



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.

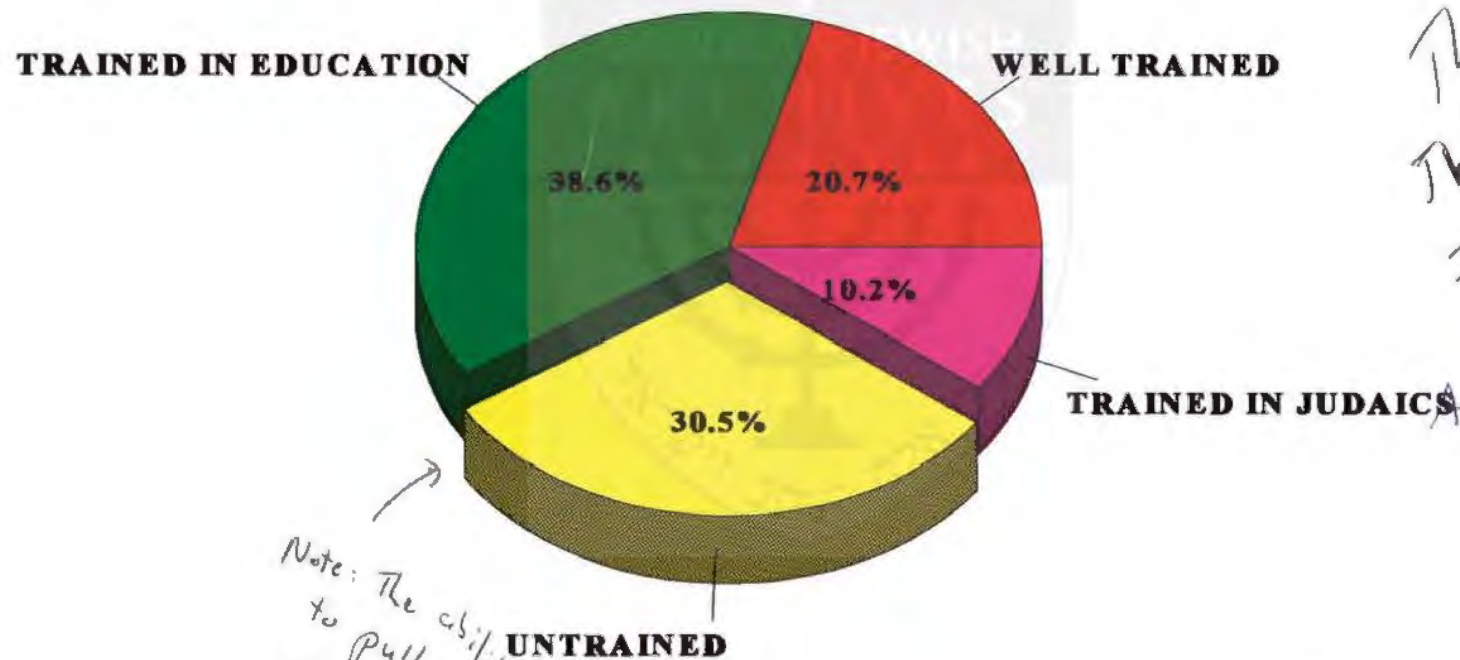
Box
61

Folder
9

Policy Brief. Teachers and leaders presentations for 1994
General Assembly and CIJE Board of Directors. Correspondence
and drafts, 1994.

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

PROFESSIONAL TRAINING OF TEACHERS



Note: The ability to pull away a slice - you can adjust the distance.

(will round up to whole #'s)

Idam,
This is not
exact... format
The n use -
I'll use -
but here's
an idea of
COLOR!
~

(of course, This can
be made into an
opaque.)

To : Adam Gamoran

From : Bill Robinson

Re Charts

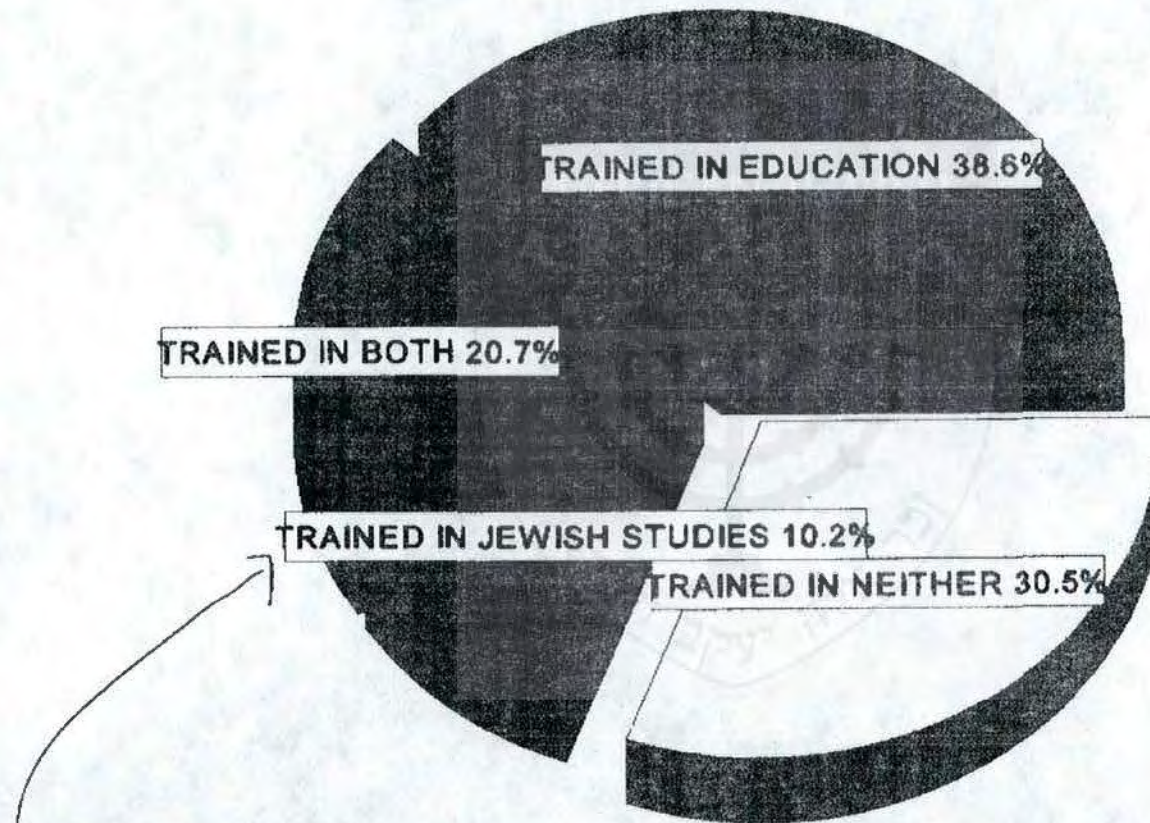
5 pages to follow

Adam,

I'm not sure how well these will fax, especially concerning the color differentiations (shades of gray). Look them over when you get a chance and request any changes you want. In case it doesn't show up - They are 3 dimensional.

Bill

Professional Training of Teachers In Jewish Education



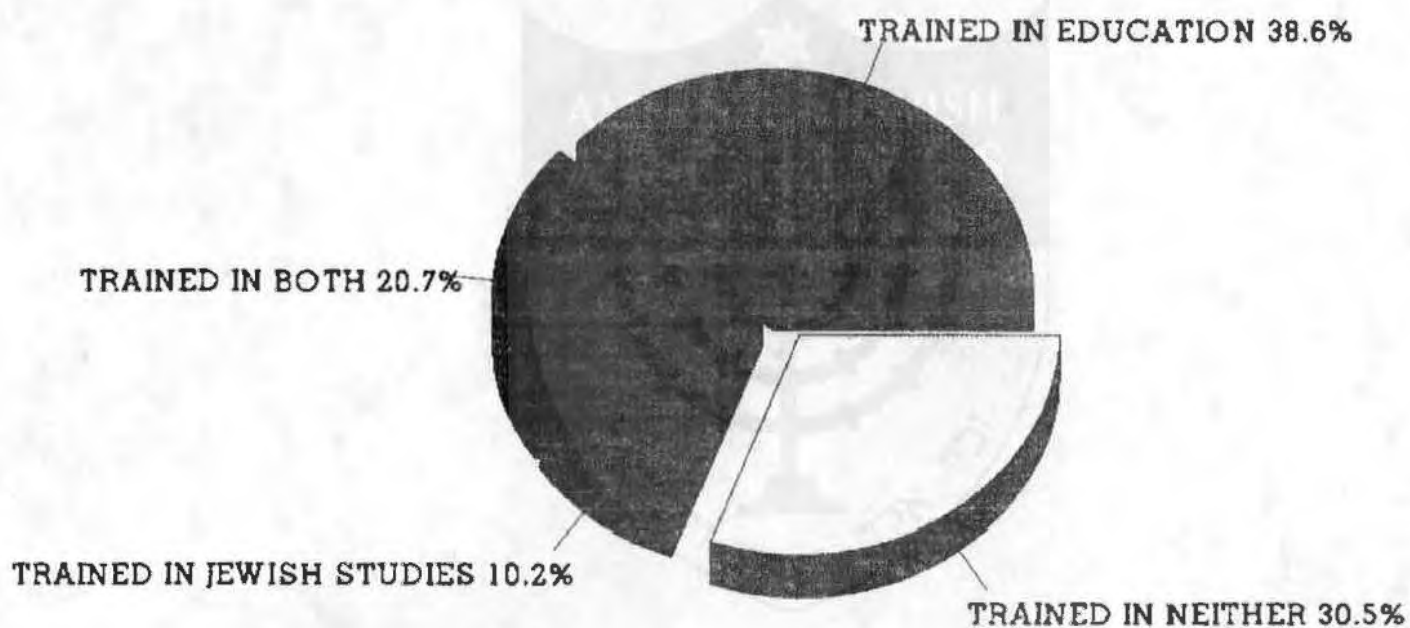
Adam,

I'm working on the
"box/lettering" problem.

See next page, for alternative.

Bill

Professional Training of Teachers In Jewish Education

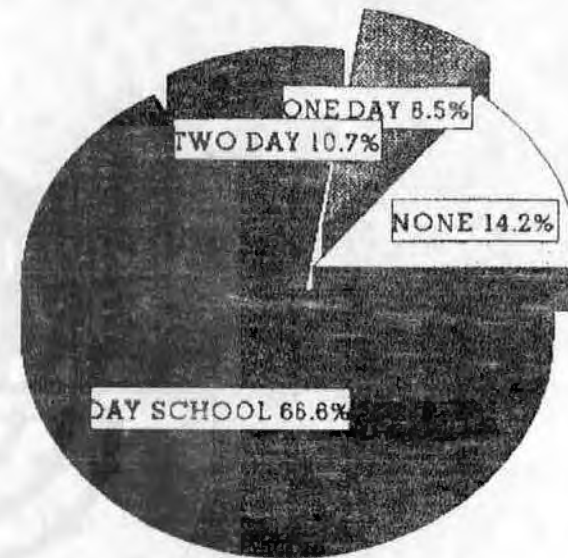
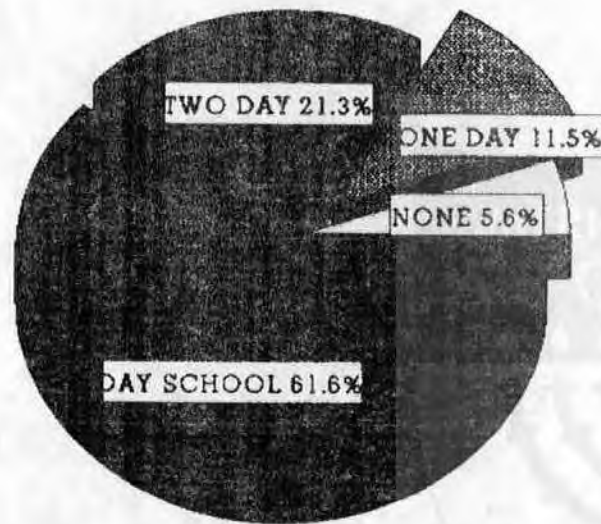


The alternative style of lettering.





Jewish Education of Day School Teachers

Before 13

After 13



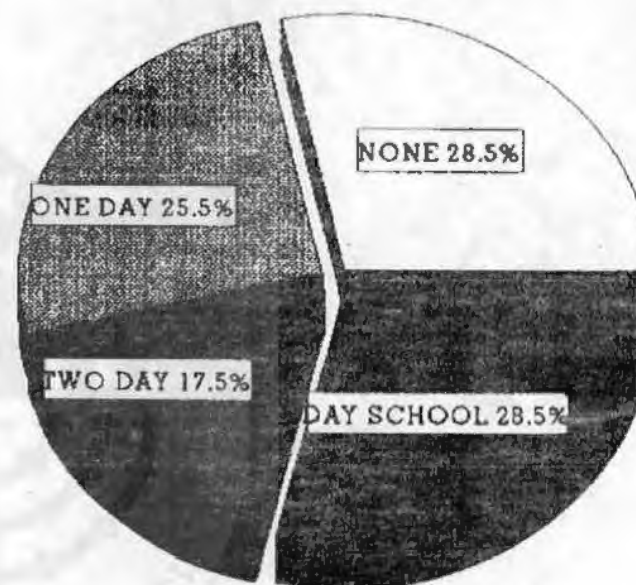
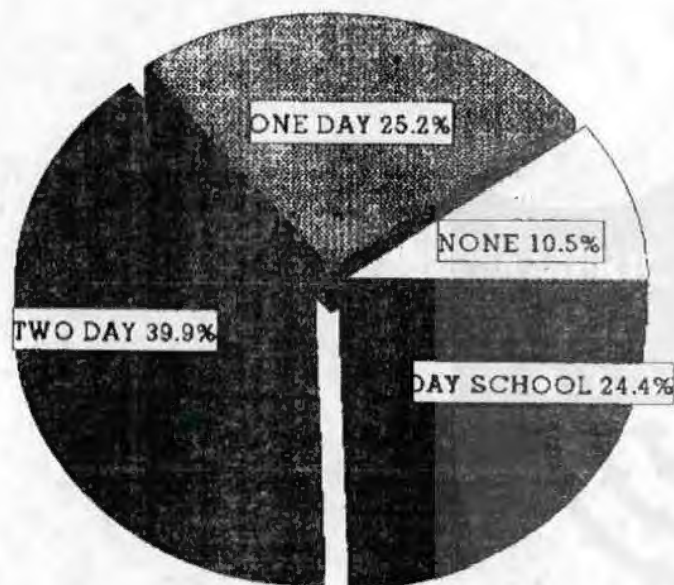
Legend

-  NONE - No Jewish Education
-  ONE DAY - 1 Day Supplementary School
-  TWO DAY - 2 or More Day Supplementary School
-  DAY SCHOOL - Day School, School in Israel, Yeshiva or Jewish College





Jewish Educ. of Supplementary Teachers

Before 13

After 13



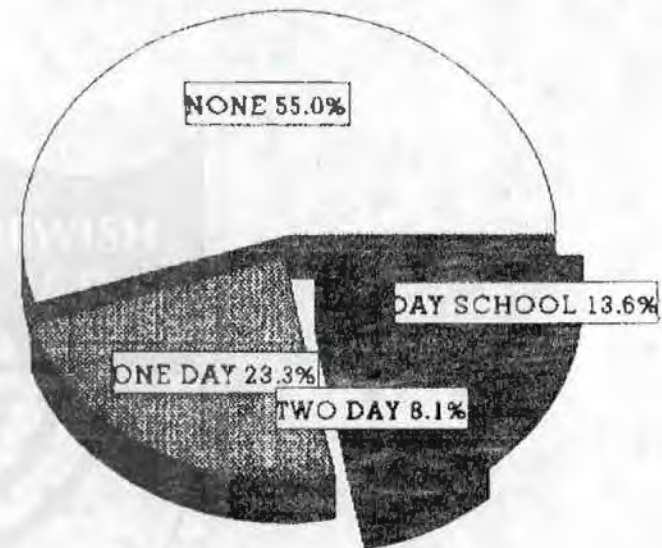
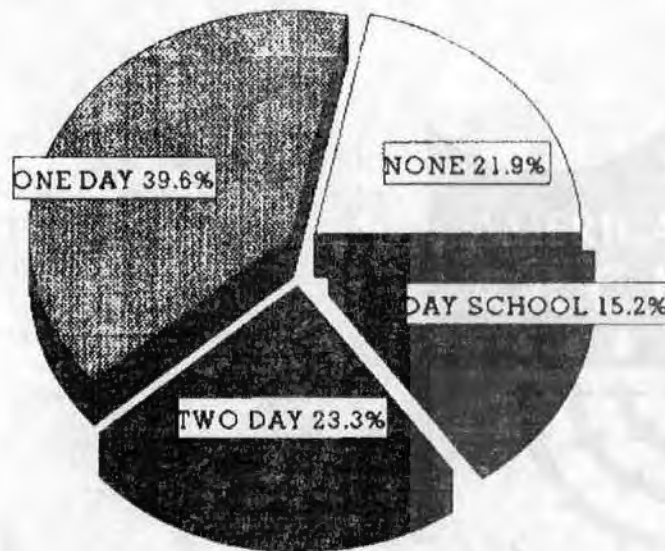
Legend

-  NONE - No Jewish Education
-  ONE DAY - 1 Day Supplementary School
-  TWO DAY - 2 or More Day Supplementary School
-  DAY SCHOOL - Day School, School in Israel, Yeshiva or Jewish College





Jewish Education of Pre-school Teachers

Before 13

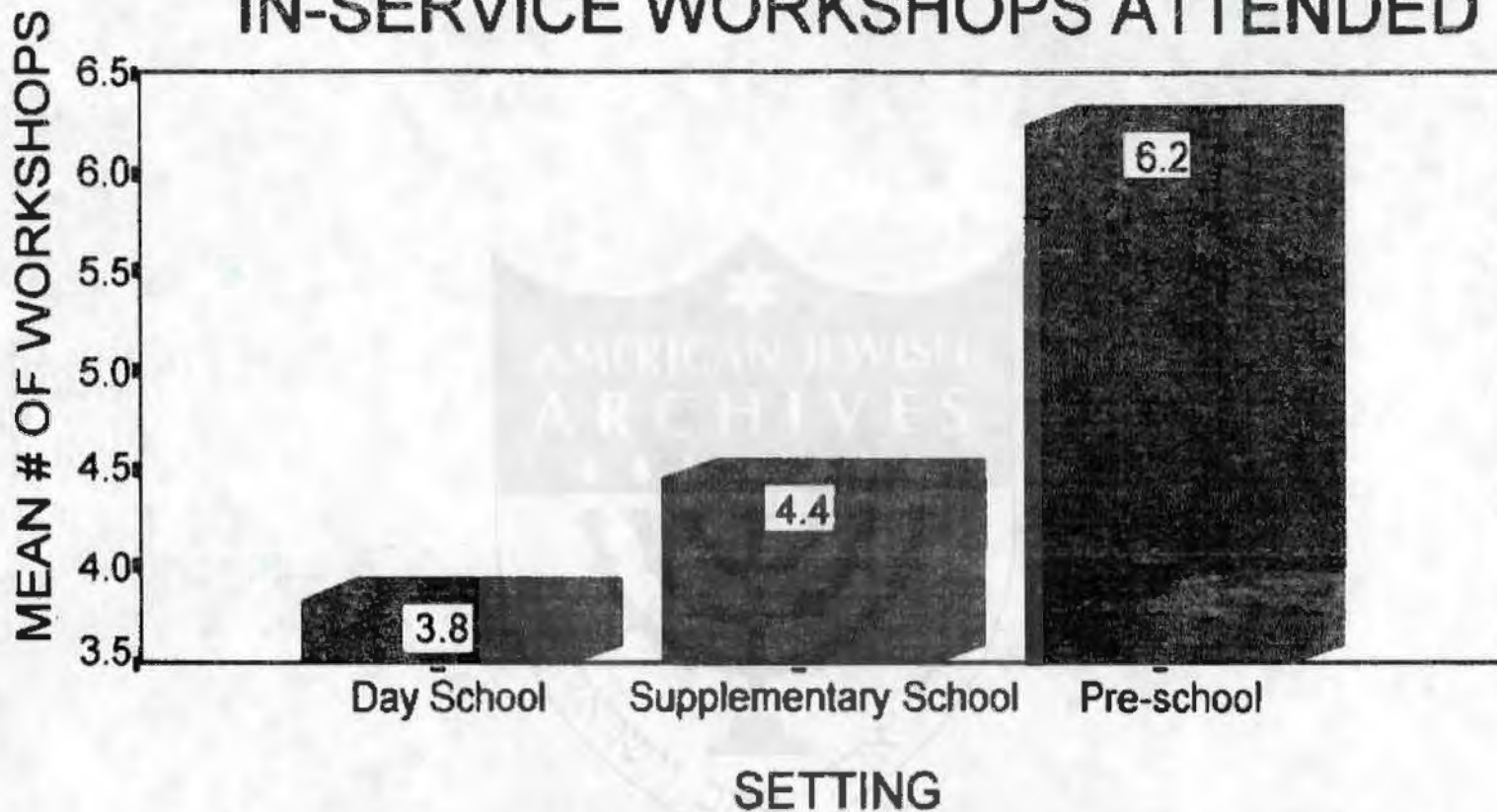
After 13



Legend

-  NONE - No Jewish Education
-  ONE DAY - 1 Day Supplementary School
-  TWO DAY - 2 or More Day Supplementary School
-  DAY SCHOOL - Day School, School in Israel, Yeshiva or Jewish College

IN-SERVICE WORKSHOPS ATTENDED



- INCLUDES ONLY EDUCATORS WHO HAVE ATTENDED AT LEAST ONE WORKSHOP
- EXCLUDES FIRST YEAR EDUCATORS

GAMOS\$ type resbrief.tbl

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 25-SEP-1994 09:39:01.65

To: gamoran

CC:

Subj: Table 1 (exp) and 2 if we need it

TABLE 1: Teachers' Experience in Jewish Education

One year or less	18% 6
Two to five years	40% 22
Six to ten years	25% 29
Eleven to twenty years	13% 24
More than twenty years	4% 4

TABLE 2: CAREER PERCEPTIONS FOR FULL AND PART-TIME TEACHERS

	Career in Jewish Ed.	No Career in Jewish Ed.
Full-time teacher 72%	28%	
Part-time teacher	54%	46%
Total	59%	41%

Table 1. Teachers' experiences in Jewish education
~~Experience of teachers in Jewish~~

One year or less

Two to five years

Six to ten years

Eleven to twenty years

More than twenty years

(need to get the numbers)

Table 2. Teachers' backgrounds in education.

