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Minutes, correspondence, and notes, June 1995-December 1995.

For more information on this collection, please see the finding aid on the
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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.

facsimile

TRANSMITTAL

to: ADAM GAMORAN
fax #: (608) 265-5389
re: July 26, 1995 MEF Telecon
date: August 4, 1995
pages: 5, including cover sheet.

Please find enclosed the following:

1. CIJE-MEF Assignments from past telecons (beginning with the MEF telecon of July 6, 1995);
2. Minutes of the July 26, 1995 MEF Telecon;
3. Current CIJE-MEF Assignments (as of July 26, 1995).

From the desk of...

Bill Robinson
Field Researcher
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Roswell, Georgia 30076

(404) 552-0930
Fax: (404) 998-0860

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 NEL.	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: MEF TELECON
DATE OF MEETING: JULY 26, 1995, 3:30 pm EST
DATE MINUTES ISSUED: AUGUST 4, 1995
PARTICIPANTS: 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

Chair
 Morton Mandel

MEMORANDUM

Vice Chairs
 Billie Gold
 Ann Kaufman
 Matthew Maryles
 Maynard Wishner

To: CIJE Steering Committee Members

From: Alan D. Hoffmann

Honorary Chair
 Max Fisher

Date: August 4, 1995

Re: Steering Committee Meeting of August 25, 1995

Board

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

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place from 9:30 am to 3:00 pm on Friday, August 25 at the CIJE office in New York. Members of the fund raising and search committees will meet following the steering committee meeting and can plan on concluding by 4:00 pm.

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

1. Agenda
2. Update on Building the Profession
3. CIJE document for the CJF/GA 1995 planning process:
Institute on Jewish Identity
4. Two recent examples of press coverage, highlighting CIJE staff
5. Goals Project Update
6. Description of CIJE's current activities

We have also included two essays for your interest.

Please call Debra Perrin at 212-532-2360, ext. 425, to indicate your attendance plans.

Executive Director
 Alan Hoffmann

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
STEERING COMMITTEE**

AGENDA

**Friday, August 25, 1995, 9:30 AM - 3:00 PM
New York**

- I. Master Schedule Control
- II. Minutes
- III. Assignments
- IV. CIJE Update
 - A. General Remarks
 - B. Report on Educational Leaders
 - C. JCC Best Practices Volume
 - D. Report on Teacher Educator Institute
- V. Community Mobilization for CIJE
 - A. Framework for Community Mobilization
 - B. General Assembly
 - C. Update: Dissemination of Policy Brief
- VI. Personnel
 - A. Presentation
 - Lunch
 - B. Discussion
- VII. Goals Project
 - A. Directions
 - B. Workplan

MEMORANDUM

To: CIJE Steering Committee Members

From: Gail Dorph

Date: August 4, 1995

Re: Update on Building the Profession

This year's CIJE workplan for Building the Profession called for the development of a plan to create greater capacity in the area of professional development. In this packet, you will find a variety of documents that describe a partial status report of our work in this area. They include:

Summary of the Cummings Grant Proposal

Updates on CIJE Planning Process to Create a Teacher Educator Institute

June update (includes names of national advisory board)

July update

Program for the CIJE Teacher Educator Institute (July 30 - August 3)

List of Participants in the Institute

ORGANIZATION: Council for Initiatives in Jewish Education DATE: February 21, 1995

SUMMARY

TRANSFORMING THE SUPPLEMENTARY SCHOOL EDUCATOR

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.

CUMMINGS GRANT -- JUNE UPDATE

June 3, 1995

On May 31 and June 1, nine experts joined us to help plan the program to train a national cadre of in-service educators. These experts were invited for their specific areas of expertise. They included:

Deborah Ball and Sharon Feiman-Nemser, professors of Education at Michigan State University and senior researchers at the National Center for Research on Teacher Learning;

Steve Chervin, educational planner from Atlanta, former director of STEP program at Stanford University;

Carol Ingall, faculty member at JTS, former director of BJE in Providence, RI, has extensive experience in curriculum writing and teacher training and has been involved in a videotape project designed for use in supplementary schools;

