminar.

Under this scenario, I will call Stuart Schoenfeld and explain the following:

I appreciate the program committee's willingness to work with us to develop a CIJE-led symposium on the research agenda for Jewish education. This idea has merit, but it is not, actually, what I had in mind, and since bringing me and Ellen to the conference required considerable personal sacrifice on our part and financial expenditure on CIJE's part, we have decided not to participate this year.

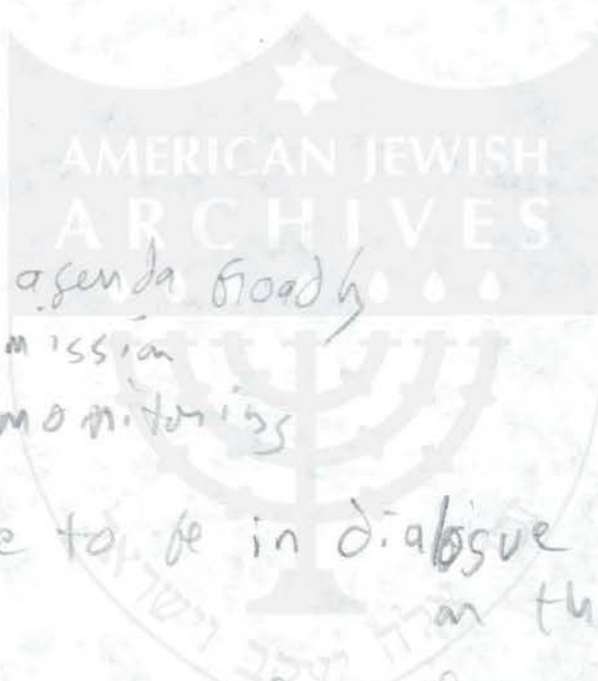
(416) 736-2100

88383

I personally accept most of the responsibility for this not working out. I should have submitted the symposium as a set of papers which would go through the normal conference refereeing process, instead of holding side conversations with the program committee. I would like to try this again next year, but I would submit my papers through the normal process.

(416) 923-6213

We appreciate Stuart's gracious offer to include CIJE staff as discussants and/or session chairs at the conference, and Alan, Barry, and/or Danny (and Gail) would be delighted to be included in that context.



Look at NS agenda broadly

- ATA's mission

- CIJE monitoring

- would like to be in dialogue w/ Res Network
in that

not much sense of cumulative body of research

From: SSCB:GAMORAN 24-APR-1996 17:19:30.55
To: ANETMICH
CC: GAMORAN, ELLEN, ALAN, GAIL
Subj: data/publications

Annette,

One of the questions that interests lay leaders in Cleveland is how the characteristics of educators there compares to those of the Lead Communities. I would like to give Julie Tammivaara permission to cite our unpublished reports, "Teachers in Jewish Schools: A Study of Three Communities" and "Educational Leaders in Jewish Schools: A Study of Three Communities" in reports she is preparing for Cleveland. Of course, she will no doubt cite the Policy Brief as well, but more data are reported in the unpublished reports. Individual communities are not identified in these reports and would not be identified by Julie. Do you see any problem with this?

Adam



From: EAGLE::GAMORAN 29-APR-1996 17:15:24.80
To: JULIE
CC: GAMORAN
Subj: data/publications

Julie,
You have CIJE's permission to cite data from the following unpublished papers in your reports to Cleveland:

"Teachers in Jewish Schools: A Study of Three Communities."

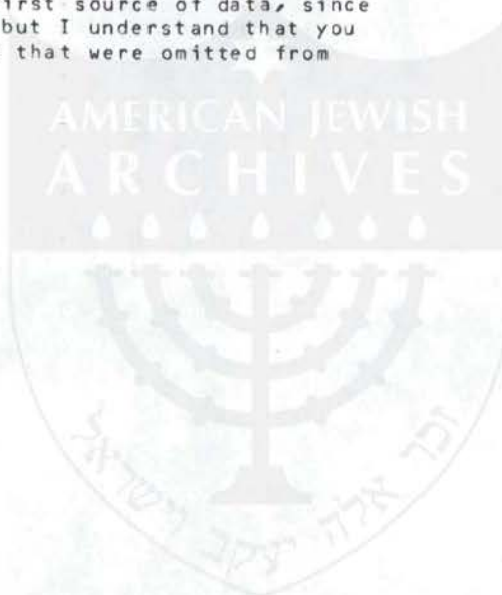
"Educational Leaders in Jewish Schools: A Study of Three Communities."