SETTING	Degree in educ		noted in general ed
	from University	from teacher's inst.	
Day School	48%	19%	48%
Suppl Sch	47%	6%	55%
Pre-School	48%	15%	50%
TOTAL	48%	12%	51%

Table 3. Teachers' backgrounds in ~~Jewish~~ Jewish studies.

SETTING	certified in J educ	J Studies major
Day School	40%	38%
Suppl Sch	17%	12%
Pre-sch	10%	4%
TOTAL	22%	17%

Figure 1. Professional training of teachers in Jewish schools.

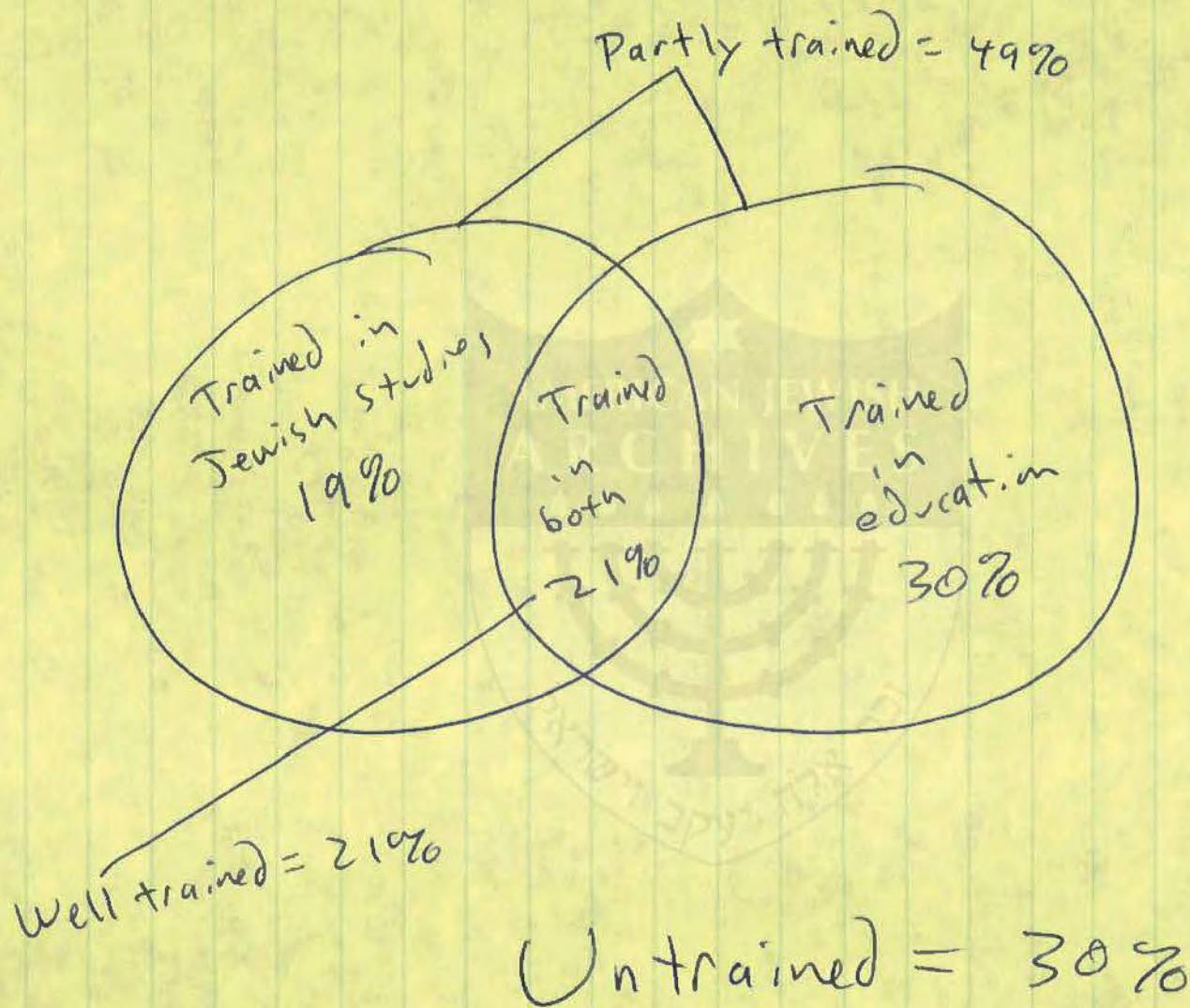
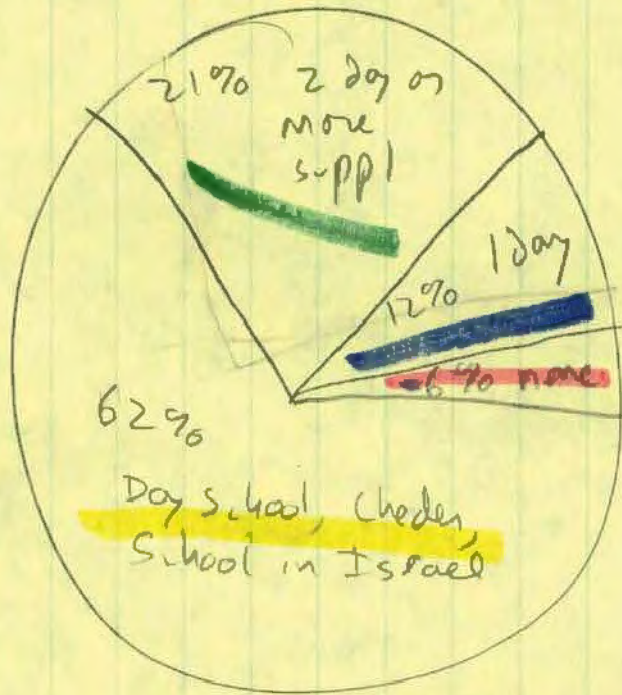


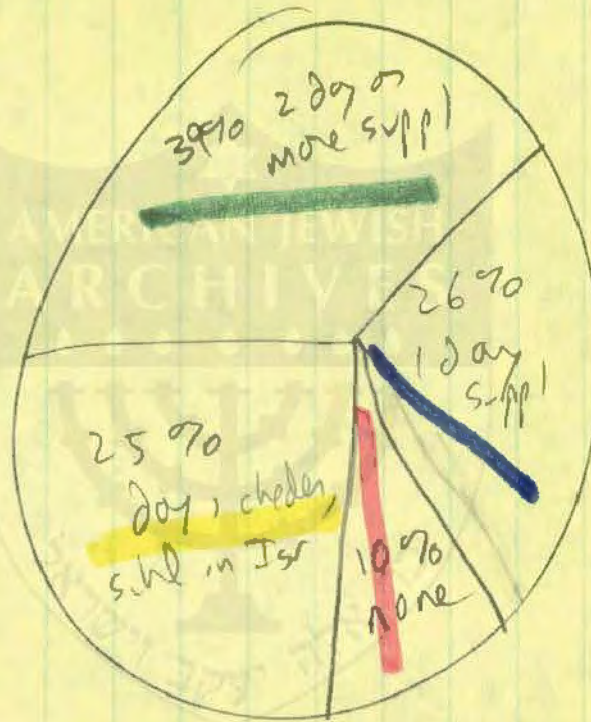
Figure 2
 Ted before age 13

Day



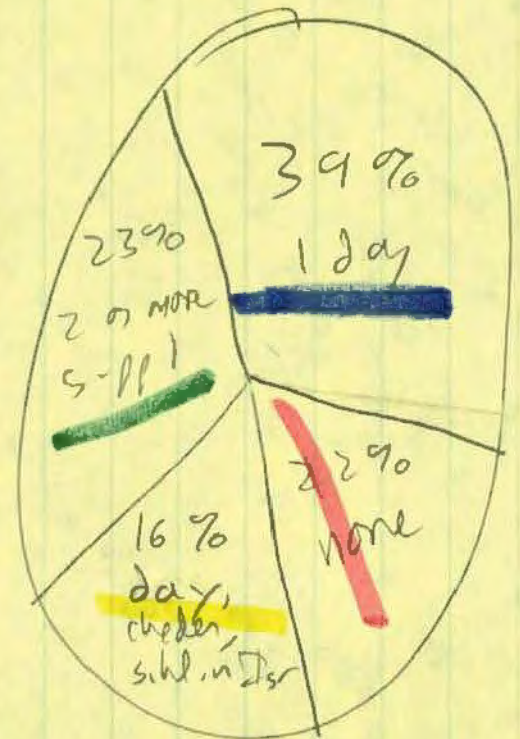
none = 6
 1 day = 12
 2 or more = 21
 day = 62

S-pp1



none = 10
 1 day = 26
 2 or more = 39
 day = 25

Pre

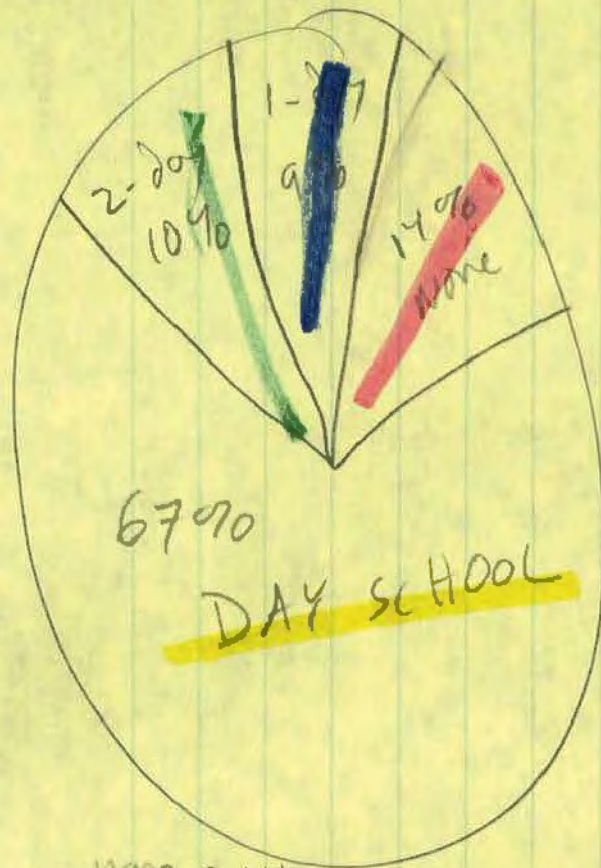


none = 22
 1 day = 39
 2 or more = 23
 day = 16

— note diff's btw Orth & Non-Orth sponsorships

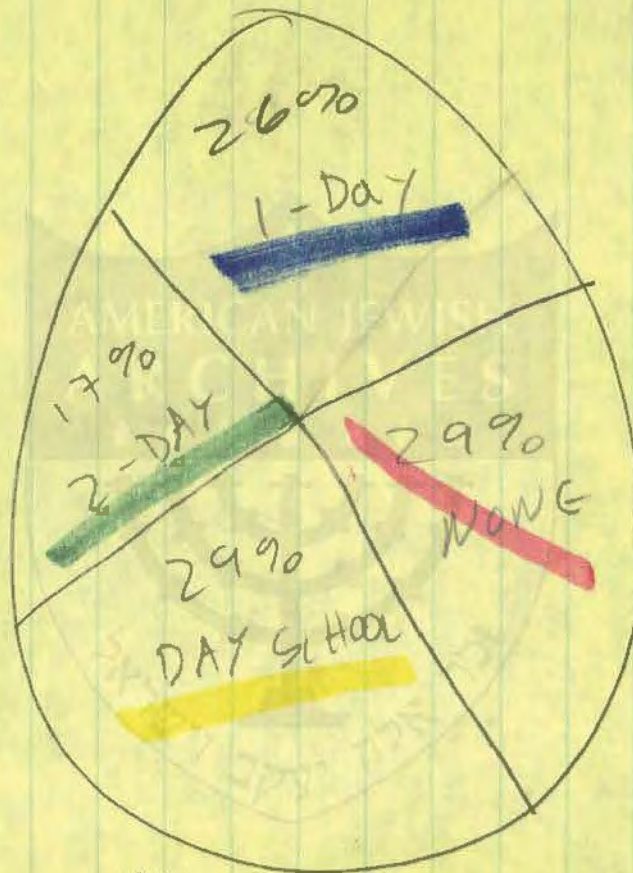
J ed ^{F. sure 3} after age 13

Day



none = 14
1-day = 9
2-day = 10
day = 67

S-pp1



none = 29
1-day = 26
2-day = 17
day = 29

pre



none = 55
1-day = 23
2-day = 8
day = 14

KEY: Day = day sch, sch in Isr, Yeshiva
1-day = Sunday sch, conf class
2-day = 2 or more dgs s-pp1
none = no formal J ed

note on 14, non-o d. frs

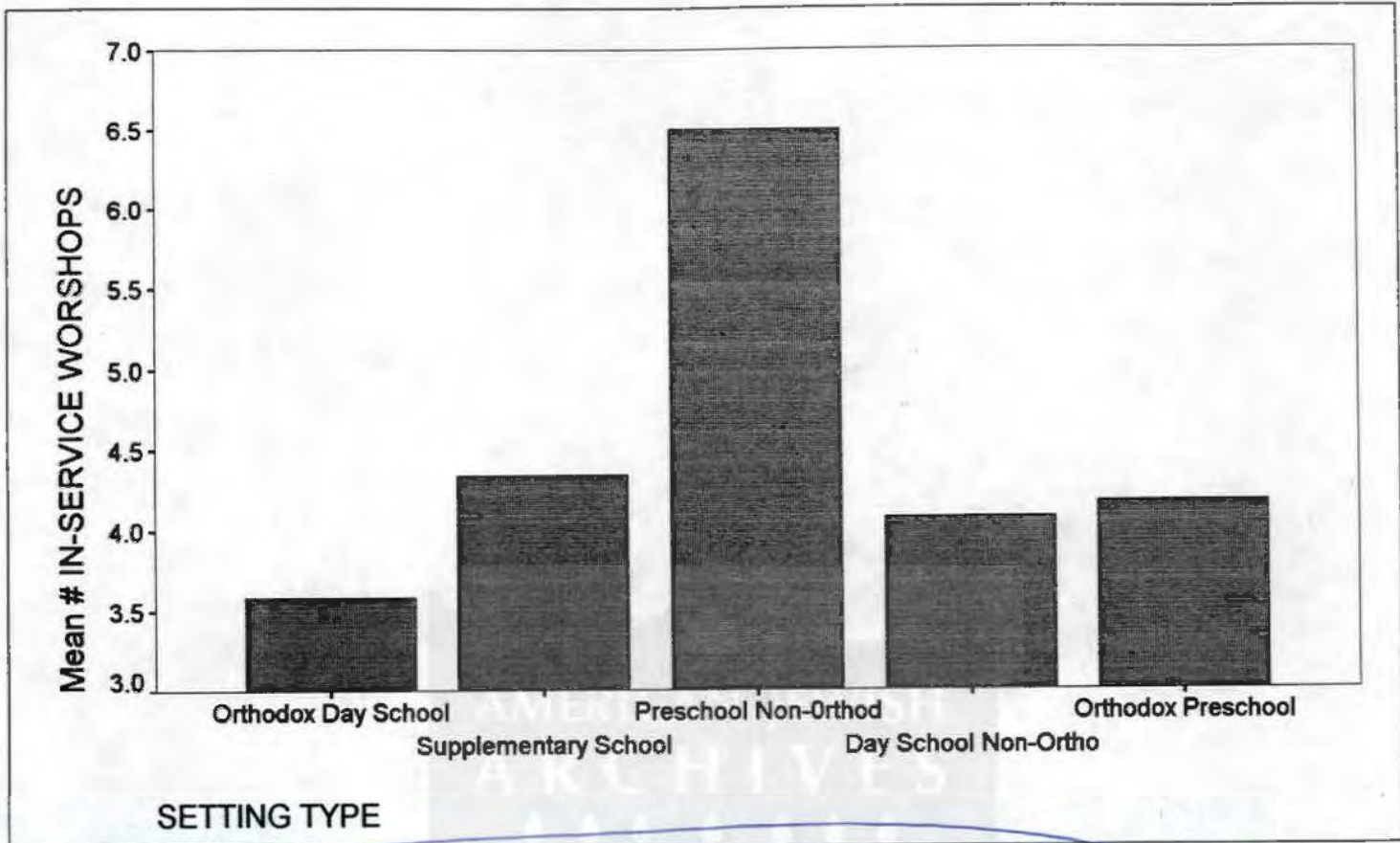


Figure 4, but will not separate
Orth + non-Orth day + pre-schools

Just an
idea of what
can be done.

(First Draft!)
(rather simple)

boxes

About the study of educators

- survey - acknowl LA
- interviews - MEF
- avail in 1995 for use elsewhere

? What can be done?

