



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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
61

Folder
8

Policy Brief: Background and Professional Training of Teachers in Jewish Schools. Drafts with comments. Planning correspondence and news clippings, 1994-1995.

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

Take out evaluative language
- don't judge!

Don't expect all to
have degrees
- need not devel
- instill +
maint, even
for those
who do
- active
vibrant

DRAFT – CONFIDENTIAL

Council for Initiatives in Jewish Education

RESEARCH BRIEF:

BACKGROUND AND PROFESSIONAL TRAINING OF TEACHERS IN JEWISH SCHOOLS

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 that set forth a mandate for dramatic change in the delivery of Jewish education on this continent. The key building blocks in the Commission's plan were **mobilizing community support for Jewish education**, and **building the profession of Jewish education**. The Commission created the Council for Initiatives in Jewish Education (CIJE) to facilitate its plan, and as a first step, the CIJE established three "Lead Communities" to work with CIJE in mobilizing support and building the profession at the local level. Atlanta, Baltimore, and Milwaukee were selected for their dedication to and investment in Jewish education, as well as for the strength of their communal, educational and congregational leadership.

A central tenet of CIJE is that policy decisions must be based on solid information. Hence, the three Lead Communities boldly engaged in a study of their teaching personnel, to provide a basis for a plan of action to build and enhance the profession of Jewish education. Findings from the study are informing policy discussions which are underway in all three cities. At this time, CIJE is releasing information on one major topic -- background and professional training of teachers in Jewish schools - - to spark discussion at the continental level. Although the findings come from only three communities, we believe they characterize the personnel situation throughout North America -- if anything, teachers in the Lead Communities may have stronger educational and Judaic backgrounds than is typical, given the extraordinary commitment of these communities to Jewish education.

The overall picture is one of a teaching force in serious need of upgrading. The large majority of teachers lack solid backgrounds in Jewish studies, or are not professionally trained in education, or both. In-service training, which might help remedy these deficiencies, is infrequent and haphazard, particularly in day schools and supplementary schools. The picture is not entirely bleak, however, because most teachers --whether part-time or full-time -- are strongly committed to Jewish education, and intend to remain in their positions. Consequently, investment in Jewish teachers is likely to pay off in the future.

1. Are teachers in Jewish schools committed to Jewish education?

Yes. Almost 60% of the teachers said that Jewish education is their career. Even among part-time teachers (those who reported teaching fewer than 30 hours per week), half described Jewish education as their career. In supplementary schools where virtually no teachers are full-time Jewish educators, 44% consider Jewish education their career.

[FIGURE 1 ABOUT HERE]

Almost 2/3
38
There is considerable stability in the teaching force as well. ~~Twenty-nine~~ percent have taught for more than ten years, while just 6% were in their first year as Jewish educators when they responded to the survey (see Table 1). More than ~~three-fourths~~ plan to continue teaching in their current position, while only ~~25%~~ intend to seek a position outside of Jewish education in the near future.

690
[TABLE 1 ABOUT HERE]

2. Are teachers in Jewish schools trained as Jewish educators?

ac degrees
Most are not. According to teachers' own reports, only 21% are trained as Jewish educators, with both professional degrees in education, and also college or seminary degrees in Jewish studies. Another 39% are partially trained, with degrees in education but not Judaica. Another partially-trained group consists of the 10% who have college, graduate school, or seminary degrees in Jewish studies, but not in education. This leaves 30% of the teachers who are untrained: they lack professional training in both education and Judaica (see Figure 1).

[FIGURE 2 ABOUT HERE]

Overall tended to
In many cases teachers reported similar levels of professional preparation, regardless of whether they taught mainly in day schools, supplementary schools, or pre-schools. For example, close to half the teachers in each setting reported university degrees in general education, and similar proportions have worked in general education in the past (see Table 2). However, in addition to these figures, another 15% to 20% of day school and pre-school teachers have education degrees from teachers' institutes. In the day school setting, these are primarily teachers in Orthodox schools who have attended one- or two-year programs in Israel. By the same token, little more than half as many teachers in day schools under Orthodox sponsorship have university degrees in education, compared to the proportion of teachers day schools under other sponsorships (37% compared with 67%, not shown in Table 2).

[TABLE 2 ABOUT HERE]

ac bks in Judaica
Day school teachers are much more likely than teachers who work primarily in other settings to have strong Judaic backgrounds. Table 3 show that 40% of day school teachers are certified as Jewish educators, and 38% have degrees in Jewish studies from a college, graduate school, or rabbinic seminary. (Here, teachers in Orthodox day schools are much more likely to have degrees than those in other day schools, 50% compared with 24%.) Much smaller proportions of teachers in supplementary and pre-schools have studied Judaica to this extent. Overall, around four-fifths of the teachers lack advanced degrees and certification in Judaica, and even in the day schools, three-fifths of the teachers lack such grounding in their subject matter.

[TABLE 3 ABOUT HERE]

3. Are teachers in Jewish schools well-educated as Jews?

Compared to the typical American Jew, teachers in Jewish schools are well-educated Jewishly. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of males and 38% of females who identify as Jews received no Jewish education as children. By contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in their childhoods. (Since 80% of the teachers are female, the contrast is quite strong.)

3876
as children
Figs 2-4 show...
1190
Although almost all teachers received some Jewish education, for many, especially for teachers in pre-schools and supplementary schools, the experience was minimal. Figure 2 shows that before age 13, over 80% of day school teachers attended Jewish schools for at least two days per week, with over 60% attending day schools themselves as children. Sixty-four percent of supplementary school teachers and just 49% of pre-school teachers attended Jewish schools for two or more days per week as children. After age 13, still, two-thirds of day school teachers attended day schools and another 10% attended at least twice per week, but the figures for supplementary school and pre-school teachers drop further (see Figure 3). Among pre-school teachers, 55% received no formal Jewish schooling beyond the age of Bar or Bat Mitzvah (prior to college). (In fact, 21% of teachers in Orthodox pre-schools received no Jewish education between ages 13-18, along with 61% of teachers in pre-schools under non-Orthodox jurisdiction.)
neuse

[FIGURES 2 AND 3 ABOUT HERE]

One reason for relatively low levels of childhood Jewish education among pre-school teachers is that many are not Jewish. They are teaching Jewish subject matter to Jewish children, yet they are not Jewish themselves. Why is this the case? One principal we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem because she doesn't have the other piece.

Although the Jewish candidates were presumably better versed in Jewish content and as Jewish role models, the non-Jewish applicant was more skilled as an educator, and this consideration carried more weight. Many pre-school directors described a shortage of Jewish pre-school teachers. Overall, about 10% of the teachers in Jewish pre-schools are not Jewish, and in one community the figure is as high as 20%. Anecdotal evidence further suggests the shortage of Jewish pre-school teachers is a major problem for Jewish pre-schools, particularly in small and mid-sized Jewish communities.

4. Does in-service training compensate for background deficiencies?

No.
Hardly. Although the large majority of teachers are required to attend some workshops, most attend very few each year. Close to 80% of all teachers were required to attend at least one workshop during a two-year period. Among these teachers, around half attended no more than four workshops over the two-year time span.

Pre-school teachers attend workshops more regularly than teachers in other settings (see Figure 4). This occurs, we learned in interviews, because most pre-schools are licensed by the state, which sets standards for teachers' professional development. Generally, pre-school teachers who attended workshops did so with the frequency required by state regulations (between 6 and 7 every two years, with some variation across communities). Given shortages in subject matter and pedagogic backgrounds, however, one may ask whether it would be appropriate to exceed state standards, which are aimed at professionally trained teachers.

Although state requirements apply to secular teachers in day schools, Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops went to

about 3.6 every two years, or less than two per year. How does this compare to secular standards? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. If a typical workshop lasts 3 hours, then day school teachers in our study engage in about 27 hours of workshops over the five year period, less than one-sixth of that required for secular teachers in Wisconsin. (Despite variation among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers reported slightly higher average workshop attendance, at about 4.5 sessions in a two year period. If one keeps in mind that most supplementary school teachers had little or no formal Jewish study after Bar/Bat Mitzvah, and only half are trained as educators, the current status of professional development for supplementary school teachers may also give rise to serious concern.

Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide teacher conventions, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for supplementary and day schools. In interviews, teachers reported they find some sessions to be informative and useful, while others are not. Even at best, however, workshops are isolated events, lacking the continuity of an overall system and plan for professional development.

5. What does it mean, and what can we do?

Almost four-fifths of the teachers we surveyed lacked professional training in education, Jewish content, or both. A substantial minority of teachers received minimal Jewish education even as children. Yet the teachers engage in relatively little professional development, far less than that generally expected of secular teachers.

Findings from day schools present a particular irony. Children in these schools study both secular and Jewish subjects, but the special mission of these schools is to teach Judaism. Yet the Jewish day schools hold their teachers of Judaica to lower standards than their secular teachers, for entry and for professional development. The reason for this is obvious: Secular teachers must comply with state requirements, which are not binding on Judaica teachers.

Pre-schools provide more staff development, but their teachers are the least trained in Jewish content when they enter their positions. Indeed, an important minority are not Jewish.

Supplementary schools are staffed by many teachers with education backgrounds, but limited backgrounds in Jewish content. In-service opportunities exist, but they are infrequent and lack coherence.

Yet in all settings, the teachers are strongly devoted to Jewish education. We found them to be enthusiastic and positive, committed to the intrinsic rewards of working with children and making a contribution to the Jewish people. Hence, we propose that in addition to recruiting teachers with strong Judaic and educational backgrounds, it is worth investing in our current teachers to improve their knowledge and skills. The three Lead Communities, Atlanta, Baltimore, and Milwaukee, are each devising plans to improve the caliber of their Jewish educators; these plans will no doubt emphasize professional development in addition to recruitment. We hope other communities will be

complex prob, creative solns
s-pptd for prof dev
stimulated to take a close look at their teaching personnel, and work out action plans to suit their contexts.

* - # on part-time, novice to prof in full-t
- all benefit from prior devel, nursing etc.
The solution to the problem must be continental as well as local. Communities need help from the major Jewish movements and their affiliated seminaries and colleges, and from other institutions of Jewish higher learning around North America. What resources are available to promote in-service education -- in manpower and expertise as well as financial? What should be the content of in-service education for different types of schools? What should a Jewish educator know? Advancement on these fronts demands collaboration throughout North America on the goal of improving the personnel of Jewish education.

we find what creative ways can be used to develop educators,
It is not your responsibility to complete the task, but neither are you free to avoid it. The day is short, the task is large, the workers are lazy, and the reward is great; and the master of the house is pressing. --- Pirke Avot

-----END-----

Text for Box 1:

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of the lead communities are predominantly female (84%) and American born (86%). Only 7% were born in Israel and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious movements. Thirty-two percent are Orthodox, and 8% call themselves traditional. One quarter identify with the Conservative movement, 31% see themselves as Reform, and the remaining 4% are mainly Reconstructionist. The teachers range in age from 15 to 77, and the median age is 38.

Text for Box 2:

Box 2. About the study of educators.

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of the CIJE. It involves a survey of nearly all the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted from previous surveys of Jewish educators, with many questions adapted from the Los Angeles Teacher Survey. The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The survey was administered in spring 1993 or fall 1994 to all Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. Day school teachers of secular subjects were not included. Non-Jewish pre-school teachers who teach

Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over eighty percent of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A different form was administered to education directors, but those data have yet to be analyzed.)

The questionnaire form and the interview protocols will be available for public distribution in 1995. Contact: Nessa Rappoport, CIJE, 15 E. 26th St., Room 1010, New York, NNY 10010-1579.

This Research Brief was prepared by the CIJE MEF team: Adam Gamoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. The authors are grateful for suggestions from CIJE staff, the MEF advisory board, and Lead Community participants. They are especially thankful to the Jewish educators who participated in the study.

Future research reports are in preparation, covering such topics as career opportunities, salaries, benefits, recruitment, and so on.



AMERICAN JEWISH ARCHIVES

Text for Box 3:

Box 3. Technical notes.

In total, 983 teachers responded out of a total population of 21180? in the three communities. In general, we avoid sampling inferences (e.g., t-tests) because we are analyzing population figures rather than samples. Respondents include 301 day school teachers, 384 supplementary school teachers, and 291 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because about 260? day school teachers also work in supplementary schools.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what certification was were not certified, we present the percentage who said they were certified out of the total who returned the survey forms, not out of the total who responded to this item.

9/13/94

Adam + Ellen,

Please find enclosed:

- (1) Frequencies for NEWSET for each city and the 3-city merged data.
- (2) A draft bar-chart of ~~the workshops~~ mean # of workshops attended (for the 3-city merged data)
→ an idea of what we can produce (it was very easy to do this ...
... so far)
- (3) Frequencies and cross-tabs as you requested -
in 4 parts: - 3-city merged data
- Milwaukee data
- Baltimore data
- Atlanta data

I didn't send you yet -

- cross-tabs on Hebrew Reading + Speaking, or
- more charts.

These will arrive shortly.

Bill

NEWSET SETTING TYPE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Orthodox Day School	1	172	17.5	17.6	17.6
Supplementary School	2	384	39.1	39.3	57.0
Preschool Non-Orthod	3	250	25.4	25.6	82.6
Day School Non-Ortho	4	129	13.1	13.2	95.8
Orthodox Preschool	5	41	4.2	4.2	100.0
	0	7	.7	Missing	
Total		983	100.0	100.0	

Valid cases 976

Missing cases 7



3-city merged data

To: Adam Gamoran and Ellen Goldring

From: Bill Robinson

Re: 3 City Data

September 22, 1994

Ellen,

Sorry about the delay on getting this material to you.

But, the data you are getting will (hopefully) not need to be revised. I discussed NEWSET with Adam again and we decided on the procedure which favors SET over the CAMPUS-designated value for setting (but not AFFIL1 over the CAMPUS-designated affiliation). I also went back to the Milwaukee questionnaires and found out which cases are first year for CURRENTR, THISCOMR, and TOTALYRR. I also went back to the Milwaukee questionnaires and found out which respondents work exactly a total of 30 hours. The data now reflects this new information.

Two important things:

1. Concerning AGE and AGERE, 487 cases out of 983 are missing (for the merged data)! The missing cases come from all three cities.
2. I created separate cross-tabulations (and frequencies) for each city by using the merged data and inputting a filtering variable (CITY). When it prints, it only provides the "total" number of missing cases (for all three cities). And, it does this on the last page for each cross-tabulation (i.e., the table in which city = 3).

If you need anything else, just call or e-mail.

Bill

Also find enclosed
a ~~the~~ revised set of
frequencies + cross-tabs for
The "main" part of The
3-city brief. - Only
The merged 3-city data!

#161 25-SEP-1994 09:48:36.31
From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu"
To: GAMORAN
CC:
Subj: Re: age etc.

MAIL

Some of the missing numbers...64% = remain in same position,
6% outside of Jewish education

I dont know if we should mention 18% who are undecided.

I agree, we dont need the table with career/pt-ft, with the way
the text reads, however the bar=graph may make the point stronger.

MAIL>

#162 25-SEP-1994 09:57:38.32
From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu"
To: GAMORAN
CC:
Subj: Re: age etc.

MAIL

Other info with ?? is 1/5 work in more than one school (not 1/4)
Also where did you get 31% are fulltime (30 + Hours) using fulltimeR
I see it is 25% from latest crosstabs from Bill?

MAIL>

GAMOS\$ type resbrief.wr

From: EUNICE::"74104.3335@compuserve.com" 26-SEP-1994 13:40:11.92
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Subj: Research Brief

Adam and Ellen,

Here are my comments on the research brief - they include substantive, numerical (data) and grammatical comments. The grammatical and (one) substantive comment are solely suggestive.

I've looked briefly over the numbers and I found a few errors. I've double-checked my numbers and if you are still coming up with numbers different than mine, perhaps we should talk. I'm probably not making the same adjustments that you are.