Amy Walk Katz, principal of the Kehillat Israel School in East Lansing, an ordained rabbi with a MA in Jewish education who is a doctoral candidate at MSU, director of project to train avocational teachers;

Vicky Kelman, director of family education projects at the San Francisco federation, curriculum developer, teacher trainer, and trainer of family educators;

Daniel Margolis, director of the Bureau of Jewish Education of Boston and chair of the Bureau Directors Fellowship;

Lifsa Schachter, provost, Cleveland College of Jewish Studies who has extensive experience in teacher education;

Linda Thal, principal of Leo Baeck Religious School of Los Angeles, winner of the 1994 Covenant Grant Educators Award.

The consultation had two main purposes:

- a. To develop the principles by which the training program will be planned
- b. To discuss the content and format of the videotapes that will be produced support this project

We are now in the process of recruiting candidates so that we can begin the program in the summer. We have asked the lead communities and the communities with which we have recently engaged in serious conversation to send teams of three people to be trained. Our reason for asking communities to send teams is based on our understanding of what it will take to "drive the educational change process" in the communities themselves.

UPDATE ON TEACHER EDUCATOR INSTITUTE

July 6, 1995

The first seminar of the CIJE Teacher Educator Institute is planned for the end of July. Between 15 and 20 central agency professionals, supplementary school principals and early childhood directors will attend. It will be held in Cleveland at the Glidden House. This first cohort will be involved in 5 seminars this year and two next year (1996-97).

In so far as this Institute is designed to improve professional development in supplementary schools, it is synonymous with the "creation of a cadre of mentor trainers" in the Cummings Grant. It goes beyond that grant in conception in two significant ways:

- a. We invited the participation of teams of professionals from communities with an emphasis on central agency personnel
- b. We invited a small group of early childhood educators to be part of this first cohort as well.

Central Agencies: In order for change to take place in this area we felt that central agencies had to be involved in this process from the beginning. Even though many central agency directors do not themselves deliver direct service (run workshops, consult with teachers and schools), we felt that they needed to understand the theory and practice of professional development that we will be developing over the course of the Institute. While it is important that what is currently being done be done better (and we will share current thinking about characteristics of "good professional development" professional), this Institute will suggest new approaches to the area of professional development as well. We, therefore, "recruited" directors of central agencies from the communities. Atlanta, Baltimore, Cleveland, Milwaukee, and San Francisco (and perhaps Chicago) will indeed be sending their directors as members of larger teams.

Early Childhood: It is very clear from the CIJE Study of Educators that serious attention needs to be paid to the area of Early Childhood. As part of our commitment to be involved in developing personnel for early childhood, we included early childhood directors in the educational leadership seminar at the Harvard Principals Center last fall. We have been involved in designing a pilot project for early childhood educators (Machon L'Morim: Breishit) described briefly by Genine Fidler at our last board meeting. We wanted to include several early childhood educators in this project after our first consultation because we felt that the design for the Institute and its contents were very appropriate to their needs.

The conceptualization for the Institute grew out of two separate consultations. The first was a two day consultation (May 31 and June 1) and was devoted specifically to professional development in supplementary school settings, the mandate of the Cummings Grant Proposal. The second was devoted to early childhood issues in particular and was held on June 15.

Drs. Deborah Ball and Sharon Feiman-Nemser, both professors at Michigan State University and senior researchers at their National Center on Research on Learning to Teach, will be serving as faculty for this seminar along with Barry Holtz and Gail Dorph and have spent two additional

days working with us on developing the specific curriculum of the first seminar.

All of the planning for this project has been sensational. By this I mean, the advisory groups were enthusiastic about the project, read and commented on all of the written materials that we sent out to them in advance and continue to be in touch with us as they see other academic articles, papers and projects that touch on this work. Deborah and Sharon have really taken this on as though they own it, more than as though they are outside consultants. We have been in communication weekly through e-mail in terms of the details of the first seminar in addition to our face to face meetings. Just this morning, I received their latest e-mail, written jointly on their return flight from a planning meeting in which they moved the details of our planning even further ahead.