About the CISE

? Technical Notes

- response rates
- missing data
- n's per category: 301 day, 384 suppl, 291 pre
- rates accord to sett w/ most yrs

Tables / Charts

Experience
Careers

degrees etc. - table

childhood educ - pie charts??

in-service

- yes/no
- number, among those reg - histogram

- intro - need study personnel
- 3 pioneering communities partic - chosen from group
- bks & training 23 not appl
9 finalist
- forward-looking

Are ts in T schls committed to T educ
~~prof trained as educators?~~
- yes - stabl, careers

Are ts in T schls trained as T educators?
- No - lack of pre-service training

~~Do ts in T schls~~

Are ts in T schls well-educ as Jews?
- dep on the comparison
- yes, comp to ave Am Jew
- but less than desirable

~~Are bks defic~~ Does in-service try compensate
for bks deficits?
- on the whole, no

What can be done?
- local nat soluts
- massive investment
- indiv contracts?
- national syst

topics for future - sal, benefit, career opps

acknowl LA survey

need degree hi
6% New set
for ed level = 6

College degree

grad/prof

Day

Suppl

Pre

TOTAL

35

35

16

29

30 orth
5 non-0

+ yr mos

from univ Degree

from inst 2 yr mos

worked in gen ed

Day

Suppl

Pre

TOTAL

48%

47%

48%

48%

19%

6%

15%

12%

48

55

50

51

cert. f. m. Ted

J Stud Major

Day

Suppl

Pre

TOTAL

40

17

10

22

38

12

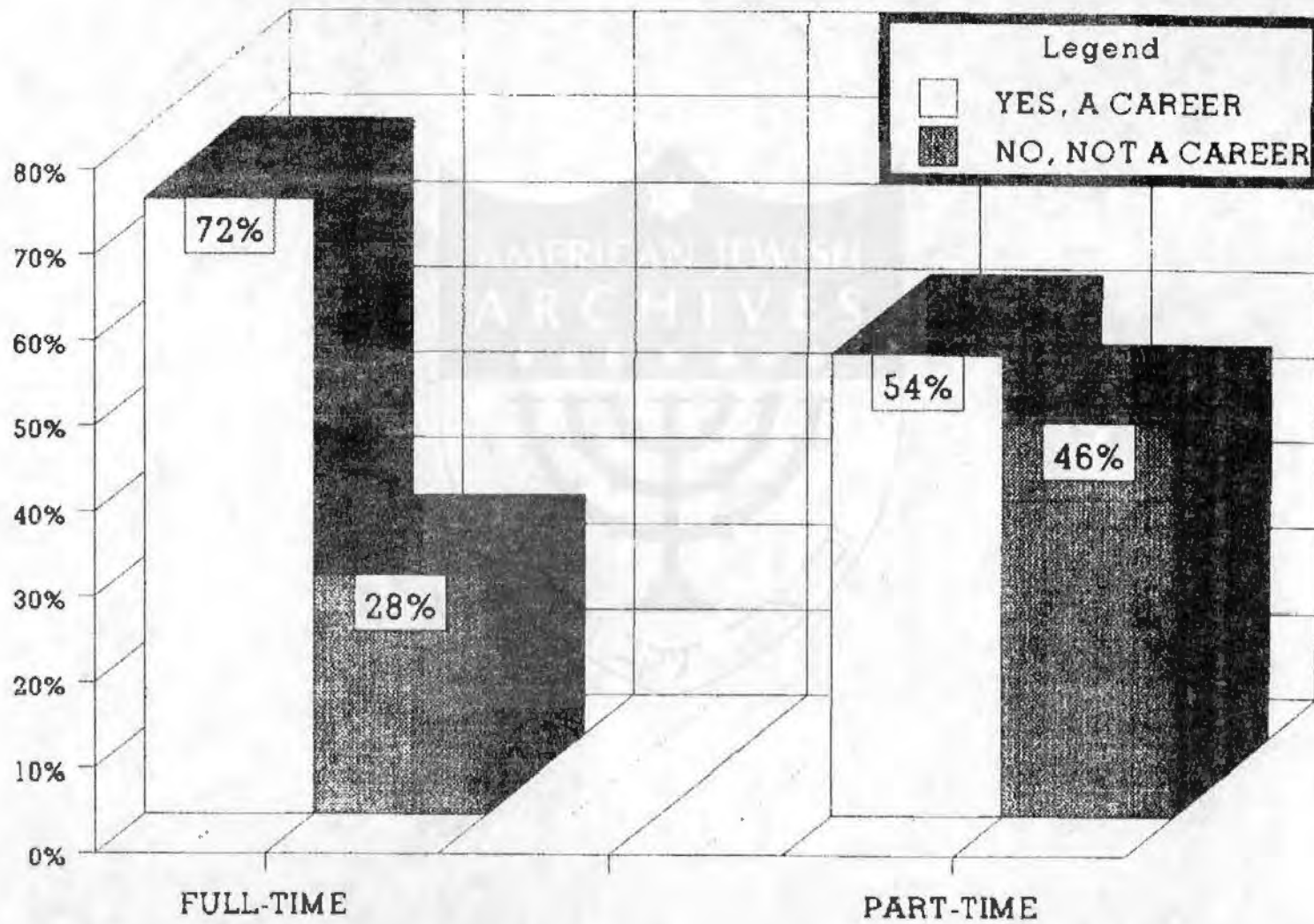
4

17

- Orth 50
non-0 24

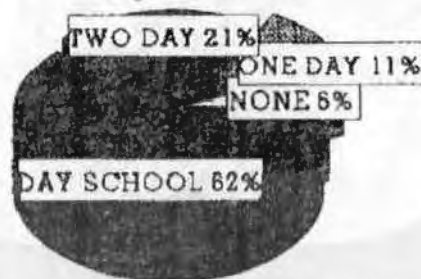
- Orth 15
non-0 3

EDUCATION AS A CAREER?

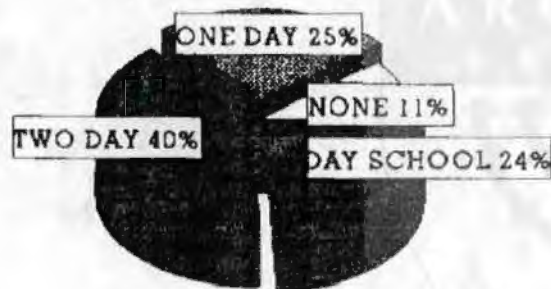


Teacher's Jewish Education Before 13

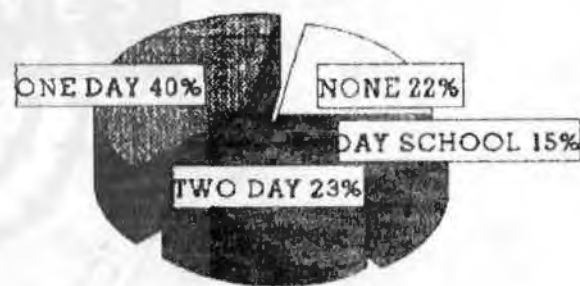
Day School



Supplementary School



Pre-school



Legend

- NONE - No Jewish Education
- ONE DAY - 1 Day Supplementary School
- TWO DAY - 2 or More Day Supplementary School
- DAY SCHOOL - Day School, School in Israel, Yeshiva or Jewish College

Cheder

GAMOS\$ type resbrief.ant

From: EUNICE::"100274.1745@compuserve.com" 7-OCT-1994 10:04:17.77
To: Gamoran <Gamoran>
CC: Gail Dorph <73321.1217@compuserve.com>,
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
Alan Hoffmann <73321.1220@compuserve.com>
Subj: Policy Brief GA

Hello to all,

Please give copy to Nessa and anyone else who wants to read but isn't
in my home list. Thanks!]

We read the document with great interest and believe
that it contains all the the elements necessary for
drafting the policy brief. However we beleive that
it requires too much
discrimination among the various data points
and arguments
to get the point across to busy GA attendents.
Therefore the suggestions
below are only geared at the translation of that
document into a product for the GA. We hope they
are useful for Nessa.

Two guiding questions and approaches to these
informed our thinking:

1.what should be the message:

- a. the bad news about teachers, their preparation and
in-service training
- b. the good news about potential for improvement
- c. something can be done about the situation:
operational suggestions that lead to suggestions
for possible action

(perhaps points a) and b) should be in reversed
order)

2. how should the document be crafted if we want
to maximize the chances for promoting discussion
and then action?

- a. we think a short and hard-hitting document.
Perhaps 2-4 pages of easily accessible design, with
highlighted main points, brief textual-contextual
paragraphs, any information, background, supporting
data in appendix form.
- b. key points should be few and easily memorizable
- c. key points should be highlighted
- d. the minimum necessary context could be offered
with each key point

e.additional information should be appended, added as exhibit, etc.(e.g., who is the CIJE, what is MEF, how was research conducted)

To illustrate, here is a sampling of points one might use to give the message: (mostly direct quotes lifted from the document or variations on them):

a) the score:

The overall picture is a rich and diverse one. Nonetheless it brings home an unavoidable conclusion: the teaching force is in serious need of improvement.

**** Almost four fifth of the teachers we surveyed lacked solid background in Jewish studies, or professional training in education, or both.

**** 30% of the teachers are untrained: they lack professional training in both education and Judaica.

**** Only 40% of days-school teachers are certified as Jewish educators

**** More than one third of supplementary school teachers and over 60% of pre-school teachers attended religious school once weekly or less before age 13. After age 13 the proportion who recieved minimal or no Jewish education is even greater

(needs language editing)

**** About 10% of teachers in Jewish pre-schools are not Jewish. In one community the figure is as high as 20%.

**** In-service training, which might help remedy these deficiencies is infrequent and haphazard, particularly in days-schools and supplementary schools

Even at best workshops are isolated events, lacking the continuity of an overall system and plan for professional development

The teachers in our survey went on average to two workshops per year. If a typical workshop lasts 3 hours it is clear that shortages in subject matter and pedagogic background cannot be remedied by current in-service training practices.

b) the good news: something can be done
-- because of the commitment of the teachers

**** Most teachers are strongly committed to Jewish education and intend to remain in their positions. Therefore investment in Jewish

teachers is likely to pay off.

Almost 60% of the teachers said that Jewish education is their career

-- because there are models in general and in Israeli education for training, for in-service training

-- because of the will to dedicate resources

c) what can be done?

The Jewish Community of North America will need to decide how to address these challenges.

- * What resources are available to promote in-service education - institutions, faculty, financial support

- * What should be the content of in-service education for different types of school?

- * What standards for professional development should be advocated?

- * What creative ways can be found to enhance the professional growth of all Jewish educators?

etc.

A few additional points regarding the document itself - editorial and other:

There are some points of nomenclature and language that could be clarified or made consistent:

- * Judaica, Jewish studies?

- * Secular education - general education?

- * teacher's institute = Jewish teacher's institute

- * Degree of Jewish studies from institutions of Higher Jewish Learning (does this include places like Graetz? if not how does one refer to these?)

- * manpower? faculty; staff; human resources

Page 1, end of first paragraph: preferable not to say why the three communities were selected ("for their dedication..."). Other communities may contest the statement. Same true for the end of the next paragraph ("-- if anything teachers in the Lead Communities may have..."). Too contestable.

Hope this is helpful. Should we have a telecon about the brief?

Good luck and good inspiration,

GAMOS type resbrfov.eg

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 9-OCT-1994 15:06:37.21
To: GAMORAN
CC:
Subj: Re: draft of overview

My comments on the overview:

1) I think the opening paragraph is too short. Even if it is redundant I would keep this paragraph and then add another short paragraph from your origianla paragraph that Nessa took out saying there is a lack of preparation and inservice in not sufficient to make up the deficiencies.

In the first sentence add formal next to educators.

second sentences, I like indicates rather than shows and I dont like the word both. perhaps simultaneously, or maybe nothing is needed there.

Preparation of Teaching : I would start with a sentence like:
Most teachers are not trained for teachgin in Jewish education. Only 21% (remember Nessa's comments abut using a fifth) of teachers are....
The rest of the section sounds great.

In-service: First sent. I would change might to can.
Do you what to add a sentence that these in-service "rates" are well below most requiriements for public school teachers?

Commitment: Rather than saying 6% are seeking posisiton outside Jewish ed , I would give the posisitive and say, Sixty-six percent (please check the number I dont hav it here) of the teachers plan to continue teaching in their current position and then if you want add the 6% figure, while only 6% plan to seek a position outside Jewish education. I would add the figure of 44% suppl. teachers saying Jewish edu is their career, even thoguh we have the part time number because many of the participants in the GA may say..oh, well this doesnt speak about the real problem, suppl ed. I like the sent that say eventhough there are virtually no full-time suppl. teachers 44% consider jewish ed their career.

The paragraph Teachers' enthusiasm and commitment offerr... could be offset in another section called, who knows, A time to Act or something of an upbeat summary just to close the page.

An afterthought, I think the first sentence should read: the same, and then perhaps a sentence something like the results of this study highlight the need to reexamine the personnel of Jewish education througout North America.

I guess what I'm missing is something that links this to the "call to arms for NA". This sent. maybe should not say reexamine the personnel, but say reexamine the personnel training needs and professional development ..

I think this will be a great addition to the brief.

If you want to have me take another look, I'll be back on e-mail this evening.

#1 9-OCT-1994 18:52:49.94 NEWMAIL

From: EUNICE::"73443.3152@compuserve.com"
To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN>
CC:
Subj: we've been asked to write an overview -- comments welcome today (Sunday)
or tonig

Dear Adam,

Regarding the overview, I would alter the sentence on preparation to say
30% have degrees in neither education or Jewish studies, not "training." I do
not quite agree with the sweeping nature of some other comments, but understand
the political intent. Cheerio, Julie

MAIL>

To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
Roberta Goodman <73443.3150@compuserve.com>,
Julie Tammivaara <73443.3152@compuserve.com>
Subj: Comments on Overview

Adam and Ellen,

My comments are as follows.

1. I find the tone and clarity the second half (beginning with "In-Service Training For Teachers") to be very good. No suggestions.
2. Typo - left out an "e" in improvement (last line of "Overview" section).
3. In the "Preparation for Teaching" section, the phrase "Jewish content areas" seems too ambiguous. I suggest using the same phrasing that you used two lines later "education or Jewish studies".

Press RETURN for more...

MAIL>

#3 9-OCT-1994 21:21:18.93 NEWMAIL

4. Also, in the "Preparation for Teaching" section, I would reverse the order of lines two and three. In this way, you finish discussing the training of the whole population, before discussing just day school teachers.

5. Also, concerning same part, I'm not sure the figure of 40% is the correct one to be using. In checking over the data, it seems to me that this figure was obtained using JEWISHED (Certification in Jewish studies). If so, it is somewhat misleading, since the rest of the section is referring to a combined measure of either certification OR A DEGREE in Jewish studies. Readers will miss the difference. Using the combined measure, the figure would be "among day school teachers, only 60% have formal training in Jewish studies". Perhaps not a point to highlight in the Overview?

Though a bit wordy as I've written it, perhaps the following would serve better: "Even among day school teachers, only 39% are professionally prepared in both education and Jewish studies, while 13% do not have formal training in either field." Then again, perhaps refer only to the

Press RETURN for more...

MAIL>

#3 9-OCT-1994 21:21:18.93 NEWMAIL
overall picture?

6. Finally, I didn't find the last two sentences in this section

(concerning the % of non-Jews) to be well connected to the beginning sentences on training. I would suggest either dropping it (Is it an important point?) or providing a segue (though I'm not sure how).

That's all, Bill

MAIL>

OVERVIEW

A two-year study of ^{formal Jewish} educators in three communities provides a rich and diverse picture of teachers' preparation and development as educators. The study ^{ind. cs} shows that the teaching force is in serious need of improvement, and provides reason for optimism that such improvement can take place.

Preparation for Teaching

^{prof} Most ~~ts~~ are not trained as Jewish educators. Only 21% have a degree in education. Barely a fifth of teachers are professionally prepared for teaching, in both education and Jewish ^{a degree in edu} content areas. Even among day school teachers, only 40% are certified in Jewish education. ^{+ in Jewish}

Thirty percent of teachers do not have ~~formal training in either~~ education or Jewish studies.

Ten percent of pre-school teachers are not Jewish. In one community the figure is as high as 20%. These figures pertain to teachers in Jewish schools teaching Jewish content.

In-Service Training for Teachers

In-service training, which ^{can} ~~might~~ help remedy these deficiencies, is infrequent and haphazard, particularly in day schools and supplementary schools. Even the best teacher workshops are isolated events, not connected to one another as part of a comprehensive plan for professional development.

The teachers attended about two workshops per year, on average. Pre-school teachers averaged between three and four workshops per year, supplementary teachers averaged between two and three, and day school teachers typically attended one or two workshops each year.

Juxtaposing the lack of professional preparation alongside the infrequency of in-service training presents a striking picture of a system in need of reform.

Teachers' Commitment to Jewish Education

The study found that teachers are enthusiastic about teaching and committed to Jewish education. They enjoy the intrinsic rewards of working with children and contributing to the Jewish people.

Almost 60% of all teachers, including 72% of full-time teachers and 55% of part-timers, view Jewish education as their career. ~~Only 6% of the teachers are seeking a position outside Jewish education.~~ Almost 40% of the teachers have taught for more than 10 years, and only 6% were in their first year of teaching when the study took place.

Teachers' enthusiasm and commitment offer a great opportunity to improve on the problems of insufficient preparation. The time is ripe for new, comprehensive plans for teachers' professional development. The challenge for schools, communities, and North American Jewry, is to create opportunities and incentives that teachers can embrace.

66% of the ts plan to continue in their current ^{roles} ~~positions~~, and only 6% intend to find a pos. outside Jew.

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

Text for Box 3:

Box 3. 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. By contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Text for Box 4:

Box 4. Technical notes.

1192 ~~71100?~~ In total, 983 teachers responded out of a total population of ~~71100?~~ 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, 184³⁴⁸ supplementary school teachers, and 299 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 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.

215
575
402

1192

OVERVIEW

A two-year study of formal Jewish educators in three communities provides a rich and diverse picture of teachers' preparation and development as educators. The study indicates that the teaching force is in serious need of improvement, and provides reason for optimism that such improvement can take place.

Preparation for Teaching

Most teachers are not professionally trained as Jewish educators. Only 21% have a degree in education and in Jewish studies. Thirty percent of teachers do not have a degree in either education or Jewish studies. Even among day school teachers, only 40% are certified as Jewish educators.

Ten percent of pre-school teachers are not Jewish. In one community the figure is as high as 20%. These figures pertain to teachers in Jewish schools teaching Jewish content.

In-Service Training for Teachers

In-service training, which could help remedy these deficiencies, is infrequent and haphazard, particularly in day schools and supplementary schools. Even the best teacher workshops are isolated events, not connected to one another as part of a comprehensive plan for professional development.

Most teachers attended no more than four workshops during the previous two years. Pre-school teachers averaged six to seven workshops, supplementary teachers averaged between four and five, and day school teachers typically attended three or four workshops over a two-year period.

Juxtaposing the lack of professional preparation alongside the infrequency of in-service training presents a striking picture of a system in need of reform.

Teachers' Commitment to Jewish Education

The study found that teachers are enthusiastic about teaching and committed to Jewish education. They enjoy the intrinsic rewards of working with children and contributing to the Jewish people.

Almost 60% of all teachers, including 72% of full-time teachers and 54% of part-timers, view Jewish education as their career. Sixty-six percent of the teachers plan to remain in their current positions, and only 6% intend to leave Jewish education in the near future. Almost 40% of the teachers have taught for more than 10 years, and only 6% were in their first year of teaching when the study took place.

A Time to Act

Teachers' enthusiasm and commitment offer a great opportunity to improve on the problems of insufficient preparation. The time is ripe for new, comprehensive plans for teachers' professional development. The challenge for schools, communities, and North American Jewry, is to create opportunities and incentives that teachers can embrace. The challenge for teachers is to participate in designing and taking advantage of new opportunities for professional growth.

Council for Initiatives in Jewish Education (CIJE)

Research Brief: Background and Professional Training of Teachers in Jewish Schools

The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

--A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education will depend on two vital 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 lead communities -- Atlanta, Baltimore, and Milwaukee -- to demonstrate models of systemic change at the local level. The lead communities boldly engaged in a pioneering, comprehensive study of their teaching personnel in day schools, supplementary schools, and pre-schools. Formal Jewish educators were surveyed, and a select sample were interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community.

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

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% were trained as Jewish educators, with a university or teacher's institute degree in education, as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The remaining 30% of teachers are untrained, lacking professional training in either education or Judaica (fig. 1).

Does the teachers' training differ according to educational setting?

Training in education: About half the teachers in each setting (day schools, pre-schools, and supplementary schools) reported university degrees in education (**table 1**). An additional 15% to 19% of pre-school and day school teachers have education degrees from teacher's institutes, as do 6% of supplementary school teachers. These institutes are usually one- or two-year programs taken in lieu of university study.

Training in Jewish studies: Day school teachers of Judaica are much more likely than teachers who work primarily in other settings to have post-secondary training in Jewish studies. Forty percent of day school teachers are certified as Jewish educators, and 38% 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, around 80% of the teachers lack advanced degrees and certification in Judaica, and even in the day schools, 60% lack such grounding in their subject matter (**box 2**).

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 once a week, and 11% of supplementary teachers and 22% of pre-school teachers did not attend at all at that age. After age 13, even greater proportions received minimal or no Jewish education (**figs. 2, 3; box 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 20%.

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 a shortage of qualified Jewish teachers.

Does in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs such as workshops each year. Close to 80% 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 four workshops over a two-year time span.

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 receive professional development as required by state standards. Given the minimal backgrounds of many of these teachers in both Judaica and education, however, it is appropriate to ask whether in Jewish settings the requirements should exceed state standards, which are aimed at teachers who have already had professional training.

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.

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. 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.)