Numerical comments -

1. Under point #1 - 38% (not 29%) have taught for more than ten years.
2. Also under point #1 - Are you eliminating certain types of responses to the future plans question? If NOT, the sentences should read as follows: "Almost two-thirds plan to continue teaching in their current position, while only 6% intend..."
3. Under point #3 (2nd para) - it should be "just 38% of pre-school teachers attended Jewish schools for two or more days per week as children". And then, "After age 13, still, two-thirds of day school teachers attended day schools and another 11% attended at least twice perweek..."
4. Under point #4 - on mean number of workshops attended. Keeping the exact language currently being used (i.e., "those who were required to attend workshops), the numbers should be 3.8 for day school teachers and 4.2% for supplementary school teachers. This is slightly different from what the box chart currently shows. As it says, I've eliminated educators who have not attended any workshop (which closely overlaps eliminating those not required to attend workshops), as well as first year educators!
5. [I mentioned this in previous e-mail.] In the text for Box #1 - the 31% who "work full time as Jewish educators" did NOT respond that they teach 30 hours per week or more". They only responded as to whether they consider themselves full or part time. We need to use the other variable "FULTIMER" which is based on 30 hours per week or more.
6. In the text for Box #1 - last phrase should read "...almost one-quarter work in more than one setting".
7. Also, in the text for Box #3 - "61 day school teachers also work in supplementary schools".

A substantive comment and grammatical comments -

1. Under point #2 - my sense of grammar may be off, but it seems more correct to write: "... are trained as Jewish educators, with a professional degree in education, and a college or seminary degree in Jewish studies". Similarly: "... the 10% who have a college, graduate school, or seminary degree in Jewish studies..."

2. Under point #2 - typo: first para, 2nd to last line: "...they lack...".

3. Also under point #2 (2nd para) - I would drop "In many cases". Each teacher who reports is a singular case. I would either begin with "Overall, teachers...", begin simply with "Teachers...", or write "In many cases, similar levels of professional preparation were reported...".

4. Substantive comment - around point #3, I start getting overwhelmed by all the numbers coming at me. I suggest adding some descriptive phrases to connect one set of numbers to another. For instance, "In _____ schools, the situation is even more bleak."

5. In the text for Box #3 - I think the tense of the second sentence should read either "In general, we avoided sampling..." or "In general, we have avoided sampling...".

Well, I think I've spent my two cents.

Back to the charts...
Bill



GAMOS type resbrief.rlg

From: EUNICE::"73443.3150@compuserve.com" 26-SEP-1994 19:33:20.84

To: adam gamoran <gamoran>

CC: ellen goldring <goldrieb@ctrvax.vanderbilt.edu>,
roberta goodman <73443.3150@compuserve.com>,
bill robinson <74104.3335@compuserve.com>,
julie tammivaara <73443.3152@compuserve.com>

Subj: research brief

September 26, 1994

Adam, Ellen, Julie, and Bill:

Although I imagine that we will discuss the research brief on our Wednesday conference call, I am sharing some of my thoughts in writing.

On question four, the last paragraph, in the fourth line (as you would count a Shakespeare play), the word should be "Still" not "Sill."

On question number five, the second paragraph, I believe that the last line in the second paragraph is not as correct a statement as it could be. My understanding is that the states do not have jurisdiction over all private schools. Therefore, the state cannot require that secular teachers comply with state requirements. Rather, the individual teachers who want to maintain their state credentials, have to fulfill the state requirements. I know that there are several teachers in Milwaukee who are concerned about this both general and Judaic studies teachers. What is true is that whereas some schools that I can think of in Milwaukee only hire secular teachers with degrees in education, they do not have the same standard of requirement for Judaic/Hebraic studies teachers. My understanding is that if they have accreditation from an independent organization of private schools, then they generally look just at the teachers of the secular studies and not those of the Judaic/Hebraic studies. That would need to be verified. Baltimore is most likely to have schools that fall into that category.

I think that you should address the Jane Gellman comment that this study does not take into consideration other forms of learning: adult education opportunities or self-study. This study only includes formal educational training and formal professional development opportunities. I can think of a several Milwaukee teachers who study Bible weekly, but would probably not include these adult study opportunities in their professional development courses. Although the survey asks about these study opportunities, as I recall, they are not included among the professional development sessions/analysis.

I have one comment about the overall tone of the report. Presently it reads as if there is some bad news and some good news. I think that this approach may backfire. I would hate for the report to be open to the critique that it misrepresents the "good news" out there and have people dismiss it and overlook the main point. I think that the report makes the case that there is a need for thoughtful, well constructed programs of professional development. This is the first report that I know of that deals comprehensively with describing the background of teachers. I think that the case for policy decisions regarding professional development can be made more strongly by eliminating much of the "good news/bad news" language. We can discuss this further.

Roberta

GAMOS\$ type resbrief.jt

From: EUNICE::"73443.3152@compuserve.com" 28-SEP-1994 13:44:35.64

To: Adam Gamoran <gamoran>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
Roberta Goodman <73443.3150@compuserve.com>,
Bill Robinson <74104.3335@compuserve.com>

CC:

Subj: Comments on Research Brief

Adam, Here are my reactions to the research brief.

My comments are largely colored by discussions I have heard about the integrated report in Baltimore, so keep that in mind. I agree with Robertas assessment about the tone of the piece and will try to make some specific suggestions. There are a few places where I think inferential leaps are too big, and I will point those out, as well.

Paragraph 2: It is enough to posit that these communities could be considered more or less representative; I dont think we can speculate that LC teachers are likely to have stronger backgrounds than is typical, particularly in large communities. Maybe that is the case, but we do not know and such speculation does not further the case.

Paragraph 3: The phrase serious need of upgrading is problematic on two levels. First, it sounds like you are talking about cardboard containers or widgets, not people. Second, it is highly inflammatory. In line with my belief that change best happens in partnership, not through coercion, I would re-phrase to something like the following:

Many Jewish educators do not possess degrees in either general education or Jewish studies, while a substantial number possess degrees in just one of these. This finding suggests that communities may want to take a closer look at the qualifications of their Jewish educators and develop appropriate avenues for teachers to increase their expertise in pedagogy and Jewish knowledge. One means of doing this is continuing or in-service education. We discovered, however, that while all three communities provide such education, the offerings do not necessarily fit the needs of the teachers. Furthermore, there is little or no evidence that individual plans for professional development exist to guide teachers continuing education. Despite these shortcomings, teachers--whether part- or full-time--are...

2. Are teachers in Jewish schools trained as Jewish educators? In this section it is important that your definition of trained be stated up front as there are a variety of definitions of trained in the communities. Make it clear you are talking about degrees in both general and Jewish education. This is a somewhat problematic definition as degrees in Jewish education have been available only in a few places until recently; in fact, I do not think that Milwaukee and Atlanta offer such degrees even today. For those middle-aged and above, this wasnt an option when they were getting trained or entering Jewish education, so they had to get their knowledge elsewhere. As an example, Shulamith Elster does not meet your definition of fully trained.

Also, the term professional training is confusing to

community people. This, too, should be defined in the text. I have heard comments that sometimes it seems to refer to pedagogical training, sometimes to Judaic training, sometimes to both.

In the last paragraph of this section, you refer to strong Judaic backgrounds. Since your definition equates to certification or degrees in Jewish education, the phrase should as well. I am sure there are many people who believe they have strong Judaic backgrounds who do not have certification or a degree.

3. Are teachers in Jewish schools well-educated as Jews? Up front, this needs to be defined as well. You are clearly talking about day and supplementary education here and that needs to be specified.

Paragraph 3: Does 10% constitute many? It seems one community has the bulk of non-Jewish preschool teachers, so perhaps it is an outlier and should be noted as such. In the other two communities many is not an appropriate adjective.

4. Does in-service training compensate for background deficiencies? I would delete Hardly. It is not a sentence. I think the issue of workshops is a bit tricky. Your frame of reference is full-time secular educators [whose workshops are probably just as problematic] and you are talking about largely part-time people. I think the issue of continuing education is very important but perhaps the secular world does not provide an appropriate model here. In secular ed. the assumption is that teachers are trained and workshops keep them up to speed [whether or not they actually do is another matter]. Here you want to make the point that teachers are not properly prepared and so workshops or whatever have--or should have--a different focus. I think something that would get communities to think not in terms of public education but in terms of Jewish education would be useful. What different models would be appropriate for this group? This is not to be answered in the text, but raised based on the data. For example, it may not be fruitful to exceed state standards but rather to reconceptualize forms of education for those who are not fully prepared.

Paragraph 3: I think the speculation that a typical workshop lasts 3 hours has not been substantiated. Many may be, but there is tremendous variation. The point should be not how many hours one is in class but the type and quality of the experience. Our survey just does not deal with this issue, let alone the number of hours. This might be the section in which to raise the issue of professional development plans tied to school missions and teacher backgrounds.

5. What does it mean and what can we do? Again, you are contrasting full-time secular educators with mostly part-time Jewish educators. This indictment is gratuitous.

Paragraph 2: While schools may not require degrees for Jewish studies, it does not follow that they hold these teachers to lower standards. In fact, in many schools, Jewish studies teachers are screened much more carefully than secular studies teachers, but the criteria allow for a broader definition of training than degrees. This should be taken into account. It is a matter of what the definition is. Similarly, the reason given has less to do with state requirements than it does with how much the schools care about

Jewish educators, with the exception of preschool teachers, possibly. I am curious about the Hebrew teachers in this group. Was Hebrew understood as a Jewish study and is it important for a Hebrew teacher to have a degree in Hebrew is he or she is from Israel? Wouldn't a degree in teaching be important here and not a degree in the language? Do we know how many are Hebrew as a first language speakers v. Hebrew as a second language speakers? For the latter, both degrees would be important.

In making these comments, I have focused on what I think should be fixed; the document is well written and concise and will definitely hold the readers attention. I have made the foregoing comments to help deflect their dismissing the report for the wrong reasons.



(23 appls?)

~~are major type~~

investments should pay off

who are the T educators?

are trained as T educators, w/ ^{both} prof degrees
in ed, & coll or sen in

Another 30% are partially trained, w/

Another part to group of 14% have T but not
educ

30% untrained, they lack in

p.e charts by setting instead of 13/13 >>

X Tea m W 31

Suppl - drop courses, drop part-time

All 3 communities, often impt & valuable
in service apps - + convend, etc.

* under suggestions
~~How can~~ ^{what} stds for prot level ^{should} be upbin?



03 Oct 94 SPSS for MS WINDOWS Release 6.0

Page 1

HOURS1 22,1-HOURS AT FIRST SCHOOL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	7	.7	.9	.9
	2	63	6.4	8.4	9.4
	3	84	8.5	11.3	20.6
	4	46	4.7	6.2	26.8
	5	34	3.5	4.6	31.4
	6	42	4.3	5.6	37.0
	7	15	1.5	2.0	39.0
	8	22	2.2	2.9	42.0
	9	7	.7	.9	42.9
	10	15	1.5	2.0	44.9
	11	2	.2	.3	45.2
	12	24	2.4	3.2	48.4
	13	8	.8	1.1	49.5
	14	3	.3	.4	49.9
	15	74	7.5	9.9	59.8
	16	6	.6	.8	60.6
	17	6	.6	.8	61.4
	18	11	1.1	1.5	62.9
	19	3	.3	.4	63.3
	20	45	4.6	6.0	69.3
	21	3	.3	.4	69.7
	22	4	.4	.5	70.2
	23	6	.6	.8	71.0
	24	4	.4	.5	71.6
	25	31	3.2	4.2	75.7
	26	5	.5	.7	76.4
	27	6	.6	.8	77.2
	28	3	.3	.4	77.6
	29	1	.1	.1	77.7
	30	30	3.1	4.0	81.8
	31	3	.3	.4	82.2
	32	3	.3	.4	82.6
	33	6	.6	.8	83.4
	34	2	.2	.3	83.6
	35	12	1.2	1.6	85.3
	36	3	.3	.4	85.7
	37	1	.1	.1	85.8
	38	6	.6	.8	86.6
	40	83	8.4	11.1	97.7
	41	1	.1	.1	97.9
	42	2	.2	.3	98.1
	43	3	.3	.4	98.5
	45	6	.6	.8	99.3
	46	2	.2	.3	99.6
	50	2	.2	.3	99.9
	60	1	.1	.1	100.0
	.	185	18.8	Missing	

03 Oct 94 SPSS for MS WINDOWS Release 6.0

Page 2

HOURS1 22,1-HOURS AT FIRST SCHOOL

MISSING	0	52	5.3	Missing
		-----	-----	-----
Total		983	100.0	100.0

Valid cases	746	Missing cases	237
-------------	-----	---------------	-----



HOURS1 22, 1-HOURS AT FIRST SCHOOL by NEWSET SETTING TYPE

Page 1 of 5

Count Row Pct Col Pct	NEWSET					Row Total
	Orthodox Day Sch 1	Suppleme ntary Sc 2	Preschoo l Non-Or 3	Day Scho ol Non-O 4	Orthodox Prescho 5	
HOURS1						
1		5 71.4 1.7	2 28.6 1.0			7 .9
2		62 98.4 21.3		1 1.6 1.1		63 8.4
3	2 2.4 1.6	79 94.0 27.1		3 3.6 3.2		84 11.3
4	3 6.5 2.4	41 89.1 14.1	1 2.2 .5	1 2.2 1.1		46 6.2
5	3 8.8 2.4	24 70.6 8.2	5 14.7 2.4	1 2.9 1.1	1 2.9 4.0	34 4.6
6	4 9.5 3.1	36 85.7 12.4	2 4.8 1.0			42 5.6
7		8 53.3 2.7	6 40.0 2.9	1 6.7 1.1		15 2.0
8	2 9.1 1.6	9 40.9 3.1	10 45.5 4.8	1 4.5 1.1		22 2.9
9	1 14.3 .8	2 28.6 .7	3 42.9 1.4	1 14.3 1.1		7 .9
10	3 20.0 2.4	2 13.3 .7	8 53.3 3.8	2 13.3 2.1		15 2.0
Column Total	127 17.0	291 39.0	208 27.9	95 12.7	25 3.4	746 100.0

(Continued)

last "big"
block of
Suppl. Teachers

03 Oct 94 SPSS for MS WINDOWS Release 6.0

Page 5

HOURS1 22,1-HOURS AT FIRST SCHOOL by NEWSET SETTING TYPE

Page 2 of 5

Count Row Pct Col Pct	NEWSET					Row Total
	Orthodox Day Sch 1	Suppleme ntary Sc 2	Preschoo l Non-Or 3	Day Scho ol Non-O 4	Orthodox Prescho 5	
HOURS1						
11		1 50.0 .3	1 50.0 .5			2 .3
12	4 16.7 3.1	10 41.7 3.4	8 33.3 3.8	2 8.3 2.1		24 3.2
13	3 37.5 2.4	1 12.5 .3	4 50.0 1.9			8 1.1
14		1 33.3 .3	2 66.7 1.0			3 .4
15	24 32.4 18.9	2 2.7 .7	32 43.2 15.4	7 9.5 7.4	9 12.2 36.0	74 9.9
16	3 50.0 2.4			3 50.0 3.2		6 .8
17	1 16.7 .8		5 83.3 2.4			6 .8
18	2 18.2 1.6		8 72.7 3.8		1 9.1 4.0	11 1.5
19	1 33.3 .8		2 66.7 1.0			3 .4
20	11 24.4 8.7		13 28.9 6.3	19 42.2 20.0	2 4.4 8.0	45 6.0
Column Total	127 17.0	291 39.0	208 27.9	95 12.7	25 3.4	746 100.0

(Continued)

last
"significant"
stuck off
Suppl. teacher

03 Oct 94 SPSS for MS WINDOWS Release 6.0

Page 6

HOURS1 22,1-HOURS AT FIRST SCHOOL by NEWSET SETTING TYPE

Page 3 of 5

		NEWSET					Page 3 of 5
Count	Row Pct	Orthodox	Suppleme	Preschoo	Day Scho	Orthodox	
Col Pct	Col Pct	Day Sch	ntary Sc	l Non-Or	ol Non-O	Prescho	Row
		1	2	3	4	5	Total
HOURS1							
21	1 33.3 .8			1 33.3 .5	1 33.3 1.1		3 .4
22	1 25.0 .8	1 25.0 .3			2 50.0 2.1		4 .5
23	1 16.7 .8			4 66.7 1.9	1 16.7 1.1		6 .8
24	2 50.0 1.6			2 50.0 1.0			4 .5
25	1 3.2 .8			23 74.2 11.1	3 9.7 3.2	4 12.9 16.0	31 4.2
26	3 60.0 2.4			2 40.0 1.0			5 .7
27	1 16.7 .8			5 83.3 2.4			6 .8
28					2 66.7 2.1	1 33.3 4.0	3 .4
29				1 100.0 .5			1 .1
30	11 36.7 8.7	1 3.3 .3		9 30.0 4.3	7 23.3 7.4	2 6.7 8.0	30 4.0
Column	127	291	208	95	25	746	
(Continued) Total	17.0	39.0	27.9	12.7	3.4	100.0	

The change from 30 to 25 is really picking up Pre-School teachers.

