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5

Minutes, correspondence, and notes. [Includes survey from 1994 Harvard Seminar], May 1995-July 1995, undated.

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From: EUNICE:"73321,1221@compuserve.com" 3-MAY-1995 06:06:05.12
To: Adam <gamoran>
CC: Ellen <GOLDRIE@ctrvax.vanderbilt.edu>
Subj: Badly faxed doc.

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

Subject: +Postage Due+Badly faxed doc.
Date: 02-May-95 at 14:30
From: "Dan Pekarsky" <INTERNET:pekarsky@mail.soemadison.wisc.edu>

To: barry holtz,73321,1221
74671,3370
73321,1217

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from wigate.nic.wisc.edu by art-img-1.compuserve.com (8.6.10/5.941228sam)
id 0AA28341; Tue, 2 May 1995 14:08:30 -0400
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Tue, 02 May 95 13:07 CDT
Message-Id: <2FA674E3.CF87.2394.000@mail.soemadison.wisc.edu>
Date: Tue, 02 May 1995 13:06:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Badly faxed doc.
To: 73321,1217@compuserve.com, 73321,1221@compuserve.com,
74671,3370@compuserve.com, ALANHOF@vms.huji.ac.il
CC: Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: multipart/mixed; BOUNDARY=BoUnd_8KcZuX86QvYVtG52fa666d5

--BoUnd_8KcZuX86QvYVtG52fa666d5
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Here is the short piece I drafted in preparation for my conversation
with Marom -- and which I tried unsuccessfully to fax.
Please send it on to Robinson, Gamoran, and Goldring -- who are not
yet entered into my email address system.

Thanks.

DP
--BoUnd_8KcZuX86QvYVtG52fa666d5
Content-Type: APPLICATION/OCTET-STREAM; name="OUTCMSDS"
Content-Transfer-Encoding: 7BIT

MEMO TO: Seymour Fox and Daniel Marom
FROM: Daniel Pekarsky
RE: Coaches Seminar

As we agreed, I'm sending along some material that can be
used as a starting-point for our conversation on Tuesday. I'll
begin with a few comments concerning the projected invitees and
then move on to discuss what seem to be some reasonable outcomes
to expect. I won't be addressing the insides of the seminar --

"the how", but some preliminary work has been done in this area (See Marom's memo on this matter about a month ago).

INVITEES

Discussions concerning who to invite originally tended in two opposite directions -- with one side urging a small, intimate group of people we felt very sure of and with whom we could "go backstage", and the other side urging a large group of up to 25. In the course of deliberations over the last month and a half, a compromise-position was arrived at: we would aim for a group of some 10 to 15 individuals. The rationale for going beyond a very small group (my original preference) was 1) that for a variety of reasons some of the people we might identify as promising would turn out not to be appropriate or not to be able to serve as coaches, and 2) in inviting a somewhat larger group, we need not commit ourselves to employing all of them as CJE-coaches down the road. Indeed, we assume that we'll discover - or they will - that some of them are not suitable to this kind of a project.

In trying to identify individuals to invite to the conference, we relied on a number of criteria (though we didn't insist that each candidate satisfy each and every one of them). These criteria included: 1) a philosophic bent; 2) good Judaic knowledge-base; 3) deep familiarity with one or more Jewish educational settings; 4) strong interpersonal skills, suggesting an ability to work with a number of different constituencies; and 5) the kind of good judgment that is necessary to decide whether, where, when, and how to intervene - or how to respond.

In addition to these general criteria, we've tried to take into account gender, denominational leanings, and geographical location.

Thus far, we've come up with the following:

YES: Rob Toren, Kyla Epstein, Elaine Cohen, Alisa Kurshan, Alvan Kaunfer, Shelly Kniaz, Jody Hirsch, Bernie Steinberg, Izvia Blumberg, Mechama Tamler.

Maybe: David Ackerman, Stuart Seltzer, Danny Margolis, Susan Shevitz, Steve Chervin.

Yet-to-be-contacted: Marcie Dickman.

We've been wondering about the suitability of Cindy Levine and Jack Bieler. Any thoughts??

OUTCOMES

1. Deep familiarity with basic concepts, assumptions, and materials associated with the Goals Project and the Educated Jew Project. This familiarity includes an appreciation for the power of these concepts, assumptions and materials.

2. An awareness of other prominent approaches to institutional reform, and how these approaches relate to - and differ from - our own. Attention needs to be paid to what can be learned from other approaches, even as we recognize their limitations.

3. An ability to use the Project's concepts and principles as lenses through which to interpret the state of goals in the life of an institution - in ways that suggest critical questions that need to be raised.

4. An awareness of the different levels at which one "can cut in" to the problem, and of different strategies that can be used (at different levels) to stimulate serious reflection concerning vision and goals (and their relationship to existing practice and outcomes). There need to be opportunities to experiment with these strategies in the course of our seminar. Participants also need to emerge from the seminar with some sense of the appropriate level at which to intervene in any given institution.

5. An awareness of the sources of resistance to a serious inquiry into an institution's basic goals and their relationship to practice, as well as of the ways to defuse, circumvent, or exploit this resistance.

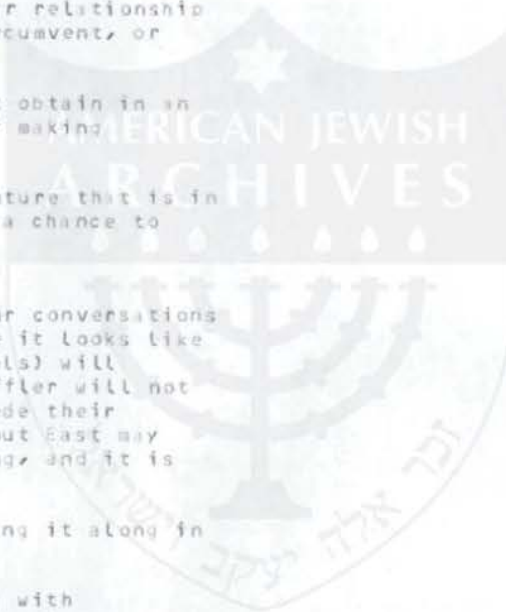
6. Awareness of the kinds of conditions that must obtain in an institution if one is to have a fighting chance of making progress on a goals-agenda.

7. Excitement about being part of a pioneering venture that is in its formative stages and that offers participants a chance to engage in and to share "action research".

I hope this proves a helpful start in launching our conversations concerning the seminar. Keep in mind that to date it looks like Amy Gerstein (of the Coalition for Essential Schools) will participate, but it looks like Greenberg and Scheffler will not be available. Note, though, that Alan won't concede their absence and thinks that an upcoming trip of mine out East may operate to change their plans. Marom will be coming, and it is possible that Seymour Fox will as well.

Incomplete and crude though this may be, I'm sending it along in hopes of its stimulating fruitful conversation.

P.S. I am also faxing a short document on "Working with Institutions" that may prove helpful in thinking about our seminar.



Guidelines for CITE-Attd Communities

- did MEF rpts help you think about this?
- is what you learned from MEF rpts reflected in guidelines

→ yes

- es less directive
- s-ppt for communication

MLM

use pre-planning sessions
to adjust for community

ADH

common org structure not std
- interest in agenda & outcomes (PAP)

Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

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David Arnow
Daniel Bader
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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

May 4, 1995

Dr. Sharon Feiman-Nemser
615 Northlawn
East Lansing, MI 48823

Dear Sharon

I am delighted that you will be joining us on May 31 and June 1.

Our consultation will be devoted to planning a program to create a cadre of "teacher trainers" to work in the planning and implementation of professional development programs for supplementary school education. This program is part of two larger projects:

- a. a three-year project funded by the Nathan Cummings foundation
- b. the creation of a cadre of Jewish education professionals ready to work in professional development in the areas of early childhood and day school education

In order to prepare for our meeting, I am sending you several CIJE background documents and articles that have influenced our thinking.

Background documents:

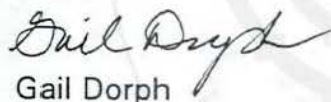
1. CIJE Policy Brief highlighting the background and training of the teachers in the three laboratory communities with which we are working.
2. Best Practices in the Supplementary School describing the characteristics of seven supplementary schools that are recognized in the field as outstanding.
3. The Cummings Grant Proposal, which briefly describes the project itself.

Articles:

1. J. W. Little, "Seductive Images and Organizational Realities in Professional Development"
2. JWL, "Teachers' Professional Development in a Climate of Educational Reform"
3. G. W. McDiarmid, "Realizing New Learning for All Students"
4. L.D. Hammond, Instructional Policy Into Practice: "The Power of the Bottom Over the Top"
5. L.D.H. "The Current Status of Teaching and Teacher Development in the United States"

I look forward to seeing you on May 31. Shortly before the meeting, I will be sending you an agenda for the consultation.

Sincerely,


Gail Dorph

SUMMARY

What would it take to transform the supplementary school into an institution where exciting learning takes place, where students are stimulated by what they encounter, and where a love of Jewish learning and the commitment to Jewish living is the hallmark of the institution? The Council for Initiatives in Jewish Education (CIJE) believes--and current educational research confirms --that the heart of any such transformation of an educational institution, such as the supplementary school, is linked to exciting, innovative teaching by knowledgeable and committed educators.

CIJE proposes developing a three-year project to create a cadre of outstanding teacher trainers for supplementary school education. There is currently a severe shortage of qualified teacher trainers nationwide who are able to plan and provide in-service education for supplementary school teachers. The Commission on Jewish Education in North America found in its research (1990) that training institutions are preparing fewer than 100 graduates per year to fill between 5,000 to 6,000 senior positions. The teacher trainers trained in this proposed program would have the skills necessary to upgrade the quality of supplementary school teacher education in their local communities and would be able to serve the needs of other communities throughout North America.

Along with the training of a national cadre of 25-30 teacher trainers, the project would create three products that to be used by both these teacher trainers and by planners and educators throughout North America: 1) a Policy Brief, based on the best research and thinking from Jewish and general education, that would present recommendations for upgrading the in-service training of supplementary school teachers throughout North America; 2) a set of ten video tapes that would show examples of outstanding teaching that would be used as an important tool for teacher education; 3) a published manual for teacher trainers outlining how to conduct in-service education for supplementary school teachers and how to use the video tapes effectively.

Our work in the CIJE Best Practices Project demonstrates that there are institutions and individual teachers that have the ability to teach in imaginative and inspiring ways. The CIJE Policy Brief on the Background and Professional Training of Teachers (1994; enclosed with this proposal) shows that in supplementary schools, the teaching pool is committed and stable. However, 80% of teachers are poorly prepared in both pedagogy and Judaica subject matter. Given the poor preparation and background of this teaching pool, in-service education becomes a crucial element in upgrading the profession. Yet, the CIJE research has shown that in-service education for teachers tends to be infrequent, poorly planned and not designed to meet teachers' needs.

What is required is a strategy that can capitalize on the commitment of teachers, redress the deficiencies in their preparation and background, and prepare them to actively engage children in meaningful encounters with the Jewish tradition. Old training models of professional

development are simply not adequate for the scope of this task. All teachers need both visual examples of good practice that they can study and emulate as well as mentors who can teach and support them in their learning and their efforts to change.

We know that there is a serious lack of personnel at the senior level who can serve as trainers and mentors. Thus, CIJE is proposing a three pronged approach to the preparation of a national cadre of teacher trainers, professionals who would be able to design and deliver the kind of in-service education that would make a difference in the quality of classroom instruction for the supplementary school. We propose the following program:

1. Preparing the Mentor-Trainers

CIJE will create an intensive program to prepare Mentor-Trainers. The program will focus on increasing understanding of issues of teaching and learning, and developing skills to support teachers' practice. Outstanding educators from across the country will be recruited for this program. They will include teachers, principals and central agency professionals with demonstrated potential for leadership in supplementary school education. Participants will encounter the latest thinking on teaching, learning and mentoring. Expert consultants from both general and Jewish education will help design and implement the program.

2. Resource Bank of Videotapes

Current educational research has shown the power of demonstrable examples in learning new approaches to teaching. If we wish to improve the quality of Jewish education, we need to provide people with such models. Although videotaped examples of excellent teaching have been successfully used in general education, there is currently no systematic videotape library that can assist Jewish teachers that wish to improve their practice. Creating a carefully designed resource bank of videotapes of outstanding teachers would provide the basis for this library.

CIJE will create 10 videotapes of outstanding supplementary school teachers demonstrating a variety of teaching styles, principles of good lesson design, and examples of approaches to the teaching of a variety of subjects. We will use these tapes as we work with our Mentor-Trainers. They in turn will be able to use the same tapes in their work with teachers in their own communities.

3. Handbook for Mentor-Trainers

This handbook will provide guidance for educators wishing to plan and implement in-service training programs for the continuation of their work in local settings. It will include specific suggestions for using the videotapes that have been used in the training seminars in ongoing in-service education programs. Topics to be addressed in the handbook include: Designing lessons for a variety of learning and teaching styles, developing thinking skills, and the teaching of Bible, Prayer, and Holidays.

TRANSFORMING THE SUPPLEMENTARY SCHOOL

"Teachers often don't have a repertoire of examples and skills to help kids understand. They need visual images of what these new kinds of teaching look like -- and a human being in the classroom to observe and help them." Harvard Education Letter (1995) XI, #1.

What would it take to transform the supplementary school into an institution where exciting learning takes place, where students are stimulated by what they encounter, and where a love of Jewish learning and the commitment to Jewish living is the hallmark of the institution? The Council for Initiatives in Jewish Education (CIJE) believes--and current educational research confirms --that the heart of any such transformation of an educational institution, such as the supplementary school, is linked to exciting, innovative teaching by knowledgeable and committed educators.

The CIJE Best Practices Project has demonstrated that there are institutions and individual teachers that have the ability to teach in imaginative and inspiring ways. The CIJE Policy Brief on the Background and Professional Training of Teachers (1994; enclosed with this proposal) shows that in supplementary schools, the teaching pool is committed and stable. However, 80% of teachers are poorly prepared in both pedagogy and Judaica subject matter. Given the poor preparation and background of this teaching pool, in-service education becomes a crucial element in upgrading the profession. Yet, the CIJE research has shown that in-service education for teachers tends to be infrequent, poorly planned and not designed to meet teachers' needs.

What is needed is a strategy that can capitalize on the commitment of teachers, redress the deficiencies in their preparation and background, and prepare them to actively engage children in meaningful encounters with the Jewish tradition. Old training models of professional development are simply not adequate for the scope of this task.

As the quotation above suggests, all teachers need both visual examples of good practice that they can study and emulate as well as mentors who can teach and support them in their learning and their efforts to change. We know that there is a serious lack of personnel at the senior level who can serve as trainers and mentors. The Commission on Jewish Education in North America found in its research that training institutions are preparing fewer than 100 graduates per year (Davidson, 1990) to fill between 5,000 to 6,000 senior positions.

Thus, CIJE is proposing a three-pronged approach to the preparation of a national cadre of teacher trainers. The training program will be directed by Dr. Gail Dorph and Dr. Barry W. Holtz of the CIJE staff. Evaluation will be directed by Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies (University of Wisconsin, Madison) and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean (Peabody College of Education, Vanderbilt University). Publications will be supervised by Ms. Nessa Rapoport of

the CIJE staff. Biographies are included with this proposal.

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3. Handbook for Mentor-Trainers

This handbook will provide further guidance for the continuation of their work in local settings. It will include specific suggestions for using the same videotapes that have been used in the training seminars in ongoing in-service education programs that they will be able to provide for others. Topics to be addressed in the handbook include: Designing lessons for a variety of learning and teaching styles, developing thinking skills, and the teaching of Bible, Prayer, and Holidays.

Workplan

Year One

CIJE will develop a plan for the training of a cadre of Mentor-Trainers who will be able to conceive and deliver substantive in-service education in their local communities and nationally. CIJE will begin by convening a small group of outstanding academics and experts from both Jewish and general education in the area of the in-service education of teachers. This academic Advisory Group, along with CIJE staff, will devise a plan of study for developing the Mentor-Trainer cadres.

The Advisory Group will also discuss the best approaches to the videotaping of outstanding teachers. This discussion will address issues such as the subject matter and pedagogical content of the videotapes as well as strategies for using such tapes in the training of both Mentor-Trainers and classroom teachers. Some of the members of this expert group will serve as adjunct faculty members for the Mentor-Trainer program, along with Drs. Dorph and Holtz.

CIJE will also prepare a Policy Brief on the nature and content of educationally sound in-service education which will include a summary of current best practice in in-service Jewish education as well as a synopsis of the characteristics of "state of the art" in-service in general education.

CIJE will then publish and disseminate the Policy Brief on in-service education to the entire Jewish community.

In consultation with the advisory group, CIJE will choose a cohort of 10 - 15 people to be trained as the first group of Mentor-Trainers. Criteria for selection will include:

- a) strong Jewish knowledge
- b) experience as teachers and teacher educators
- c) currently positioned to be of assistance nationally or to their local communities, such as central agency personnel, outstanding school principals, etc.

This first cohort of Mentor-Trainer will participate in a year-long course of study. The faculty for this course will include Drs. Dorph and Holtz as well as members of the original expert group.

Since research on teaching and teacher effectiveness points to the importance of subject matter, pedagogy and opportunities for supervised practice in learning to teach, the course of study for the Mentor-Trainers will not only focus on observation and mentoring skills but also on the particular subject matters of the Supplementary School and the pedagogical strategies that will enhance their meaning. By the end of the year, the Mentor-Trainers will be able to devise and implement a plan for training in communities that wish to upgrade the quality of their

supplementary school teachers.

During this same period, two prototype videotapes will be developed. CIJE will choose two outstanding supplementary school teachers based on the nominations of a variety of sources: the original group of expert consultants, the group being prepared as trainers, and principals of Best Practice supplementary schools. The CIJE faculty will work with these two teachers in preparing lessons that will be useful as training tools. The subject matter content and pedagogical strategies will be selected with the design of the overall project in mind. The two teachers will then have their lessons professionally videotaped. Each videotape will be able to serve as a model for a variety of learning opportunities for teachers.

The first two videotapes, in addition to being part of the resource bank,, will also serve as a vehicle for learning more about the potential of videotaped lessons in in-service educational settings. After the tapes are completed, Mentor-Trainers and the Advisory Group will participate in an intensive 3-day seminar to discuss ways in which these videotapes can be used to teach both general pedagogical skills and subject content. At this time, six additional outstanding supplementary school teachers will be identified and they will become the videotape subjects for the second year of the project. In addition a second group of potential Mentor-Trainers will be identified and recruited toward the end of Year One.

Year Two

During the second year, the Mentor-Trainers will develop and implement in-service educational programs for supplementary school teachers under supervision of CIJE and an adjunct faculty made up of members of the Advisory Group. At the same time, based on what has been learned from the first two videotapes, six additional videotapes will be produced.

The second cohort of Mentor-Trainers will begin their year-long training program. Some of the candidates in this group will come from the outstanding teachers who have been and are currently being videotaped for the project. The second cohort's training will be enhanced by the use of the videotapes themselves. Both the CIJE faculty and the first year Mentor-Trainers will comprise the teaching faculty for the second year of the program. This strategy will create an opportunity for the first group of Mentor-Trainers to gain additional experience in using the videotapes as well as providing them with a supervised internship.

The Advisory Group and the first year Mentor-Trainers will twice during the year to review and evaluate the new in-service programs and to become familiar with the new videotapes. At the end of the year, the group will also decide on the content of two "composite" videotapes which will be edited from the eight videotapes that are produced during the first two years. These composite tapes will be based around specific skills and themes common to all good supplementary school teaching. The composite tapes will be produced in Year Three and will have significant training potential for "inducting" new teachers into the supplementary school ranks.

Year Three

In year three, both groups of Mentor-Trainers will provide quality in-service education in their local communities and nationally. With guidance from the CIJE faculty, the first cohort of Mentor-Trainers will supervise the work of the second cohort of Mentor-Trainers.

CIJE will also produce the two additional composite videotapes mentioned above. CIJE will write and publish a manual which gives assistance in using the videotapes to best advantage. At the end of year three, the videotapes and the manual will be made available to anyone wishing to use them and CIJE will publicize the availability of these resources.

Evaluation

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

- | | |
|-------------|--|
| Year One: | Interviews of Cohort one Mentor-Trainers in training |
| Year Two: | Interviewing of the Cohort two group of trainees |
| | Observation of the in-service offerings of the Cohort one group of Mentor-Trainers |
| | Interviews with Cohort one Mentor-Trainers |
| | Interviews with the teachers in the classes that the Mentor-Trainers are teaching |
| Year Three: | Interviews with Second cohort Mentor-Trainers |
| | Interviews with teachers studying with the second cohort |
| | Observation of the in-service offerings of the second cohort of Mentor-Trainers |
| | Evaluation of the effectiveness of the videotapes in training |

The Council for Initiatives in Jewish Education

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 the 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 central agencies, continental organizations, denominational movements, foundations, and educational institutions. On its staff CIJE has a variety of experts in the field of teacher education, curriculum and evaluation from both Jewish and general education. In addition CIJE has expertise in the writing, design, and publication of materials for both lay and professional audiences. Hence it has the knowledge and experience necessary to create the program described in this grant proposal.



conf call 5/9/95

types of evaluators

Hirsch - prog eval vs. study of personnel

goal - build eval capacity

- awaken w/in community need for eval
- built in to new prog units
- on board to design
- diagnostic

3 tiers - sometimes meet

- some x-community mts

CITF agenda

- ed leaders
- informal memo
- eval instit memo
- res network paper

May + June

goals seminar for coaches will be postponed

- instead - SF, DP, DM, AH, GD, BH - then work in a skill - then seminar

mentor Trainers - (leave July 30 - Aug 3)

relat dtn Mandel Inst + MEF

- lots to learn from Annettean policy - o research
- but need North Am adv's cmte that is independent

agenda for mtg w/ Annette

- sumr what learned in MEF so far
- to put CITE on indep feet
- AG, EG, MI, Alt
- AG says need one NA ~~alt~~ person
- Aug? December?

AG should get field notes from RLG + JT



5/10/95

To: Authors of Family-School Links Book

From: Alan Booth

I enclose the copy edited manuscript of your contribution to the book and a copy of "memo to contributors" from the production editor Debbie Ruel.

Please read the "memo" carefully and then go over your manuscript. It is at this stage that all final alterations must be made. The next thing you will see is page proofs in which you are to check for printer errors only. Therefore, please devote the time now to a thorough review of all aspects of the manuscript. Check everything that the copy editor has done. Answer all queries and provide any necessary information. You should approve or revise shortened versions of chapter titles and running heads and clear up any reference discrepancies.

Return the manuscript directly to Debbie Ruel, 1 Mountain Road, Box 162, Tuxedo NY 10987 **within two weeks of receipt**. The goal is to have the book out before the next symposium as we get a lot of milage of the coincidence of publication and the event.