Professional development for Jewish educators is not only a matter of making up for deficiencies. It is also a means of renewal and growth, something that is imperative for all teachers. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas, and to be invigorated by contact with other educators. Since most day school teachers have incomplete professional preparation, the scarcity of in-service is an even more pressing matter.

Supplementary school teachers: These teachers reported slightly higher average workshop attendance, about 4.4 sessions in a two-year period. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% are trained as educators, the current status of professional development for these teachers is of serious concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a long-term program of learning.

(There was some variation across communities in this finding.)

Summary: 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 day and supplementary school teachers. At best, workshops are isolated events, lacking the continuity of an overall system and plan for professional development. Veteran and beginning teachers may be offered the same workshops; teachers of strong Judaic content but little pedagogic training may be offered the same opportunities as teachers with strong backgrounds in general education but little Judaica.

The likelihood of changing this picture in the future depends to an important extent on teachers' willingness to participate in professional development. Hence, the study of educators examined teachers' commitment to Jewish education.

Are teachers in Jewish schools committed to Jewish education?

Yes. Almost 60% of the teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 30 hours a week), half described Jewish education as their career (**fig. 5**). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career.

There is considerable stability in the teaching force as well. 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-six percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future (**box 4**).

What do these findings mean, and what can we do?

Almost 80% of the teachers we surveyed lacked professional training in education, Jewish content -- or both. A substantial minority of teachers received scant Jewish education even as children. Yet the teachers have relatively little in-service training, far less than what is commonly expected of state-licensed teachers.

Our findings in day schools are particularly ironic. Although children in these schools study both general and Jewish subjects, the special mission of these schools is to teach Judaism. Yet the day schools hold their teachers of Judaica to lower standards than their general studies teachers.

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

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

And yet, in all settings, teachers are strongly devoted to Jewish education. They are enthusiastic and committed to the intrinsic rewards of working with children and making a contribution to the Jewish people. The commitment they exhibited means that it would be well worth investing in their professional development to improve their knowledge and skills.

Each of the lead communities -- Atlanta, Baltimore, and Milwaukee -- is devising a comprehensive plan to improve the caliber of its Jewish educators. We hope that other communities will be stimulated to take a close look at their teaching personnel, and work out action plans to suit their contexts.

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 in North America. What resources are available to promote in-service education--in personnel and expertise as well as in dollars? What should be the content of in-service education for different kinds of schools? What standards for professional development should be advocated? What creative ways can be found to enhance the professional growth of all Jewish educators?

These challenges in building the profession of Jewish education require new partnerships and renewed commitment. [I MADE THIS UP, AND WE NEED MORE.]

[CONCLUSION IS BOTH VERY IMPORTANT AND VERY WEAK RIGHT NOW. THERE IS NOT AN ANSWER TO "WHAT CAN WE DO ABOUT IT?"]

It is not your responsibility to complete the task, but neither are you free to desist from it.

--Pirke Avot

[I WOULDN'T MIND A NEW QUOTE.]

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% list Reconstructionist and other preferences. One-quarter work full time in Jewish education (i.e. they reported teaching 30 hours per week or more), and about one-fifth work in more than one school.

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 involved 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, NY 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.

Text for Box 3:

Box 3. 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. By contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Text for Box 4:

Box 4. Technical notes.

In total, 983 teachers responded out of a total population of ?1180? in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not 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 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 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.

intro R

4 pts - 2 or 3 things that make the case
trends rather than numbers

OVERVIEW

committed

not prep

no plot dev

something can be done

point of pres - teach people what is
mpt about points in doc

GAMO\$ type resbrfov.rlg

New mail on node AGE from IN\$"FSJCRD@IRISHMVS.BITNET" "Maureen Hallinan 219-631-7158" (10:49:40)

From: EUNICE::"73443.3150@compuserve.com" 10-OCT-1994 17:04:19.47

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: overview

October 10, 1994

Adam:

I have a few quick comments for you on the overview.

1) I think that you should include some statement about preschool teachers having regular, planned in-service programs because of state licensing requirements. The regularity and planfulness of their in-service programs distinguishes them from day schools and supplementary schools. In their regularity and planfulness model, to an extent, what you have been recommending: a systemic, coherent, comprehensive plan for professional development.

2) I find averaging the workshops to be confusing in terms of preschool teachers. I know that in Wisconsin, they have to have 18 hours. I know that there is a number of hours for Maryland. I presume that there is a figure for Georgia too. Even though you do not have the hours, only the number of workshops for supplementary and day schools, I would still like to see the average hours included for preschool teachers.

3) In the comment about teachers that says "only 6% are seeking positions outside of Jewish education," you have no time framework. The question asked if they were seeking a job outside of Jewish education for next year. I think that part has to be added.

4) In the last section where you talk about teachers being committed to Jewish education, seeing it as their profession, as a rationale supporting professional development efforts, I would add another important argument. Teachers' longevity, 40% (correct figure?) are in for over 10 years suggests that it is worthwhile from a dollar/investment perspective to spend money on professional development. The "common wisdom of the streets that I am familiar with" says that teachers do not stay long enough to make it worthwhile to spend lots of dollars on professional development. I think these surveys prove otherwise. I think that this is a critical argument for making your case for professional development.

Thanks!

Roberta

Comm. 53 dec prof as ^{best} choice
- because these adcs
- from leaders, to its inclines
- are critical to all ed endeavors
- CISE - pol decs based on evd
- so 3 lead communs - pioneering effort
- survey
- interviews

intro
- data from 3 communs
- sim enough that prob resemble many
- inspec of few other rpts
- indices seen consistently

AH - diff btw board & GA

- GA audience less sophistic
- to have an impact, must emph 6-7 most imp't pts - highlight those pts
- like overview

may say not frng not suffic, but wouldn't say not optimal!

quest'ns OK, but elaborate on quest'ns
- Give ~~the~~ the quest'ns meanings

Conclus

~~What can be done?~~ A framework for action
- local
- continental

All over America, large-scale proj in educ

We can do it too.

Data makes a case for itself - add personal note.
AH

frame where the ^{solut's} ~~prob's~~ have to come from

~~return to opening~~

conjunction of probl & commitment

for conclus
- what's pioneering?
- not story - rare, but not unheard of
- unique - focused plus touch, based on rpts

make sure #s system
fit pictures

Bks & Prot Trng - Board Pres

As all here know, key bldg blocks of ATA are
mobilz common sypt & bldg prot of T ed

Since 1992 CIST has been working w/ 3 LCs
- A, B & M - to create context for sytch
in T ed

- central tenet of CIST - pol decs based on info
- conses, LC's & CIST ~~totally~~ ^{provening} engaged in study
of T personnel - to provide bas.s on plan of ac
- all formal T eds surveyed, selec sample indivi^{depth}
- findings informing pol discs in LCs
- at GA will release info on 1 topic
~~now releasing~~ ~~try~~ bks & prot trng of T's
- spark disc at continental level T side
- findings from 3 commons - clear many
~~sims much greater than diff~~
- much more alike than diff, despite
diffs in size & region

- overall picture - serious need of ^{upgrading} ~~impr~~

- central msg for SA - lack prot trng

- inservice does not compensate

- not entirely bleak

- most T's - part or full - committed

- so investment may pay off

Slide

① 1. Are ts in T shls canted to Ted?

- yes - 60% career

②

- even part (< 30/yr), half career
- m s-pl - no ft - 44% career

- found stability

③

- 38% 710 yrs, 6% 1st yr

- 2/3 contin, 6% ~~not~~ intend to leave

④ 2. Are ts in T shls trained as T eds?

⑤

- most not

- ^{surv} showed - 21% v/t inst o in ed, \pm coll/sem degree, in T shls

- 39% ed only

- 18% T only

- 30% neither

⑥

- ~~about~~ $\frac{1}{2}$ ts in each setting univ ed degrees

- add. 14% day, 15% pre, 6% s-pl + inst. t

- vs 1-2 yr cross instead of univ

⑦

- day shls ts much more Judaica

- 40% T ^{cent} ed, 38% T Sma;

- other settings much less

- overall, 4/5 ts lack o, cent in Ted

- even in day shls, 3/5 lack such grounds in c-6, met

- ⑧ 3. Were ts, nT s. hls T ed as chln
- Almost all rec same - in fact more than 1/2 amt
 - 6+ minimal for many

- ⑨ a, 10, 11 - 5 How PIES
- one reason for low amts pre
 - many not T - T content to T chln, not T selvs
 - why? - one posibl ptn expl; READ

- ⑫ 4. Does in-service trng compensate for bks deficits?
- no - Most att frn each yr

- ⑬
- pre att bta 6-7 in 2 yr period
 - lic by state - sets stds
 - given lack of T bks - question whether engh!
 - day schld att much less
 - st regs for sec trng but not Judaica trng
 - little evd of sist prof devel
 - 3.8 per yr
 - comp to st stds?
 - wisn, es, 180 hrs for 5 yrs
 - I estim - 29 hrs
 - less than 1/6!

- d s t's need
 - many not fully trained
 - even those who are need
 - renewal, growth, learn new ideas, excited
- suppl a bit more
 - but few prep after Bay^{pt} M - need more
 - even those who teach only after hrs / wk can be nurtured the content to long
- A, B, M offer many impt opps
 - city-wide conventions
 - seminars
- still, infreq + haphaz, partic. day + suppl
 - some useful, some not
 - at best - isolated events, not part of complete plan

(14) 5. What does it mean, & what can we do?

- almost 4/5 lack prof training in ed, T content, or both
- substantial minor recommitment even as chn
- yet rel little prof dev, far less than sec t's
- but t's strongly devoted to j-ed
 - enthus, pos, cont to intrinsic rens of making w/ chn + contrib to JP
- hence, conclude w/rtt inverstg in t's to impr knowl & skills

15

- LCS devising plans to improve caliber of Jeds - recruitment

- hope other commands do not grow
- for CITE - local strategies

- continental strategies
- ^{even LCS at forefront} commands can't do it alone

- continental

- need help from many sources
- units of h f / as

- issues incl

- resources avail to promote interest

- manpower, expertise, finance

- centers of m-service

- diff types of SWS eds
- / diff bks

- creative ways to enhance ^{not} growth

- need collaboration N Am

- new partnerships
- renewed commitment



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October 13, 1994

To: GENERAL ASSEMBLY DELEGATES

We are pleased to enclose the Preliminary Program of CJF's 1994 General Assembly. Although there will undoubtedly be last-minute changes, it is complete enough to be a useful tool for your GA planning.

As you know, Prime Minister Rabin will be joining us on Thursday night. Among the late-breaking developments is the very real possibility that Vice President Al Gore will be speaking at the Thursday Morning Plenary.

The heart of the GA, as always, will be workshops, forums and other programs on the ongoing work of Federations, including the following pre-GA Institutes:

The Federation Financial Resource Development Leadership Institute

The Government Affairs Institute

The HIAS Leadership Conference on Immigration Policy and Refugee Resettlement

Please also note that programming on Shabbat afternoon will be organized as a Shabbaton to which all GA registrants are invited. The theme will be Israel-Diaspora relations. Please plan on joining us.

Another highlight of the GA will take place Thursday morning when all GA participants will have an opportunity to engage in Jewish study together. There will be other opportunities for Jewish study and learning throughout the GA, led by rabbis/scholars such as:

Rachel Cowan, Elliot Dorff, David Elcott, Barry Holtz, Avraham Infeld, Ann Lapidus Lerner, Esther Perel, Ama Poupko, Sol Roth, David Saperstein, Daniel Syme,

and many other distinguished Jewish teachers.

(over)

Please note that we have also enclosed a meal order form which must be mailed or faxed to us no later than November 4th.

Please also know that the cafeteria of the Colorado Convention Center will be fully kashered. It will be possible and convenient for all delegates to obtain food there and, hence, far fewer "non-programmed" meals have been scheduled.

All other food events are being organized by particular departments or organizations. Reservations and sign-ups will be handled directly by the sponsoring department/organization.

If you need additional registration forms, please fax your request to Muriel Wasserlauf, CJF Office Administrator, at 212-529-5876, giving exact mailing instructions and quantity desired.

We look forward to seeing you in Denver.

**gale12
CS/hj**

ANNOUNCEMENT

October 28, 1994

TO: G.A. REGISTRANTS

FROM: CARL SHEINGOLD
Assistant Executive Vice President
G.A. Program Coordinator

The enclosed Preliminary Program will provide a good basis for you to do your G.A. planning, although, as you can imagine, there will be changes reflected in the final program you will receive in Denver.

I do, however, want to bring to your attention a very significant change relating to Friday programming.

I am pleased to announce that Vice President Al Gore will be addressing us at a special plenary to take place 9:30-10:30 AM on Friday morning. To accommodate this event, the forums and workshops scheduled in the Preliminary Program for 8:15-10:00 AM will now take place 7:30-9:00 AM, and those scheduled for 10:30 AM-12:15 PM will now run from 10:45 AM-12:15 PM.

One other piece of news: There will be a special midday program scheduled for 12:30-1:45 PM on Friday at which Binyamin Netanyahu, leader of Israel's opposition, will be speaking.

Any other changes of meetings or luncheons resulting from these special events will be communicated by the sponsoring departments or organizations.

I look forward to seeing you in Denver.

**CJF GENERAL ASSEMBLY
MASTER MEAL ORDER FORM
DENVER, COLORADO • NOVEMBER 16 - 19, 1994**



All meal functions at the GA require advance ticket purchase.
See attached sheet for complete information and instructions.

Name _____

Federation/Agency _____

Address _____
(Street Number) (City, State/Province, Zip/Postal Code)

Mail your Order Form and check to: GA Registrar, Council of Jewish Federations, 730 Broadway, New York, NY 10003 or Fax to: (212) 529-5876. FORM MUST BE RECEIVED NO LATER THAN NOVEMBER 4, 1994.

Event Number	Day	Meal Function	No. of Tickets	Price	Total
4305	W	Women's Division Board Lunch (open)		25	
4680	W	Student Dinner		20	
4685	W	Small Federation Supper		29	
R6750	F	General Shabbat Dinner		45	
R6760	F	Young Leadership Shabbat Dinner		45	
R6770	F	Small Federations Shabbat Dinner		45	
R6785	F	Campus Community Shabbat Dinner Student Rate		45 41	
R6771	F	Home-Style Shabbat Dinner		45	
7100	SA	Seuda Shlishi - Third Shabbat Meal		18	
7110	SA	Non-Programmed Dinner		30	
		Total amount enclosed:			

Faxed orders only accepted with credit card information. Phone orders will not be accepted.
ALL PAYMENTS MUST BE IN U.S. DOLLARS.

☐ Visa

☐ Mastercard

☐ American Express

Name as it appears on credit card _____

Card #/Expiration Date _____

Signature/Date _____

Note: Those wishing to attend the Women's Division reception/dinner (Tuesday evening) must use the special registration form included in the General Assembly brochure, or call Susan Brody at (303) 757-7572

1994 GENERAL ASSEMBLY MEALS

The enclosed form will enable you to order GA meals in advance. Private meetings, as well as special seminars, institutes, and symposia on Tuesday and Wednesday are not included here. Meals orders for these programs will be solicited directly from invited participants by the sponsoring departments.

CJF must provide guarantees to the caterer 72 hours in advance of each meal. Guarantees for Wednesday functions will be due on Friday, November 11; guarantees for Shabbat dinners will be due Tuesday, November 15. Extra meals will not be ordered for any food function; hence it is essential that you order meals in advance. This includes events listed on the Master Meal Order Form and events for which you will receive invitations that require a response and payment.

All CJF meal functions are strictly kosher. Supervision will be provided by the Scroll K Va'ad HaKashrus, Denver. The kitchen and cafeteria at the Convention Center will be kosher and supervised by Rabbi Moshe Heisler.

Meal tickets will not be sent to you, but will be available for pick-up at Registration in the Denver Convention Center. Check your tickets for conformity to your order. Please pick up your tickets as soon as possible after you arrive.

Fill out and mail the order form with full payment for meals you wish to attend *as soon as possible*. Order forms and checks are to be mailed to CJF's New York Office and marked: General Assembly Registrar. Fax orders with credit card numbers will be accepted. Orders transmitted to the CJF office must be received ***no later than Friday, November 4*** in order to be processed. Meals may be ordered at the GA only as stated above.

Only paid-in-full orders for General Assembly Meal Functions constitute reservations. Before sending in your individual requests and payments, please check with your Federation office to avoid duplications.

Block orders for Federations should be picked up by the person who signed the block order. If this is not possible, bearer should have a note from signer authorizing pick-up.

PLEASE, DO NOT DELAY. Return this form no later than November 4, 1994.

COUNCIL
OF JEWISH
FEDERATIONS



GENERAL
ASSEMBLY
NOVEMBER 16-19, 1994
DENVER

Clinton, Jewish community to
communicate by satellite

BE A PART OF
JEWISH HISTORY
... AS IT HAPPENS.

GA'94

COUNCIL OF JEWISH FEDERATIONS

PRELIMINARY
PROGRAM

ANNE THOMPSON
Associated Press Writer
STON (AP) — When Fredda
Clinton cooked gefilte fish for
family, the smell took her back

Jewish children get the religious
training necessary to grasp — and
continue — tradition.

"You're not going to get educa-
tion by osmosis anymore," Fishman
says. "Jewishness has to be taught."

up in more homogenized suburbs —
needed a high level of consistent
formal religious education to become
active Jews as adults.

A few hours of Sunday school or
brief intensive training for a few years
were not enough to instill a sense



63RD GENERAL ASSEMBLY

Preliminary Program

Denver, Colorado
November 16 - 19, 1994

Program:
Colorado Convention Center

Shabbat:
Radisson Hotel

Other hotels:
Brown Palace
Comfort Inn
Executive Tower
Hyatt Regency
Westin

Theme:

***Building Jewish Community:
Contributing to our Societies***

COUNCIL OF JEWISH FEDERATIONS
730 Broadway
New York, NY 10003-9596

Maynard I. Wishner
President

Martin S. Kraar
Executive Vice President

Donald H. Seiler, San Francisco
Linda Cornell Weinstein, Rochester
Co-Chairmen, GA Program Committee

Carl A. Sheingold
Assistant Executive Vice President
GA Program Director

P R E L I M I N A R Y P R O G R A M
(including November 13-16 "pre-GA" meetings)

9:00 AM - 5:30 PM JESNA BOARD MEETING (D. Shriner-Cahn, JESNA)
(continuation; see Sunday 12:00 N)

9:00 AM - 10:00 PM BUREAU DIRECTORS FELLOWSHIP/ASSOCIATION OF
CENTRAL AGENCIES FOR JEWISH EDUCATION
(D. Shriner-Cahn, JESNA)
(continuation; see Sunday 7:00 PM)

12:00 N - 6:00 PM UJA REGIONAL DIRECTORS MEETING
(Harold Cohen, UJA)

2:00 PM - 9:00 PM NEW PROFESSIONALS INSTITUTE (E. Quint)
(continues Tuesday 9:00 AM)

4:30 PM RELIGIOUS SERVICE
-Orthodox (G. Jacobson)

6:00 PM - 8:30 PM UJA REGIONAL CHAIRMEN, VICE-CHAIRMEN AND
DIRECTORS DINNER (Harold Cohen, UJA)

TUESDAY, NOVEMBER 15

7:00 AM RELIGIOUS SERVICES
-Conservative (B. Swartz, CJF Atlanta)
-Orthodox [begins at 6:45 AM] (G. Jacobson)

8:00 AM - 11:00 AM UJA CAMPAIGN EXECUTIVE COMMITTEE
(Harold Cohen, UJA)

9:00 AM - 5:00 PM NEW PROFESSIONALS INSTITUTE (E. Quint)
(continuation; see Monday 2:00 PM)

9:00 AM - 10:00 PM BUREAU DIRECTORS FELLOWSHIP/ASSOCIATION OF
CENTRAL AGENCIES FOR JEWISH EDUCATION
(D. Shriner-Cahn, JESNA)
(continuation; see Sunday 7:00 PM)

10:00 AM - 12:00 N NFC EXECUTIVE COMMITTEE (J. Rosen)

10:30 AM - 2:00 PM UJA OFFICERS MEETING/LUNCHEON
(Harold Cohen, UJA)

10:00 AM - 3:00 PM ENDOWMENT PROFESSIONALS INSTITUTE (R. Marlin)

11:00 AM - 5:00 PM STATE GOVERNMENT AFFAIRS DIRECTORS CONFERENCE
(CJF Washington Action Office)