The change
from 30 to 25
only really
picks up
the pre-school
teachers.

03 Oct 94 SPSS for MS WINDOWS Release 6.0

Page 7

HOURS1 22,1-HOURS AT FIRST SCHOOL by NEWSET SETTING TYPE

Page 4 of 5

Count Row Pct Col Pct	NEWSET					Row Total
	Orthodox Day Sch 1	Suppleme ntary Sc 2	Preschoo l Non-Or 3	Day Scho l Non-O 4	Orthodox Prescho 5	
HOURS1						
31			2 66.7 1.0	1 33.3 1.1		3 .4
32	1 33.3 .8		1 33.3 .5	1 33.3 1.1		3 .4
33	1 16.7 .8		5 83.3 2.4			6 .8
34	1 50.0 .8		1 50.0 .5			2 .3
35	3 25.0 2.4		5 41.7 2.4	2 16.7 2.1	2 16.7 8.0	12 1.6
36	3 100.0 2.4					3 .4
37			1 100.0 .5			1 .1
38	2 33.3 1.6		1 16.7 .5	2 33.3 2.1	1 16.7 4.0	6 .8
40	19 22.9 15.0	6 7.2 2.1	27 32.5 13.0	29 34.9 30.5	2 2.4 8.0	83 11.1
41	1 100.0 .8					1 .1
(Continued) Column Total	127 17.0	291 39.0	208 27.9	95 12.7	25 3.4	746 100.0

03 Oct 94 SPSS for MS WINDOWS Release 6.0

Page 8

HOURS1 22,1-HOURS AT FIRST SCHOOL by NEWSET SETTING TYPE

Page 5 of 5

Count Row Pct Col Pct	NEWSET					Row Total
	Orthodox Day Sch 1	Suppleme ntary Sc 2	Preschoo l Non-Or 3	Day Scho l Non-O 4	Orthodox Prescho 5	
HOURS1						
42	1 50.0 .8		1 50.0 .5			2 .3
43	1 33.3 .8		1 33.3 .5	1 33.3 1.1		3 .4
45	3 50.0 2.4		3 50.0 1.4			6 .8
46	1 50.0 .8		1 50.0 .5			2 .3
50	1 50.0 .8			1 50.0 1.1		2 .3
60	1 100.0 .8					1 .1
Column Total	127 17.0	291 39.0	208 27.9	95 12.7	25 3.4	746 100.0

Number of Missing Observations: 237

NEWSET SETTING TYPE by HOURS1R2 Hours by four values / recoded again

Page 1 of 1

NEWSET	Count Row Pct Col Pct	HOURS1R2				Row Total
		1 to 4 h	5 to 12	13 to 24	25 or mo	
		ours	hours	hours	re hours	
		1	2	3	4	
1		5	17	50	55	127
Orthodox Day Sch		3.9	13.4	39.4	43.3	17.0
		2.5	10.6	28.9	25.9	
2		187	92	5	7	291
Supplementary Sc		64.3	31.6	1.7	2.4	39.0
		93.5	57.1	2.9	3.3	
3		3	43	73	89	208
Preschool Non-Or		1.4	20.7	35.1	42.8	27.9
		1.5	26.7	42.2	42.0	
4		5	8	33	49	95
Day School Non-O		5.3	8.4	34.7	51.6	12.7
		2.5	5.0	19.1	23.1	
5			1	12	12	25
Orthodox Prescho			4.0	48.0	48.0	3.4
			.6	6.9	5.7	
Column		200	161	173	212	746
Total		26.8	21.6	23.2	28.4	100.0

Number of Missing Observations: 237

NEWSET SETTING TYPE by HOURS1RE HOURS AT FIRST SCHOOL/RE

Page 1 of 1

NEWSET	Count Row Pct Col Pct	HOURS1RE				Row Total
		1 - 10 H OURS 1	11 - 20 HOURS 2	21 - 30 HOURS 3	31 - 40 AND MORE 4	
1		25	57	23	52	157
Orthodox Day Sch		15.9	36.3	14.6	33.1	17.1
		5.9	27.5	20.9	28.9	
2		339	19	5	10	373
Supplementary Sc		90.9	5.1	1.3	2.7	40.6
		80.3	9.2	4.5	5.6	
3		41	85	50	61	237
Preschool Non-Or		17.3	35.9	21.1	25.7	25.8
		9.7	41.1	45.5	33.9	
4		16	34	20	48	118
Day School Non-O		13.6	28.8	16.9	40.7	12.8
		3.8	16.4	18.2	26.7	
5		1	12	12	9	34
Orthodox Prescho		2.9	35.3	35.3	26.5	3.7
		.2	5.8	10.9	5.0	
Column		422	207	110	180	919
Total		45.9	22.5	12.0	19.6	100.0

Number of Missing Observations: 64



10/03/1994 17:03 4049980860

03 Oct 94 SPSS for MS WINDOWS Release 6.0

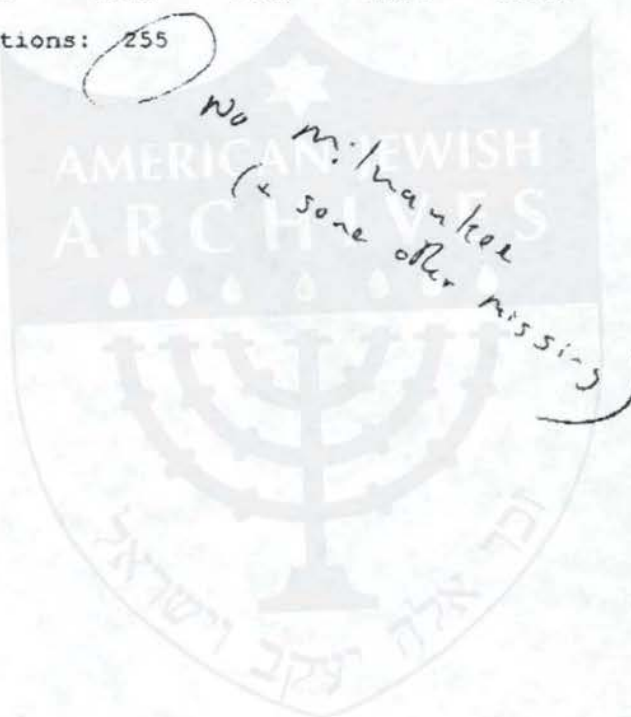
Page 2

CAREER 7-DO YOU HAVE A CAREER IN JEWISH EDUCATI
 by HOURS1R2 Hours by four values / recoded again

Page 1 of 1

CAREER	Count Row Pct Col Pct	HOURS1R2				Row Total
		1 to 4 h ours	5 to 12 hours	13 to 24 hours	25 or mo re hours	
		1	2	3	4	
YES	1	64	98	128	143	433
		14.8	22.6	29.6	33.0	59.5
		32.3	63.2	76.2	69.1	
NO	2	134	57	40	64	295
		45.4	19.3	13.6	21.7	40.5
		67.7	36.8	23.8	30.9	
Column Total		198	155	168	207	728
		27.2	21.3	23.1	28.4	100.0

Number of Missing Observations: 255



CAREER 2-DO YOU HAVE A CAREER IN JEWISH EDUCATI
by FULTIMER Full-Time Jewish Educator - 30 or More H

		FULTIMER		Page 1 of 1
CAREER	Count	Yes, Ful	No, Part	Row Total
	Row Pct Col Pct	l-time 1	-time 2	
YES	1	128 29.6 73.6	305 70.4 55.1	433 59.5
	2	46 15.6 26.4	249 84.4 44.9	295 40.5
	Column Total	174 23.9	554 76.1	728 100.0

Number of Missing Observations: 70

AMERICAN JEWISH ARCHIVES
This is the
original "Fultimer"
variable,
and I selected out
all Milwaukee cases
(for comparison purposes).

03 Oct 94 SPSS for MS WINDOWS Release 6.0

Page 1

CAREER 2-DO YOU HAVE A CAREER IN JEWISH EDUCATI by FULTIMR2

		FULTIMR2		Page 1 of 1
		Yes (25)	No (under 25)	
Count	Row Pct			Row
Col Pct		1.00	2.00	Total
CAREER	1	143	290	433
YES		33.0	67.0	59.5
		69.1	55.7	
	2	64	231	295
NO		21.7	78.3	40.5
		30.9	44.3	
Column		207	521	728
Total		28.4	71.6	100.0

Number of Missing Observations: 255

Revised "Fultimer"
input
Milwaukee

The change in ~~hours~~
what constitutes full-time
(to 25 hours) increases the
number of full-time educators
who do not think of
Jewish education as a career.

GAMO\$ type resbrief.n

From: EUNICE::"74104.3335@compuserve.com" 3-OCT-1994 10:51:23.85
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Subj: on Box3 numbers and HOURS

Adam and Ellen,

Sorry I forgot to send you the "Revised" frequencies of NEWSET. Your numbers are based on the older set of frequencies and cross-tabs I sent you. In those, seven cases were missing on NEWSET - that explains the discrepancy. Also, those were done BEFORE we finalized how to compute NEWSET (thus, there is a drop in the number of pre-school teachers).

The "Revised" frequencies are as follows:

Day School - 302
Suppl. School - 392
Pre-School - 289
Total - 983

Broken down by 5 setting types:

Orthodox Day School - 172
Supplementary School - 392
Non-Orthodox Pre-school - 251
Non-Orthodox Day School - 130
Orthodox Pre-School - 38
Total - 983

On the total number of teachers ... in Atlanta: Janice believes it to be about 400. But, she is not sure. She said would try to look into it again. I have a meeting with her (& Steve & Lauren) tomorrow and will ask again.

Finally, on the hours -

I'm faxing you 9 pages of frequencies and cross-tabs: frequencies of HOURS1, and cross-tabs by NEWSET of HOURS1, HOURS1R2 (HOURS1 recoded in accordance with R&J's suggestion), and HOURS1RE (original recoding of HOURS1).

It seems to support R&J's breakdown, except that the change from 30 to 25 hours only (significantly) affects Pre-School teachers (NOT day school teachers). I don't know if that argues for or against the switch?

Bill

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION
FAX COVER SHEET**

Date sent: 11/8/94 Time sent: 1:05 p.m. No. of Pages (incl. cover): 11

To: Adam Gomeran

From: Nessa Rapaport

Organization:

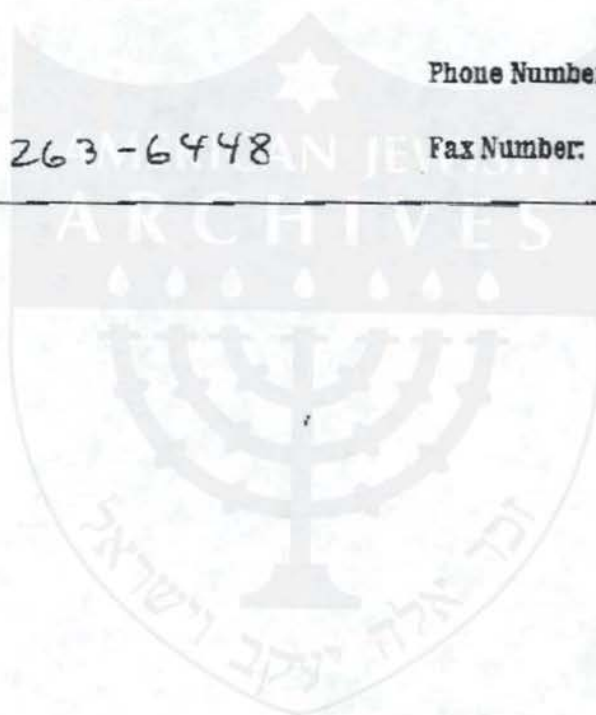
Phone Number:

Phone Number: 212-532-2360

Fax Number: 608 - 263 - 6448

Fax Number: 212-532-2646

COMMENTS:



CIJE Council
for
Initiatives
in Jewish
Education

*Background
and
Professional
Training of
Teachers
in Jewish
Schools*

Policy Brief:

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

Background and Professional Training of Teachers in Jewish Schools

O V E R V I E W

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of teachers in general education.

In day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators, yet these teachers attend fewer than 2 in-service workshops a year on average.

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

Pre-school teachers are the least prepared in Jewish content when they enter their positions. Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, even these are not sufficient to compensate for their limited backgrounds. Moreover, 10% of these teachers are not

Jewish; in one community the figure is as high as 21%.

And yet, in all settings, the study shows that teachers 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.

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.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

A comprehensive plan to improve the in-service training of Jewish educators will eventually have to be combined with an ambitious and systematic plan to improve the recruitment and training of educators before they enter the field.

This policy brief is the first of a series based on The CIJE Study of Educators. The complete study will be available in 1995.

The CIJE Study of Educators

Research Team:

Dr. Adam Gamoran

*Professor of Sociology and Educational Policy Studies
University of Wisconsin, Madison*

Dr. Ellen Goldring

*Professor of Educational Leadership and Associate Dean
Peabody College of Education, Vanderbilt University*

Roberta Louis Goodman

Field Researcher

Bill Robinson

Field Researcher

Dr. Julie Tammivaara

Field Researcher

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—whatever the setting or age group—will depend on two essential tasks: **building the profession of Jewish education; and mobilizing community support for Jewish education.** The Council for Initiatives in Jewish Education (CIJE) was established to implement the Commission's conclusions.

Since 1992, CIJE has been working with three communities—Atlanta, Baltimore, and

Milwaukee—to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the educational directors and classroom teachers were surveyed, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities that wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are similar enough that we believe the profile of Jewish educators offered by the study is likely to resemble those of many other communities.

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (Box 1).

About the Jewish Educators of Atlanta, Baltimore, and Milwaukee

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Thirty-two percent work full-time in Jewish education (i.e., they reported working 25 hours per week or more); and about 20% work in more than one school.

Box 1

PROFESSIONAL TRAINING OF TEACHERS IN JEWISH EDUCATION

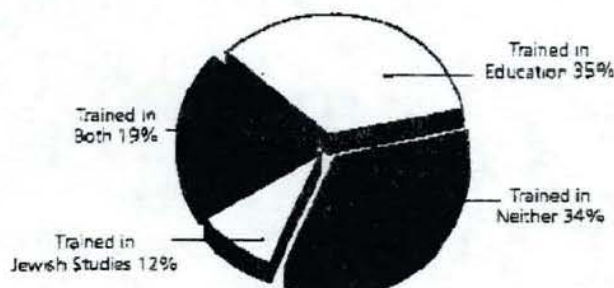


Fig. 1

Are teachers in Jewish schools trained as Jewish educators?

Most are not (Fig. 1). The survey indicates that only 19% have professional training in both education and Jewish studies. (In *The CIJE Study of Educators*, 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.) Thirty-five percent have a degree in education but not in Jewish studies. Twelve percent have a degree in Jewish studies but not in education. And 34% lack professional training in both education and Jewish studies.