Incidently next years symposium is on International Migration and Family Change: The Experience of U.S. Immigrants. Many of the same people interested in family-school links will be interested in school links to immigrant families which will be a topic that will be discussed in the 1995 symposium.

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MEMO TO CONTRIBUTORS

The enclosed copyedited version of your manuscript is being sent to you so that you may have one last opportunity to make any final changes in your chapter before it is sent to the typesetter. We ask that you please answer every query made by the copyeditor, and that you carefully examine every page of the manuscript.

You should carefully check the left- and right-hand page runningheads (48 characters maximum for each runninghead). Also check the manuscript headings. Headings indicate, as you know, the organization of a manuscript and establish the importance of each topic. Number 1 is a primary head, number 2 a secondary level head, and so on.

References must be brought up to date (especially any in press items). Courtesy credit lines must accompany figures, tables, or extensive quotes. Permission must be obtained to use previously published figures, tables, or extensive quotes that exceed 500 words. (Some publishers request specific forms of courtesy or credit to accompany the reused material.) Also, please insure that your captions and table footnotes comply with such requests. We require reproduction quality of figures. (We prefer original artwork to glossies if at all possible. Photocopies are not sufficient.)

Please return the enclosed manuscript within 7 days to Debbie Ruel at the address below.

Please note that no author's alterations will be made in proof. The next material you will see is pageproofs, which we ask you to proof only to make sure that there are no typographical errors and that all material has been set in type as indicated. Changes made in manuscript present no problems for the typesetter if typed or printed neatly; changes made in proof, however, are costly in time and money, and will result in a scheduling delay for this volume.

Your cooperation in checking the copyedited manuscript and returning it promptly will enable us to produce the volume as rapidly as possible and at the lowest price. One last reminder: If material has been deleted or changed in the text, and you feel it should remain as originally written, underline with dots the affected material and mark "stet" in the margin as shown ~~here~~ there.

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(201) 784-2929 x112

where is figure?
Tables refer to A + E,
but figure refers to
my contrib - chap 7??
- fig 7.1



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To: Gail Dorph <73321.1217@compuserve.com>, Adam Gamoran <gamoran>,
Ellen Goldring <goldrieb@ctr.vax.vanderbilt.edu>,
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CC:
Subj: Minutes of MEF Conference Call

To: CIJE Staff

From: Bill Robinson

Re: MEF Conference Call of May 10th
(Present: Alan Hoffmann, Gail Dorph, Adam Gamoran,
Ellen Goldring, Bill Robinson)

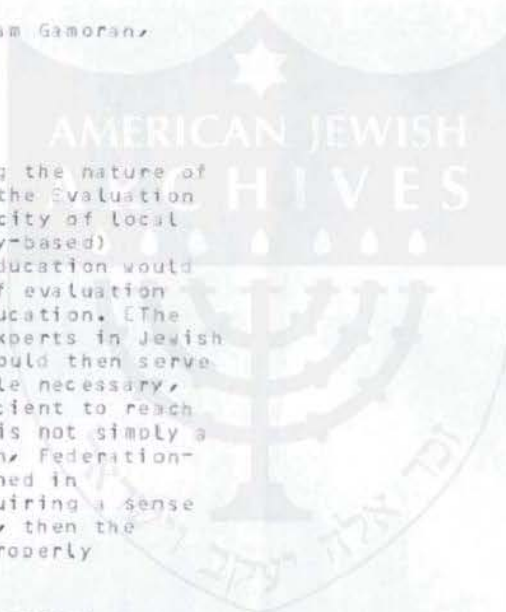
A. Evaluation Institute

A considerable amount of time was spent discussing the nature of the envisioned Evaluation Institute. The goal of the Evaluation Institute will be to increase the evaluation capacity of local communities. To accomplish this, local (University-based) academics with expertise in social research and education would be trained in Jewish education and in the tools of evaluation that have been employed successfully in Jewish education. [The training would be done, in part, by bringing in experts in Jewish educational evaluation.] These local academics would then serve as evaluation consultants to their community. While necessary, this training of evaluators was deemed as insufficient to reach the stated goal. The lack of evaluation capacity is not simply a technical problem, but also political. In addition, Federation-based lay and professionals would need to be trained in educational evaluation. Without these persons acquiring a sense of the importance and possibilities of evaluation, then the skills of the community consultant could not be properly employed.

It was suggested that there are actually three different perspectives existing in communities - those of the community evaluation consultant, Federation-based lay & professionals, and Jewish educational leaders. The reason for the lack of evaluation occurring in local Jewish educational programs is the incongruity between the perspectives and interests of these three groups. In order for evaluation in Jewish education to take place in the context of Federation-based communities, then a dialectic of learning must take place between these three groups. In addition to training each group separately, the Institute could provide a fruitful forum for community consultants, Federation-based lay and professionals, and national-level experts in Jewish education to learn together.

A few other points:

- As implied in the above, the scope of the Evaluation Institute lies beyond the Module for The CIJE Study of Educators. While the Module may still be the first curriculum component of



the Institute, the Institute will train local communities in the uses of other evaluation instruments.

- Also, in addition to the two groups mentioned above (i.e., community evaluation consultants and Federation-based lay & professionals), the staff hired to conduct any community evaluations could also be trained at the Institute.

- Adam and Ellen were assigned the responsibility of composing a document detailing the goals and programs of the Evaluation Institute, as well as the resources required to run it. Alan will then add the budgetary information to the document. This document will be presented to the Steering Committee at their June meeting.

- It is planned that the communities will pay for everything (i.e., their transportation, housing, meals), except the actual program (i.e., the costs of bringing in national experts, creating curriculum and materials, and the salary of the project director).

- Adam pointed out that, given the other responsibilities of the MEF, he and Ellen will not have time to run the Institute or supervise the project director. In addition, success of the Evaluation Institute will depend upon all CIJE staff contributing to the development of its curriculum.

- Alan and Gail will continue to look for a project director for the Evaluation Institute.

B. Goals Project

The Training of Goals Coaches has been postponed until (tentatively) January. In the meantime, there will be a meeting to continue refining the role of the Goals Coach. Possibly, in September, three educational institutions will receive Goals Coaches and begin the process of becoming vision-driven institutions.

C. Training of Trainers

The Training of Trainers seminar will take place in Cleveland from July 30th to August 3rd.

D. Taking Stock of CIJE in Lead Communities

Adam and Ellen are to speak with Annette regarding how to proceed with the envisioned CIJE retreat, for reviewing the work of the CIJE in the three Lead Communities (using the MEF reports as study texts). There are four issues to discuss: the content/goals of the meeting; who should attend this meeting; when can these people get together; and what preparations should be done ahead of time (e.g., critical summary of reports).



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David Teutsch

Isadore Twersky

Bennett Yanowitz

May 17, 1995

Adam Gamoran

University of Wisconsin

2444 Social Science

Madsion, WI 53706

Dear Adam:

I am delighted that you were able to attend the CIJE Board meeting last month. As you can see from the enclosed minutes, this coming summer will be an exciting one for CIJE, as we embark on a three-year project, "Transforming the Supplementary School Educator," with the generous support of the Nathan Cummings Foundation. CIJE will also build on the Jerusalem Goals Seminar of 1994 in creating vision-driven institutions, and expand its work into new communities. As we intensify our efforts to train mentor teachers for Jewish educators in the field, we will also begin to examine the critical role of informal Jewish education in shaping knowledgeable and committed American Jews.

There will be much to report at the November board meeting. Please mark your calendar. The meeting will be held at UJA/Federation in New York City, on Thursday, November 2, 1995. It will begin with a CIJE Board Seminar on the evening of Wednesday, November 1.

Best personal regards.



MORTON L. MANDEL -- Chair

Executive Director

Alan Hoffmann

**BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
APRIL 26-27, 1995
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK**

Attendance

Board Members: John Colman, Maurice Corson, Billie Gold, Alfred Gottschalk,
David Hirschhorn, Gershon Kekst, Norman Lamm, Morton Mandel,
Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz,
Richard Scheuer, Ismar Schorsch, David Teutsch, Isadore Twersky,
Bennett Yanowitz

Guests: Raymond Bloom, Genine Macks Fidler, Cheryl Finkel, Allan Finkelstein,
Joshua Fishman, Jim Joseph, Stephanie Levi, Michael Rosenzweig,
Carl Sheingold, Louise Stein

Consultants
and Staff: Walter Ackerman, Gail Dorph, Adam Gamoran, Ellen Goldring,
Stephen Hoffman, Barry Holtz, Robin Mencher, Daniel Pekarsky, Debra Perrin,
Nessa Rapoport, Richard Shatten, Jonathan Woocher

I. LEADERSHIP SEMINAR

On Wednesday evening, April 26, board members and guests attended a seminar in which Professor Jonathan Sarna of Brandeis University discussed the 19th century American Jewish awakening which led to a revitalization of Jewish life for the next century. Professor Sarna's presentation was preceded by a Yom Hashoa commemoration arranged by composer Elizabeth Swados and included a brief reading by board member Billie Gold.

II. WELCOME AND INTRODUCTORY REMARKS

The chair opened the meeting on Thursday, April 27 by welcoming all in attendance and introducing the following first-time guests: Walter Ackerman, Cleveland College of Jewish Studies and Beer Sheva University; Raymond Bloom, The Jim Joseph Foundation; Cheryl Finkel, the Epstein School, Atlanta; Allan Finkelstein, Jewish Community Centers of North America; Stephanie Levi, New York; Michael Rosenzweig, lay leader from Atlanta.

III. CIJE UPDATE

The chair introduced Alan Hoffmann, Director of CIJE to provide an update on the work of CIJE.

Mr. Hoffmann noted that at this meeting board members would be introduced to several concrete examples of CIJE's involvement with Building the Profession. He reminded those present that CIJE was established to implement the two building blocks for revitalization of Jewish education which were identified by the Commission on Jewish Education in North America: Community Mobilization and Building the Profession. He noted that there is now a comprehensive plan in place for implementation for each of these goals.

In its role as catalyst, broker, architect, model builder and occasional developer of programs, CIJE has taken a series of specific steps.

- A. CIJE faced a concrete initial problem in the area of building the profession: where to begin. CIJE determined that the first approach should be through educators already working in the field of Jewish education.
- B. In order to identify the issues involved, CIJE designed a research project and gathered data. With the help of the Blaustein Foundation, CIJE undertook a comprehensive study of Jewish educators in North America through our laboratory communities, as a basis for deciding how to engage with the professionals.
- C. The data were analyzed and published in the form of a Policy Brief and plan for action. The brief agreed that the training of educators is critical to the future of effective Jewish education.
- D. Following the Policy Brief, a session was held at the 1994 General Assembly where the survey results were described and discussed. This served as CIJE's first step in mobilizing the community for support of Jewish education. Other steps in mobilization have included the publication of press reports and activities currently under way to distribute the Policy Brief more broadly.
- E. Progress has now been made to implement the plan of action outlined in the Policy Brief as follows:
 - 1. A first step to engage educational leaders was undertaken in the form of a seminar jointly sponsored by CIJE and Harvard University's Principals' Center for principals and education directors from the laboratory communities.
 - 2. Each of three laboratory communities is developing a personnel action plan.
 - 3. CIJE is now working to engage additional communities specifically on work toward building the profession for Jewish education. This, in turn, will entail mobilization of key leadership.
 - 4. During 1995, work on the Best Practices project will focus on the content of the training of educators and, more particularly, on in-service training.
 - 5. At the same time, the Goals Project is grappling with the question of how to get Jewish educating institutions to articulate the vision around which they operate.
 - 6. It is apparent that as this work expands we will need a cadre of well qualified people available to provide in-service training in communities. CIJE is working with various agencies to accomplish this goal and, with the support of a grant from the Nathan Cummings Foundation, will emphasize the development of trainers for in-service training in supplementary schools.
 - 7. CIJE is beginning to work on identifying the issues most central to informal education.

8. Plans are in formation to work with general and Jewish education experts to develop a comprehensive plan for building the profession of Jewish education.
9. CIJE is working with JESNA and CJF to develop new initiatives in community mobilization.

IV. RE-IMAGINING THE PROFESSION

The chair noted that the findings of the Policy Brief have led CIJE to devote 1995 primarily to the area of professional development. He introduced Gail Dorph to describe how state of the art thinking in general education as well as our own work in the laboratory communities have led CIJE in particular directions.

A. Introduction

Dr. Dorph noted that the CIJE study of educators yielded some surprising results. In particular, contrary to the belief that Jewish education is a "revolving door profession," it was clear that the large majority of Jewish educators in North American communities are strongly committed to their work and remain in the field for extended periods of time. The study also showed, however, that their background and training in areas of both general education and Judaic studies is relatively weak. Therefore, CIJE has concluded that professional development of those in the field is critical.

She noted that adults learn best through active involvement. In conducting training programs, it is important to help Jewish educators deepen their understanding of their subject matter, their students, and the processes of teaching and learning.

Studies have shown that effective professional development must:

1. Be sustained, ongoing and intensive.
2. Offer meaningful engagement with ideas, materials and colleagues.
3. Take account of the content and context of teaching, as well as the experience of teachers.
4. Include modeling, coaching, and collective solving of specific problems of practice.

In order to bring about actual change in practice, educators need ongoing support. This includes opportunities to work with colleagues, to have the support of the principal and, ideally, to have someone other than the principal observe them as they attempt new approaches and provide them with concrete comments and suggestions.

B. Discussion

It was noted that Jewish educators teach in many different settings and have different needs in order to accomplish their goals. Nonetheless, most are seriously committed to their work and would welcome the opportunity to improve, given sufficient time, funding, and opportunity.

While the majority of students receive their Jewish education in a supplementary school, we have seen that successful supplementary schools put this education in the broader context of synagogue life. The school alone cannot acculturate Jews to Judaism.

This point argues for additional consideration of both family education and informal education. Parents, camp counselors, and youth group leaders should be considered along with formal Jewish educators.

It was noted that CIJE has begun its work in the area of formal education and should proceed with the in-service component that has been identified as critical for this group. At the same time, work is underway to identify ways to cut meaningfully into areas of informal education.

C. New Initiatives

Dr. Dorph, following her general remarks, went on to introduce specific instances of CIJE's work which include these principles.

1. Machon L'Morim, an intensive program for early childhood educators

Genine Fidler, co-chair of the Baltimore CIJE Lead Community Committee, was asked to describe a program being undertaken in Baltimore for the training of early childhood educators. She noted that in light of the educators survey which showed that early childhood educators are the least well prepared, Baltimore has undertaken a program to provide multi-year professional development for early childhood educators in Baltimore. This project is funded by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund where the leadership has come from Lee Hendler.

Entire school communities, including educators, parents, lay and professional leaders from four Baltimore early childhood programs will be selected to participate in a multi-year professional development program. Together with local and national consultants they will work on pedagogic skills, child development issues, and family involvement. They will review examples of best practices in early childhood education. An evaluation component will help Baltimore assess progress and provide fine-tuning as the program progresses. The first program will serve as a model for future such training opportunities in Baltimore and nationally. The approach is for educators to study, think, do, and reflect as a way to bring about change.

2. Milwaukee-Cleveland Masters Program: A Long Distance Partnership

Louise Stein, co-chair of the Milwaukee Lead Community Initiatives, was asked to describe a project soon to be undertaken in Milwaukee. She reported that, in light of studies which show that the impact of classroom learning depends on teacher training, Milwaukee has decided to address teacher education by putting master teachers into the classroom.

Underwritten by the Helen Bader Foundation, the Milwaukee Association for Jewish Education and the Cleveland College of Jewish Studies have joined forces to develop a Master of Judaic Studies in Jewish Education. This three-year program will be taught by faculty of the Cleveland College both via video conferencing and face-to-face instruction in Milwaukee and Cleveland. Milwaukee will provide tuition stipends to participants who agree to work in the field of Jewish education for at least two years following completion of the degree.

The application process was underway at the time of the board meeting. Milwaukee was hopeful of identifying at least ten students to enroll in this program. They are optimistic that this innovative approach for a community which has no local degree granting Jewish college will have a significant impact on Jewish education in Milwaukee.

3. Discussion

The presentations by Ms. Fidler and Ms. Stein were followed by brief discussion. A number of participants expressed a desire to learn more about the video conferencing program as it progresses. Hope was expressed that the program will be individualized to meet the different needs of students.

It was noted that the three laboratory communities have made great strides since their selection. It was suggested that they document the communal process which has resulted in this progress.

It was noted that CIJE has been an invaluable resource to the communities and that this direct involvement of CIJE staff and consultants should be seen as a form of financial support to the communities. CIJE should find an appropriate way to document this considerable "in kind" support it provides.

4. Harvard CIJE Institute: Building A Network of Educational Leaders

Dr. Cheryl Finkel, head of the Epstein School in Atlanta, was then asked to describe the impact on her institution of a Leadership Institute developed by CIJE and Harvard University's Principal Center.

Studies of effective schools show that the principal has a critical impact on change in the institution. In order to bring about change in a school, the principal must be an advocate and catalyst.

Dr. Finkel noted that her day school of 575 has five people in leadership positions. Three of them participated in the CIJE - Harvard Principals' Center Institute for educational leaders. They found this a high quality learning experience, an exciting opportunity to interact with leaders and scholars from both general and Jewish education. They returned very much aware of the importance of a strong and compelling vision and mission for their institution. They learned new techniques while developing a sense of community that went beyond their individual school. Following their return to Atlanta, they have continued to meet with participants from other Atlanta schools in a new mode of cooperation. Dr. Finkel explained that not only her own school but the entire Atlanta educational system has benefited from the emergence of an ongoing support group of educational leaders in the community.

D. Creating Capacity

Dr. Dorph noted that the three projects described above are examples of initiatives which have resulted from the interaction of CIJE with the laboratory communities. Each of these projects is a model for replication as we work to build capacity for effective Jewish education. In order for CIJE's goals in building the profession to succeed, a large cadre of qualified trainers is needed. Following are two examples of efforts being undertaken by CIJE to increase our communal capacity for training.

1. Transforming the supplementary school educator

Dr. Barry Holtz reported having met with the Nathan Cummings Foundation to discuss what it would take to transform the profession of supplementary school education. In light of the small number of people available and qualified to offer in-service education to supplementary school educators, CIJE proposed to develop a cadre of mentor-trainers. With the support of a grant from the Nathan Cummings Foundation, CIJE will:

a) Develop a curriculum to train trainers.

Input will be provided by a group of experts in general and Jewish education based, in part on examples of best practices.

b) Undertake a video tape project.

CIJE will develop a set of video tapes that exemplify outstanding teaching in supplementary schools which can serve as models for training teachers.

c) Prepare a handbook.

CIJE will develop a handbook for use by the trainers.

Over the next several months, CIJE will identify principals, scholars, and central agency personnel to become teacher mentors, develop the training curriculum and conduct the first seminar for mentor-trainers.

2. Teachers teaching teachers

Dr. Dorph noted that research shows the power of teachers working together. CIJE will prepare a cohort of day school teachers to work with their peers. A series of workshops will be established in local communities to provide the teacher/mentors with opportunities to continue to develop their skills. The intention is for them to take this learning back to their individual schools and work with their own peers.

Rabbi Isadore Twersky noted that we are working on Jewish education because of what it has and has not accomplished. Contemporary educational reality needs to be strengthened. It is important that our actions show teachers that we care. He noted that the malady has been repeatedly diagnosed and the prescription is well known. The problem is in getting the patient to take the medicine. He noted his support for CIJE's plans to work with teachers and his hope that we will move "expeditiously, with controlled enthusiasm."

It was noted that as the more committed families are sending their children to day schools in greater numbers, the supplementary schools are left with less committed families. This makes the challenge of impacting supplementary schools educators that much more significant. In order to impact synagogue schools, rabbis must be strongly committed to education. This commitment must begin at the point of rabbinical training.

V. COMMITTEE MEETINGS

The next portion of the board meeting was devoted to committee meetings. Minutes of those meetings are attached.

VI. GOALS IN EDUCATIONAL PLANNING

A. Introductory remarks

Professor Daniel Pekarsky reported briefly on work undertaken by CIJE to engage educational institutions in understanding their goals. He noted that an institution benefits from establishing a vision and goals because:

1. It helps to make good educational decisions.
2. It provides a basis for the evaluation of progress.
3. In an era where individuals have a choice about remaining Jewishly involved, an educating institution must know what it is about.

As planning is undertaken to start a new educational institution, the articulation of shared goals is critical. Professor Pekarsky introduced Michael Rosenzweig of Atlanta to describe a process being undertaken in this regard.

B. An example: Creating a new high school in Atlanta

Mr. Rosenzweig described the educational landscape in Atlanta, noting that there is a thriving group of day schools and one Orthodox high school. A number of community leaders interested in establishing a new community high school began testing the market by establishing a Federation task force. Having determined that there was interest, they began the planning process.

CIJE was asked to work with a group of 65 to 70 lay leaders from Atlanta day schools to develop a vision for a Jewish high school. This resulted in a full-day seminar held in Atlanta in February 1995, planned by CIJE for those engaged in creating the new school. The outcome was a remarkable degree of consensus and a large group of enthusiastic supporters. The group has since adopted an initial mission statement for the school, is in the process of searching for a head of school, and hopes to open its doors in 1997. This process is unique in that it represents a new institution which placed the issue of its Jewish mission as the first step in its establishment.

Professor Pekarsky noted that CIJE was as gratified as Atlanta by the level of seriousness of the planning process and by its meaningful outcome. He indicated that CIJE has launched a process of working with additional educating institutions in the development and implementation of vision. The first step is to build capacity by preparing people to serve as coaches for helping institutions create their Jewish visions.

VII. Concluding Remarks

The chair thanked and congratulated the day's presenters for their effective presentations. He reminded participants that the next meeting of the board will take place on Thursday, November 2, 1995 in New York and will be preceded by an evening seminar on Wednesday, November 1.

VIII. D'var Torah

The chair introduced Gershon Kekst, board member, who concluded the meeting with an inspirational D'var Torah.

Minutes: CIJE Board Committee on Building the Profession

Date of Meeting: April 27, 1995

Date Minutes Issued: May 15, 1995

Present: Morton Mandel (Acting Chair), Walter Ackerman, (Guest)
Raymond Bloom (Guest), Joshua Fishman, Alfred Gottschalk,
Jim Joseph (Guest), Gershon Kekst, Louise Stein

Staff: Gail Dorph

Last October, this committee, after listening to Adam Gamoran's summary of the CIJE findings on the background and training of Jewish educators, instructed Gail Dorph to draw up a plan for CIJE's work in the area of in-service education particularly for teachers. Dorph's presentation and the reports at today's board meeting began to outline CIJE's response to this complicated issue.

At the committee meeting, Dorph presented an outline of CIJE's 1995 workplan in the area of professional development. It follows these minutes.

Rather than devote itself to studying the details of this plan, the committee responded to possible policy implications of the report that Dorph had presented to the board in the morning. At that time, she spoke about the content and characteristics of effective professional development as well as the conditions that would need to be present for such professional development opportunities to exist. Certain policy implications emerge from this approach to professional development. In order to get some sense of the kinds of policy implications, Dorph brought a set of policy recommendations developed by William McDiarmid and his colleagues at the National Center for Research on Teacher Learning at Michigan State University.

