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Minutes, correspondence, and notes. Workplan. Includes "CIJE Staff Domain and Responsibilities Timetable", January 1995-April 1995.

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January 1995

THE GOALS PROJECT'S "BUILDING CAPACITY" AGENDA

BACKGROUND

The Goals Project Agenda. CIJE's Goals Project assumes that progress in Jewish education depends significantly (though by no means exclusively) on the ability of educating institutions to become clearer concerning their major educational goals and to use these goals as a tool for organizing and assessing their educational practices and policies. The challenge of the Goals Project is to encourage and actively support efforts in this direction.

Past, continuing, and projected activities. Against the background of work done in Israel under the auspices of the Mandel Institute's Educated Jew Project and serious discussions in the first part of 1994 between CIJE and the Mandel Institute concerning the direction of the Goals Project, the Goals Project launched its work with communities through a seminar in the summer of 1994 designed for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stakeholders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; others would use the opportunities provided by these seminars to improve their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions seriously striving to be vision-driven.

Since the time of the 1994 Summer Seminar on Goals, all 3 of the major communities that were represented in Jerusalem have embarked on Goals-related efforts. In Baltimore, a set of seminars organized around goals is scheduled to be launched with a special program in the late spring. Moreover, a Baltimore institution that participated in the Jerusalem seminar reports that the seminar has catalyzed some fruitful efforts at self-improvement over the last

several months. In Cleveland, a seminar organized around the theme of goals and led by Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rob Toren has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. Finally, Cleveland's Agnon School has approached CIJE with a proposal for collaborative work around a goals-agenda, a proposal to which we have yet to respond. In Milwaukee, a four-session seminar on goals is scheduled to begin in February for a constituency that will include two Day Schools, the JCC, and possibly also one or more congregations.

Alongside these efforts, CIJE has agreed to organize an all-day seminar on goals in Atlanta for the key stakeholders of a new Hebrew High School that is now being developed there. There have also been conversation concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations (for example, in Baltimore) that seem particularly interesting.

The "building capacity" challenge. Based on its work to date, CIJE is well-equipped to develop and run the kinds of seminars that it will be holding in the months ahead. Such seminars have the promise of helping representatives of participating institutions become substantially more aware of the important role that goals ought to play - but usually do not - in guiding our efforts at Jewish education, as well as of stimulating a lot of reflection concerning the status of goals and vision in their own institutions. If successful, these seminars will also generate a serious desire on the part of at least some participating institutions do launch into a serious effort at self-improvement that takes the goals-issue to heart.

CIJE is, however, not yet adequately positioned to move the Goals Project agenda beyond the stage represented by this year's local seminars. If CIJE is to be able adequately to support the efforts of educating institutions to become substantially more goals-sensitive than they now are, it needs to do much in the way of building capacity in this area. Specifically, capacity needs to be built up in two areas: first, we need to develop more of the kind of knowledge and know-how that are necessary if serious educating institutions are to be adequately helped in their efforts to implement a goals-agenda. Second, since CIJE's core-staff cannot itself work with individual institutions around the country in any sustained way, there is a need to identify, recruit, and cultivate a cadre of resource-people who will be available to work with educating institutions.

So important and pressing is this matter of building capacity that it needs to be viewed as the Goals Project's pre-eminent

challenge and priority in the months ahead. We must use the period between now and the fall of 1995 to become "tooled up" for the next stage of the Goals Project.

BUILDING CAPACITY: A SKETCH OF THE PLAN OF ACTION

Building our knowledge-base and know-how. With respect to the development of the right kind of knowledge-base and know-how, our strategy is fairly straight-forward. We are aware of the major literatures and resource-people in areas that concern the Goals Project agenda.

1. Within the orbit of Jewish education, we need to do what we can to continue working with and learning from the individuals associated with the Mandel Institute's Educated Jew project. Special attention needs to be paid to the "curricularization" of the "Educated Jew" ideals.

2. We need to learn what we can from other instructive efforts going on in Jewish education that are related to our agenda - for example, the project Isa Aron has undertaken (both its conceptualization and the experience to date).

3. As a staff, we need to fully digest and assess the relevance to our own work of the pertinent efforts in general education (and organizational development). This includes the work done under the auspices of the Coalition of Essential Schools and of the Accelerated Schools movement; it also includes the work of change-theorists like Michael Fullan, Peter Senge, and related literatures. In addition to studying the relevant literatures, we need to continue the process initiated in our recent conversation with Amy Gerstein (of the Essential Schools Coalition) of arranging meetings and/or seminars with key individuals representing different approaches to reform. The aim of meetings with such individuals will be not just to better understand their views but to encourage them to reflect with us concerning how their approaches might lend themselves to work in our arena.

4. Intellectual energy and time need to be given to the effort to pull together the results of the efforts described in #s 1 - 3, to integrate them into an approach that will be adequate to the training of resource-people and to the work they will need to be doing. As will be discussed below, our work to date already suggests quite a lot in this area; but there is reason to hope the process of learning described above will continue to refine our understandings and skills.

Developing personnel. With respect to the other part of "capacity-building" - the part that concerns personnel, our plan of action, roughly speaking, is as follows:

1. to identify from 5 to 10 individuals who will recruited and trained to serve as coaches/resource people to communities and institutions. (January, 1995)

2. to hold a one-to-two-day workshop in the late spring, probably right after Pesach, for these individuals, which will be used to "bring them up to speed" with the work of the Goals project - to initiate them into the project's concerns, universe of discourse, core-literature, and agenda. This workshop will be an opportunity for both CIJE and each of the individuals we've recruited to make an assessment of whether a continuing relationship is desirable; that is, in addition to educating the participants concerning the rudiments of the Goals Project, the workshop will also provide an opportunity to identify obvious mis-matches.

3. a week-long seminar for the same set of participants (CIJE staff and the resource-people) this coming summer, probably in July. At this seminar, the participants will have the opportunity to develop understandings and tools that will enable them to enter into working relationships with institutions as coaches/consultants.

It is anticipated that the seminar will include sustained day-long opportunities to meet with thoughtful representatives of approaches to educational reform which seem most closely related to our own efforts; opportunities to initiate participants into a CIJE approach that draws on these various approaches; opportunities to acquire a repertoire of strategies and skills that will be useful in working with institutions; opportunities to struggle with concrete cases that require decisions concerning the appropriateness of different strategies.

4. Precisely because the cadre of resource-people will be "out in the field" after the summer, it will prove important to have periodic follow-up seminars during the 1995-96 year. This will provide all of us with an opportunity to continue our learning. The next paragraph develops this point.

Building capacity through work with institutions. It is important not to draw a sharp distinction between "building capacity" and "work with institutions". In fact, one of the ways, and perhaps the most important way, in which our knowledge-base

concerning such matters as goals, the change-process, the traits desired in the coaches/resource people who will work with institutions, etc. will expand is through the actual process of working with institutions. This, of course, will only happen if we do what we can do view and use our work with institutions as experiments from which there is a lot to learn. This in turn entails serious efforts to keep track of what happens in the institutions we work with. Note that this is not intended to suggest that we or our cadre of coaches will enter into work with institutions without substantial knowledge and know-how; but it is to acknowledge that there is much that remains to be learned, and that much of this learning can only arise out of work "in the trenches".

ARTICULATING AND ADDRESSING AN OBSTACLE TO THE IDENTIFICATION AND CULTIVATION OF COACHES/RESOURCE PEOPLE WHO WILL WORK WITH INSTITUTIONS

"The problem." As already noted, our challenge this spring is to identify a cadre of coaches/resource people who, after a suitable initiation into the work, can carry forward the Goals Project agenda with educating institutions. But in order to identify the right kinds of coaches/resource people to work with institutions and in order to develop an adequate curriculum that will serve to initiate them into their work with institutions, we need to understand the nature of that work, and this, in turn, requires us to have an understanding of the ways in which fruitful change in educating institutions can be catalyzed and guided. Unfortunately (and as evidenced by our insistence that our effort to build capacity this spring needs to focus heavily on the development of understanding and know-how), we don't yet have as much knowledge in these areas as we need. In view of this, it would thus seem that an attempt in the near future to identify coaches/resource people and to develop a curriculum for them is a good example of "putting the cart before the horse."

Putting "the problem" in perspective. There is, it is true, a measure of truth in this characterization of our situation and in the objection that it implies; and certainly it would be better if we had a clearer theory than we now do of the conditions of institutional change and the ways in which coaches/resource people can contribute to it. But the objection is not decisive; and the reason that it is not decisive is that we have in fact been developing considerable lore concerning the work to be done with institutions. This lore falls way short of a full-fledged "theory" or "approach", but it includes significant familiarity with the approaches identified with different reform movements, as well as a number of fundamental beliefs that are jointly sufficient to guide us in selecting coaches/resource people and in developing

fruitful working-relationships with institutions -- relationships that will both benefit them and offer us opportunities to deepen our own understandings of the work at hand. The critical point is to organize our efforts in such a way as to maximize our learning and to feed it back into our work.

I want, in this connection, to stress that we do not need to feel any embarrassment concerning the fact that we don't have a full-fledged theory or approach to guide our efforts. In point of fact, it is far from clear that anyone has an adequate theory or approach to the kind of work at the level of institutions that we want to encourage. If, for example, we look at the most prominent movements (like the Essential Schools Coalition), we discover that: a) studies of their efforts show very mixed results; b) the approaches associated with such movements are themselves fluid and evolving; and c) these approaches are in many ways very open-ended and depend on a whole lot of "seat-of-the-pants" intuition on the part of the participants.

This said, I want to illustrate the claim made above that we already have a quite a few ideas concerning the nature of institutional change process in which we would like to engage institutions. I will do so by summarizing some of these points. Then, in the concluding section, I will speak briefly about some of the implications of these ideas for the identification and cultivation of coaches/resource people to work with our project.

SOME GUIDING PRINCIPLES IN OUR WORK WITH INSTITUTIONS

As just suggested, in this section I identify some of the basic assumptions that can guide our work. I have not attempted to develop an exhaustive list of assumptions but to articulate enough of them to offer some guidance in thinking about identifying and cultivating a cadre of coaches/resource people for the work ahead. Some of these assumptions have been explicit or implicit in our conversations; in some cases I go beyond these conversations, drawing on insights gleaned from other arenas. These assumptions are tentative in two senses: first, they may be revised or withdrawn based on our own conversations; second, even if they "pass muster" among ourselves right now, they may need to be dropped or revised in light of experience. And, as noted above, even if reasonable, this list of assumptions will need spelling out and augmentation. In any event, here is the list:

1. Under the best circumstances fundamental change is difficult to achieve and cannot be guaranteed in advance; but there will not even be "a fighting chance" unless an institution's key stakeholders and a substantial element in its core constituency are committed to the effort.
2. The identification of compelling educational goals, as

well as serious efforts to organize practice in their light and to assess these efforts at regular intervals, must play a prominent role in the process of institutional self-renewal.

3. As part of its efforts to clarify the goals and the vision that are to inform its work, the major stakeholders of a Jewish educating institution should unearth and struggle to give voice to their own most heart-felt convictions; but the process should also include a serious opportunity to encounter and struggle with other visions of a meaningful Jewish existence, for example, those emerging from the Educated Jew project and from denominational ideologies.

4. Institutions that enter into the CIJE goals-process will undertake a careful survey of what they are presently doing: special attention will focus on the identification of the institution's avowed goals and how they are and are not expressed - and with what effect - in the life of the institution.

5. To suggest that thoughtful attention to goals needs to be at the heart of the process of change in Jewish education is not intended to imply that the process of improvement necessarily begins with a "visioning-activity" or any other institution-wide effort to articulate underlying goals. On the contrary, there are many possible roads an institution might travel in its efforts to clarify and better achieve its fundamental goals. Which road to travel depend on an array of local circumstances that need to be assessed on a case by case basis. A measure of intuition and eclecticism, informed by a thoughtful survey of the situation at hand and an awareness of a range of possible strategies for "cutting into" the situation, is indispensable to the enterprise. The appropriate plan should be determined after careful deliberation by the institution in collaboration with CIJE staff.

6. In order to enter into a partnership with CIJE around a goals-agenda, an institution will need to identify a team of key stakeholders who will be responsible for overseeing and guiding the institutional process. The institution will need to make it financially and otherwise possible for this team to participate in periodic and sometimes extended seminars and workshops organized by CIJE for teams of institutional representatives. Opportunities for such teams to meet on-site with teams representing other institutions for purposes of give-and-take consultations will also be provided.

7. When CIJE agrees to work with an institution, it will appoint a coach identified and trained by CIJE to serve as a consultant to the institution and as a liaison to CIJE. The job of the coach will be to help the institution to identify and keep focused on central questions, to encourage appropriate forms of study and self-study, to identify and to help in deciding among and implementing strategies for advancing the reform-agenda, to access appropriate CIJE-resources, and to encourage periodic self-assessment.

In addition to the initial training provided by CIJE, coaches will participate in periodic seminars and workshops in which they will continue their learning and will share what they are learning in the field with their colleagues and with CIJE.

8. The coach and the institutional team will have shared responsibility for keeping and sharing with CIJE a record of its efforts.

IMPLICATIONS OF THE GUIDING PRINCIPLES FOR THE IDENTIFICATION AND CULTIVATION OF COACHES/RESOURCE PEOPLE

Based on the foregoing, we can begin to identify the kinds of individuals who would make good institutional coaches. For example, a) such individuals would need to have a familiarity with a variety of subject-matters ranging from the Educated Jew Project to different approaches to institutional reform; b) they would need to have at their finger-tips a number of different strategies that, at different stages, might be used by an institution to forward and to assess its efforts; c) they would need to have an in-depth grasp of the role of vision and goals in the process of education and of ways to work towards strong coherence between goals and practice; d) and they would need to have a solid grasp of the kinds of goals that are likely to figure prominently in Jewish education and of competing interpretations of these goals. But such skills and understandings, while important, will prove no substitute for the savvy and thoughtfulness needed to size up a situation and arrive at a judgment concerning what is needed at a particular juncture, or for the interpersonal skills needed to develop fruitful working relationships with the diverse stakeholders that make up an institution.

Some of the characteristics identified in the preceding paragraph can be nurtured through seminars, workshops, and other CIJE-sponsored initiatives; but others, and particularly those that pick out traits of character - savvy, thoughtfulness, good judgment even under pressure, and interpersonal skills, may well be beyond our capacity to cultivate. In looking for appropriate individuals for the work of the Goals Project, we need to seek out individuals

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who already seem to have these characteristics.

CONCLUSION

Time permitting it would be possible to go on to do two very important things: first, to offer a fuller characterization of what adequate coaches would look like; and second, to more fully discuss the implications of the foregoing analysis of the organization of the projected summer-seminar. Such matters will, however, need to be deferred

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Chaim Botwinick, Steve Chervin, Ruth Cohen

From: Gail Dorph

Date: January 13, 1995

Re: Our next meeting dates

CC: Alan Hoffmann, Barry Holtz, Ginny Levi, Nessa Rapoport

Our next meetings will take place on March 8 and 9 at the CIJE offices in New York. On Wednesday, the 8th, we will discuss your plans for personnel in your communities and on the 9th, we will meet with denominational leadership to discuss place/role of denominations in these plans. Feel free to invite other key members of your team to participate in the meeting.

For now, assume these meetings will last from 9:00 to 5:00 each of these days. If you have suggestions for how to structure these days to have maximum effectiveness for your planning process, please contact me -- the sooner the better.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MINUTES: COMMUNITY CONSULTATION MEETING
DATE OF MEETING: DECEMBER 28, 1994
DATE MINUTES ISSUED: JANUARY 13, 1995
PARTICIPANTS: Chaim Botwinick, Steve Chervin, Ruth Cohen,
Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi

I. Agenda/Overview

This meeting began with a restatement of our agenda for the day: Discussion of issues and strategies to be considered in developing comprehensive personnel action plans.

The agenda was divided into two sections:

1. The morning was devoted to hearing and responding to updates by Chaim Botwinick, Steve Chervin and Ruth Cohen on the issues/challenges/problems each of the lead communities is facing as they develop their plans
2. The afternoon session focused on a presentation and discussion led by Gail Dorph and Barry Holtz on the characteristics of a comprehensive action plan with a focus on in-service education of teachers and the challenges we face in creating such plans.

The day ended with a decision to reconvene in March of 1995 to

- A. discuss concrete iterations of community action plans with focus on steps needed for implementation.
- B. meet with leaders of denominational groups to talk through the roles of the national denominations in the development and implementation of community plans.

II. Community Presentations

A. ATLANTA

Steve Chervin traced the actions in his community since reception of the results of the Educators' Survey in November. In general, his work group reacted positively to the report, noting some ambiguities in the data collecting process.

The draft along with an introduction written by Steve (which emphasized next steps in community planning for personnel) was made public soon after it was received. It was presented at a series of meetings to key stakeholders including, CJC (continuity

commission) committee members, and members of all three principals' councils (day school, supplementary school, and pre-school). The policy brief was given to these people as well. Additionally, the study and policy briefs were distributed to all congregational rabbis, members of the JES (Jewish Educational Services) board, congregational presidents, school committee chairs, and Jewish studies faculty at Emory University.

The meetings proved to provide an open, honest forum for expressing concerns and connecting different groups of people to a shared communal agenda. All those who participated in the meetings supported work towards developing an action plan for Atlanta, although the suggestions for how the community should proceed to develop a personnel action plan differed.

The community plans to create focus groups of teachers in order to bring them into the process. The community is also looking for avenues to mobilize specific constituencies of individual organizations around the issues of building the profession.

B. BALTIMORE

Chaim Botwinick described the hard work of the small sub-committee of the CIJE committee charged with reviewing the draft of the document and giving feedback to Adam and Ellen. This committee successfully completed its work and Baltimore received a revised copy of the report in addition to receiving additional tables of information that addressed their planning concerns.

Chaim then gave an overview of the dissemination plan in Baltimore. He reported that they had worked hard to develop a sense of urgency around the issue of personnel through dissemination of the report on the teaching force in Baltimore. The Baltimore report was sent out to the following groups and discussed in the following forums:

Round One: Federation Committees

1. executive committee of Associate
2. board of CAJE (the Associated's committee on Jewish education)
3. CIJE committee

Round Two: Four Focus Groups

1. lay chairs of congregational committees on Jewish education
2. rabbis
3. congregational school directors and pre-school directors
4. day school directors
5. CJES professional staff
5. CJES board of directors

The policy brief was only given out to those who attended focus group meetings rather than mailing it out with the community report. There was some discussion of whether or not the policy brief should now be mailed out. Chaim felt that attention to the policy brief might distract the community from moving ahead on the creation of its own personnel action plan. He felt now was the time for action and not the time for more discussion.

The community of Baltimore has established a professional work group, consisting of educational professionals and a few rabbis and lay leaders. Beginning in mid January, this group will meet as an intensive think tank to develop short term, mid term and long term community plan for educators with attention to implementation and funding. In May, this work group will present the results of its work to the CIJE committee. As part of this new planning process, Baltimore's educational committee structure will be revised to supervise the implementation of their action plan. This plan will develop further into micro-plans, directing specific institutions in the community.

Two major challenges facing the Baltimore Jewish community were noted.

1. In terms of dissemination, the focus group meetings were good meetings, but were poorly attended. Thus although all members of the groups got the report, few took the opportunity to respond to it.
2. The pace of implementation of the action plans is directly related to the funding cycle of the community. The plan will be adopted in the spring, but cannot be funded until next fall, delaying activity in the community.

C. MILWAUKEE

Ruth Cohen began her presentation by noting the separation of powers within the Milwaukee Federation. While her role within the Federation is one of planner and advocate, she does not carry any implementation power within the system. The lead community committee has taken on five areas of concern based on a strategic planning process last November: personnel, teen programming, family programming, vision and goals, and funding for Jewish education..

In terms of personnel, Milwaukee received their report a year ago. A personnel action committee was formed to review the data. This committee went through all of the tables before the final draft of the integrated report was available. When the final report came through, two community wide receptions were held at which Adam Gamoran and Gail Dorph made presentations. One of the receptions was for educators, particularly teachers; the other was geared toward community lay leaders. The presentations were well received and the discussions that followed were quite good. The disappointment was that they were not as well attended as was hoped.

She recapped positive and negative events since the data on Milwaukee was released a year ago. On the positive side, two projects stood out as major steps forward on the road to building the profession in Milwaukee. The CIJE - Harvard Principals' Center Seminar provided information and inspiration to the educators in her community. More recently, the work towards creating a masters degree program for Milwaukee's teachers through the Cleveland College of Jewish Studies is also viewed by the community as an innovative development in building the profession.

On the negative side, recent articles in the *Milwaukee Jewish Chronicle* have produced some negative responses from professionals and lay leaders, shifting the focus away from the progress being made in the community. Ruth felt that these articles had created tension and cast a negative aura on the survey and the lead community initiative. Alan and Nessa pointed out ways in which the lead community project of Milwaukee could use the media attention as an opportunity to keep the issues on the community agenda. They suggested a series of carefully crafted letters to the editor of the newspaper.

Milwaukee currently faces five tensions in their work to improve educational quality:

1. improving current programs vs. adding new program
2. influencing institutions to take personal responsibility for reform vs. adding new professional positions to work with the institutions.
3. investing in current personnel vs. bringing in new people
4. building a partnership between planning and implementation: involving MAJE in teacher training towards systemic change
5. adding programs that will lead to systemic change vs. expansion of programs

III. Creating a Personnel Action Plan

Gail Dorph and Barry Holtz presented a six part strategy for undertaking the development of community personnel action plans. This strategy is based on two central questions:

1. What might a personnel action plan include in terms of content?
2. What are the steps a community could take to implement these goals?

The strategy included the following steps:

1. Assessing needs of teachers and leaders (specifying needs for particular target populations)

2. Projecting possible solutions to meet these needs
3. Stating preconditions for success
4. Surveying present in-service offerings and their strengths and weaknesses
5. Deciding where we want to be in five years
6. Laying out the activities in which you must be engaged over the next six months (a year, etc.) in order to arrive in that spot in five years.

As aids in the planning process, Barry and Gail distributed a skeleton of a comprehensive personnel action plan as well as several worksheet type documents to help in the planning process.

Additions to these documents were made by the group as we moved through the exercise. In particular, suggestions for thinking about preconditions for success were expanded to include:

Under B.--Building capacity for In-Service Training for Teachers, the following three areas were added:

- a. supervisor/lead teacher
- b. teacher educators/national faculty
- c. in-service training

Three new categories were added:

1. motivation of teachers (mentioned were intrinsic motivation in terms of quality of programming, incentives for participation both financial and psychological, empowerment, need for networking)
2. organizational context (that is, the readiness of institutions for teachers to be engaged in ongoing professional development)
3. research and evaluation capacity (this was also added to The Critical Path)

Three other items were mentioned in this regard that need to be on the table but did not seem to be preconditions to the success of the plan: establishing minimum requirements for teachers, some kind of certification program, thinking through the dynamics of individual learning plans ala first model in the article on in-service education models.

(The seminar planning documents reflect these additions)

V. Next Steps

This group will reconvene March 8-9, 1995. Everyone had a homework assignment which includes a first cut to answering the questions in worksheets IV - VI:

IV. What in-service opportunities currently exist in your community? What are there strengths and weaknesses?

V. Where do you want to be in five years?

VI. Given where you are and where you want to be, what's your plan for getting there?

Chart the next six months time.

On March 9th, the meetings will also include a discussion with representatives from the education departments of the denominational movements.

TOWARD A COMPREHENSIVE PERSONNEL ACTION PLAN
(This document only deals with personnel in formal educational settings)

WHAT WOULD AN ACTION PLAN LOOK LIKE?