Does the teachers' training differ according to educational setting?

Generally, yes.

Training in education: Over 40% of teachers in each setting (pre-school, day school, and supplementary school) reported university degrees in education (Table 1). An additional 15% to 17% of pre-school and day school teachers have education degrees from teacher's institutes, as do 5% of supplementary school teachers. (These institutes are usually one- or two-year programs in lieu of university study.)

TEACHERS' BACKGROUNDS IN GENERAL EDUCATION
Degree in Education

Setting	From University	From Teacher's Institute
Day School	43%	17%
Supplementary	41%	5%
Pre-school	46%	15%
All Schools	43%	11%

Table 1

TEACHERS' BACKGROUNDS IN JEWISH STUDIES

Setting	Certified in Jewish Education	Major in Jewish Studies
Day School	40%	37%
Supplementary	18%	12%
Pre-school	10%	4%
All Schools	22%	17%

Table 2

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% of day school Judaica teachers are certified as Jewish educators; 37% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (Table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, only 31% of the teachers have a degree in Jewish studies or certification in Jewish education, and even in day schools only 60% have such training.

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 (Figs. 2, 3; Box 2).

TEACHERS' JEWISH EDUCATION BEFORE 13

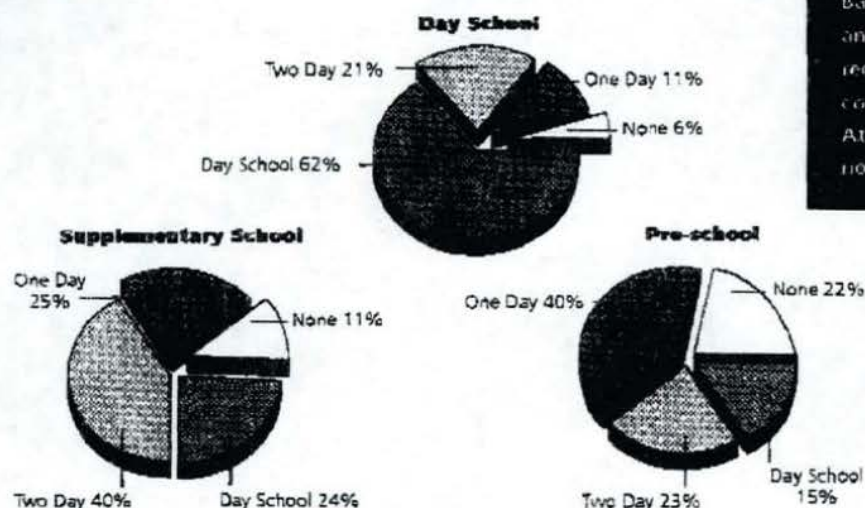


Fig. 2 Two Day 40% Day School 24%

According to "Highlights of the CJE 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of men and 28% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Box 2

TEACHERS' JEWISH EDUCATION AFTER 13

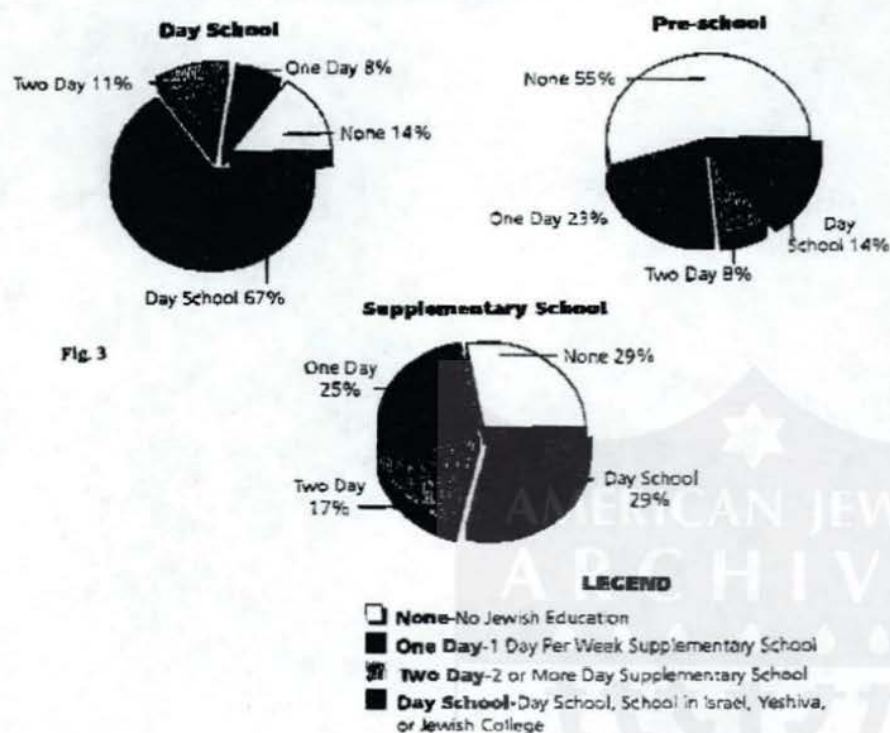


Fig. 3

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children—but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 21%.

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more skilled as an educator, and that consideration carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers.

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

No. Most teachers attend very few in-service programs each year. Eighty percent of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than 4 workshops over a two-year time span. (A workshop can range from a one-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (Fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools,

Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years—or less than 2 workshops a year.

IN-SERVICE WORKSHOPS ATTENDED

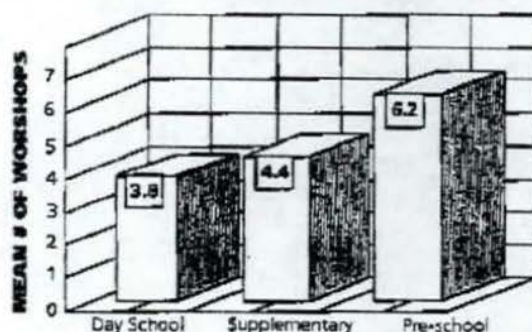


Fig. 4 Note: Average # of workshops in the last two years includes only those teachers who responded that they were required to attend workshops and excludes first-year educators

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported an average of 4.4 workshops in a two-year period. (There was some variation across communities in this finding.) 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

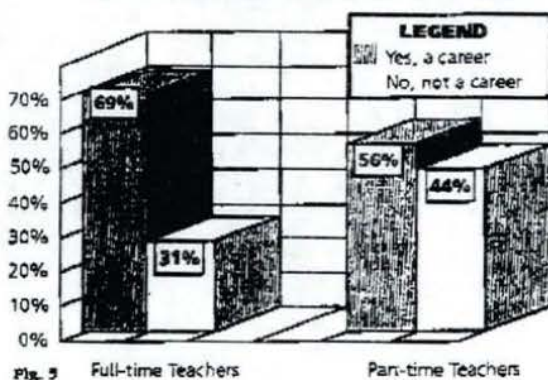
pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide, one-day teacher conferences, and all three have some form of incentive for professional development. Still, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Even workshops that teachers find helpful are isolated events, lacking the continuity of an overall system and plan for professional development. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaism but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaism training.

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

Yes. Sixty-nine percent of full-time teachers view Jewish education as their career (Fig. 5). Even among part-time teachers (those working fewer than 25 hours a week), over half described Jewish education as their career. In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career. In total, 59% of the teachers view Jewish education as their career.

JEWISH EDUCATION AS A CAREER?



TEACHERS' EXPERIENCE IN JEWISH EDUCATION

Years of Experience	Percentage of Teachers
One year or less	6%
Two to five years	27%
Six to ten years	29%
Eleven to twenty years	24%
More than twenty years	14%

Table 3

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (Table 3). Sixty-four percent intend to continue teaching in the same positions, and only 6% plan to seek positions outside Jewish education in the near future.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can yield rich results.

A PLAN for ACTION

In Communities

How can a community design a comprehensive plan to improve its teaching personnel?

Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and educational directors to learn precisely where their strengths lie and which areas need improvement. *The CLJE Study of Educators* module will become available for this purpose in 1995.

A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

a. **Content:** The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

b. **Differentiation:** The plan should address the distinct needs of novice and experienced teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place—day schools, supplementary schools, and pre-schools.

c. **Systematic Training Opportunities:** One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats—linked to carefully articulated requirements, goals, and standards—should be offered in the context of a long-term, systematic plan for professional development.

d. **Community Incentives:** Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One North American community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. **Teacher Empowerment:** The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching. Teachers should be encouraged to participate in the design of these training opportunities.

In addition to these components drawn from the study, a comprehensive communal plan should include the following elements:

f. **Leadership:** The plan should recognize what has been learned from educational research: The educational director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled—and engaged in their own professional development. In 1995, CLJE will release a policy brief on the background and professional training of the educational directors in the communities surveyed.

g. **Evaluation:** The plan should include the monitoring of ongoing initiatives in professional development to provide feedback to policy makers and participants, and the evaluation of outcomes.

h. **Compensation:** The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several North American communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CLJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a way to redress teachers' lack of background. It is also a means of renewal and growth that is imperative for all educators. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with their colleagues.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, how can the major continental institutions and organizations address professional development from their own vantage points?

This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those continental organizations whose primary mission is Jewish education. In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize both in-service and pre-service training elements for the field.

They should also create professional development opportunities for educational leaders; expand training opportunities for educators in North America and Israel; and empower educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

Continental institutions also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; advocating improved salaries and benefits for Jewish educators; and constructing career tracks in Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that Jews 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.

About The CIJE Study of Educators

The CIJE Study of Educators is part of the Monitoring, Evaluation, and Feedback (MEF) initiative in the three Lead Communities. The study involved both a survey of the formal Jewish educators in each community, and a series of in-depth interviews with a more limited sample of educators. The questionnaire was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from *The Los Angeles BJE Teacher Census* (1990).

The survey was administered in spring 1993 or fall 1993 to all Judaica teachers at all Jewish day schools, supplementary schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A parallel survey form was administered to educational directors; those data will be analyzed in a future report.)

Technical Notes

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary

The interview questions were designed by the MEF Research Team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as with educational directors and educators at central agencies and institutions of Jewish higher learning. In total, 125 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire and the interview protocols will be available for public distribution in 1995.

This policy brief was prepared by CIJE's MEF Research Team: Adam Gamoran; Ellen Goldring; Roberta Louis Goodman; Bill Robinson; and Julie Tammiyaara. The authors acknowledge the assistance of Nancy Hendrix, Demographic Data Consultants. They appreciate the efforts of Lauren Azoulay and Janice Alper (Atlanta); Chaim Botwinick (Baltimore); and Ruth Cohen (Milwaukee). They are grateful for the guidance of the MEF Academic Advisory Committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff. The authors are especially thankful to the Jewish educators who participated in the study.

school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools. Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In two communities, many teachers left this blank, apparently because they were not sure what certification meant. On the assumption that teachers who did not know what certification meant were not themselves certified, for this item only we calculated percentages based on the total who returned the survey forms, instead of the total who responded to the question.

„והודעתם לבניך ולבני בניך“

*“And you shall teach them to
your children and to
your children's children.”*

—Deut. 4:9

**Council for Initiatives in
Jewish Education**

15 East 26th Street
New York, N.Y. 10010
Telephone: (212) 532-2360
Fax: (212) 532-2646

CIJE

BOARD OF DIRECTORS

CHAIR

Morton Mandel
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Conson
Susan Crown
Jay Davis
Irwin Field
Max Fisher
Billie Gold
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
Thomas Hausdorff
David Hirschhorn
Ann Kaufman
Gershon Kekst
Henry Koschitzky

Mark Lamer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Matthew Maryles
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Scharfen
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Maynard Wishner
Bennett Yanowitz

In Formation

CIJE SENIOR STAFF

Alan Hoffmann
Executive Director
Gail Dorph
Senior Education Officer
Seymour Fox
Consultant
Adam Gamoran
Consultant
Ellen Goldring
Consultant
Annette Hochstein
Consultant
Stephen Hoffman
Consultant
Barry Holtz
Senior Education Officer
Virginia Levi
Associate Director
Daniel Pekarsky
Consultant
Nessa Rapoport
Leadership Development Officer

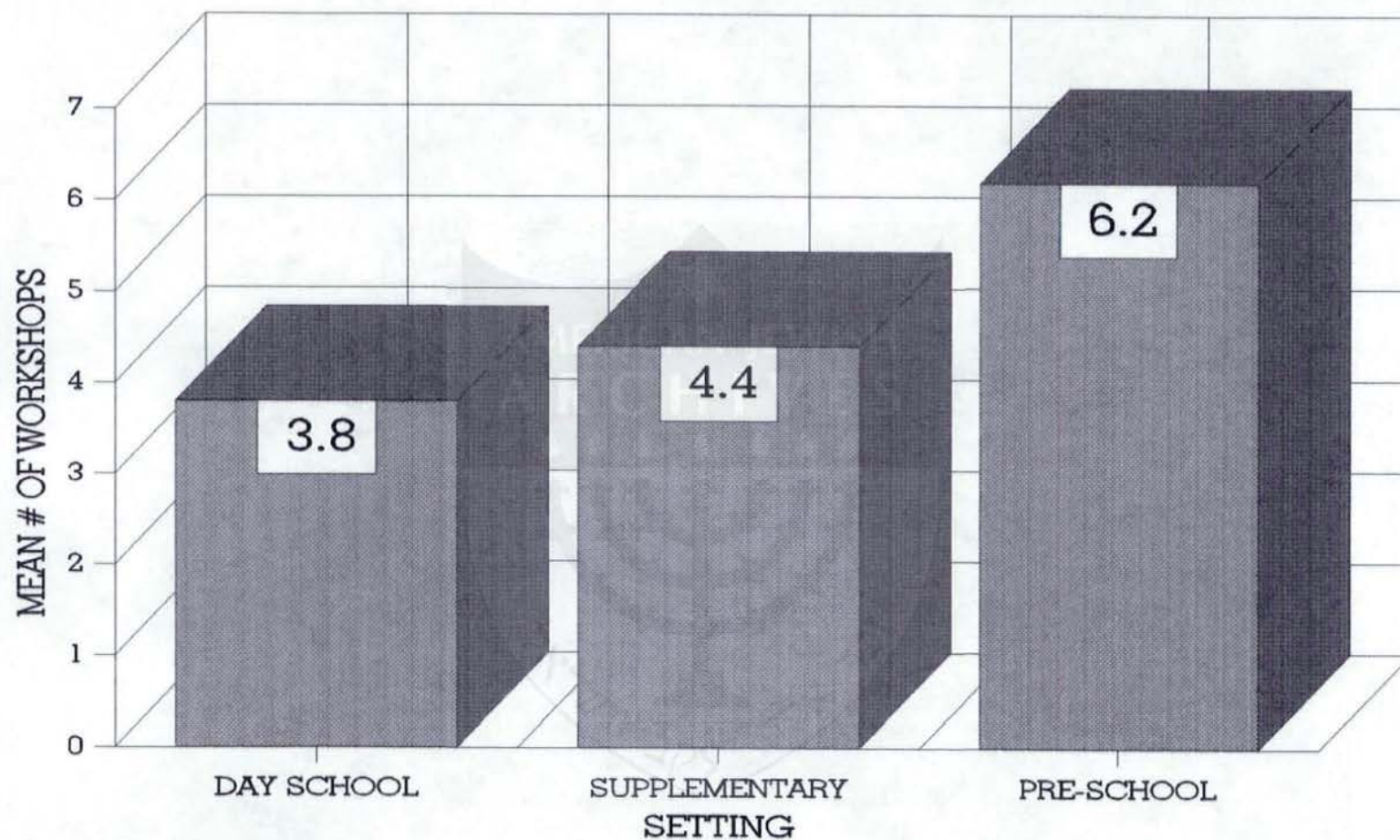


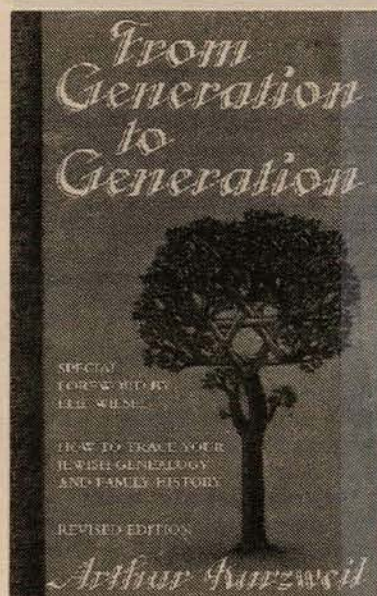
Figure 2: Average Number of Required Workshops Over a Two-Year Period
(For Those Who Were Required to Attend at Least One Workshop and Excluding First-Year Educators)

The GA in Denver • Once This Century

Joys of Jewish genealogy Still more ways to trace Jewish roots

By CHRIS LEPPEK
IJN Assistant Editor

Tracing one's family history is a challenging task for anyone, especially once the "easy" side of the job — tracing the American side of the family — is done. Mak-



From Generation to Generation

By Arthur Kurzweil
Harper Collins

ing the leap to the country of origin is where things tend to get tough.