It should be understood that these reports do not identify individual communities (nor, of course, schools or persons), and your reference to CIJE data should not identify specific communities.

I hope you will turn to the Policy Brief as the first source of data, since that is published and therefore more accessible, but I understand that you may wish to cite findings from the 3-city reports that were omitted from the Policy Brief.

I look forward to reading your reports.

Adam



To: CIJE Staff

From: Bill Robinson

Re: Minutes from MEF Conference Call on May 23rd, 1995
(Present: Alan Hoffmann, Gail Dorph, Adam Gamoran, Ellen Goldring, Bill Robinson)

A. Taking Stock of the CIJE in the Lead Communities

The planned meeting in Israel on an envisioned CIJE review of the work of the CIJE in its Monitoring, Evaluation and Feedback activities in the three Lead Communities will most likely be postponed until after the Summer. Annette will contact Adam and Ellen to discuss alternative times to schedule the review. The last week in December or the first week in January 1996 continue to be good dates for the North Americans.

B. Working with new affiliated communities

Most of the conference call focused on the following issue: what kinds of support could the CIJE offer to those additional communities that may become affiliated with the CIJE? The discussion centered on the type and extent of support that the MEF Research Team could provide the communities in (1) using the Educators Survey, (2) using the Educators Interview, and (3) creating policy-oriented community reports (based on the data obtained from using both instruments).

It was pointed out that currently, given its workplan, the MEF Research Team does not have the capacity to offer on-going, substantial support to these new communities, in the way we have provided support to the three "lead communities."

Instead, it was suggested that the proposed new Evaluation Institute be used as the vehicle for offering support to the new communities in the above stated three areas. Teams from each of the new communities would attend the proposed Evaluation Institute prior to conducting the quantitative and qualitative research and, then, prior to writing a report based on analysis of the collected data. Moreover, the Evaluation Institute could be a means for developing a network among these new affiliated communities and the initial three Lead Communities. Particularly, training in the analysis and writing of policy-oriented reports should be part of the institute.

In addition, it was suggested that the Evaluation Institute could be used to assure that the community reports are of a high quality. However, it was pointed out that, since the communities and not the MEF will be conducting the research and writing the reports, we can never guarantee the quality of the research or the reports. There is a risk that is unavoidable.

No firm decisions were reached concerning work with the new CIJE affiliated communities, though it was recognized that the affiliation document (which outlines the relationship of the CIJE to these new affiliated communities) may need to be rewritten in light of this discussion. Also, it was noted that a distinction needs to be maintained in thought and action, between these affiliated communities and those non-affiliated communities who may also attend the Evaluation Institute.

Finally, it was stated that to implement the Evaluation Institute, the CIJE needs to hire additional staff. Given the capacity limits of the MEF, this person could not be supervised by Adam within the present workplan.

C. Evaluation Institute

It was decided to present the design document of the Evaluation Institute (as drafted) to the Steering Committee. The document is attached.



TOWARDS A JEWISH FUTURE: BUILDING EDUCATIONAL LEADERSHIP

It is generally agreed that **leadership** is at the heart of any effort to transform education. Research has consistently demonstrated that educational leaders are the linchpins of educational reform, whether it be in general or in Jewish education, and whether it be at the national or the local level. We have seen school principals like Deborah Meier in New York City create oases of educational success in the barren wilderness of inner city public education. Similarly, Jewish educational leaders such as the late Shlomo Bardin created new and transformational institutions like the Brandeis Camp Institute. Others, such as those principals described in the CIJE Best Practices volume on supplementary schools, have taken existing institutions and made them into models for others to emulate.

Leadership in Jewish education, it is important to point out, is not limited to school principals. There are a variety of leadership roles and individuals who fill those positions. Different settings have their own specific leadership positions. Supplementary schools, for example, are generally part of synagogues. Hence the rabbinic leadership of the congregation is a crucial element in the organizational structure of the school. Research, such as the Best Practices volume mentioned above, has shown that the rabbi's support for the supplementary school is arguably the single most important factor in creating a successful school. Any effort to address leadership issues for supplementary schools, therefore, would have to pay close attention to the role of rabbis and the rabbi's relationship to the synagogue school.