RUBRICS FOR UPGRADING PERSONNEL
A PLAN IN PLACE WOULD HAVE THESE ELEMENTS:

I. PROFESSIONAL DEVELOPMENT

A. Differentiated In-Service Programs for Teachers (according to knowledge, training, setting, and need)

(The following could be part of an individually or communally based plan for professional growth tied to licensing and increments)

1. Courses

- a. Subject Matter Courses
- b. Educational Foundations/Pedagogy Courses
- c. Courses that blend subject matter and pedagogy according to age and setting

Examples:

- * Early Childhood Teachers Seminar (emphasizing Judaica component of the program as well as implications for pedagogy)
- * Seminar on the Teaching of Hebrew language
 - * day schools - spoken Hebrew
 - * day schools - text Hebrew
 - * supplementary schools - reading and Siddur Hebrew
- * U-STEP (United Synagogue In-service courses)
- d. Courses that have "lab or practice" component

2. Programs

- a. Sequenced programs not necessarily developed for "training of educators" (e.g., Melton Mini-School)
- b. Sequenced programs designed for educators (Early Childhood Institute)
- c. Sequenced programs designed for educators with classroom based component
- d. Induction (Site based or Communal)

3. Retreat Experiences

which will focus most particularly on personal/ experiential needs of participants (tefillah, Shabbat)

{One way to frame items 1-3 could be the creation of a Teachers Institute with a variety of offerings for teachers of different subjects, settings, denominations, and ages.}

B. In-Service Programs for Educational Leaders

Leadership Institute - Across Communities (as sub-groups and across settings)

1. Principals of Day Schools
2. Directors of Early Childhood units
3. Principals of Supplementary Schools

Leadership Seminar - Within Communities (Using Best Practices and Other Resources)

1. Directors of Early Childhood units
2. Principals of Supplementary Schools
3. Principals of Day Schools

Courses, Programs, Retreats appropriate to leadership personnel also need to be developed

C. Mentoring Programs for Novices

1. Preparation of mentors

2. Mentoring programs in action
 - a. for novice principals
 - b. for novice teachers

D. Peer and "Expert" Coaching Program for Experienced Personnel

1. Preparation of peer coaches
2. Coaching programs in action
 - a. for experienced principals
 - b. for experienced teachers

II. RECRUITMENT

A. Developing teens and young adults

1. Leadership programs for teenagers that involve them as counselors, youth group advisors, and teaching assistants
2. Programs to support college age youngsters who are teaching and working as personnel in youth groups, camps, and in schools

B. Developing alternative pools of teachers

1. Recruiting and preparing "volunteer" teachers for supplementary schools (bringing in new populations to teaching force, e.g., public school/private school teachers, retirees)
2. Retooling public/private school teachers for careers in Jewish education, particularly supplementary schools

III. RETENTION

A. Salary and Benefits

1. Benefits packages available for full time people
2. Partial (proportional) benefits packages available for part-time people
3. Synagogue, JCC Memberships
4. Reduced day school and camp tuition (even for those teaching in supplementary schools in proportional way)

5. Free invitations to communal events
6. Conference lines, membership in professional organizations
7. Appropriate sabbatical and study opportunities in Israel and U.S.
8. Tuition stipends/pay incentives for teachers taking Inservice courses

B. Career Path

1. Creation of full time positions for teachers that include teaching, mentoring new teachers, and peer coaching.
2. "Community" Teacher (teacher who teaches in more than one institutions thereby creating full-time positions)
3. Creating positions in day schools and supplementary schools for curriculum supervisor, master teacher, Judaic studies coordinator, resource room teacher

IV. PRE-SERVICE PROGRAMS

CREATING A PERSONNEL ACTION PLAN

I. WHAT ARE YOUR NEEDS?

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

EDUCATIONAL LEADERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

(To be complete this matrix actually has to have many more cells which would be created by including all the populations and needs --and maybe more--included on the page called **ACTION PLAN: FOR WHOM** below)

II. THE FOLLOWING CHART IS ONE EXAMPLE OF A STRATEGY DESIGNED TO MAP THE ISSUE OF NEEDS.

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL	Holiday Cycle	Child Development High Scope	Teaching Jewish Holidays in Early Childhood Classrooms	Curriculum Writing Seminar
DAY SCHOOL	Bible	Group Investigation Model	Using Tal Sela in the elementary school years	Talmud Shiur
CONGREGATION	Siddur	Classroom Management Strategies	Teaching the Joseph Cycle to the Dalet Class using the Melton Bible materials	Preparing to be Lead Teacher

(To be complete this matrix actually has to have many more cells which would be created by including all the populations and needs --and maybe more--included on the page called **ACTION PLAN: FOR WHOM** below)

**ACTION PLAN:
FOR WHOM?
TO ANSWER WHAT NEEDS?**

POPULATIONS:

TEACHERS AND PRINCIPALS

Settings:

- Day School
- Pre-School
- Supplementary

Experience:

- Novices
- 3 to 7 years
- Over 7 years

Background and Training:

- Trained in Education vs. Untrained in Education
- Trained in Judaica vs. Untrained in Judaica
- Trained in Both
- Untrained in Both

NEEDS:

TEACHER

- Judaic Subject Matter Knowledge
- Pedagogic Skills
- Pedagogic Content Knowledge
- Child Development
- Personal Growth Experiences

PRINCIPALS

- Judaic Subject Matter Knowledge
- Leadership Knowledge and Skills
- Management Knowledge and Skills
- Supervision of Instruction and Teachers

**III. ARE THERE SOME THINGS THAT EVERYONE MUST DO FIRST?
ARE THERE PRECONDITIONS FOR SUCCESS OF PLAN?**

- A. Educational Leadership
- B. Build Capacity for In-Service Training for Teachers
 - a. supervisor/lead teacher
 - b. teacher educators/national faculty
 - c. in-service training
- C. Motivation of teachers (mentioned were intrinsic motivation in terms of quality of programming, incentives for participation both financial and psychological, empowerment, need for networking)
- D. organizational context (that is, the readiness of institutions for teachers to be engaged in ongoing professional development)
- E. research and evaluation capacity (this was also added to The Critical Path)

•

**IV. WHAT INSERVICE OPPORTUNITIES CURRENTLY EXIST IN YOUR COMMUNITY?
WHAT ARE THEIR STRENGTHS AND WEAKNESSES?**

V. WHERE DO YOU WANT TO BE IN FIVE YEARS?

1995-2000

OPTIONS	YEARS					
	1995	1996	1997	1998	1999	2000
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						

VI. GIVEN WHERE YOU ARE AND WHERE YOU WANT TO BE, WHAT'S YOUR PLAN FOR GETTING THERE?

For some suggestions, approaches, strategies, see:

CRITICAL PATH #III. p., 3, 4;

(Particularly, map future needs in terms of leadership positions that will become available as well as predicting new opportunities)

ACTION PLAN: HOW; and

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

Use chart that follows as possible worksheet

VI. WHAT DO YOU NEED TO DO IN THE NEXT SIX MONTHS?

1995-96

OPTIONS	MONTHS					
	February	March	April	May	June	Sept.
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						

ACTION PLAN: HOW?

1. MAPPING RESOURCES AVAILABLE:

- BJE
- Hebrew Colleges (local or regional)
- Denominations
- Local Secular Universities
- Out of town universities
- Rabbis in the community
- Judaica Professors
- Israel Programs
- CAJE
- JESNA
- Professional Groups (e.g. NATE, JEA)
- Melton Mini-School, Derekh Torah

2. DEVISING APPROPRIATE APPROACHES TO ADDRESS ISSUES

- Individual Learning Plans
- Courses
- School-based Curriculum improvement project
- Training Sessions with Supervision and Feedback
- Programs (Sequenced Courses)
- Observation/assessment
 - Peer Coaching
 - Mentoring
 - Supervision
- Structured Reflective Practice

3. PRIORITIZATION:

- Economic Feasibility
- Human Resources Available
- Scope, Content, Quality

4. DEVELOPING INCENTIVES

- Extra Money
- Increased Salary
- Degrees/Certification
- Released Time

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

1. Create a meeting of school directors (rabbis/lay leaders) to discuss:

- a. their respective curricula
- b. to decide if there are areas of overlap and potential cooperation for courses that need to be developed
- c. discuss appropriate auspices for such courses: community vs. denominational
- d. discuss appropriate venues for such courses: community vs. school based

2. Other issues for discussion by this same group might include:

- a. incentives for participating in the program
- b. salary increments that would accrue for participation
- c. accreditation procedure that would accompany successful completion of "x" number of courses

3a. Set up a three part program for teachers that would include:

a. Judaica courses that deal specifically with the content of the curriculum (examples: holidays, life cycle, Siddur, Parashat Hashavua, etc)
These courses should also include where appropriate real life experiences and assignments as well as retreat type experiences focused on participants' "personal meaning making").

b. Pedagogic input and support for teaching the Judaica content (either integrated with the course or as a lab component of the Judaica course)

c. Classroom coaching as support (to be provided either by teacher of whole course, teacher of the lab course, principal of the school)

3b. Set up schoolwide professional development program to meet needs of setting (upgrade faculty, create esprit de corps)

4. Additional Questions:

- a. How would the above program be planned?
- b. How could it be coordinated/managed?
- c. How would it be orchestrated/taught?
- d. How would success be evaluation?

cover memo for MEF mts
- notes from Alan
- approved 9/5 work plan

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 10-JAN-1995 13:21:54.11
To: gamoran, goldrieb@ctrvax.Vanderbilt.Edu
CC:
Subj: MEF Advisory Meeting, etc.

Adam,

Since I know Alan will be trying to schedule a conference call soon, I thought it would be helpful if I summarize the tentative agenda that Annette suggested for MEF advisory meeting. We can talk about this when we talk on Thurs. Once we finalize it we can e-mail it to Alan and Annette.

As I said, Annette wants the focus of the meeting to be the module. She says this is top priority and wants us to come with specific suggestions for revisions, as well as "MEMOS" perhaps of our position on each of the main topics as suggestions for discussion. The agenda is a bit detailed so you have a sense of the issues around each topic.

time frame?
edit, send to Alan

MEF Advisory Committee Meeting: February 9, 1995 Boston

Tentative Agenda

9:00 am - 4:30 pm

I. Developing a Module for the Study of Jewish Personnel

A. Preparing the Module for Use Communities

These are Bill's issues from his e-mail for 11/23 more or less. What to include, how detailed, what type of guide, revisions of items, the interview guides, etc.

B. Data Collection: How do we assure quality? What is CIJE's role? Should an outside group be involved?

C. Data Analysis: Who will analyze data? Private consulting group? A university, researched-based institute (CUNY?). Bill? How to ensure quality, comparative bases, and opportunities for secondary analyses from other researchers?

D. What is the dissemination plan for the module itself?

E. How can the data be disseminated and accessed for "public" use?

F. How can findings be disseminated and reported? In individual communities? Beyond individual communities? Reports of secondary analyses?

II. Review of experience of the Policy Brief: What went well, what did not go well, where are we in the dissemination plan, etc?

III. Review of MEF 1995 Work plan and anticipated products in light of the first policy brief, new staff configurations (no field researchers except Bill), changes in CIJE's work plan, etc...The point is to leave the day with a revised work plan.

Do we want additional policy briefs?

Prioritizing topics?

Revisit research paper ideas, such as personnel study in best practice schools, etc.

Q's about 1995 Work Plan:

A. Conc

B. Q about Pol Brief

C. other issues

THE PHILLIPS OPPENHEIM GROUP

NOT-FOR-PROFIT SEARCH CONSULTANTS

DEBRA Y. OPPENHEIM • JANE PHILLIPS MORRISON

January 23, 1995

Mr. Adam Gamoran
Professor
University of Wisconsin
2444 Social Science
Madison, WI 53706

Dear Adam:

Thank you very much for your help as we begin the search to find the next Executive Director of CIJE. We appreciate the time you shared with us. Your suggestions, advice and insight were instructive as we reviewed the scope of the job and defined its specifications. We feel we now have a good understanding of CIJE, its mission and its goals.

We are enclosing a copy of the final position description which we will be sharing with sources, nominators and potential candidates. Again, thank you for your help and we look forward to working closely with you as we continue the search process.

Cordially,



Debra Y. Oppenheim



Jane Phillips Morrison



Rebecca Klein

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE)**Executive Director**

The Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. In November 1990, the Commission on Jewish Education in North America released A Time to Act, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education -- whatever the setting or age group -- will depend on two essential tasks: building the profession of Jewish education; and mobilizing community support for Jewish education. CIJE was established to implement the Commission's conclusions.

Created as a catalyst for change, CIJE promotes reform by working in partnership with individual communities, local federations and control agencies, continental organizations, denominational movements, foundations, and educational institutions. Current projects include:

- Lead Communities -- working with a number of communities to create laboratories of systemic change at the local level.
- The Goals Project -- to engage educational institutions and lay leadership in local communities in a strategic and analytical process designed to clarify and articulate goals for Jewish education and create a plan for achieving them;
- Best Practices -- a project designed to identify and document successful models of Jewish education and explore how such models can be translated to other educational settings;
- Monitoring, Evaluation and Feedback -- a project which has resulted in a Study of Educators in several communities and a Policy Brief with national implications on the upgrading of Jewish educators.

Headquartered in New York, CIJE has a core staff of seven, a distinguished board and executive committee, as well as outside consultants, including experienced educators, and internationally renowned experts in the areas of Jewish and general education, community planning, Judaic Studies, educational philosophy, research, leadership and organizational change. The staff is currently led by an Acting Executive Director who is on loan from the Centre for Jewish Education in the Diaspora of the Hebrew University in Jerusalem.

CIJE has an annual operating budget of approximately \$1.5 million. CIJE works closely with the Mandel Institute in Jerusalem, a center for the advanced study and development of Jewish education worldwide.

BASIC FUNCTION AND FIRST YEAR'S OBJECTIVES

Working closely with CJJE lay leadership, the Executive Director will provide direction, strategy and vision for the organization and its programs and projects throughout North America. The Director will also manage day-to-day operations and will serve as a spokesperson, fundraiser and community mobilizer.

The Executive Director will be a national advocate and catalyst for change, generating broad resources to ensure that CJJE impacts on all Jewish education, including day schools, yeshivot, supplementary schools, synagogue-based programs, community centers, programs at colleges and universities, and summer camps, and encompasses Jews from all denominational movements, including Orthodox, Conservative, Reconstructionist, and Reform. By creating carefully crafted research and strategic demonstration projects, and by building community support for implementation, the Executive Director will ensure that CJJE helps shape Jewish education in North America.

It is assumed that the Executive Director will be a builder, conceptual thinker and strategist with strong interpersonal skills. In addition, he/she will be expected to achieve the following during the first twelve months:

- Thoroughly understand CJJE, its history, mission and purpose; programs, projects, research and initiatives; board and staff;
- Forge a partnership with the Chair of the Board and build a collegial relationship with the Board of Directors; recruit new Board members and find ways to best utilize the Board's expertise to help the organization achieve its goals;
- Establish a strong and collaborative relationship with CJJE's staff, researchers, consultants, and other educators;
- Forge good relationships with the Jewish Community in North America, including the CJF, JCCA, JESNA, and the religious denominations; build support among lay leaders and existing players;
- Become a visible advocate for CJJE with the media, the community, foundations and educational institutions; personify and communicate the mission of CJJE; increase awareness and mobilize support;
- Seek to further broaden CJJE's financial base; reach out to major donors and foundations; educate them on the importance of CJJE's mission and enlist their support;
- Oversee CJJE's programmatic efforts; further refine CJJE's "product" to ensure that the organization is targeted.

KEY RESPONSIBILITIES

The Executive Director will be responsible for the following:

Board and External Relations

- Know the Chair and members of the Board of Directors well and develop an effective working relationship and partnership with them;
- Challenge and stimulate community leaders and activists so that support is built from outside CIJE as well as from within;
- Explore and establish partnerships with other institutions; work with these partners, and enlist them as catalysts for change in Jewish education.
- Work closely with the Mandel Institute, the Hebrew University and other major Jewish educational organizations in Jerusalem; utilize their resources and expertise.

Communications and Public Relations

- Act as a spokesperson, presenting CIJE's mission, goals, objectives and projects to a variety of audiences; get the message out to the community convincing them why CIJE exists and how it can have an impact on Jewish continuity in North America;
- Represent CIJE to its various constituencies conveying the appropriate values, concepts and ideas; act as CIJE's representative and advocate to the media, Jewish and general educational institutions, community leaders, local organizations and supporters, corporations, and foundations;
- Monitor key issues and trends in Jewish and general education and communicate their implications to Board and staff, together with recommended action.

Program and Planning

- Work with the Chair, board members and staff to create short- and long-term strategic plans for CIJE which encompass research, demonstration, training, implementation and policy development;
- Evaluate the quality and effectiveness of projects and programs based on their impact in the community and their ability to foster change;
- Work with an ever-increasing number of laboratory communities to define strategies and develop action plans that mobilize community leadership to effect change;

Fundraising

- Know and understand fundraising and funding strategies and sources; have a solid grasp of philanthropy in North America; nurture alliances with foundations, community leaders and other potential funders to create a national and local funding base;
- Develop a strategic plan for expanding the funding base for the organization long-term.

General Management, Administration and Finance

- Provide the leadership to insure that day-to-day operations are smoothly and efficiently managed; direct the staff so that the necessary resources are available to run the entire organization;
- Oversee CJJE's day-to-day finances, including budget and cash flow, using sound business principles.

IDEAL EXPERIENCE

The ideal candidate should have the following experience and qualifications:

- Broad-based leadership and management experience in a sophisticated environment known for its creativity; candidates could come from Jewish or general education, the rabbinate, the Jewish communal world, or consulting, business or other segments of the private sector.
- A knowledge of the Jewish Community, either as a lay leader, staff member or volunteer;
- Demonstrated ability to effect change systemically; the adaptability and skill necessary to build on a start-up situation; a willingness to take risks for social change;
- Demonstrated experience in conceiving and implementing new policy and programs to stimulate thinking and engage top leadership;
- A familiarity with and commitment to Jewish education; if not from the education world, the individual should understand and appreciate the arena; must be able to frame the right questions;

- Demonstrated verbal and written communications skills; a track record which includes taking an idea or project out to the community and generating support for it; demonstrated ability to capture the interest of a lay constituency and to raise money;
- A record of success in working in partnership with and marshalling the forces of a group of diverse personalities on a national level, such as community leadership, volunteers, or a board, to create or expand an entity;
- Knowledge, skills, and ability equivalent to a graduate degree in management, education, organizational development or the like.

PERSONAL CHARACTERISTICS

The successful candidate must be a knowledgeable Jew who is absolutely committed to the mission of CIJE, Jewish education, and the future of the Jewish people in North America. In addition, the Executive Director should be the following:

- A passionate, inspiring and dedicated leader, spokesperson and representative who can effect change; must impart credibility, trust, enthusiasm and integrity and motivate others in a similar vein;
- A visionary; a conceptual thinker who is strategic and analytical; able to remain focused on the big picture without becoming bogged down in short-term detail;
- Smart and insightful, with the ability to excite and engage the most intelligent and dedicated talent in Jewish education;
- A team builder, collaborator and coalition builder who can bend when necessary yet be emphatic and decisive when called for;
- Comfortable working with a variety of constituencies, including academe, the communal world, board members, religious leadership and educators.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

January 31, 1995

TO: MEF Advisory Committee Members and CIJE Staff

FROM: Adam Gamoran

SUBJECT: February 9th MEF Advisory Committee Meeting

Enclosed are materials in preparation for our MEF Advisory Committee Meeting on February 9th. They include:

- 1) A summary of our last meeting (August 24, 1994) written in the form of a memo from me to the field researchers. The memo includes a long list of tasks we were to undertake last fall, and I have annotated this list by noting in capital letters the status of each task.
- 2) The approved MEF Workplan for 1995. The Workplan was based on our August meeting and on follow-up conversations among Alan, Ellen, and myself.

These two documents are important for our February 9th discussions.

In addition, I am enclosing some materials which may serve as additional (but not essential) background:

- 3) A, B, & C - Three updates on the progress of personnel action plans in the three lead communities. These updates are the final reports from our intensive field monitoring of the lead communities. Each community has also received its report on the "Teaching Force" of its Jewish schools, and you've seen those already.
- 4) The long-delayed report on mobilization in Atlanta during 1992-93. (This was completed six weeks ago, but I didn't have a chance to send it out.) You may want to skim this report before reading the update for 1994.

slb

Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

To: CIJE Steering Committee Members
From: Alan D. Hoffmann
Date: January 31, 1995
Re: Steering Committee Meeting of February 14, 1995

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place at 10:00 am to 4:00 pm on Tuesday, February 14 at the CIJE office in New York.

Enclosed you will find a set of materials for your review prior to the meeting:

- I. Agenda
- II. CIJE 1995 Workplan
- III. CIJE Community Consultation Meeting minutes and planning documents
- IV. CIJE Media Coverage/Community Mobilization

Immediately following the Steering Committee Meeting, we will hold a Staff Meeting until 4:00 pm while the committee chairs continue to convene in Executive Session.

Please confirm your attendance with Robin Mencher at (212) 532-2360 ext. 440.

CIJE STEERING COMMITTEE MEETING
February 14, 1995, 10:00 am to 4:00 pm
New York

AGENDA

CIJE STEERING COMMITTEE: 1995 WORKPLAN

- | | | |
|------|--|----------|
| I. | Minutes and Assignments | VFL |
| II. | Overview of Organization Workplan | ADH |
| III. | Reporting and Community Mobilization | ADH, NR |
| | A. GA | |
| | B. Harvard Leadership Institute | |
| | C. CJF Relationship | |
| | D. Communications | |
| IV. | Capacity Building | |
| | A. Building the Profession | GZD |
| | B. Content and Program | BWH, DP |
| | C. CJF Relationship | ADH, ARH |
| V. | Committee Chairs and Staff meet over lunch | |
| VI. | Research and MEF | AG/EG |

STAFF MEETING
2:00 pm - 4:00 pm

CIJE Workplan and Budget

Fiscal Year 1995: Draft 4 [1/12/95]

I. INTRODUCTION

In 1995, as in no previous year, CIJE will be able to focus all of its energy on implementing the major elements of its mission. 1995 will focus primarily on the CIJE building blocks:

- addressing the shortage of qualified personnel - in particular through in-service training;
- community mobilization for Jewish education.

Planning efforts will continue in the other areas prescribed by the Commission: developing a plan for building the profession, building research capacity and enhancing North American Jewish community capability for the strategic planning of quality Jewish education; enlarging the understanding of what CIJE is and does.

Past years - including much of 1994 - have been devoted in large measure to building CIJE's own capacity through hiring staff and consultants, setting up a lay Board and Steering Committee and dealing with issues of image, perception and CIJE's place and role within the North American communal framework.

By the latter part of 1994, much has been achieved in:

- building an outstanding expert staff
- recruiting consultants
- forging strategic alliances with key organizations in North America
- completing comprehensive surveys of all teachers and principals in the three laboratory communities and publicizing the key findings.
- engaging these and other communities to consider issues of content through the goals project and best practices
- convening a seminar for 50 principals at Harvard University's principal center to demonstrate models of in-service training new to Jewish education
- convening in Jerusalem a seminar on the goals of Jewish education, for lay and professional leaders from the lead communities together with the Mandel Institute
- restructuring the board and the board process

- creation and publication of policy brief on "The Background and Professional Training of Teachers in Jewish Schools"
- distribution of policy brief to 3,000 GA attendees and CIJE sponsored forum on the data
- coverage of policy brief data in Jewish and some general media outlets

By the November 1994 General Assembly, CIJE was able to bring to the North American community, for the first time, a diagnostic profile of its educators. The main issue facing CIJE towards 1995 is:

How can CIJE maximize the impact of MEF's survey findings and use it as a catalyst for the development of in-service training capacity in various regions on the North American continent?

We recommend developing strategies that will respond to the critical issue of capacity. Two **examples** for consideration and discussion:

- a. In 1995 CIJE will begin the process of creating capacity for teacher and leadership training. One possibility is to identify a finite cadre (no more than 45) of outstanding educators and training them to be teacher-trainers for select CIJE communities. The training of such trainers could be in cooperation with the Mandel Institute. In each of the following years, this cadre could be enlarged as needed.
- b. Another possibility is for CIJE to develop with one of the local training colleges (the Cleveland College of Jewish Studies, for example,) a fully fleshed-out plan for becoming a regional in-service training institution.

* *
*

II. WORKPLAN

In light of the above it is proposed that in 1995 the CIJE should focus primarily on the following:

A. BUILDING THE PROFESSION

To include:

- a. *Impacting in-service training strategically through developing a plan to build capacity for training nationally, regionally and locally and then testing the plan.*
- b. *First steps towards a comprehensive plan for building the profession*

a. in-service training

Based upon the major findings of the educators survey and the interest and opportunities that it generates, 1995 will see a major focus of CIJE's activities in the area of in service training of educators in CIJE laboratory and selected communities. These should include:

1. Developing and implementing a plan for a finite pool of high quality teacher trainers who can implement in-service education in communities and institutions. CIJE will develop the strategy and will be directly involved with pilot implementation. It is anticipated that the Mandel Institute will participate in the training of these trainers. Where possible, implementation will also be handed over to others.
2. Offering selected communities guidance in preparing their comprehensive in-service training plan based on the Study of Educators.
3. Exploring ways to mobilize existing training institutions, central agencies, professional organizations, and the denominational movements to the endeavor. A model plan for developing regional in-service training capacity should be crafted. Over a period of years this should include Institutions of Higher Jewish Learning, some general universities and regional colleges.