Our committee studied the seven recommendations, prioritized them and made suggestions as to their importance for Jewish education.

The list of recommendations included the following:

1. Establish a task force on professional development
2. Create teacher networks
3. Develop on-line programs
4. Create school professional development plans
5. Establish a principals' center
6. Create subject matter councils
7. Document efforts aimed at teacher development

The committee was unanimous in its feelings that CIJE ought to develop a task force on professional development (Recommendation #1). It also concurred that Recommendation #3, interpreted as exploring the potential of technology for Jewish education, was important.

It was not clear that this fell under CIJE's rubric, but it was felt that this exploration ought to be encouraged. The third issue that the committee discussed was the option of developing a national principals' center (Recommendation #5) ala the Harvard principals' center. This led to an interesting discussion about what other kinds of national institutes might "make sense." One participant described the Whizin Institute focusing on Family Education at the University of Judaism as an example of a type of institute. One suggestion was the development of a national curriculum institute.

Because meeting time was short, we left the discussion at this point.

Gail Dorph handed out a recent article from Education News about professional development. It is included with these notes.



COMMITTEE ON BUILDING THE PROFESSION

April 27, 1995

CIJE'S 1995 WORKPLAN ON BUILDING THE PROFESSION

Building National Teacher Education Capacity

Develop a cadre of educators to work in the planning and implementation of professional development in early childhood, supplementary and day school settings

National Pilot Initiatives

1. Harvard Principal Center Model -- "Creating Learning Communities"
2. Create cadre of "Mentor Educators" for supplementary schools
(Cummings Grant)
3. Cadre of Mentor Educators to work in early childhood settings
4. Develop a cadre of "lead teachers" to work in day school settings
(Teachers Teaching Teachers)

Development of Community Personnel Action Plans

Development of Pilot Initiatives in Communities

Begin a Series of Consultations on Issues of Standards, Certification, Benefits

First Steps Towards Creating a Comprehensive Plan for Personnel

Signs Abound Teaching Reforms Are Taking Hold

By Ann Bradley

Meet Samantha, who is beginning her teaching career in an urban, multi-ethnic elementary school. Unlike countless new teachers who have preceded her, Samantha is unlikely to quit her job in the next five years.

Instead, she enters the classroom fully armed with the knowledge and skills she needs. She is a graduate of a nationally accredited preparation program, where she received a rigorous liberal-arts education, studied research-based pedagogy, and worked with real students in real schools.

Samantha also has passed a battery of exams focusing not only on what she

knows, but also on whether she can put that knowledge into action. She has completed a yearlong, supervised internship in a professional-development school—a requirement for licensure in her state.

This new teacher understands children and how they learn, can tailor lessons to meet their needs, and can explain, based on research and proven practices, how she makes decisions. In short, she is a professional.

Scrutiny Yields Action

This illustration, drawn from a portrait created by the National Council for the Accreditation of Teacher Education, may sound too good to be true. It contrasts

sharply with existing standards for licensure in most states, which still look primarily at whether a candidate has completed certain coursework and attended a state-approved teacher education program.

But a decade of sustained scrutiny of the occupation's shortcomings has generated a multitude of signs that teaching is on the road toward becoming a true profession. Consider:

- The National Board for Professional Teaching Standards, created in 1987 to elevate teaching by codifying what expert teachers should know and be able to do, this year awarded its first certificates.

- Spurred by the national board's work,

Continued on Page 16

Reforms Spur Teaching Toward Status as a True Profession

Continued from Page 1

states are overhauling their licensing standards for beginning teachers.

A consortium of 38 states has drafted model standards for licensing teachers that describe the knowledge, skills, and dispositions beginning teachers should possess. Four states have adopted the standards outright, and 10 more have modified them.

In addition, 10 states involved in the Interstate New Teacher Assessment and Support Consortium, called INTASC, are creating assessments that examine how

programs to professional scrutiny.

- A blue-ribbon National Commission on Teaching and America's Future is examining how policymakers can capitalize on the momentum by overhauling the preparation, recruitment, selection, induction, and continuing professional development of teachers.

- With the active support of the National Education Association and the American Federation of Teachers, researchers at the University of Wisconsin at Madison are studying new ways to pay teachers.

They seek to design and pilot-

bert Shanker, the president of the A.F.T. "This is the beginning of the generation that will professionalize teaching."

"Taking Major Steps"

James A. Kelly, the president of the teaching-standards board, agreed.

"The teaching profession is taking major steps to take responsibility for its own standards, for defining expertise and codifying it and measuring it," he said. "Having said that, though, I don't pretend that we're there yet. We have a long way to go."

The current reforms were spurred, in large measure, by an influential 1986 report from a task force of the Carnegie Forum on Education and the Economy

The report, "A Nation Prepared: Teachers for the 21st Century," called for the establishment of the National Board for Professional Teaching Standards and sought changes in schools that would make teaching a more attractive job. (See *Education Week*, May 21, 1986.)

Since then, the drumbeat for increased student achievement has strengthened policymakers' attention to teaching. After all, high standards for students cannot be met without highly skilled teachers.

"This is the most important initiative to transform schooling going on in the country today," said Linda Darling-Hammond, a professor at Teachers College, Columbia University, and the executive director of the national commission on teaching. "We cannot do any of the other reforms if we don't do this."

She acknowledged a heightened

retorical commitment to the importance of good teaching, but noted that decades of emphasis

coherent much of the effort to professionalize teaching.

The council has launched a \$2

"This is the most important initiative to transform schooling going on in the country today."

Linda Darling-Hammond
Professor, Teachers College



"This is the beginning of the generation that will professionalize teaching."

Albert Shanker
President, American Federation of Teachers

candidates for licensure fare in classrooms.

The assessments, through videotapes and portfolios, look at several weeks of teaching and include samples of students' work.

- The National Council for Accreditation of Teacher Education continues to strengthen its standards and press the case for education schools to subject their

test a compensation structure that would pay teachers for showing they had developed specific skills and expertise.

Experts say the activity in teaching is reminiscent of the strides toward professionalism that doctors took some 80 years ago.

"If you think about how long it took to professionalize medicine, it was a generation," observed Al-

on the routine and less skilled aspects of teaching still heavily influence how teachers and schools are managed.

Ms. Darling-Hammond observed that contemporary calls for teaching students to think critically, synthesize information, and create knowledge mirror the suggestions of progressive educators for transforming schools around 1900, and again in the 1930's and 1960's.

Every time, reforms were "killed by an underinvestment in teacher knowledge and school capacity," she wrote in a recent paper for the commission.

These failures led, in turn, to a backlash in favor of standardizing teaching and learning.

Linking Standards

NCATE has taken a leading role in pulling together and making

million project to link the three quality-assurance mechanisms in the field—accreditation, licensing, and advanced-certification standards—and tie them to emerging benchmarks for student learning.

One strand of this New Professional Teacher Project involves revamping NCATE's standards for preparing teachers in mathematics, English, and other subject areas.

The new standards, to be created in partnership with subject-area groups, will express the knowledge and skills teacher candidates should have, rather than the content of courses that education schools should offer.

They also will be compatible with INTASC's standards for state licensure, which already have been incorporated into the accrediting body's guidelines for educa-



tion schools. Those guidelines are scheduled to take effect in the fall.

Arthur E. Wise, the president of NCATE, envisions a variety of uses for the performance-based standards for preparing teachers: as a beacon for education schools as they redesign their programs, as guidelines for NCATE to use in accrediting education programs, and as directions for states as they design new licensing systems.

As part of the New Professional Teacher Project, the accrediting group plans a series of forums in several states that will gather a wide range of stakeholders to discuss plans for improving teacher education and licensure.

"There has not been an educational process to help people see the benefits of a serious quality-

particular knowledge and skills.

One key to making teaching a profession, proponents believe, is establishing autonomous state boards to set standards for teacher education and licensing. Similar bodies, for example, regulate who can practice medicine and law.

Eleven states now have such standards boards for teaching, according to the N.E.A. The union has lobbied that teachers should make up a majority of the members of these boards.

In a new book, *A License to Teach: Building a Profession for 21st Century Schools*, Mr. Wise and Ms. Darling-Hammond argue that state legislatures and agencies, which traditionally have controlled standards in teaching, have "a conflict of inter-

Until recently, teaching has lacked a professional consensus about good standards of practice, which is why standards have been lax, Ms. Darling-Hammond said.

"We're taking what we know about teaching that supports kids' learning and saying, 'My goodness, you ought to master that knowledge in teacher education, demonstrate you have it before you're licensed, and continue to develop it throughout your career,'" she explained. The capstone for teachers would be receiving national-board certification in their field.

At the same time, education schools—often criticized as a weak link in preparing better teachers—have launched dozens of professional-development schools. In these schools, often likened to teaching hospitals, professors and classroom teachers work side by side to train new teachers and conduct research.

They have come to symbolize the closer connections between education schools and K-12 schooling that many experts believe are essential.

NCATE has received a grant to write standards for professional-development schools, which will be used in its accreditation process.

The national commission on teaching has found that some education schools are changing rapidly to focus on classroom practice, Ms. Darling-Hammond said. Many are using new assessments, including portfolios, to see whether their students can meet new standards for beginning teachers.

Demographic changes also favor continued movement toward professionalizing teaching. During the next decade, Ms. Darling-Hammond projects, more than 200,000 teachers will be hired each year.

Faculty members in education schools also are expected to retire in large numbers, making way for people who are themselves master teachers to prepare the next generation of teachers.

In the meantime, observers say, there is tremendous work to be

done, particularly in devising new ways to determine how well teachers are doing their jobs.

New Ways of Testing

The national board's system, which involves portfolios, videotaped lessons, journals, and assessment-center exercises, has demonstrated several new ways of finding out what teachers know and can do.

Teachers find these methods more palatable than the compe-

tency tests that many states have imposed on them, and the methods are more likely to insure that new teachers are ready for the challenges ahead, said Keith B. Geiger, the president of the N.E.A.

"People who are going to teach 7th graders better know something about adolescence, or they'll die real quick in the classroom no matter how smart they are in math," he warned. "We've got to raise standards in pedagogy and the academic areas."

"The teaching profession is taking major steps to take responsibility for its own standards."

James A. Kelly

President, National Board
for Professional Teaching Standards



assurance system," Mr. Wise said.

Teacher education and teaching have suffered from "a pale imitation" of such a system, he said, and it is up to the states to fix the problem.

"The state is where the action is," he said.

Critics have charged that low state standards have allowed too many poor teacher education programs to produce graduates who then receive licenses to teach. Low standards also have given the public the damaging idea, Ms. Darling-Hammond said, that teaching does not involve any

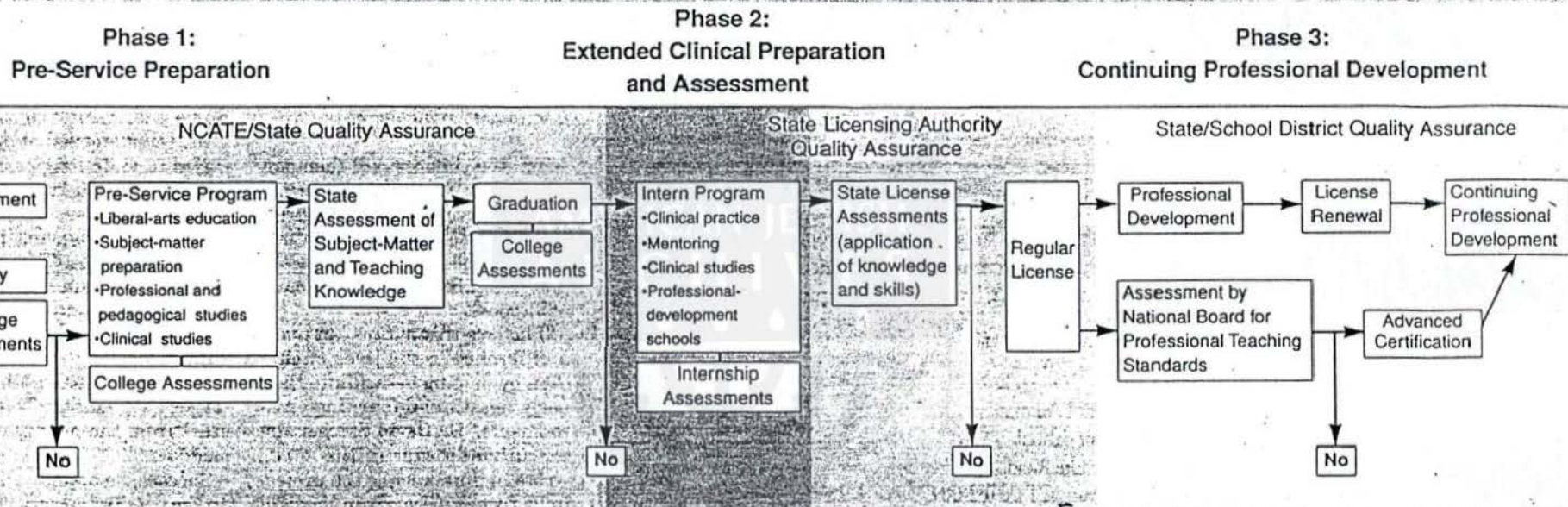
est in enforcing rigorous standards for entry to teaching, since they must insure a warm body in every classroom—and prefer to do so without boosting wages."

Growing Knowledge Base

One reason teaching has made progress toward becoming a profession is a shift in the focus of research, experts say.

Instead of just doing surveys and crunching numbers, Ms. Darling-Hammond said, more researchers are visiting schools and talking to teachers. The change has helped build the knowledge base about practices that increase learning.

Assuring Quality in the Practice of Teaching: The Continuum of Teacher Preparation



NOTE: This flow chart is derived from a schematic designed by NCATE in an effort to promote discussion about the evolving quality-assurance system for the teaching profession.

SOURCE: National Council for Accreditation of Teacher Education.

Researchers Set Out To Devise New Pay Structure for Teachers

By Ann Bradley

Despite widespread dissatisfaction with the way teachers are paid, attempts to change the entrenched system of compensation have been highly controversial and fraught with problems.

In the 1980's, districts and states experimented with merit pay, career ladders, and incentive pay. Most of those efforts were resisted by teachers and failed to spread widely.

Researchers at the University of Wisconsin at Madison hope to reverse that trend. With a \$600,000 grant from the Pew Charitable Trusts, they are drawing on lessons from the private sector to devise a new compensation structure for teachers.

In trying to succeed where many have failed, the project has a big advantage: cooperation from the National Education Association and the American Federation of Teachers.

"We've always wanted to see if there was a better way to pay teachers," said Allan Odden, a professor of educational administration who is the principal investigator for the project, "and

we've always screwed it up."

The project, which now has funding for two years, will take about six years, Mr. Odden estimated. The final phase will be to find school districts willing to try out the new pay models.

The National Board for Professional Teaching Standards also is participating. Though it has no say over how teachers are paid, the board has an interest in seeing plans developed that will provide financial incentives for teachers to seek certification.

Another group has been formed with other influential organizations, including the American Association of School Administrators, the principals' associations, the national and state school boards' associations, and the Council of Chief State School Officers.

The groups are holding parallel seminars to study pay plans in so-called high-performance organizations: businesses that have pruned their headquarters staffs and given decisionmaking power to self-managed work teams. The payoff: increased productivity and better results.

Education is moving—slowly—

in the same direction, with calls for streamlining central offices and giving teachers, administrators, and parents a much larger say in how their schools are run.

Paying for Knowledge

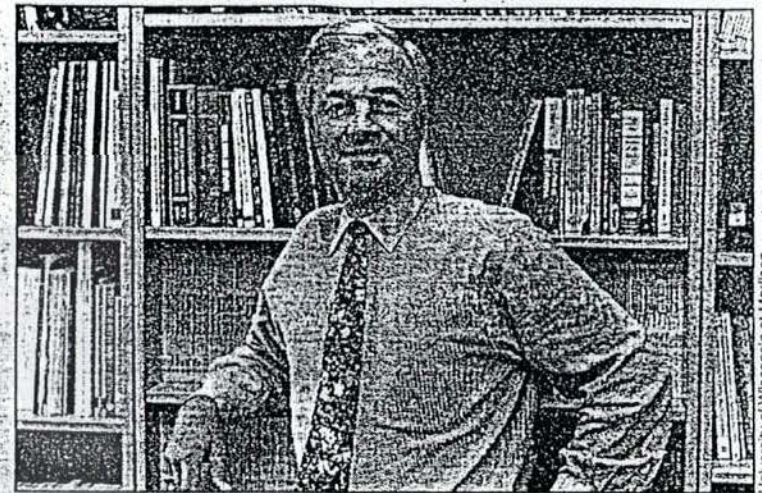
If teachers can be financially rewarded for becoming board certified, teaching will take a step toward the skill-based pay or pay-for-knowledge approach that decentralized companies typically use.

A new pay model could create five or six levels of performance between licensure and advanced certification, Mr. Odden suggested. School districts and states would have to invest heavily in professional development, which he believes should be controlled by schools.

The Wisconsin researchers will study a variety of pay plans:

- **Skill-based pay or pay-for-knowledge.** These systems pay workers for acquiring—and showing they have mastered—a set of skills and expertise.

The current salary schedule includes a kind of skill-based pay, because teachers are paid for accumulating academic credits and



"We've always wanted to see if there was a better way to pay teachers, and we've always screwed it up," says Allan Odden, a professor at the University of Wisconsin at Madison.

years of service. But coursework and seniority do not guarantee knowledge and skill, said Albert Shanker, the A.F.T. president.

"We ought to move to a system where people who have knowledge and the ability to use it would be compensated on a different basis," he said.

Keith B. Geiger, the president of the N.E.A., agreed. "It's going to be problematic," he said, "but I

think we owe it to the profession to give it our best shot."

- **Group performance incentives.** These provide bonuses to a school's entire faculty when student performance improves.

- **Gain-sharing.** These systems reward employees for working more efficiently. Mr. Odden said this pay plan could be used in combination with skill-based pay and group incentives.

Minutes: CIJE Board Committee on Community Mobilization

Date of Meeting: April 27, 1995

Minutes Issued: May 15, 1995

Present: Charles Ratner (Chair), Matthew Maryles, Melvin Merians,
Carl Sheingold (Guest); Jonathan Woocher

Staff: Stephen Hoffman; Alan Hoffmann; Nessa Rapoport

1. The Domain of Community Mobilization: An Overview

Introduction:

When thinking about community mobilization on behalf of Jewish education, it was noted that in North America today, questions about the structure and process of the Jewish community turn very quickly into questions of meaning. Today, many Jewish institutions are asking the questions posed in the CIJE Goals process: What is the purpose of being Jewish? What kind of Jews do we want our graduates to be? What kind of Jewish communities do we want to create? It is therefore a ripe moment to engage community leadership around issues of Jewish education, whose subject is ultimately the vision, meaning and purpose of being Jewish. And it is in the domain of community mobilization that some of the most interesting questions are being asked.

Response to the CIJE policy brief:

Alan Hoffmann reported that CIJE has begun to engage with three new communities--Hartford, San Francisco and Seattle --about undertaking their own educators surveys and focusing on the personnel of Jewish education. Cleveland is also embarking on an educators survey. There was agreement that the message of the policy brief will have to be reiterated in an ongoing way as communities sense that if they are interested in continuity and change, they will have to address the question: Who are the teachers charged with conveying the Jewish tradition to our children and how can they engage in serious, substantive professional development to fill in the missing pieces of their training?

It is important to be able to show that what CIJE is advocating--comprehensive professional development for teachers and educational leaders--can make a real difference. CIJE is documenting models of Best Practice for in-service training in general and Jewish education, and has already been a partner with Baltimore and Milwaukee in developing new and innovative programs, as reported at the board meeting.

We went on to discuss two very specific opportunities to inform and mobilize nationally around Jewish education:

2. The New CJF Committee on Jewish Continuity

Jon Woocher described the new committee as one that will formalize the relationship between CJF, JESNA, CIJE and other partners (the JCCA, the religious movements) on behalf of Jewish education, primarily within the federated system. There was some discussion about whether this committee will serve as a catalyst/advocate or as an actual programmer for a national system. It was agreed that until now there has not been one address that can coordinate the functions and activities of a range of institutions whose mission is Jewish education. This committee is a way to bring key players to the table in order to push the overall agenda: "strategic planning and community organization at the national level for Jewish education and continuity."

From CIJE's perspective, community mobilization is essential for the transformation of the scope, quality and content of Jewish education. A national framework is therefore required. CJF brings its experience of community organizing and building coalitions; the other partners bring their expertise in building Jewish identity through education.

3. Reconceptualizing the GA

Carl Sheingold outlined the reconceptualization of the GA. Until now, the GA has been a stand-alone event; it was not designed to bring about change. Now the question being asked is: How can the GA bring about change throughout the year, so that participants leave the GA with an agenda and network that will infuse their work from year to year. This reformulation is part of a five-year plan that will include the GA in Jerusalem in 1998.

Programmatically, the GA will be different as well. Rather than concurrent forums and workshops, it will be organized around a series of institutes on different themes. People would sign on for an "institute" (on Israel-Diaspora relations; on Jewish continuity) and follow a track throughout the GA, including Shabbat and study. This new organization allows for the possibility that Jewish continuity, education and identity will not be simply one institute topic but can potentially infuse the others as well.

Conclusion:

The meeting closed with the sense that the new CJF committee and the restructured GA provide two national frameworks to advance the agenda of community mobilization for Jewish education. CIJE is also actively examining the question of how to engage people who are not within the federation context to become champions of Jewish education. This is on our agenda for 1995.