Day schools often have other leaders beyond the principal. These may include vice principals, department heads, curriculum coordinators, or other specialists. Even small day schools will usually have a head of Jewish studies and a head of general studies. There has been very little work in Jewish education, to choose just one example, that focuses on the *general studies* leaders in Jewish schools.

Early childhood programs have their own constellation of leaders. These programs are generally housed within other institutions-- day schools, synagogues or Jewish Community Centers. To take the latter example, any efforts to improve leadership for early childhood programs in JCCs (and half the Jewish children in North America enrolled in early childhood programs under Jewish auspices attend programs located at JCCs) would have to relate to the leadership structure within the Center as a whole.

Central agencies (bureaus of Jewish education) have traditionally played a leadership role in Jewish education in a variety of ways. Particularly in curriculum development and teacher

education, personnel from central agencies provide an important leadership function for supplementary schools, early childhood programs, and at times for day schools. National denominational organizations (such as the UAHF and the United Synagogue) also work directly with schools and principals. The educational staff of these organizations-- central agencies and denominational departments-- rarely have the opportunity to further their own professional growth and to develop additional skills.

Finally, spanning all of these institutions is perhaps the most underserved population of leaders of all-- the community volunteers, the lay *leaders* who have almost no opportunities to develop their knowledge, competencies and attitudes in relationship to Jewish education. Although recent years have brought a greater focus on developing the Jewish knowledge of lay leaders through programs offered by organizations such as CLAL and the Wexner Heritage Foundation, almost no attention has been paid to the particular program of learning that lay leaders should have in their role as leaders of *educational* institutions. This includes practical matters such as governance, fiscal responsibilities and issues related to the physical plant of schools, JCCs and synagogues. But beyond that lay leaders need exposure to great educational ideas and visions, and the way that the long-term mission of the school can be translated into actual educational practice. An effort to educate lay leaders along these lines is long overdue and needs serious attention and planning.

Outstanding leaders, of all sorts, can turn mediocre institutions into great ones; bad leaders can undermine positive change and scuttle the best efforts of others to introduce innovation. The time has come to address this crucial issue in American Jewish education.

The Council for Initiatives in Jewish Education (CIJE) believes that a systematic national effort is required to build a cadre of educational leaders who can meet the challenges of Jewish education for the twenty-first century and transform our institutions for the next generation of Jewish children. What roles can leaders play in different educational institutions? What would it take to develop educational leaders for our future?

Teacher Educators: A New Type of Leader

As indicated above, school principals represent only one type of leader. A variety of different kinds of leaders can be found in Jewish educational institutions. One obvious need is in the area of *teachers of teachers*-- namely, the people who can provide ongoing professional development for teachers in schools. These "teacher educators" can help ensure a higher quality of education in the classroom by working with teachers to improve actual practice in schools. The job of the teacher educator is not essentially administrative or organizational, but is primarily *educational*. By helping teachers improve, they directly affect the lives of children and they help represent the

link between written curriculum materials and the real teaching that goes on in classrooms.

In 1995 the Nathan Cummings Foundation, out of its commitment to the congregational school, generously gave CIJE support for a three-year experiment called the Teacher Educator Institute (TEI), an effort to begin to create a new type of leader for Jewish educational institutions. The goal was to train a national cadre of teacher educators for supplementary schools. We envisioned two groups of future teacher trainers who would be nurtured and developed over the three year time span of the grant. Our hope was to work with 25-30 individuals and we believed that the need for the training of teacher educators existed, even if it was not yet recognized by the field. After working at recruitment, we began with our first cohort in June, 1995, with a group of around 20 people, most coming in teams from communities around the country. In the course of planning the program we were able to recruit two leading academic experts in teacher education, both committed Jews, to join our TEI faculty and planning group, Professor Sharon Feiman-Nemser from Michigan State University and Professor Deborah Ball from the University of Michigan.

The program has been universally acclaimed by the participants and, as part of the training program, these teacher educators are already involved in planning and implementing new and innovative professional development initiatives in their communities, with the assistance and advice of the TEI faculty. Word of the success of the program spread so rapidly that by the time we began recruiting our second cohort (in the spring of 1996), we were overwhelmed by requests to participate. Currently the second cohort has around fifty participants and we have been turning people away! Clearly this program-- both in its quality and in its addressing an urgent need for Jewish education-- has struck a chord of responsiveness in the world of Jewish education.