1995 WORKPLAN: UPDATE AND NOTES FOR SEPTEMBER - DECEMBER

A. BUILDING THE PROFESSION

To include:

- a. **Impacting in-service training** strategically through developing a plan to build capacity for training nationally, regionally and locally and then testing the plan.

In September, the staff met to discuss the results of the survey of educational leaders that was part of the CIJE Study of Educators. We began to consider CIJE's response to these findings. These discussions will continue over the next few months and lead to a consultative process on educational leadership in early 1996.

- b. **First steps towards a comprehensive plan** for building the profession.

a. in-service training

Based upon the major findings of the educators survey and the interest and opportunities that it generates, 1995 will see a major focus of CIJE's activities in the area of in service training of educators in CIJE laboratory and selected communities. These should include:

1. Developing and implementing a plan for a finite pool of high quality teacher trainers who can implement in-service education in communities and institutions. CIJE will develop the strategy and will be directly involved with pilot implementation. It is anticipated that the Mandel Institute will participate in the training of these trainers. Where possible, implementation will also be handed over to others.

During the summer of 1995, we ran a five day teacher Educator Institute (Cummings Grant) for 20 participants from eight different communities. There is one more such seminar planned for December of 1995. Four to five more four day seminars are being planned for this cohort during the 1996 year. Hopefully the July '96 seminar will take place in Israel. The fall of 1995 will also see the beginnings of the recruitment of the second cohort of teacher educators for this program which will begin in the spring or summer of '96.

Although early childhood educators have been included in this initiative, we will also create an advisory team of academics to work with us on designing a more specific approach to professional development to meet the needs of early childhood educators. At this point, we

4. Articulating and disseminating (where necessary developing) in-service training concepts, curricula and standards.

b. comprehensive planning for Building the Profession

An ongoing function of the CIJE has to be the development of a comprehensive continental plan for building the profession. First steps towards this plan will be taken in 1995 by:

Establishing an academic advisory group to define and guide the assignment. This group will articulate the charge to a planner to be commissioned in 1996.

* * *

are "researching" the question: "who are the Deborah Ballis and Sharon Nemser in early childhood education?" We will hold individual consultations with such experts over the next few months with an eye toward a meeting with an advisory group (of educators in general and Jewish education) analogous to the one we did in May, June for supplementary school educators and designing a plan for professional development of early childhood educators.

A consultation with Torah Umesorah leadership in November will explore the issues of ongoing professional development for teachers in Torah Umesorah day schools. In addition, we will invite other educators to a cross-denominational consultation in December on professional development for day school teachers with the intention of creating a plan to meet the needs of these populations (TTT of Professor Twersky).

2. Offering selected communities guidance in preparing their comprehensive in-service training plan based on the Study of Educators.

During the fall of 1995, we will continue to consult to Milwaukee, Baltimore and Atlanta on developing personnel action plans and pilot projects. In the coming months, this will include consultations on the Cleveland College Masters Program (which began this past week in Milwaukee), a program for new supplementary school teachers in Milwaukee and a program for early childhood educators (teachers and directors) in Baltimore.

Consultation with the three lead communities will take place at the beginning of October on the findings of the educational leadership surveys in their communities. This will lead to the development of local pilot initiatives in the area of educational leadership.

3. Exploring ways to mobilize existing training institutions, central agencies, professional organizations, and the denominational movements to the endeavor.

Two projects are underway:

*Consultation on the education of early childhood educators with the Association of Colleges of Jewish Studies.

* A planning process with Brandeis University will begin in October. It is geared toward helping the president and faculty think through an expansion of their mission.

A model plan for developing regional in-service training capacity should be crafted. (Deferred by Steering Committee, June, 1995)

Over a period of years this should include Institutions of Higher Jewish Learning, some general universities and regional colleges.

4. Articulating and disseminating (where necessary developing) in-service training concepts, curricula and standards.

The winter of 1996 should see the publishing of a best practices volume on professional development.

b. comprehensive planning for Building the Profession

An ongoing function of the CIJE has to be the development of a comprehensive continental plan for building the profession. First steps towards this plan will be taken in 1995 by:

Establishing an academic advisory group to define and guide the assignment. *(Deferred to 1996)*
This group will articulate the charge to a planner to be commissioned in 1996.

B. MOBILIZING THE COMMUNITY

At the heart of CIJE is an axiom that national champions, local community leaders, intellectuals, scholars and artists need to be mobilized to ensure that Jewish education emerges as the central priority of the North American Jewish community.

In 1995 this will be translated into 4 major foci of our work:

1. CIJE Board, Steering Committee and Committees

This involves the continued mobilization of outstanding lay leaders to CIJE leadership positions through:

- Appointment of vice-chairs to the CIJE Steering Committee which will meet 5 times in 1995
- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting)

2. Impacting on the Jewish educational agenda of an ever-increasing number of communities

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high quality planning for Jewish educational change. Our target for December 1995 is 9 communities engaged in this process.
- Articulate a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

3. Telling the Story

This means articulating CIJE's core mission to the most significant lay and professional audiences so as to help build the climate for change. This will involve:

- Dissemination of policy brief to key constituencies
- preparing and disseminating 3 - 4 CIJE publications selected from:
 - guidelines on preparation of local personnel plan from educators' survey

1995 WORKPLAN: Update and Notes for Sept. and Dec.

B. MOBILIZING THE COMMUNITY

At the heart of CIJE is an axiom that national champions, local community leaders, intellectuals, scholars and artists need to be mobilized to ensure that Jewish education emerges as the central priority of the North American Jewish community.

In 1995 this will be translated into 4 major foci of our work:

1. CIJE Board, Steering Committee and Committees

This involves the continued mobilization of outstanding lay leaders to CIJE leadership positions through:

- Appointment of vice-chairs to the CIJE Steering Committee which will meet 5 times in 1995.
- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting).

Update: The vice-chairs' appointments were put on hold until the expansion of the Board. By the November Board meeting, CIJE should have added 8 new Board members.

2. Impacting on the Jewish educational agenda of an ever-increasing number of communities

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high-quality planning for Jewish educational change. Our target for December 1995 is 9 communities engaged in this process.
- Articulating a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

Update: Hartford, Cleveland, San Francisco, Chicago and Columbus are in various stages of discussion with us, about affiliation and/or undertaking the Educators' Survey. In addition, we are responding to interest from new communities as a result of the comprehensive federation mailing we did in late August.

We are continuing to refine the document that outlines the relationship between CIJE and an "affiliated" community. This is still in process.

We have worked closely with CJF to: define the nature of the new standing committee and CIJE's role, and to participate in the planning process for the newly structured GA

- guidelines on in-service training
- policy brief: on the remuneration of Jewish educators
- occasional paper: the goals project
- occasional paper: best practices on in-service training

- Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership
- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Develop a publicity program with future targets
- Planning and preparation for 1995 GA

4. A Strategy for engaging potential community champions

- Develop think piece toward a 1996 first iteration of a plan for engaging major community leaders in Jewish education.

* * *

3. Telling the Story

This means articulating CIJE's core mission to the most significant lay and professional audiences so as to help build the climate for change. This will involve:

- Dissemination of policy brief to key constituencies
- preparing and disseminating 3 - 4 CIJE publications selected from:
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- Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership
- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Development of a publicity program with future targets
- Planning and preparation for 1995 GA

Update, point by point:

- Dissemination of policy brief to key constituencies:

Of 10,000 policy briefs, we have distributed 7000, beginning with the 1994 GA, according to a design formulated in the fall of 1994. As indicated above, we have recently mailed to the federated system. The next audience will be rabbis. We have gathered from key informants the names of the rabbis most engaged in Jewish education within the denominations and have entered them into the computer. This constituency will receive its own packet, signed by Board members of the individual denominations or credible figures, after the High Holidays. Following rabbis will be key Jewish educational leaders in the field. They will receive their packet in Jan. 1996. (The dissemination effort will continue through 1996). In a parallel effort, Alan will be coordinating the dissemination of the brief + relevant materials in Israel, through the fall of 1995.

- Preparing and disseminating 3-4 CIJE publications:

1. In September/October, CIJE will be disseminating "A Great Awakening," by Jonathan Sarna, the first in the CIJE Essay Series, to the 250 key leaders who are invited to our Board Seminar, as well as to 1200 members of the Association of Jewish Studies; this will cover virtually all of the academic community in Judaica at universities in North America. The mailing will include the description of our current activities.

2. In October, we will publish Gail Dorph's article on TEI for distribution at the two GA sessions CIJE is holding--and beyond.

3. We will redesign and repackage the two Best Practices volumes; create a dissemination plan for these volumes in the fall; and distribute them in early 1996.

4. We will publish Best Practices in the JCCs in the new BP format and distribute it in partnership with JCCA throughout their system--and beyond, where appropriate.

5. In consultation with MEF, we will issue the integrated report on educational leaders in a professional format

6 We will develop a plan for publishing and distributing a policy brief on educational leaders.

7 We are developing the first case study for the Goals' library of vision-driven institutions (Camp Ramah).

New to the workplan: By December, I will create a CIJE integrated publications plan that approaches each forthcoming publication on the 1995/6 workplan in a systematic way: purpose, content; constituencies; distribution plan.

• Development of a data base for distribution and tracking:

The creation of a data base was put on hold because of lack of capacity and the desire to hold off investment until we assess possible overlaps with JESNA and CJF in our developing relationship. We have, however, entered data into our word processing system in a way that makes it usable for our purposes until we have a final decision about the data base.

• Distribution plan for Best Practices volumes:

See under Publications, 3., above.

• Creation of small advisory group for media/communication:

Deferred until 1996. See following item.

• Develop a publicity program with future targets.

Both this item and the previous one require a CIJE-wide strategic design and approach. Deferred until 1996. We continue to initiate press opportunities.

• Planning and preparation for 1995 GA.

See 2. Impacting on the Jewish educational agenda...update, above, on our involvement with CJF.

In addition, there are two new venues for "telling the story" that should be distinguished on the workplan:

1. The Board Seminar: We are about to conduct our third Board seminar in November. (The invitation letter will be accompanied by the published Sarna essay.)

2. CIJE Luncheon Seminars: We have scheduled one in December 1995 and are in the process of scheduling two in the spring of 1996. (This will be a stable group of 36 professional leaders in New York. CIJE will provide a forum to discuss issues of Jewish education and continuity by inviting an author of a recently circulated essay to discuss his/her work, with a respondent. CIJE will make the paper available ahead of time to the group and will provide the context for the discussion. This will also create an influential mini-community in New York representing high-level organizations.)

4.A Strategy for engaging potential community champions

- Develop think piece toward a 1996 first iteration of a plan for engaging major community leaders in Jewish education.

Update: Deferred until review by staff and steering committee (e.g., MLM-ADH discussion on the function of the board and a possible biennial meeting.)

New to the workplan: CLJE's role in planning and participating in the Wexner alumni retreat, to be held in December for 500 graduates of the Wexner Heritage Program.

Outline of MEF and Related CUE Work, 1995
Revised July 24, 1995

C. MONITORING, EVALUATION AND FEEDBACK

The workplan for monitoring, evaluation and feedback has been developed in consultation with the advisory committee and reflects the completion of some work in progress and some new directions for this project.

The main areas of work for 1995 that are proposed are:

1. Analysis and Dissemination of Community Data on Educators and Survey Methods

This includes:

- Further analysis of Educators' Survey data in the CUE laboratory communities including further Policy Briefs on: Salaries and Benefits; Career Plans and Opportunities and Teacher Preferences for Professional Development; Educational Leaders
- Full Integrated Report across all three communities
- Development of a "module" for studying educators in additional communities which involves refining the survey instruments and interview protocols and making them available to other communities by writing descriptions of the procedures.

2. Monitoring and Evaluation of CIJE-Initiated Projects

In CIJE selected communities, MEF will:

- Guide communities to monitor and evaluate Personnel Action Plans
- Monitor and evaluate Goals Project activities
- Analysis of changing structures of Jewish education in North America (Ackerman)

3. Conceptualizing a Method for Studying Informal Education and Educators

A process of consultation with experts and thinking to result in a design by the end of 1995 for implementation in 1996

4. Leading Educational Indicators

In place of monitoring day-to-day process in the Lead Communities, the MEF Advisory Committee has suggested the development of Leading Educational Indicators to monitor change in North American communities.

- In 1995 to hold by June the first discussion with consultants on establishing some "Leading Indicators" and to begin gathering data on those indicators in the second half of the year.

5. Towards a Research Capacity

In the second half of 1995 develop a plan for creating a research agenda for North America.

This document provides an update of our 1993 Work Plan, based on the earlier revision of March 8, 1995. The end of the document contains a list of products with notes on their current state of completion as of July 24, 1995.

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Writing the full integrated report on teachers in the lead communities
2. Writing reports on educational leaders in the Lead Communities (in each Lead Community, and combined)
3. Possibly additional policy briefs -- to be decided
4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service

II. Building an Evaluation Capacity in North America

A. The CUE Manual for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community
 - a. Survey instrument
 - b. Interview protocol
 - c. Instructions for both
 - d. List of anchor items to be used in a national data base
 - e. Codebook for entering and coding data using SPSS (commercially available statistical software)

B. Dissemination of the module

1. Prepare a proposal for an Evaluation Institute organized by CIJE
2. If the Evaluation Institute is approved and a staff person is hired to coordinate it, work with the staff person to plan and develop curriculum

11

III. Evaluating CUE Initiatives

A. Evaluation of Teacher-Educator Institute (Cummings project)

1. Prepare a proposal for evaluation of the Teacher-Educator Institute
2. Implement the evaluation if the proposal is approved

IV. Planning for the Future

A. Informal education -- conceptualization

1. Consult with CUE staff
2. Consult with other experts on informal education

B. Community consultations -- currently we are providing ongoing advice to Atlanta and Cleveland

C. Preparation for possible seminar on CUE: What have we learned from three years of MER?

12

V. Products**A. Research Capacity**

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): DRAFT EXPECTED NOVEMBER 15
2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders
 - a. 3-city report: COMPLETED (PENDING MINOR EDITORIAL REVISIONS)
 - b. one for each community: ATLANTA REPORT COMPLETED; MILWAUKEE AND BALTIMORE REPORTS TO BE COMPLETED BY SEPT. 23
4. Research papers
 - a. Levers for increasing professional growth activities: DRAFT COMPLETED AND PRESENTED AT RESEARCH CONFERENCE, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED OCTOBER 31
 - b. Teacher power: IN PROGRESS, DRAFT WAS EXPECTED AUGUST 31, SHOULD ARRIVE ANY DAY
 - c. Quality of inservice experiences: IN PROGRESS, DRAFT EXPECTED SEPTEMBER 30

B. Evaluation Capacity

1. Manual for Studying Educators in a Jewish Community: COMPLETED (PENDING MINOR EDITORIAL AND FORMATTING CHANGES)
2. Proposal for Evaluation Institute: COMPLETED

C. Evaluation of CUE Initiatives

1. Proposal for evaluation of Teacher-Educator Institute: COMPLETED
2. Memo on aims and selection procedures in Teacher-Educator Institute: OCTOBER
3. Interview protocol for participants in Teacher-Educator Institute (and other community members): NOVEMBER
4. Report on the current state of professional growth opportunities for teachers in selected communities: DECEMBER

D. CONTENT AND PROGRAM

The resources of both the **Best Practices** and **Goals Projects** will, in 1995, be primarily redirected to the CIJE efforts in Building the Profession and Community Mobilization. Thus:

Best Practices will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans
- make presentations to lay leaders as part of CIJE Community Mobilization efforts
- create two seminars for educators on Best Practices in local communities.

The Goals Project

• The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".

- CIJE will concentrate on developing "coaches"/resource people for 9 communities in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

* * *

D. CONTENT AND PROGRAM

The resources of both the **Best Practices** and **Goals Projects** will, in 1995, be primarily redirected to the CIJE efforts in Building the Profession and Community Mobilization. Thus:

Best Practices will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices. *During the fall of 1995, we will convene a meeting of experts in the area of professional development (inservice education) in Jewish education to develop criteria and choose sites to write up for the planned volume. The volume itself will appear in 1996.*
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices. *As planned this volume will be published in the late fall- early winter (1996).*
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans. *Certain aspects of this item have been included in our work on the Teacher Educator Institute (in the Building the Profession domain.)*
- make presentations to lay leaders as part of CIJE Community Mobilization efforts. *This has taken place to some extent at the 1995 CAJE conference. However, a comprehensive plan for implementing these presentations needs to be developed during 1995.*
- create two seminars for educators on Best Practices in local communities. *Some aspects of this item may be included in the TEL program. We have also done this at national conferences (instead of local communities) which are attended by local educators (e.g. JEA, CAJE).*

The Goals Project

• The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. *The items above have taken place in Milwaukee, Cleveland and Atlanta. A seminar is planned for Baltimore in October. In addition two items have been added: a consultation on goals in JCC camps planned for November in Washington DC (via the JCCA) and CIJE's ongoing consulting to the Wexner Heritage Foundation which will culminate in a retreat for Wexner alumni in December.*

An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches"

• CUE will concentrate on developing "coaches"/resource people for 9 communities in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project. *CUE has re-examined the coaching enterprise and has now decided to focus its energies during the rest of 1995 and into 1996 by: a) developing needed background resources for goals work, b) "seeding the culture" for goals through a variety of seminars and presentations similar to work done earlier in 1995, c) developing pilot projects in Milwaukee and possibly Cleveland.*

• • •

September 8, 1995

E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:
 - Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
 - Identification and training of a successor to Virginia Levi
 - Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.
2. Developing and implementing a **fundraising plan** for CIJE with:
 - a fundraising subcommittee to approve supervise and cooperate on the plan
 - clear \$ targets and clear allocation of responsibility
 - a system for monitoring fundraising income and regular solicitations
3. Managing the CIJE side of the **successor search**:
 - Contact with Phillips Oppenheim
 - Convening search committee

• •

III. HUMAN RESOURCES

a. In 1995 the CIJE core **full-time staff** will consist of:

Executive Director	Alan Hoffmann
Personnel Development	Dr. Gail Dorph
Content/Program and In-Service Education	Dr. Barry Holtz
Community Mobilization	Nessa Rapoport
Research and Data Analysis	Bill Robinson

b. Consultants on **ongoing fixed retainer basis**

MEF and Research Agenda	Dr. Adam Gamoran
MEF and Leadership	Dr. Ellen Goldring
Goals Project	Dr. Dan Pekarsky
Building the Profession	Prof. Lee Shulman

c. Consultants on an **ad hoc** basis

Monograph on Restructuring of Community Education + Regional Colleges	Prof. Walter Ackerman
CIJE Steering Committee meetings and Staff meetings	Dr. Ellen Goldring
Planning Consultant on Building Profession	Dr. Adam Gamoran
Community Organization	(as yet not identified)
	Stephen Hoffman (unpaid)

d. **Mandel Institute**

- Consultation on Goals, Planning and Building the Profession;
- Collaboration on Senior Personnel Development, pieces of in-service training and on Goals Project;
- Cooperation in fundraising.

e. **Successor Search**

Phillips Oppenheim & Co.

[See Exhibit 1 for matrix of allocation of staff/consultant time to major activity areas]

APPENDIX A: ISSUES FACING CIJE

Some conceptual issues have arisen regarding the preferred role for CIJE:

1. With its outstanding education staff, should the CIJE develop and implement projects (e.g. seminars for principals) or should it enable others to implement, using its resources to develop the ideas, the plans and the policies that will enable others to implement and disseminate change?

The 1995 workplan recommends a mid-position, with the CIJE devoting the largest share of its staff time to developing the appropriate strategies and leading others to implement them, while undertaking a small number of pilot field/implementation activities. These are required, we believe, in order to energize a depressed field and demonstrate that quality can be achieved and that serious content can make a difference.

2. How can CIJE influence existing organizations (JESNA, CJF, JCCA, universities, institutions of higher Jewish learning) so that their work in education reflects the priorities of our mission?

This workplan takes the position that in 1995 CIJE should engage with three carefully selected organizations - probably JESNA and JCCA - and develop joint planning groups to target specific areas of Jewish educational activity and plan for capacity and funding. In future years this function should be expanded to other organizations. In addition, the creation of the new standing committee on Jewish Continuity of the CJF in 1995 will have CIJE at the core of the framing of its mission.

3. How should we relate to projects of CIJE which could grow beyond the present mission in order to ensure their maximum contribution?

It is recommended that some time in the future some CIJE projects could be spun off into semi-independent activities which would both be highly attractive for fundraising and have a life of their own. The Goals Project could be considered as first in this category. In 1995 first steps could be taken to establish this as a "project" rather than a center at Harvard University in a relationship similar to that of the present Harvard-Mandel project. This could be a model for other areas of CIJE's work and has considerable potential for fundraising.

EXHIBIT 1: TIME ALLOCATION BY PERCENTAGE OF STAFF AND CONSULTANTS

	CORE & BOARD	BUILDING THE PROFESSION	CONTENT & PROGRAM	COMMUNITY MOBILIZATION	RESEARCH & MEF	TOTAL
A. FULL-TIME STAFF						
ALAN HOFFMANN	40	25	15	15	5	100
GAIL DORPH	20	70	10	0		100
BARRY HOLTZ	20	40	30	10		100
NESSA RAPOPORT	40			60		100
BILL ROBINSON	10				90	100
ROBIN MENCHER	100					100
SANDRA BLUMENFIELD	100					100
B. CONSULTANTS ON RETAINER % of CIJE Time						
ADAM GAMORAN	10				90	100
ELLEN GOLDRING	10	20			70	100
DAN PEKARSKY	10	40	50			100
LEE SHULMAN	5	60			35	100
WALTER ACKERMAN	10	45			45	100
C. MANDEL INSTITUTE % of CIJE Consulting Time						
		40	40		20	100



CIJE

Council
for
Initiatives
in
Jewish
Education

Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

January 31, 1995

TO: Steering Committee Members
FROM: Nessa Rapoport
RE: CIJE Media Coverage / Community Mobilization

Attached is a chart showing CIJE media coverage for Fall 1994. The majority of these articles and citations focus on the Policy Brief, the GA Forum, and the implications of our study for Jewish education, locally and continentally. I have also included examples of editorials, features, and wire stories--both Jewish and general--to show the range of coverage we received. A full set of clips will be distributed at the Steering Committee meeting and, subsequently, to the Board.

The findings of the brief on the background and training of teachers in Jewish schools were covered in a wide range of Jewish and some general papers. (The brief's conclusions were also the subject of letters to the editor across the country.) In addition, CIJE, its chair, and executive director have been cited as sources of expertise in articles on Jewish education.

In March, a special supplement within Reform Judaism magazine (circulation: 400,000) will focus on the Jewish teacher and educational leadership in Jewish schools. Included will be an article distilling the findings of the CIJE Policy Brief, as well as an article by Barry Holtz on Best Practices in the supplementary schools.

As we discussed in October, the press is one important educating forum for "telling the CIJE story" and our distinct approach to revitalizing Jewish education.