Minutes: CIJE Board Committee on Content and Program

Date of Meeting: April 27, 1995

Date Minutes Issued: May 15, 1995

Present: John Colman (Chair), Maurice Corson, Michael Rosenzweig (Guest),
Richard Scheuer, David Teutsch

Staff: Barry Holtz, Daniel Pekarsky

1. After introduction of the participants, the committee heard a report from Dr. Daniel Pekarsky about the CIJE Goals Project. Dr. Pekarsky dealt with current activities of the project, in particular Goals seminars currently being held in Milwaukee and Cleveland, the CIJE goals retreat for the Atlanta community around the creation of a new day high school, and the plans to develop a cadre of "goals coaches" to work with institutions on goals-related issues.
2. The question was raised: is such an approach to creating "vision driven institutions" being done elsewhere? Dr. Pekarsky responded that in Jewish education this particular approach, with its focus on Jewish content and ideas, was not being done-- although there are organizations working with specific institutions in an effort of change and improvement. One project in general education which has received a considerable amount of both fame and funding and has some similarities to the CIJE Goals Project is the Coalition of Essential Schools created by TedSizer at Brown University. We hope to be able to learn from efforts such as these.
3. A number of issues were raised in the discussion. It was pointed out that the purpose of the Goals Project was not to have institutions confirm and actualize their current goals (in cases where such goals exist), nor was it to provide them with goals. Rather the Project aims at challenging institutions to consider their goals in the light of Jewish content and ideas and to reflect upon the ways that their goals may or may not be embodied in the actual life of the institution.
4. In the discussion, Dr. Pekarsky noted that CIJE's plan was for teams from each institution to participate and then act as catalysts for the institution to engage in an intensive goals enterprise. These teams should include the chief educator, lay leaders and rabbis from the home institution. Members of the committee pointed out that even where such teams participated, it did not guarantee that the institution could be inspired to engage in the goals project. How much the team "represented" the institution itself (and not just themselves as individuals) is an open question.
5. Clearly, at the stage of actual institutional goals work, a "coach" or resource person would be necessary. CIJE does not have the capacity to work with many institutions, but CIJE is interested in helping develop a group of such coaches who could work with their own or other institutions. In response it was pointed out that CIJE should not underestimate the need for ongoing support of such coaches. Based on experiences elsewhere (such as work with the Philadelphia central agency), we should be aware of the needs of coaches once they are at work in the field.

their own or other institutions. In response it was pointed out that CIJE should not underestimate the need for ongoing support of such coaches. Based on experiences elsewhere (such as work with the Philadelphia central agency), we should be aware of the needs of coaches once they are at work in the field.

6. The group then discussed the benefits and difficulties of doing such work. Indeed, it was suggested, the goals process may require a "readiness" quotient within an institution, and it may be important for CIJE to determine what factors need to be in place before a goals process is initiated. Nonetheless, it was also noted that there are many ways to cut into the goals process-- such as through direct work with teachers and curriculum. Perhaps by beginning in that way, the entire institution can develop a "goals readiness."
7. In the time remaining the committee heard a brief presentation from Dr. Pekarsky on the question of "community-wide goals". In other words, is it possible for a community as diverse as most Jewish communities are to share in goals that are more than slogans or platitudes? This issue had been raised at the CIJE Goals Seminar in Israel last summer and was again raised at the last meeting of our committee. In response Dr. Pekarsky raised four different approaches to this issue. Members of the committee suggested the view that the issue is greater than that of Jewish education alone-- it is about the nature of Jewish life in North America and its meaning. Dr. Pekarsky agreed with this view: the question, he said, was about the nature of "a meaningful Jewish existence." Questions of Jewish education must flow out of that. The committee raised concerns about such discussions of communal goals as devolving into the "least common denominator," an issue all agreed that would be detrimental to the process.
8. The question of communal goals was viewed as extremely significant. It was decided that at the next meeting, Dr. Pekarsky would prepare a short written document on this subject, and of CIJE's possible role in this endeavor, to serve as a focal point for discussion. In addition, the committee will wish to have time to hear from Dr. Barry Holtz about the work of the Best Practices Project in our next meeting.

Minutes: CIJE Board Committee on Research and Evaluation

Date of Meeting: April 27, 1995

Minutes Issued: May 15, 1995

Present: Esther Leah Ritz (Chair), Genine Fidler, David Hirschhorn,
Richard Shatten, Bennett Yanowitz

Staff: Adam Gamoran, Ellen Goldring

The committee focused on three topics during their meeting:

1. Preliminary findings from the survey of educational leaders;
2. The CIJE Module for the Study of Educators; and
3. A proposal for a national institute for evaluation in Jewish education to help local communities build capacity for evaluation.

Initial findings from the survey of educational leaders suggest that the leaders have more preparation than teachers in Jewish schools in the three lead communities but many of them lack adequate training in Jewish Studies and school administration. In addition, unlike the teachers, the large majority of the leaders work full-time, in one school. The educational leaders view Jewish education as their career. They have a long term of service in the field of Jewish education, suggesting a real commitment to the profession.

The CIJE module for the Study of Educators was introduced to the committee members. This module can now be used by all Jewish communities. It was pointed out that the information collected in the module provides crucial data for planning purposes when a community addresses personnel issues and serves as baseline data for the evaluation of the implementation of their projects.

The staff presented a framework for a national institute for evaluation in Jewish education as a mechanism to build local capacity to evaluate programs and initiatives in Jewish education. It was suggested that many communities do not have the personnel or the knowledge to conduct evaluations and CIJE should help train people in this area.



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David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

To: CIJE Steering Committee Members
From: Alan D. Hoffmann
Date: April 11, 1995
Re: Steering Committee Meeting of April 26, 1995

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place at 9:30 am to 12:30 pm on Wednesday, April 26 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. 1995 Workplan for Monitoring, Evaluation and Feedback
- III. Guidelines for CIJE Affiliated Communities

Immediately following the Steering Committee Meeting, the Search committee will meet to interview candidates for CIJE Executive Director.

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: April 27, 1995

DATE MINUTES ISSUED: May 15, 1995

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph,
Adam Gamoran, Ellen Goldring, Stephen Hoffman,
Alan Hoffmann, Barry Holtz, Daniel Pekarsky,
Nessa Rapoport, Esther Leah Ritz, Richard Shatten,
Jonathan Woocher, Virginia Levi (Sec'y)

Copy to: Lester Pollack, Charles Ratner, Henry Zucker

I. MASTER SCHEDULE CONTROL

The master schedule control was reviewed and committee members were reminded that the next three meetings of the steering committee (June 8, August 25, and November 1) will be in New York.

It was noted that committee chairs may wish to consider holding committee meetings more frequently than twice each year. It was also suggested that we move forward now with identification of committee co-chairs and additional committee members. Alan Hoffmann will work with committee chairs and be prepared with recommendations to the steering committee at its June meeting.

II. MINUTES AND ASSIGNMENTS

The minutes and assignments of February 14 were reviewed. It was noted that the CIJE workplan, while perhaps on the ambitious side, is now an excellent tool for moving the work of CIJE forward. It was noted that in some areas of its workplan, CIJE is acting in collaboration with others, and that the involvement of partners may help to move the agenda ahead.

In a discussion of plans to increase the size of the board, it was agreed that this assignment will be seriously undertaken in the coming months.

In a discussion of mobilizing young leaders for community support it was noted that graduates of the Wexner Heritage Program have an interest in being active in their communities but need guidance on how to get engaged. CIJE is working with Wexner in this area. It was suggested that this work may be expanded to include people who go through the CLAL leadership programs and others. Barry Shrage in Boston is working on a means of getting his young leaders involved and may be a resource for CIJE. It was suggested that a future agenda item for the steering committee is a full discussion of community mobilization.

III. MONITORING EVALUATION AND FEEDBACK

A. Preliminary Data on Educational Leaders from the Study of Educators.

Ellen Goldring reminded the committee that in addition to the study of educators which was undertaken in each of the three laboratory communities, the leaders of those same educational institutions were asked to complete a survey. This included principals, directors, and department heads in the formal educational institutions of each community, including early childhood directors.

In addition to the level of training in education and in Judaica that were studied for educators, this group was also evaluated on their preparation in the field of leadership and administration.

Preliminary findings show that educational leaders are, on the whole, better trained than teachers. However, only 35% of educational leaders across all settings are prepared in both general education and Judaic studies, while 11% have training in neither general education nor Jewish studies.

Educational leaders in day schools and supplementary schools were found to be much more highly trained than the leaders in preschools. It was suggested that many preschools do not seek accreditation, so need not meet the general standards in order to operate.

As might be expected, the number of leaders of day schools trained in educational administration is significantly higher than the number in supplementary schools or preschools. In this regard, it was noted that only 16% of educational leaders hold degrees in all three areas: general and Jewish education as well as educational administration. This may be a good pool of potential mentors for others. It was noted that we should be careful not to link competence with having degrees. Many people arrive at these leadership positions in unconventional ways.

It was suggested that it may be necessary to clarify definitions of what constitutes training in each of the three areas. It is possible that a masters in Jewish education from some institutions could serve as preparation for educational administration. This will be considered further by the research team.

Finally, it was noted that most educational leaders work full time and see Jewish education as their career. More than three-quarters have over 10 years experience in Jewish education.

The report which will be prepared for distribution will put the facts and figures in context. It will identify the implications for Jewish education and CIJE and will outline a plan for the training of Jewish educational leaders.

B. Developing Evaluation Capacity

1. Module for a Local Study of Educators

Adam Gamoran distributed a draft document intended to assist North American communities in conducting and evaluating a survey of their educators. The packet includes general introductory information, a written survey instrument and an interview protocol, as well as guidelines on how to use these. The packet includes a set of "anchor items" which are identified as the essential components of the survey and would serve as the basis for a national data bank.

In discussion, it was noted that this and every other publication of CIJE should be coordinated with Nessa Rapoport so that there is a common language and a common look.

It was suggested that both CIJE and individual communities would benefit from the development of a software package for conducting the survey. It was noted that this has been considered and will undoubtedly be undertaken eventually, but that there is a short-term issue of personnel to undertake the task. On the other hand, it will have greater impact if the software is available from the start of dissemination of the instrument. Adam will consider what it will take to create such a package and report back to the steering committee.

It was suggested that we may wish to consider a floor beneath which we would not wish to have a survey identified with CIJE. In response, it was noted that we can reject data for the national data base, and that this is our point of control. As CIJE works with individual communities, efforts will be made to influence quality. It was noted that this is one area in which CIJE may be able to impact the area of standard setting, and that this is an area for CIJE to undertake in coordination with JESNA.

2. Creating Evaluation Capacity for Communities

Alan Hoffmann noted that the issue of creating capacity is an underlying theme for all of CIJE's work. The issue, with respect to evaluation, is how CIJE, working with JESNA, can help communities reach a point where they can evaluate the work they undertake. CIJE proposes to begin by training 12 to 18 people from different communities. Communities would be invited to nominate, in close discussion with CIJE, someone to become the local consultant on Jewish education evaluation. This would most likely be an academic or evaluation consultant who is familiar with evaluation, but who would benefit from the assistance of CIJE in putting that knowledge in the context of Jewish education. CIJE will develop a program to take place over a

Assignment

period of 18 months to serve as a national training program yielding a cadre of Jewish education evaluators.

Communities have expressed great interest in this opportunity. Many have allocated funds to move forward in evaluation but do not have personnel to conduct local evaluation. This is an area in which CIJE and JESNA can work collaboratively. CIJE is seeking approval from the steering community to look into this approach further.

In discussion it was noted that the training of evaluators, along with the module for a local study, is a significant move toward getting local communities to do their own evaluation. It was also noted that many communities are putting significant funds into engaging consultants to undertake evaluation and that they would welcome the opportunity to train local evaluators.

Assignment

The next step will be to discuss this further with JESNA and show how it would impact the CIJE work plan and budget. A document will be brought to the next steering committee meeting.

IV. CIJE AND AFFILIATED COMMUNITIES: GUIDELINES

Gail Dorph introduced this discussion, noting that in response to the recommendation that CIJE expand its activities beyond the original three lead communities, a set of guidelines has been drafted covering areas of potential commitment for CIJE and individual communities. This document identifies CIJE's agenda and desired outcomes in the areas of personnel, community mobilization, and goals identification.

It was agreed that this draft needs further clarification and discussion as we consider how prescriptive we wish to be on the issue of community structure. Should we, for example, require a wall-to-wall coalition? How specific should we be on the structure we expect with respect to the three critical leaders? How does evaluation fit into the picture? How much of this can be standard for each community and how much depends on individual community differences? What are the "anchors" for affiliation, without which CIJE cannot move forward?

Assignment

It was agreed that the guidelines will be reconsidered and discussed further at the next meeting.

V. BOARD MEETING REVIEW

The steering committee reviewed the factbook of materials prepared for the following day's board meeting.

ASSIGNMENTS

73890 ASN (REV. 7/94) PRINTED IN U.S.A.

Function:	CIJE STEERING COMMITTEE	
Subject/Objective:	ASSIGNMENTS	
Originator:	Virginia F. Levi	Date: 4-26-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	6/8/95
2.	Prepare plan for increasing board size.		ADH	4/26/95	6/8/95
3.	Prepare memo on what would be required to develop a software package for use by communities conducting an educators survey.		AG	4/26/95	6/8/95
4.	Work with JESNA on developing a program for training evaluators and prepare a proposal for review by the Steering Committee.		ADH	4/26/95	6/8/95
5.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	6/8/95
6.	Consider planning special "invitation-only" session at 1995 GA.		NR	2/14/95	8/9/95
7.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	921/93	TBD
8.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

MINUTES: CIJE DEBRIEFING SESSION

DATE OF MEETING: April 27, 1995, 3:30 PM

DATE MINUTES ISSUED: May 15, 1995

PRESENT: Morton Mandel, John Colman, Gail Dorph,
Adam Gamoran, Ellen Goldring, Stephen Hoffman,
Alan Hoffmann, Barry Holtz, Daniel Pekarsky,
Nessa Rapoport, Esther Leah Ritz, Richard Shatten,
Virginia Levi

I. SEMINAR

Reactions to the seminar were extremely positive. People appreciated the focus on history.

Issues to consider for future seminars:

- A. We might ask someone other than MLM to chair.
- B. We may wish to consider a different place or room and a different set up, perhaps auditorium style with chairs in a semi-circle.
- C. We should identify people coming to the seminar whom we wish to cultivate and set up a camper system.
- D. Steve Solender would like to recommend additional key lay people for future invitations.
- E. As a means of board development/community mobilization, we may wish to invite some people to the seminar and as guests to the board meeting.

II. BOARD MEETING

- A. Time issues
 - 1. People liked the 9:30 a.m. start time and 3:00 PM conclusion time. We may wish to schedule other meetings in the same way.
 - 2. Committees need at least 90 minutes.
- B. We should experiment with a style other than frontal presentations.
- C. Staff should call their committee members between meetings to bring them up to date with CIJE happenings.

- Assignment D. As we increase the size of the board. We will need to develop an orientation program.
- Assignment E. We should consider holding committee meetings between board meetings, possibly by video conferencing. VFL will explore this further with guidance from SHH.
- Assignment F. Nessa will draft a letter to the non-attendees outlining the highlights of the meeting.



ASSIGNMENTS

73890 ASN (REV. 7/94) PRINTED IN U.S.A.

Function: CIJE DEBRIEFING SESSION

Subject/Objective: ASSIGNMENTS

Originator: Virginia F. Levi

Date: 4-27-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Explore possibility of video conferencing for committee meetings with guidance from Steve Hoffman.		VFL	4/27/95	6/8/95
2.	Draft letter to Board Meeting non-attendees outlining highlights of the meeting.		NR	4/27/95	5/5/95

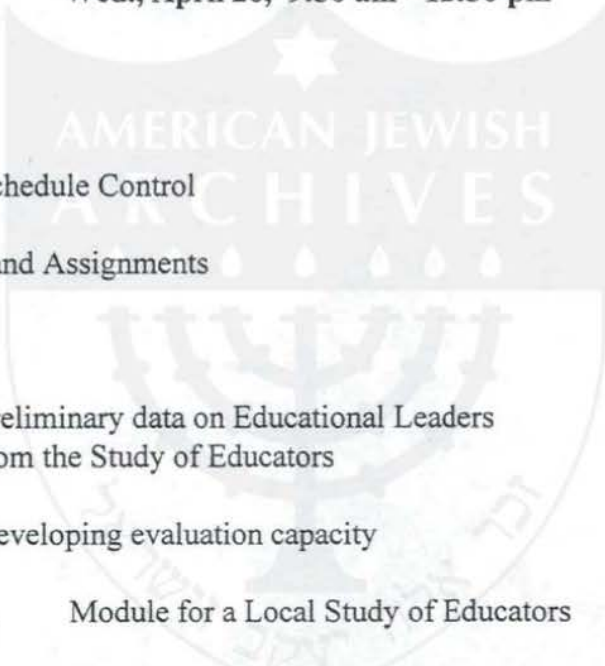


COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

AGENDA

Wed., April 26, 9:30 am - 12:30 pm

- 
- | | | |
|------|---|-----|
| I. | Master Schedule Control | MLM |
| II. | Minutes and Assignments | VFL |
| III. | MEF | |
| | A. Preliminary data on Educational Leaders
from the Study of Educators | EG |
| | B. Developing evaluation capacity | |
| | 1. Module for a Local Study of Educators | AG |
| | 2. Creating Evaluation Capacity for
Communities | ADH |
| IV. | CIJE and Affiliated Communities: Guidelines | GZD |
| V. | Board meeting review | MLM |

MINUTES:	CIJE STAFF MEETING
DATE OF MEETING:	MAY 8, 1995
DATE MINUTES ISSUED:	May 26, 1995
PARTICIPANTS:	Gail Dorph, Alan Hoffmann, Barry Holtz, Robin Mencher, Debra Perrin (sec'y), Nessa Rapoport
COPY TO:	Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Morton Mandel, Daniel Pekarsky

I. Calendar - Summer 1995

The following is an updated list of the CIJE staff calendar for Summer 1995:

1. May 9 is the Wexner Heritage meeting at CIJE. The assumption is that they will be creating the agenda for this meeting. This will be the last meeting in which CIJE will offer input as consultants. If Nathan Laufer does decide that we will do this as a partnership, then we will begin the discussion on the issues we still feel need to be negotiated. Part of the conversation should also focus on the fact that CIJE would like to be involved with the Wexner lay leadership groups about to start in Fall 1995.
2. May 10 ADH is meeting with Charles Bronfman in Montreal.
3. May 11 Walter Ackerman will be here for a meeting. We will be discussing what we would like to do with his research papers and whether there is enough substance to them for the CIJE Steering Committee.
4. ADH has a telecon Friday, May 12 with MLM.
5. NR and ADH will prepare an agenda for the May 12 community mobilization meeting to be held in Cleveland with Chuck Ratner and Steve Hoffman.
6. The May 15th staff meeting has been cancelled. Instead ADH and NR will meet that day from 9:30am - 5:30pm on the mobilization utilization work plan.
7. May 17th ADH and GZD will meet with the Seattle Community re their involvement with CIJE.
8. On May 18 GZD and ADH will meet with Aryeh Davidson in Palo Alto.
9. May 19th ADH and GZD will meet with the San Francisco community.
10. May 22 will be a full day staff meeting now planned from 9:15am - 2:30pm.

Assignment

ADH will then travel to Baltimore for dinner with Daryll Friedman.

Assignment

11. On May 30 the Presidents of the Association of Colleges of Jewish Studies will be at CIJE. GZD will plan the agenda for the day. NR & BWH will also attend. The topic for discussion is "What we can accomplish with the Training Colleges/what is their role in Building the Profession."

Does this pertain to Community Mobilization? Building the Profession asks what it would take for these institutions to become regional training institutions. What does community mobilization mean in this regard? In order for these institutions to become serious contenders on the regional level, they will have to re-think their relationships at the community level.

Assignment Assignment

Prior to this meeting GZD and ADH will visit the Colleges. DSP and GZD will arrange meetings with the College Presidents in Cleveland, Philadelphia, and Baltimore. ADH will visit Boston Hebrew College when he travels to Boston on June 23.

13. May 31 ADH will attend one hour of the Research Workgroup for Jewish Continuity in Education at the New York UJA/Federation.

14. May 31/June 1 is the Virtual College Planning Team meeting at CIJE in New York.

Assignment

15. On June 2 ADH will meet with MLM in Palm Beach, Florida. ADH will consider how to arrange this meeting and still attend the second day of the Virtual College deliberation where he will have important input on content.

16. June 11-13 is the Jewish Education Research Conference at Stanford. Adam Gamoran and Gail Dorph are presenting. ADH will attend for one day. June 11 of the conference will be the pre-conference meeting of the ALOHA group -- the association of harmony institutions. We should know before the research conference if we will be invited to talk about the Policy Brief and/or Study of Educators. GZD will be there through Tuesday, June 13.

Assignment

17. GZD, ADH, BWH, & NR are working together to schedule the Goals Coaches Meeting either July 13/14 & 16/17 or August 1-4. DSP will contact S. Fox to discuss which dates he and Danny Marom will be able to attend.

18. The Goals Coaches Seminar will take place in January of 1996. ADH will be in the U.S. beginning January 8th. The most probable dates for the seminar are January 14-17, 1996.

II. Postponement of the Goals Coaches Seminar

Assignment BWH and GZD will call those previously invited to the Goals Coaches Seminar to let them know that we will be changing the date to sometime in January, 1996. Their conversation should be something like "...many of the people we wanted to have attend can't make it. Therefore we are postponing it for 6 months..." Logistics and content were discussed as several of those who had already agreed to come to the Goals Seminar are candidates also to be mentor-trainers. It was thought that July 31st-August 4th in Cleveland may be the actual date for this seminar

III. Cummings Grant

Assignment The Nathan Cummings grant agreement was sent to CIJE at an old postal address. It now seems that the checks that were missing from Cummings in 1993 and 1994 were also forwarded incorrectly. CIJE was due to receive the first check from our grant on May 1, 1995, but we have not yet returned the contract. ADH will send a copy of the contract that we received today by fax to SFA for approval. ADH will write to Charles Halpern to explain CIJE's delay in returning the letter due to the incorrect address.

Assignment BWH will send a letter describing our revisions to the agreement and will run it by Rachael Cowan before sending it. The changes will be to Year 2, #2 and to Year 3, #1

Assignment (see attachment). NR will prepare a backward map for #2 of Year 1.

Assignment We need to work out the relationship between the future CIJE Policy Brief and our volume on Best Practices. Discussion will take place between BWH, GZD, and NR regarding the issue of a Best Practices volume or coordinated Best Practices/Policy Brief. Decisions will have to be made regarding what it will be used for. The conversation between BWH, GZD, and NR and a final decision of this critical path will be made by the end of June.

The brief on improving the supplementary school should include the Cummings family name. BWH will speak with Rachel Cowan about the possibility of our speaking at the next Nathan Cummings board meeting. We should also consider printing the supplementary school brief at the same time.

Assignment GZD and BWH are writing up specific goals for the Cummings project from the minutes of the 4/26 staff meeting.

IV. General Assembly

Funding/financing of Jewish education is an area that CIJE may wish to focus on for the upcoming General Assembly. There are a number of Board members whom we could

involve in this regard.

The funding of Jewish education is a major issue for CIJE. It could deal, inter alia, with the policy question of the cost of day schools.

V. Summer Programs - Content

A. GOALS COACHES SEMINAR

Assignment

There is a new model for the Goals Coaches Seminar that DNP will write up and give to staff.

B. TRAINING OF EVALUATORS

Assignment

We must prepare a document for the Steering Committee regarding the training of evaluators. ADH and GZD will discuss this with AG and EG during their telecon on May 9. The agenda for this telecon is:

1. Training of Evaluators Proposal
2. MEF proposals to evaluate the Goals Project
3. Educational Leadership report: timetable
4. Invite AG/EG to attend evening meeting before the Steering Committee to discuss informal education

C. INFORMAL EDUCATION AND THE JUNE 8 STEERING COMMITTEE MEETING

Assignment

ADH will have a conversation with AG and EG about informal education. We need to decide what will be the focus of a study of informal education. What angle should it take? This will be the topic of discussion at the dinner staff meeting on June 7 before the Steering Committee meeting. We should consider finding a national academic figure who could explore with us the idea of informal education. Someone like Reuven Kahana who would focus on youth and adolescence might be appropriate. The topic is "What should the study of informal education be? Who are the personnel of Informal Education."