For Jews, this can be especially daunting. As detailed in *From Generation To Generation*, a revised text of a well-received 1980 guide, European pogroms and the Holocaust destroyed not only Jewish lives but also many records of lives. Jewish communal records, cemetery records and steamship passenger lists — all basic genealogical building blocks — are often unreliable or unavailable sources for the Jewish researcher.

This book, however, is nothing if not a source of hope. Kurzweil, who has done much to inspire the budding Jewish genealogical boom currently underway, has developed a

highly practical guide for tracing one's European's ancestry. He has already done much of the difficult footwork himself, providing a rich resource of historical societies, libraries, governmental agencies, archives, genealogical societies — in the US as well as a host of European nations.

Such references are pretty much the stock-in-trade of the serious genealogical researcher, of course, but Kurzweil draws upon his own lengthy experience in climbing the family tree to come up with a number of novel and highly useful approaches.

One involves the use of "Yizkor"

or memorial books, which many small and medium European Jewish communities prepared. *From Generation To Generation* offers a long list of such books, complete with information on how to access such texts. Often rich in historical, biographical and photographic detail more general histories overlook, these Yizkor books can prove

to be a valuable source for scarce information and material.

Another useful — and very interesting — section focuses on oral history interviews with one's own relatives. Kurzweil provides a fascinating primer on the do's and don'ts of what can sometimes be a sensitive and tricky business.

Originally published 14 years ago,

From Generation To Generation has been updated with a forward by Elie Wiesel and an invaluable section focusing on obtaining information about Eastern European branches of Jewish families.

Even more than its first printing, this edition is an indispensable tool for the serious student of his or her own ancestry.

CIJE: Jewish teacher training needed

A new in-depth study of all the Jewish educators in Atlanta, Baltimore and Milwaukee reveals that classroom teachers have far less professional background and in-service training than is commonly expected of teachers in general education. And yet the majority of teachers in day schools, supplementary schools, and pre-schools are strongly committed to Jewish education as a career.

According to the policy brief on the "Background and Professional Training of Teachers in Jewish Schools," to be released formally by the Council for Initiatives in Jewish Education (CIJE) Nov. 17 at the General Assembly in Denver, the findings offer a powerful first step in the Jewish community's continuity crisis: investment in comprehensive in-service training for current Jewish educators.

"Now every Jewish community can know where to start and what

to do," said Alan Hoffman, executive director of CIJE. "This is a major opportunity for North American Jewry."

Among the findings:

- Over 80% of the teachers surveyed lacked professional training either in education or in Judaica — or in both.
- Almost 30% of teachers in supplementary schools had on Jewish schooling after the age of 13.
- Ten percent of the teachers in Jewish pre-school programs are not Jewish; in one community, the figure is as high as 21%.

• Forty percent of Judaica teachers in day schools have neither a degree in Jewish studies nor certification as Jewish educators, yet they attend fewer than two in-service workshops a year on average. (This is one-sixth the requirement for state-licensed teachers in the state of Wisconsin, for example.)

• And yet, almost 60% of the

teachers view Jewish education as their career. Only 6% plan to seek positions outside Jewish education in the near future.

The policy brief, the first of a series based on the CIJE Study of Educators, outlines a plan for action that every North American Jewish community can undertake to improve its teaching personnel.

CIJE's chair, Morton L. Mandel, of Cleveland, Ohio, is a former president of the Council of Jewish Federations (CJF) and a leading philanthropist in the field of Jewish education.

"Although some of these statistics correspond to what we may have suspected anecdotally," said Mandel, "there are also distinct surprises. We believe that Jewish communities should be able to replicate this research method, extrapolate from these conclusions, and begin to address the personnel needs of Jewish education in a meaningful way."

As Israel, Syria inch closer to agreement

Sharp debate over US troops on Golan

By MATTHEW DORF
Jewish Telegraphic Agency

WASHINGTON — As Israel and Syria inch closer to an agreement, the question of whether the US should station troops on the Golan Heights to guarantee a peace has produced an increasingly rancorous debate.

The question may seem premature, but in the wake of President Clinton's visit to Damascus and the signing of a peace treaty between Israel and Jordan last month, comprehensive peace in the Middle East seems not so far off — and the US may be called upon to act as its linchpin.

"I think it's fair to say at this point that an international presence on the Golan" is envisaged "by both parties," said Robert Pelletreau Jr., assistant secretary of state for Near Eastern Affairs, at a recent congressional hearing.

"And I think there is a large expectation that the United States would be part of that international presence," he said.

Opponents of the peace process both here and in Israel, joined by Americans generally opposed to US peace-keeping operations abroad, argue that the time to debate the issue is now.

"There will be no opportunity for a real discussion of this deployment once it becomes the corner-

stone of a comprehensive peace in the Middle East," said Frank Gaffney, director of the Center for Security Policy, a conservative

holding a debate sooner than later.

"If there are preconditions for American involvement, it's a good

AT ISSUE:

Is the Israeli opposition 'saving Israel' or interfering with the US Congress?

think-tank that recently released a study opposing sending troops.

Even some of those with a more neutral position see a value in

idea to get them out now. There's nothing wrong if we drop some markers and draw some red lines," said Michael Eisenstadt, military affairs fellow at the Washington Institute for Near East Policy, who has studied the issue.

"There's no harm done in disseminating what in fact might be useful information."

But others, including Israeli government officials and the American Israel Public Affairs Committee (AIPAC), believe that an open debate in Congress at this time could jeopardize the fragile peace negotiations between Israel and Syria.

During a recent visit here, Israeli Foreign Minister Shimon Peres said any debate is premature at best.

"I can imagine other solutions," Peres said regarding US troops on the Golan. "I don't exclude this one, but I don't believe that this is the exclusive solution."

On his recent Middle East trip, Clinton reiterated a US offer of troops if Israel agrees to territorial concessions on the Golan, according to an administration official who accompanied the president.

This would not be

commit to another situation."

Sen. Arlen Specter (R-Pa.) disagreed with Saxton's decision to hold the forum.

Specter, who briefly attended the forum, said he was "very concerned about what impact there may be on Israeli-Syrian negotiations."

"It's premature to talk about whether the US should make such a commitment because the Golan is still a part of Israel and is a matter of negotiations between Syria and Israel," Specter said. "We need to be very careful to be supportive but not to interfere."

Through an effort to insert Congress into the debate, Israeli opposition leaders are trying to show that American support for an Israeli-Syrian peace is soft.

The move, they admit, is an attempt to begin lobbying Israelis to oppose Prime Minister Yitzhak Rabin's initiatives with Syria.

Yoram Ettinger, former minister for Congressional affairs at the Israeli Embassy during the Likud government, has led the charge on Capitol Hill against US troops on the Golan.

He said that if there is a peace treaty, opponents of territorial compromise on the Golan will use American congressional skepticism about sending troops "to convince Israelis to vote against the referendum."

Rabin has pledged that if an agreement with Syria includes a withdrawal from the Golan, he will call for a public referendum on the deal.

Ettinger has found allies here in leaders of the Zionist Organization of America and Americans for a Safe Israel, among others.

US military role in Golan: how effective?

By MATTHEW DORF
Jewish Telegraphic Agency

WASHINGTON — The debate over deploying troops on the Golan Heights as a guarantee of peace between Israel and Syria has prompted a number of studies on the dangers and effectiveness of such a move.

The studies have reached varying and opposite conclusions, and have raised the pitch of the debate.

One of the most contentious, a classified study written by the RAND CORPORATION for the Pentagon, concludes that the US "is likely to be called upon to play a critical role" in providing Israel with early warning of

ble peace, this objective may ultimately override the costs of various possible roles the US may be called upon to play," according to the study, titled "Possible US Roles in Support of a Syrian-Israeli Peace Agreement."

The RAND Corporation compares the stationing of troops on the Golan to the multinational observer force that has monitored the Israel-Egypt border since 1982.

RAND acknowledges the profound difference between the vast expanse of the Sinai Desert that separates forces there, and the close proximity of the Israeli and Syrian

"The net effect could be negative for Israel's security and regional stability, while the consequences could include the loss of US lives and, possibly a credibility-damaging retreat of US forces under terrorist fire," the study concludes.

The study also said the issue warrants serious scrutiny before any commitment is made.

"A US deployment on the Golan Heights deserves immediate, serious consideration by US policy-makers, legislators and the public," the study says.

US troops could be

ty Affairs Henry Rowen.

The Washington Institute for Near East Policy takes the hardest look at what Israel and Syria would need to do to minimize the risks to US forces.

In disagreeing with the center's report, the institute argues that there are ways to accomplish this, and thereby justify the deployment.

The institute's study, "Supporting Peace: America's Role in an Israel-Syria Peace Agreement," argues that before US troops are sent, Israel would need to sign peace

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 11/1/94

Time sent: 3:15 pm

No. of Pages (incl. cover): 12

To: Adam Gamoran

From: Nessa Rapoport

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 608-265-5389

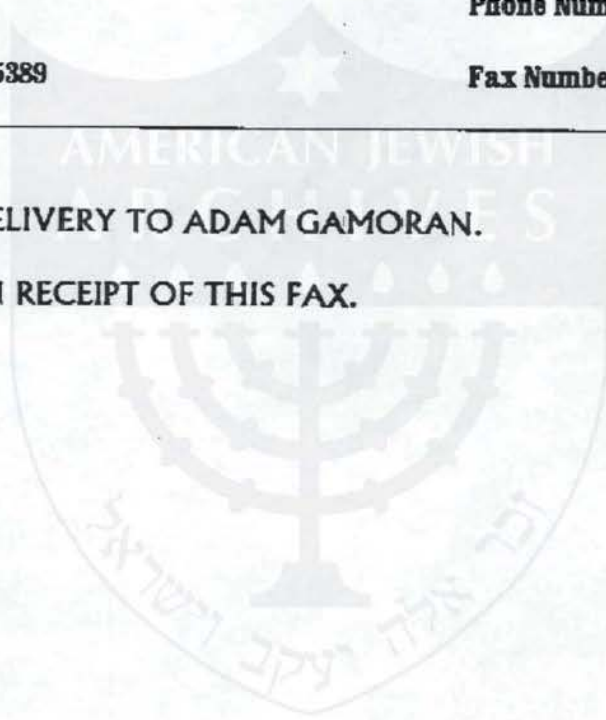
Fax Number: 212-532-2646

COMMENTS:

FOR IMMEDIATE DELIVERY TO ADAM GAMORAN.

PLEASE CALL UPON RECEIPT OF THIS FAX.

THANK YOU



Nov. 1, 1994

Dear Adam and Ellen:

Here is the policy brief, designed. To get a real sense of the layout, you might want to look at the pages as double-spreads, beginning with the overview on the left, which faces page 1 on the right. I have not yet proofread the text, but have already marked up the missing box and figure citations, as you'll see.

no opinion
P. 3: The figure currently called "In-service Workshops Attended." That is the term we use in the overview, and I'm happy to leave it as is, particularly given the time constraints. But, as I noted to Adam on e-mail, at one point I seem to have deleted the term "In-service" from the title of that figure, based on what was then the final version, around the time of the board meeting. Let me know the verdict on this one.

In addition: "A Plan for Action" is being laid out differently, so that "In Communities" is on p. 5 and "At the Continental Level" begins at the top of p. 6. There will still be a lot of white space on p. 6, but it is the end of the document. P. 7, "About the CIJE Study..." and the technical notes are a fold-out from p. 6; that's how we got around the space problem.

On p. 7, Alan raises the point that the sentence "They are grateful for suggestions from the MEF Academic Advisory Committee" makes it sound as if the committee's sole input was "suggestions" for this one brief. He feels that the term "suggestions" sounds like a slight. (I, too, think it sounds very minor.) Since the committee was advising on the entire study, it seems more appropriate to say something like "They are grateful for the guidance of the MEF Academic Advisory Committee." Please give me your thoughts on this point. *XOS*

Last: On the back, in addition to the CIJE address that you see, we will list the current board, staff and consultants. *Ruth, chair,*

Notwithstanding the pressures of the day, all of us should read this with as much care as we can muster, as tomorrow it will be delivered to the printer.

I expect to talk to Adam either tonight at home (212-873-8385, or Tobi will tell you where I am) or early tomorrow morning. Ellen, whenever you can reach me: I'll be at work today until at least 6, and am happy to stay past then if that's a good time for you. Otherwise, try me at home.

As always, many, many thanks.

Nessa

CIJE Council
for
Initiatives
in Jewish
Education

*Background
and
Professional
Training of
Teachers
in Jewish
Schools*

AMERICAN JEWISH
ARCHIVES
**Policy
Brief:**

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

OVERVIEW

?
ok to leave

Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of teachers in general education.

In day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators, yet these teachers attend fewer than 2 in-service workshops a year on average.

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

Pre-school teachers are the least prepared in Jewish content when they enter their positions. Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, even these are not sufficient to compensate for their limited backgrounds. Moreover, 10% percent of these teachers are not Jewish; in one community the figure is as high as 21%.

And yet, in all settings, the study shows that teachers 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.

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.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

A comprehensive plan to improve the in-service training of Jewish educators will eventually have to be combined with an ambitious and systematic plan to improve the recruitment and training of educators before they enter the field.

This policy brief is the first of a series based on The CIJE Study of Educators. The complete study will be available in 1995.

The CIJE Study of Educators

Research Team:

Dr. Adam Gamoran,
*Professor of Sociology and Educational Policy Studies,
University of Wisconsin, Madison*

Dr. Ellen Goldring,
*Professor of Educational Leadership and Associate Dean,
Peabody College of Education, Vanderbilt University*

Roberta Louis Goodman,
Field Researcher

Bill Robinson,
Field Researcher

Dr. Julie Tammivaara,
Field Researcher

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—whatever the setting or age group—will depend on two essential tasks: **building the profession of Jewish education; and mobilizing community support for Jewish education.** The Council for Initiatives in Jewish Education (CIJE) was established to implement the Commission's conclusions.

Since 1992, CIJE has been working with three communities—Atlanta, Baltimore, and

Milwaukee—to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the educational directors and classroom teachers were surveyed, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities that wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are so similar that we believe the profile of Jewish educators offered by the study is likely to resemble those of many other communities.

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools. (box 1)

**About the Jewish educators of
Atlanta, Baltimore, and Milwaukee.**

Box 1

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Thirty-two percent work full-time in Jewish education (i.e., they reported working 25 hours per week or more), and about 20% work in more than one school.