The Grant provides for the development and production of a series of videotapes which can be used as part of professional development seminars. Sharon and Deborah have provided us with two models of tapes that have been produced: one by the National Center for Research on Teacher Learning and one by the Michigan Partnership For New Education. Yesterday, we developed a plan for using two videotapes (one from general education, one from Jewish education) in this first seminar to create a context for talking about learning and teaching and as a model of how tapes can be used in professional development.

CIJE TEACHER EDUCATOR INSTITUTE

Sunday Evening, July 30

- 6:00 - 7:00 Dinner, Registration, Opening Remarks
Gail Dorph
7:00 - 8:30 **Text Study**
Gail Dorph
8:30 - 9:00 **Journal Writing**

Monday, July 31

- 9:00 - 10:30 **Investigating Our Personal Images of Good Jewish Teaching and Learning**
(Please bring your writing about "Good Jewish Teaching and Learning")
Sharon Feiman-Nemser
10:30- 10:45 Break
10:45- 12:15 **Personal Images #2**
Sharon Feiman-Nemser
12:15- 1:15 Lunch
1:30 - 2:45 **Investigating Researcher-Practitioner Perspectives on Teaching and Learning (Ball and Wilson; Grossman; Paley—articles)**
Sharon Feiman-Nemser
2:45 - 3:00 Break
3:00 - 4:00 **Perspectives on Teaching and Learning #2**
Teaching Our Reading to Others
Sharon Feiman-Nemser
4:00 - 5:15 **Perspectives on Teaching and Learning #3**
What Does This Have to Do With Us
Sharon Feiman-Nemser
5:15 - 5:45 **Journal Writing**
6:30 - 7:30 Dinner
7:30 - 9:00 **Text Study**
Barry Holtz

Tuesday, August 1

- 9:00 - 9:30 **Journal Reading**
Gail Dorph
9:30 - 11:00 **Investigating Teaching: The Case of Math, A Videotape Exercise**
Deborah Ball
11:00 - 11:15 Break
11:15 - 12:45 **Investigating Teaching #2**
Deborah Ball
12:45 - 1:45 Lunch
2:00 - 3:00 **Investigating Teaching : The Tower of Babel, A Text Reading Exercise**

- Gail Dorph*
 3:00 - 3:15 Break
 3:15 - 6:00 **Investigating Teaching: The Case of Torah, A Videotape Exercise**
Deborah Ball
 6:00 - 6:30 **Investigating the Investigation of Teaching: An Introduction to Tuesday Evening's Assignment**
Deborah Ball
 6:30 Box Supper Available
 7:30 - 9:00 **Evening Assignment plus Journal Writing**

Wednesday, August 2

- 9:00 - 9:30 **Journal Reading**
Gail Dorph
 9:30 - 11:00 **Investigating the Investigation of Teaching**
Deborah Ball
 11:00 - 11:15 Break
 11:30 - 1:00 **Investigating the Investigation of Teaching #2**
Deborah Ball
 1:00 - 2:00 Lunch
 2:00 - 3:00 **Investigating the Investigation of Teaching #3**
Deborah Ball
 3:00 - 3:15 Break
 3:15 - 4:45 **Investigating Perspectives on Professional Development**
Deborah Ball and Gail Dorph
 4:45 - 5:15 **Journal Writing**
 5:30 - 6:30 Dinner
 6:45 - Museum Visit

Thursday, August 3

- 9:00 - 10:30 **Text Study**
Lifsa Schachter
 10:30-10:45 Break
 10:45-12:00 **Investigating Perspectives on Professional Development #2/**
Journal Reading
 What Does This Have To Do With Us
Gail Dorph and Barry Holtz
 12:00 - 1:00 Lunch
 1:00 - 4:30 **Developing our Work Plans (Please bring your calendars to this session)**
Gail Dorph and Barry Holtz

**Council for Initiatives in Jewish Education
Teacher Educator Institute
July 30 - August 3, 1995
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MEMORANDUM

To: Members of the CIJE Steering Committee

From: Nessa Rapoport

Date: August 4, 1995

Re: CIJE Planning Document for the GA 1995: Institute on Jewish identity

As part of a long-term strategic planning process begun this year by CJF, the 1995 GA is being restructured into four thematic institutes. CIJE staff are participants in the planning process for the institute on Jewish identity.