CLJE Media Coverage: September-December 1994

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
New York Jewish Week	New York, NY	110,000	Dec. 2 Dec. 2 Dec. 2 Dec. 16	Feature Excerpt of Data Source Source
B'nai B'rith Messenger	Los Angeles, CA	67,000	Dec. 2	Excerpt of Data
Intermountain Jewish News	Denver, CO	50,000	Nov. 11	Feature
Sentinel	Chicago, IL	46,000	Dec. 1	Jewish Telegraphic Agency (JTA) Feature
Jerusalem Report	Jerusalem, Israel	45,000 (bi-weekly)	Oct. 6	Cover Story Source
Long Island Jewish World	Great Neck, NY	32,063	Nov. 11	JTA Feature
Jewish Bulletin of Northern California	San Francisco, CA	29,000	Dec. 23 Dec. 23	Front-page Feature Editorial
Jewish Advocate	Boston, MA	27,500	Nov. 11	JTA Feature
Jewish Standard	Teaneck, NJ	25,000	Nov. 11	JTA Feature

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Jewish Journal	Fort Lauderdale, FL			
	•Palm Beach County (South Edition)	26,000	Nov. 15	JTA Feature
	•Dade County Edition	25,000	Nov. 17	JTA Feature
	•Palm Beach County (North Edition)	24,000	Nov. 15	JTA Feature
Jewish Times	Baltimore, MD	20,000	Nov. 11	Feature
Jewish News	Cleveland, OH	15,500	Dec. 2	Letter
			Dec. 9	Letter
Jewish News	Boston, MA	11,500	Nov. 24	JTA Feature
Jewish Tribune	Spring Valley, NY	10,000	Nov. 11	JTA Feature
Reporter	Vestal, NY	10,000	Nov. 24	JTA Feature
Melton Journal	New York, NY	10,000 (quarterly)	December	Staff Article
Jewish Times	Atlanta	9,700	Dec. 16	Feature
			Dec. 16	Editorial
			Dec. 30	Editorial
			Dec. 30	Letter
Texas Jewish Post	Fort Worth, TX	8,000	Dec. 15	JTA Feature
American Israelite	Cincinnati, OH	7,000	Nov. 24	JTA Feature

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
American Jewish World	Minneapolis, MN	7,000	Nov. 18	JTA Feature
Wisconsin Jewish Chronicle	Madison, WI	6,000	Nov. 25 Dec. 9 Dec. 9 Dec. 9 Dec. 23 Dec. 30	Source Front-page Feature Front-page JTA Feature Editorial Letter Letter
CJF Newsbriefs	New York, NY	6,000 (monthly)	December	JTA Feature
Jewish Observer	Syracuse, NY	5,400 (bi-weekly)	Nov. 25	JTA Feature
Jewish News	Richmond, VA	4,100	Nov. 18	Front-page Feature
Sullivan/Ulster Jewish Star	Wurtsboro, NY	4,000 (monthly)	December December	Editorial JTA Feature
Jewish Chronicle	Worcester, MA	3,500 (bi-weekly)	Dec. 15	Feature
Hebrew Watchman	Memphis, TN	3,000	Nov. 10	Feature

<u>Publication</u> -- <u>General</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
New York Times	New York, NY	1,114,905	Oct. 13	Source
The Plain Dealer	Cleveland, OH	399,796	Nov. 24	Religion News Service (RNS) Feature*
Milwaukee Journal	Milwaukee, WI	205,411	Oct. 5	Source

Total Circulation

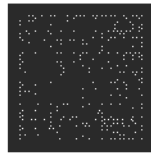
Jewish Press	647,263
General Press	1,720,112*
<hr/>	
Combined Circulation	2,367,375

*[Note: This does not include other possible outlets of
the RNS wire service story, which RNS does not track.]

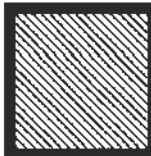
CIJE 1995

DOMAIN AND STAFF RESPONSIBILITIES

TIMETABLES



indicates parameters of "time-bound" work to prepare and implement project/program on a monthly basis



indicates continuous or year-long work

CIJE DOMAIN TIMETABLE 1995

[illegible]

BUILDING THE PROFESSION	J	F	M	A	M	J	J	A	S	O	N	D
3.3 Milwaukee												
3.4 Community seminars (planning and implementing)												
a. March												
b. June												
c. November												
4. Personnel Action Plan Pilot Initiatives												
4.1 Milwaukee Masters degree with Cleveland College												
4.2 Machon L'Morim												
4.3 Leadership seminars												
a. educational leadership												
b. building a learning community												
5. Professional Meetings and Presentations												
5.1 JEA												
5.2 CAJE												
5.3 Cleveland Principals Council												

CIJE STAFF RESPONSIBILITY TIMETABLE 1995

[illegible]

GAIL DORPH	J	F	M	A	M	J	J	A	S	O	N	D
3.3 Milwaukee												
3.4 Community seminars												
a. March												
b. June												
c. November												
4. Personnel Action Plan Pilot Initiatives												
4.1 Milwaukee Masters degree with Cleveland College												
4.2 Machon L'Morim												
4.3 Leadership seminars												
a. educational leadership												
b. building a learning community												
5. Professional Meetings and Presentations												
5.1 JEA												
5.2 CAJE												
5.3 Cleveland Principals Council												

GAIL DORPH	J	F	M	A	M	J	J	A	S	O	N	D
6. Best Practices Project: Writing Projects												
6.1 Generic personnel action plan												
6.2 Policy brief: "In-service Education"												
6.3 Best practitioners												
7. MEF												
7.1 Module: CIJE Study of Educators												
8. Goals Project												
8.1 Plan curriculum for training coaches												
8.2 Select coaches												
8.3 Seminar for training coaches												
9. Staffing Committee on Building the Profession												
9.1 Ongoing work of committee												
10. Internal CIJE Work												
10.1 Camper calls												
10.2 Planning board meetings												

[illegible]

CIJE DOMAIN TIMETABLE 1995

[illegible]

CONTENT AND PROGRAM	J	F	M	A	M	J	J	A	S	O	N	D
c. Generic Personnel Action Plan												
d. "Policy Brief": in-service education												
2. Goals Project												
2.1 Goals seminars for local communities												
2.2 Plan curriculum for training coaches												
2.3 Select coaches												
2.4 Seminar for training of coaches												
2.5 Identify institutions for goals												
2.6 Essay on Goals Project												
2.7 Goals resource handbook												
3. Personnel Initiatives												
3.1 Consultations with communities												
3.2 Writing Personnel Action Plan												
3.3 Machon l'Morim consulting												

[illegible]

J

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4. Mobilizing Community Support

4.1 Best practice presentations for lay leaders

4.2 Planning the dissemination of products such b.p. reports

4.3 Develop Wexner-type program for lay leadership around issues of Jewish education

CIJE STAFF RESPONSIBILITY TIMETABLE 1995

[illegible]

BARRY HOLTZ	J	F	M	A	M	J	J	A	S	O	N	D
d. "Policy Brief": in-service education												
2. Goals Project												
2.1 Goals seminars for local communities												
2.2 Plan curriculum for training coaches												
2.3 Select coaches												
2.4 Seminar for training of coaches												
2.5 Identify institutions for goals												
2.6 Work with coaches and institutions												
2.7 New goals seminars for local communities												
3. Personnel Initiatives												
3.1 Consultations with communities												
3.2 Writing Personnel Action Plan												
3.3 Machon l'Morim consulting												
3.4 Consultation with Brandeis University												

BARRY HOLTZ	J	F	M	A	M	J	J	A	S	O	N	D
4. Mobilizing Community Support												
4.1 Best practice presentations for lay leaders												
4.2 Planning the dissemination of products such b.p. reports												
4.3 Develop Wexner-type program for lay leadership around issues of Jewish education												
5. Internal CIJE Work												
5.1 Do presentations about CIJE to various groups												
5.2 Plan for and attend various conferences: GA, CAJE, Research Network, etc.												
5.3 Camper calls												
5.4 Ongoing writing of Total Vision												
6. Staffing Content Committee												
6.1 Ongoing work of Content committee												

CIJE STAFF RESPONSIBILITY TIMETABLE 1995

[illegible]

CIJE DOMAIN TIMETABLE 1995

[illegible]

COMMUNITY MOBILIZATION	J	F	M	A	M	J	J	A	S	O	N	D
2.8 Best Practices: Seminars for lay leaders and education professionals on successful models of Jewish education												
2.9 Evaluation: Ongoing, through trained local personnel												
3. Lay Leadership: National Partnerships												
3.1 CJE: Working relationship between CJE; JESNA, CIJE to focus on continental mobilization for Jewish education												
3.2 GA: Design; prep.; private seminar for execs, pres's; publication for; press; follow-up												
3.3 Wexner Heritage Foundation: Joint curriculum to create Jewish education champions; seminars; retreat												
4. Communications												
4.1 Publications (Conceptualizing, editing, producing):												
a. Best Practices in supplementary schools												
b. Best Practices on in-service education												
c. Policy Brief on educational leaders or salary/benefits												
d. Essay introducing Goals Project to lay people												
e. Board Seminar paper												
f. Annual Report												
4.2 Data Base: Establishment and maintenance for dissemination of publications; for tracking lay and professional leadership for Jewish education												

COMMUNITY MOBILIZATION	J	F	M	A	M	J	J	A	S	O	N	D
4.3 Dissemination: First policy brief; CIJE Study of Educators module; Best Practices volumes; appropriate new publications under 4.2												
4.4 Press/Media: For specific events and as part of 4.1												
4.5 CIJE Luncheon Seminars												
4.6 Chair/Staff bios: Create; update												
4.8 Packet of CIJE materials: Update continually; tailor for range of audiences (new communities; new board members; etc.)												
4.9 Mandel Jewish Education Initiatives Communications Plan: Audiences; messages												
5. Comprehensive Plan for Mobilizing Lay Leadership on behalf of Jewish Education												
5.1 Creation of advisory committee for community mobilization/ lay leadership												
5.2 Think-piece on mobilizing lay champions for Jewish education												

CIJE STAFF RESPONSIBILITY TIMETABLE 1995

[illegible]

NESSA RAPOPORT	J	F	M	A	M	J	J	A	S	O	N	D
3. Lay Leadership: National Partnerships												
3.1 CJF: Working relationship between CJF; JESNA; CIJE to focus on continental mobilization for Jewish education												
3.2 GA: Design; prep.; private seminar for execs, pres's; publication for; press; follow-up												
3.3 Wexner Heritage Foundation: Joint curriculum to create Jewish education champions; seminars; retreat												
4. Communications												
4.1 Publications (Conceptualizing, editing, producing):												
a. Best Practices in supplementary schools												
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e. Board Seminar paper												
f. Annual Report												
4.2 Data Base: Establishment and maintenance for dissemination of publications; for tracking lay and professional leadership for Jewish education												
4.3 Dissemination: First policy brief; CIJE Study of Educators module; Best Practices volumes; appropriate new publications under 4.2												
4.4 Press/Media: For specific events and as part of 4.1												
4.5 CIJE Luncheon Seminars												

NESSA RAPOPORT	J	F	M	A	M	J	J	A	S	O	N	D
4.6 Chair/Staff Bios: Create; update												
4.8 Packet of CIJE materials: Update continually; tailor for range of audiences (new communities; new board members; etc.)												
4.9 Mandel Jewish Education Initiatives Communications Plan: Audiences, messages												
5. Comprehensive Plan for Mobilizing Lay Leadership on behalf of Jewish Education												
5.1 Creation of advisory committee for community mobilization/ lay leadership												
5.2 Think-piece on mobilizing lay champions for Jewish education												

CIJE STAFF RESPONSIBILITY TIMETABLE 1995

[illegible]

CIJE DOMAIN TIMETABLE 1995

[illegible]

[illegible]

CIJE STAFF RESPONSIBILITY TIMETABLE 1995

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CIJE STAFF RESPONSIBILITY TIMETABLE 1995

[illegible]

[illegible]

6. Consultations

CIJE STAFF RESPONSIBILITY TIMETABLE 1995

[illegible]

[illegible]

From: EUNICE:"GOLDRIE@ctr.vax.vanderbilt.edu" 16-FEB-1995 08:12:46.95
To: 74104.3335@compuserve.com, gamoran
CC:
Subj: Steering Committee Update

The Steering Committee was mostly reports from the staff with relatively little input from Board members. We also finished by 2:00, with only 45 minutes to talk over lunch with Esther Leah. Richard Shattan was asked by Mort to go to Community Mobilization, so it was just Esther and I.

I reminded ELR of our "old" plan and explained the new thinking after the MEF meeting that perhaps the time has come to re-focus on evaluation and look at outcomes, especially those related to Personnel Action Plans and the Goals Project. She was concerned about the long term versus short term outcomes and what would be realistic. I told her about the March 6 meeting where hopefully some of this would be clarified.

She didn't have any clear opinion. She is concerned STILL about where the study of informal education is on our workplan in light of all this.

We talked about the need to plan for the board meeting and decided we would be in touch after March 6 and after she returned from Florida after the 18th.

Some issues for consideration with the Board may be:

- 1) Discussion of the policy brief.
- 2) IF we go the evaluation route: What outcomes-categories-domains would be most important to evaluate? Short term vs. long term?
- 3) Get their input about the module? (Raise some of the issues we did at the MEF meeting once we decide on a model).

I reported for about 15 minutes to the steering committee and explained our evolving workplan, presenting the dilemmas in terms of the numerous strands or possible foci of our work:

- 1) Research (policy briefs, reports, etc)
- 2) Evaluation (that up until now we have documented the processes of getting organized for action but we have not evaluated the action and may be the time has come to do so, the need for the implementers to articulate specifics, etc). It was also suggested that if we did, we would be "piloting" the methods and principles of evaluation which could later be developed into a module and also serve the function of helping communities evaluate their programs.
- 3) Informal Educators and Education
- 4) Building Research Capacity in Jewish Education

Then MORT said, and Annette was thrilled, that we should develop a full fledged Plan with rationale, specifics, budget etc, that would take into account all of it, (not US do it all). I think mainly items 1, 2 and 3. What would a plan look like if the whole research and evaluation agenda were to be seriously considered? We obviously need to talk about this because Annette thought this plan development should then be part of our workplan!

Other issues that emerged:

Alan explained the use of MEF tools and products as part of community mobilization. This is relatively new thinking and a new aspect to the function of MEF.

Annette explained that Leading Community Indicators were general, the pulse of the community, Jewish education, etc. This is different than evaluating specific "impact" or outcomes clearly defined and articulated.

Chuck Ratner said, once again, that the thing Cleveland needs the most and is so sorry they never had, was evaluation of impact/outcomes so they would know how they are doing after ...5 years etc.

Danny P. mentioned the importance of Institutional Profiles as well.

John Coleman asked for work in developing a more systematic knowledge of data bases, centralization of data collection, repository, etc.

That is about it!



id XAA17884; Sat, 18 Feb 1995 23:42:07 -0500
Date: 18 Feb 95 23:40:31 EST
From: HOCHSTEIN <100274.1745@compuserve.com>
To: Adam Gamoran <Gamoran@ssc.wisc.ed>
Subject: Mike Inbar
Message-ID: <950219044031_100274.1745_BHL21-1@CompuServe.COM>

Dear Adam,

I have been unable to locate Mike's phone number in New York.
I suggest that you call as follows: 212-924-7991
This will either be the switchboard of the Chelsmore apartments where he stays -
in which case they will give you his number
or it will be a tenant - in which case you should ask for the switchboard...

good luck!

annette



SUMMARY OF CONSULTATION CONCERNING GOALS PROJECT
CAMBRIDGE, MA, FEB. 1995

INTRODUCTION

I'm not sure whether it's physical anthropologists or paleontologists who try to turn a hodge-podge of bones that they come upon into a dinosaur -- with a few bones left over; but it occurred to me tonight that this is the way I feel about the effort to reconstruct our discussions. I return to my notes and discover a slew of miscellaneous comments, half-comments, question-marks, and unintelligible scribblings; and then I do what I can to turn them into an something that makes sense, probably connecting some elements that may not have been connected during the discussion and omitting any number of items altogether -- either because I can't figure out how they fit in or because I simply don't remember them. The extent to which it ends up reflecting the discussion's content and structure, I'm not sure. Anyway, here goes....I begin with a very brief summary of my opening comments, and then move on to an account of major themes and questions that informed our discussion. I apologize in advance for omissions and misinterpretations, but trust that our discussion will surface them.

BACKGROUND TO DISCUSSION

Pekarsky's introductory comments concerning the day's agenda tied the agenda to some of CIJE's projected and announced activities: namely, to work with select institutions on what we have been calling a "goals-agenda". We would like to get clearer concerning the nature of this work, with attention to the role that what we have been calling "coaches" would play in this process. While we are also interested in the possibly very fruitful contribution to this effort that might be made by CIJE's Monitoring, Evaluation, and Feedback Project, our primary concern today focuses on the coaches-issue, as we work towards an understanding of the skills, knowledge, qualities of mind, etc. that we believe they need; clarity concerning these matters will be invaluable in recruitment as well as in determining the content, form, and length of their training. If we can emerge from the day with a better understanding of such matters, we will be better positioned to move ahead. It was also stressed in this introduction that the presence of Professors Scheffler and Howard offered us with an opportunity revisit, and thereby clarify and/or revise, varied basic assumptions that have been at work in the project -- assumptions which may, for better or worse, profoundly affect the course and success of the enterprise.

Against this background, and in order that all participants might start the deliberations with enough pertinent information, Pekarsky went on to summarize some basic assumptions of the Goals Project, notably, the four following:

1. Educational goals can play an indispensable role in guiding our efforts at education. They help us to make basic decisions concerning personnel, training, pedagogy, curriculum, etc.; and they provide us with a basis for evaluating our efforts and rendering us accountable for what we do.

2. Jewish education typically suffers from a variety of weaknesses in this domain: teaching assignments are often made without goals in mind, or with goals so vague that they are compatible with most anything; what goals there are, are often not understood by or compelling to key stake holders (including the educators); the avowed goals are often not meaningfully embedded in the life of the school, nor is it obvious to participants how attainment of these goals is connected to any guiding vision of a meaningful Jewish existence.

3. Predicated on 1. and 2., CIJE has defined the Goals Project as an Effort to encourage and support institutional efforts to become more thoughtful about their goals and to use them more effectively as a guide to practice.

4. CIJE has also been interested in goals at the level of the community (and has discovered that there is great interest in this matter on the part of some major constituencies we deal with).

It was noted that the projected work with select institutions would represent the third of a three-stage process: a) the Goals Seminar in Jerusalem last year, designed to educate lay leaders from a number of communities concerning the importance of goals and present inadequacies in this area; b) local seminars with representatives of educating institutions from these communities, designed both to enhance their understanding of these matters and to see which if any of them might be a suitable candidate for entering into a partnership with CIJE around a Goals Agenda; c) identification of such institutions would usher in the 3rd stage. Though by the end of the Goals Seminar in Jerusalem, more than one institution expressed an interest in moving with us immediately to the third, or partnership, stage, we felt that a slower approach made good sense for a number of reasons, one of them being that it would give us more time to build capacity (in the sense of both knowledge-base and personnel).

As we have begun to think about what work with institutions might look like, we have tried to articulate some guiding principles that might help to clarify what we're after or how we might proceed. These have included the following:

1. The attempt to clarify goals is critically important. The process of clarifying goals should engage participants in encountering and wrestling with Jewish content issues, and it should culminate in goals that the participants can genuinely and enthusiastically understand and endorse. It is also crucial that they be led to think carefully about what is involved in embedding these goals meaningfully in the life of the institution.

2. There are multiple routes to the desiderata identified in a), and though a coach may walk in with a variety of possible strategies for engaging the participants in the effort, which if any would be useful would depend on a thoughtful assessment of local circumstances. A process of serious self-study (understood in more than one way) would be at the heart of the enterprise.

3. Key stake holders - lay, professional, and (where relevant) rabbinic leadership - must be party to the effort if it is to be fruitful.

4. The development of our own knowledge base requires carefully monitoring what we do and what happens.

Pekarsky's comments ended with two concerns: 1) that when issues of goals come up, there is often a strong tendency in a diverse group to settle on a quick but very vague statement that can generate a quick consensus; 2) that institutional stake holders are sometimes impatient with what may feel to them like "an academic" insistence that they engage in serious study along the way.

DISCUSSION-PART I

Goals, Aims, etc. An initial response to Pekarsky's presentation focused on its inattention to possibly important distinctions between goals (of different kinds), aims, and visions (moral and strategic). There was a sense among us that making these distinctions explicitly could prove useful -- and the distinction between moral and strategic visions turned out to play an important role in our discussion (later in the day) concerning the role of Goals Project coaches.

Community- and Institutional Visions. Pekarsky's introductory comments had distinguished between work with institutions and work aimed at responding to an interest expressed by many people in addressing issues relating to "community-vision". This distinction and the attention paid to "community vision" drew a number of helpful responses.

First, although it was rightly stressed that the content of

a community vision and an institutional vision might be very different, it was also noted that the two are related in ways that make it somewhat artificial to say that we will focus on institutional visions but not on community-visions:

- a. the work of institutions in developing guiding visions greatly benefits from their being located in communities that are actively wrestling with issues of vision.
- b. Educating institutions (like the one in Atlanta) which view themselves as "community institutions" necessarily wrestle with what amounts to a "community vision". Indeed, their efforts at self-definition help us to understand what a community-vision might look like.
- c. Seminars of the kind being offered in Milwaukee (which bring together lay and professional leaders from significant institutions to think about issues relating to educational priorities) may actually operate to encourage movement towards some kind of a larger community vision.

Second, our conversation (joined with earlier discussions) helped clarify ways of thinking about what a community-vision might look like. Here are some possible elements:

- a. A community-vision might identify a language, set of practices, or commitments which, differently interpreted, could be shared by different constituencies in a community. Rosenak's essay identifies some of the elements that might enter into this shared universe. In practice, these shared elements could be identified a) through a process of dialogue among the different constituencies and/or b) by looking at what they are all, albeit in different ways, already doing.
- b. A central plank in a community-vision platform might well be a proclamation of its commitment to encourage its local educating institutions to work towards a clear and compelling vision of the kinds of Jewish human beings they hope to cultivate through Jewish education.
- c. A community-vision focused on Jewish education might move in two directions (or in a third direction that gives place to both of them):
 - 1. Encouraging institutions that foster some general, ecumenical conception of a Jewish human being.

2. A pluralistic ideal: encouraging the development of institutions, each of which is organized around a different conception of a meaningful Jewish existence. Note that taking such a vision seriously may mean calling into question the idea that our emphasis should be on helping institutions featuring a great deal of ideological diversity to find a shared set of priorities; rather, the emphasis might turn out to be on finding ways to steer people who share similar priorities towards like-minded institutions. (A parallel was drawn to certain formulations of the magnet-school ideal).

3. Encouraging a pluralistic range in the spirit of #2, but one that includes institutions that try to nurture an ecumenical/general citizen vision (of the kind identified in #1).

Which of these visions a community adopts may carry significant implications for its decisions and for the efforts it tries to encourage.

The problem of vagueness. Pekarsky's presentation had pointed out that the vagueness of the goals proclaimed by educating institutions precludes their offering much serious guidance. In the discussion it was observed that in another sense this vagueness might be functional in that it allows very diverse constituencies "to hang together". This comment elicited a number of observations concerning the place of vagueness in the enterprise:

a) It is often asserted that the effort to get beyond vagueness through becoming clearer about what we're about would inevitably operate to reduce the population of participating constituencies. But is there really strong evidence to support this claim? Might it in fact be possible to work towards a substantially more substantive consensus concerning what we're after without pushing aside significant constituencies? Has this really been tried --or has the notion that it's impossible operated to prevent efforts in this direction?

b) It was stressed that community-schools that are ecumenical in their orientations are not necessarily vague or wishy-washy concerning what they are after and what the content of education should be. On the contrary, they may be capable of clearly identifying bodies of knowledge and skill which all graduates should have, e.g., in Jewish history. In response, it was suggested that such clarity might be harder to

achieve in certain delicate areas that concern normative matters, and that this might be particularly true of institutions that make non-exclusion a strong value. But to this it was responded that perhaps it is okay for an educating institution to define itself as deliberately vague or agnostic with respect to certain matters (at least so long as it is non-vague across a great deal of what it does).

c) An additional point related to vagueness, one not made in our meeting, might also be worth noting: while vagueness of goals does often leave Jewish education without a clear sense of direction, we need to be careful not too encourage so much specificity as to rule out a measure of creative interpretation on the part of educators in response to the circumstances they face.

DISCUSSION-PART II

The second part of our discussion focused on issues relating to the goals agenda in institutional settings and questions relating to the character of what we've been calling "coaching". Discussion began with Daniel Marom's presentation which did two major things:

a. it identified five different levels at which issues relating to educational goals might be discussed (Philosophy; philosophy of education; theories of practice; implementation; evaluation).

b. it suggested that any of these levels (but particularly levels 4 and 5) might offer avenues for engaging participants in institutions around issues of goals.

Whatever the starting-point, the challenge is to encourage participants in the institution to think more carefully about what they are doing, what they are trying to do, and what they think they should be doing. The level at which one intervenes, the parties that one engages, and the questions around which one engages them must be determined on a case-by-case basis. Wherever one starts, one person suggested, the critical role of the coach is to create a level of (stimulating) uncertainty, uncomfortableness, or tension among the representatives of an institution -- the kind of uncertainty that might call forth efforts to inquire thoughtfully about what they are or should be about.

This conversation sparked some intriguing conversation concerning what is at the heart of the coach's role. Up to now we've often spoken of the coach as a kind of resource person whose knowledge of strategic options and of varied conceptions of the aims of Jewish education make it possible for him/her to offer critical insights, suggestions, and teachings, etc. In

today's conversation, the suggestion was made that we think of the coach as a kind of Socratic gadfly whose primary job is to raise critical questions concerning what the institution is doing or is proposing to do -- questions which provoke intellectual tension and serious reflection. Indeed, it was suggested, perhaps we should be looking for coaches who can be trained to know nothing except how to ask good questions.