Given the obvious need in the field for teacher educators, **CIJE seeks support from the Nathan Cummings Foundation to add two more cohorts of teacher educators to the TEI program--** Cohort #3 will retain the focus on supplementary school teacher educators and Cohort #4 will focus exclusively on developing teacher educators for early childhood Jewish education. Each cohort will meet 6 to 7 times for 4-day intensive seminars over the course of two years. In addition participants will complete assignments during the period between institutes and will be in contact through phone and e-mail. **CIJE will also develop four video tapes of early childhood Jewish education, similar to our supplementary school videos which are being produced during our first TEI grant.** These tapes will be used during TEI and will also become part of the "tool kit" of TEI participants as they begin to develop sessions for teachers in the field.

Cohort #3 will begin in June, 1997; Cohort #4 in January, 1998. We have chosen in Cohort #4 to

concentrate on early childhood educators for a number of reasons. First, we must remember that early childhood programs are now widely conducted in synagogues (along with day schools and JCCs) throughout North America. If we wish to strengthen the synagogue and its educational system, and if we wish to have an impact directly on families, we in Jewish education can no longer ignore the education of our youngest children.

Second, we advocate a new focus on early childhood teachers because of our belief that this area of Jewish education is in desperate need of serious professional training for its staff. The CIJE survey of educators has shown that the early childhood teachers are the least Jewishly knowledgeable group in the entire field of Jewish education. For example, of pre-school teachers in the three communities studied by CIJE, 22% had received *no Jewish education at all* before the age of 13 and 55% had received no Jewish education after the age of 13. Nor in general do the early childhood principals have enough Jewish knowledge to instruct their staffs. Without a cadre of trained Jewish teacher educators dedicated to working with this population, it is unlikely that these pre-school teachers will be able to improve their knowledge and practice.

The lack of training and background of these teachers is not the only reason we are concerned about early childhood Jewish education. These teachers are the first Jewish role models that young children meet outside their families. And good early childhood programs, as research has indicated, have the opportunity to bring families into Jewish education in powerful and effective ways. Developing a cadre of teacher educators for early childhood education will allow us to focus on family education issues as well.

Finally, early childhood education is the place that the community can first establish links for *ongoing Jewish education* for these children. Missing this opportunity by presenting children with teachers who are ill-prepared for the Jewish mission of the school is a great loss for the community that may be difficult to overcome. By developing a cadre of pre-school teacher educators we have a chance to influence the institutions into which many Jewish enter and through which many children and families can build a closer bond to the Jewish community and other venues of later Jewish education, such as supplementary schools, day schools and Jewish camping.

At the conclusion of the program with these four cohorts, we will have trained well over 125 teacher educators for Jewish education in North America. As part of its work with the Teacher Educator Institute, **CIJE seeks support from the Nathan Cummings Foundation to establish a network for follow-up and supervision of these teacher educators.** This kind of networking is crucial to ongoing professional development for the teacher educators: Major research (such as that conducted by the Rand Corporation, for example) has shown that "contexts matter" in any effort to introduce changes in the professional behavior of educators.

When participants have completed the TEI course of study, they come away with new ideas and innovative approaches to providing leadership in teacher education. But their return to the field requires support and assistance. They will need opportunities to try out new ideas and get support in dealing with difficulties that will naturally arise as they introduce new programs to the field. To help facilitate participants' growth as leaders and professionals, we do not intend to wait until they have "graduated" the program. The networking will begin even while the participants are enrolled in TEI.

We intend to link participants and "graduates" of TEI in a variety of ways: first, we will establish an e-mail network and electronic computer conferencing. Second, we will develop a newsletter for members of the TEI group. Third, we will bring the group together for an annual conference. Ultimately, we hope that the TEI teacher educators will form a serious professional association, with its own regular meetings, professional development sessions, standards and supervisory roles. We will hire a staff person with knowledge of the field to organize the network. In addition funding will be used to pay for the time of "long distance" consultants from our visiting TEI faculty who will respond to questions and requests from the TEI graduates. Finally, a staff person will develop the newsletter mentioned above.

Towards a National Center for Jewish Educational Leadership

Over four years of the TEI program, CIJE will have created a totally new stratum of professional leadership for Jewish education-- the teacher educator. In doing so we will have added enormous strength to the field and at same time developed a model of leadership development that is on the cutting edge of contemporary education in the United States.