In June, members of the planning team were asked to conceptualize on paper what an initial model might be for the 1995 Jewish identity institute, in light of the five-year plan outlined by Carl Sheingold to the planners of all four institutes.

Attached is the document CIJE offered as a possible example of how to think about one year's program within a larger framework for change. This proposal has, in fact, become a centerpiece of subsequent meetings to plan the institute and has been influential in the overall discussion about restructuring the GA.

Chair
Morton Mandel

June 26, 1995

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

From: Nessa Rapoport; Barry Holtz, CIE
To: GA 95 Jewish Identity Team

Honorary Chair
Max Fisher

We thought it might be useful to begin by articulating the goals of the five-year process of transforming the GA, since this GA is considered the first step in a plan for change.

Board
David Arnov
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Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown

As Carl described them at our first meeting, they are:

Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Isamar Schorsch
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Isadore Twersky
Bennett Yanowitz

1. "To transform the GA from an episodic event, planned in a crisis mode, to an event tied to others, conceived in a planning mode, with follow-through from GA to GA. The GA should be seen as a tool to reposition federations and CJF in a changing Jewish world."

2. "To transform federations from consumers of the GA to owners of the GA."

The goal, then, is to transform the GA from a kind of fair--at which many programs, communities, and individuals are showcased, and participants choose among a list of options--to a setting that will create a community of people who will set an agenda they will go on to implement throughout the year; network throughout the year; and build from 1995 until the year 2000--at which point the process of "transformation" will have attained its five-year goals.

The above two points are the process goals. What are the corresponding content goals for this institute? What do participants need to learn in order to transform their communities in a meaningful Jewish way? What understanding and skills must communal leaders and professionals acquire in this five-year process to make them effective, empowered leaders of purposeful change?

If we take the above two points as goals, the 1995 GA institute, while necessarily autonomous for those who will not attend in subsequent years, must nevertheless be part of a larger five-year plan. The GA institutes of Boston (1995), Seattle (1996), Indianapolis (1997), Jerusalem (1998), Atlanta (1999), and Chicago (2000) must be linked thematically, each to the next, to offer a cumulative experience for the participants who, in accord with #2 above, will be shaping the process of transformation, at the GA and in their home communities.

Executive Director
Alan Hoffmann

Unless each of these GA institutes has a coherent theme, the "show-and-tell" nature of previous GAs will inevitably be recreated. For genuine change to take place, each institute must cohere around a central theme and not try to offer "something for everyone." The latter can only result in a weaker version of previous GAs, with one-fourth the participants and a "catch-all" format that does not do justice to the magnitude of the goal of "transformation." We need to take seriously the idea that programs alone cannot make structural change; whatever we plan must reflect the awareness that a deep understanding of the change process and the role of professional and lay leaders as change agents must precede and will enhance all programming efforts.

As planners, we need to be able to answer these questions:

- a. What is the five-year plan for this institute? What should the GA institute look like in a "transformed CJF" in year five?**
- b. What then might be the first institute for year one? What should the "charge" be to participants at the end of GA institute 95, connecting it to GA institute 96 and beyond?**
- c. What needs to take place between GA 95 and GA 96 to make it possible for returning participants to feel like members, connected to and anticipatory of year two? Or for new participants to join?**

The institutes must be designed so that each session builds on the preceding one toward a clear goal. By the end of the institute, the participants will have followed a path that has taken them through a coherent process of study and experience toward increasing vision and efficacy when they return home.

That process would contain at least these components: A theory and vision that participants could take with them to apply to their diverse circumstances; case studies of success (or failure) that they can offer each other; an experiential aspect to the learning; and a dialogue between Jewish life and tradition and North American life and learning.

What follows is one suggestion for approaching the three challenges (a, b, c) above:

- a. What is the five-year plan for this institute?**

Here is one possible example:

Year One: "From Personal Transformation to Communal Transformation":

What has been our personal experience of Jewishness? What have been the turning points to deeper understanding, greater connection to sacredness, the life of the spirit, the Jewish people? How can we translate personal spiritual growth into communal change? How has the Jewish tradition been shaped by leaders who were able to turn their personal journeys into structures for communal revitalization?