It was suggested in this vein that we should be developing for coaches a script of seminal questions that they can use, when relevant, in stimulating reflection. Such questions might include the following: a) What are your aims? b) Since these aims may be variously interpreted, can you clarify which you have in mind? c) Why are these your aims? d) What is the relationship between what you are trying to achieve and other institutional aims? e) How will what you are aiming for enter in a meaningful way into the life of the graduate of this institution? f) How are the aims you are articulating connected to - or disconnected from - the institution's avowed mission? g) To what extent does what you do cohere with your avowed aims - or give rise to other outcomes? etc.

An over-lapping formulation of critical questions focused on the following: a) What are you doing? b) What do you think you're doing? c) What do you think you should be doing?

On this view, the coach does not enter the institution with "a bag of tricks", or strategies, or suggestions for how to address goals-related issues. On the contrary, just as a good critic may not be a good novelist, the coach may be adept at helping an institution think critically about it's doing or proposing to do without being particularly adept at helping it identify what it might be doing. The coach should be adept at helping to encourage thought concerning "moral vision"; he or she need not have much to offer in the way of strategic vision (although it was acknowledged that the decision to take up or not to take up a given question, and how to take it up, involved strategic considerations of various kinds).

This view of the coach had much appeal, but it was felt by some that the coach's role might profitably be construed as a hybrid that includes but is not limited to the gadfly model. The key question on this view is this: what kinds of responses and suggestions on the part of the coach are most likely to encourage thoughtful attention to basic aims and the way they are and should be reflected in an institution's life? In some cases, restricting the coach to the gadfly role may prove too limiting.

Even if this last view is granted, the advantage of the gadfly formulation is that it highlights that the coach's role is primarily that of a catalyst, and that he/she cannot be viewed as responsible for more than catalyzing a process for which the institution must assume major responsibility. Our efforts must be primarily focused on encouraging serious reflection concerning goals; and "our bet" is that engaging stake holders in an

educating institution around such matters in a serious way will call into being processes that will give rise to significant improvement. It may well be that the institution's own personnel will prove much more effective than our coaches might be in developing exciting answers to the challenges that the coaches pose.

A concern was expressed that the coach might be drawn into institutional efforts that pull away from the primary focus on goals. The danger was acknowledged, and the response was suggested that the coach must think carefully about which issues he/she feels might forward the goals agenda, letting go of those that seem inappropriate and formulating his/her questions in ways that cohere with the goals-agenda.

Another concern expressed was that the coach be careful not to "set too many fires" in ways that might dissipate the energies of the participants by discouraging follow-through in any given area. The "setting-fires" imagery also called forth the comment that the aim should be to nurture a culture in which the setting of these fires would not depend on the presence of the coach.

It was noted that how our efforts with this project will be received may depend heavily on finding "the right rhetoric". Such rhetoric might include the following elements: 1) empowering educators by encouraging them to wrestle with issues concerning the aims that should animate their institution's efforts; 2) philosophical reflection concerning basic questions is eminently practical; it carries significant implications for what we should be doing; and 3) "lest you think we're up in the clouds," we are aware of and able to draw on practical strategies being used in a variety of educational reform efforts.

It was suggested that work with institutions (on the gadfly model) might involve creating special seminars/workshops for clusters of principals and clusters of lay-leaders, aimed at helping them move the process along in fruitful ways that outstrip the role and competence of the coaches.

The day ended with questions: a) should we be re-thinking the kinds of folks that should serve as coaches? b) should we be working with several institutions or possibly with only one? c) should we be trying to cultivate a very small cadre of coaches (or is it "facilitators") with whom we can share our back-stage uncertainties, or should we be trying to work with a significantly larger group? There was disagreement concerning such matters, and we agreed to return to them.

CIJE Staff Meeting -- March 6, 1995
Agenda

From the perspective of the MEF team, the main purpose of this meeting is to settle the ambiguities described in the memo of February 9, 1995, which remained after the advisory meeting of that day. Accordingly, our top priority is to decide how to disseminate our module, and second priority is to decide what other sort of evaluation we will be doing this year.

I. The Module

- A. Which model?
 - 1. Communities on their own
 - ✓ 2. Centralized agency
 - ✓ 3. Comprehensive package
- ✓ B. What is CIJE's role, given a decision on A? What resources are necessary for CIJE?
- ✓ C. What steps does the MEF team need to undertake given decisions about A and B?

II. Evaluation

- A. Development and implementation of personnel action plans
 - 1. What approach to take in Atlanta, Baltimore, and Milwaukee?
 - 2. Are we involved in this elsewhere?
- B. Goals Project
 - 1. What approach to take in Atlanta, Baltimore, and Milwaukee?
 - 2. Are we involved in this elsewhere?
- C. Is there a grander scheme? What else are we supposed to be evaluating?
 - ✓ E.g., what role can or should CIJE play in developing a capacity for evaluation across North America?

3/6/95

Issues in Res + Eval

1. Building a research capacity

- BH - need macro agenda also

2. Building an evaluation capacity
(creating evaluation-minded communities)
(module)

3. prior commitments

- eg 3-city rpt
- more policy orients
- LC work

should fit into
1, 2, 4

4. evaluation of CITE initiatives

- BH - do as model of eval capacity

for board
- what would they
like evaluated?
- at what level?
- what outcomes are
we looking for?

Contextual pts

- * - CITE's work not driven by MCF product (pol brief)
 - if future agenda to be driven by data,
need to think now what data needed!
- * - what about informal educ?

idea for eval capacity

RFP for Inst for eval in Ted

- content from CISE - start w/ module
- purpose - to devel capac for eval in Ted in T communities
- w/ start-up funds

prob - need exper in doing this before can b.d. to c-t
 - can we hire someone to ^{coordinate} this, w/ us as some of the teachers?

- needs to ~~be~~ ⁱⁿ community play bldg envmt
- curr. is eval in T communities

ADH - need "virtual college" for part-time high-level consultation for eval in Ted

CISE course in eval

A. Eval consultant

B. lay leader + fed mo

C. data entry, coding, analysis

Module is first stage

- CISE staff member to coord - supervised by exec director
 - work closely w/ staff

- or - at W Michigan?

module

desk-top publish

- advertise to use our way
- avail for own uses

- could identify items that are part of national data base

ADH SSS

- announce want to build eval capacity
- train hi-level eval consultants ^{first step} _{long-term agenda}
- first piece of curric is module
- in parallel - training for lay leaders, community professionals
- plus training ~~for~~ ^{data entry} for analyst, writer
- combo of options 2 + 3
- need a program coordinator
- how do Seattle & Cleve fit in?

LC units

Milw — MA prog at Cleu Col
 — Family Educ — \$ to instits doing fam ed
 — goals seminars

lets get intended outcomes

Balt — new MM for early child ed + instits
 — CITE staff helping set goals + curric
 — a co-constructed project — CITE + Balt

Atl —

ADH, EG — staff will articulate objectives, M&E will assess

— CITE is doing seminar for trainers of educators
 + goal developers

— NY staff will report to M&E on

— progress
 — objectives

— M&E staff will develop assmt

Activities

I. Things CITF actually does

Harvard Seminar 1994

Goals Seminar 1994

Training of Trainers

Training of Goals Coaches

II. Things that CITF has had a role in developing locally

Machan (Moim)

III. Things happening in local communities

Nessa - eval training of trainers

ADH - evaluate personnel action plan

- AG : ① - what's the plan?

- scope, content, quality
- links to policy document

problems
 ① 3 trivial + include
 - too process-oriented
 - imperfect, partial
 - need for eval process,
 not plan

② was the plan implemented?

rejected

③ do characteristics of educators
 change in ways related to plan?

EG - evaluate "college" of trainers

- what are the objectives

Alan's priorities
 over evaluate AP

① Bldg res capacity

② Bldg eval capacity

③ eval of own work

- also evaluate

- training of trainers

- training of goals coaches

Future policy, issues & data
 in formal education

Jerusalem workshop

- what learned from 3 yrs of MET?
- what was CIJF about
- what learned from LC process
- w/new CIJF advice??
- produce summary document
- research product
- ~~Anti~~ Policy document

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: February 14, 1995

DATE MINUTES ISSUED: March 8, 1995

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Seymour Fox, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi (Sec'y)

Copy to: Adam Gamoran, Lester Pollack, Jonathan Woocher, Henry Zucker

I. Introductory Remarks

The master schedule control, minutes, and assignments were reviewed. Steering Committee members were encouraged to review the master schedule control carefully and advise a member of the CIJE staff if any of the meeting dates are inconvenient. Note: The August meeting will take place in New York, not in Cleveland, as originally scheduled.

With respect to CIJE's continental agenda, it was suggested that a significant amount of data is being generated by the work of CIJE. CIJE should consider establishing a national data base as a repository for this information. It was noted that the MEF team has this on its agenda, but that we may wish to be selective about the data that we collect and store, perhaps by focusing on "leading indicators."

It was also suggested that other organizations are collecting data and that we should find a way to coordinate and standardize the collection process. It was noted that baseline information is important to the evaluation of any effort and is frequently not available. This issue should be considered within this context.

Assignment It was concluded that the MEF committee should consider this matter, outline the issues and begin to develop a plan. A first cut into this issue may be a topic for discussion at the next meeting of the steering committee.

II. Overview of Organization Workplan

Alan Hoffmann reminded the steering committee that much of 1994 was spent on developing the structure of CIJE and focusing its agenda. During that time, the four committees were established which represent the primary domains of CIJE's work. Now, based on those four domains, a 1995 workplan has been developed. It is anticipated that the workplan for 1996 will be drafted by August, 1995, so that input of the steering committee can be sought much earlier in process.

A. Building the Profession

CIJE continues to work on the mandate set forth by the Commission on Jewish Education in North America: building the profession and mobilizing community support for Jewish education. Based on the outcomes of the personnel research which was undertaken in 1994, it has been concluded that first efforts should be focused on in-service training, while initial steps are taken to develop a comprehensive plan for future efforts to build the profession. A scan of the field suggests that there is no obvious agency or institution to which we can turn for assistance in providing comprehensive in-service training for classroom Jewish educators. The first step in this effort is to determine what capacity is needed to provide the necessary training and then to build that capacity so that by the end of 1995 we will have a cadre of trainers available to move this initiative forward.

B. Work toward mobilization of community support for Jewish education will involve four foci in 1995:

1. We will continue to work toward engaging additional lay leaders for Jewish education through our own board. This includes appointing vice-chairs to the CIJE committees, adding eight to sixteen new board members and encouraging committees to meet more frequently than two times each year.
2. CIJE will work with additional communities, aiming toward engaging nine communities in comprehensive planning for educational change and then developing a network of affiliated communities.
3. Work will be undertaken to disseminate information to clearly defined and prioritized constituencies in the ongoing effort to mobilize the community.
4. A plan will be developed for community mobilization. The first step, to be accomplished during 1995, is to develop a "think piece" which will be the basis for developing a plan to engage major community leaders, and untapped potential champions from outside the organized communal framework, in Jewish education.

C. Monitoring Evaluation and Feedback

MEF plans to focus on the following areas in 1995:

1. Analysis and dissemination of community data on educators and survey methods.

2. Continued monitoring and evaluation of CIJE initiated projects.
3. Begin work on developing a study of informal education and educators.
4. Develop a set of "leading educational indicators" to help monitor change in Jewish educational efforts.
5. Develop a plan for creating a research agenda for North America.

D. Content and Program

Work in the area of Best Practices will include the publication of a report on best practices in JCCs and initiation of work on best practices in the teaching of Hebrew. Shorter papers will be developed to review best available practices in in-service training.

The Goals Project will concentrate on developing resource people ("coaches") to work in selected communities.

In the brief discussion that followed, we were reminded to keep informal education in mind as the workplan is implemented. Consideration is being given to development of a policy brief on non-classroom educators.

III. Reporting and Community Mobilization

Alan reported briefly on the November 1994 GA at which CIJE presented the results of the surveys of educators in the lead communities through a report by Adam Gamoran and the dissemination of the Policy Brief. He noted that the reporting was an effective effort which moved CIJE's agenda forward. At the same time, he noted that CIJE will be more centrally involved in the planning of future GAs and will seek to make Jewish education a more central part of the agenda for the 1995 GA.

Nessa Rapoport reported on her work on communications, noting that her mandate is to raise awareness of CIJE and its work. The policy brief and the presentation at the GA resulted in significant press attention. We are continuing to identify opportunities for exposure in the press. A special forthcoming supplement in the March issue of Reform Judaism is an example of this work.

Communications is a priority because of its importance in mobilizing community interest and support. Work has begun on the notion of a "library of essential documents" in Jewish education. In addition, CIJE will begin its planning for the GA by spring. Work is also under way to develop a package of materials which can be distributed as we begin to establish relationships with new communities.

In discussion, it was suggested that CIJE consider the audiences it wishes to reach. It was suggested that the GA participants represent a fairly narrow audience and that we should consider how to reach others.

It was reported that CIJE has begun to open conversations with Hartford, San Francisco, and Seattle as possible additional communities with which we will work. In response, it was suggested that CIJE not limit itself to communities where success is assured, as this will be less helpful in the long run. "Risk of failure is part of the game."

Assignment

It was also noted that many people respond well to the opportunity to see themselves as part of an elite group. It was suggested that CIJE plan a special "invitation only" session at the 1995 GA in an attempt to attract the right people.

It was reported that plans are under way to study the impact of Jewish education on lay leaders by developing a program to work with graduates of the Wexner Heritage Program. Participants are young lay leaders who spend two years studying Jewish sources and who, it appears, do not necessarily become more involved in community activities following their studies. CIJE proposes to work with Wexner alumni, and perhaps to develop a module for inclusion in the Wexner Heritage Program curriculum. The module would deal with Jewish educational change as a focus for leadership development.

IV. Capacity Building

A. Building the Profession

Gail Dorph expanded on the workplan goal to develop a program of in-service training during 1995. She noted that the first step is to identify people who can provide the training, after which it can be institutionalized. The strategy is to develop a high-level cadre of people who can teach others to be teacher trainers on a local level. Described as a "virtual college," this group of educators would serve as mentors/trainers of local master teachers.

At the same time, it was noted that work with teachers can have little impact without the commitment of educational leaders. The Harvard Leadership Institute last October was a first effort to mobilize educational leaders. During 1995 this model will be used to plan similar work with other educational leaders.

Work on building the profession also involves work with currently active institutions of higher Jewish learning. CIJE is working with Brandeis University in its own planning process concerning its role in Jewish education in North America. Professor Walter Ackerman is examining the feasibility of a regional college of Jewish studies serving as an educational center to provide local

service. CIJE continues to work with the denominational training institutions to determine how they can be supportive of the needs of local communities.

In discussion it was suggested that synagogues and day schools hire educators without respect to their personal denominational commitments. It may be that the involvement of the denominational training institutions is not critical to effective in-service training.

It was noted that the original expectation of wall to wall coalition has meant that individual synagogues are involved to some degree in CIJE's activities in the lead communities. Local synagogues do not wish to be left out as planning and implementation are undertaken.

B. Content and Program

Barry Holtz reported that the best practices project is intended to provide information and knowledge which can help with both building the profession and community mobilization. CIJE staff will continue to work during 1995 in disseminating the two Best Practice reports already completed so that they can serve as a resource for educators. In addition, a new report on best practices in the JCC arena is nearing completion as work begins on best practices in the teaching of Hebrew. Work will also be undertaken to identify "best available practice" in the area of in-service education, drawing on both Jewish and general education.

Daniel Pekarsky reported that work continues on the Goals Project, as seminars are developed for use in local communities. Work is now under way to identify individual institutions that wish to work on a goals project. A first step will be to identify and train people to serve as coaches to local goals efforts. It was reported that as a result of the Goals Seminar in Israel during 1994, Cleveland has started a course on goals identification with Walter Ackerman as the teacher. The intent is to develop community-wide goals for Hebrew language instruction.

It was reported that CIJE staff and consultants had just returned from a day of work in Atlanta with 70 lay leaders interested in establishing a Jewish high school in Atlanta. They had determined that the first step in this process is to develop a vision for the ideal graduate of such a school to serve as the starting point for planning. This was the purpose of the consultation, which was deemed a major success as the community now moves forward in its planning.

C. Senior Personnel

It was noted that there is a limited number of top level positions in Jewish education which are central to both planning and implementation of change in local communities and continentally. There is currently no comprehensive plan for senior personnel in North America. CIJE is beginning to think about this, in close consultation with the Mandel Institute in Jerusalem.

Annette Hochstein reported that the Mandel Institute has determined that there is insufficient capacity to train the senior personnel needed in North America and elsewhere. Few of the people in top level positions have been appropriately trained to fill them.

There are a number of organizations in Jerusalem that currently do train small numbers of people for senior positions. The Mandel Institute is considering what it would take to increase the capacity of these programs to train the number of people required. Work is under way to identify actual needs of individual communities and to develop a plan to address these senior personnel needs. It was initially thought that recruitment would be a stumbling block, but current efforts to recruit students to the existing programs have been stepped up and are resulting in many more qualified people than had been anticipated.

One possible outcome for this sort of training might be to develop a cadre of senior educators who could establish a similar, perhaps affiliated, training program in North America.

V. Research and MEF

Ellen Goldring reported that the MEF team had completed the study of educators and the publication of the policy brief in 1994. Work is now under way to complete a similar study of educational leaders to be completed prior to the April board meeting. Preliminary review suggests that a significant number of educational leaders do not possess the sort of training one might expect of people in positions of educational leadership.

It was noted that the MEF team has documented planning for action and organizing for action. If it is now to begin evaluating the action, itself, those involved must be challenged to articulate clear desired outcomes.

It was noted that monitoring, evaluation and feedback is a means to community mobilization.

We were reminded that each community needs an evaluation and research capacity. It is hoped that the work of CIJE in measuring outcomes of its own work

can serve as a model for individual communities. At the same time, it is important to note that the same need to build capacity to accomplish this work that has been pointed to in earlier segments of the meeting is also a serious issue in the area of research and evaluation.

It was suggested that the first step in undertaking this capacity building is to develop a map of what is now available and what is desirable. We can then begin to think about what it would take to get there.

- VI. Committee chairs and staff met over lunch to discuss issues related to their work. Summaries of those meetings are attached.

The meeting adjourned at 2:00 p.m., at which time the steering committee went into executive session.

SUMMARY OF COMMITTEE ON BUILDING THE PROFESSION

Date: February 14, 1995

Present: Gail Dorph, Annette Hochstein, Morton Mandel

Gail's report at the Steering Committee highlighted CIJE's plans for building the profession through building capacity for teacher and leadership training. The committee discussed some of the issues and challenges that emerge from the conceptualization of the plans to create a high quality cadre of teacher trainers to deliver in-service programs at the local and national level. A strategy was developed for thinking about the plan in a way that departs from Gail's presentation in the morning meeting.

The issues discussed included:

1. The difficulty in getting sufficient time from the "Virtual College" faculty to actually use them as primary faculty for inservice programs.
2. The challenge for CIJE to serve as a catalyst for in-service training if our plans only include an intervention at the highest level of educators.
3. Isadore Twersky's suggestion to create a program for Master Teachers who would engage in the teaching of other teachers.

The strategy that emerged suggests beginning not only by identifying and working with the virtual college faculty but also with a larger pool of potential teacher trainers (including not only central agency personnel and principals, but also master teachers). This strategy addresses the concerns inherent in all the issues discussed. Gail will develop this strategy more fully and report back.

SUMMARY OF COMMITTEE ON COMMUNITY MOBILIZATION

Date: 2/14/95

Present: Steve Hoffman, Alan Hoffmann, Nessa Rapoport, Chuck Ratner, Richard Shatten

The meeting focused on two issues: CIJE's role at the 1995 GA; and the agenda for the next meeting of the board committee on community mobilization (April 27, 1995).

1995 GA: Discussion focused on our recognition from the 1994 GA that many of CIJE's key audiences--federation presidents and execs; senior staff and lay leaders of national organizations are at internal meetings at the same time that public programs take place. It was suggested that if we want to reach federation presidents and execs, we need to hold a meeting during the GA specifically for them.

Board Committee: At the October meeting, this committee discussed traditional ways the organized community has rallied around crises, and the different nature of the crisis in Jewish education (it is long-term, without quick fixes; it is not about the "rescue, relief and rehabilitation" of Jews abroad, but about ourselves).

In the current composition of the committee, several of its members represent national organizations whose mission is primarily or in part Jewish education. (The remainder are Lead Community representatives.) There was some discussion about the most fruitful way for this committee to think through questions of community mobilization around the CIJE agenda and vocabulary. One suggestion was to engage its members in looking at ways of "spreading the word" through the organizations represented around the table. Since in CIJE's design, the revitalization of Jewish education can only take place through our partnership with other national organizations, there was some discussion about whether this committee meeting could be a forum to explore those possibilities. It was agreed that there are inherent limitations of time and format to such an option.

The meeting concluded with the understanding that Nessa Rapoport would need to convene a further meeting shortly among these participants to continue to think through the appropriate agenda for this committee in future board meetings and throughout the year.

SUMMARY OF COMMITTEE ON CONTENT AND PROGRAM

Date: February 14, 1995

Present: John Colman, Seymour Fox, Barry Holtz, Daniel Pekarsky

The group reviewed a draft of a report to the full committee on CIJE's recent and future activities in the area of content and program. Most of our meeting was then spent in discussing possible directions the Goals Project might take and has been taking.

Three directions were identified:

- a) Efforts to work with institutions and to cultivate coaches who would be doing this kind of work;
- b) Efforts to introduce new communities/institutions to the basic ideas informing the Goals Project (via seminars like the one done in Jerusalem and the ones now being done in Milwaukee);
- c) The Community Goals agenda.

We ended with the suggestion that Dan Pekarsky prepare a brief oral presentation for the meeting of the full committee in April on the implications of pursuing these different routes, along with some discussion of the route(s) we have been pursuing.

SUMMARY OF COMMITTEE ON RESEARCH AND EVALUATION

Date: February 14, 1995

Participants: Esther Leah Ritz, Ellen Goldring

We reviewed the 1995 workplan for monitoring, evaluation and feedback. At present the MEF team is working on the report of educational leaders in the three Lead Communities and is completing a module for the study of educational personnel to be used by Jewish communities beyond the three Lead Communities.

Next we discussed whether MEF should begin to evaluate CIJE implementation projects, specifically the Goals Project and Personnel Action Plans. To date, MEF has documented the processes of 'organizing for action' in the three lead communities. We spoke about the complicated distinction between short term and long term indicators of evaluation. We also discussed the role of evaluation in relation to the other important strands of MEF's work: continuing the research agenda with more policy briefs and reports, and the need to embark on the study of informal education.

There will be a CIJE staff meeting on March 6 to help address these issues. After this staff meeting the agenda for the next board meeting will be addressed.

- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	2/14/95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMT STARTED	DUE DATE
1.	Outline the issues and draft a plan for the establishment of national data base for data generated and/or collected by CIJE.		EG	2/14/95	4/26/95
2.	Work with committees on identifying vice-chairs.		ADH	8/24/95	6/15/95
3.	Consider planning special "invitation-only" session at 1995 GA.		NR	2/14/95	8/95/95
4.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
5.	Redraft total vision for review by Steering Committee		BWH	4/20/94	TBD

CIJE 14 5/94

GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

PREFACE

CIJE is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. 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 the quality of Jewish education on this continent. **It concluded that – whatever the setting or age group -- the revitalization of Jewish education will depend on two essential tasks: 1) building the profession of Jewish education; and 2) mobilizing community support for Jewish education.** CIJE was established to implement the Commission's conclusions.

Created as a catalyst for change, CIJE promotes reform by working in partnership with individual communities, local federations and central agencies, continental organizations, denominational movements, foundations, and educational institutions.

THE PARTNERSHIP OF CIJE AND LOCAL COMMUNITIES

CIJE	COMMUNITIES
Structure and Process	
CIJE will help orient communities' educators and lay leaders to the purposes and importance of CIJE's rationale. This will include rationale for involvement in the CIJE Study of Educators.	The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.
CIJE will provide ongoing consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education	Communities will develop a cadre of lay leaders committed to Jewish educational issues.
CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts	Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.