1:30 PM - 5:45 PM JBC/CBC AGENCY PRESENTATIONS (J. Rosen)
(continues Wednesday 1:30 PM)

1:30 PM - 9:30 PM HRD PROFESSIONALS INSTITUTE (J. Sheer)

2:00 PM - 6:00 PM UJA CAMPAIGN DIRECTORS/REGIONAL DIRECTORS
CAMPAIGN PLANNING MEETING
(By invitation) (Harold Cohen, UJA)

TUESDAY, NOVEMBER 15 (continued)

2:00 PM - 8:30 PM HIAS LEADERSHIP CONFERENCE ON IMMIGRATION
POLICY AND REFUGEE RESETTLEMENT
(Harvey Paretzky, HIAS)
(continues Wednesday, 8:00 AM - 2:30 PM)

3:00 PM - 5:00 PM CJF WOMEN'S DIVISION EXECUTIVE COMMITTEE
(By invitation) (R. Shiffman)

3:00 PM - 6:30 PM SENIOR STAFF PROFESSIONAL SYMPOSIUM
(E. Quint)
"Federations Moving into Their Second 100
Years"

5:00 PM - 9:00 PM "DO THE WRITE THING"-DTWT ORIENTATION AND
ICE-BREAKER (L. Jacobs)

5:00 PM - 10:00 PM GOVERNMENT AFFAIRS INSTITUTE
(CJF Washington Action Office)
(continues Wednesday, 7:30 AM - 5:00 PM)

5:30 PM - 7:15 PM WOMEN'S DIVISION DINNER
"East Meets West: An Israeli Experience"
-Host: Allied Jewish Federation of Colorado
(Susan Brody, Denver)

6:00 PM - 7:30 PM UJA MIDWEST REGION EXECUTIVE COMMITTEE
Off-site (Harold Cohen, UJA)

6:00 PM - 10:00 PM UJA WESTERN REGION EXECUTIVE COMMITTEE
Off-site (Harold Cohen, UJA)

6:30 PM - 9:00 PM CAMPAIGN DIRECTORS DINNER AND MEETING
(J. Sachs)

7:15 PM - 8:00 PM WOMEN'S DIVISION BOARD ORIENTATION
(By invitation) (J. Sheer)

TUESDAY, NOVEMBER 15 (continued)

7:30 PM - 9:30 PM UJA MISSIONS COMMITTEE
(Harold Cohen, UJA)

7:30 PM - 9:30 PM UJA SEGO COMMITTEE (Harold Cohen, UJA)

8:00 PM - 9:30 PM WOMEN'S DIVISION OPENING PLENARY (J. Sheer)

8:00 PM - 10:00 PM NPC PLANNING FORMULATION COMMITTEE
(J. Rosen)

8:00 PM - 11:00 PM PROFESSIONAL PLANNERS GET-TOGETHER
(J. Strauss)

8:00 PM - 11:00 PM CJF RESOLUTIONS COMMITTEE (R. Jacobs)

9:00 PM - 10:30 PM CAMPAIGN DIRECTORS INSTITUTE PROGRAM PLANNING
COMMITTEE (J. Sachs)

9:00 PM - 11:00 PM AJCOP OPEN BOARD MEETING (R. Jacobs)

9:00 PM - 11:30 PM ENDOWMENT PROFESSIONALS RECEPTION (R. Marlin)
(Off-site)

WEDNESDAY, NOVEMBER 16

6:45 AM - 7:30 AM FITNESS PROGRAMS
 -Sponsored by Allied Jewish Federation
 of Colorado

7:00 AM RELIGIOUS SERVICES
 -Conservative (B. Swartz, CJF Atlanta)
 -Orthodox [begins at 6:45 AM] (G. Jacobson)
 -Reform (D. Cohen)

7:00 AM - 8:00 AM ULPAN/AN OPPORTUNITY TO LEARN HEBREW
 (also Thurs. and Fri.) (A. Vernon, JESNA)

7:00 AM - 8:15 AM VIVIAN RABINEAU MEMORIAL AWARD COMMITTEE
 (J. Sachs)

7:30 AM - 9:30 AM PRIME MINISTER'S COUNCIL STEERING COMMITTEE
 (Harold Cohen, UJA)

7:30 AM - 12:00 N NORTH AMERICAN COMMISSION ON JEWISH IDENTITY
 AND CONTINUITY (J. Woocher, JESNA)

7:30 AM - 5:00 PM GOVERNMENT AFFAIRS INSTITUTE
 (CJF Washington Action Office)
 (continuation; see Tuesday 5:00 PM)

7:45 AM - 5:30 PM FEDERATION RESOURCE DEVELOPMENT LEADERSHIP
 INSTITUTE (J. Sachs/D. Kent)
 "Reengineering Federation:
 Donor-Centered Giving" (By invitation)

8:00 AM - 10:00 AM WOMEN'S DIVISION MEETINGS
 (J. Sheer/R. Shiffman)
 Large Cities:
 -The Role of Women's Foundations
 in Federations
 Large Intermediate Cities:
 -The Changing Roles and Functions of
 Women's Divisions
 Smaller Intermediate and Small Cities:
 -Are Women's Divisions Viable in Smaller
 Communities?

8:00 AM - 10:00 AM JOINT BUDGETING COUNCIL BUSINESS MEETING
 (J. Rosen)

WEDNESDAY, NOVEMBER 16 (continued)

8:00 AM - 2:30 PM HIAS LEADERSHIP CONFERENCE ON IMMIGRATION
POLICY AND REFUGEE RESETTLEMENT
(Harvey Paretzky, HIAS)
(continuation; see Tuesday 2:00 PM)

9:00 AM "PRO" JOB FAIR (D. Cohen)
(through Friday Noon)

9:00 AM - 11:00 AM DTWT SESSION (L. Jacobs)

9:00 AM - 2:00 PM BUREAU DIRECTORS FELLOWSHIP/ASSOCIATION OF
CENTRAL AGENCIES FOR JEWISH EDUCATION
(D. Shriner-Cahn, JESNA)
(continuation; see Sunday 7:00 PM)

10:00 AM - 12:00 N WOMEN'S DIVISION WORKSHOPS
1. Strategies and Tools for Upgrading
Women's Divisions (J. Sheer)
2. Marketing -- The Cutting Edge Approach
to Outreach (R. Shiffman)
3. UJA National Women's Campaign Seminar
(R. Shiffman)

10:15 AM - 12:15 PM COMBINED BUDGETING COUNCIL BUSINESS MEETING
(J. Rosen)

NOON - 2:00 PM CJF WOMEN'S DIVISION BOARD LUNCHEON
-OPEN MEETING (J. Sheer)
(Pre-registration for lunch required)

1:00 PM - 3:00 PM CRYPTO-JEWS OF COLORADO AND THE SOUTHWEST
-Special audio-visual presentation sponsored
by Allied Jewish Federation of Colorado

1:00 PM - 3:00 PM DTWT (L. Jacobs)

1:00 PM - 3:30 PM FEDERATION CAREER SEMINAR (D. Cohen)

1:30 PM - 5:45 PM JBC/CBC AGENCY PRESENTATIONS (J. Rosen)
(continuation; see Tuesday 1:30 PM)

WEDNESDAY, NOVEMBER 16 (continued)

2:00 PM - 4:00 PM WOMEN'S DIVISION WORKSHOPS
 (J. Sheer/R. Shiffman)

1. Israel-Diaspora Women's Dialogue

2. Going for Untapped Money --
 Foundation and Government Grants

2:00 PM - 4:00 PM PERSONNEL PROFESSIONAL ADVISORY COMMITTEE
 (J. Daner)

2:00 PM - 5:00 PM YOUNG LEADERSHIP AWARD WINNERS PROGRAM
 (L. Hollander)

2:30 PM - 4:30 PM CJF EXECUTIVE COMMITTEE (B. Olshansky)
 (By invitation)

3:30 PM - 5:30 PM REFUGEE RESETTLEMENT PROFESSIONAL
 ADVISORY COMMITTEE (R. Jacobs)

3:30 PM - 5:30 PM JTA BOARD MEETING AND RECEPTION (JTA)

3:30 PM - 7:45 PM DTWT WELCOME AND OPENING DINNER (L. Jacobs)

4:00 PM - 4:45 PM ORIENTATION FOR FIRST-TIME DELEGATES
 (D. Stein)

4:00 PM - 5:00 PM WOMEN'S DIVISION PRESIDENTS MEETING
 (R. Shiffman)

4:00 PM - 6:00 PM WOMEN'S DIVISION DIRECTORS MEETING
 (J. Sheer)

4:30 PM - 5:30 PM FACILITATORS FOR GA STUDY PROGRAM
 (L. Hollander)

4:30 PM - 6:00 PM STUDENT ORIENTATION (Linda Mann, Hillel)

4:30 PM - 7:15 PM WESTERN AREA PRESIDENTS AND EXECUTIVES
 (M. Berger, CJF San Diego)

WEDNESDAY, NOVEMBER 16 (continued)

5:00 PM - 7:30 PM WASHINGTON REFUGEE ADVOCACY GROUP
 (CJF Washington Action Office)

5:30 PM - 7:30 PM CJF ENDOWMENT FUND RECEPTION AND DINNER
 (T. Hurwitz/G. Jacobson)

6:00 PM STUDENT DINNER (Linda Mann, Hillel)

6:00 PM - 7:30 PM SMALL FEDERATIONS/SUPPER AND PROGRAM
 (L. Markowitz)

7:30 PM - 9:30 PM **OPENING PLENARY**
 *Highlights:

 Speakers: Edgar Bronfman
 Rabbi David Wolpe

 Entertainment:
 Elizabeth Swados

9:45 PM - 11:00 PM **FORUMS:**

 WHAT WILL WE MEAN BY "JEWISH COMMUNITY" IN
 THE 21ST CENTURY?

 Speakers: Dr. Daniel Elazar
 Prof. Arnold Eisen

 NEW TAX REPORTING REQUIREMENTS:
 IMPLICATIONS FOR FEDERATIONS AND THEIR DONORS

 Speakers: Sheldon Cohen, Esq.,
 Former Commissioner, IRS
 Howard Schoenfeld, IRS

10:30 PM WESTERN HOSPITALITY
 -Host: Colorado Jewish Student Leadership

11:15 PM AJCOP AWARD PRESENTATIONS AND RECEPTION
 (R. Jacobs)

THURSDAY, NOVEMBER 17

- 6:45 AM - 7:30 AM **FITNESS PROGRAMS**
-Sponsored by Allied Jewish Federation
of Colorado
- 7:00 AM **RELIGIOUS SERVICES**
-Conservative (B. Swartz, CJF Atlanta)
-Orthodox [begins at 6:45 AM] (G. Jacobson)
-Reform (D. Cohen)
- 7:00 AM - 8:00 AM **ULPAN/AN OPPORTUNITY TO LEARN HEBREW**
(A. Vernon, JESNA)
- 7:00 AM - 8:00 AM **WOMEN PRESIDENTS AND EXECUTIVES
OF FEDERATIONS**
-Targeted HRD Efforts to Increase Women in
General Federation Leadership (Breakfast)
- 8:00 AM - 10:30 AM **PLENARY AND STUDY SESSIONS**
"Building Jewish Community:
Contributing to Our Societies"

Speakers: Prof. Arnold Eisen
 Prof. Joseph Reimer
- 10:30 AM - 12:00 N **EXECUTIVES OF LARGE CITY FEDERATIONS**
- 11:00 AM **MEDIA PROGRAM FAIR (F. Strauss)**
(through Friday Noon)
- 11:00 AM - 12:30 PM **FORUMS:**
- FINANCIAL RESOURCE DEVELOPMENT:
TRENDS AND STRATEGIES**
- LIFELONG JEWISH LEARNING:
THE KEY TO JEWISH CONTINUITY**

Speakers: Prof. Steven M. Cohen
 Rabbi Harold Schulweis
- REACHING THE "UNREACHABLE":
PROGRAMMING FOR JEWISH STUDENTS**
- JEWISH SECURITY AND TERRORISM**

Featured Speaker:
Dr. Ruben Beraja, President
DAIA, Buenos Aires

THURSDAY, NOVEMBER 17 (continued)

11:00 AM - 12:30 PM WORKSHOPS:

OUTREACH TO YOUNG ADULTS

THE ENVIRONMENT: A JEWISH ISSUE

HUMAN SERVICES FAIR

PRESIDENTS AND EXECUTIVES OF LARGE
INTERMEDIATE, INTERMEDIATE AND SMALL
FEDERATIONS
"Role of Federation in Building Business
Bridges with Israel"

ELECTRONIC COMMUNICATIONS

THE INSTITUTIONS OF THE WORLD JEWISH POLITY:
HISTORICAL BACKGROUND

Speaker: Dr. Daniel Elazar

11:00 AM - 12:30 PM COMMITTEES:

CJF/HIAS REFUGEE RESETTLEMENT COMMITTEE
(H. Paretzky, HIAS)

CJF PUBLIC SOCIAL POLICY STEERING COMMITTEE
(CJF Washington Action Office)

11:00 AM - 12:30 PM OTHER:

BEIT MIDRASH STUDY SESSIONS, EDUCATION
WORKSHOPS (A. Vernon, JESNA)

DTWT SESSIONS (L. Jacobs)

11:00 AM - 1:00 PM OTZMA/MANAGEMENT COMMITTEE
(M. Peskin)

THURSDAY, NOVEMBER 17 (continued)

11:00 AM - 2:00 PM UJA PRIME MINISTER'S COUNCIL LUNCHEON
(Harold Cohen, UJA)

12:00 N - 2:00 PM PLANNING/BUREAU DIRECTORS
(D. Shriner-Cahn, JESNA)

12:30 PM - 1:45 PM FEREP BRIEFING (L. Jacobs)

SMALL FEDERATIONS INSTITUTE PLANNING
(L. Markowitz)

CONNECTICUT AND MASSACHUSETTS FEDERATION
STATE ASSOCIATION BRIEFING (H. Feinberg)

RABBINIC AWARD WINNERS (L. Hollander)

FRD PROFESSIONALS (J. Sachs/D. Kent)
(By invitation)

DTWT (L. Jacobs)

NATIONAL ALIYAH COMMITTEE (L. Hollander)

HUC-JIR ALUMNI (R. Jacobs)

12:30 PM - 2:30 PM 1995 INTERMEDIATE FEDERATION EXECUTIVE
INSTITUTE KICKOFF WORKSHOP (H. Feinberg)

THURSDAY, NOVEMBER 17 (continued)

1:45 PM - 3:15 PM **FORUMS:**

JEWISH IDENTITY: CREATING "CONTINUITY
CAPABLE" INSTITUTIONS

Speakers: Rabbi Sheldon Zimmerman
Ann Kaufman
Daniel Shapiro

ISRAEL-DIASPORA RELATIONS: A SUBJECT IN THE
ISRAELI EDUCATION SYSTEM AND JEWISH
EDUCATIONAL SYSTEMS IN THE DIASPORA

JEWISH IDENTITY: BRINGING JEWISH CULTURE --
ISRAELI AND NORTH AMERICAN -- TO YOUR
COMMUNITY

Speakers: Hon. Colette Avital
Israeli Consul General, NY

Eli Evans, President
Revson Foundation

JAFI FORUM

1:45 PM - 3:15 PM **WORKSHOPS:**

SEMINAR ON BUDGETING AND ALLOCATIONS FOR
LOCAL SERVICES FOR INTERMEDIATE AND SMALL
COMMUNITIES

CHILDREN AT RISK

LEADERSHIP DEVELOPMENT

THURSDAY, NOVEMBER 17 (continued)

1:45 PM - 3:15 PM **WORKSHOPS:** (continued)

FRD WORKSHOPS: (2)

1. Jewish Continuity: A Case Study in Financial Resources
2. Expanding Our Donor Base: Donor Development and Outreach Efforts by Federations

HRD CHAIRS AND DIRECTORS SEMINAR

VOLUNTEERS IN REFUGEE RESETTLEMENT: NEW NEEDS, NEW APPROACHES

1:45 PM - 3:15 PM **COMMITTEES:**

PERSONNEL SERVICES/FEREP ADVISORY COMMITTEES
(J. Daner)

CRB FOUNDATION/ISRAEL EXPERIENCE CONSORTIUM
COMMITTEE (CRB Foundation)

OTZMA COMMITTEE (M. Peskin)
-Otzma coordinators, chairs, alumni,
and Israeli Otzma Committee members

1:45 PM - 3:15 PM **OTHER:**

BEIT MIDRASH STUDY SESSIONS, EDUCATION
WORKSHOPS (A. Vernon, JESNA)

STUDENT PROGRAM (Linda Mann, Hillel)

DTWT SESSIONS (to 5:15 PM) (L. Jacobs)

PRESIDENTS AND EXECUTIVES OF TEXAS
FEDERATIONS (M. Berger, CJF San Diego)

THURSDAY, NOVEMBER 17 (continued)

3:45 PM - 5:15 PM **FORUMS:**

PREPARING JEWISH EDUCATORS FOR THE 21ST
CENTURY: NEW PARTNERSHIPS, NEW RESPONSES

1995 CAMPAIGN AND BEYOND

- * Supplemental Earmarked Giving Opportunities (SEGO)
- * Partnership 2000
- * Converting Exodus Gifts into Annual Gifts
- * Sustaining Jewish Life in Other Lands

IMMIGRATION AND REFUGEE POLICIES:
IMPACT ON THE HOMEFRONT

3:45 PM - 5:15 PM **WORKSHOPS:**

HOUSING FOR THE ELDERLY

FRD WORKSHOPS (3)

1. Donor Research
2. Donor Cultivation and Recognition
3. Small City Endowment Development

TAKING RISKS FOR JEWISH CONTINUITY:
SERVING THE INTERMARRIED

GOVERNMENT FUNDING OPPORTUNITIES

LONG-RANGE STRATEGIC PLANNING IN SMALL
FEDERATIONS: NEW MODELS

3:45 PM - 5:15 PM **COMMITTEES:**

FEREP CONSORTIUM SCHOOL REPRESENTATIVES
(J. Daner)

THURSDAY, NOVEMBER 17 (continued)

3:45 PM - 5:15 PM **OTHER:**

BEIT MIDRASH STUDY SESSIONS, EDUCATION
WORKSHOPS (A. Vernon, JESNA)

STUDENT PROGRAM (Linda Mann, Hillel)

3:45 AM - 6:15 PM OTZMA MANAGEMENT COMMITTEE AND ISRAELI OTZMA
COMMITTEE (M. Peskin)

6:00 PM FEDERATION AND AGENCY RECEPTIONS (R. Jacobs)

8:15 PM **INTERNATIONAL PLENARY**

*Highlights:

Speakers: Hon. Yitzhak Rabin
Prime Minister, State of Israel

Maynard I. Wishner
President, CJF

Entertainment:
Chava Alberstein

-Followed by Reception:
"A Night in the Wild West"

-Host:
Allied Jewish Federation of Colorado

10:30 PM WESTERN HOSPITALITY
-Host: Young Leadership of Colorado

FRIDAY, NOVEMBER 18

6:45 AM - 7:30 AM FITNESS PROGRAMS
 -Sponsored by Allied Jewish Federation
 of Colorado

7:00 AM RELIGIOUS SERVICES
 -Conservative (B. Swartz, CJF Atlanta)
 -Orthodox [begins at 6:45 AM] (G. Jacobson)
 -Reform (D. Cohen)

7:00 AM - 8:00 AM ULPAN/AN OPPORTUNITY TO LEARN HEBREW
 (A. Vernon, JESNA)

7:00 AM - 8:00 AM FEREP BRIEFING (L.Jacobs)

7:00 AM - 8:00 AM FLORIDA ASSOCIATION OF JEWISH FEDERATIONS
 (B. Swartz, CJF Atlanta)

 CIJE-COUNCIL FOR INITIATIVES IN JEWISH
 EDUCATION (J. Woocher, JESNA)

7:00 AM - 8:00 AM OHIO JEWISH COMMUNITIES/GOVERNMENT AFFAIRS
 COMMITTEE/EXECUTIVES AND PRESIDENTS BREAKFAST
 (D. Stein)

7:00 AM - 10:00 AM EXECUTIVES OF INTERMEDIATE FEDERATIONS
 (H. Feinberg)

8:00 AM - 10:00 AM WOMEN'S DIVISION EXECUTIVE COMMITTEE
 (By invitation) (J. Sheer)

 WOMEN'S DIVISION BIG FIVE COMMUNITIES
 (By invitation) (J. Sheer)