Discussion was held regarding the interpretation of these questions. Where does the JCC fit into the picture of informal education? Who are the people being paid to work in informal education? Who are those who have the biggest potential to institute change in the life of a young person? The research of MEF discovered that many people who are part-time workers describe themselves as "career" Jewish educators. The research team must look into the question of on whom to focus when looking at informal education. What does it mean to describe a

Jewish educating professional in this domain?

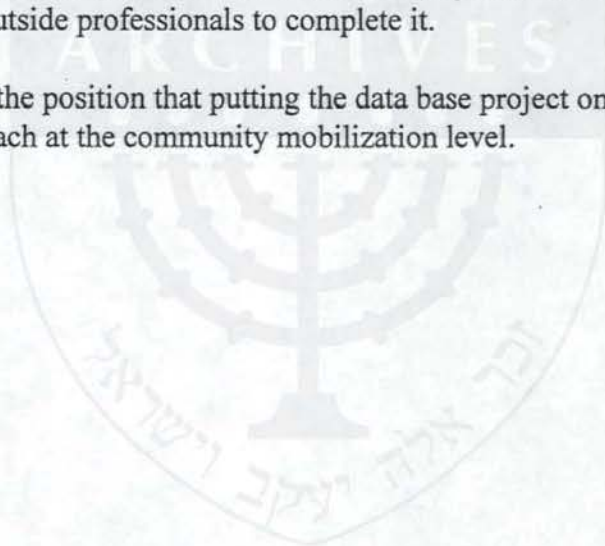
Assignment

AG's assignment for this project could be "creating the map" of informal Jewish educators. Then we can look at that information and cut in at a specific level for further examination. Joe Lukinsky is a good potential participant for this meeting and will be invited by ADH.

VI. Office Structure

ADH is currently reviewing the structure and functions of the New York office. Additional time has been involved for the staff to attend to the project. ADH, RJM, and DSP are doing a time and motion study of how administrative hours are spent. This exercise will aid us in reorganizing the office. It will also help us to see if we need to hire any additional administrative capacity and, if so, what the job specs would be. The first implication of all of this is that the CIJE data base project is on hold, although we will look into hiring outside professionals to complete it.

Nessa articulated the position that putting the data base project on hold was significantly limiting CIJE's reach at the community mobilization level.

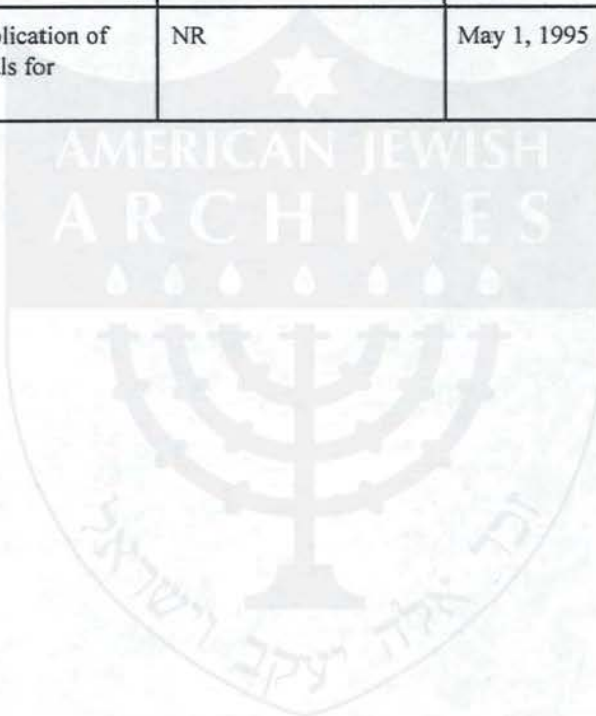


CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Prepare an agenda for 5/12/95 Community Mobilization meeting.	ADH, NR	May 8, 1995	Done.
2.	Inform N. Cummings association that they have incorrect address.	DSP	May 8, 1995	Done.
3.	Begin calls to new communities regarding a seminar for goals coaches.	GZD, BWH	April 19, 1995	Done.
4.	Compile staff notes from 4/26/95 meeting.	GZD	May 1, 1995	Done.
5.	Send thank you letters to Liz Swados and Jonathan Sarna for the success of the board seminar.	NR	May 1, 1995	Done.
6.	Consider how to arrange attending the second day of the Virtual College Planning Team meeting.	ADH	May 8, 1995	May 19, 1995
7.	Send letter to N. Cummings association regarding changes to grant agreement.	BWH	May 8, 1995	May 19, 1995
8.	Send copy of Nathan Cummings Grant to SFA for approval.	ADH	May 8, 1995	May 19, 1995
9.	Plan agenda for Association of Colleges meeting on 5/30/95.	GZD	May 8, 1995	May 22, 1995
10.	Call those previously invited to the Summer Goals Seminar.	GZD, BWH	May 8, 1995	May 22, 1995
11.	Discuss informal education issues.	ADH, AG, EG	May 8, 1995	May 22, 1995
12.	Schedule Goals Coaches Seminar with S. Fox.	DSP	May 8, 1995	May 22, 1995
13.	Write up new model of Goals Coaches Seminar.	DNP	May 8, 1995	May 26, 1995
14.	Meet with institutions of higher learning prior to 5/30/95 meeting.	ADH, GZD, BWH	May 8, 1995	May 30, 1995
15.	Discuss document for Steering Committee regarding Training of Evaluators.	ADH, AG, EG	May 8, 1995	May 30, 1995
16.	Arrange meetings for GZD and ADH at Colleges.	GZD, DSP	May 8, 1995	May 30, 1995
17.	Invite Joe Lukinsky to June 7 meeting.	ADH	May 8, 1995	May 30, 1995
18.	Meet to discuss publishing the Sarna paper.	ADH, NR	May 1, 1995	May 31, 1995

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
19.	Arrange a meeting with Ted Sizer about speaking at the next board meeting	ADH, BWH, NR	May 1, 1995	May 31, 1995
20.	Finalize decision on issue of Best Practices Volume/Policy Brief Evaluating Supplementary Schools: 1) Best Practices Policy Brief on Supplementary Schools; 2) Format for Best Practices in JCC's; 3) Best Practice on Inservice.	BWH, GZD, NR	May 8, 1995	June 1, 1995
21.	Write up specific goals for the Cummings project.	BWH, GZD	May 8, 1995	June 1, 1995
22.	Presentation regarding the publication of educational leadership materials for discussion by staff.	NR	May 1, 1995	June 16, 1995

updated: May 8, 1995



MINUTES: OUT OF OFFICE STAFF MEETING
DATE OF MEETING: MAY 22, 1995
DATE MINUTES ISSUED: MAY 26, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Debra Perrin (sec'y), Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring,
Virginia Levi, Morton Mandel, Robin Mencher,
Daniel Pekarsky

I. Review of Minutes and Assignments from May 8, 1995 Staff Meeting

From the Minutes from the May 5th Meeting.

A. CALENDAR

1. Item #12. ADH will now be in Florida on June 1 to meet with MLM.
2. Item #13. GZD, ADH, BWH will be attending the Research Conference on Jewish Education at Stanford University. Adam has asked that Bill Robinson attend as part of his training and professional development. DSP will contact him regarding the cost of his tickets.
3. Regarding #14 ADH will contact A. Hochstein about rooms and food for the Goals Seminar meetings in Boston, using the Mandel Institute's connections with Harvard University. Assignments #6, 8, 11-13 and 15-17 have been completed. The remainder are being worked on. Still under consideration is the issue of who we will ask to speak at the November 1, 1995 Board Seminar. T. Sizer, A. Eisen, and L. Darling-Hammond are all potential candidates. ADH will discuss this with MLM.

Assignment

Assignment

II. Report on West Coast Visit to Communities

A. SEATTLE

GZD and ADH visited Seattle on May 17, 1995 to explore CIJE interests with key community leaders. ADH and GZD did not think the meetings went well. They were not attended fully and community interest was lacking. It could take Seattle six months to one year before they get to a point where we can work with them effectively.

Seattle has received an endowment for K-12 Jewish education that is greater than the total dollar amount which the Federation Campaign collects on a yearly basis. Because Seattle has more money than they need for Jewish Education there will

be interesting changes in their community in the near future. ADH and GZD felt as if CIJE was brought in by the education professionals to sell ourselves to the lay community and the Federation. This is not the way we should be linked into a community.

Although the meetings were not as productive as hoped, this was a good opportunity to recruit for the Seniors Educator's Program. Beth Huppin will probably be a candidate but will not be involved with the Virtual College because of her personal commitments.

There are a number of people in Seattle interested in the Goals Project. An important side benefit of visiting Seattle was meeting two outstanding academics in education who have Jewish interests. Prof. Sam Weinburg, who is interested in Jewish education; Prof. D. Kerdeman, who is interested in the Goals Project, she will have tenure in a year's time and would then be very interested in working with D. Pekarsky; and Carol Starin.

A possible format for a future meeting with Seattle might be to include Steve Hoffman and a CIJE layperson in the new community meetings. With this in mind, we may want to invite S. Hoffman to a meeting with Hartford.

B. STANFORD

GZD and ADH spent May 18 visiting Stanford, California to meet with Lee Shulman and associates about Building the Profession. Having met with Lee Shulman they found that our connection with him has changed subtly, perhaps, in part due to the influence of Aryeh Davidson who is presenting at Stanford. A. Davidson was insightful but sees us as competitors. This brings to light a dilemma with the advisory process. If we don't bring in L. Shulman, we could be making an enemy. He is too important an academic figure for CIJE to ignore him.

[NOTE: The meeting with David Cohen of Michigan who came into New York went well. He recommends asking Linda Darling-Hammond to speak at the upcoming board meeting. It was noted that D. Cohen might be a good candidate for the CIJE Board. An alternative is Lee Shulman.]

C. SAN FRANCISCO

On May 19, 1995, GZD and ADH traveled to San Francisco to meet with planners R. Sipser, N. Tamler and B. Sherman, the Bureau Director. In San Francisco, step one of a two-step process was achieved. The community professionals had read all of the information which we had sent and were well prepared. They viewed the meeting as an opportunity to learn more so that they could discuss and plan the next step themselves. San Francisco is a professionally driven community which is well aware of the work to be done. From this meeting we learned that

Assignment

CIJE has not been clear enough on what precisely needs to be done by new communities, what our expectations are and who we see as implementing the various areas. The communities want to know what they will get from us and that is the question which we haven't been able to answer precisely enough. For the Educators Survey, San Francisco will need someone to administer the surveys, someone to do the interviews, a data demographics input person and someone to crunch the numbers and do the frequency tables. CIJE must consider what types of support, if any, we want to provide to these new communities. They are looking for someone who will be trained to the level of AG and EG to do the work they have been doing in our lab communities. ADH will discuss this issue with AG and EG in the next MEF Telecon. The agenda for that Telecon will be:

1. What is the level of training necessary? Is not the MEF group responsible for training this researcher?
2. Software data entry. Is there going to be a software package for this person? This was John Coleman's question at the last Board meeting.
3. Qualitative. What kind of training is needed?
4. When will we have the educational leadership reports?
5. How can we use this information and will this influence the integrated reports?
6. How much marginal difference does gathering the qualitative data make? Is there anything that depends on the qualitative input?

Discussion continued regarding the qualitative aspect of our research. We must keep in mind that it will be necessary to find someone in addition to J. Tamivaara to be responsible for this research if we expand to additional committees.

III. Steering Committee

The Steering Committee Meeting will be held June 8, 1995 from 9:30 AM to 3 PM. The agenda for the Steering Committee Meeting will be as follows:

1. Master Schedule Control
2. Minutes Assignments
3. CIJE Update
4. Evaluation Institute AG
5. Regional Training Capacity
6. Committee Chairs and Staff Meeting
7. Guidelines for CIJE Affiliated Communities GZD/BWH

The CIJE Update will include Virtual College and Wexner Foundation updates as well as an update of other recent happenings. The section on regional training capacity will include three papers by Walter Ackerman: "The Structure of Jewish Education," "Building the Profession In-Service Training," and "Reforming Jewish Education."



CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Consider how to arrange attending the second day of the Virtual College Planning Team meeting.	ADH	May 8, 1995	Done.
2.	Meet with institutions of higher learning prior to 5/30/95 meeting.	ADH, GZD, BWH	May 8, 1995	Done.
3.	Discuss document for Steering Committee : regarding Training of Evaluators.	ADH, AG, EG	May 8, 1995	Done.
4.	Send copy of Nathan Cummings Grant to SFA for approval.	ADH	May 8, 1995	Done.
5.	Arrange meetings for GZD and ADH at Colleges.	GZD, DSP	May 8, 1995	Done.
6.	Call those previously invited to the Summer Goals Seminar.	GZD, BWH	May 8, 1995	Done
7.	Discuss informal education issues.	ADH, AG, EG	May 8, 1995	Done.
8.	Schedule Goals Coaches Seminar with S. Fox.	DSP	May 8, 1995	Done.
9.	Contact B. Robinson regarding airfare to Stanford, CA.	DSP	May 22, 1995	Done.
10.	Send letter to N. Cummings association regarding changes to grant agreement.	BWH	May 8, 1995	May 19, 1995
11.	Plan agenda for Association of Colleges meeting on 5/30/95.	GZD	May 8, 1995	May 22, 1995
12.	Discuss what type of support CIJE should provide to new communities in terms of research.	ADH, AG, EG	May 22, 1995	May 23, 1995
13.	Write up new model of Goals Coaches Seminar.	DNP	May 8, 1995	May 26, 1995
14.	Invite Joe Lukinsky to June 7 meeting.	ADH	May 8, 1995	May 30, 1995
15.	Meet to discuss publishing the Sarna paper.	ADH, NR	May 1, 1995	May 31, 1995
16.	Arrange a meeting with Ted Sizer about speaking at the next board meeting	ADH, BWH, NR	May 1, 1995	May 31, 1995
17.	Discusswith MLM who to invite to speak at the November 1, 1995 Board Seminar.	ADH	May 22, 1995	June 1, 1995

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
18.	Finalize decision on issue of Best Practices Volume/Policy Brief Evaluating Supplementary Schools: 1) Best Practices Policy Brief on Supplementary Schools; 2) Format for Best Practices in JCC's; 3) Best Practice on Inservice.	BWH, GZD, NR	May 8, 1995	June 1, 1995
19.	Write up specific goals for the Cummings project.	BWH, GZD	May 8, 1995	June 1, 1995
20.	Presentation regarding the publication of educational leadership materials for discussion by staff.	NR	May 1, 1995	June 16, 1995

updated: May 26, 1995



MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: June 8, 1995

DATE MINUTES ISSUED: June 20, 1995

PRESENT: Morton Mandel (Chair), Walter Ackerman (Guest), John Colman, Gail Dorph, Adam Gamoran, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Esther Leah Ritz, Richard Shatten, Jonathan Woocher, Virginia Levi (Sec'y)

Copy to: Seymour Fox, Ellen Goldring, Annette Hochstein Charles Ratner, Henry Zucker

I. MASTER SCHEDULE CONTROL

The master schedule control was reviewed. It was noted that dates for 1996 meetings will be set this summer in consultation with Steering Committee members.

Assignment

Future meetings of the CIJE Board will be listed on the CJF master calendar.

II. MINUTES AND ASSIGNMENTS

The minutes and assignments of April 27 were reviewed. It was noted that the identification of committee co-chairs will be postponed until we have recruited new board members. Plans are under way to expand the board to include more people likely to be active in CIJE's work. The chairman announced that Esther Leah Ritz had agreed to chair the Nominating Committee.

Assignment

Adam Gamoran noted that a preliminary draft has been written on the study of educational leaders. It is anticipated that a series of recommendations for the dissemination of this study will be ready for consideration at the next meeting of the Steering Committee. This might include a policy brief and/or a series of action papers.

At the April meeting of the Steering Committee there was a discussion of the possibility of developing a software package for use by communities in the analysis of the educators survey. Adam Gamoran distributed a memorandum (attached as Exhibit A) outlining the preparation of a manual to provide coding instructions and program lines for use with SPSS, a software package available commercially. This is a task that the MEF team will undertake when it is apparent that the product will be useful.

This area of data analysis is one in which CIJE and JESNA should be working together. It was suggested that we should also consider working with the Joint Authority, which is developing an international data base.

Assignment With respect to planning of the 1995 General Assembly, it was noted that CIJE is actively involved and that there will be a report at the next Steering Committee meeting.

III. CIJE UPDATE

Alan Hoffmann brought the Steering Committee up to date on work undertaken by CIJE.

A. Building the Profession

1. Work is proceeding in the area of building capacity for trainers of congregational schools. (This is being funded, in part, by a grant from the Nathan Cummings Foundation). Staff recently held a two day very high level consultation with an advisory group to develop a curriculum for the project of training teacher trainers. A first seminar is planned for early August in Cleveland and will meet again throughout 95-96. Teams have been invited to participate from the Lead Communities as well as the four additional communities with which CIJE is working. It seems that the desired maximum of twenty participants will be easily reached.
2. Discussions have been held with the President of Brandeis University regarding the expansion of the University's mission for Jewish education. Joe Reimer is preparing a proposal which will create a planning group of university faculty and lay members with CIJE as active consultant to the process.
3. CIJE staff have met twice in the past months with the presidents of the five regional Colleges of Jewish studies. They have discussed the role that these institutions might take in building capacity for Jewish education, particularly in the area of in-service training. As a result of initial discussions, CIJE staff were invited to visit the five institutions for a better understanding of how we might work together. Many issues remain open for further discussion about how the regional institutions can serve capacity building for much of North America. This was a topic on the agenda of today's meeting.

B. Community Mobilization

1. CIJE has completed an important piece of planning with the Wexner Heritage Foundation. The result is that the annual retreat of all Wexner alumni will convene to discuss what works in Jewish education and what alumni of the program can do in their local communities to have maximum impact. As the Wexner program recruits lay leaders in new communities, CIJE will participate in the program in presenting the central issues of Jewish education to participants.
2. Chuck Ratner, Steve Hoffman, Alan Hoffmann, and Nessa Rapoport met recently to articulate issues on community mobilization for discussion at the August meeting of the Steering Committee.

3. Initial steps have been taken to expand CIJE's work to include Cleveland, Hartford, San Francisco, and Seattle. This was reported on later in the meeting.
4. JESNA and CIJE are working with CJF to provide support for the new Standing Committee on Jewish Continuity to be chaired by Chuck Ratner. Work is underway to find someone to staff the committee. It was suggested that JCCA be involved in this committee's work, as well.

C. Monitoring Evaluation and Feedback

1. Adam Gamoran is scheduled to present a paper at Stanford University on levers for change in in-service training, based on the educators study data.
2. Initial discussions have been held on conceptualizing informal Jewish education. This will serve as the basis for a diagnostic profile of informal education. It was suggested that the definition of the field will be difficult to determine and that MEF should reconsider the degree to which this should be an urgent priority.
3. A report has been drafted on the study of educational leaders and will be circulated before the next meeting of the Steering Committee.

D. Content and Program

1. Barry Holtz and Steve Cohen have completed the first draft of the paper on Best Practices in JCC's. It should be ready for distribution by August.

IV. REGIONAL TRAINING CAPACITY

A. The chair introduced Professor Walter Ackerman, author of the original paper for the Commission on Jewish Education in North America on "The Structure of Jewish Education," and consultant with CIJE for the past year. Walter thanked CIJE for the opportunity to continue his study of the structure of Jewish education during the past year. His paper "Reforming Jewish Education" is an attempt to identify what is now happening structurally in Jewish Education. He noted three primary findings which update his original research:

1. The fact that a community has convened a commission on Jewish continuity does not necessarily mean that change will occur or have occurred.
2. Foundations have emerged as significant players in Jewish communal life. One result has been to raise new issues of coordination and control.

3. The involvement of teacher training institutions in the effort to improve the quality of Jewish education is a departure from earlier thinking on the role of these institutions.

- B. Walter noted that this third point led to his second paper on "Building the Profession: In-Service Training" in which he recommends that regional colleges of Jewish studies be tapped to develop and disseminate programs of in-service training. In order to maximize our resources, local federations and bureaus of Jewish education should also work in concert with the colleges of Jewish studies to design a framework for in-service training of Jewish educators.

He noted that colleges of Jewish studies have very limited faculty resources and that it would be difficult to imagine adding a major component such as in-service education without rethinking traditional approaches to faculty involvement and development. If a college could become a regional, rather than local, training institution, it might identify experts in other communities who could serve in an adjunct role from their own home sites. In addition, the five colleges might be encouraged to work cooperatively in the development of curriculum and sharing of faculty to create a national program of in-service training. One approach might be to follow the model of the Open University of Israel, where students do the majority of their work at home and periodically gather at tutorial centers.

- C. In the discussion that followed it was suggested that should we move to a national model, it would be important to keep in mind that implementation would still have to occur at the local level. It will be crucial to encourage federations and synagogues to work together.

It was suggested that it would be important to include in rabbinical training a focus on the centrality of Jewish education. Walter Ackerman noted that he had discussed with Ismar Schorsch the possibility of applying some of the recent major grant to JTS to the training of rabbinical students in this area.

It was suggested that thus far CIJE has undertaken work on both the local and national levels, and that we should think also of a region as the unit of planning. We will have to consider the feasibility of this approach. It was suggested that regionalization may be a good approach on one level, but that it will be very difficult to gain consensus among both the lay and professional leaders from different communities.

It was also noted that the concept of "distance learning" could change the entire picture as we might involve such additional resources as the national training institutions and the Melton Centre in Jerusalem. It will be important to study the feasibility, costs, and applications of such an approach.

It was suggested that the Judaic studies programs at major secular universities may also contribute to this effort. There is value to building a Jewish education component on the basis of a strong program of general education. At the very least, we might look for ways to draw on the scholars at secular universities to

join our national network of participants in the training of Jewish educators. The perceived quality of faculty at some of the major universities could bring added prestige that would not come as readily from the colleges of Jewish studies. It may be that Brandeis University is in the best position to bridge these important issues.

In conclusion it was noted that the issue of involving regional versus national institutions is an important one and will need to be considered further.

V. EVALUATION INSTITUTE

Adam Gamoran presented a draft proposal on the establishment of a CIJE evaluation institute. He noted that the concept is based on recommendations of CIJE board members Esther Leah Ritz and David Hirschhorn to develop capacity for evaluation of Jewish education efforts in all communities. The purpose of evaluation is to: 1) Help programs to succeed, 2) determine whether a program is sufficiently successful to be continued, and 3) identify elements of a program which work and how, so that successes may be replicated elsewhere.