CIJE	COMMUNITIES
<p>CIJE will provide community with "communication" support.</p>	<p>Communities will designate a person to lead the process. Person's responsibility will include:</p> <ul style="list-style-type: none"> a. managing the process b. communicating the process and products appropriately throughout the community
<p style="text-align: center;">The CIJE Study of Educators</p>	
<p>CIJE will provide a module to help communities implement a study of its educators This may mean:</p> <ul style="list-style-type: none"> a. seminar describing implementation of project b. series of seminars on analyzing survey results c. seminars on conducting and analyzing interview study d. prepare local person to manage entire process 	<p>Communities will conduct a study of its educators. This means:</p> <ul style="list-style-type: none"> a. use CIJE's Study of Educator Module b. contribution of findings to the CIJE national database c. designation of local person to lead this process
<p style="text-align: center;">Personnel Action Plans</p>	
<p>CIJE will help communities develop a personnel action plan.</p> <ul style="list-style-type: none"> a. CIJE will provide regular seminars to share provide expertise and opportunities for networking. b. CIJE will consult with community on the process and content of the plan 	<p>Communities will develop a personnel action plan and a strategy for implementing the plan</p>

CIJE	COMMUNITIES
<p style="text-align: center;">The Goals Project</p> <div> <div> <p>CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process. CIJE will train goals coaches to facilitate this process.</p> </div> <div> <p>Communities will engage in the Goal's Project This may mean:</p> <ul style="list-style-type: none"> a. engagement in searching for communal goals b. seminars for leadership of educational institutions (synagogues, schools, ICC's) c. individual institutions engaged in articulating their vision </div> </div>	
<p style="text-align: center;">Pilot Projects</p> <div> <div> <p>CIJE will consult on a select number of pilot projects. These projects must.</p> <ul style="list-style-type: none"> a. be oriented toward one of the "building blocks"-- 1) building the profession and 2) mobilizing community support b. have implications for adaptation and replication in other communities c. have an evaluation component built into the project from the beginning </div> <div> <p>Communities will initiate a select number of pilot projects</p> </div> </div>	
<p style="text-align: center;">The Best Practices Project</p> <div> <div> <p>CIJE will provide communities with results of its best practices projects and opportunities to use these results with both lay leaders and professionals in a variety of settings.</p> </div> <div> <p>Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project</p> </div> </div>	

CIJE	COMMUNITIES
<p data-bbox="673 300 954 336" style="text-align: center;">Ongoing Evaluation</p> <div data-bbox="191 400 732 476"> CIJE will help prepare local personnel to conduct program evaluation. </div> <div data-bbox="824 400 1406 519"> Communities will commit itself to a process of ongoing evaluation of its educational system, projects and outcomes </div>	

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Executive Director
Alan Hoffmann

March 16, 1995

Adam Gamoran
University of Wisconsin
2444 Social Science
Madsion, WI 53706

Dear Adam:

I am delighted to let you know that our forthcoming Board Meeting will begin with a second education seminar for CIJE Board Members and invited guests. Our presenter will be Dr. Jonathan Sarna, Braun Professor of American Jewish History at Brandeis University.

Dr. Sarna will interpret for us his ground-breaking historical study of the great American Jewish awakening that led to the founding of the core institutions of our community today. Against a backdrop of despair about the Jewish future, this revitalization transformed Jewish life.

Dr. Sarna's fascinating retrieval of this seminal era of American Jewish history presents ideas that are powerful--indeed, inspirational--about the possibility of change and renewal in a time of crisis, a time that in many ways resembles our own.

The Seminar will take place on the evening of Wednesday, April 26, 7:45 p.m., at New York UJA/Federation, 130 East 59th St., New York.

As April 26 is the evening of Yom HaShoah, the evening program will begin with a Holocaust commemoration arranged by the composer Elizabeth Swados.

The following day's Board Meeting will build on the strong response to the data on the background and professional training of teachers in Jewish schools previewed at the October meeting and presented at the GA by Dr. Adam Gamoran and Dr. Ellen Goldring. The Board Meeting of April 27, also at UJA/Federation, will begin promptly at 9:30 a.m.; refreshments will be served from 9:00 a.m. We will conclude at 3:00 p.m.

These data, incorporated in the CIJE Policy Brief, have been of considerable interest to Jewish communities around the country and have received a great deal of media attention. As you know, the CIJE Study of Educators juxtaposed the severe lack of training of most teachers with an unexpected degree of commitment and stability, making a powerful case for communal investment in educators now in the field.

How can our North American Jewish community meet the challenge of creating serious, comprehensive in-service training to improve the quality of teaching?

Among the issues we will explore in our April meeting are:

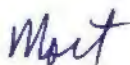
- What can be learned about the most effective in-service training for teachers from the field of general education? We will hear from an expert who has studied "success stories" of comprehensive professional development for teachers.
- How can professional growth for educational leaders support the revitalization of Jewish schools? We will hear a report on The CIJE- Harvard Leadership Institute, the first in North America to join the expertise of Harvard University's Principals' Center with outstanding Jewish scholars and educators from a range of denominations and communities to focus on issues of educational leadership.
- As communities begin to formulate their action plans for improving their educating personnel, what are some of the local initiatives in which CIJE is involved, and what can be their national implications? We will learn about programs now being launched which provide a range of models that other communities and institutions could replicate.
- What kind of partnerships are possible--locally and nationally--to spearhead the professionalization of teachers currently in the field? New examples of such partnerships will be presented at the meeting.

With the growing focus on in-service training, how will communities find the expertise they need to create comprehensive in-service initiatives? On April 27, we will explore the critical question of how to build the national capacity for training in this effort to transform the quality of teaching in Jewish classrooms around the country.

Finally, we will also have the opportunity to hear about an application of the Goals Project to a specific institution--the establishment of a new community high school.

We will soon be sending you advance materials as background for the meeting. In the meanwhile, please complete and return the enclosed reply form.

With best wishes,



MORTON L MANDEL -- Chair

CIJE
Research and Evaluation

UPDATE ON RECENT ACTIVITIES
October 1994 through April 1995

Policy Brief

The CIJE research and evaluation team has been active in a number of areas since our last meeting. Following our presentation at the last Board meeting, we devoted substantial time to revising and producing the first CIJE Policy Brief, on the professional background and training of teachers in Jewish Schools. The Policy Brief was distributed to everyone who attended the CJF General Assembly in November, and it was presented at a major forum at which the keynote speaker was the Honorable Amnon Rubenstein, Minister of Education of the State of Israel. As we prepared for this presentation, we took into account the helpful feedback provided by Board members during and after the last Board meeting.

The Policy Brief was also discussed at a press conference, and subsequently has been widely reported in the Jewish press: about two dozen local Jewish papers and five national sources have carried the story. A selection of these articles was circulated to Board members in the most recent CIJE mailing.

Most recently, a summary of the Policy Brief was published in Reform Judaism. Copies of this issue of the magazine will be available at our board meeting.

Report on Educational Leaders

Whereas the Policy Brief covered teachers, CIJE researchers also surveyed educational leaders (i.e. principals and education directors). These data have recently been analyzed, and the Research and Evaluation team is currently preparing a report on educational leaders, addressing such topics as background and training, salaries and benefits, careers, and leadership. Preliminary findings from the survey of educational leaders will be presented for comment and feedback at our April meeting.

Integrated Comprehensive Report

By the end of the summer, a comprehensive report of the teachers and educational leaders in these three communities will be available.

Development of Educator's Survey Module

A number of communities have expressed interest in carrying out their own studies. To meet this need, our Research and Evaluation staff have been preparing a Module for the Study of Jewish Educators. The Module includes a revised survey instrument and interview protocols, along with directions for carrying out the study. The contents of the Module will be discussed at our committee meeting.

Evaluation Work in Communities

We are continuing to provide consultation to a number of communities working on evaluation and planning for Jewish education. However, we are no longer employing a full-time researcher to monitor each Lead Community, as our work concentrates more on the national agenda. CIJE has been a catalyst for local evaluation, and we hope that communities will draw on their own internal and external resources to continue their evaluation efforts. The issue of CIJE's role in encouraging and supporting local evaluation will also form part of our committee's agenda.

Adam Gamoran and Ellen Goldring

CIJE: Community Mobilization
Update: October 1994 to April 1995

CIJE has continued to move ahead on the three areas within the domain of community mobilization:

1. "Telling the story" of CIJE's approach to and work within Jewish education.
2. Working in local communities to create informed lay and professional advocates for Jewish educational change, within institutions and communally.
3. Mobilizing lay leadership on behalf of Jewish education and creating a comprehensive plan for this effort.

1. "Telling the Story"

At the October board meeting, the Board Committee on Community Mobilization discussed the traditional ways that the organized Jewish community has rallied around crises--and the different nature of the crisis in Jewish education: that is, Jewish education demands a long-term effort, not a "quick fix"; it is not about the relief and rehabilitation of beleaguered Jews abroad but about the rescue of ourselves. Committee members also talked about the inherent difficulties in showing the passionate, personal face of Jewish education. (There is no equivalent in Jewish education to Israeli air bases, to which one could take communal leaders for a gripping, immediate illustration of the issue.) We need a new model for creating sustained advocacy for Jewish education and new champions on its behalf.

The committee then explored the most effective way to use the CIJE data on the background and training of Jewish teachers to mobilize the Jewish community. The initial findings of The CIJE Study of Educators held "bad news" about teachers' training but "good news" about their stability and commitment to teaching as a calling. CIJE fashioned the GA Forum and the press materials around the committee's recommendation that we emphasize not only the crisis reflected in the data but that success is possible and that there are solutions to professionalizing teachers. A wrap-up and sample of the ensuing media coverage has been sent to all CIJE board members.

Communications and Publications

We are now in the process of setting up a data base that will allow us to reach the constituencies of CIJE and disseminate our materials and findings in an effective, timely way. These constituencies include Federation lay leaders, executive directors and planners, and members of continuity commissions--local and national--who affect policy for Jewish education; senior educators and bureau professionals; faculty at the training institutions, congregational arms, and regional colleges; rabbis extensively involved in Jewish education; foundations that support Jewish education; national organizations with Jewish educational missions; and Jewish and general press; among others.

In the course of 1995, CIJE will be producing several publications of particular relevance to lay leaders involved in Jewish education. These will include:

1. A brief that answers the question: What are the necessary components of an excellent supplementary school?, based on the Best Practices seminars Dr. Barry Holtz has been offering lay and professional leaders.
2. A brief summarizing what is known in general and Jewish education about effective in-service education for teachers in the field.
3. An essay for a general audience about the importance of goals and vision in Jewish education.
4. The publication of our April Board Seminar lecture by Dr. Jonathan Sarna for wider dissemination.

We will also be producing a second CIJE Policy Brief, which will--like the first brief on the background and training of teachers in Jewish schools--make available further policy-oriented data from the CIJE Study of Educators to the North American Jewish community. There is great interest in research on salary and benefits, as well as on the background and training of educational leaders (principals and school directors).

2. Work in Local Communities

In addition to our ongoing consultations with the three laboratory communities--Atlanta, Baltimore, and Milwaukee--CIJE has begun conversations with several new communities interested in a systemic change approach to Jewish education. CIJE staff and consultants are in the process of articulating the mutual responsibilities and expectations such partnerships would entail.

3. Mobilizing Lay Leadership: A National Partnership

A new standing CJF Committee on Jewish Continuity has recently been established, creating a formal working relationship between CJF, JESNA, and CIJE for Jewish education and continuity. This committee will allow a coordinated strategic approach continentally to mobilizing community support for Jewish education, bringing together the resources of the three bodies, in consultation with the religious movements, JCCA, and others. Community mobilization for Jewish education requires a massive effort of policy planning, advocacy, collaboration, and resource development; no single institution can undertake such an effort alone. CIJE's design has posited a model of working

partnerships, both locally and continentally, to create the leadership and stimulate new resource allocation for Jewish education. At the board committee meeting on community mobilization we will hear a presentation on the new CJF committee's goals and agenda.

A Comprehensive Plan

Among the greatest challenges of CIJE's work in the domain of community mobilization is that of exponentially increasing the number of communal leaders who are advocates for Jewish education. North American Jewry has successfully rallied for its fellow Jews in this dramatic century of our history. Now we need to create a vital, flourishing Judaism within the open society of America. Jewish knowledge and education are at the core of a strong Jewish identity, but they must be transmitted in compelling new ways. CIJE will be creating an advisory committee of people from a range of fields, within Jewish life and outside it, to begin to design an approach to this challenge.

Nessa Rapoport

CIJE
Building The Profession

UPDATE
From October, 1994 through April, 1995

Building National Teacher Education Capacity

CIJE has been developing a plan to create a cadre of "Mentor-Educators" who can work with communities and institutions both to develop and to implement In-Service offerings on the local level. A national task force of experts will plan and serve as the faculty for the first cohort of participants. This first cohort will then become part of the faculty of this College Without Walls and will participate in educating future cohorts.

This first cohort will be made up of educators who have extensive Judaica background, years of experience in the field of Jewish education and experience helping others learn to teach. A seminar for this group cohort is being planned for this summer.

Developing Pilot Initiatives at the National Level

CIJE and the Harvard Principals' Center developed a seminar for educational leaders on "Building a Community of Leaders: Creating a Shared Vision." The seminar was designed to bring together educational leaders across denominations and across settings (pre-school, supplementary school, and day school). Over fifty educational leaders participated in the seminar taught by educators and scholars, such as, Roland Barth, Terence Deal, Arthur Green, Ellen Goldring, and Isadore Twersky. In the three lead communities, the educators who participated in the seminar continue to meet together to discuss substantive shared issues. These meetings have included sharing the ways in which they have adopted and adapted the materials and strategies learned at the seminar in their own settings. Often these sessions have been facilitated by the central agency and lead community professionals who also attended the Harvard seminar.

Development of Communal Personnel Action Plans

Each of the lead communities has been involved in the development of a comprehensive personnel action plan. The logistics of the planning process has taken a unique form in each community. In all three cases, educational

professionals are key players in the process. CIJE has been assisting communities in this work by consulting on the process, co-planning meetings and sometimes attending meetings as well.

In order to provide guidance and information as well as to facilitate cross community feedback, CIJE has held two consultations in December and March with another planned for May. Each of these consultations was structured around an issue critical to the development of these action plans. Educational papers were mailed out before and after.

In preparation for the December consultation, Dr. Gail Dorph and Dr. Barry Holtz prepared an outline of a generic personnel action plan along with planning tools to facilitate the use of the outline. Because the format was so fruitful, a longer (two day) consultation was planned for March.

In March, Dr. Dorph supplied communities with a working paper outlining what is currently considered "best practices" in In-Service education in general education. In addition, Holtz and Dorph suggested a strategy for using the guide to both evaluate current in-service offerings and design new programs.

The March consultation also provided an opportunity for representatives of the denominations to present their thinking about the arena of in-service education. Participants included: Rabbi Robert Hirt and Dr. Alvin Schiff of Yeshiva University, Dr. Kerry Olitzky of Hebrew Union College, Dr. Robert Abramson of United Synagogue of Conservative Judaism and Aharon Eldar of the Torah Department of the World Zionist Organization. In the discussion which ensued, lead community representatives were also able to share the issues with which they are struggling. These include:

1. How do we induct new teachers into the system?
2. How do we develop supervisors and mentors to provide on-site guidance and support to teachers?
3. How do we provide for on-going professional development for our educational leaders?
4. How do we create standards for our teachers in all of our settings, but particularly in supplementary and early childhood settings?

The May consultation will be devoted to a discussion of the CIJE Study of Educators findings about the educational leaders in our communities and the implications of these findings for personnel action planning.

Development of Pilot Initiatives in Communities

CIJE has been involved in the planning of two pilot initiatives in building the

profession, one in Milwaukee and one in Baltimore.

In Milwaukee, the personnel action team's first decision in the creation of a personnel action plan has been the decision to create a local/regional opportunity for its educators to gain a masters degree in Jewish studies with a concentration in education. Milwaukee has received a grant from the Bader foundation to partially fund a masters program that will be run by the Cleveland College of Jewish Studies. The program will include courses in Milwaukee taught by the Cleveland College faculty, video-conference courses, and summer courses in Cleveland at the college. The program will be housed at MAJE (the Milwaukee Association for Jewish Education) which will also coordinate and co-staff the internship program. At this date, the program has been funded.

In Baltimore, a plan is being developed to create a model program for early childhood educators. The program will be geared to the enhancement of the Jewish content of early childhood programs in a limited number of settings. The program will include both teachers and directors of the institutions chosen to participate. Breishit: In the Beginning: Machon L'Morim for Jewish Early Childhood Educators comes at the initiation of the Children of Lyn and Harvey Meyerhoff Foundation and is being funded by the foundation.

Professional Meetings and Presentations

Drs. Holtz and Dorph have made presentations at the General Assembly (November) and at the Jewish Educators Association Conference (March) on "Using Best Practices to Improve Your Supplementary School." At the JEA, they also reported on the findings and implications of the CIJE Study of Educators. These presentations were well attended. Participants responses indicate the importance of both of these projects to both lay and professional leaders.

Gail Dorph

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CIJE Content and Program

UPDATE

From October, 1994 through April, 1995

Goals Project Update

Background

The Goals Project is designed to help Jewish educating institutions become more effective through careful attention to their guiding goals. The project's assumptions are straight-forward. First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators; they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design.

Second, many Jewish educating institutions suffer from a failure to be meaningfully organized around clear and compelling goals. Third, efforts to improve Jewish education usually deal inadequately with goals. Often, institutions by-pass serious issues relating to goals altogether; and when the stake holders in an educating institution do address the question of goals, the process is usually not one that asks them to examine Jewish sources that might illuminate their deliberations. Nor are systematic efforts typically made to organize and evaluate educational practice in the light of the goals arrived at; too often, and for reasons that need to be seriously addressed, mission-statements just gather dust!

The Goals Project launched its work with communities through a seminar in the summer of 1994 intended for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stake holders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; that others would use the opportunities provided by these seminars to improve their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work with CIJE beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions

seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project.

Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

Alongside these efforts, CIJE collaborated with lay and professional leaders in Atlanta around the development of an all-day seminar on goals in February for some sixty key stake holders in a new Community High School. There have also been conversations concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations that seem particularly interesting.

Projected activities.

Next fall, the Goals Project is scheduled to begin working with a limited number of select institutions interested in undertaking a systematic effort to develop and organize practice around a set of clear and compelling goals.

One significant new project will be a meeting co-sponsored by CIJE and the JCCA to explore the goals of residential camping programs in the realm of JCCs. 4-6 JCCs will be invited to join in a two-day seminar on the goals of JCC camping. Each JCC will send a team of three people--the JCC director, the camp director and the JCC Jewish educator. Following upon that meeting CIJE and the JCCA hope to begin to develop a major intervention project in selected JCC camps.

We believe that such collaborations will benefit these institutions and will contribute significantly to our own knowledge-base. But our success in such partnerships will depend heavily on our ability to build capacity in two major areas.

First, the success of our work with individual institutions on a goals-agenda will depend on our ability to expand our base of knowledge and know-how. Of special importance is finding ways

to engage the stake holders in these institutions in wrestling with issues of Jewish content in the face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

Second, since CIJE's core-staff will not itself be able to work with individual institutions around the country in any sustained way, we need to recruit and cultivate a cadre of resource-people or coaches to work with these institutions. Since the pool of people with the requisite background and talent is small, and they are the kind of people whose energies are typically already fully engaged, this is a difficult challenge.

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. During the coming summer CIJE will be running a 4-day workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.

In addition to those pointed to above, the issue of community-vision also needs to be addressed. The Program and Content Committee expressed great interest in this topic, as did many participants in the Jerusalem Summer Seminar. How to address it meaningfully without giving short shrift to other facets of our work remains an important challenge. The talk Professor Michael Rosenak's delivered at last summer's seminar, when transcribed and edited, may provide a useful avenue for approaching this matter. CIJE's recent statement concerning community-vision may also provide a useful springboard to discussion.

Best Practices Project

Background

The Best Practices Project is an effort to document exemplary models of Jewish educational work and to use these examples for improving the quality of Jewish education in the field. The Project has delineated a number of different domains in which to document examples of successful practice. Up to this point two volumes have been published: Best Practice in the Supplementary School and Best Practice in Early Childhood Jewish Education.

Recent and current activities

At the General Assembly Dr. Gail Dorph and Dr. Barry Holtz presented a workshop session on the findings of the Best Practices Project about supplementary schools. About thirty lay leaders and educators attended the session and had the opportunity to use the best practices volume and its findings as a way of analyzing supplementary schools with which they were familiar. This session was very well received by the participants and offered a kind of model for using the

project as a practical aid toward improving Jewish education in the field for both professionals and lay leaders.

We plan to do similar workshops in other settings during the course of the year-- in the three lead communities where opportunities for this work are being planned and at national meetings. CIJE, for example, in March CIJE conducted a major session of this kind at the Jewish Educators Assembly, the organization of Conservative educators, at their annual convention in March. The CIJE Leadership Institute, conducted last fall at the Harvard Principals Center, helped prepare the way for best practices sessions in local communities by engaging school principals in a process of self-improvement for themselves and their schools. Parallel sessions for lay leaders in these communities would also seem to be appropriate.

The Best Practices Project is currently involved with three initiatives documenting examples of successful educational practice. In the area of **Jewish education in the JCC arena**, CIJE is working in a joint effort with the JCCA. Dr. Barry Holtz is conducting the project in coordination with Dr. Steven M. Cohen who has been engaged by the JCCA for the purposes of the project. The project is using the model that has been successfully employed in the other best practice volumes: a group of experts gathered together with Drs. Holtz and Cohen to delineate criteria for best practice in this domain and to choose six outstanding JCCs and six "stand alone" programs within other JCCs for further research. For this volume it was decided that the individual JCCs will not be written up as separate studies, but rather will serve as examples which will be incorporated into a long analytic essay written by Holtz and Cohen about Jewish education in the JCC. The stand alone programs will be written up by local practitioners describing their own programs.

Holtz and Cohen have now visited five JCCs (one jointly and the rest separately). Another researcher has written up the other site as a research report. The research reports of the entire team will be supplemented by an investigation of published materials (reports, board meeting notes, catalogues, etc.) from each of the selected JCCs along with interviews with knowledgeable informants from the world of JCC education. After Holtz and Cohen write the draft of their report, the original advisory committee will reconvene in May, joined by representatives from the best practice sites for a review of their findings. It is expected that this volume will be published in the late summer, 1995.

Secondly, the work throughout CIJE on the area of in-service education of teachers needs to be served by the Best Practices Project as well. With the publication of the CIJE Policy Brief on the background and training of educators last fall, upgrading the quality of educators in the field has become prime focus of activities in a number of different domains of CIJE. Dr. Holtz and Dr. Gail Dorph will be preparing a volume on best practice in the area of in-service education-- both

in general and Jewish education-- to guide local schools and communities as plan for improving the skills and knowledge of their educators. This volume will look at examples of successful in-service education and seek to learn from those examples specific practical advice for implementing "programs that work."

The third best practice "documenting" initiative is in the area of **day schools**. Following upon meetings with outstanding practitioners in day school education organized by Rabbi Robert Hirt at Yeshiva University and Rabbi Robert Abramson at the United Synagogue, along with consultations with other experts in day school education from the field and from academia, it was decided that the complexity of day school education would require more than one volume on best practices. CIJE will look at selected topics of great interest to day schools and then move on in the future to a volume on "the good day school." The first topic to addressed will be Hebrew language instruction in the day school. Since this is one of the primary motivations for day school education and since it is an issue that cuts across denominational lines, the topic is particularly appropriate as a first approach into the day school arena.

Dr. Holtz has been conducting interviews and discussions with a number of experts in the field of Hebrew language instruction and has drafted a "guide" for researchers in the area of best practice in Hebrew language teaching in the day school. He has now turned to a number of expert informants to help choose the sites that will be written up in the final report. These sites are expected to represent a range of successful schools-- as geographically, educationally and religiously as diverse as is appropriate. It is expected that this volume will be ready in the spring of, 1996.

The fundamental issue facing the Best Practices Project is the way that institutions can learn from places that succeed. The successful model employed at our session during the General Assembly leads us to believe that there is a considerable amount that people can learn from these kinds of "hands-on" sessions. For CIJE, of course, this raises the question of how to allocate time and resources. Given the size of the CIJE staff and wide range of need in the field (in so many different arenas), CIJE could not possibly spend all of its time doing hands-on sessions to help schools and other educational institutions all around the country. The approach that is most on the CIJE agenda at this time is to think about "building capacity" for best practices facilitators/trainers. This approach coordinates well with other domains of "building capacity" on the CIJE plan for this year-- in Goals and in Building the Profession.

There are other approaches that also should be employed: Using publications, we may want to begin to think about short reports along with the longer best practice volumes. These reports will be along the lines of the CIJE "Policy Brief" on Jewish educators that emerged out of the

longer research project directed by Adam Gamoran and Ellen Goldring. A policy brief, for example, on "how to improve your supplementary school" could be developed based on the best practice volume already published by CIJE.

A second kind of publication that clearly seems to be necessary is something that describes the process by which an institution becomes successful. In other words, the current best practices volumes represent a kind of snapshot of a "finished product." But how did the good school become such a good school? What were the steps that the leaders took? Who initiated the process? We have found that practitioners in the field find these questions to be of the most interest.