FRIDAY, NOVEMBER 18 (continued)

8:15 AM - 10:00 AM **FORUMS:**

ISRAEL-DIASPORA: THE PEACE PROCESS

MOVING IN TIME AND SPACE: Contact and
Communication in a Fluid Social Environment

POST-ELECTION ANALYSIS

Speakers: Diana Aviv, Director
CJF Washington Action Office

Neal Sher, Executive Director
AIPAC

ISRAEL EXPERIENCE: MARKETING THE CONCEPT

THE EVOLVING POLITICAL CONDITIONS IN THE
FORMER SOVIET UNION: IMPACT ON JEWS AND THE
JEWISH COMMUNITY

8:15 AM - 10:00 AM **WORKSHOPS:**

CAMPAIGN AND RESOURCE DEVELOPMENT IDEAS
BAZAAR

MARKETING/COMMUNICATIONS DIRECTORS

PRESIDENTS AND PRESIDENTS-ELECT OF
SMALL FEDERATIONS

EXECUTIVES OF SMALL FEDERATIONS

EXECUTIVES OF LARGE INTERMEDIATE FEDERATIONS

ISRAEL ECONOMIC DEVELOPMENT NETWORKING

UJA WORKSHOP: SOLICITATION FOR SUCCESS

FRIDAY, NOVEMBER 18 (continued)

8:15 AM - 10:00 AM WORKSHOPS: (continued)

JEWISH EDUCATION WORKSHOPS (2)

1. Supplementary Schooling That Works
2. Starting With Ourselves:
New Horizons in Adult Jewish Learning

**HOW DEEP AND HOW WIDE: TO WHAT EXTENT IS
PLANNING AND ALLOCATIONS CONFRONTING THE BIG
PLANNING ISSUES?**

**-A Special Workshop for Large City
Federations**

8:15 AM - 10:00 AM OTHER:

**BEIT MIDRASH STUDY SESSIONS, EDUCATION
WORKSHOPS (A. Vernon, JESNA)**

DTWT SESSION (to 11:30 AM) (L. Jacobs)

**10:00 AM - 12:00 N ENDOWMENT DIRECTORS ADVISORY COMMITTEE
(R. Marlin)**

10:15 AM - 12:45 PM CJF BOARD OF DELEGATES

- * Election of CJF Officers and
Executive Committee
- * 1995 CJF Budget and Dues Schedule
- * Resolutions on Policies and Programs
- * By-Law Amendments
- * Collective Responsibility for Domestic
Resettlement
- * Funding Jewish University Student Services
- * Endowment Fund Grants
- * Admission of New Member Federations

FRIDAY, NOVEMBER 18 (continued)

10:30 AM - 12:15 PM **FORUMS:**

THE UNIVERSITY: A MICROCOSM OF THE REAL WORLD
WHERE JEWISH VALUES HAVE MEANING

BLACK-JEWISH RELATIONS

REKINDLING JEWISH IDENTITY AND JEWISH
COMMUNITY IN THE FORMER SOVIET UNION

ISRAEL-DIASPORA RELATIONS AND THE ISRAEL
EXPERIENCE: FEDERATIONS GEAR UP

10:30 AM - 12:15 PM **WORKSHOPS:**

JEWISH EDUCATION WORKSHOPS (2)

1. Coming of Age Jewishly: Keeping Teens
Involved in Jewish Education
2. The Day School As An Educational
Community: Involving the Family

THE JEWS OF SARAJEVO

Speaker: Michael Schneider
Executive Vice President, JDC

Presenter:
Edward Serotta
Central Europe Center for Research
and Documentation, Berlin

MAKING JEWISH CONNECTIONS FOR
THE INTERMARRIED

SMALL FEDERATION IDEAS EXCHANGE

UJA WORKSHOP: MISSIONS TRAINING

PLANNING AND PRIORITY SETTING IN
INTERMEDIATE CITIES

MARKETING: REACHING TODAY'S DONOR

FRIDAY, NOVEMBER 18 (continued)

10:30 AM - 12:15 PM **COMMITTEES:**

QSI (H. Adler)

10:30 AM - 12:15 PM **OTHER:**

BEIT MIDRASH STUDY SESSIONS, EDUCATION
WORKSHOPS (A. Vernon, JESNA)

REPRESENTATIVES OF SCHOOLS OF
JEWISH COMMUNAL SERVICE (L. Jacobs)

12:30 PM - 1:45 PM \$18 MILLION CAMPAIGN DIRECTORS MEETING
Luncheons (By invitation) (J. Sachs)

BOX LUNCH SEMINAR FOR PLANNING DIRECTORS AND
PLANNING CHAIRS: HOW FAR CAN FUNDING OUTSIDE
OF THE ANNUAL CAMPAIGN GO TOWARDS FINANCING
HUMAN SERVICES UNDER JEWISH AUSPICES?
(J. Strauss)

SMALL FEDERATION STEERING COMMITTEE
(L. Markowitz)

NORTH AMERICAN JEWISH FORUM ANNUAL MEETING/
EXECUTIVE COMMITTEE MEETING (NAJF)

DTWT (L. Jacobs)

OTZMA ALUMNI (M. Peskin)

AZYF/NATIONAL COMMUNITY SHLICHUT COMMITTEE
(AZYF)

HIAS BOARD (HIAS)

12:30 PM - 3:00 PM AMERICAN JEWISH PRESS ASSN-AJPA LUNCHEON AND
BUSINESS MEETING (AJPA)

FRIDAY, NOVEMBER 18 (continued)

2:00 PM - 3:45 PM **FORUMS:**

JEWISH EXPRESSION IN THE
ENTERTAINMENT INDUSTRY

JEWISH RESCUE RESPONSES IN A
POST-GENOCIDAL WORLD

SERVICE PROVISION, PAROCHIALISM, AND CHURCH-
STATE SEPARATION: RECONCILING THE VITAL
JEWISH INTERESTS

2:00 PM - 3:45 PM **WORKSHOPS:**

SMALL FEDERATION SOUTHWESTERN
LEADERSHIP NETWORK

PLANNING FOR JEWISH CONTINUITY

VIDEO REVIEW

JEWISH IDENTITY WORKSHOP

Speakers: Dr. David Arnow
Prof. Egon Mayer

FRIDAY, NOVEMBER 18 (continued)

2:00 PM - 3:45 PM **OTHER:**

BEIT MIDRASH STUDY SESSIONS, EDUCATION
WORKSHOPS (A. Vernon, JESNA)

PRESIDENTS AND EXECUTIVES OF LARGE CITY
FEDERATIONS (F. Behrens)

DTWT (L. Jacobs)

CONSULTATION ON COMMUNITIES SHARING ENDOWMENT
PROFESSIONALS (H. Feinberg/E. Stein)

STUDENT PROGRAM (Linda Mann, Hillel)

OTZMA X AND BEYOND: A THINK TANK (M. Peskin)

2:00 PM - 4:30 PM ADVANCED FRD COMMUNITIES
(By invitation) (J. Sachs/D. Kent)

4:00 PM - 5:00 PM WOMEN'S DIVISION KABBALAT SHABBAT (J. Sheer)

4:24 PM SHABBAT CANDLE-LIGHTING (starting at 4:00 PM)
(G. Jacobson)

4:30 PM SHABBAT SERVICES
-Conservative (B. Swartz, CJF Atlanta)
-Orthodox (G. Jacobson)
-Reconstructionist (C. Sandler)
-Reform (D. Cohen)

6:00 PM SHABBAT DINNERS
*General (A. Vernon, JESNA)
*Small Federations (L. Markowitz)
*Young Leadership (L. Hollander)
*Campus Community (Linda Mann, Hillel)
*Home-Style Shabbat Dinner (G. Jacobson)

8:30 PM **ONEG SHABBAT**

Speaker: Amos Oz

SATURDAY, NOVEMBER 19

8:00 AM SHABBAT STUDY SESSIONS (4) (A.Vernon, JESNA)

9:00 AM SHABBAT SERVICES (4)
-Conservative (B. Swartz, CJF Atlanta)
-Orthodox [begins at 8:30 AM] (G. Jacobson)
-Reconstructionist (C. Sandler)
-Reform (D. Cohen)

12:00 N SHABBAT KIDDUSH
-Hosted by Allied Jewish Federation of
Colorado

1:00 PM - 4:30 PM DTWT (L.Jacobs)

1:30 PM - 5:00 PM ISRAEL-DIASPORA DIALOGUE

3:30 PM STUDENT PROGRAM (Linda Mann, Hillel)

4:00 PM "THIRD SHABBAT MEAL"

5:00 PM OTZMA COCKTAIL RECEPTION (M. Peskin)

6:00 PM CLOSING PLENARY

8:00 PM POST-SHABBAT DINNER

9:00 PM YOUNG LEADERSHIP PARTY

SUNDAY, NOVEMBER 20

9:30 AM - 11:00 AM DTWT CLOSING PLENARY/FAREWELL (L.Jacobs)

CAS:hj
prelpgm.12
10/12/94

To: Adam Gamoran

From: Bill Robinson

Re: Recoding Hours I

9 pages to follow

10/21/94

A major new study of classroom Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day school, pre-school, and supplementary school settings.

In day schools, teachers of Judaica have much less background as well as less in-service training in their subject areas than general studies teachers in the same schools. Only 40% of those teaching Jewish content are certified as Jewish educators.

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, ~~the majority of these~~ opportunities are in education rather than in Judaica and Jewish education. Ten percent of these teachers are not Jewish; in one community the figure is as high as 20%.

This finding is a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education confirms that carefully crafted in-service training can indeed improve the quality of teaching.

Need key for pie chart & histogram

The Jewish community of North America is facing a crisis of major proportions. Large number 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 vital strategic 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 education directors [AD/EL: WHAT SHOULD BE THE TERM THROUGHOUT: "EDUCATION DIRECTOR," per your box, OR "EDUCATIONAL DIRECTOR"?] and classroom teachers were included in the survey, 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 ~~who~~ wish to embark on this process. OK

Two years later, the initial results of this study are illuminating not only for the three communities but ~~particularly~~ 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 most other communities. (A reading of ~~the~~ *studies from* Boston, Miami, and Philadelphia ~~studies~~ lends credence to this *belief* ~~hypothesis~~.) [PLEASE REVIEW WORDING FROM "DESPITE": CAN IT BE MORE PRECISE?]

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

Overall, only 31% have a degree in J or cert. in J ed.
revenue in JS, only 60% have such grounding in their own

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% were trained as Jewish educators, with a university or teacher's institute degree in education as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The remaining 30% of teachers are untrained, lacking formal professional training in either education or Judaica (fig. 1). [AD/EL: PLEASE REVIEW THESE FIGURES FOR BOTH ACCURACY AND CLARITY]

Does the teachers' training differ according to educational setting?

Training in education: About half the teachers in each setting (pre-schools, day schools, and supplementary schools) reported university degrees in education (table 1). An additional 15% to 19% 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.)

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; 38% 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, around 80% of all teachers lack advanced degrees and [AD/EL: IS THIS "AND" OR "OR"?] certification in Judaica, and even in the day schools 60% lack such grounding.

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many their 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 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 20%. [AD/EL: SHOULD THIS BE 18%?]

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. *competent skilled*

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

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

Eighty percent
No. Most teachers attend very few in-service programs each year. ~~Close to 80%~~ 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 four workshops over a two-year time span. (A workshop ~~ranges~~ from a ~~two-hour~~ session to a one-day program.) *can range one-hour ?*

see page 4
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.

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, ~~full-time~~ 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.) *has nothing to do w/ f-t*

Supplementary school teachers: These teachers reported ~~slightly~~ higher average workshop attendance, about 4.4 *workshops* sessions in a two-
an

(There was some variation across communities in this finding.)
year period. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% are 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 occasional one-day teacher conventions, held city-wide, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for day and supplementary school teachers. Even workshops and courses are isolated events, lacking the continuity of an overall system and plan for professional development. Veteran and beginning teachers may be offered the same workshops; teachers with a strong background in Judaica but little training in education will often be offered the same opportunities as teachers with strong backgrounds in education but little Judaica. *the best*

How will change take place? An important factor will be the teachers' willingness to participate in professional development. Hence, the study of educators examined teachers' commitment to Jewish education.

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

see fig. 5 Yes. Almost 60% of the teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 30 hours a week), half described Jewish education as their career (fig. 5). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career. *over*

There is also considerable stability in the teaching force. *four* 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-six percent intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future.

A Plan for Action In Communities:

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

1. Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and education directors to learn precisely where their strengths lie and which areas need improvement. The

study of Educators *become*
CIJE ~~Educators~~ Survey module will be available for this purpose during 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 veteran teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place--day schools, pre-schools, ~~(including those in JCCs)~~, and supplementary 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 community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.) *one hour*

e. Reflective Practice: The plan should allow opportunities for teacher s to learn from each other through mentoring, peer learning, and coaching. A plan should also include carefully crafted teacher supervision with clear criteria for evaluation.

f. Leadership: The plan should recognize what we have learned from educational research: The education 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 education directors in our survey.

g. Models of Success: The plan should take into account successful Jewish educational practice. CIJE itself is engaged in a long-term project documenting examples of Best Practices in diverse educational settings. The initial two Best Practices volumes focus on the supplementary school and on early childhood

definitely

Jewish education. Volumes currently under preparation will examine Best Practices in the JCC setting and in Jewish camping.

h. Evaluation: The plan should make provision for monitoring ongoing initiatives, providing feedback to policy makers and participants, and evaluating outcomes.

i. 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 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 matter of redressing their lack of background. It is also a dynamic process of renewal and growth that is imperative for all professionals. 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 other educators.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, the major continental institutions and organizations can begin to address professional development from their own vantage point. 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 in-service training elements for the field. They could also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; expanding training opportunities in North America and Israel; creating professional development opportunities for educational leaders; advocating improved salaries and benefits; making possible career tracks in Jewish education; and empowering educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

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 the unique heritage we alone can transmit through our teachers to our children.

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Council for Initiatives in Jewish Education (CIJE)
15 East 26th Street
New York, N.Y. 10010
Telephone: (212) 532-2360
Fax: (212) 532-2646
[Add logo]

Text for Box 1: [next to text]

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. Twenty-five percent work full-time in Jewish education (i.e., they reported teaching 30 hours per week or more), and about 20% work in more than one school.

ft=69%
pt=54%

25 or more=32%

Text for Box 2: [for appendix]

Box 2. About the study of educators.

non rep

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of CIJE. It involved a survey of nearly all [AD/EL: WHY NOT "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 [WORD IS USED TWICE IN THIS SENTENCE] from previous surveys of Jewish educators, with many questions adapted [MODIFIED?] from the Los Angeles Teacher Survey.

modified

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. 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

66
32
27
125

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 different form [AD/EL: IS THIS "DIFFERENT FORM" CORRECT?]) was administered to education directors; those data will be analyzed in a future report.)

yes

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

This policy brief was prepared by CIJE's 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.

Text for Box 3: [next to text]

Box 3. 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.

Text for Box 4: [for appendix]

Box 4. 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.

two communities,
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 the term~~ *calculated* ~~certification meant were not themselves certified, we present the~~ *percentage* ~~percentage who said they were certified out of the total who returned the survey forms, not out of the total who responded to~~ *the question* ~~this item.~~ [AD/EL: NO MATTER HOW I TRY TO CLARIFY THIS LATTER SENTENCE, IT'S DIFFICULT TO UNDERSTAND. DO WE REALLY NEED TO INCLUDE IT?] *yes*

\$

*For this item,
only*



GAMOS type resbrief.wr2

From: EUNICE::"74104.3335@compuserve.com" 23-OCT-1994 18:02:34.07
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Subj: Checking the figures on the Policy Brief

Adam,

I went through the policy brief and I found the following discrepancies with the cross-tabs:

1. [This is not a discrepancy, but...] In the "Overview", you state that "Only 40% of those teaching Jewish content are certified as Jewish educators". The next line (in the next paragraph) states that "In supplementary schools, 80% of the teachers lack advanced degrees or certification in Judaica". While both are accurate... they are not talking about the same thing. The "40%" does NOT include degrees in Judaica. The way it is currently written, people may assume that being "certified as Jewish educators" does include degrees (which IS a way of becoming "certified" as per my info on the day schools in Atlanta, which I recently sent you and Ellen).
2. In the "Overview" (and "Training in Jewish Studies"), in the sentence "...80% of teachers lack advanced degrees or ...", it should be 76% [per TRAINRE x NEWSET]. In the text ("Training in Jewish Studies"), it should be "and", in response to Nessa's question.
3. In the "Overview" (and "What Jewish education did the teachers receive as children?"), it should be 9% and 22% respectively, in the sentence "Ten percent of those teachers are not Jewish; in one community the figure is as high as 20%." [JEWISHED x NEWSET]
4. In "Training in Jewish Studies", it should be 37% where you write "...38% have a degree in Jewish studies from a college..." [JSMajor x NEWSET].
5. In the first paragraph of "What Jewish education did teachers receive as children?", to be totally accurate - it should be 10% where you state "11% of supplementary teachers" in reference to their not attending any Jewish schooling before 13. HOWEVER (!!!!), I did write 11% on the pie chart, because this made all the numbers add to 100%. The number is actually 10.49% - my fault. I suggest keeping it at 11%.
6. In the first paragraph of "Do present levels of in-service training compensate...", it is not "Close to 80% of all teachers were required...". Rather, the number is 79.52% and thus, with rounding, exactly 80%. [WORKSHOP x NEWSET]
7. In the same paragraph, you state that "around half attended no more than four workshops". I calculated the mean number of workshop attended across all settings for "those teachers" (who were required to attend a workshop AND were not in their first year as educators) - I came up with 4.75. Thus, the sentence should read "no more than five workshops".
8. In the same section, under the sub-section "Supplementary school teachers", you state that "these teachers reported slightly higher average workshop attendance, ...". But, it is ONLY higher than day school teachers. You may want to add that in.
9. In the section, "Are teachers in Jewish schools committed to the

profession...", you state that "half described Jewish education as their career". Since 54% did, it would be more accurate to state that "over half described...". [CAREER x FULTIMER]

10. In the following paragraph, it should read 64% in the sentence:

"Sixty-six percent intend to continue teaching in their same positions...". [CAREERS2 x NEWSET].

11. In the text for Box 1, it should read 24% (24.48%) in the sentence:

"Twenty-five percent work full-time in Jewish education" [NEWSET x FULTIMER].

Everything else checks out okay!

I'll try calling you, but if you don't here from me give me a call so we can go over this and make sure that my "corrections" are accurate.

Bill

Table 1. Teachers' Backgrounds in General Education

SETTING	Degree in Education		Worked in General Education
	<u>From University</u>	<u>From Teachers' Institute</u>	
Day School	48% 43	18% 17	48%
Supplementary	42% 41	6% 5	55%
Pre-School	47% 46	25% 16	50%
ALL SCHOOLS	48% 43	22% 11	51%

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 10/24/94 **Time sent:** 11:45 AM **No. of Pages (incl. cover):** 4

To: Adam Samoran

From: Nessa Rapoport

Organization:

Phone Number: (608) 263-4253

Phone Number: 212-532-2360

Fax Number: (608) 263-6448

Fax Number: 212-532-2646

COMMENTS:

I am passing this along per Annette's request. The next step will be to get you a revised draft, which I will send by Email late Tuesday or Wednesday morning for your immediate review.

Mandel Institute**מכון מנדל**

Tel: 972-2-662832
Fax: 972-2-662837

FACSIMILE TRANSMISSION

To: Ms. Nessa Rapoport	Date: Oct. 24, 1994
From: Annette Hochstein	No. of Pages:
Fax Number: 212-532-2646	

Dear Nessa,

Thank you for sending the draft of the policy brief. We read it with interest. Here are MI, SF and AH's feedback and suggestions:

We would first like to congratulate you on the overview. The summary is really very good and hard-hitting.

Regarding that page (the overview):

1. Is the reader not left with the impression that in-service training is the only thing that needs to be done? Perhaps at the paragraph before last, where you identify the central problem as "the insufficient preparation of teachers," pre-service or long-term training should be inserted in some form.
2. You may want to indicate that the findings of this survey may be representative of the situation throughout the U.S.A.

3. Paragraph 2; last line: delete the words "fully licensed" -- it weakens the impact of the statement.
4. Paragraph before last: "research in the field. . . ." -- is that indeed documented?