Year Two: "Reimagining the North American Jewish Community":

What are our visions of the Jewish future in the richest, most welcoming diaspora Jews have ever experienced? What should be the outcomes of the quest for Jewish identity--personal, institutional, and communal? What place do North American Jews have in contemporary life? Where do we ally with the culture of North America and where do we significantly differ? What are the difficulties in living Jewish life in North America?

Year Three: "Theories and Applications of Change":

The study of organizational change is a significant field in North American culture. What might the Jewish community learn, and what might it contribute, to this growing body of knowledge being applied in North American corporations, schools, and foundations? What are the impediments to genuine change? What are examples of success stories from the literature of change? What skills do leaders of the change process need to have? And what might we learn from our own resilience as a people that has enabled us to adapt to and flourish under a range of circumstances?

Year Four: "A North American Judaism":

As we encounter Israel and Israelis at this GA, we will have an unprecedented opportunity to present ourselves to our fellow Jews. What is distinctive about Judaism as it has taken root in North America? What can Israeli Jews and North American Jews learn from each other? How can that learning take place? How can we stay connected? What have the previous years of self-reflection allowed us to understand about ourselves, about our connection to Israel? What deeper and richer understanding of Israel can we take back to our communities? What are Jewish precedents for relationships between communities in Israel and the diaspora? How can we intersect with the ongoing work of the institute on Israel-diaspora relations?

Year Five: "Leadership":

What is effective leadership? What are case studies in leadership? How do leaders create a vision, share it with key stakeholders, and design a process to implement that vision in institutions and communities? How can the Jews of North America become a community of leaders? How do leaders build consensus, engage others in decision-making, build teams to make change? What does the Jewish tradition have to teach us, in rabbinic literature and in our history, about the critical role of leadership in sustaining a vital community?

Year Six (2000): "Through Five Years into the Century":

What has the community learned about itself in these five years? How have we grown, changed? Have we fulfilled or begun to fulfill the dream of a more engaged, meaningful Jewishness pervading our lives, institutions, communities? What are the next steps in this new century? How can we evaluate the unprecedented communal process of focussing our efforts around "Jewish continuity"? What are our successes and what challenges do we face that we could not have foreseen in 1995? What can we learn from the Jewish past in its encounter with modernity to help us and the future community?

Two issues in thinking about the five-year plan:

Can we link these institutes in a serious way to what's going on in each of the host communities where the GAs take place? It would be interesting to think about how the individual community could become a resource to the change process, presenting itself as a lab and case study in an exchange with GA participants from which all might benefit.

What is our relationship to the process and content of the other institutes as this process unfolds? What will be connection among the participants of each institute when they return to the same community?

b. What might be the first institute for year one?:

Here is a sample structure for the coming GA institute, based on the above strategies:

"From Personal Transformation to Communal Transformation"

Session One (Wed. aft.): Personal Testimonies:

Experiential exchanges of participants' stories of their own Jewish journeys, including film clips, monologues/performance pieces, journal writing, etc.

Session Two: (Thurs. morning): Study:

Study of Jewish texts, poems, diaries excerpts, ethical wills, etc., related to issues of individual transformation, spiritual quest; and making the connection to Jewish peoplehood.

Session Three: (Thurs., following the study): Envisioning the Jewish Future: What are our dreams for ourselves, for our communities?

Session Four (Thurs. aft.): Implementing Vision:

Can individuals change institutions? Case studies in small groups.

c. What needs to take place between GA 95 and GA 96?

Among the possibilities are:

1. Addresses, faxes and e-mail addresses to all institute participants.
2. A newsletter, electronic/paper, or an electronic conversation to keep people informed and engaged from January 96 throughout the year in a process that would inform them about results of GA institute 95 and involve them in building toward the institute of GA 96. Distribution of articles and developments related to the themes of 95 and 96.
3. Regional meetings around interests and possible partnerships, within communities and between them, that have emerged from the first institute.