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

**PROFESSIONAL TRAINING OF
TEACHERS IN JEWISH EDUCATION**

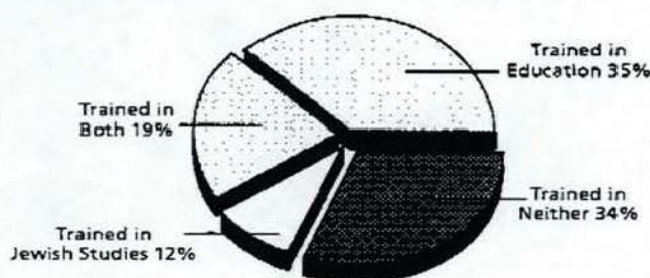


Fig. 1

Most are not (fig. 1). The survey indicates that only 19% have professional training in both education and Jewish studies. (In the CIJE Study of Educators, 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.) Thirty-five percent have a degree in education but not in Jewish studies. Twelve percent have a degree in Jewish studies but not in education. And 34% lack professional training in both education and Jewish studies.

Does the teachers' training differ according to educational setting?

Generally, yes.

Training in education: Over 40% of teachers in each setting (pre-school, day school, and supplementary school) reported university degrees in education (table 1). An additional 15% to 17% of pre-school and day school teachers have education degrees from teacher's institutes, as do 5% of supplementary school teachers. (These institutes are usually one- or two-year programs in lieu of university study.)

TEACHER'S BACKGROUNDS IN GENERAL EDUCATION
Degree in Education

Setting	From University	From Teachers' Institute
Day School	43%	17%
Supplementary	41%	5%
Pre-School	46%	16%
All Schools	43%	11%

Table 1

TEACHER'S BACKGROUNDS IN JEWISH STUDIES

Setting	Certified in Jewish Education	Major in Jewish Studies
Day School	40%	37%
Supplementary	18%	12%
Pre-School	10%	4%
All Schools	22%	17%

Table 2

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% percent of day school Judaica teachers are certified as Jewish educators; 37% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, only 31% of the teachers have a degree in Jewish studies or certification in Jewish education, and even in day schools only 60% have such training.

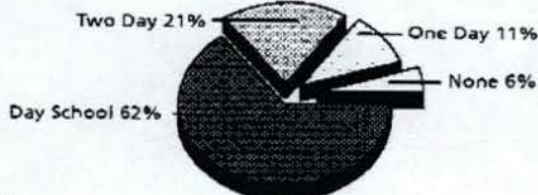
What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before age 13, 25% percent of supplementary school teachers and 40% of pre-school teachers attended religious school only once a

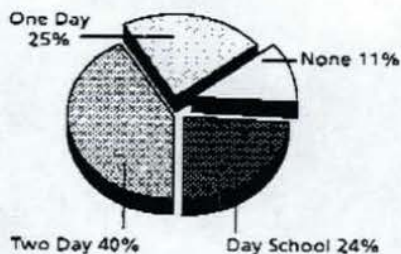
week; 11% of supplementary teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (figs. 2, 3; box 2).

TEACHER'S JEWISH EDUCATION BEFORE 13

Day School



Supplementary School



- ☐ None-No Jewish Education
- ☐ One Day-Day Supplementary School
- ☐ Two Day-2 or More Day Supplementary School
- ☐ Day School-Day School, School in Israel, Yeshiva or Jewish College

Pre-school

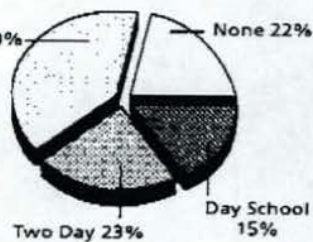


Fig. 2

According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Box 2

TEACHER'S JEWISH EDUCATION AFTER 13

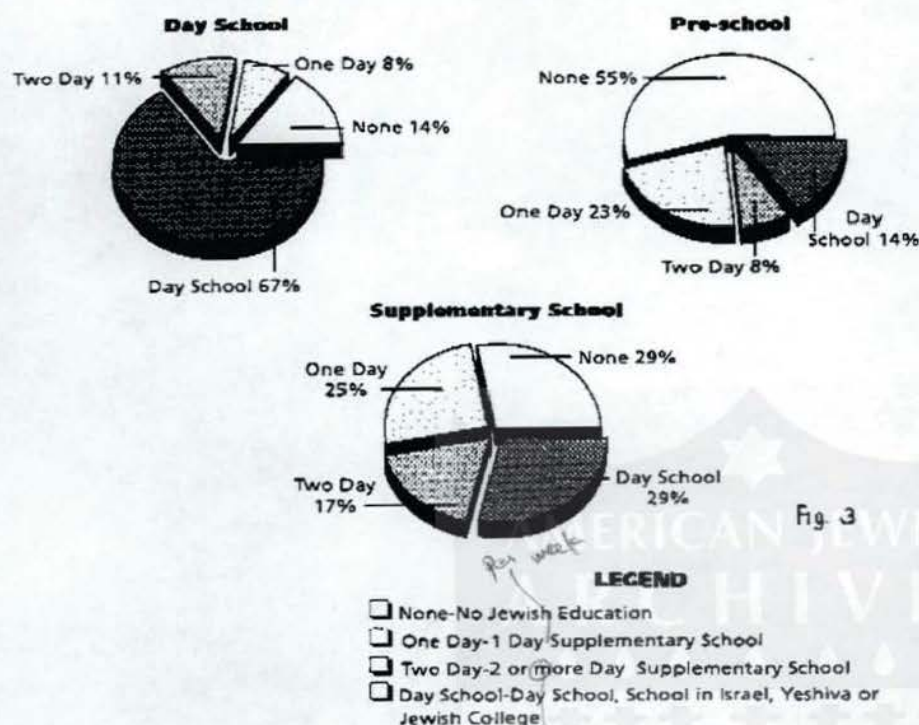


Fig. 3

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children—but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 21%.

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more skilled as an educator, and that consideration carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers.

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

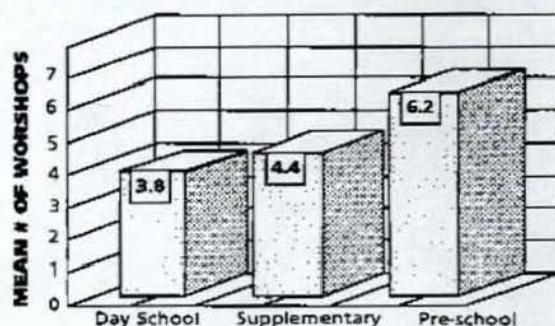
No. Most teachers attend very few in-service programs each year. Eighty percent of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than 4 workshops over a two-year time span. (A workshop can range from a one-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools,

Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years—or less than 2 workshops a year.

IN-SERVICE WORKSHOPS ATTENDED



Note: Average # of workshops in the last two years includes only those teachers who responded that they were required to attend workshops and excludes first year educators.

Fig. 4

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported an average of 4.4 workshops in a two-year period. (There was some variation across communities in this finding.) 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 teach-

ers is of pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide, one-day teacher conferences, and all three have some form of incentive for professional development. Still, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Even workshops that teachers find helpful are isolated events, lacking the continuity of an overall system and plan for professional development. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaism but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaism.

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

Yes. Sixty-nine percent of full-time teachers view Jewish education as their career (fig. 5). Even among part-time teachers (those working fewer than 25 hours a week), over half described Jewish education as their career. In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career. In total, 59% of the teachers view Jewish education as their career.

JEWISH EDUCATION AS A CAREER?

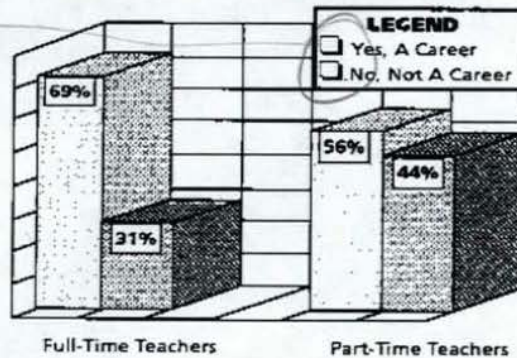


Fig. 5

TEACHER'S EXPERIENCE IN JEWISH EDUCATION

Years of Experience	Percentage of Teachers
One year or less	6%
Two to five years	27%
Six to ten years	29%
Eleven to twenty years	24%
More than twenty years	14%

Table 3

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (table 3). Sixty-four percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers will yield rich results.

A PLAN for ACTION

In Communities

How can a community design a comprehensive plan to improve its teaching personnel?

1. Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and educational directors to learn precisely where their strengths lie and which areas need improvement. The CLJE Study of Educators module will become available for this purpose in 1995.

2. A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

a. **Content:** The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

b. **Differentiation:** The plan should address the distinct needs of novice and experienced teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place—day school, supplementary school, and pre-school.

c. **Systematic Training Opportunities:** One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats—linked to carefully articulated requirements, goals, and standards—should be offered in the context of a long-term, systematic plan for professional development.

d. **Community Incentives:** Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One North American community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. **Teacher Empowerment:** The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching.

In addition to these components drawn from the study, a comprehensive communal plan should include the following elements:

f. **Leadership:** The plan should recognize what has been learned from educational research: The educational director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled—and engaged in their own professional development. In 1995, CLJE will release a policy brief on the background and professional training of the educational directors in the communities surveyed.

g. **Evaluation:** The plan should ^{include the} make provision for monitoring ongoing initiatives in professional development, ^{to} providing feedback to policy makers and participants, and evaluating outcomes.

h. **Compensation:** The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several North American communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CLJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a way to redress teachers' lack of background. It is also a means of renewal and growth that is imperative for all educators. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with their colleagues.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, how can the major continental institutions and organizations address professional development from their own vantage points?

Teachers should be encouraged to participate in the design of these training opportunities.

This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those national *conf. needed* organizations whose primary mission is Jewish education. In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize both in-service and pre-service training elements for the field. They should also create professional development opportunities for educational leaders; expand training opportunities for educators in North America and Israel; and empower educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

Continental institutions also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; advocating improved salaries and benefits for Jewish educators; and constructing career tracks in Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that *on the continent* ~~American~~ Jews are among the most highly educated citizens in this country. We need to bring the same expectations to Jewish education as we do to general education, for the sake of our unique inheritance.

(C) Copyright 1994, Council for Initiatives in Jewish Education (CIJE)

Permiss. in to reproduce

About The CIJE Study of Educators

Three
The CIJE Study of Educators is part of the Monitoring, Evaluation, and Feedback (MEF) initiative in the Lead Communities. The study involved both a survey of the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The questionnaire was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from The Los Angeles BJE Teacher Census (1990).

The survey was administered in spring 1993 or fall 1993 to all Judaica teachers at all Jewish day schools, supplementary schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A parallel

survey form was administered to educational directors; those data will be analyzed in a future report.)

The interview questions were designed by the MEF Research Team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as educational directors and educators at central agencies and institutions of Jewish higher learning. In total, 125 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire and the interview protocols will be available for public distribution in 1995.

This policy brief was prepared by CIJE's MEF Research Team: Adam Gamoran; Ellen Goldring; Roberta Louis Goodman; Bill Robinson; and Julie Tammivaara. The authors acknowledge the assistance of Nancy Hendrix, Demographic Data Consultants. They are grateful for suggestions from the MEF Academic Advisory Committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff and Lead Community participants. They are especially thankful to the Jewish educators who participated in the study.

Technical notes.

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary

* Dr. RC, Dr. CB, & LA ???
They appreciate the efforts of LA & SA in Atlanta, Dr. CB in Baltimore, & Dr. RC in Milwaukee.
school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools. Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what certification (meant) were not certified, we present the percentage who said they were certified out of the total who returned the survey forms—not out of the total who responded to this item: question.

left this item blank

**Council for Initiatives in
Jewish Education**

15 East 26th Street
New York, N.Y. 10010
Telephone: (212) 532-2360
Fax: (212) 532-2646



CIJE Council
for
Initiatives
in Jewish
Education

*Background
and
Professional
Training of
Teachers
in Jewish
Schools*

AMERICAN JEWISH
ARCHIVES
**Policy
Brief:**

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

OVERVIEW

Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of teachers in general education.

In day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators, yet these teachers attend fewer than 2 in-service workshops a year on average.

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

Pre-school teachers are the least prepared in Jewish content when they enter their positions. Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, even these are not sufficient to compensate for their limited backgrounds. Moreover, 10% percent of these teachers are not Jewish: in one community the figure is as high as 21%.

And yet, in all settings, the study shows that teachers 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.

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.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

A comprehensive plan to improve the in-service training of Jewish educators will eventually have to be combined with an ambitious and systematic plan to improve the recruitment and training of educators before they enter the field.

This policy brief is the first of a series based on The CIJE Study of Educators. The complete study will be available in 1995.

The CIJE Study of Educators

Research Team:

Dr. Adam Gamoran,

*Professor of Sociology and Educational Policy Studies,
University of Wisconsin, Madison*

Dr. Ellen Goldring,

*Professor of Educational Leadership and Associate Dean,
Peabody College of Education, Vanderbilt University*

Roberta Louis Goodman,

Field Researcher

Bill Robinson,

Field Researcher

Dr. Julie Tammivaara,

Field Researcher

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—whatever the setting or age group—will depend on two essential tasks: **building the profession of Jewish education; and mobilizing community support for Jewish education.** The Council for Initiatives in Jewish Education (CIJE) was established to implement the Commission's conclusions.

Since 1992, CIJE has been working with three communities—Atlanta, Baltimore, and

Milwaukee—to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the educational directors and classroom teachers were surveyed, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities that wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are so similar that we believe the profile of Jewish educators offered by the study is likely to resemble those of many other communities.

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools. (box 1)

**About the Jewish educators of
Atlanta, Baltimore, and Milwaukee.**

Box 1

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Thirty-two percent work full-time in Jewish education (i.e., they reported working 25 hours per week or more), and about 20% work in more than one school.

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

Most are not (fig. 1). The survey indicates that only 19% have professional training in both education and Jewish studies. (In the CIJE Study of Educators, 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.) Thirty-five percent have a degree in education but not in Jewish studies. Twelve percent have a degree in Jewish studies but not in education. And 34% lack professional training in both education and Jewish studies.

**PROFESSIONAL TRAINING OF
TEACHERS IN JEWISH EDUCATION**

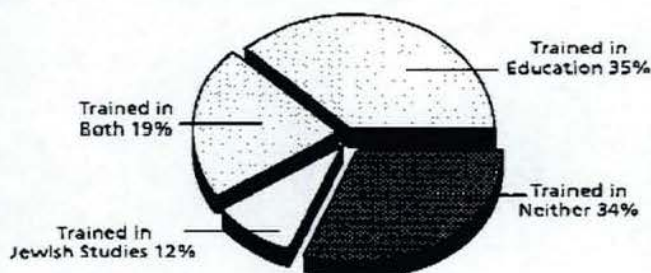


Fig. 1

Does the teachers' training differ according to educational setting?

Generally, yes.

Training in education: Over 40% of teachers in each setting (pre-school, day school, and supplementary school) reported university degrees in education (table 1). An additional 15% to 17% of pre-school and day school teachers have education degrees from teacher's institutes, as do 5% of supplementary school teachers. (These institutes are usually one- or two-year programs in lieu of university study.)

TEACHER'S BACKGROUNDS IN GENERAL EDUCATION
Degree in Education

Setting	From University	From Teachers' Institute
Day School	43%	17%
Supplementary	41%	5%
Pre-School	46%	16%
All Schools	43%	11%

Table 1

TEACHER'S BACKGROUNDS IN JEWISH STUDIES

Setting	Certified in Jewish Education	Major in Jewish Studies
Day School	40%	37%
Supplementary	18%	12%
Pre-School	10%	4%
All Schools	22%	17%

Table 2

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% percent of day school Judaica teachers are certified as Jewish educators; 37% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, only 31% of the teachers have a degree in Jewish studies or certification in Jewish education, and even in day schools only 60% have such training.