Concerning the body of the text:

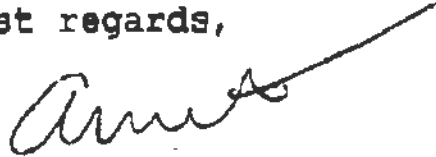
1. Page 3: "Does the teachers' training differ according to educational setting?" The rhythm of the text would be helped by an immediate response: "In general, yes!
Training in education"
2. Page 5: Is the word "novice" in any way pejorative? Would "beginning teacher" be more neutral?
3. Page 5 (2nd paragraph; last sentence): There is a reification ("the study . . . examines"). We suggest the following: "Hence, the importance of data illuminating this question" or something of this sort.
4. Page 5: "A Plan for Action" -- Before "How can a community design. . . ." add a reference to the data something like "On the basis of the data, how can a community" or: "With the survey data as background" or: "Following review of the survey data, how can a community. . . ."
5. Page 8 (paragraph 3): "Judaic and Hebrew teachers" is a distinction we don't understand. Aren't they all Jewish studies teachers?
6. Miscellaneous:
 - a. We suggest that "certification" not be mentioned in the document because it is indeed a confusing topic.
 - b. Judaic and Jewish studies are used interchangeably in the document; consistency might be helpful.

- c. Teachers' institutes: If you always mean Jewish teachers' institutes, you may want to add the word "Jewish."
- d. "Release time" is perhaps too technical a term to be correctly understood by the reader.
- e. You may want to consider listing the names of CIJE staff and MEF Advisory Board: some of the names may lend status to the endeavor. We have used such listings effectively in the past.

Hope this is helpful.

Good luck and congratulations to everyone.

Best regards,



Annette

P.S.: Could this please be distributed to Ellen, Adam and anyone else who is in the loop.

GAMO\$ type resbrief.jt2

From: EUNICE::"73443.3152@compuserve.com" 24-OCT-1994 13:24:30.97

To: Adam Gamoran <gamoran>

CC:

Subj: Policy Brief

Dear Adam,

I have just received and quickly read this document; the following comments do not have the benefit of much reflection. I understand that you need the comments five minutes ago.

I am still disturbed by the language of these summary documents and feel this one makes some of the same mistakes in overgeneralization and inference as earlier ones. As Baltimore's share of the sample is nearly 50%, there are certain conclusions that just do not ring true from either the survey data or my knowledge of the community.

For example, to say that "80% of the teachers surveyed lacked professional training in either education, Judaica or both," seems an outright misstatement as 55% of all respondents in the Baltimore sample of 469 hold either advanced degrees or post-secondary teaching certificates in education, while 23% hold degrees in Judaica and 28% hold certificates in Jewish education. To come up with this "nearly 80%" figure, none of the teachers in either Milwaukee or Atlanta could hold advanced degrees, a clear impossibility.

In the following paragraph, it is extremely iffy to state that day school teachers have less background in subject areas than general studies teachers, if you are talking about elementary school teachers, which presumably you are. Generally, they do not have much "subject matter" training as they are teaching 12 or so subjects. For example, I hold a permanent life teaching certificate from the state of California [who has reciprocity with Maryland] and I have never taken a "subject matter course" in college. I would leave out reference to general studies teachers or provide data from other studies on them to make this point.

At the end of page one, there is a statement that in-service can improve the quality of teaching, which is undoubtedly true. There is the implication in this paragraph that the quality of teaching is poor, which goes beyond the scope of the survey. It did not [and neither did the interviews] collect any data on the quality of teaching. About this we know nothing in any of the communities. While it may be plausible to infer that certain kinds of preparation correlate with quality of teaching, there are no data in either the community studies or this combined report to establish that fact. I am still disturbed that the only kinds of educational activities counted are workshops and post-secondary degrees. In Baltimore there is, I believe, a considerable number of teachers who participate in courses at BHU and local universities, but who have not [or not yet] acquired a degree. Similarly, the Orthodox community here contends its day school teachers do participate intensively and regularly in study of Judaic matters and this was not captured in the report or, possibly, in the survey. As the number of Orthodox day schools in Baltimore far outnumbers those in Milwaukee and Atlanta, this is a concern. As I have mentioned many times before, it is a misstatement to say that teachers lack "training" when you mean they lack "degrees."

Later, the report states that institutes are "in lieu" of university study. I would delete this as many institute graduates also have gone on to university.

Later again [my document has no page numbers] there is another reference

to "training" referring to post bar mitzvah study. As I have pointed out before, the data this statement seems to rest upon refers to age 13 to 18, but the text implies that it is anything after age 13.

Re: A plan for action.

I would strongly suggest a deep revision of the survey instrument as it has many problems. I would recommend that whoever is in charge think about the kinds of statements they would like to be able to make and revise the instrument accordingly. As you know, I have had problems with this instrument from the beginning and did not participate in its development except to offer suggestions to its authors with a less than 24 hour turnaround time. That is, the final version was typed within 24 hours after I was asked to give feedback.

I think some interesting and substantial efforts could be devoted to professional development, but I would not frame them as "seminars, courses, or retreats" as these have definitions in the minds of readers that are not necessarily the best direction for ameliorating this problem. I like very much, of course, the idea of individual and collective professional development plans.

I have said this before. I think there is a grave mis-coding [or some other] problem with respect to workshops and Baltimore's supp. and pre-school teachers. The surveys' figures grossly under-represent what is the case. An earlier version seemed to get this right [or more right]. With a very few exceptions, supp. teachers here take a minimum of 3 to 4 workshops per year and several take many more than this. I am very suspicious of the 2 workshop per year figure for the total sample, unless there is almost no in-service in the other 2 communities, in which case the communities are not as similar as indicated. Actually, I think on this issue, they are not similar.

I suspect that one purpose of this report is to sound an alarm to get people moving on some important issues. The purist in me, however, objects to overstatement of research data for political purposes. I think one can make reasonable arguments for action without going beyond the scope of the studies. For one thing, I would recommend a more sensitive scan of the situation to get at real needs and to assess the quality of what is actually happening in the classroom. I have yet to hear any critique of educational experiences based on observation of ongoing classroom experiences. When I ask for specifics, my conversational partners generally point to the CJE study which doesn't quite answer the question. Neither do we know whether those with degrees actually teach better than those who have none [or are in progress]. One would hope so, but this isn't established.

Again, I have focused on the negatives, and for this I am sorry. With so little turnaround time, it is hard to do otherwise. To me the most powerful and helpful part is the recommendation about linking professional development with individual and institutional needs. Given that teachers cannot magically or quickly be required to have traditional credentials, this seems the most fruitful direction and will move people to thinking of the profession as always in development, which should be the case.

Cheerio, Julie

ps There is a typo toward the end of first document. "The Jewish people has survived..." should read "The Jewish people have survived..."

GAMOS type edmajor.new

From: EUNICE::"74104.3335@compuserve.com" 25-OCT-1994 09:58:07.19
To: Adam Gamoran <gamoran>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>
Subj: the new numbers on edmajor thru trainre

Adam,

Here are the new figures after correcting for my error on the Milwaukee data. In looking over the policy brief, there seems to be two sets of data which you require: TRAINRE x NEWSET and EDMJJRE x NEWSET. If you need more, just e-mail or call today.

I had created NEWSETX3 (which simply collapses the Orthodox and Non-Orthodox categories) and that is what I'll detail below. I'll send you both versions (of setting) in the mail.

EDMJJRE x NEWSETX3:

	no edmajor	w/college degree	w/out college
Day school	40%	43%	17%
Supplementary	54%	41%	5%
Pre-school	39%	46%	15%
TOTAL	46%	43%	11%

TRAINRE x NEWSETX3:

	Partly Trained - in Education	Well Trained	Partly Trained - in Judaics	Untrained
Day School	24%	35%	24%	16%
Supplementary	32%	13%	11%	44%
Pre-School	50%	9%	3%	38%
TOTAL	35%	19%	12%	34%

Here they are. Again, just call if you need other numbers.

Thanks,
Bill

10/26/94

POLICY BRIEF: Background and Professional Training of Teachers in Jewish Education

Overview

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 in either education, Judaica--or 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 number 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 ~~vital strategic~~ 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).

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.)

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).

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.

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 can be haphazard, 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 are offered the same workshops as novice teachers; teachers with strong backgrounds in Judaica but little training in education will often be offered the same opportunities as teachers with strong backgrounds in education but little Judaica.

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

On the whole, yes. In total, 59% of the teachers view Jewish education as their career. The majority are. Seventy-two percent of full-time teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 30 hours a week), over half described Jewish education as their career (fig. 5). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career. [AD/EL: I changed the first sentence from "Almost 60% of the teachers view Jewish education as their career" to the 72% full-time statistic, because otherwise the case seems unnecessarily weak.]

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 can make a decisive difference. 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--dayschool, 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 begin to 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 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. These include: creating professional development opportunities for educational leaders; expanding training opportunities for educators in North America and Israel; and empowering 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.

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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. Twenty-four percent work full-time in Jewish education (i.e., they reported teaching 30 hours per week or more), and about 20% work in more than one school.

Box 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.

[Separate from text]
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 some questions adapted from the ~~Findings of the~~ Los Angeles BJE Teacher Census.

The survey was administered in spring 1993 or fall 1994 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: Professor Adam Gamoran; Professor Ellen Goldring; Roberta Louis Goodman; Bill Robinson; and Dr. Julie Tammivaara. The authors are grateful for suggestions from the MEF Academic Advisory Committee: Professor James Coleman; Professor Seymour Fox; Annette Hochstein; Stephen Hoffman; and Professor 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 two communities, 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 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.

Bkg + Prof Trng - GA Pres

(depending on Mort's intro, may start w/ ATA
- Commis released ATA, draft match, proto-mobiz ...)

that's all - the team

When Commis in Ted, in NA ident: bldg
prof of Ted as essent bldg blk for imp Ted,
made dec w/ potent far-reaching implics
- it is our eds, after all, who reach chn, ~~the~~
this way to continuity

- how can we build the prof, if don't know
what the state of the prof is??

- central tenet of CITE is that pol decs based
on solid info

- in partnership w/ 3 LC's - Atl, Balt, Milw

- engaged in study of educators

- what I'm rptg today - based on surveys
of ts - day, suppl, ^{me}
& interviews w/
wide vari of eds

- a bold step by the communs

- made poss by strong
prof & lay leadership

- results - can inform not only the communs,
but all of us

- despite difts, res sim enough
that likely repres wide spectrum

Overall picture - a syst in serious need of upgrading

- in the whole, it's not not tried, not ~~impro~~ ^{substantial} ~~growth~~ ^{surprise} ~~very fast~~
not engaging, ^{that} ~~not~~ ^{not} ~~growth~~

- while these results may not ~~astound~~ ^{surprise} you,
other findings more ^{surprising}, & offer hope
for future

- found it's committed, not just to ss,

- so investment may pay off in future of Ted

Are t's in T schls trained as T ed?

- What kind of prot bks do t's bring w/ them?
- most are not
 - survey shows 19% prot t'ing in both ~~by the mean of ed, on JS or T ed~~
 - some t's are partially trained
 - 35% trnd in ed, but not JS
 - 12% trnd in JS, but not ed
 - this leaves 35% not prot trnd in either
 - if ~~combine~~ ^{add together} part + untrained, see over 80% not fully prep as T educators
- levels of prep diff by setting
 - ~ 40% or more in d, s, pr have univ o's ^{in ed}
 - more d & pr have o's from T inst's
 - day sch t's much stronger Judaica bks
 - 40% cert. in T ed, 37% major in JS
 - much smaller proportions in s, pr
 - still, if combine these 2 categs, find that only 31% have ~~cert~~ ^{in one or the other}, & even in day schls just 60% have T ed cent or JS maj
 - in other words, 40% of d s T t's lack prot bks in T content ~~area~~

- perhaps J educ in child-hd compensates
What J ed did the t's receive as child?

- t's are surveyed ~~more~~ ^{had} more J ed than
typic Am J adult
- almost all had some J ed as child
- but for many, exper was minimal
- espec pre-sch

- in s-ppl schls, 11% had no J ed before age 13,
2 1/4 only 1 day per wk
- in pre-schls, 22% had no J ed before age 13,
40% only one day/wk
- after age 13, proports rec min or no J ed
even larger

- can you imagine a ^{math} ~~math~~ ^{math} t, who not only
studied little ~~math~~ ^{math} in coll, but had ~~hardly any~~ ^{hardly any} math
instruc after ~~the age~~ ^{junior high}?
- that's the situat in many s-ppl schls
- although t's better educ Jewishly than many Am J adults,
not well versed in content areas compared
to other kinds of t's - this holds for day sch

recognize that schls are not only place where J knowl grows
- not really like math
- J knowl from home, syn, camp, for exper, living J life
- but mod concepts of t involve prof t'ns - need deep, rich knowl
of content areas

t's as well
as others

- one reason levels of J ~~educ~~ ^{educ} are garbic low among pre-s t's
is that ~~10%~~ ^{10%} are not J - teaching J content to J child,
but not J selves
- one common, 21%

* - why is this the case?

- one pre-sch director helped us underst
- here's what she said: READ

Does in-service training compensate for bkgnd deficits?

- Are t's receiving kind of prof growth that could make up for lot of bks?

- Short answer is no.

~~= Although ^{mostly} all reg to att same sort of workshop,~~ most att very few each yr

- pre-sch t's att most - ~6-7 in 2 yr period

- most lic by state - sets stds

- given lack of J bkgnd - question whether enough

- day sch t's att much less

- st regs for sec t's, but not Judaica t's

- little evd of sust prof growth
~3.8 per 2 yrs

- comp to st stds?

- in WI, e.g., 180 hrs / 5 yrs

- I estim - 29 hrs in 5 yrs, make

- less than 1/6 of what we as reg, also are already prof find!

- ds t's need

- many not fully trnd

- even those who are need renewal, growth, ^{or for} learn new ideas, ex. tent

- s-ppl a bit more

- but few prep after Bar/B Mitz - need more

- even those who teach only a few hrs/wk can be nurtured thru continued ~~to continue~~ to lry

- A, B, M offer many impt apps
 - city-wide conventions
 - incentives
- still, infreq & sporadic
 - some useful, some not
 - even best - isolated events, not part of comp're plan

* When juxtapose lack of mot trans w/ meager p't growth, see striking picture of need for reform

— What are our chances of making mot dev? Are t's in T schls committed to it?

- Yes. ~~t's enthusiastic~~ t's strongly devoted & j'ed
 - enthusiastic, pos, committed to intrinsic reward of working w/ children & contrib to T people

~60% said career

- 69% of f-t, 56% of p-t
- even in s-ppl, where almost no f-t, 44%

- also substantial stability

- only 6% in 1st yr
- most t's 6 yrs or more as Teds
- only 6% det intend to leave

- I conclude that ~~given~~ in light of commitment, worth investing in t's to improve knowl & skills

what can be done?

- how can we transform pers of Ted?
- what makes A, B, M efforts bold & pioneering is not that carried out study, but that following an action plan
 - all 3 now working to design ways of improving & force, building on their many strengths, attacking areas of need
- ? {
 - although results more sim than J & K, some findings partic salient, ~~must be address~~
 - estimate prob of shortage of J possible for another context of ppl's, espec acute, espec problematic
 - other communities can study selves, & like A, B, M design Action Plans to address
- not just a local prob
 - continental - need help from mums, some insts of higher J1
 - resources - ~~expertise~~ ^{experience}
 - content
- ed reform is sweeping America
 - is it not time for ^{continentwide} ref in Ted as well?
 - we have the ~~will, the~~ resources & expertise to carry it out.
 - we ~~can~~ ^{have} shown that the investment is worth it.
 - do we have the will to carry it out?

paper for res network

- basic findings on bks, prof tms, in-service
- conclude w/ juxtaposition
- ~~then~~ ask - how address? what levers?

- standards

- Balt reg for suppl ts

- state lic for ps-40 ts

X (- all attempt to hire only ^{eng. & math} U.S. ts)

need
- what rule, how enforced in Balt?
- which ps-40 ts are not state licensed?

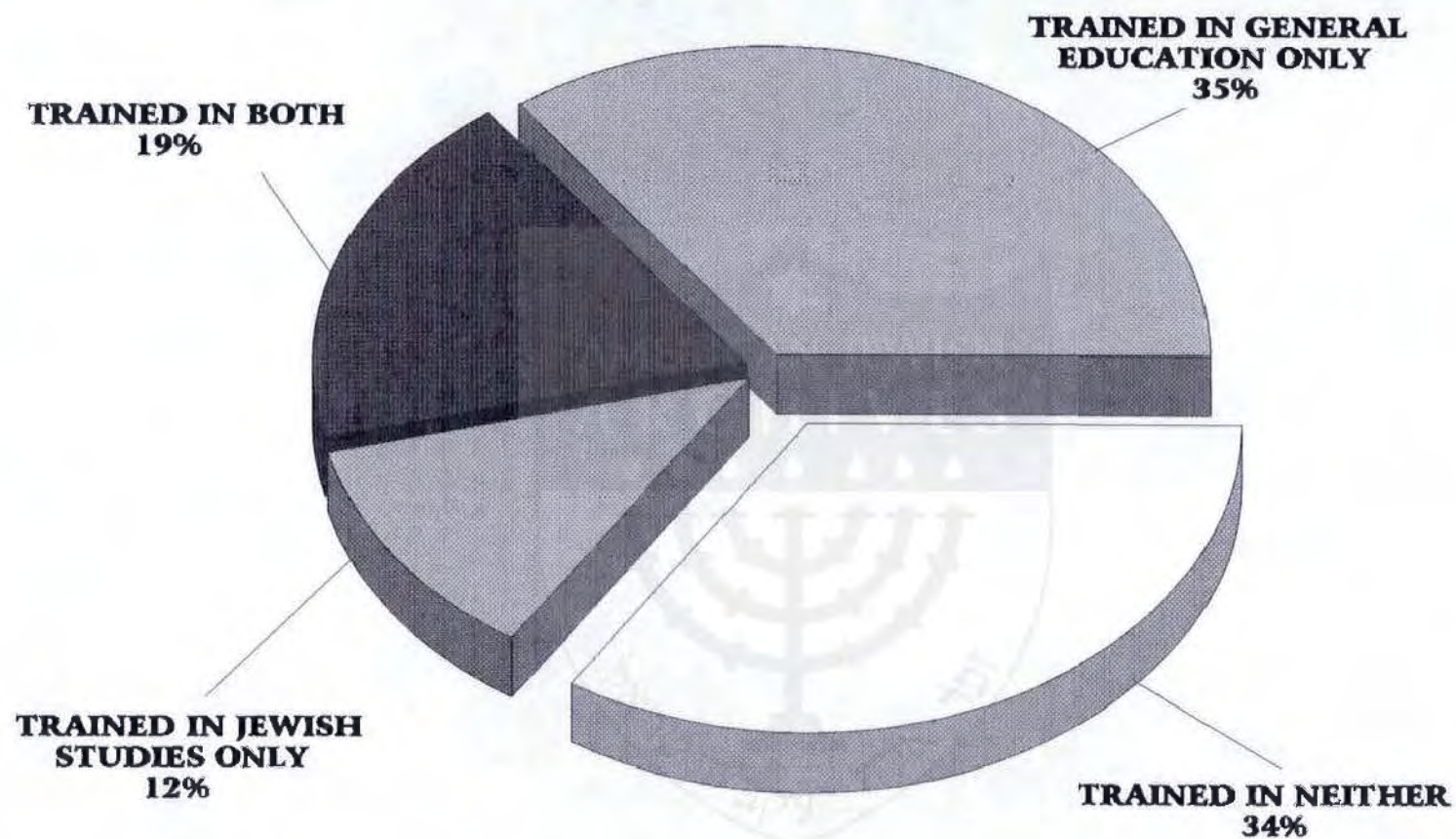


Figure 1: Extent of Professional Training in General Education and Jewish Studies

11/14/94

Questions and Answers about the Survey and Policy Brief:

1. Every six months someone releases a new survey, and nothing happens. How is this different?
Other reports did not tell you how to solve the problem. This brief has a plan.

2. a) So a community gets this information and believes it. What should they do about it?
or:

b) But we already have in-service training. This can't be us.

a) **Assess their teachers, using the module. Inventory their resources--locally, regionally, and nationally. Prioritize. Implement. And we will be providing a range of resources to communities along the way.**

b) **Evaluate your current in-service training according to the components at the end of the policy brief--and then see if what you offer is systematic, comprehensive, etc.**

3. You've convinced me. I want to fly my educational director to any school where this is being done well. What models should I look at? Who should I call to give me the tour?