4. Evaluation: We will need to build in a process of learning as much as we can about the effectiveness and impact of this first institute, both from the participants and especially from those who led sessions.

DRAFT DRAFT DRAFT

GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

PREFACE

CIJE is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. In November 1990, the Commission on Jewish Education in North America released A Time to Act, a report calling for dramatic change in the scope, standards, and the quality of Jewish education on this continent. It **concluded that – whatever the setting or age group – the revitalization of Jewish education will depend on two essential tasks: 1) building the profession of Jewish education; and 2) mobilizing community support for Jewish education.** CIJE was established to implement the Commission's conclusions.

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

THE PARTNERSHIP OF CIJE AND LOCAL COMMUNITIES

Structure and Process	
<u>CIJE</u>	
CIJE will help orient communities' educators and lay leaders to the purposes and importance of CIJE's rationale. This will include rationale for involvement in the CIJE Study of Educators.	
CIJE will provide periodic consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education.	
CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts.	
CIJE will help prepare local personnel to conduct program evaluation.	
<u>Communities</u>	
The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.	
Communities will develop a cadre of lay leaders committed to Jewish educational issues.	

Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.

Communities will create a plan for a structure in the community to organize and direct the project.

The plan will address:

- a. issues of coordination with other agencies within the Federation (committees such as planning and allocations, etc.)
- b. agencies outside of Federation (e.g. synagogues, Central Agency for Jewish Education, JCC, etc.),
- c. lay involvement, representation and structure (e.g. "wall to wall" coalition)
- d. coordination with national organizations where appropriate (e.g. JESNA, JCCA, denominational organizations, etc.)

Communities will designate a person to lead the process.

Person's responsibility will include:

- a. managing the process
- b. communicating the process and products appropriately throughout the community.

Communities will commit themselves to a process of ongoing evaluation of its educational system, projects and outcomes.

The CIJE Study of Educators

CIJE

CIJE will provide a module to help communities implement a study of its educators

The module will include a survey questionnaire, interview protocols, a software package for data analysis, a manual describing implementation of the study, and seminars on conducting and analyzing interview study.

Communities

Communities will conduct a study of its educators.

This means:

- a. use CIJE's Study of Educators Module
- b. contribution of findings to the CIJE national database
- c. designation of local person to lead this process.

Personnel Action Plans

CIJE

CIJE will help communities develop a personnel action plan by providing regular seminars to and opportunities for networking.

Communities

Communities will develop a personnel action plan and a strategy for implementing the plan.

The Goals Project

CIJE

CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process.

Communities

Communities will engage in the Goal's Project.

This may mean:

- a. engagement in searching for communal goals
- b. seminars for leadership of educational institutions (synagogues, schools, JCC's) about the goals of their institutions
- c. individual institutions engaged in articulating their vision.

Pilot Projects

CIJE

CIJE will consult on a select number of pilot projects.

These projects must.

- a. be oriented toward one of the "building blocks"-- 1) building the profession and 2) mobilizing community support
- b. have implications for adaptation and replication in other communities
- c. have an evaluation component built into the project from the beginning.

Communities

Communities will initiate a select number of pilot projects.

The Best Practices Project

CIJE

CIJE will provide communities with results of its best practices projects and opportunities to use these results with both lay leaders and professionals in a variety of settings.

Communities

Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project.

July 10, 1995

MEMORANDUM

To: Members of the CIJE Steering Committee
From: Daniel Pekarsky
Date: August 4, 1995
Re: Goals Project update

INTRODUCTORY

Our experience with the Goals Project to date, carefully examined and richly illuminated during a recent consultation with faculty associated with the Harvard University (Philosophy of Education Research Center)-Mandel Institute Program of Scholarly Collaboration, has made it possible to refine the project's long-term challenges and immediate tasks. This report is designed to bring you up to date with our thinking and activities.

The imagined future that animates the work of the Goals Project includes the following elements: Jewish educating institutions, encouraged by their communities, are actively engaged in serious deliberation and study designed to deepen their understanding of their central goals; they are working to develop practices that seem adequate to these goals; and they are employing evaluation procedures that make it possible to recognize and diminish the gap between aspiration and outcome. We imagine a future in which the language of vision, goals, and evaluation figures prominently in the discourse and deliberations of educators and lay constituencies, a future in which thoughtful attention to these matters contributes to substantially improved educational practices and outcomes. Three principal emphases have defined our efforts to move towards this imagined future.