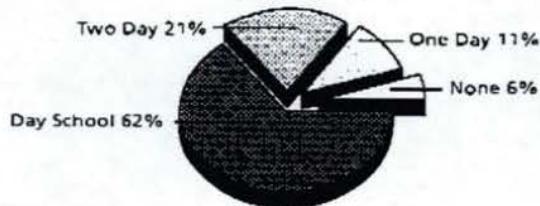
What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before age 13, 25% percent of supplementary school teachers and 40% of pre-school teachers attended religious school only once a

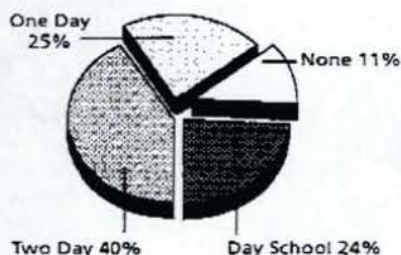
week; 11% of supplementary teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (figs. 2, 3; box 2).

TEACHER'S JEWISH EDUCATION BEFORE 13

Day School



Supplementary School



- ☐ **None**-No Jewish Education
- ☐ **One Day**-Day Supplementary School
- ☐ **Two Day**-2 or More Day Supplementary School
- ☐ **Day School**-Day School, School in Israel, Yeshiva or Jewish College

Pre-school

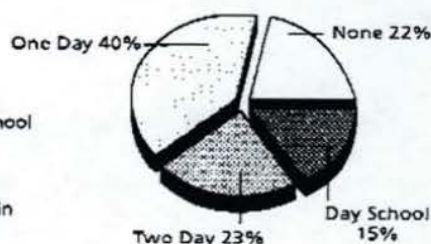


fig. 2

According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Box 2

TEACHER'S JEWISH EDUCATION AFTER 13

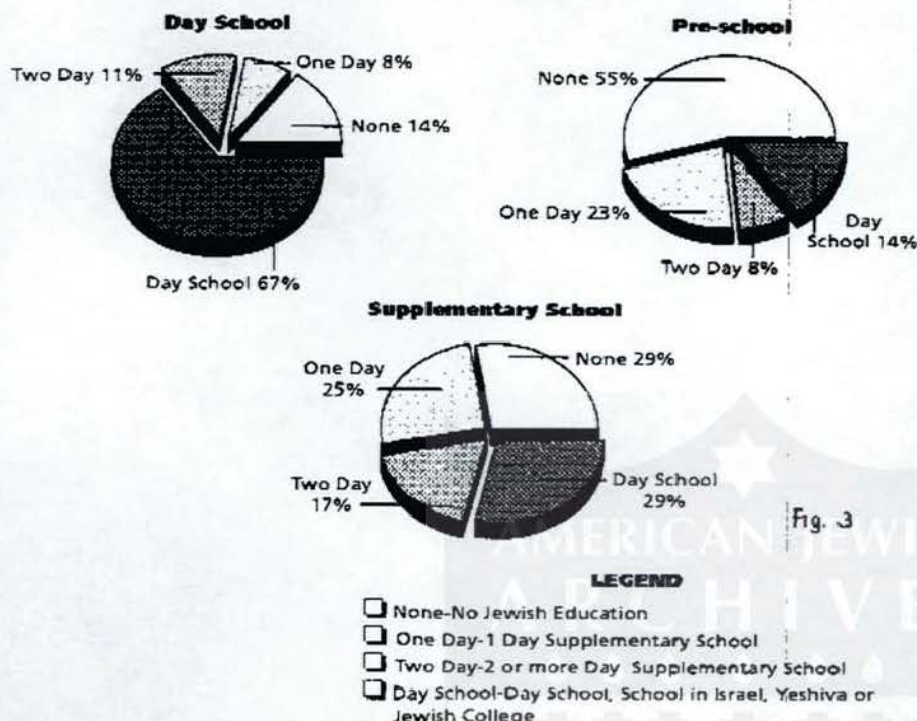


Fig. 3

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children—but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 21%.

Why is this the case? One pre-school director we interviewed shed light on the question:

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you...I should hire one [who is]...Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem.

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more skilled as an educator, and that consideration carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers.

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

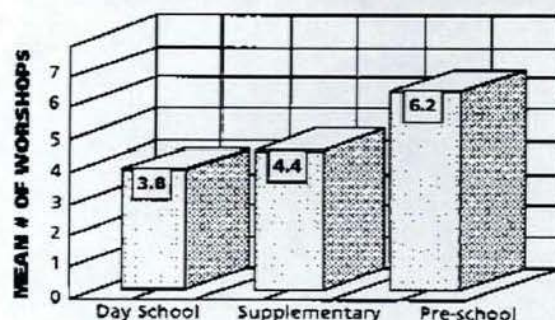
No. Most teachers attend very few in-service programs each year. Eighty percent of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than 4 workshops over a two-year time span. (A workshop can range from a one-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools,

Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years—or less than 2 workshops a year.

IN-SERVICE WORKSHOPS ATTENDED



Note: Average # of workshops in the last two years includes only those teachers who responded that they were required to attend workshops and excludes first year educators.

Fig. 4

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported an average of 4.4 workshops in a two-year period. (There was some variation across communities in this finding.) 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 teach-

ers is of pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide, one-day teacher conferences, and all three have some form of incentive for professional development. Still, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Even workshops that teachers find helpful are isolated events, lacking the continuity of an overall system and plan for professional development. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaism but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaism.

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

Yes. Sixty-nine percent of full-time teachers view Jewish education as their career (fig. 5). Even among part-time teachers (those working fewer than 25 hours a week), over half described Jewish education as their career. In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career. In total, 59% of the teachers view Jewish education as their career.

JEWISH EDUCATION AS A CAREER?

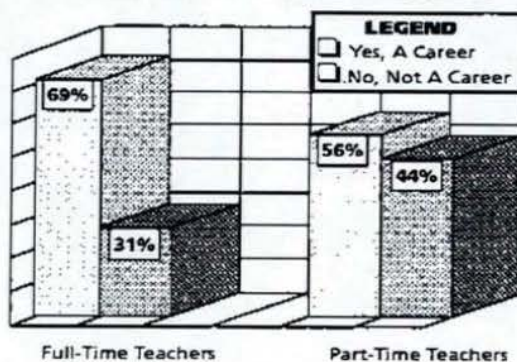


Fig. 5

TEACHER'S EXPERIENCE IN JEWISH EDUCATION

Years of Experience	Percentage of Teachers
One year or less	6%
Two to five years	27%
Six to ten years	29%
Eleven to twenty years	24%
More than twenty years	14%

Table 3

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (table 3). Sixty-four percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers will yield rich results.

A PLAN for ACTION

In Communities

How can a community design a comprehensive plan to improve its teaching personnel?

1. Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and educational directors to learn precisely where their strengths lie and which areas need improvement. The CIJE Study of Educators module will become available for this purpose in 1995.

2. A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

a. **Content:** The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

b. **Differentiation:** The plan should address the distinct needs of novice and experienced teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place—day school, supplementary school, and pre-school.

c. **Systematic Training Opportunities:** One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats—linked to carefully articulated requirements, goals, and standards—should be offered in the context of a long-term, systematic plan for professional development.

d. **Community Incentives:** Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One North American community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. **Teacher Empowerment:** The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching.

In addition to these components drawn from the study, a comprehensive communal plan should include the following elements:

f. **Leadership:** The plan should recognize what has been learned from educational research: The educational director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled—and engaged in their own professional development. In 1995, CIJE will release a policy brief on the background and professional training of the educational directors in the communities surveyed.

g. **Evaluation:** The plan should make provision for monitoring ongoing initiatives in professional development, providing feedback to policy makers and participants, and evaluating outcomes.

h. **Compensation:** The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several North American communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CIJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a way to redress teachers' lack of background. It is also a means of renewal and growth that is imperative for all educators. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with their colleagues.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, how can the major continental institutions and organizations address professional development from their own vantage points?

Teachers should be encouraged to participate in the design of these training opportunities.

This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those national organizations whose primary mission is Jewish education. In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize both in-service and pre-service training elements for the field. They should also create professional development opportunities for educational leaders; expand training opportunities for educators in North America and Israel; and empower educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

Continental institutions also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; advocating improved salaries and benefits for Jewish educators; and constructing career tracks in Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that American Jews are among the most highly educated citizens in this country. We need to bring the same expectations to Jewish education as we do to general education, for the sake of our unique inheritance.

(C) Copyright 1994, Council for Initiatives in Jewish Education (CIJE)



About The CIJE Study of Educators

The CIJE Study of Educators is part of the Monitoring, Evaluation, and Feedback (MEF) initiative in the Lead Communities. The study involved both a survey of the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The questionnaire was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from The Los Angeles BJE Teacher Census (1990).

The survey was administered in spring 1993 or fall 1993 to all Judaica teachers at all Jewish day schools, supplementary schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A parallel

survey form was administered to educational directors; those data will be analyzed in a future report.)

The interview questions were designed by the MEF Research Team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as educational directors and educators at central agencies and institutions of Jewish higher learning. In total, 125 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire and the interview protocols will be available for public distribution in 1995.

This policy brief was prepared by CIJE's MEF Research Team: Adam Gamoran; Ellen Goldring; Roberta Louis Goodman; Bill Robinson; and Julie Tammivaara. The authors acknowledge the assistance of Nancy Hendrix, Demographic Data Consultants. They are grateful for suggestions from the MEF Academic Advisory Committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff and Lead Community participants. They are especially thankful to the Jewish educators who participated in the study.

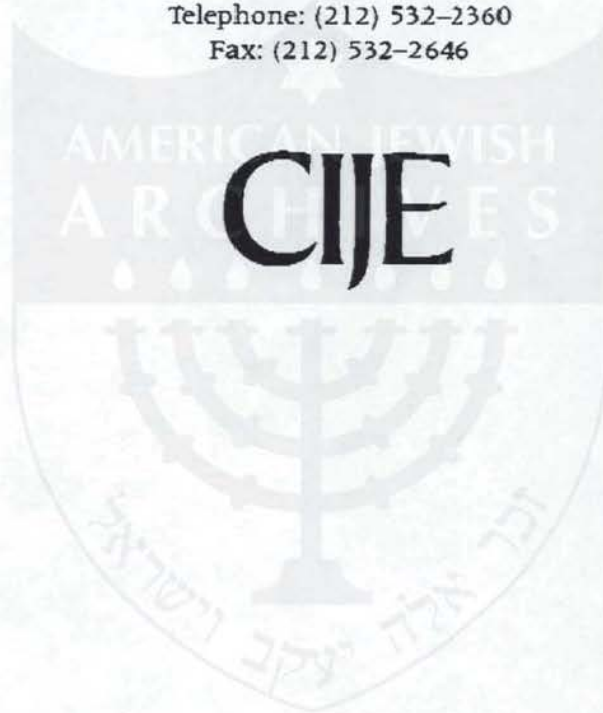
Technical notes.

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary

school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools. Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In at least one community, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers who did not know what certification [meant] were not certified, we present the percentage who said they were certified out of the total who returned the survey forms—not out of the total who responded to this item.

**Council for Initiatives in
Jewish Education**

15 East 26th Street
New York, N.Y. 10010
Telephone: (212) 532-2360
Fax: (212) 532-2646



**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 11/9/1994

Time sent:

No. of Pages (incl. cover): 6

To: Adam Gamoran

From: Alan Hoffmann

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 608-263-6448

Fax Number: 212-532-2646

COMMENTS:



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Adam Gamoran
Ellen Goldring

From: Alan D. Hoffmann

Date: November 9, 1994

Re: Policy Brief

You should be delighted to see both the article which went out today on the JTA wire service to over one hundred Jewish newspapers in this country and the article which appeared on the JTA daily news bulletin.

We have seen the first copy of the Policy Brief and it looks gorgeous!



א"ל דאמא!

A.

NOVEMBER 9, 1994

DAILY NEWS BULLETIN

SURVEY FINDS JEWISH EDUCATORS ARE COMMITTED, BUT NOT TRAINED FOR FIELD

By Larry Yadelson

NEW YORK, Nov. 8 (JTA) -- Finally, some good news about the state of Jewish education: Most teachers in Hebrew schools, day schools and Jewish preschools see their job as a career, even if they are only working part-time.

That is one finding of a study, conducted by the Council for Initiatives in Jewish Education, based on questionnaires filled out by more than 80 percent of the Jewish educators in Atlanta, Baltimore and Milwaukee.

The study also found, however, that only a small percentage of those teachers had any formal training as Jewish educators.

"This goes part of the way to explain why people's supplementary (Hebrew school) experience was the way it was," said Alan Hoffman, executive director of CIJE.

Taken together, Hoffman insists the twin findings "offer a huge opportunity for the Jewish community."

"You have teachers in classrooms for whom investment in their professional backgrounds, both as educators and as Jews, will have immediate payoff," he said.

Currently, according to the survey, day school teachers receive only a sixth the amount of continuing education as Wisconsin mandates for public school teachers.

Most of the supplementary school teachers have had little or no Jewish education since their Bar or Bat Mitzvah. And the majority of preschool educators had no more than one day a week of Jewish education as children.

In the three cities surveyed, discussion has already begun on what to do in light of the data. One emerging possibility is the creation of master's degree programs in Jewish education in communities which now lack them.

Such moves toward professionalizing Jewish education will be boosted by the survey, which dispels an image of Jewish educators as transient.

Less Than A Third Trained In Jewish Studies

The survey found that two-thirds of the educators had been teaching for more than five years. Even among part-time teachers, more than half consider Jewish education their profession. Only 7 percent are Israeli, dispelling another common myth about these educators.

But only 31 percent of the teachers had been trained in Jewish studies, and just more than half had professional education training. A third had training in neither field.

The 983 teachers surveyed, 84 percent of whom were women, were almost evenly divided between day school, supplementary school, and preschool teachers.

The survey was conducted by Adam Gamoran, professor of sociology and educational policy studies at the University of Wisconsin, Madison, and Ellen Goldring, professor of educational leadership and associate dean of Peabody College of Education, Vanderbilt University.

The survey was undertaken as part of CIJE's Lead Communities Project, which aimed to use the Jewish educational systems in the three communities as laboratories for revamping Jewish education. Hoffman believes that the results can

be generalized across North America, noting the similarity of the results in the different cities — as well as their similarities to previous studies of Jewish teachers in Miami and Los Angeles.

Improving teacher training has been a central mandate for CIJE, which was created in 1990 as an outgrowth of the Commission on Jewish Education in North America.

Headed by Morton Mandel, a billionaire Cleveland industrialist and former president of the Council of Jewish Federations, the commission had warned in its final report of "a shortage of well-trained and dedicated educators for every phase of Jewish education."

The new survey will be officially released at the General Assembly of the Council of Jewish Federations, being held in Denver next week.

Mandel, whose foundation largely funds CIJE, will present the survey along with the researchers and Israeli Education Minister Amnon Rubinstein.

CIJE officials hope that against the backdrop of continuing concerns over Jewish continuity in America, and the endorsement of that agenda by Israeli officials, the time has come for American Jews to turn their Jewish educational system around.

Rita Wiseman, principal of Baltimore's Beth Tfiloh Hebrew School, agrees that training makes a difference in the caliber of teachers.

One-Shot Workshops Not The Solution

"You can only impart as much knowledge as you have," said Wiseman, who taught Hebrew school for 25 years before becoming principal this year.

While supplementary school teachers are less likely to have general education training than their day school or preschool counterparts, nonetheless 41 percent have a university degree in education.

Sixty-two percent of preschool teachers, and 60 percent of day school educators, have a degree in education.

But if Jewish educators start off with a degree, they can expect little professional support for their continuing education.

The officials at CIJE say that one-shot workshops are not the solution.

"One has to target specific populations and think of systematic training that has norms and standards built into it," said Hoffman.

One finding that particularly disturbed the CIJE researchers was the clear gap in Jewish background among the preschool teachers.

Since Jewish preschool education is being hailed as a great way of getting parents involved in the Jewish community, the findings indicate that an opportunity is being squandered.