We are calling a conference to lay out what is out there, as well as to look at possible models in general education. Remember: A "map" of best available practice has never been done in the Jewish education world. In addition, we are already working with our communities to create such models; we are also identifying places and resources in both Jewish and general education for communities to turn to.

4. So CIJE has compiled this important information. What will CIJE do about it?

We are already working with our three lead communities to move from the study to a comprehensive plan. We are creating a generic plan for professional development that any community will be able to use. We are calling a conference for communities to discuss alternative and models they can follow.

5. The stability vs. quality questions, or: What's so good about bad teachers staying longer in their positions?

a. I'm a young and enthusiastic Jew who loves children. Why is it better to invest in stodgy teachers who aren't good with children than to let me into the classroom with my commitment?

b. Why focus on classroom teachers? There are many teachers out there who are far more inspiring to children than the present classroom teachers.

c. Who says teacher preparation has anything to do with being a good teacher?.

1. We never tapped the potential of the teachers we had because we thought they were transient and not worth the investment. Now we can invest.

2. You would never allow a public school teacher to teach in a school on the basis of "being good with kids" or "enthusiasm about teaching." You would insist that there is a minimum standard required for teachers. Applying that standard to Jewish teachers is not the only step needed to improve Jewish education, but it is a necessary--and doable--first step. That is, there are many additional things to do, but this is indispensable.

6. Who says Jewish education solves the problem of Jewish identity and continuity? Or: Then bad Jewish education must be responsible for the 52% intermarriage rate.

We're saying that Jewish education makes a contribution to Jewish continuity. And we're saying that this is the best gamble, because you may not ensure Jewish continuity with it, but you'll certainly have no continuity without it.

7. This will cost a fortune. Where's the money supposed to come from? Do you mean less money for Israel?

1. It's time to look at rescue, relief, and rehabilitation for ourselves. In addition:

2. Israelis have stated categorically that a strong North American Jewish community is good for Israel.

3. When the problems have been targetted and thoughtful solutions proposed, new money will be available (Davidson, Bader, foundations, etc.)

8. So CIJE has been around since 1990. What have you been doing all this time? (We hear nothing's happened in the Lead Communities.)

1. Annette's list of accomplishments.

2. CIJE has created a climate of catalyst and change, not only for our projects but in the North American Jewish community.

More generally, remember:

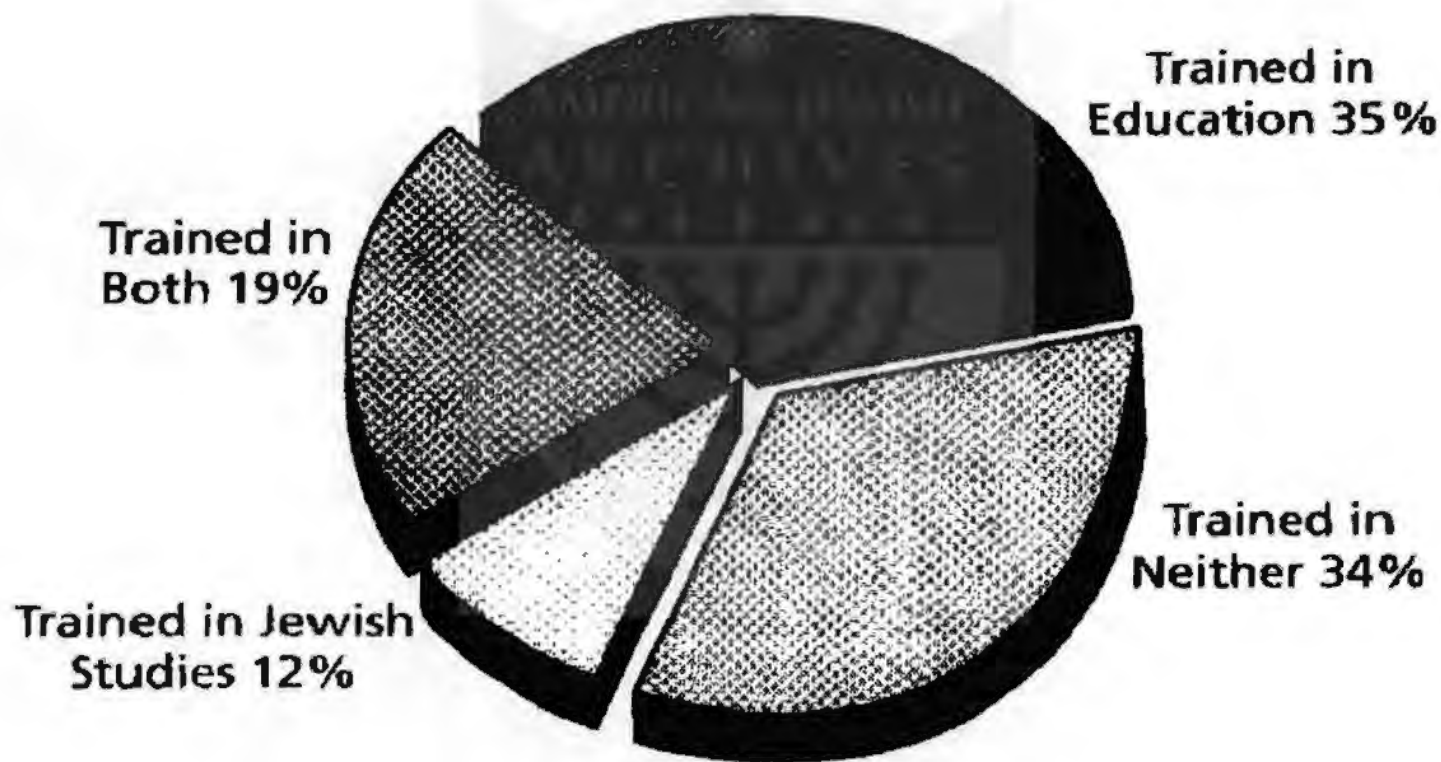
There are models of excellence--in all settings--in Jewish education, including the supplementary school. There are solution in Jewish education (Best Practices).

Offer the medical school/medical analogies: Very accessible.

CJJE

Are teachers in Jewish schools trained as Jewish educators?

Professional Training of Teachers in Jewish Schools



Degree in Education

Setting	<i>From University</i>	<i>From Teacher's Institute</i>
----------------	------------------------	---------------------------------

Day School	43%	17%
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Supplementary	41%	5%
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Pre-school	46%	15%
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> All Schools	43%	11%
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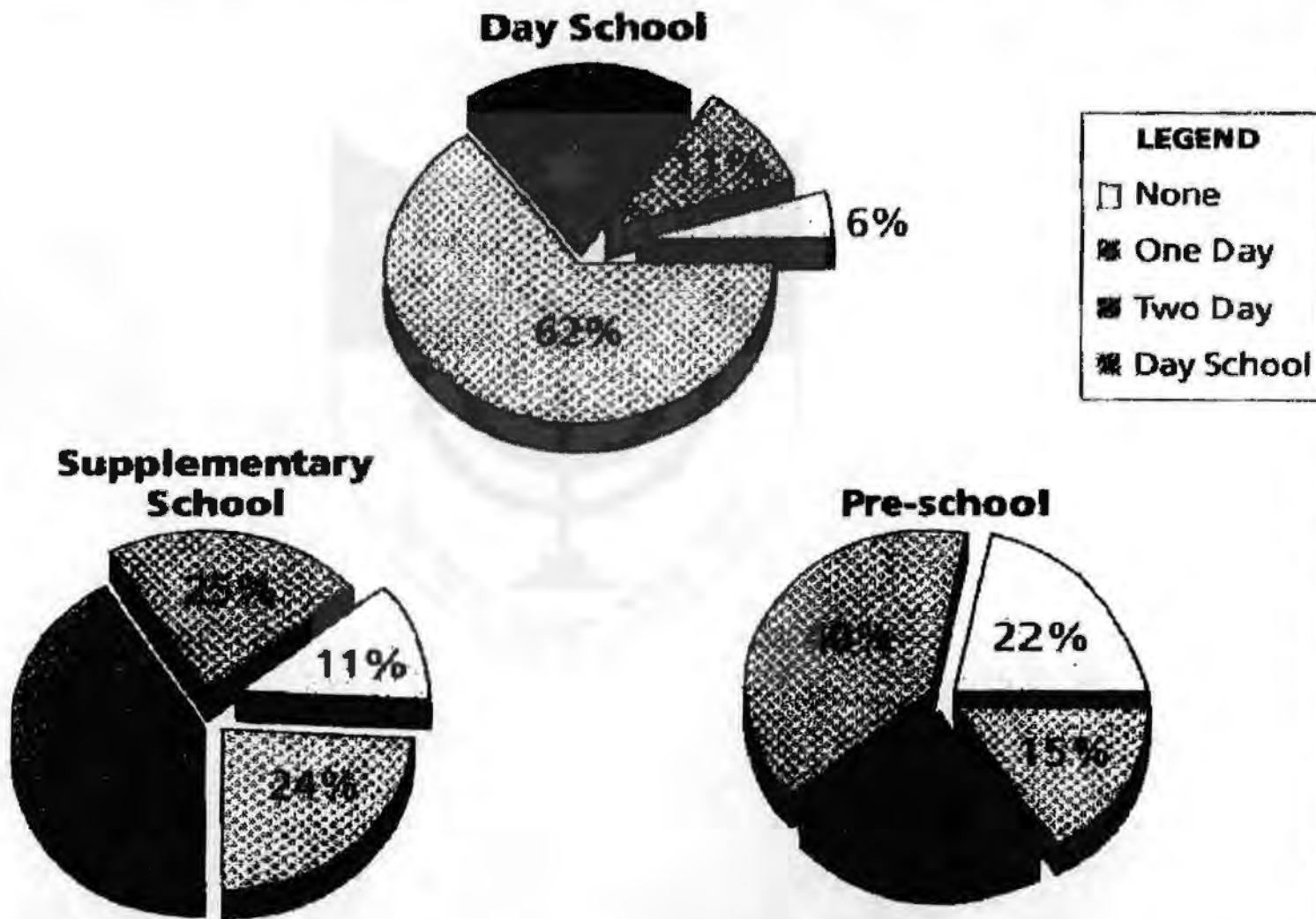
Teachers' Backgrounds in Jewish Studies

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

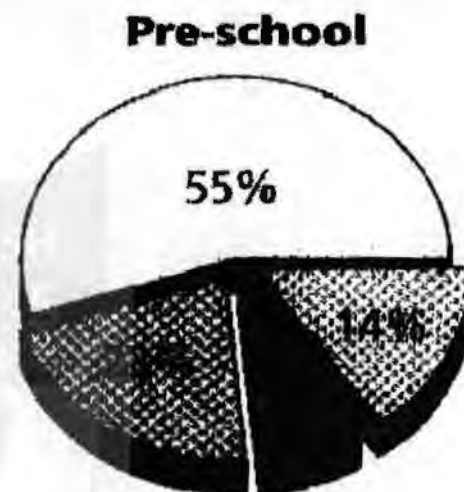
CIJE

What Jewish
e ~~E~~ducation did the
teachers receive
as children?

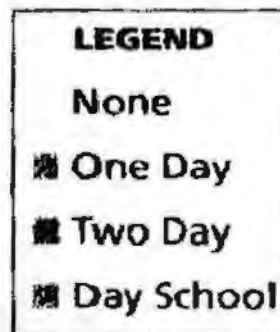
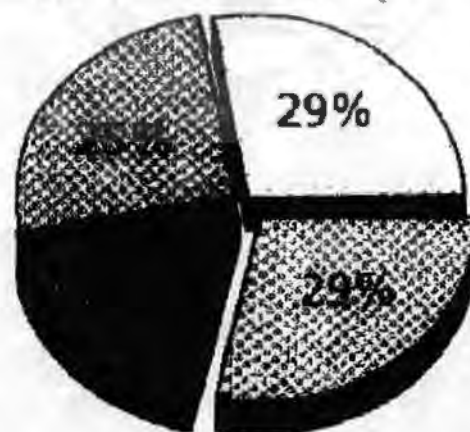
Teachers' Jewish Education Before 13



CIJE Teachers' Jewish Education After 13



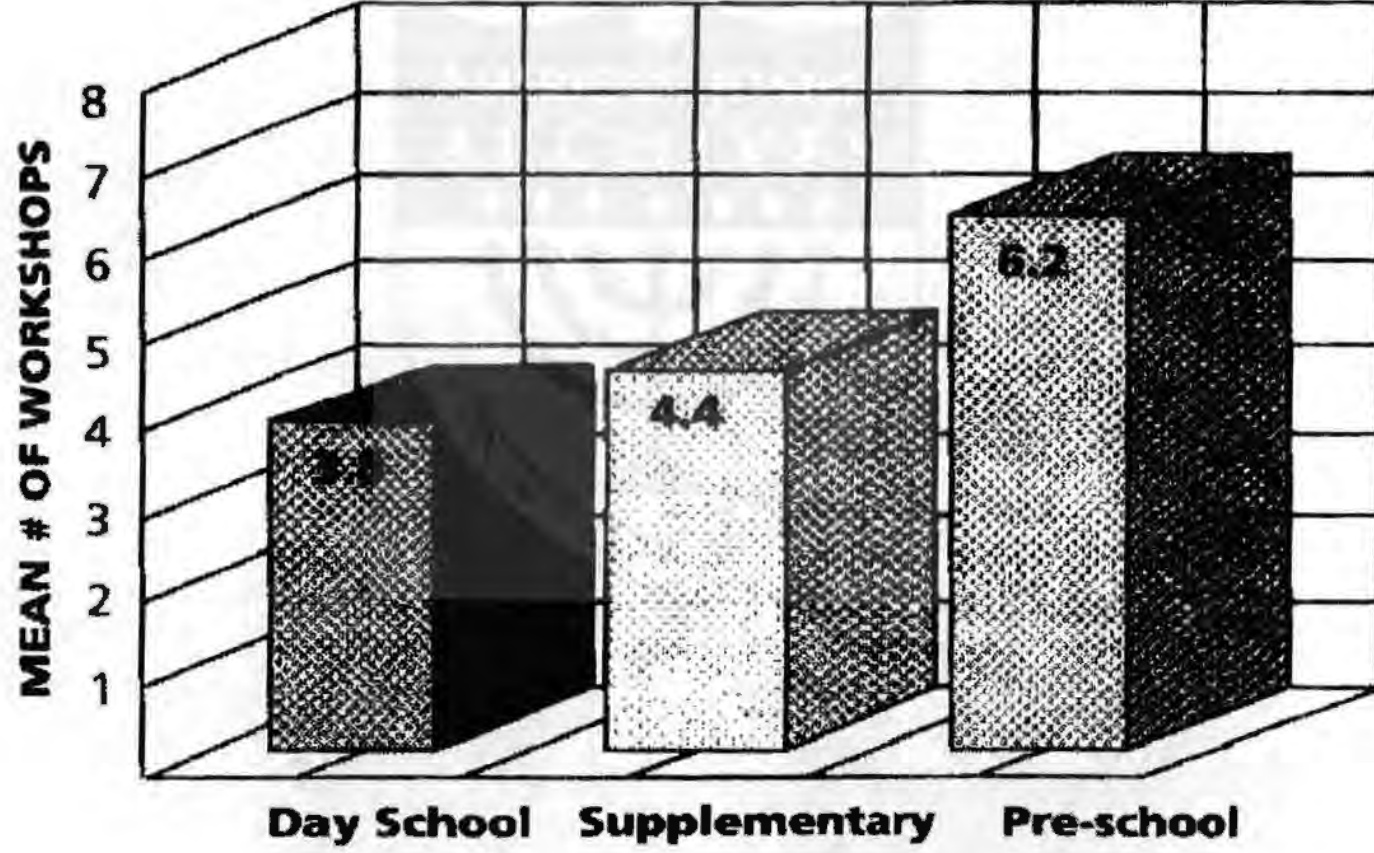
Supplementary School



CIJE

**Do^{es} present levels
of in-service
training compensate
for background
deficiencies?**

In-Service Workshops Attended



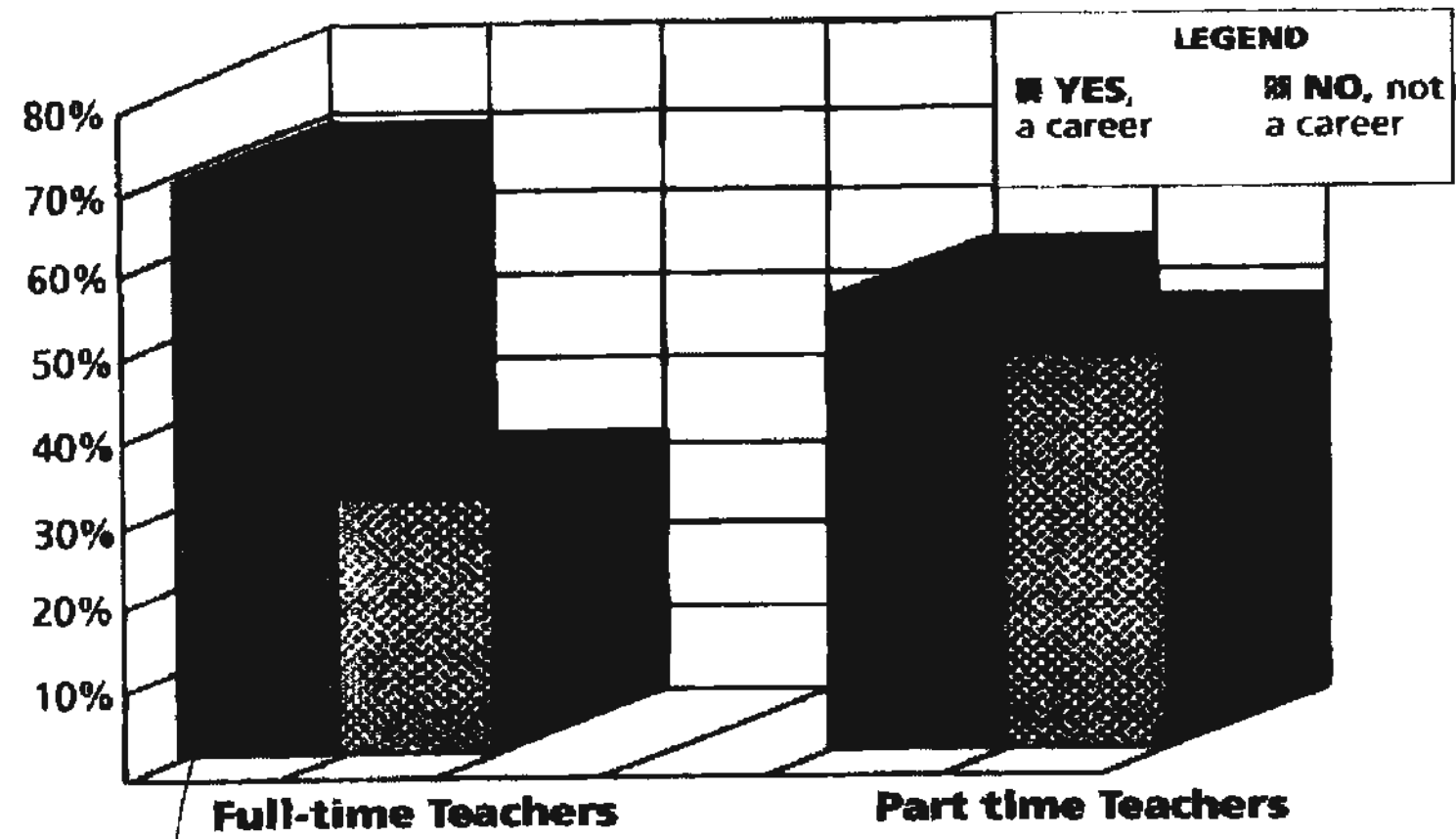
CIJE

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

11/14/94 18:27

CIJE

Jewish Education As A Career?



figures to be added in bars

CIJE Teachers' Experience in Jewish Education

<i>Years of Experience</i>	<i>Percentage of Teachers</i>
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%

CIJE

What can be done? *A framework for action.*

- Local
- Continental

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

Date sent: 11/14/94

Time sent: 12:34 PM

No. of Pages (incl. cover): 14

To: Adam Gornan

From: Nessa Rapoport

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COMMENTS:

Adam, you can't see color, but I believe that there is a yellow bar across the top of each, and that they are bright and lively! I'll let you know when I find out more — but as long as the text is ok, I'm confident that she knows what she's doing.

Nessa