He noted that communities working with CIJE have become convinced of the importance of evaluation and that funding for new programs in those communities generally includes a demand for evaluation. Nonetheless, communities are discovering that they lack the time, that evaluation may lead to undesired conflict, but most importantly that the necessary personnel are not available to perform the desired evaluation. The proposed Evaluation Institute would be designed to respond to these issues and many communities have expressed an interest in its establishment.

The Institute would be a national training institute which would offer a series of seminars in three areas over the course of a 12 - 18 month program:

- A. The Purpose and Possibilities of Evaluation is a series intended for a federation professional and a lay leader from each community and would provide local champions for evaluation.
- B. Evaluation in the Context of Jewish Education would be a series to work with local experts in general evaluation selected by communities and prepare them to work in a particular community on the evaluation of Jewish education programs. It would create a resident "evaluation expert" for a community.
- C. Nuts and Bolts of Evaluation in Jewish education would be a seminar to train those individuals who would actually undertake the hands-on process of evaluation.

The Institute would be staffed by a director (perhaps on a half-time basis) who would be responsible for designing the content and bringing together various experts to provide the instruction. Because of the degree of overlap among the three subject areas, seminars might occasionally be held together so that each group is aware of what the others are doing.

In the discussion that followed, it was noted that JESNA is working on the design of a program to train evaluation personnel. Jon Woocher and Alan Hoffmann are discussing a collaborative approach. It was suggested that this is an area which foundations may be interested in supporting.

It was suggested that communities might begin this process by undertaking a self study. Then, to alleviate somewhat the capacity issue, we might develop a cadre of national or regional evaluators available to work with a number of communities. It was noted that the regional concept bears consideration, but that we may find that explicit community sponsorship is necessary to guarantee the training of an evaluator.

In response to a comment that an evaluator funded by and reporting to a community runs the risk of pressure not to deliver bad news, it was suggested that all involved will have to be convinced that the delivery of bad as well as good news is important to the long-term success of an undertaking. This will be facilitated by the way in which CIJE introduces the concept to participants and CIJE's own "modeling" in its community work.

It was suggested that quality control of building the evaluation process for CIJE will have to be undertaken by the MEF team.

VI. GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

Gail Dorph reviewed with the Steering Committee a second draft of a document entitled "Guidelines for CIJE Affiliated Communities." She noted that the document reflects what we have learned with the three lead communities and what we want to see happen as we move ahead with the establishment of relationships with other communities. With this in mind, the staff has worked with future potential affiliated communities to develop a set of guidelines for establishing a relationship. It appears that those communities are looking to CIJE for a much more hands-on relationship than it is felt CIJE can manage at present. Communities are looking for assistance with both conceptualizing and implementing new approaches.

One possible approach is to establish a shared commitment to a set of principles, as has been done with the Coalition of Essential Schools. Gail reviewed a recent article which mentioned some pitfalls in this approach. She concluded by asking the Steering Committee for thoughts on how to proceed in the development of guidelines.

In the discussion that followed, it was suggested that CIJE should decide which elements of the work with lead communities has met our goals and then proceed to work in the same fashion with additional communities.

Another thought was that the lead community model is just one approach to working toward change, and the coalition of the essential schools model is another. Perhaps CIJE should work with other national agencies to identify additional potential models and try to implement one or more of these with several communities.

It was suggested that any document of agreement with communities should require them to buy in to the CIJE premise of basic building blocks. Communities should agree to work with CIJE to define thier own local issues in the areas of Building the Profession and Community Mobilization and then work with us on identifying solutions.

It was suggested that the Essential Schools approach should not be rejected simply due to a single critique. We may wish to work with communities in stages of partnership, noting that only some will be sufficiently successful at one stage to move with CIJE on to the next. In the process, we will gradually narrow the communities we work with to a small group with which CIJE will work intensely. The guidelines document should provide "terms of entry."

Another opinion was that the Essential Schools approach of shared commitment to certain principles will not work because it does not address the capacity issue. It was suggested that the Evaluation Institute approach described earlier in the day is a possible model for CIJE to use in each of the areas of its focus. We will have to build the capacity for each step of the way.

It was suggested that both capacity and quality are issues of concern. CIJE does not have the capacity to accomplish its goals at the desired quality level with a significant number of additional communities. It may be, however, that the approach of offering guidance seminars to a group of communities could meet some of those needs. It will require careful internal planning to be able to accomplish this.

It was noted, in conclusion, that CIJE has developed a variety of products that are in demand by communities. It may now be appropriate for CIJE to identify other national agencies to help deliver some of these products. This is an important item for future discussion.

EXHIBIT A

**CIJE Steering Committtee Meeting
June 8, 1995**

June 5, 1995

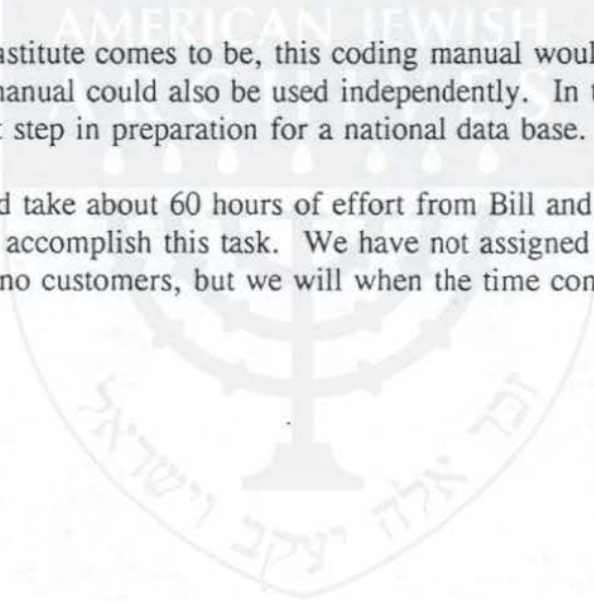
To: CIJE Steering Committee
From: Adam Gamoran
RE: support for analysis of survey data

At the last meeting, the Steering Committee asked whether the MEF team could provide support for community researchers who may be analyzing data gathered with the CIJE Educators Survey.

It is well within our means to prepare a manual including coding instructions and program lines to be used with SPSS, a commercially available software package. This would enable a user to code data collected from any community in a standardized manner using our coding procedures, resulting in the same indicators as we are using.

If the CIJE Evaluation Institute comes to be, this coding manual would be part of the training materials. The coding manual could also be used independently. In the long run, the coding manual could be the first step in preparation for a national data base.

We estimate that it would take about 60 hours of effort from Bill and about 10 hours each from Ellen and Adam to accomplish this task. We have not assigned ourselves this task yet because there are as yet no customers, but we will when the time comes.



ASSIGNMENTS

73890 ASN (REV. 7/94) PRINTED IN U.S.A.

Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Virginia F. Levi	Date:	6-8-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Arrange for listing of CIJE board meetings on the CJF master calendar.		VFL	6/8/95	7/15/95
2.	Continue planning for 1995 GA and provide Steering Committee with an update.		NR	6/8/95	8/9/95
3.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	8/25/95
4.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee		AG/NR	6/8/95	8/25/95
5.	Circulate draft report on educational leaders to Steering Committee members		AG	6/8/95	8/25/95
6.	Complete paper on Best Practices in JCC's for August distribution		BWH	6/8/95	8/31/95
7.	Work with JESNA on developing a program for training evaluators and prepare a proposal for review by the Steering Committee.		ADH	4/26/95	11/1/95
8.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
9.	Prepare plan for increasing board size.		ADH	4/26/95	TBD
10.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
11.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

MINUTES:

DATE OF MEETING:

DATE MINUTES ISSUED:

PARTICIPANTS:

MEF TELECON

JULY 6, 1995, 1:30 pm EST

Gail Dorph, Annette Hochstein, Alan Hoffmann, Adam Gamoran, Ellen Goldring, Nessa Rapaport, Bill Robinson

COPY TO:

Debra Perrin

I. Research Papers

ADH mentioned that he had sent out the letters confirming arrangements for Julie Tammivaara and Roberta Goodman to write the two research papers on in-service and teacher power.

II. MEF Advisory Committee Meeting

ARH will discuss with Seymour Fox and ADH the possibility of having an MEF Advisory Committee Meeting in August.

It was suggested that this August meeting could plan the envisioned Winter Israeli meeting on "Taking Stock of the CIJE in the Lead Communities". It was also noted that during the August meeting we may have to revisit our 1995 workplans, as well as begin planning for 1996.

III. Evaluation of the Teacher-Educator Institute

It was noted that if evaluation involves gathering data in August, then we need to talk about it very soon - next week's telecon.

IV. Educational Leaders Discussion Paper

A. GENERAL DISCUSSION

ARH provided some comments that Seymour Fox, Mike Inbar, and her had about the paper.

1. Overall, they agree with Gail's and Nessa's general comments regarding the story, audience, and purpose of the report.
2. Their primary suggestion was that the lack of Jewish content training on the part of the educational leaders be the primary focus of the report. If educational leaders are going to train the teachers, then they need Jewish content knowledge.

In response, it was noted while teachers require content knowledge in the area that they are teaching, this is not necessarily so for principals. A principal (in public schools) has content experience in some area, but not in every area. Perhaps in a Jewish school, the director should have expertise in some Jewish content area (as opposed to, say, mathematics) ... but this is still controversial.

Some more discussion ensued on this topic. For instance, how much Jewish content knowledge does an educational leader need to have in order to facilitate a school's deliberation about its vision? It was noted that we could spend 6 months deciding this one issue.

B. PURPOSE OF DISCUSSION PAPER

It was mentioned that this Discussion Paper was written primarily as an internal document for the CIJE and perhaps for some experts who are concerned (professionally and academically) with the issues contained therein. The purpose of the report is to stimulate discussion, to raise questions more so than answer them (yet), and to provide a text which would assist the CIJE in focusing on specific policy issues. This paper is academic in nature, and not policy-focused.

While it was thought that a paper which lays out the field and provokes questions is a good idea, concern was expressed as to whether the paper should be distributed to anyone outside the CIJE (or, at least, not beyond anyone who receives it while sitting down with us first to discuss it). It was affirmed that there is a need for the CIJE to consult with other experts in the field in order for the CIJE to be able to clearly spell out its assumptions and policy recommendations regarding educational leadership. With whom and how was left undetermined.

C. NEXT STEPS

It was decided that the next step would be to revise this draft. The next (more focused) draft will be the basis for a policy discussion within the CIJE and with some outside experts. This discussion should happen in time to present the report with a set of policy recommendations to the November Board Meeting. A possible date to discuss the new draft is August 24th. The MEF will also circulate a draft individual city report among the staff of the CIJE, shortly.

D. OTHER QUESTIONS

In addition to the above focus of discussion, other questions were raised about the data. Is it generalizable? If one removed the Orthodox (in Baltimore), how would the data look? Similarly, if one removed those with an HUC background, how would the data change? Any benefit to comparing educational leaders to teachers? In answer to the first question: Yes, the data is generalizable (as much as the teacher data was). One caveat: Given the size of the three Lead Communities, it may be that the data would not be representative of much smaller and much larger communities. (But, the educational leaders from each of the three Lead Communities are more similar than different.) Concerning the other questions that were raised, we would need to do the analyses and see what we find.

Assignment

ARH also noted that the distinction between interpretation (of findings) and speculation was at times unclear in the report. ARH will send EG specific comments on where they found the distinction to be unclear.

V. *Manual for The CIJE Study of Educators*

Assignments

NR requested a paragraph defining some terms related to the *Manual*, as well as the revised draft of the *Manual* as soon as possible. BR will provide both.

MINUTES:
DATE OF MEETING:
DATE MINUTES ISSUED:
PARTICIPANTS:

MEF TELECON
JULY 12, 1995

Gail Dorph, Alan Hoffmann, Adam Gamoran, Ellen Goldring, Bill Robinson

COPY TO:

Annette Hochstein, Debra Perrin

I. Presentation of AG's Research Paper, *Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change*, at the Annual Research Network in Jewish Education Conference

A. PERCEPTIONS OF THE PAPER AND ITS RECEPTION

It was felt that, following the presentation and the discussants' comments, many participants at the conference lost the focus of the paper (i.e., on levers for raising the standards for in-service education). Instead, they become caught up in more general and political issues, such as how do you define workshops and whether the CIJE should even be focusing on workshops. This was largely due to the tenor of the comments of the first respondent, Dr. Leora Isaacs, which we perceived to be particularly hostile.

B. PROPOSED RESPONSES

After considerable discussion, it was affirmed that the paper was of a solid quality, though we still didn't appreciate the negative response of some participants. ADH approved AG to publish the paper once AG receives approval from the MEF Advisory Board. Also, ADH encouraged the MEF team to do more of this kind of work. In accord with this, EG mentioned that she is submitting a proposal to the AERA group on Research in Private Schools.

Assignment

It was decided that the CIJE will not respond specifically to any comments raised at the conference. Rather, AG will simply submit a revised abstract of the paper to the Research Network newsletter, that even more clearly states the focus of the paper but also outlines its context within the broader Study of Educators. In light of this year's conference, the CIJE will consider what type of presentation to make at next year's Research Network conference in Jerusalem. It may be a good idea for the MEF team to put together an entire session which sets the methodological framework together with the policy thinking of the Study of Educators. In concert with next year's conference, it was suggested that a session or more of the Evaluation Institute be held in Jerusalem.

II. Other Business

A. MEF CALENDAR

Assignment

AG will e-mail ADH an updated MEF calendar of products and the dates they will be available.

B. STAFF AND MEF ADVISORY COMMITTEE MEETINGS

Assignment

A meeting on August the 24th in NY - to discuss the educational leaders report(s) and have an MEF Advisory meeting - will try to be convened. AG or EG will contact ARH ASAP as Alan thinks she has a conflict on that date.

C. EARLY CHILDHOOD EDUCATION

ADH is looking for a person to hold the CIJE early childhood education portfolio.

D. TAKING STOCK OF THE CIJE IN THE LEAD COMMUNITIES

Assignment

ADH recommended that AG and EG find an appropriate time and airport to meet with ARH to plan the dates, agenda and relevant materials to be developed for a first week of January meeting in Jerusalem.

MINUTES:	CIJE STAFF TELECON
DATE OF MEETING:	JUNE 29, 1995
DATE MINUTES ISSUED:	JULY 11, 1995
PARTICIPANTS:	Gail Dorph, Alan Hoffmann (by phone), Barry Holtz, Virginia Levi (by phone), Robin Mencher, Debra Perrin (sec'y), Nessa Rapoport
COPY TO:	Sheila Allenick, Adam Gamoran, Ellen Goldring, Morton Mandel, Daniel Pekarsky

The agenda of this telecon is as follows:

- I. Plans for November 1-2, 1995 meetings
 - A. Seminar
 1. Chair
 2. Speaker/program
 3. Location/set-up
 4. Guest list/camper system
 - a. Steve Solendar recommendations
 - B. Board Meeting
 1. Schedule
 - a. 9:30 - 3:00pm?
 - b. Committees need 90 minutes
 2. Agenda/presentation styles
 3. Camper calls
 4. Identification of new board members/orientation
 - C. Executive Committee
 1. Agenda
 2. Timing
 - D. Steering Committee
- II. Plans for August 25, 1995 Steering Committee meeting
 - a. Time
 - b. Agenda
- III. Update on Virtual College Program
- IV. Summer Seminars: Where are we? What are current issues?
 - a. Goals Coaches
 - b. Virtual College - Teacher Educator Institute
 - c. Training Evaluators
- V. Educational Leader Materials: What are we learning from the study? Policy implications. Should it be a policy brief?
- VI. Document on Evaluation Capacity
- VII. Luncheon Seminar: Woocher - date for August onwards
- VIII. NY Office - JCCA/CIJE relations

- IX. Wexner
- X. June 8 Steering Committee Minutes and Assignments
- XI. JCCA/CIJE Relations
- XII. Reports/Updates
 - A. Lansing - GZD/BWH
 - B. Chicago - NR
 - C. D. Pekarsky
 - D. Database
 - E. JCC Best Practices Volume
- XIII. Ackerman Paper
 - A. Art Vernon's question to NR
- XIV. General Assembly
- XV. Spielberg Foundation

I. Review of May 22, 1995 Staff Meeting Minutes

The minutes of May 22 were reviewed.

II. Calendar

A. Goals Seminar, July 13, 14, 16, and 17

Discussion regarding the upcoming Goals Seminar (scheduled to take place on July 13/14 in Boston and July 16/17 in New York) focused on setting the schedule for this event. The meetings will begin at 9:00 am on July 13 at Harvard University. Staff attending from New York is advised to use the 7:00 am shuttle. A 4:30 pm shuttle from Boston to New York on Friday should leave adequate time for those returning to NYC for Shabbat. It is expected that most of the Goals meeting will take place on Thursday and Friday and that Sunday and Monday may be used for other purposes. Arrangements have been made for Sunday's meeting will take place at the home of GZD as there will be no air conditioning at the JCCA.

Attendees to the Goals Seminar will be as follows: S. Fox, D. Marom, D. Pekarsky, I. Sheffler, R. Toren, and the CIJE New York professional staff. Although A. Gerstein was invited, it appears unlikely that she will attend. Her invitation will be withdrawn should she be unable to attend the first two days. D. Marom and I. Sheffler will only be in attendance on Thursday and Friday. ADH will advise S. Fox and D. Marom of the meeting schedule.

Assignment

III. Plans for November 1-2, 1995 Board meeting

A. Board Seminar Location

1. Jewish Museum

The Jewish Museum is a prime board seminar location for its ambiance, but in the past has proven to be difficult in terms of use for private events. Although the seminar could be a public event, it was decided that we would only do one public event per year. As a board event including new members, the November seminar should be for invited guests only.

2. Kellogg Center at Columbia University

The Kellogg Center at Columbia University is an option for a good room, but It's West Side location makes it difficult.

3. Harvard Club

Assignment

The Harvard Club has at least one nice room and the atmosphere could be very effective. DSP will look into the space, the number of rooms available, issues of cost, and whether or not outside food may be brought in. Assuming all is in order, she will arrange to hold three rooms for the evening of November 1, for the executive committee dinner, seminar, and reception.

4. 110 E. 59th Street Building

Assignment

BWH will call Caroline Green to discuss the possibility of using these meeting rooms.

Further discussion regarding the question of an orientation for new board members as well as board meeting content and agenda planning will be dealt with at the Staff telecon and meeting of July 10, 1995.

IV. Reports/Updates

A. GZD/BWH's visit to Lansing, Michigan

GZD and BWH traveled to Lansing, Michigan to meet with Deborah Ball and Sharon Feiman-Nemser of Michigan University regarding issues of the Cummings Grant and the Teacher Educator Institute (July 30 - August 3). Both D. Ball and S. Feiman-Nemser will be faculty for portions of the seminar. They

will also come to New York for a meeting July 11 to discuss the development of video for training. Points of interest from GZD were twofold. One, that together, this group was able to conceptualize the Jewish text study piece to be included in the Institute, and two that D. Ball and S. Feiman-Nemser will also lead portions of the seminar.

Assignment
Assignment
Assignment

NR will plan on attending for one day only. She and GZD will discuss which day would be best. NR will also plan on meeting with S. Hoffman, C. Ratner and ADH while she is in Cleveland. VFL will contact them for availability.

Assignment

Further discussion was held regarding the conflict of this meeting with the Milwaukee JCC consultation on adolescent programming to be held August 1. Our goals for attending this consultation are to further understand the JCC and to consider how we can help their process along. Milwaukee's focus for this meeting is adolescence and the informal content of using space and Jewish environment. J. Reimer could be involved because of his special expertise in the issue. We will consider sending J. Reimer and AG as our own consultants, focusing on the content of the JCC programming. GZD will discuss this possibility with each of them.

B. NR's Chicago visit

NR will distribute a memo reviewing her recent meetings in Chicago. It will be circulated to all staff.

C. Daniel Pekarsky

DNP is developing a design for the goals seminar to be held at Har Assid with it Scheffler, D. Marom, and S. Fox. ADH will contact him to discuss issues and options.

As an aside, the issue of piggybacking our December 10-11, 1995 Goals Consultation for JCC camps onto a national JCC Washington, D.C. meeting was discussed. BWH was approached by L. Rubin who informed him that the JCC Jewish educators, directors, and camp directors will all be in Washington, D.C. for their annual JCC professional upgrade meeting November 8-9. Although the Winter CIJE Board Meeting and the GA sandwich this date, it would be logical to consider rescheduling to accommodate the JCC attendees.

D. Database

To date, all address information on Reform and Conservative rabbis has been verified and entered into our database by J. Gaboury. Next week we will receive

the CJF information, which is an extensive piece that includes Jewish educators in the Federation system. We are still waiting for the list of Orthodox rabbis and have already mailed the Policy Brief to the bureau directors.

NR expressed concern over a hastily prepared update which she brought to Chicago regarding CIJE's work in the field. She will send it to staff for input, but feels we must consider creating a 2-3 page update document for all staff members attending meetings with various constituencies.

E. JCC Best Practices Volume

Steven M. Cohen and BWH have finished a draft of the JCC Best Practices volume. It is now being circulated to A. Finkelstein, L. Rubin, S. Greenfield, and the 6 Directors of JCCs studied for comment. CIJE staff will also receive copies for comment. CIJE consulting staff and Mandel Institute staff will also receive copies.

F. General Assembly

Regarding our proposal to the General Assembly, we must be sure that each of the CIJE proposals is read and responded to by each CIJE staff member. As GZD pointed out, because of the structure of the GA and the part that these proposals play when woven together, we should consider taking more of an active role in the "weaving."

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Advise S. Fox and D. Marom of the Goals Seminar meeting schedule.	ADH	June 29, 1995	July 6, 1995
2.	Check into using the Harvard Club for the November 1 Board Seminar.	DSP	June 29, 1995	July 6, 1995
3.	Speak with Caroline Green about using the UIA meeting rooms for the November 1 Board Seminar.	BWH	June 29, 1995	July 6, 1995
4.	Plan to attend one day of the Teacher Educator Institute in Cleveland, arrange with GZD.	NR	June 29, 1995	July 10, 1995
5.	Contact S. Hoffman and C. Ratner regarding their availability the week of the Teacher Educator Institute.	VFL	June 29, 1995	July 10, 1995
6.	Discuss participation in the Milwaukee JCC consultation with AG and J. Reimer.	GZD	June 29, 1995	July 10, 1995
7.	Speak with DNP regarding feedback from Israel.	ADH	June 29, 1995	July 10, 1995

updated: June 29, 1995

MINUTES:	CIJE STAFF TELECON
DATE OF MEETING:	JULY 6, 1995
DATE MINUTES ISSUED:	JULY 11, 1995
PARTICIPANTS:	Gail Dorph, Alan Hoffmann (by phone), Barry Holtz, Virginia Levi (by phone), Robin Mencher, Debra Perrin (sec'y), Nessa Rapoport
COPY TO:	Sheila Allenick, Adam Gamoran, Ellen Goldring, Morton Mandel, Daniel Pekarsky

I. Review of May 29, 1995 Staff Meeting Minutes and Assignments

Meeting minutes and assignments were reviewed.