Finally, we might want to think about other modes of documentation. Video documentation of best practices might be an important route to create a knowledge base for Jewish education and a resource for teacher education and improvement. By looking at "best practitioners" and documenting their work (both in writing and on film), a new kind of training model for all the areas of Jewish education could be developed. What sites might best lend themselves to this approach would have to be explored as the project develops.

The Best Practices Project has another important role as well-- informing community lay leaders about successful educational practice to help them in decision-making for communal policy. Local lay leaders should have the information about Jewish education that can help them influence Federation planning for Jewish education in effective and useful ways. By educating our lay constituents we can begin to fulfill the mandate of CIJE for building community support for Jewish education. Our recent meeting in Atlanta which centered on the issue of creating a local day high school is an excellent example of the kind of work that could be done to inform and work with local lay leadership through best practice and goals workshops.

Barry W. Holtz and Daniel Pekarsky

I. CREATE CAPACITY FOR TEACHER AND LEADERSHIP TRAINING

A. TEACHER TRAINING

1. Create a Cadre of High Quality Teacher Trainers

Create a "Virtual" College (College Without Walls) of Trainers who can Advise, Consult and Plan with Communities and Institutions

a. Identify and Recruit Appropriate Candidates

Criteria for Membership: Judaica Competence, Expertise in Education, Significant Experience in the field

Target Dates: March, April, 95

b. Design a Set of Seminars which would:

- *. orient them to work of CIJE : this includes Best Practices and its place in the development of in-service education
- *. engage in discussions/learning experiences relating to in-service education (For the most part Jewish educators have been involved in the training of beginning professionals; few have thought about what would it mean to train the trainers of those already in the field.)
- *. discuss the feasibility/strategies for organizing and orchestrating the work of the Virtual College of Trainers

Target Dates for 3 Seminars:

Spring, 95 -- 3 days
Summer, 95 -- 5 days
Fall, 95 -- 3 days

Planning: Ongoing

2. Develop and Implement a Plan for a Pool of Teacher Trainers who can support In-Service Initiative in Their Own Institutions and Communities

- ##### **a. CIJE in consultation with Communities/ Virtual College Faculty would identify appropriate candidates. (Such people could presently be found in Central Agencies or in classrooms as Twersky suggests)**

- b. CIJE together with Virtual College Faculty would create a series of seminars/learning opportunities/retreats to "train" candidates.

Target Date for first seminar: November, 95

- c. CIJE together with Virtual College Faculty would create a mechanism to supervise and support these candidates in their community work

Target Date for strategy : Fall, 95

B. LEADERSHIP TRAINING (Harvard = Example. Networks, Conceptual Frameworks, 'Hooks)

- 1. Develop and implement a plan to create a finite cadre of educational leaders who can act as mentors to others

Develop Strategy: Summer, 95

Target Date for beginning: Winter, 96

- 2. Develop and implement two seminars for educational leaders in communities with which we are working:

- a. Seminar I -- Educational Leadership (for new communities and those principals who did not participate in first seminar) Winter, 1996

- b. Seminar II -- School as Learning Community (Open to principals who attended first seminar) 11, 95

C. EXPLORE WAYS TO MOBILIZE EXISTING INSTITUTIONS, CENTRAL AGENCIES, PROFESSIONAL ORGANIZATIONS, AND THE DENOMINATIONAL MOVEMENTS FOR IN-SERVICE ENDEAVORS

(Brandeis: With encouragement of Yehuda Reinhartz, Brandeis has asked CIJE to help it with its strategic planning process. Task: To examine its role and activities in areas of Jewish education and Jewish continuity.

Hornstein Program in Jewish Communal Service is organizing this process but it will include faculty members and administrators from Jewish studies, social work and other relevant departments

Ackerman: Exploring issue of regional colleges becoming centers for In-Service Education)

1. Meet with representatives of denominations etc to update on CIJE activities and involve in thinking through their role in in-service education

Target Dates: Winter and Spring, 95

2. Set up meeting with lead communities reps and denominational representatives to work on their respective roles in development of personnel action plans

Target Date for first meeting: March 9, 1995

3. Continue meeting with Bureau Directors Fellowship-

possible forum for disseminating policy brief and planning process for personnel planning and adding communities

4. Meet with professional groups (rabbinical, educational (ALPHA), professional)

Target Dates: Spring, 1995

5. Work with National Board of License on issues of standards and credentials

II. OFFER SELECT COMMUNITIES GUIDANCE IN PREPARING AND IMPLEMENTING THEIR COMPREHENSIVE IN-SERVICE ACTION PLANS BASED ON STUDY OF JEWISH EDUCATORS

- A. Develop a thick comprehensive personnel action plan

Target Date: First Version: December, 94

- B. Work with communities on the development of systematic and differentiated professional development plans for early childhood, congregational and day school teachers and leaders

Ongoing

- C. Work on pilot initiatives at communal level
*Milwaukee Cleveland College Program -- February
*Baltimore -- Machon L'Morim --February, March, --- June

- D. Recruit and work with additional communities (Carol Starin- Seattle, Bob Sherman--San Francisco)

III. ARTICULATE AND DISSEMINATE IN-SERVICE TRAINING CONCEPTS, CURRICULA AND STANDARDS

- A. Best Practices on In-Service education for teachers (with Barry)

Target Date: Fall, 95, Winter, 96

- B. Handbook for Upgrading Supplementary School Teachers (with Barry)

Target Date: Fall, 95

- C. One-Day Seminars on In-Service Issues for Bureau Directors, ALOHA, etc. on work and thinking of CIJE on In-Service Professional Development

IV. COMPREHENSIVE PLANNING FOR BUILDING THE PROFESSION

- A. Create an academic advisory group to define and guide the assignment

C:\CUE\BTP\STEERING.FEB

Chair
Morton Mandel

MEMORANDUM

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

TO: Board Members and Invited Guests
FROM: Alan D. Hoffmann, Executive Director
DATE: April 6, 1995

Honorary Chair
Max Fisher

Much has transpired since our last Board Meeting in October, when our consultants Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, presented a preliminary report of **The CIJE Study of Educators**.

Board
David Arnov
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

As you know, the initial findings of this study juxtaposed the severe lack of training of most teachers in Jewish schools with an unexpected degree of commitment and stability, making a strong case for far more comprehensive **in-service education** for teachers in the field than currently exists.

The first **CIJE Policy Brief**, which summarized these findings, was presented at the GA and has subsequently received widespread media attention. In preparation for the April Board Meeting, I am enclosing another copy of the policy brief and a selection of the articles and citations CIJE's work has received. The majority of our media coverage has focused on the policy brief, the **1994 GA Forum** that presented the study to the Jewish community, and the implications of the study for Jewish education, locally and continentally. In addition, CIJE, its chair, and staff have been cited as sources of expertise in articles on Jewish education.

At our October meeting, the Board Committee on Community Mobilization emphasized the importance of "telling the CIJE story" and of conveying our distinct strategic approach to revitalizing Jewish education. The chart that accompanies the press selections shows that the CIJE study was a subject of interest across the country, in large as well as smaller Jewish communities. We receive ongoing requests for the policy brief and have begun discussions with an increasing number of communities interested in conducting their own educators' study and **building the profession of Jewish education**. At the upcoming board meeting, I will report on our plans to expand our work to several new communities this year.

Executive Director
Alan Hoffmann

We are continuing to consult with our laboratory communities. Following the results of the educators' study, they have embarked on creating **Personnel Action Plans** built around the strengths and gaps in their educators' training.

In partnership with those communities, CIJE has begun a number of innovative pilot projects in the area of personnel that build on some pioneering work in general education on the most effective way to enhance the professional training of teachers and educational leaders in the field. **The CIJE-Harvard Leadership Institute**, held in the fall, was one such project; others, on **early childhood** and **the regional training of teachers for advanced degrees** will begin in 1995.

In the process of planning and implementing these projects, we have recognized the need for a systematic way to train "**mentor**" educators--those who are qualified to construct and oversee comprehensive teacher training programs in local communities. CIJE is committed to building a national capacity for such teacher trainers, so that communities who want to upgrade their educational personnel can call on outstanding expertise. Dr. Gail Dorph will discuss this in greater detail at the board meeting.

To complement the work in this area, CIJE will be publishing a brief on **Best Practices in In-service Training**, which will summarize current research in general and Jewish education on teachers' professional development, as a guide for local schools and communities committed to improving the knowledge and skills of their educators.

CIJE's platform for change depends on two conditions: the need to **build the profession of Jewish education**, with the training, career tracks, salary, benefits, and prestige that a true profession requires; and the corresponding need to **mobilize community support and create champions for Jewish education** who can be its advocates in their own communities and on a continental scale.

The North American Jewish community has entered a critical stage of reflection and analysis about its future. The sphere of Jewish education requires not only new approaches but also new formulations of purpose; not only "How can we create excellence in Jewish education?" but "Why must we?"

The Goals Project was designed to address, on an institutional and communal level, the question of: What kind of Jews do we want to create through Jewish education? Since the **Goals Seminar** in the summer of 1994, which brought together lay and professional leaders and educators from several communities to work together, CIJE has been involved in a series of seminars and training projects, under the direction of our consultant from the University of Wisconsin, Dr. Daniel Pekarsky, that will continue throughout 1995 and further. (One such seminar is the subject of an article in the enclosed packet.) I look forward to bringing you up-to-date on future goals work in the areas of **the communal high school and institutional and**

community visions for Jewish education. We are particularly intrigued by the possibilities of a pilot goals project in the area of **camping**, as informal education is such a powerful agent of Jewish learning and identity.

In the **Best Practices Project**, directed by Dr. Barry Holtz, we will soon be adding **Best Practices in JCCs** to our volumes on **preschools** and **supplementary schools**. We continue to present seminars for educators and lay leaders on creating excellence in the supplementary school, and have begun to document selected topics in the areas of **day schools**, beginning with the role and teaching of the Hebrew language. Issues we will address in the best practices realm include how other institutions can learn from the best practices models of success and a study of the process by which an institution becomes a best practice setting--which is of great interest to practitioners in the field.

Finally, CIJE has reaffirmed its commitment to one of the most underdeveloped areas in Jewish education: **building a research capacity**. In this decade, during which the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the question of educational evaluation is becoming urgent. As institutions and communities consciously set goals for Jewish education and Jewish continuity, it will become imperative to establish indicators by which success and failure can subsequently be measured, so that the entire North American community can learn from each other in order to transform Jewish education for the coming generations.

CIJE consultants Drs. Gamoran and Goldring are overseeing a plan designed to address this critical issue. The **monitoring, evaluation, and feedback** domain will also be evaluating CIJE's own projects, as well as publishing policy-oriented research to meet the needs of those who plan, fund, and implement Jewish education.

I look forward to seeing you at the April 27th Board Meeting, which will begin promptly at 9:30 am and conclude at 3:00 pm at UJA/Federation. 130 E. 59 St., New York.

With best wishes for a joyous Passover,



Alan D. Hoffmann
Executive Director



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Morton Mandel

Vice Chairs
Billie Gold
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Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

CIJE Board Committee

To: Members of the CIJE Board Committee
on Research and Evaluation

From: Esther Leah Ritz, Committee Chair

Date: April 10, 1995

Re: Recent activities and agenda for April meeting

At our committee session on the day of the CIJE Board Meeting (April 27), we will have an opportunity to discuss some of the recent and proposed future activities of the CIJE Research and Evaluation team. Our agenda is as follows:

1. Preliminary findings from the survey of educational leaders: Staff will present preliminary results for our discussion and feedback.
2. The CIJE Module for the Study of Educators: We will examine the Module and discuss its use.
3. Putting local evaluation on the continental agenda: We will respond to staff proposals for encouraging evaluation of Jewish education in a larger number of communities.

I look forward to seeing you in New York.

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I look forward to seeing you in New York.

CIJE
Research and Evaluation

UPDATE ON RECENT ACTIVITIES
October 1994 through April 1995

Policy Brief

The CIJE research and evaluation team has been active in a number of areas since our last meeting. Following our presentation at the last Board meeting, we devoted substantial time to revising and producing the first CIJE Policy Brief, on the professional background and training of teachers in Jewish Schools. The Policy Brief was distributed to everyone who attended the CJF General Assembly in November, and it was presented at a major forum at which the keynote speaker was the Honorable Amnon Rubenstein, Minister of Education of the State of Israel. As we prepared for this presentation, we took into account the helpful feedback provided by Board members during and after the last Board meeting.

The Policy Brief was also discussed at a press conference, and subsequently has been widely reported in the Jewish press: about two dozen local Jewish papers and five national sources have carried the story. A selection of these articles was circulated to Board members in the most recent CIJE mailing.

Most recently, a summary of the Policy Brief was published in Reform Judaism. Copies of this issue of the magazine will be available at our board meeting.

Report on Educational Leaders

Whereas the Policy Brief covered teachers, CIJE researchers also surveyed educational leaders (i.e. principals and education directors). These data have recently been analyzed, and the Research and Evaluation team is currently preparing a report on educational leaders, addressing such topics as background and training, salaries and benefits, careers, and leadership. Preliminary findings from the survey of educational leaders will be presented for comment and feedback at our April meeting.

Integrated Comprehensive Report

By the end of the summer, a comprehensive report of the teachers and educational leaders in these three communities will be available.

Development of Educator's Survey Module

A number of communities have expressed interest in carrying out their own studies. To meet this need, our Research and Evaluation staff have been preparing a Module for the Study of Jewish Educators. The Module includes a revised survey instrument and interview protocols, along with directions for carrying out the study. The contents of the Module will be discussed at our committee meeting.

Evaluation Work in Communities

We are continuing to provide consultation to a number of communities working on evaluation and planning for Jewish education. However, we are no longer employing a full-time researcher to monitor each Lead Community, as our work concentrates more on the national agenda. CIJE has been a catalyst for local evaluation, and we hope that communities will draw on their own internal and external resources to continue their evaluation efforts. The issue of CIJE's role in encouraging and supporting local evaluation will also form part of our committee's agenda.

Adam Gamoran and Ellen Goldring

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MINUTES: COMMUNITY CONSULTATION MEETING
DATES OF MEETING: MARCH 7-8, 1995
DATE MINUTES ISSUED: APRIL 10, 1995
PARTICIPANTS: Chaim Botwinick, Steve Chervin, Ruth Cohen,
Gail Dorph, Alan Hoffmann, Barry Holtz,
Nessa Rapoport, Ina Regosin
COPY TO: Morton Mandel, Virginia Levi, Janice Alper, Marci
Dickman

AGENDA

Wednesday, March 7

Personnel Action Planning in Communities: Reports

Ruth Cohen -- Milwaukee

Steve Chervin -- Atlanta

Chaim Botwinick -- Baltimore

"Best Practices" In In-Service Education in General Education

Gail Dorph

Map of Current In-Service Opportunities with Reference to Best Practices Information -- Barry Holtz and Gail Dorph

In-Service Education in our communities in the Year 2000

Thursday, March 8

Denominational Presentations

Robert Hirt and Alvin Schiff -- Yeshiva University

Kerry Olitzky -- Hebrew Union College

Robert Abramson -- United Synagogue

Aharon Eldar -- Torah Department of WZO

Discussion about Communal Needs and Institutional Resources

Debrief: Where are we now? Next Steps

Wednesday:

Personnel Action Planning in Communities: Reports

Milwaukee: Ruth Cohen

The first major initiative in Milwaukee's personnel action plan has been the decision to create a local/regional opportunity for its educators to gain a masters degree in Jewish studies with a concentration in education. Milwaukee has submitted a grant to the Bader foundation to partially fund a masters program that will be run by the Cleveland College of Jewish Studies. The program will include some courses in Milwaukee taught by Cleveland College faculty, video-conference courses, and summer courses in Cleveland at the college. The program will be housed at MAJE (the Milwaukee Association for Jewish Education) which will also coordinate and co-staff the internship program.

Ruth described the process by which this initiative moved through the Milwaukee system. A personnel action team reviewed the results of the educators' study and devoted much time to a variety of issues. It focused on the Cleveland College option as it seemed a very substantive way to begin. After several meetings with Lifsa Schachter (by the committee, by Milwaukee's core planning team), after experiencing the video-conference technique and after Ruth Cohen and Ina Regosin visited the Cleveland College, the personnel action team wrote up the proposal as their recommendation. The recommendation went to the Lead Community Initiative steering committee which voted on four different proposals made by different action teams that grew out of Milwaukee's strategic planning process. The Cleveland College Proposal being only one of them.

Ruth also described three other initiatives that came before the steering committee (one on teen programming that was returned to committee; one on funding family educators that has been submitted for joint funding by private grant and federation funding; one for a feasibility study of a day school high school that was also recommended for funding)

There are also seven teams (2 congregations, 4 day schools, JCC camping division) participating in a series of four seminars which are part of the goals project. In addition to the planning meetings, Dan Pekarsky has done one seminar and the next one is scheduled for next week.

Milwaukee is now trying to decide how to move the personnel planning process forward.

Atlanta -- Steve Chervin

Steve indicated that positive progress is being made in terms of developing a personnel action plan, but that the issue of mobilizing community support and funding has proven more difficult.

The Harvard Goals Seminar has served as a catalyst for the personnel action planning process. The group from Harvard has met 2 -3 more times. They have developed the case story method and taught it to their colleagues who did not participate in the seminar. They are also exploring ways of using it at the annual teachers' conference.

The principals' councils have become the lynchpin of the personnel planning process. Steve described how he and Janice Alper, the director of JES (Jewish Education Services) have planned and "driven" this process together. Each council will create a comprehensive plan for its own institutions

In the day school principals council, the group has reviewed current offerings. None are based in school improvement models, none are teacher driven, for the most part they are voluntary not mandatory.

As a next step, they have decided to hold a "town hall meeting" for all day school teachers. It is scheduled for April 3 for two hours after school. They expect to draw a large turn-out from the 50-6- potential teachers. Three questions are on the docket:

1. What do you see as your needs for professional development?
2. What do you see as the schools' needs for professional development?
3. What are the next steps that you would like to see?

One of the ideas that Steve and Janice have in mind is the development of a day school teachers' council.

In the EDC (the supplementary schools' principals council), they have begun to survey the teachers in terms of areas of interest while at the same time addressing the issue of minimum standards with the principals and rabbis. When the latter group was asked about minimum standards: that is, what do teachers in your school need to know in order to teach? what are the domains of knowledge and at what level of expertise does this knowledge need to be held, they responded that they could not respond to the question without first revisiting the area of knowledge for what -- that is the goals question. A March 23 meeting is planned for rabbis and educators to begin dealing with this issue.

The early childhood educators council will also deliberate this issue in terms of early

childhood. They are at a more preliminary stage.

Steve then raised nine areas of ambiguity and tension with regard to our other agenda, i.e., mobilizing community support.

1. The relationship between the CJC (council for Jewish continuity) and the regular planning and allocations process of the Federation.
2. The relationship between CJC and the central agency (JES).
3. Steve's job, a department in federation
4. Planning for the new high school
5. Multiple capital campaigns going on in the community
6. Campaign assignments with educational agencies
7. Funding for the CJC, an off-the top of the campaign allocation?
8. Competing campaigns in terms of federation issues
9. The emerging need to orient educational programming toward supporting fund-raising objectives, i.e., as a campaign tool

Given the lack of clarity in terms of funding, the community is unable to provide concrete answers to problems.

Baltimore --Chaim Botwinick

In Baltimore, a planning group mainly comprised of Jewish education professionals, representing all settings and denominations was formed with Chaim and Marci as its co-chairs. After its first meeting the group divided itself into three small workgroups according to setting: day school, early childhood, and congregational schools.

The issues that emerged from the day school group's first meeting were: the establishment of a kuppah for professional development, videotaping of microlessons, mentorship, scholar-in-residence program and the establishment of a staff development institute for day school teachers.

Chaim also described a program initiated and funded by the Children of Lyn and Harvey Meyerhoff Foundation called: Breishit: In the Beginning, Machon L'Morim for

Jewish Early Childhood Educators. This is a program geared to the enhancement of the Jewish content of early childhood programs in a limited number of settings. It is a two year initiative designed for both teachers and directors of these institutions.

Additionally, the task force on educational personnel of CAJE (Center for Advancement of Jewish Education of The Associated) recently developed a proposal for communally funding of benefits for educators. Chaim has been involved with gathering information for the committee. Hopefully, he will be able to share both the process and the outcome at one of our future meetings.

"Best Practices" In In-Service Education in General Education **Gail Dorph**

Gail then shared a working paper which synthesized recent work in general education that had specific implications for the development of in-service initiatives at the communal level. The document is attached. The discussion particularly focused on the summary section of the paper: Conditions Necessary for Learning to Teach in New Ways and Principles Against which Professional Development Opportunities may be tested.

Map of Current In-Service Opportunities with Reference to Best Practices **Information -- Barry Holtz and Gail Dorph**

Gail and Barry then shared a planning guide (enclosed) which could help communities chart their present in-service offerings. As an exercise, we walked through several communal examples using the chart to both test its usefulness and workability. Participants were asked to take the in-service maps that they had created for the current seminar and "plot" them into the chart for our next session. (yet to be scheduled)

Additionally, everyone was encouraged to think about how to use the chart and the summary in the current process in which communities are engaged. This could serve to raise the level of discourse and provide an impetus for thinking about the personnel action plans as opportunities to try out initiatives different from those which currently exist.

Thursday:

Denominational Presentations and Discussion

The morning began with four presentations: two from denominational representatives who are university based--Robert Hirt from Yeshiva University and

Kerry Olitzky from Hebrew Union College-Jewish Institute of Religion-- and two from denominational representatives who are based in service-delivery positions-- Robert Abramson from United Synagogue and Aharon Eldar from the Torah Department of WZO.

Bob Abramson described two programs that United Synagogue's Department of Education runs: a school based program for supplementary school educators (U-STEP--United Synagogue Teacher Education Program) and a peer leadership program for day school administrators (PAL-- Peer-Assisted Leadership).

U-STEP is a 12 hour per year two year program designed together with synagogues for the professional development of their elementary school staffs. Its strengths reside in: its on-going nature; bringing together whole faculties (including the principal) of institutions; United Synagogue supplied teachers who are experienced Jewish educators; and a curriculum designed to have realistic classroom implications. United Synagogue provides the teachers for the program. Synagogues provide transportation and room and board.

PAL is a program that has been developed with Far West Laboratories and funded by the Wexner foundation. It includes an intensive three day preparatory program, 6 days of paired principals visiting each other using techniques that they have been taught, and a concluding three day retreat to process the themes and issues. The program has been very successful in terms of the three cohorts of principals who have participated. There is now discussion of how to continue to develop this program once grant monies have run out.

Aharon Eldar described the approach of the Torah Department of WZO with regard to In-Service education particularly in Orthodox day schools. The faculty of the Torah department includes a cadre of Israel based educators who have been "shlichim" and Torah department teacher-shlichim who are in the states.

He described three models with which they are currently working. All are based in the commitment to only work with schools who are prepared to hold on-going seminars during a given academic year.

1. Three one-week seminars on the same subject which will be determined by the school and Torah Department together.
2. 4-5 meetings a year in one school on one topic
3. On-going school seminar in which Torah department faculty participate several times a year.

For all these models, the "preferred" siyyum is a seminar in Israel which builds on the studies of the previous year.

In addition, the Torah department has developed a program for master teachers. This program is being run in cooperation with the Associated Talmud Torah (ATT) of Chicago. It includes two teachers from each of their affiliated schools who attend three hour seminars once a week. These seminars focus on subject matter, methodology and supervision. At the conclusion of the year of study, there is a three week seminar in Israel. There are two incentives offered: the three week seminar in Israel and increased salary on the ATT salary scale.

The formula for funding these programs is similar to that described by Abramson: Torah department supplies faculty; schools provide transportation and lodging.

Robert Hirt described Yeshiva University as a central address for Jewish education both because of the Azrieli School's interest in and commitment to in-service education and because of the network of schools and agencies that are connected to its professional group, the Educators' Council of America. He reported that the Azrieli School was very interested in meeting the needs of local communities for substantive in-service which is why he had asked Alvin Schiff to also be present at this meeting. He suggested that one very productive approach to the issue of designing in-service education opportunities in the lead communities would be for the community professionals to present the challenges that they are currently facing.

Kerry Olitzky described the organizational structure of the Reform movement in general in order to help clarify its approach to in-service education in particular. He mentioned three areas of service emphasized by the UAHC: curriculum development, producing text book literature and teacher training and development. For the most part, UAHC's teacher training is developed in concert with its regional offices. Thus, the offerings and their intensity is dependent on the way in which each region is organized.