TEI addresses one type of educational leader, but our work in that arena has convinced us of the need to expand leadership development programs in a number of different directions. For example, in the past two years we have run 5-day programs for school principals from a variety of communities in conjunction with the Harvard Graduate School of Education. These programs have taught us much, both about the extraordinary responsiveness of the field to these efforts and about the possibility of working across denominations (on the "neutral ground" of Harvard we have had representatives of many of the institutions in the communities including Lubavitch and other "Ultra-Orthodox" day schools, modern Orthodox day schools, non-Orthodox and communal day schools, Reform, Conservative and Reconstructionist supplementary schools and early childhood programs from both synagogues and JCCs). There is no established setting in Jewish life where school principals from across the religious movements and from a variety of communities can gather for ongoing professional development.

TEI and the Harvard Seminars are only two examples of the kind of work in Jewish educational leadership development that needs to be done. *To spearhead this effort we envision the need to create a National Center for Jewish Educational Leadership.* This institution would work on a variety of activities simultaneously. It would, for example, house TEI as a continuing program and it would be the location for expanded and ongoing programs similar to our Harvard Seminars.

Among other things, the Center would:

- Establish a Principals Center for supplementary school, day and early childhood principals
- Create networks among principals across the country
- Work with the national rabbinic organizations to develop programs for professional development of rabbis in their educational roles
- Develop specific in-service programs and pre-service programs for educational leaders in various settings
- Establish a program of intensive research and evaluation into issues of Jewish educational leadership
- Develop educational specialties such as teacher educators, curriculum developers and teacher supervisors

Planning and creating the National Center is an crucial undertaking for Jewish education in North America. The activities listed above are only preliminary ideas and would need considerable investigation and elaboration. The structural dimensions of such a Center would also need careful planning: Should this be a free standing institution? Should the Center be linked to a university or another established organization? Should the National Center serve as a coordinator among a number of *linked* Centers at various institutions, such as universities, denominational organizations, and central agencies? All these questions would need to be explored in a deliberate, well-organized planning process. Once a plan for the content and structure of the Center is created, appropriate funding strategies would also be delineated and efforts to create the Center could then move forward.

CIJE seeks support from the Nathan Cummings Foundation to create a strategic plan toward establishing the National Center for Jewish Educational Leadership.

CIJE will use the best resources available in general and Jewish education to create a strategic plan toward establishing the National Center. CIJE would engage a professional to lead such a planning process and would use the intellectual resources of its own staff and consultants as well

as its contacts in the world of policy planning and education to develop the plan for this Center.

CIJE believes that it is important to begin establishing the National Center even while the large scale planning process is taking place. We believe that “creating the facts on the ground” will help demonstrate both the need and the viability of such a Center to the Jewish educational field and to potential donors. It will be important, in other words, to lay the groundwork for the Center as the planning process moves forward. We hope to continue our work with our Harvard Seminars for principals (and we are seeking funding elsewhere to expand that project). And we believe that the two additional cohorts of participants for TEI described earlier in this proposal will also serve to help establish the need for the National Center. Teacher educators are a prime component of educational leadership and a program such as TEI will in the future be an essential element of the National Center for Jewish Educational Leadership.

Evaluation

The design and implementation of the evaluation of this project will be supervised by CIJE's MEF (Monitoring, Evaluation and Feedback) team of experts headed by Dr. Adam Gamoran and Dr. Ellen Goldring. Each year's strategy will be developed in keeping with the goals of the project for that year. This might include:

- Year One: Interviews of Cohort #3 Teacher Educators in training
- Year Two: Interviewing of the Cohort #4 group of Teacher Educators
Observation of the in-service offerings of the Cohort #3 group of Teacher Educators
Interviews with Cohort #3 Teacher Educators
Interviews with the teachers in the classes that the Teacher Educators are teaching
- Year Three: Interviews with Cohort #4 Teacher Educators
Interviews with teachers studying with the second cohort
Observation of the in-service offerings of the Cohort #4 of Teacher Educators
Evaluation of the effectiveness of the videotapes in training

WORK PLAN

Year One

(January, 1997- December, 1997)

During this year the new Cohort (#3) of TEI will be recruited. These teacher educators, like the ones in Cohorts #1 and #2, will be oriented toward supplementary school education. Given the current interest in the program, we anticipate no difficulty in recruiting an additional 25 participants for Cohort #3. TEI sessions for this cohort will begin in June, 1997.