II. July 13, 14, 16, 17 Goals Seminar

Assignment R. Toren will only be attending the first two days of the Goals Seminar. Sunday's meetings will take place from 12:00pm - 6:00pm at the home of GZD as there is no air conditioning at the CIJE office. Monday we will meet until 3:00pm for a consultation with S. Fox regarding the Virtual College/Cummings Grant. GZD will prepare a packet of information for S. Fox on this topic which he will receive July 12th in Boston.

The Brandeis/CJF/JESNA/CIJE course is still happening. BWH will be there Monday night, July 17th.

III. Plans for November 1-2, 1995 Board meeting

A. Board Seminar Location

Assignment BWH will contact Caroline Green this week to discuss the possibility of our using the meeting rooms in the 110 E. 59th Street building as the November Board seminar site. A thorough cost analysis places the Harvard Club out of our range of possible seminar locations.

IV. Daniel Pekarsky

Following a number of productive conversations, S. Fox, D. Marom and DNP are now working intensively on preparing for the Goals Seminar. The majority of the seminar will be devoted to focusing the long-term directions of the Goals

project.

V. JCC Goals Seminar

It has been agreed that the CIJE/JCC Goals Seminar on JCC Camps will be scheduled concurrently with the JCC November meeting in Washington, D.C. DNP has prepared a one page description about the seminar and has given it to L. Rubin for circulation to JCC potential attendees.

VI. Database

Assignment

The CJF database information should be here by July 14 for data entry. We will discuss creating a manual and software package as part of the CIJE Study of Educators packet for the communities at the July 6 MEF telecon. NR still needs staff input on the 2 page description of CIJE which will be included in this packet. She will forward a copy of the description to VFL for additional comment.

VII. JCC Best Practices Volume

BWH has received comments from Rabbi Poupko of the Kaplan JCC in Illinois to the effect that the conclusions drawn from the JCC Best Practices volume should have stronger recommendations of how to upgrade current practices. It was agreed that this volume should be published as a more polished, higher quality document than most publications which come out of the Jewish professional world. NR and BWH are considering a cover design which plays off of the Policy Brief cover.

Best Practices Early Childhood and Supplementary School volumes need to be reprinted. RJM will contact the JCC production department regarding the cost of either a new cover or a re-printing of the complete volumes with corrections. BWH also brought up the need for producing another publication along the lines of the Policy Brief which would comprise a distillation of the Supplementary School volume for use in new communities.

Also to consider is the Educational Leadership document. We have yet to decide on who our audience will be and what form the final document will take. This will be discussed at the MEF telecon July 6, 1995.

VIII. Steering Committee August 25, 1995

A. Time

Assignment This meeting will probably take place from 9:00am - 3:00pm. VFL will find out what time Shabbat begins in Cleveland for those who will be returning there following the meeting.

B. Possible Agenda

The items this meeting may focus on are:

1. Towards a conceptual framework for community mobilization (NR)
2. Goals project (DNP)
 - a. directions
 - b. workplan
3. General Assembly (NR/BWH)
4. CIJE Update
 - a. Report on educational leaders (leadership report)
 - b. BWH's JCC's Best Practices volume
 - c. Report on August seminar in Cleveland
 - d. Letter to new communities
5. Committee meetings

Assignment ADH will review this agenda with MLM on July 18, 1995.

Assignment A. Finkelstein will be invited to speak at the November board meeting about JCC Best Practices. DSP will speak to his assistant about adding the November Board meeting to his calendar.

IX. 1996 CIJE Calendar

Very tentative dates for Steering Committee and Board meetings in 1996 are as follows (conversation ADH/MLM, still not confirmed by MLM):

January 22, 1996 - Steering Committee meeting
 March 14, 1996 - Steering Committee meeting
 April 24, 25, 1996 - Steering Committee/Board meeting
 June 20, 1996 - Steering Committee meeting
 August 8, 1996 - Steering Committee meeting
 October 16, 17, 1996 - Steering Committee/Board meeting

Assignment
Assignment

VFL and DSP will verify these dates against the CJF master calendar. ADH will review them again with MLM on July 18th.

X. Virtual College update

1. Teacher Educator Institute

As of today we do not have current numbers of how many will attend the Virtual College program in Cleveland in August. D. Ball, S. Feiman-Nemser, and possibly two Cleveland College faculty members will join GZD, ADH, and BWH as faculty for this program. Tuesday, July 11 we will have a meeting to focus on the curriculum of the seminar, especially highlighting both instances of teaching and as a model for how to use video to teach. For now we are weaving themes and different contexts of how education takes place in different situations together. In the future we may consider separating early childhood, supplementary schools, and other frameworks.

Assignment

RJM will be traveling to Cleveland to assist VFL with arrangements for the Institute. VFL will speak to the caterer about ordering "milkig" meals for all dinners. BR will be attending as well as part of the MEF evaluation of the seminar. R. Cowan may want to attend for a day or so. Staff should pay special attention to the back-to-back ticket list in order to take advantage of already existing airline tickets.

Assignment

GZD is keeping track of all existing correspondence about the Cummings project for BR's project on evaluation.

XI. Training Evaluators

Assignment

As of yet there is no budget or director for the Training Evaluators program. GZD recommended that we find a faculty member and grad student team to run the program. A grad student exposed to the project could then be trained to work in this area as a CIJE staff member. ADH will contact the president of Teacher's College, Prof. Levine about this. He will also contact the President of the Columbia School of Business. Meyer Feidberg may be a good candidate to join the CIJE Board.

XII. Document on Evaluation Capacity

Now that we're satisfied with this document, the next stage will be for SFA,

Assignment GZD, and ADH to create a budget from it.

XIII. August 20th meetings with Sheila Allenick

The purposes of the meetings with SFA are to: 1) educate the staff about the budget structure in their domains and its relation to the 1995 workplan, 2) to fill staff in on the current expenditures in budgets and evaluate spending against the workplan, and 3) to work on re-budgeting for the 1996 workplan.

XIV. Luncheon Seminars

Assignment NR will organize dates for the luncheon seminars with staff. The schedule for these should be arranged as follows: one luncheon before the end of 1995, two in the first half of 1996, and two in the second half of 1996. There will be a floating list of 5 or 6 people tied to the topic every time. J. Woocher has already been asked to begin the first session with his paper. This will be the highest level ongoing professional seminar in Jewish education in North America.

Assignment DSP will verify the number of seats available in the JCCA conference room as
Assignment that will be the size of the seminar. NR will work with staff on who to invite to the basic list.

XV. Additional Issues

A. Harvard

Assignment We are still looking into planning two CIJE leadership seminars at Harvard this fall. ADH and GZD will meet with the Director of the Harvard Principal's Center on July 12th. GZD will follow up on this when she has more information.

B. Walter Ackerman

Assignment NR will call A. Vernon to let him know that we are interested in his proposal regarding the Ackerman paper, "Reforming Jewish Education."

XVI. CIJE/JCCA Relations

All staff must be sensitive to changes currently taking place within the JCCA. We

Assignment

must also be aware of the stress which we cause within the JCCA when using meeting rooms which require advance set-up and when requesting large projects from production. RJM will look into local copy services to alleviate some of the stress which CIJE causes by over utilizing the production department. We also need to keep in mind the issue of compensation for excess work/effort put in by Franklin and Ivan. For meeting and conference planning, please consider location and service requirement options (i.e. ADH's office, making our own coffee).



CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Speak with Caroline Green about using the UIA meeting rooms for the November 1 Board Seminar.	BWH	June 29, 1995	July 6, 1995
2.	Plan to attend one day of the Teacher Educator Institute in Cleveland, arrange with GZD.	NR	June 29, 1995	July 10, 1995
3.	Contact S. Hoffman and C. Ratner regarding their availability the week of the Teacher Educator Institute.	VFL	June 29, 1995	July 10, 1995
4.	Discuss participation in the Milwaukee JCC consultation with AG and J. Reimer.	GZD	June 29, 1995	July 10, 1995
5.	Contact C. Green regarding renting rooms for the Board seminar.	BWH	July 6, 1995	July 10, 1995
6.	Forward a copy of the 2 pg. CIJE description to VFL for her input.	NR	July 6, 1995	July 10, 1995
7.	Find out what time Shabbat begins in Cleveland on August 25, 1995.	VFL	July 6, 1995	July 10, 1995
8.	Verify possible 1996 meeting dates with CJF calendar.	VFL, DSP	July 6, 1995	July 10, 1995
9.	Speak to caterer for Educators Institute about ordering "milig" dishes for dinners.	VFL	July 6, 1995	July 10, 1995
10.	Verify the number of seats available in the JCCA conference room.	DSP	July 6, 1995	July 10, 1995
11.	Meet with the Director of the Harvard Principal's Center regarding leadership seminars.	GZD, ADH	July 6, 1995	July 12, 1995
12.	Prepare packet for S. Fox on Virtual College/Cummings Grant information.	GZD	July 6, 1995	July 13, 1995
13.	Organize dates for luncheon seminar with staff, work with staff on who to invite.	NR	July 6, 1995	July 14, 1995
14.	Look into local copy services for CIJE NY.	RJM	July 6, 1995	July 17, 1995
15.	Review agenda for November Board meeting with MLM; review dates for 1996 calendar with MLM.	ADH	July 6, 1995	July 18, 1995

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
16.	Create a budget from the document on Evaluation Capacity.	SFA, GZD, ADH	July 6, 1995	July 31, 1995
17.	Contact the president of Teacher's College about finding someone to run the Training Evaluators project.	ADH	July 6, 1995	July 31, 1995
18.	Keep track of all Cummings correspondence for BR's project on evaluation.	GZD	July 6, 1995	ongoing

updated: July 6, 1995



MINUTES: CIJE STAFF TELECON
DATE OF MEETING: JULY 10, 1995
DATE MINUTES ISSUED: JULY 12, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann (by phone), Barry Holtz,
Virginia Levi (by phone), Robin Mencher,
Debra Perrin (sec'y), Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring,
Morton Mandel, Daniel Pekarsky

The topic of this meeting is the November 1-2, 1995 Board meeting.

I. Attendance

Due to a conflict with the Jewish Agency meeting, a few of our Board members may not be in attendance at the November 1-2, 1995 Board meeting. They are as follows:
I. Field, C. Goodman, N. Lipoff, and M. Wishner.

II. Location

A. HARVARD CLUB

Following a cost analysis, the Harvard Club is no longer being considered as an optimal location for the Board seminar.

B. 110 EAST 59TH STREET BUILDING

Assignment

BWH spoke with C. Green regarding use of the meeting rooms in the 110 E. 59th Street building. The UIA/WZO rents these rooms for conferences. BWH will contact H. Colan of the WZO regarding space availability and cost. This building offers three rooms for rental, the largest holding up to 85 people in auditorium style seating. This would offer the more intimate setting which we are looking for. One option would be to hold the Executive dinner at the UJA/Federation and the seminar and reception next door in the UIA rooms. As with the UJA/Federation, we would coordinate food and set-up with the UIA/WZO.

C. UJA/FEDERATION BUILDING

The UJA/Federation is still an option for the Board seminar. VFL has kept our room reservation there and will continue to hold it as a contingency plan. Should we decide to use this room, we will consider a better set-up, perhaps altering the room size for a warmer ambiance.

III. Speaker/Program

GZD sent a note to Prof. David Cohen along with the Sarna article, requesting that he contact Linda Darling-Hammond about speaking at the November Board seminar. We have not yet heard back from him. If Linda Darling-Hammond does not accept, we will consider Prof. Arnie Eisen as an alternate speaker (he will be on sabbatical from Stanford in New York).

Should L. Darling-Hammond agree to speak, she will have to be educated on CIJE context prior to the seminar. L. Darling-Hammond's areas of expertise are in educational reform and restructure, focusing on 1) the workforce and how work is organized; professional development as the work of educators, and 2) standards and licensing and their impact on the field. Prof. Darling-Hammond has the ability to create a vocabulary and set the issues for what must be addressed in professional education, her main point being that by working with teachers, we can significantly improve education.

For CIJE purposes we could focus her talk on three possible issues: 1) standards, 2) professional development and "does it make a difference?", and 3) professional development in the context of "state of the art" thinking. The topic of "Top-down support for bottom-up reform" is catchy enough to get people's attention as well as being a good title and a good topic for CIJE. L. Darling-Hammond can incorporate the theoretical with case studies and will be an interesting speaker should she choose to accept.

IV. Board seminar Chair

At the conclusion of the past Board meeting, we suggested that MLM should not chair the seminar and that the chair should be rotated among Board members. Lester Pollack will be asked to chair the Board seminar. We will consider having a respondent. The respondent should provide substantive commentary on professional development as it pertains to the Jewish education world. Both Dr. Beverly Gribitz and Dr. Josh Elkin are prime candidates. Either one could speak from the school's perspective and would be able to provide the link to Jewish education.

V. Guest List

Staff will look at the guest list together and decide on who to retain and who to remove. NR suggested that we add personal notes to each invitation from the staff members who know them. Once we have a list of attendees we can organize a

camper-like system for those attendees who will need taking care of at the seminar.

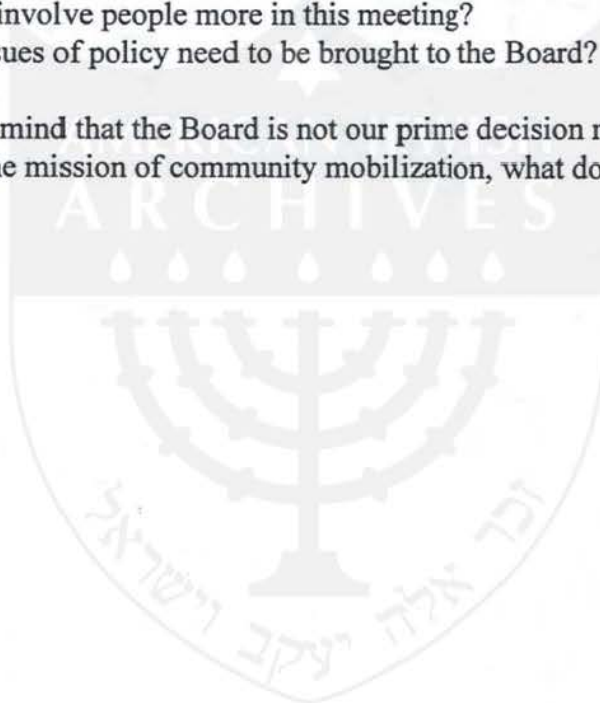
Assignment VFL will contact S. Solender regarding his suggested attendees.

VI. Topic

Four questions were posed regarding the focus of the November Board meeting.

1. What would naturally lead into this board meeting from the last one?
2. Is there anything that was promised at the last board meeting?
3. Can we involve people more in this meeting?
4. What issues of policy need to be brought to the Board?

Keeping in mind that the Board is not our prime decision making body, but serves primarily the mission of community mobilization, what do we want to ask of them?



CIJE ASSIGNMENTS

Board Meeting Telecon

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Contact H. Colan of the WZO regarding room rental for the Board seminar.	BWH	July 10, 1995	July 25, 1995
2.	Contact S. Solendar regarding his suggested Board meeting attendees.	VFL	July 10, 1995	July 25, 1995

updated: July 10, 1995



MINUTES: MEF TELECON
DATE OF MEETING: JULY 18, 1995, 3:30 pm EST
DATE MINUTES ISSUED:
PARTICIPANTS: Gail Dorph, Adam Gamoran, Ellen Goldring, Bill Robinson
COPY TO: Annette Hochstein, Alan Hoffmann, Debra Perrin

I. Evaluation of the CIJE Teacher-Educator Institute

A. DISCUSSION OF MEF EVALUATION

In determining the nature of the evaluation, we focused on what the evaluators (MEF) can contribute to CIJE's goals beyond what the instructors (BWH and GZD) will learn through the curriculum of the Institute. We also affirmed that we want to learn the why, as well as the what, of change. In addition, given limited resources for the evaluation, we thought it would be best to target a small sample (of communities) for in-depth study, and supplement this with any data obtained during the Institute itself.

B. OUTLINE OF EVALUATION PLAN

It was decided that the MEF team will produce three products for the CIJE:

1. In the short term: a document stating the goals of the project, how and why participants were selected, and the relationship between the goals and the selection processes, in order to delineate some of the working hypotheses underlying the project. These working hypotheses will help guide the evaluation of the project. This document will draw on written materials describing the project (e.g., the Cummings proposal), and on interviews with CIJE staff.
2. In the medium term: a document, focusing on a subsample of communities participating in the Institute, describing in depth the nature and extent of opportunities for the professional development of teachers in each focal community. The purpose of this document is to establish a baseline so that change can be assessed in the future. In addition, this document may serve as a stimulus for reflection on what participants decide to work on in their communities. This document will draw on interviews with participants and others from the focal communities, and on MEF reports on teachers in the Lead Communities.
3. In the long-term: a document, or a series of documents released periodically, focusing on the same subsample of participating communities, evaluating changes in the structure and content of their communal and school in-service offerings, during the course of the project. This document will draw on interviews with participants and others from the focal communities, as well as on observations of in-service activities in the communities.

Assignment The MEF team will write up a brief abstract of this plan, delineating in more detail these three documents and how the MEF team plans to obtain the data required to write them.

C. INFORMING COMMUNITIES OF MEF ROLE

Assignment GZD will inform the communities that BR (beyond the physical confines of the Institute) may be conducting interviews with them and observing their in-service offerings, as part of the CIJE evaluation of this project.

II. Next Scheduled MEF Telecon

A conference call was scheduled for Wednesday, July 26th at 3:30 EST, to review and affirm the plan for evaluating the CIJE Teacher-Educator Institute.



CIJE-MEF ASSIGNMENTS

Summary of Past MEF Telecons

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Write draft an individual city report on educational leaders.	MEF	July 6, 1995	August 15, 1995*
2.	Provide comments on the educational leaders discussion paper.	ARH	July 6, 1995	COMPLETED
3.	Write paragraph defining certain terms used in the <i>Manual</i> .	MEF	July 6, 1995	COMPLETED
4.	Finish revised draft of the <i>Manual</i> and send to NR.	MEF	July 6, 1995	COMPLETED
5.	Revise Abstract of the paper presented at the <i>Research Network in Jewish Education</i> conference.	AG	July 12, 1995	COMPLETED
6.	Provide updated MEF calendar of products and the dates they will be available.	AG	July 12, 1995	COMPLETED
7.	Contact ARH to check availability of ARH for an August 24th MEF Advisory Committee Meeting.	AG and EG	July 12, 1995	COMPLETED
8.	Schedule meeting with ARH to discuss January meeting to review three years of the CIJE's work in the Lead Communities.	AG and EG	July 12, 1995	ASAP*
9.	Write plan for the MEF Evaluation of the CIJE Teacher-Educator Institute.	MEF	July 18, 1995	COMPLETED
10.	Inform communities participating in the Teacher-Educator Institute about BR's role in evaluating the project.	GZD	July 18, 1995	COMPLETED

updated July 16, 1995

* Items #1 and #8 are listed in the current table of assignments (updated July 26, 1995) as items #3 and #2, respectively.

MINUTES:

DATE OF MEETING:

DATE MINUTES ISSUED:

PARTICIPANTS:

MEF TELECON

JULY 26, 1995, 3:30 pm EST

AUGUST 4, 1995

Gail Dorph, Annette Hochstein (Israel), Alan Hoffmann (Israel), Adam Gamoran, Ellen Goldring, Bill Robinson (NY)

COPY TO:

Debra Perrin

I. MEF Plan for Evaluation of the CIJE Teacher-Educator Institute

A. ANNETTE HOCHSTEIN

ARH joined the telecon as a representative of the MEF Advisory Committee.

B. RESPONSES TO EVALUATION PLAN

ARH suggested that we inform the participants as to the evaluation process, as their conscious participation in the evaluation may have a positive impact on the project.

It was also suggested that the evaluation derive its hypotheses from the CIJE's goals regarding the project. Adam mentioned that the first document to be produced by the MEF team, in regard to its evaluation of the project, will delineate such hypotheses. To produce this first document Bill will interview the NY staff.

C. MEF ADVISORY COMMITTEE

ARH recommended that the MEF team should proceed with the evaluation of the project as outlined in the *MEF Plan for Evaluation of the CIJE Teacher-Educator Institute*. The role of the MEF Advisory Committee should be decided after the first document is produced.

D. COMMUNITY SELECTION

As outlined in the evaluation plan, the evaluation process will focus on a subsample of communities. ARH suggested that we consider including Cleveland in the subsample (along with Atlanta, Baltimore, Hartford, and Milwaukee). AG will take this under advisement.

Assignment

II. Other Business

A. TAKING STOCK OF THE CIJE IN THE LEAD COMMUNITIES

Assignment

AG and EG will schedule a meeting with ARH in Detroit on August 8th or 9th to discuss the possibility of a meeting in Israel during the first week of January to review three years of the CIJE's work in the Lead Communities.

B. EDUCATIONAL LEADERS REPORTS

Assignment

A meeting of the CIJE staff will take place on August 24th in NY to discuss the educational leaders reports. In preparation for this meeting, the MEF team will complete a revised draft of a Discussion Paper on educational leaders and a draft of Atlanta's community report on educational leaders.

C. THE MANUAL FOR THE CIJE STUDY OF EDUCATORS

Assignment

ADH thought that overall the *Manual for The CIJE Study of Educators* was very clear. However, he felt that the section, entitled *Guide to the CIJE Educators Survey*, was too prescriptive. The introduction needs to explain in more explicit language why communities should proceed in the manner outlined in the *Guide*.

Assignment

BR should send ARH a copy of the draft *Manual*.

CIJE-MEF ASSIGNMENTS

MEF Telecon

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Decide upon inclusion of Cleveland in the subsample.	AG	July 26,1995	September, 1995
2.	Schedule meeting with ARH to discuss January meeting to review three years of the CIJE's work in the Lead Communities.	AG and EG	July 26, 1995	First week of August, 1995
3.	Write draft of discussion paper and Atlanta's community report on educational leaders.	MEF	July 26, 1995	August 15, 1995
4.	Revise language of the <i>Guide to the CIJE Educators Survey</i> .	MEF	July 26, 1995	September, 1995
5.	Send ARH copy of the draft <i>Manual for The CIJE Study of Educators</i> .	BR	July 26, 1995	ASAP

updated July 26,1995



SSCB\$ type wrk95r2.cmt

From: EUNICE::"74104.3335@compuserve.com" 21-JUL-1995 14:11:35.44
To: "INTERNET:GAMORAN@ssc.wisc.edu" <GAMORAN>
CC: Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
myself <74104.3335@compuserve.com>
Subj: revised work plan -- please comment

Adam,

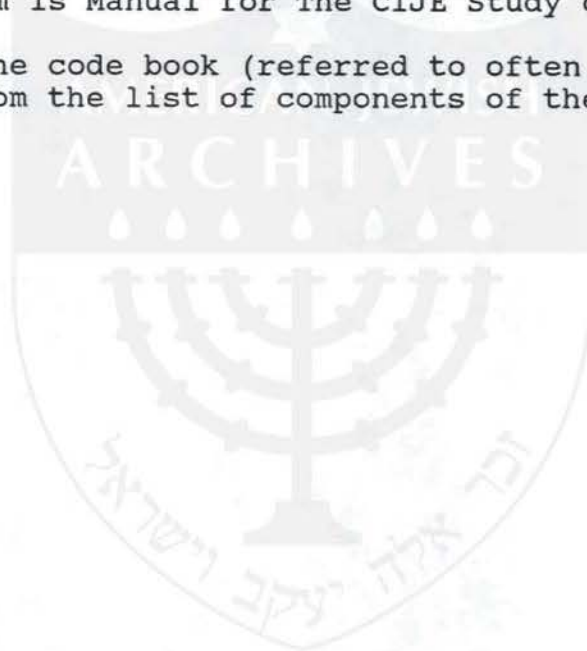
A couple of comments on the revised work plan.