Kerry then defined the province of the College as educational leadership development; pilot projects, such as, the development of national pilot training program for beginning teachers over Internet; summer study programs for educators at the various campuses of the college; and institutionally based pilot project such as ECE (experiment in congregational schools out of HUC-LA and family education pilot out of HUC-JIR, NY).

Discussion

After questions of clarification and explanation, the discussion turned to issues that the communities are facing with regard to development and implementation of personnel action plans. Issues that emerged included:

1. Development and implementation of induction programs for new teachers
2. Development and implementation of professional growth opportunities for educational leaders
3. Development of supervisors and mentors who can give classroom guidance and support
4. Access to competent teacher trainers (people who are able to provide a combination of subject matter and pedagogical expertise)
5. Development minimum standards for teachers in various settings (does this include domains of knowledge, areas of competency, religious standards and commitments?)
6. Development of infrastructures to support in-service (released time for teachers, salary increments that are meaningful which are tied to on-going professional development)
7. Develop lay-educational partnerships to support professional development

Where are we now? Next Steps

In our closing session, we discussed

- a. the timetable for current communal planning processes
- b. the challenge of creating outcome statements for the year 2000
- c. creating capacity to plan and implement inservice education programs

Everyone agreed to use the chart that Barry created to chart their current in-service offerings.

Gail brought in a suggested list of outcomes for the year 2000 for review and comment. Items included:

1. % of our teachers will hold masters degrees in Jewish education.
2. % of our teachers will be enrolled in masters degree programs in Jewish education.
3. # of central agency personnel will be qualified to and responsible for ongoing professional development programs for teachers.
4. % of central agency professional development offerings will be in the form of systematic programs that include focus on subject matter, pedagogy and classroom support.

5. % of schools will have on-going staff development built into their school programs.
6. % of schools will have an infrastructure which allows teachers to both learn new "things" and work together to plan and support each others' work.
7. % of schools will have a funded "lead teacher" position. This person will be responsible for supporting teachers in learning to teach in new ways.
8. In our community, there will be # of teacher networks:
 - a. organized according to subject matter
 - b. organized according to issues of teaching and learning children of "x" age
9. In our community, there will # of "community" teachers, who will receive benefits although teaching in more than one place.
10. In our community, there will be a benefits structure for teachers teaching # hours.

One of the issues that we discussed in December and again in the course of this consultation was our communal capacity to deliver services that would be required by the creation of initiatives that go beyond that which is currently being offered. This issue was the impetus for inviting denominational presentations during the course of the current seminar.

Gail and Barry described a CIJE plan to develop a "virtual college for In-Service Jewish Education." This would mean the development of a serious cadre of trained people, Mentor-Educators, (for want of a better term) who would be able to help plan and implement programs within their own communities and perhaps even nationally. The approach that they suggested would include: identifying appropriate candidates who are currently in central agencies or schools, designing a program that would bring them together to learn about current "best-practices" in in-service education, devising strategies for them to collaborate on the integration and adaptation of the latest thinking about learning to teach and the development of new approaches to in-service education in Jewish education. We discussed this idea, and although, it was well received, we did not have enough time to discuss it at length. Gail will be back in touch with seminar participants to discuss the idea more fully and to receive "nominations" for the first cohort of mentor-educators to be recruited.

We agreed to meet again before the summer break if at all possible.

C:\CUE\PLANS\COMSEM.MAR

Hirschhorn

self-eval

oversight eval

what is role of CISE

- primarily eval is a local initiative

need manual for program eval
in Jewish education

have concrete examples avail.
at seminar

ELR - should start w/ short-term
outcomes - eg. impact of
ISR prog on teenagers

Hirschhorn - not necess to choose
6th long + short-term

ADH cont call 4/11/95

Informal ed - not at s.c. - at staff mtg

clab update for b)

contextualized - in ^{ed} ~~CJE~~ content
add Mil n data to in service

- why is the issue of power
impt in edvc

/in gen ed context

AG will negotiate terms \$4000 total per paper
review, revise

AG send e-mail on Cleveland (Seattle)

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Alan Hoffmann

MEMO

TO: Chaim Botwinick, Steve Chervin, Ruth Cohen, Ina Regosin
FROM: Gail Dorph
CC: Janice Alper, Marci Dickman, Alan Hoffmann, Barry Holtz, Nessa Rapoport
RE: NOTES FROM MARCH CIJE-LEAD COMMUNITY CONSULTATION

4/12/95

Enclosed you will find the notes of our March seminar, the Working Paper on In-Service Education, a bibliography, and the chart we created to be used to survey your present in-service offerings. (Remember, the chart is keyed to the categories on the Working Paper). I hope that you will find the notes to be useful in your current planning process.

In May, you will be receiving your communal reports on the results of the leadership survey. I am sorry that we will not be able to meet as a collective with Ellen to discuss what we have learned as I have been unsuccessful in finding a time for us to meet again this spring. If you have any further suggestions, I would love to hear them.

Meantime, I would ask each community to chart their current in-service offerings and send the charts to me. Additionally, perhaps it would be helpful if you would take the time to write an update on the planning process. I will then distribute both of these products. I would like to send these things out in the middle of May.

At this point, I am thinking that we should try to meet again toward the end of August.

Immediately after Pesah, I will be in touch with each of you to discuss CIJE's "virtual college" plan. (see page 9 of notes)

C:\CIJE\PLANS\COMCONMA.MEM

WORKING PAPER

(CIJE--LEAD COMMUNITY SEMINAR 3/95)

WHAT DO WE KNOW ABOUT PROFESSIONAL DEVELOPMENT FOR TEACHERS? (from general education)

Research shows that the differences in teacher qualifications across schools account more than any other factor for the differences in student achievement. (LDH, 1994)

Professional development must be approached from four interconnected premises:

- *teachers are understood to have life-long professional needs and these will be met only if treated, as in the case of any learner in terms of continuity and progression;**
- *for continuity and progression to be realized teachers' developmental needs must be assessed on a regular basis**
- *schools devise a plan for development from which also flow needs for professional development if the school's development plan is to be implemented successfully**
- *professional needs arising from personal sources (e.g., appraisal) have to be reconciled with school needs arising from institutional sources (e.g., a development plan) (Hargreaves, 1994)**

Staff development must be grounded in the mundane but very real details of teachers' daily work lives and in a form that provides the intellectual stimulation of a graduate seminar. By intellectual stimulation, we mean engagement with the substantive knowledge to be taught and the sustained analysis of teaching as a professional pursuit. (Goldenberg & Gallimore, 1991)

The most promising forms of professional development engage teachers in the pursuit of genuine questions, problems, and curiosities, over time, in ways that leave a mark on perspectives, policy, and practice. (JWL, 1993)

There is little significant school development without teacher development. There is little significant teacher development without school development. (Hargreaves, 1994)

Content

Three components need to be part of a comprehensive approach to teacher professional development in order to make a difference in teachers' effectiveness and in student outcomes:

1. Subject Matter Knowledge

In order to teach for understanding, McDiarmid, Ball and Anderson (1989) argue that teachers need a "flexible" understanding of their subject matter. They define this as the ability to draw relationships within the subject and make "real world" connections. It also means what scholars in that field do and how increase one's own knowledge. A growing body of case studies shows that teachers with flexible subject matter understandings are better able to connect students and subject matter in ways that respect both (see, for example, Grossman, 1990; Wilson, Shulman & Richert, 1987).

Majoring in an academic subject in college does not guarantee that teachers have the specific kind of subject matter knowledge needed for teaching. (NCRTL, 1992)

Many teachers have never had the chance to develop understandings of their subject matters that are required in order to teach for meaning.

2. Knowledge of Education (particularly including knowledge of learners and what will make subject matter meaningful to learners)

Building bridges between students and subject matter also depends on another kind of knowledge which Shulman (1986) has labeled "pedagogical content knowledge." PCK includes the most powerful ways to represent and formulate a subject so as to make it comprehensible to others. It is a melding of knowledge of students and knowledge of subject matter. To teach for subject matter understanding, a teacher must be able to view the subject through the eyes of the learner and to interpret the learner's questions and comments through the lens of the subject matter.

To foster meaningful learning, teachers must construct experiences that allow students to confront powerful ideas whole. They must create bridges between the very different experiences of individual learners and the common curriculum goals. They must understand how their students think as well as what they know. (LDH, 1993)

Teachers must combine deep knowledge of subject matter and a wide

repertoire of teaching strategies with intimate knowledge of students' growth, experience, and development.

3. Clinical Guidance in Learning to Teach

Teachers need support in their classrooms to figure out: how to synthesize new practices, how to work with their students to create community, etc..(LDH, 1990)

The National Center for Research on Teacher Learning suggests that "substantial changes in teaching practice are likely to occur only when teachers have extended, ongoing assistance that is grounded in classroom practice." (NCRTL, 1992)

Differentiation

Professional development opportunities should be appropriately designed with "the teacher-as-learner" in mind. This would include attention to:

- 1. School Setting (day, supplementary and pre-school)**
- 2. Students: (developmental issues, affiliation)**
- 3. Teachers: Experience/background/training**
- 4. Subject Matter to be taught**

Systematic Training Opportunities

1. Time

Learning to teach like learning to play a musical instrument. It takes time, a grasp of essential patterns, much practice, tolerance for mistakes, and a way of marking progress along the way. A major contributor to the success of professional development is the organizations of time. More successful programs organize regularized time involvement at frequent intervals over an extended duration. (JWL, 1986)

2. Duration

Learning new roles and new practices requires time, opportunity and mental space. Learning to teach in new ways, i.e., transforming one's practice and roles requires considerable time and effort and seems to follow a particular process, for most teachers.

Learning to teach in new ways is developmental. The process involves not only unlearning things that teachers and others have thought were good or at least standard practice, but also figuring out exactly what these new ideas, strategies, techniques mean and look like in the classroom and school. The sequence often involves the following four stages.

- *level #1 awareness
- *level #2 interpretation
- *level #3 understanding
- *level #4 reflective self evaluation

Without adequate opportunities to learn or the support for the learning, there is no guarantee that teachers will move beyond the awareness level. (McDiarmid, 1994).

3. Experience

Experience of Teacher (Feiman & Floden, 1983) have reviewed several different approaches to staff development that support the claim that The issue addressed by these "stage theories" relates to increasing the relevance of in-service offerings for teachers.

Incentives

When a participant is selected to take part in training, either by being designated as a representative of a particular group or through a competitive selection process, the effect size was significantly greater than for all other incentives.

Other incentives that were examined that were also significant include: college credit, released time, increased pay and certificate renewal.(Wade, 1984)

Compensation

In general education teachers' salaries have improved over the last few years, but they continue to remain lower than those of similarly educated workers. Teachers' salaries vary greatly among districts and states. "Typically, teachers in affluent suburban districts earn more than those in cities...These variations contribute to surpluses of qualified teachers in some locations and shortages in others, and they influence teacher retention, especially early in a teacher's career. Those who are better paid tend to stay in teaching longer than those with lower salaries. (LDH, 1994)

Enrollment in teacher education programs has fluctuated in recent decades as salaries for teaching have risen and fallen. When salaries are up, enrollment is up;

when salaries are down, enrollment is down. (Murnane, et. al., 1991)

Empowerment

We must create contexts in teachers' work lives that assist and sustain meaningful changes. These contexts should consist, preeminently, of engaging teachers in rigorous examinations of teaching: the concrete challenges and problems they face, the range of possible solutions, and most important, close examination of whether, over time, there is progress in addressing these challenges. (Goldenberg and Gallimore, 1991)

Successful Models Of Professional Development Using Models of Empowerment

1. Teacher Collaboratives and Networks
2. Subject Matter Associations
3. Collaborations Targeted at School Reform
4. Special institutes and Centers (JWL,1993)

Aspects of Evaluation

1. **Reaction:** assesses how the participants felt about in-service training
2. **Learning:** measures the amount of learning that was achieved
3. **Behavior:** measures whether participants changed their behavior as a result of a staff development intervention.
4. **Results:** determine whether there was an impact in the classroom, usually on students, as a result of teacher training
Wade (1984)

Leadership

In the more successful staff development model, teachers and principals were asked to participate in training and implementation as a group; in effect, the school staff made a commitment to work on the training activity.

Principals direct involvement with the professional development initiative exemplified a shift from a "gatekeeper" stance to a "change agent" stance. (JWL,

1986)

SUMMARY

Conditions Necessary For Learning To Teach In New Ways

1. To learn to teach in new ways, teachers need a community of colleagues.
2. To learn to teach in new ways, teachers need the support and leadership of their building principal
3. To learn to teach in new ways, teachers need support in the classroom in changing their practice.
4. To learn to teach in new ways, teachers need to be part of a larger learning community.
5. To teach in new ways, teachers need opportunities to develop new understandings of the subjects they teach, the roles they play in the school and classroom, and their membership in a learning community.
6. To learn to teach in new ways, teachers must be willing to assess their own practices critically.
7. To learn to teach in new ways, teachers need time and the opportunity to get away physically and mentally from their daily work in the classroom.
8. To learn to teach in new ways, teachers need sustained funding and policies to support their professional development.
9. To learn to teach in new ways, teachers need the public and policy makers to afford professional development activities the same priority as classroom teaching. (McDiarmid, 1994)

Professional development opportunities may be tested against these principles:

- *Professional development offers meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues in and out of teaching.
- *Professional development takes explicit account of the contexts of teaching and the experience of teachers.

*Professional development offers support for informed dissent.

*Professional development places classroom practice in the larger contexts of school practice and the educational careers of learners. It is grounded in a big-picture perspective on the purposes and practices of schooling, providing teachers a means of seeing and acting upon the connections among students' experiences, teachers' classroom practice, and school wide structures and cultures.

*Professional development prepares teachers to employ the techniques and perspectives of inquiry.

*The governance of professional development ensures bureaucratic restraint and a balance between the interests of individuals and the interests of institutions. (JWL, 1993)

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[illegible]

MINUTES: CIJE STAFF TELECON
DATE OF MEETING: APRIL 19, 1995
DATE MINUTES ISSUED: APRIL 25, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann (in Israel), Barry Holtz,
Virginia F. Levi, Debra Perrin (sec'y)
COPY TO: Morton L. Mandel, Nessa Rapoport, Robin Mencher

I. Assignment Sheet - 4/11/95 Telecon

Assignment
Assignment
Assignment
Reviewed assignments from previous week's telecon. Assignments 1 - 4 have been completed (attached). BWH and GZD are still placing camper calls. GZD is sending Cummings Grant information to full staff today. ADH will speak to MLM regarding board members bringing fact books home. Billie Gold has accepted NR's invitation to do a commemorative reading at the Sarna Seminar.

II. Board Meeting/Steering Committee Meeting

A. ATTENDANCE

Current RSVP'd attendance is as follows:

Steering Committee	15
Search Committee	7
Executive Committee	12
Sarna Seminar	80
Board Meeting	42
Funding Meeting	15

Discussion was held over why there has been a bigger turnout for the seminar than the October meeting. Factors which seem to play a role are the timing of mailings, greater familiarity with CIJE, and J. Sarna as a draw.

B. COMMITTEE ALLOCATION

Assignment
Walter Ackerman will attend the Building the Profession Committee. GZD will call him and go over the agenda. She will also remind him that his attendance at the Board meeting is as a member of our staff. Carl Sheingold will attend the Community Mobilization Committee.

C. AGENDA

Assignment It was decided that we will leave both Lee Hendler and Lester Pollack's names on the Board Meeting agenda despite the fact that they have both RSVP'd that they will not be attending. ADH will call Lee Hendler to try and convince her to attend.

D. ADDITIONS TO CHAIRMAN'S NOTES

Assignment Following GZD's introduction, talk and summary, MLM will raise a question to begin the discussion. GZD will e-mail an appropriate question to ADH to be enclosed in the Chairman's notes. It will be something like "what would it take for North America to organize itself to be able to deliver..." DSP will forward a copy of the Swados and Sarna bio's to ADH for inclusion in Chairman's notes.

E. LOGISTICS

Assignment BWH will discuss with DNP the time allotments for discussion and introduction of M. Rosenzweig.

F. BOARD MEMBERSHIP

Discussion was held regarding the recent developments at CJC in Atlanta. Steve Berman will take over as CJC President after Bill Schatten leaves. D. Sarnat is unhappy with Bill Schatten. There is no protocol for removing Board members, though poor attendance might be an acceptable cause.

III. Summer 1995

A. GOALS COACHES

There will be a summer seminar for goals coaches. A number of the people we hoped would participate have said yes. DP, BWH, and GZD will work to include people from Seattle, Hartford, and San Francisco. Those discussed were as follows:

Seattle

S. Weinberg

D. Kerdeman

B. Huppin

San Francisco

N. Tamler

Hartford

Gerber

Margolis (Boston)

Shapiro (Boston)

Assignment After the Steering Committee meeting GZD and BWH will begin calls to these communities.

IV. D. Pekarsky Telecon

The Pekarsky telecon of April 18 included a discussion of planning something between CIJE and Harvard's Philosophy of Education Research Center and its Mandel Program for creating goals oriented institutions. We are looking into planning a seminar for late fall and having the goals coaches participate. This would give us some sense of the institutions that we would like to work with in 1996. Our focus would have to connect three levels: 1) the Principals seminar and last year's attendees, 2) lay people, and 3) a Principals seminar for new people in which we could include a practical aspect.

V. Association of Colleges of Jewish Education

ADH reported on his meeting with the Association of Colleges of Jewish Education. Initial reception was hostile, but this attitude changed to one of consideration as the meeting progressed. There were two possible interpretations of their response: 1) this could have huge potential and good things could come to them from it, or 2) all they want is money to bolster what they already have going. They did realize that there is a mutuality of interests. We need colleges for local work and they need to bring their work to a national level to become funded nationally. The meeting ended very positively.

GZD and ADH will be visiting the colleges in Boston, Baltimore, and Cleveland to prepare for the next Association of Colleges of Jewish Education meeting on May 30. This begins an important conversation opening the issue of training institutions and puts the denominational institutions on alert that something serious is going on here.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Contact M. Rosenzweig regarding hotel reservations.	VFL	April 13, 1995	Done
2.	Send consultant pre-approval form to ADH for signing.	DSP	April 13, 1995	Done
3.	Outline agenda for Board meeting to be included in fact books and send to MLM for his approval.	GZD, BWH, VFL	April 13, 1995	Done
4.	Complete MEF Camper Calls.	GZD, BWH	April 11, 1995	April 21, 1995
5.	Discuss binders with MLM.	ADH	April 13, 1995	April 24, 1995
6.	Distribute Cummings Grant information to all staff by mail.	GZD	April 13, 1995	April 24, 1995
7.	Call Walter Ackerman to discuss agenda of Building the Profession committee.	GZD	April 19, 1995	April 24, 1995
8.	Call Lee Hendler to convince her to attend the board meeting.	ADH	April 19, 1995	April 24, 1995
9.	Outline questions to begin discussion following GZD presentation at the board meeting and e-mail to ADH.	GZD	April 19, 1995	April 24, 1995
10.	Forward a copy of the Swados and Sama bio's to ADH for inclusion in Chairman's notes.	DSP	April 19, 1995	April 24, 1995
11.	Discuss time allotments for introduction and discussion with D. Pekarsky.	BWH	April 19, 1995	April 24, 1995
12.	Begin calls to new communities regarding a seminar for goals coaches.	GZD, BWH	April 19, 1995	April 27, 1995

updated: April 25, 1995

STAFF MEETING NOTES: APRIL 26

present: Gail Dorph, Adam Gamoran, Ellen Goldring, Barry Holtz, Ginny Levi (for a part), Dan Pekarsky, Bill Robinson (by phone)

The purpose of the meeting was to

1. share information and make sure that we were all up to date on CIJE projects and initiatives
2. to discuss the evaluation component of these projects
3. to move ahead in the discussion of CIJE and informal education/educators

One of the things that became clear again was that our internal communication is not yet what it needs to be. Too much time had to be spent on explanation of the Cummings Grant and the Virtual College idea and of the Goals seminar this summer. Some of it was due to lack of informational communication (that would account for the lack of knowledge about goals project). Since Cummings Grant had been distributed in writing, I think the problem there was the confusion of the concept Virtual College (the big picture) and the Cummings Grant (one project that is part of the big picture).

One organizational suggestion that was made: Danny should include Adam, Ellen and Bill on e-mail communication that has to do with the Goals Project and MEF team should include Danny on their e-mail communication roster.

I'm wondering if better than that would be a bi-weekly e-mail assignment for every domain summarizing what's going on in each. Perhaps that's more efficient than copying everyone on all this other stuff which may not get read because of the pace and detail of some of the communications.

Virtual College:

Suggestions about the project itself: think through the relationship of goals and goals coaches to leadership seminars and mentor-trainer program.

Include in first cohort principals as well as central agency personnel otherwise we may fall into the "same scene" that currently exists, top down-central agency delivered models not particularly tied to institutional contexts.

Bill will attend the planning sessions May 31 and June 1 so that MEF will be in at beginning of formal planning and training process. MEF will monitor process and evaluate outcomes. Although CIJE has not yet given MEF team specific written goals, it is clear that we expect those who participate in the program to engage in

the planning and delivery of professional development opportunities either at institutional and communal level and that we have ideas about the elements of educational practice that ought to characterize their work. Gail and Barry will actually write up specific goals for the project after the two day consultation.

Goals Coaches:

A suggestion was made about content of seminar: issue of taking stock and creating base line data needs to be folded in to content of the seminar and needs to be part of the process of creating goals and linking them to practice and seems to be a prerequisite to engaging in this project institutionally.

Bill will attend the seminar for coaches to be held July 30 to August 2 in Cleveland.

Since we do not necessarily expect everyone who comes to seminar to become an institutional goals coach, the question of what needs to be evaluated generated a discussion of a variety of option:

- a. community seminars (for example: there has been a four session seminar in Milwaukee Dan has run --no MEF component has been part of it)
- b. training seminar for goals coaches at end of July
- c. institutional goals process starting when they begin to work toward creation of goals
- d. institutional goals process starting when they are trying to implement "new vision and goals"

After some discussion, it was agreed that given our approach, it would not be appropriate to begin at point d. C and D are definitely on the docket --that is, CIJE will definitely become involved in an evaluation process at the point when institutions commit to taking on a goals coach and begin to engage in creating goals and linking them to practice. A and B still need to be discussed.

Adam also suggested a strategy that we might want to think about an evaluation strategy by which three groups could be compared: those who participate in the community seminars but elect not to continue; those who participate in community seminars and elect to continue; and those who do neither.

Clearly the issue of the role and nature of evaluation and the goals project has not yet been resolved. MEF will prepare two memos on evaluation options: one for goals project and one for Cummings grant. Staff will then need to review memos and decide on the direction that the evaluations of these project will take.

Community Mobilization:

Nessa raised the "stepchild" nature of community mobilization in the creation and implementation of all of our projects to date. Her sense is that community mobilization is not integral to our planning and continues to be an afterthought in terms of:

- who needs to know what
- when do they need to know it
- by what means should they get the info needed
- how is information about any of our products or programs disseminated to larger audience than the "who needs to know" for purposes of funding and carrying out the program

Example: at Goals Coaches seminar, should there be a half day open to lay leaders in Cleveland?

Example: what's our ongoing communication with Harvard participants like? how have we used them to continue the community mobilization stuff?

Her sense: as long as community mobilization gets shunted off into "a project for Nessa" rather than integrated into each and every aspect of the work, it will not happen properly.

Needs further discussion and some strategizing if we are to take any serious action.

Informal Education:

Adam's feeling is that we need to address informal ed from a different perspective than formal ed. and his suggestion was that we look at the issue of settings.

We then generated a list of settings in which informal education takes place: camps, cultural arts programs, youth groups, Israel trips, retreats, college campuses, family and adult ed in synagogues and JCC's. As we continued our work, we found that this particular while interesting did not move along the question of "learning more about building the profession" of informal Jewish education.

Danny then suggested that we look at the people doing the work who were in "director" type positions. The list we generated included:: camp directors, directors of youth program opportunities, Israel trip leaders, retreat programmers, museum educators, family education programmers, synagogue programmers, Hillel professionals and perhaps program directors, JCC Jewish educators.

Question: What should be the nature of this study of informal education? Is it comparable to our study of formal educators? That is, are we asking, who is the

formal Jewish educator and based on that knowledge hoping to create a plan for "building the profession" of the informal Jewish educator? If so, then the last list we made may be a promising way to begin thinking about the questions we need to be addressing. We need to clarify our goals with regard to this study before we can even bring the issue to our steering committee. Again today, we got to this agenda item at the very end of our meeting, allowing only a half hour for our deliberation. This needs more staff time devoted to the issue. Perhaps a way to go might be to convene a very select group of the top professionals in the informal realm and add them to our group for purposes of this discussion.