Graduates of the first TEI and current participants in TEI Cohort #2 will be involved in networking activities. A person will be hired to facilitate the networking activities. Linkages through e-mail will be established. A newsletter will be developed and a national conference of Teacher Educators will be planned.

During this year an advisory committee for early childhood Jewish education will be formed. This committee, like the advisory committee originally established for TEI in 1995, will consist of leading experts from both Jewish and general education, in this case in the early childhood field. CIJE's publication of 1993 *Best Practices: Early Childhood Jewish Education* put us in touch with the leading individuals in the Jewish arena. During 1996 we have been exploring through various contacts who the appropriate general education experts would be for such a committee. We are confident that the right people for such a group exist and that many would be interested in serving in such a role. We will hire a part-time staff person to work on recruiting and coordinating the early childhood cohort. During the spring of 1997, the new Cohort (#4) of TEI will be recruited. These teacher educators will be oriented toward early childhood Jewish education.

At the same time in the first year of this grant CIJE will assemble an advisory committee for the planning process of the National Center. Individuals from general and Jewish education, as well as representatives from selected Jewish communal agencies will be involved as advisers to the process. The group will meet twice during the first year and will be available for phone consultation.

CIJE will hire a person to direct the planning process for the National Center. The planner will consult with the advisory committee and develop a two-year plan. He or she will meet with appropriate people in the field, examine existing models for educational leadership development, assess the needs of the community and investigate alternative possibilities for both the content and organization of the National Center.

Year Two

(January, 1998- December, 1998)

The TEI for early childhood Jewish education will be launched. During this year CIJE will produce two videotapes of early childhood classrooms, similar to our supplementary school videos, that will be used for training and for the field.

The networking activities described above will be expanded. Additional personnel will be hired to staff this important function. The first national conference of teacher educators will be convened (fall, 1998). (CIJE will seek funding from other sources for the conference.)

The planning process for the National Center will continue throughout the first six months of this year and by the end of the year two documents will be produced. One report will be for CIJE's internal use as it begins to look toward creating and funding the National Center. The second document will be a published report advocating the need for a Center and the recommendations for structuring such an institution. Both reports will be reviewed by the advisory committee and selected experts.

AMERICAN JEWISH
Year Three
(January, 1999- December, 1999)

During this year the early childhood cohort will continue meeting in their regular sessions. During this year CIJE will produce two additional videotapes of early childhood classrooms. At the same time CIJE will continue to follow up with the teacher educators already in the field from the first three cohorts. The newsletter (and perhaps other publications) will be regularized. This year should point toward the establishment of a national organization for teacher educators. This will include creating an infrastructure, a plan for staffing, and a proposal for continuing activities. The proposal will take advantage of new models that have been developed in the world of general education in North America.

During this year CIJE will begin work on actually establishing the National Center. Based on the recommendations of the final report for structure and funding, CIJE will engage in a process that will move creation of the Center toward reality.

Call w/ Ellen, Bill 6/14/96

Ellen leaves June 23

- for Karen Barth - Bill will send TEI materials + Manual for Study of AGs
- AG will send work plans
 - AG + EG will meet w/ her to walk thru a specimen

TEI update

- TEI Cohort II interviews completed (2 by phone)

Atl 3

Balt 4

Cleve 4

11 TOTAL

- Cohort I almost done

Atl 2

~~Balt~~ 2

Cleve 3

Milw 1

Hart 1

9 TOTAL

- surveys

- agencies - Balt, Milw, Atl + materials from Cleveland

- supple - Atl, Cle, Milw almost completed

- Balt - has names of pres - will call 12

- Hartford - will call 11

- nb Atl + Cleveland - data from docs, files + pres. files also

- colleges - find out what they offer?
 ↳ edu programs
- get KZ involved in analysis of interviews
 - so we don't miss things in interviews
- after get started w/ analyses
- ask KZ what he wants to read
- have KZ read our report & comment
- he'll be able to advise us on what to ask about at follow-up
- maybe even collab on the research w/ us

B.11 attended June 6 ed. dir retreat - Carol led, TED-like
 B.11 interviewing Susan Grossman got ed. dir retreat
 she will chair ed. dir council
 she wants to bring T&T into council mts

Kansas (City)? wants to do educator survey
 - B.11 will