"Parents of young children will send their kids to Jewish settings not only because they're Jewish but because they have heard the best early childhood program happens to be in the synagogue down my street," explained Barry Holtz, senior education officer at CIJE.

But the goal of turning the Jewish preschools into a "holistic Jewish education" runs up against the fact that more than half the preschool educators had no Jewish education after age 13.

For Hoffman, this is one more reason for the Jewish community to take to heart the powerful lesson that "if one invests in teachers, that pays very high dividends."

Post-It Fax Note	7671	Date	11/29/94
To	WESSA	From	
Co./Dept.		Co.	
Phone #		Phone #	
Fax #		Fax #	

FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: julie tammiivaara, 73443,3152
(unknown), 74104,3335
(unknown), 73443,3150
DATE: 1/22/95 8:07 PM

Re: draft of work-in-progress

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by arl-img-1.compuserve.com
(8.6.9/5.941228sam)
id UAA00997; Sun, 22 Jan 1995 20:05:16 -0500
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA07881; 5.65/42; Sun, 22 Jan 1995 19:05:06 -0600
Date: Sun, 22 Jan 1995 19:05:06 -0600
Message-Id: <9501230105.AA07881@eunice.ssc.wisc.edu>
To: ellen@ssc.wisc.edu, roberta@ssc.wisc.edu, bill@ssc.wisc.edu,
julie@ssc.wisc.edu
Subject: draft of work-in-progress

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS:
CURRENT STATUS AND LEVERS FOR CHANGE

"A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools." --- CIJE Policy Brief

Recent research at the Council for Initiatives in Jewish Education (CIJE) shows that only a small proportion of teachers in Jewish schools in three communities are formally professionally prepared trained in both Jewish studies and in the field of education. This paper presents and extends ^{this and other} selected findings from the CIJE research. In addition, it moves beyond findings that have been made public thus far by exploring mechanisms that may raise standards for in-service teacher training in Jewish schools. These levers include federation-led standards for training of supplementary teachers, state licensing requirements for pre-schools, and state requirements for continuing education among professionally-trained teachers.

Conceptual Framework

In 1991, the Commission on Jewish Education in North America released A Time to Act, a report on the status and prospects of Jewish education. The report concluded that building the profession of Jewish education (along with mobilizing community support for education) is essential for

This seems more like an "impetus" for the study than a conceptual framework

improving teaching and learning in Jewish schools. This conclusion rested on the best available assessment of the field at that time: "well-trained and dedicated educators are needed for every area of Jewish education....to motivate and engage children and their parents [and] to create the necessary educational materials and methods" (1991, p.49). In response, the Commission created the CIJE, whose mandate includes establishing three lead communities in North America, and working with these communities to serve as demonstration sites for improving Jewish education.

What is the current state of the profession of Jewish education in these communities? ^{what} How mechanisms are available to improve it, and how will we know whether improvement in the profession ^{of} training of teachers fosters better teaching and learning? These questions cannot be addressed fully -- in particular, no data are available on the links between training, teaching, and learning -- but the current paper makes a start, focusing on the current situation and potential levers for change.

Data and Methods

Data from this paper are drawn from two data sources: A survey of teachers ^{intensive} and a ~~series of~~ ^{a sample} interviews with teachers and other educators. All Judaica teachers in day schools, supplementary schools, and pre-schools were asked to respond to the survey, and a response rate of 85% (983/1192 teachers in total) was obtained. Formal in-depth interviews were carried out with about 125 educators, including teachers and education directors of day schools, supplementary schools, and pre-schools, as well as central agency staff and Jewish educators in higher education. The survey and interviews covered a wide variety of issues, such as teachers' background and training, earnings and benefits, and careers of Jewish educators. Only matters of background and formal training are addressed in this paper.

We define "training in education" as a university or teachers' institute degree in education. We define "training in Jewish studies" as a college or seminary degree in education, or as certification in Jewish education.

nicely put

in 3 lead communities

Information on these items ^{was} derived from survey responses. We also relied on survey data to indicate how much in-service training teachers had received in the recent past. Information from interviews helped us understand the survey findings more thoroughly, and help us frame our analytic questions more effectively.

For the most part, we combine data from all three ^{lead} communities for our survey analyses. Despite some differences between communities, on the whole the results were far more similar than they were different. Also, our results are largely consistent with surveys carried out in other communities, where comparable data are available. Moreover, in this paper we will explicitly examine some of the more salient differences across communities. Finally, whereas the data will mainly be aggregated across communities, we will generally break down the data by setting: day school, supplementary school, and pre-school.

Results

First we present descriptive information on teachers' professional backgrounds in education and Judaica. Then we examine possible mechanisms for raising levels of in-service education in Jewish education.

Descriptive Results

What sort of professional training in Jewish education characterizes teachers in the three communities? Overall, Table 1 shows that only 19% of teachers in Jewish schools are formally trained in both education and in Jewish studies. Thirty-five percent were trained in education but not Jewish studies, and another 12% were trained in Jewish studies but not education. This leaves a significant minority -- 35% -- with no formal preparation in either field. Table 1 further shows, not surprisingly, that day school teachers have more training in Jewish studies than teachers in other schools, and that day school and pre-school teachers more often have professional backgrounds in education than teachers in other schools. However, the greater proportion of teachers trained in education in these settings reflects one- and two-year degrees as well as university degrees in education. If these were excluded, day school and pre-school teachers would have formal backgrounds in education little more often than

1 paper "prepared"

no preparation
or no degree?

confusing phrase

supplementary teachers.

Perhaps the dearth of formal training is compensated by extensive in-service education. We asked teachers how often they had attended in-service workshops during the last two years. Table 2 shows that (excluding first-year teachers) day school teachers attended an average of 3.8 workshops during the two-year period, supplementary teachers averaged 4.4, and pre-school teachers attended just 6.2 workshops over a two-year period.

Clearly, the infrequency of in-service training is not adequate to make up for deficiencies, nor even to maintain an adequate level of professional growth among teachers who are already professionally trained. What can be done to increase the level of in-service training?

Analytic Results

Data are available for this portion of the paper, but the results have yet to be carried out. We will explore three possible mechanisms for raising in-service standards.

(1) State certification for pre-schools. Most of the pre-schools in our study are certified by the state, and we believe this accounts of the higher rates of in-service training among pre-school teachers compared to other teachers. This conclusion can be strengthened by comparing in-service training in the pre-schools that are not certified to those that are. If this finding is supported, we will have a basis for arguing that state certification in the secular world fosters higher standards in Jewish education. This potential finding has implications for day schools as well as pre-schools.

(2) State requirements for continuing professional growth. The communities we studied are located in three different states. Two of the states have set a mandatory number of hours in workshop training for relicensing of teachers. (These standards far exceed those obtained by the average teacher in Jewish schools.) The third state has no such mandate. Are Judaica teachers in Jewish schools responsive to these mandates? In addition to comparing workshops attended for teachers in states that do and do not have mandates, we will examine patterns of workshops attended to teachers who are and are not already professionally trained. One would expect such teachers

What is your standard? Many would consider this small on the face of it.

I would reverse order "just" is applied to highest #.

What does this mean?

to be
more sensitive to state mandates. If this finding emerges, we will be
in
position to argue that in states with in-service mandates, seeking
certified
teachers would raise not only background but in-service standards.
In addition,
this finding would strengthen the argument that it is possible to
influence
teachers in Jewish schools through secular requirements.

(3) Federation standards for supplementary teachers. In one
community, but
not the other two, federation policy requires supplementary school
teacher
to attend a minimum of three in-service workshops per year. How does
the
frequency of in-service in this community compare to that of the
others,
in supplementary schools? If it is higher, one may use this
conclusion,
admittedly speculative since it is may be confounded with other
between-
community differences, to argue that centralized mandates may
stimulate
more in-service in certain contexts.

Significance

The CIJE's ultimate hypothesis is that building Jewish education as a
profession is critical for improving teaching and learning in Jewish
education. This paper does not answer that question, but it
addresses
two crucial concerns along the way: What is the state of the
profession?
What can be done to improve it? By exploring three potential avenues
for
reform, we are furthering the broader endeavor.

* I do not know if the Synagogue Council is technically
federation, but for funding purposes the fed is the
source - Teachers who take at least 3 workshops
~~(and take other teachers)~~ get a stipend - 75%
of a school's teachers must fulfill workshop obligation
for a school to get fed funds (funneled through central
agency) - The consequences for failing to comply are
monetary.

Will you mention disparity in salary between Jewish + public
school teachers? This is not unimportant - Also, I think re-framing
(over)

What constitutes a teaching job - That is,
it is more than contact hours w/ students -
could help - Compensation should be based
on: contact hours, prep time, parent contact,
and professional development, for example -



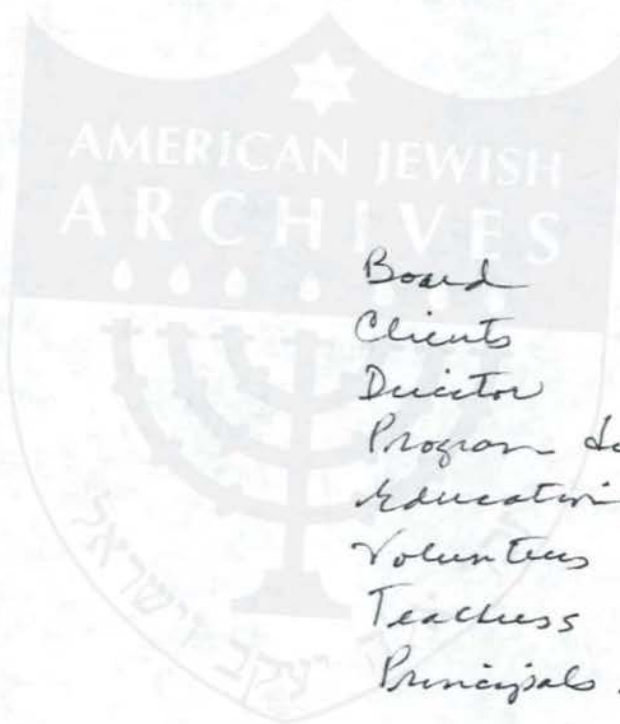
FROM: INTERNET:gamoran@ssc.wisc.edu, INTERNET:gamoran@ssc.wisc.edu
TO: julie tammivaara, 73443,3152
(unknown), 74104,3335
(unknown), 73443,3150
DATE: 1/22/95 8:06 PM

Re: next message

Sender: gamoran@ssc.wisc.edu
Received: from eunice.ssc.wisc.edu by arl-img-1.compuserve.com
(8.6.9/5.941228sam)
id UAA00920; Sun, 22 Jan 1995 20:04:14 -0500
From: <gamoran@ssc.wisc.edu>
Received: from GAMO.DECnet MAIL11D_V3 by eunice.ssc.wisc.edu;
id AA07830; 5.65/42; Sun, 22 Jan 1995 19:01:32 -0600
Date: Sun, 22 Jan 1995 19:01:32 -0600
Message-Id: <9501230101.AA07830@eunice.ssc.wisc.edu>
To: ellen@ssc.wisc.edu, roberta@ssc.wisc.edu, bill@ssc.wisc.edu,
julie@ssc.wisc.edu
Cc: GAMORAN@ssc.wisc.edu
Subject: next message

The next message contains a "work in progress" that I'd like to submit to the Jewish education research conference. I invite you all to be listed as co-authors on the proposal and ultimately on the paper. Please tell me whether you'd like to co-author the paper, and whether you see any major flaws at this point. (Remember we'll have an opportunity to change it completely when we write it up.) Please respond soon -- the deadline for submission was a week ago.

John's box
509 484 2818



Board
Clients
Director
Program Director
Educational Director
Volunteers
Teachers
Principals —

From: EUNICE::"GOLDRIEB@trvax.Vanderbilt.Edu" 23-JAN-1995 08:18:51.88
To: gamoran
CC:
Subj: Re: draft of work-in-progress

Adam, I like the paper and I think it is great you are doing this. CIJE will be very pleased too! Minor typo on second paragraph on Concep. Framework..Second sent you say, How mechanisms ...instead of which mechanisms. Similarly, Analytic Results, pt number 2..line 8, attended by instead of attended to..

What will we say if the results do not turn out....

PS I'm not sure Roberta (and Julie?) are on e-mail, Ginny asked them, I know Roberta for sure to return all CIJE equipment, and I do not know what the implications are for e-mail.

E.



From: GAMO::GAMORAN 28-NOV-1994 15:54:03.55
To: ELLEN
CC: GAMORAN
Subj: research paper

My idea for a research paper is this: First, briefly present data on background and professional growth of teachers in the 3 communities. Then, ask whether there are any levers for raising standards for professional growth. Compare (1) pre-schools that are state-certified to pre-schools that are not certified; (2) supplementary teachers in the community that requires 3 days of in-service (Baltimore) to supplementary teachers in the other communities; (3) possibly, compare day school teachers in the community that "insists" on qualified teachers (Atlanta) to day school teachers in the other communities. The third comparison may not work, but the first two will show that insisting on higher standards can help.

What do you think? It would not be hard to do this.



global reviews

DRAFT – FOR COMMENTS ONLY
PLEASE DO NOT QUOTE WITHOUT PERMISSION

**BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS:
CURRENT STATUS AND LEVERS FOR CHANGE**

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara

Council for Initiatives in Jewish Education



This paper was prepared for presentation at the annual conference of the Network for Research on Jewish Education, Palo Alto, CA, Jun 1995. The authors are grateful to Janice Alper, Lauren Azoulai, Chaim Botwinick, and Ruth Cohen for administering the surveys, and to the teachers and administrators who participated in the study.

~~Pol 6rf~~

~~ATA~~

~~Sedlak 87~~

~~Shulman 87~~

~~Aran 90~~

~~GGZ 95 - Manual~~

~~Daudson 90~~

~~Sparks 95~~



From: EUNICE::"73443.3150@compuserve.com" 26-JAN-1995 16:35:59.33
To: adam gamoran <gamoran>
CC:
Subj: research network paper

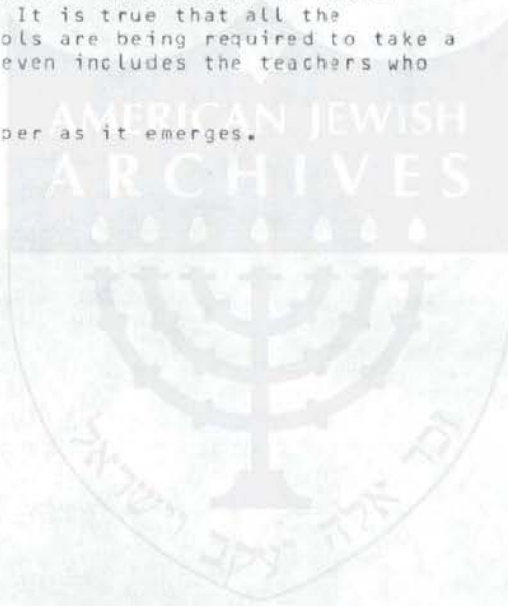
January 26, 1995

Adam:

Sorry about not responding to your e-mail. Other priorities got in the way. The proposal overall looked fine. One thing that you should know is that Baltimore's Federation does not require supplementary teachers to take three workshops a year, rather only those supplementary teachers who take three or more workshops a year get a special stipend. Because of that policy, several of the workshop options are three sessions rather than one workshop here and another there. It is true that all the teachers in the Reform congregational schools are being required to take a course on Reform Judaism. I believe this even includes the teachers who are themselves Reform Jews.

I will be happy to make comments on the paper as it emerges.

Roberta



From: GAND::GAMORAN 26-JAN-1995 17:43:34.14
To: EUNICE::"73443.3150@compuserve.com"
CC: JULIE, BILL, ELLEN, GAMORAN
Subj: RE: research network paper

Oops, I got that a bit wrong, oh well. I'll correct it in the first revision.
I knew I didn't have it exactly right, since what leverage could the federation
use to REQUIRE workshops. That explains it -- thanks.