First, perhaps you should mention that my work as a field researcher (monitoring, etc.) in Atlanta continued until the end of June? Also, should you mention that I will continue to provide consultations to Atlanta (this is the word used in the 1995 workplan)? And, should you also mention your consultations to Cleveland? Seattle?

Second, two specific comments:

- In section II.A., are we using two different terms for the module/manual? The current agreed upon term is Manual for The CIJE Study of Educators.
- In section II.A.1., the code book (referred to often as the "software package") is omitted from the list of components of the Manual.

Bill



From: EUNICE:"74104.3335@compuserve.com" 21-JUL-1995 09:35:32.79
To: Gail Dorph <73321.1217@compuserve.com>
Cc: Adam Gamoran <gamoran>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
Annette Hochstein <100274.1745@compuserve.com>,
Alan Hoffmann <73321.1270@compuserve.com>,
Annette Hochstein Israel <annette@vms.huji.ac.il>,
myself <74104.3335@compuserve.com>,
Debra Perrin <76372.2406@compuserve.com>
Subj: Minutes of July 12th telecon

To: CIJE Staff

From: Bill Robinson

Re: Minutes of MEF Conference Call on July 12, 1995
(Present: Alan Hoffmann, Gail Dorph, Adam Gamoran, Ellen Goldring, and Bill Robinson)

A.
Most of the telecon focused on Adam's presentation of the research paper, "Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change", at the annual Research Network in Jewish Education conference.

It was felt that following the presentation and the discussants' comments many participants at the conference lost the focus of the paper (i.e., on levers for raising the standards for in-service education). Instead, they become caught up in more general and political issues, such as how do you define workshops and whether the CIJE should even be focusing on workshops. This was largely due to the tenor of the comments of the first respondent, Dr. Leora Isaacs, which we perceived to be particularly hostile.

After considerable discussion, it was affirmed that the paper was of a solid quality, though we still didn't appreciate the negative response of some participants. Alan approved Adam to publish the paper once Adam receives approval from the MEF Advisory Board. Also, Alan encouraged the MEF team to do more of this kind of work. In accord with this, Ellen mentioned that she is submitting a proposal to the AEPa group on Research in Private Schools.

It was decided that the CIJE will not respond specifically to any comments raised at the conference. Rather, Adam will simply submit a revised abstract of the paper to the Research Network newsletter, that even more clearly states the focus of the paper but also outlines its context within the broader Study of Educators. In light of this year's conference, the CIJE will consider what type of presentation to make at next year's Research Network conference in Jerusalem. It may be a good idea for the MEF team to put together an entire session which sets the methodological framework together with the policy thinking of the Study of Educators. In concert with next year's conference, it was suggested that a session or more of the Evaluation Institute be held in Jerusalem.

B.
Concerning other business:
- Adam will e-mail Alan an updated MEF calendar of products and the dates they will be available.
- A meeting on August 24th in NY - to discuss the educational leaders report(s) and have an MEF Advisory meeting - will try to be convened. Adam or Ellen will contact Annette ASAP as Alan thinks she has a conflict on that date.
- Alan is looking for a person to hold the CIJE early childhood education portfolio.
- Alan recommended that Adam and Ellen find an appropriate time and airport to

meet with Annette to plan the dates, agenda and relevant materials to be developed for a first week of January meeting in Jerusalem.



From: EUNICE:"74104.3335@compuserve.com" 21-JUL-1995 09:37:22.76
To: Gail Dorph <73321.1217@compuserve.com>, Adam Gamoran <gamoran>,
Ellen Goldring <goldrieb@trvax.vanderbilt.edu>,
Alan Hoffmann <73321.1220@compuserve.com>,
myself <74104.3335@compuserve.com>,
Debra Perrin <76322.2406@compuserve.com>
CC:
Subj: DRAFT Minutes of July 18th telecon
To: CIJE Staff
From: Bill Robinson
Re: MEF Conference Call of July 18, 1995
(Present: Gail Dorph, Adam Gamoran, Ellen Goldring, Bill Robinson)

The conference call was devoted to the evaluation of the CIJE Teacher-Educator Institute (referred to below as "the project").

In determining the nature of the evaluation, we focused on what the evaluators (MEF) can contribute to CIJE's goals beyond what the instructors (Barry and Gail) will learn through the curriculum of the Institute. We also affirmed that we want to learn the why, as well as the what, of change. In addition, given limited resources for the evaluation, we thought it would be best to target a small sample (of communities) for in-depth study, and supplement this with any data obtained during the Institute itself. Finally, it was decided that the MEF team will produce three products for the CIJE:

1. In the short term: a document stating the goals of the project, how and why participants were selected, and the relationship between the goals and the selection processes, in order to delineate some of the working hypotheses underlying the project. These working hypotheses will help guide the evaluation of the project. This document will draw on written materials describing the project (e.g., the Cummings proposal), and on interviews with CIJE staff.
2. In the medium term: a document, focusing on a subsample of communities participating in the Institute, describing in depth the nature and extent of opportunities for the professional development of teachers in each focal community. The purpose of this document is to establish a baseline so that change can be assessed in the future. In addition, this document may serve as a stimulus for reflection on what participants decide to work on in their communities. This document will draw on interviews with participants and others from the focal communities, and on MEF reports on teachers in the Lead Communities.
3. In the long-term: a document, or a series of documents released periodically, focusing on the same subsample of participating communities, evaluating changes in the structure and content of their communal and school in-service offerings, during the course of the project. This document will draw on interviews with participants and others from the focal communities, as well as on observations of in-service activities in the communities.

The MEF team will write up a brief abstract of this plan, delineating in more detail these three documents and how the MEF team plans to obtain the data required to write them.

Gail will inform the communities that Bill (beyond the physical confines of the Institute) may be conducting interviews with them and observing their in-service offerings, as part of the CIJE evaluation of this project.

A conference call was scheduled for Wednesday, July 26th at 3:30 EST, to review and affirm the plan for evaluating the CIJE Teacher-Educator Institute.



10/27/95

ELR

- came to JCCA executive mtg
- How about asking the DP?
- begin w/ JCCA ass'ts ^{- trial overs - can we be more strong}
 - explore what the poss. b./s are
 - ↳ they know who is where but not where from, what credentials, what impact
- talk w/ Alan Finkelstein
- camps - centers & movements
 - proprietary camps

cant call 10/31/95

Manual ✓
integr rpt on lead
Map

A+1 - mty w/ prus & Ellen
Mr B - not sure

commun ✓
editorial — will do
CISE position

unit wait

National Academy for
Jewish Educational
Leadership

documents wait say 74.5

policy brief will lay out
climate that makes the
need apparent

CIJE Steering Committee Meeting
November 1, 1995

V. RECONCEPTUALIZING THE CIJE BOARD

It was noted that CIJE inherited its board from the Commission and that many current board members are over-committed and have primary loyalties to other Jewish entities. In fact, the serious work which is undertaken by lay leaders of CIJE occurs mostly in the Steering Committee, which meets six full days each year. The Steering Committee functions as the "true" board of CIJE, serving as the group which actually makes policy for the organization.

It was suggested that CIJE consider a new structure to include:

- A. An expanded Steering Committee which would be renamed the CIJE Board.
- 12 lay people
- B. An expanded Executive Committee to include people neither willing nor able to spend six days a year on the work of CIJE, but whom we would like to keep closely informed.
- C. An expansion of the present board to approximately 100 lay leaders, to be known as the "Council" of CIJE. This group would meet twice each year for an evening and the following day to discuss a particular theme. This would be the highest level seminar on Jewish education in North America.
- D. A CIJE biennial for 400 invited lay leaders and top professionals.

In the discussion that followed, the question of whether this would effectively mobilize community leadership was discussed. It was suggested that such mobilization might be better accomplished when we create the sort of national centers that were discussed earlier in the meeting and develop boards for these centers, providing people with significant roles. Another way to involve greater numbers is to have committees or task forces with discrete assignments, similar to the approach taken by the JCCA Board. Reference was made to the Urban Land Institute, an elite group for people in the field of real estate. CIJE might emulate this approach, bringing together the highest level people to discuss the most critical topics in the field.

Our goals for leadership of CIJE are 1) the need for a mechanism to direct CIJE, and 2) to develop a much larger lay group with ownership of CIJE and its issues. This second goal is to involve and engage lay leadership, which is at the heart of CIJE's mission.

We were cautioned to keep in mind the amount of staff time and energy required to plan and implement the cycle of activities being proposed for the groups described in items C and D above. It was suggested that the Executive Committee and Board could be combined into a single entity, with the understanding that some members of this somewhat expanded "Board" would be unable to attend all six meetings each year. This body could become a model for local communities to emulate in involving their lay leadership. There seemed to be agreement to the concept of a Council meeting twice each year around a specific topic.

It was suggested that the topic for the first such meeting might be "What works in Jewish Education." There were questions about our capacity to run a biennial.

The following chart was the outcome of this discussion:

Lay Group	Participants	Frequency
Board/Executive Committee	18	6 times per year
Council	50 - 100	2 times per year
Biennial	400	Every other year

It was agreed that this proposal requires further elaboration. However, we will move to add four additional lay members to the Steering Committee as soon as possible

MINUTES: MEF TELECON
DATE OF MEETING: NOVEMBER 13, 1995, 9:30 p.m. EST
DATE MINUTES ISSUED: NOVEMBER 28, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Adam Gamoran, Ellen Goldring, Bill Robinson

COPY TO: Annette Hochstein, Ginny Levi, Josie Mowlem, Debra Perrin

I. January Consultation on the *Manual for The CIJE Study of Educators*

The group suggested Sunday, January 21, 1995, for the date of the January consultation to communities on using the *Manual for The CIJE Study of Educators*.

The primary purpose of this meeting will be to provide participants with an understanding of the "big picture" (i.e., building the profession and community mobilization), the importance of collecting data, and the benefits of using the instruments developed by the CIJE. In particular, the participants will learn how they can use the information obtained from specific questionnaire items to create a report that provides vital information for building the profession and mobilizing the community.

Assignment The MEF Research Team, in cooperation with the CIJE staff, will design a curriculum for the consultation.

The *Manual for The CIJE Study of Educators*, along with the *Coding Instructions for the CIJE Educators Survey*, will serve as the primary text for the consultation.

II. *Manual for The CIJE Study of Educators*

Assignment After NR approves the final version of the *Manual for The CIJE Study of Educators* and ADH reviews and approves the title page (containing the acknowledgement), BR will produce the *Manual*. The group decided that the *Manual* should be bound in a soft-covered, ring binder with a plastic shield on the outside into which a cover can be placed. The different sections of the *Manual* will be printed in different colors, except for the *CIJE Educators Survey* which will remain white. The *Manual* will be printed on single-sided sheets.

III. Next Steps on the *Evaluation Institute*

Assignment EG and GZD will meet with Leora Isaacs of JESNA during the GA to debrief the evaluation consultation and to think about appropriate next steps. EG and GZD also will discuss the same during the GA with ADH.

CIJE-MEF ASSIGNMENTS

MEF Telecon

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Develop curriculum for January consultation.	MEF, in cooperation with CIJE staff	November 13, 1995	January, 1995
2.	Review and approve <i>Manual for The CIJE Study of Educators</i> .	NR	November 13, 1995	December, 1995
3.	Review and approve title page of the <i>Manual for The CIJE Study of Educators</i> .	ADH	November 13, 1995	December, 1995
4.	Produce <i>Manual for The CIJE Study of Educators</i> .	BR	November 13, 1995	January, 1995
5.	Produce <i>Coding Instructions for the CIJE Educators Survey</i> .	BR	November 13, 1995	January, 1995
6.	Discuss the next steps in creating the <i>Evaluation Institute</i> .	EG, GZD, ADH	November 13, 1995	November 17, 1995

updated November 13, 1995



MINUTES: CIJE STAFF MEETING
DATE OF MEETING: NOVEMBER 28, 1995
DATE MINUTES ISSUED: DECEMBER 8, 1995
PARTICIPANTS: Gail Dorph, Barry Holtz (by phone), Alan Hoffmann (by phone), Robin Mencher, Josie Mowlem, Debra Perrin (sec'y), Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Morton Mandel, Daniel Pekarsky, Dalia Pollack

I. Minutes of November 21, 1995 Staff Telecon

A. ISRAEL GOALS MEETING, JANUARY 1996

DNP and D. Marom have been making arrangements for the Israel Goals meeting in January. An agenda has been developed. ADH is trying to incorporate three hours of staff time into each day.

B. CALENDAR

Additional meetings scheduled for December and January are as follows:

- Dec. 26, 1995 - Jerusalem Fellows Colloquium - ADH speaks on CIJE
- Dec. 28, 1995 - Jerusalem Fellows Colloquium - CIJE breakfast
- Dec. 28, 1995 - Jerusalem Fellows Colloquium - ADH/GZD speak on Innovations in Jewish Teacher Education
- Dec. 31, 1995 - GZD, S. Simhovitch, R. Pinkenson-Feldman meeting on Early Childhood
- Jan. 1, 1996 - NR, D. Marom meet to discuss "the kitchen"
- Jan. 8, 1996 - D. Ball and S. Feiman-Nemser come in for Torah U'Mesorah consultation
- Jan. 8, 1996 - NR, D. Marom meet
- Jan. 9, 1996 - D. Ball, S. Feiman-Nemser consultation

Assignment
Assignment

GZD will schedule a meeting with Rabbi Twersky while CIJE is in Israel. BWH will set a meeting with J. Ariel and DNP for Sunday, December 31, 1995.

C. JCCA

1. Camping

ADH spoke with A. Finkelstein regarding J. Ariel. A. Finkelstein would

love to have him involved with the JCCA. There remains a question of funding.

2. Best Practices

Assignment
Assignment

A. Finkelstein is ready to attend the Steering Committee meeting of January 22, 1996 to speak about the issues raised in the Best Practices volume on JCCs. We will discuss both the document itself and a framework for future directions. BWH will meet with A. Finkelstein to plan the structure of the JCCA segment of the Steering Committee meeting. ADH will also discuss with him the possibility of inviting P. Margolius to attend.

D. Michael Rosenak

Assignment
Assignment

Michael Rosenak will be in the United States from February 8 - 15, 1996. GZD suggested planning a seminar at CIJE during this week to discuss Rosenak's new book. The Rosenak seminar will offer a good opportunity to bring together key people from lead communities. GZD will speak with M. Rosenak about scheduling. NR and GZD will firm up dates with staff. Professionals and lay people from Milwaukee, Baltimore, and Atlanta will be considered as attendees. In addition a consultation will be planned for CIJE staff, including consultants, to be further discussed in Israel.

E. Sheila Allenick

Sheila is planning to complete the 1996 CIJE budget by the end of this week.

F. CIJE Steering Committee meeting, January 22, 1996

Assignment

Lee Hendler has been invited to attend the January 22, 1996 Steering Committee meeting. DSP will send her a note including the names and phone numbers of all Steering Committee lay members.

Assignment

RJM will complete Consultant Forms for Deborah Ball and Sharon Feiman-Nemser in advance of the meeting.

II. General Assembly Debrief

The Continuity and Identity Track was discussed as the only "new" session at this year's General Assembly. Responses to the Track were positive, though people seemed to expect something with more of a "long-term" impact. A follow-up was suggested by GZD in the form of a letter extrapolating 5 principles identified

during the seminar which each attendee could use within his/her own community.

CIJE GA sessions generally appealed to the smaller, more outlying communities.

III. Spielberg

Assignment	NR and GZD will write up one page ideas for potential CIJE work with Spielberg. GZD will speak with R. Levin about a possible focus on early childhood.
Assignment	
Assignment	NR and ADH will discuss Spielberg briefly before their meeting with A. Rubin on December 6, 1995.

IV. April Board Meeting

The April Board meeting will focus on the "underpinnings of educational change." I. Twersky will be invited to speak either at the seminar or during the meeting to teach text that incorporates this topic. For our next meeting, each staff member should consider what pieces will make this topic work.

V. Materials for the Cummings Board Meeting

Assignment	BWH will talk to R. Cowan about what type of presentation will work well for the Cummings Board. We will prepare a conversation (GZD may attend and present) on TEI and it's impact on the classroom in terms of change.
Assignment	GZD will look for three minutes of the Marsha Kaunfer tape for the presentation.

ADH
MAY
12/26/95

Jan 11 - tell Hirschhorn h.s. idea is a good one
- what we're doing to carry it out
- manual is chap 1: how to study educators
- bring manual*
chap 2: how to evaluate an ed prog
- es brew

Bill - touch base w/ Jos. e (2 AG, CG) on prodc

- check Blaustein acknowledgment

- on title page - elegant, tasteful

- b.s. script font was a little vulgar

for Jan 15

How do we structure a process of "what have we learned"

①

- incl a document
- not necess just MEF

- when
- to whom
- how

+ read + rpt
by them

② publications - in pipeline

- incl ed bad pol of
- do we know what
is needed?

③ Evaluat Instit - update + discussion: ADH

review 1995 work plan

- what was done

- what rolls over

④ prelim discussion:
CITE's strategy thrust

- implies for MEF
- e.g. - early childhood

memo of ongoing commitments

- public
- TEI eval

- attached to work plan

⑤ possible future arts - purpose date?

- es Feb - how to study informal ed

- for all of 5 ed arts. de schls

- what do we need to know about informal ed, to be able to think well about building the profess of informal ed

- plus - design for "what have we learned"

Jan 21 - staff mtg - what's the workplan
- where do we want to be
- Newfeld mtg
- disc her pass leading EI

Jan 22 - be ready to say cons. that is planned
eg ask Finkelstein
- what are main g's



mtg w/ Anne 12/27/95

→ "Jewish cultural revival" — books written, read
— journals publ, read
— how much vitality

Erik Cohen

- inventory of J ed in France
- striking finding - adult study groups
- reawakening of J intel life among intellectuals
- want to reveal new ass. strengths - leadership
(eg adult study coordinators)
- could identify new challenges
- understand new movements

- need to talk w/ sociols, do pilot-testing first
- check if asked in NISPS 1990

- need for multiple picture

informal memo if want to disc in Feb

perhaps more impt - assess CITE training acti
- eval inst. it

review of what we have learned - AH - Feb 1997

- why if EG + AG lead
- would need to interview people

→ for discussion

- what leadership - beyond small contingent of ECR
- CITE doing more proj, instead of strategy plan
- assess
- overall map of CITE

Mandel Instit conference on evaluat - 1997??

- Stimul by SEL - need more on eval 98??

- discuss in February?
- part prac oriented??
- plus review, synth aspect
- implan, utiliz of eval, both
- check Carol Weiss
- New Dir. for Evaluat - prac orient
- last couple of yrs
- summer '94

also - need phone call on evaluat at SEL

To lead rpt

comts from MI

- much was useful + well done - but overall, works rpts rather than rpt for distrib

- recs not focused enough - watered down
- what gives handle, sheds new light?
- refocus study on top. c of turnover?
- is turnover part of probl or solut

- did not come out w/ strongly focused (4 pol-o)
+ contextualized analysis
- ignorant reader would not have enough bks

- diffuse vs. need - need to enrich the context - CITE study

Annette - need strongly focused policy stmt

- MI - either / or - either this more foc on operat, or pol brief

- not clr that purpose of writing for Fed pers is worthwhile, w/in CITE
- if want to distrib this must be sharpened
- ok to give ~ / pol brief

in-service is not defined

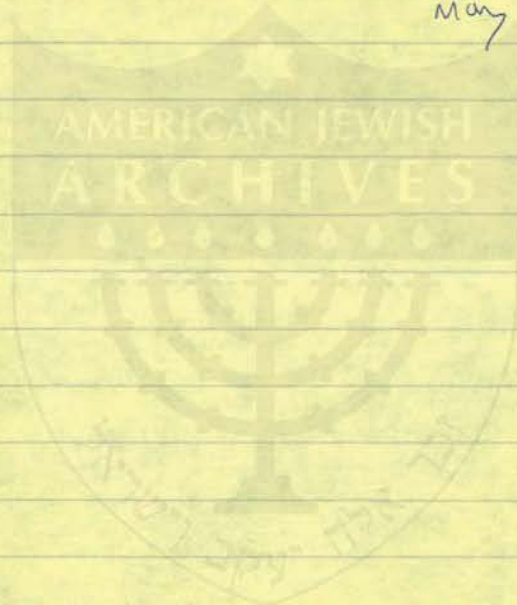
Mandel Instit in.t
Center for Adv Prot Edu

מרכז המידע והחינוך
למגזר הערבי

— umbrella framework for several progs

— Jers Tel - 2 yr, 1 yr, short term

— ~~proble~~ — marketing — need to impr
— where's the critical mass that
may switch careers



4. In response to my request for guidance, Annette provided helpful comments on our educational leaders 3-city report, based on her thoughts and those of Mike Inbar. I will summarize those comments in a separate message.

SSCB\$ type adh122695.asc

In my meeting with Alan on 12/26/95, we discussed the possible agenda for our meeting with Annette on 1/15/95. We came up with the following list of topics: ① principles

2. How do we structure a process of "What have we learned from 4 years of MEF?" (Or, what did we learn from 3 years of MEF in lead communities?) Not sure exactly what the question is, but the basic idea is to take a look back at what we've learned over the past several years. This could occur in conjunction with hiring a new director. This process could take up a substantial part of Ellen's and Adam's work time during 1996, if we want to take a close look. It is important, however, that it not consume ALL the CIJE staff members' time.

At the meeting Jan 15, we should consider, what is the question? and how should we structure the process of answering it?

3. Publications in the pipeline -- including discussion of possible educational leaders policy brief.

4. Evaluation Institute: Update and discussion (ADH)

5. Preliminary discussion: CIJE's strategic thrust, and implications for MEF. That is, we would discuss current and expected directions for CIJE, and how MEF can best contribute. One example may be a strong early childhood initiative.

6. Meeting of MEF advisory committee (tentatively scheduled with Annette for February 18). Possible topics include "what have we learned..."; informal education; educational leaders policy brief.