THE THREE PRINCIPAL EMPHASES

Seeding the culture. First of all, the Goals Project is an attempt to cultivate a culture in the Jewish community that takes questions of vision, goals, and evaluation to heart, a culture that recognizes that educational and communal well-being depends on a willingness to think critically and regularly about such matters in their relationship to practice. We have informally begun to describe initiatives that are aimed at engendering an hospitable cultural environment as "seeding the culture." The metaphor of "seeding" is intended to suggest that out of this kind of effort some very good things are likely to grow, including the emergence of increasing numbers of institutions, embedded in strongly supportive communities, that approach us with the serious intention of becoming organized around shared and compelling educational goals. The word "serious" is critical here; for what we have in mind is not a one-shot "visioning session" but a demanding process that integrates institutional self-study, study of pertinent Jewish texts and conceptions, and careful deliberation concerning "the what" and "the how" of Jewish education. Carried through in the right spirit, this process will give rise to stronger educational practices as well as to institutional cultures which encourage inquiry aimed at continuing self-improvement.

Several of CIJE's recent and upcoming activities are organized around this "seeding the culture" agenda. Pertinent examples include the Jerusalem seminar last summer, the set of four seminars held in Milwaukee during the spring, and the upcoming December retreat with the some 400 graduates of the Wexner program. We also view consultations like the one held with the group planning a high school in Atlanta and our upcoming programs with the JCCs and with Baltimore's central agency as opportunities to educate these constituencies concerning the important place of vision and goals in educational deliberation and practice.

As our work has progressed, we have come to recognize that it would be a mistake to "ghetto-ize" the concerns animating the Goals Project by confining them to activities pre-designated as "Goals Seminars." If we are serious about nurturing a goals-sensitive culture among the constituencies that will shape the course of Jewish education, all of CIJE's activities -- for example, in the areas of personnel development and community mobilization -- need to be infused with the concerns that are at the heart of the Goals Project. We have also come to realize that effectiveness in making these concerns come alive for targeted institutions and populations will usually require going beyond talking about the importance of goals, vision, and evaluation; we will also need to engage them in addressing genuine problems and perplexities relating to such matters in relation to their own areas of educational interest. It will be crucial to infuse such discussions with philosophically powerful Jewish conceptions so as to exhibit their capacity to deepen educational deliberations by stimulating serious thinking concerning the aims of Jewish education.

"The kitchen." We have come to refer to "the kitchen" as the backstage where we develop the resources - the materials, the know-how, the conceptualizations -- that are required to be effective in "seeding the culture" and in guiding serious institutional efforts to become organized around clear and compelling goals. Kitchen-work is wide-ranging, and it builds on the substantial and soon-to-be-published work already done under the auspices of the Mandel Institute's Educated Jew Project. It includes, but is not limited to, imaginative publications that make vivid the power of a guiding educational vision and the nature of the journey towards such a vision; continuing efforts to develop materials like those produced through the Educated Jew Project that can be used to raise the level of consciousness among lay and professional constituencies concerning the aims of Jewish education; and a repertoire of strategies that can be drawn on in the effort to encourage institutions to "take the next step" on a goals-agenda. A well-developed library of such resources will also be invaluable in the training of those individuals who will be doing this work.

Developing capacity. The ability of interested institutions to become more vision-driven and goals-sensitive may depend substantially on their being helped along by "coaches" or "guides" who possess the right kinds of aptitudes, skills, understandings, and convictions. Since the requisite expertise is not common, a third emphasis of our project has been on developing the human capacity to work with communities and institutions on a goals-agenda.

This "developing capacity" imperative has pointed us in two directions. One of these

directions focuses on "pilot-projects" in which a small number of institutional guides (especially members of our own staff) work with select institutions on a goals-agenda; carefully studied, their experience will deepen our understanding of the nature of the work that guides need to be doing and will thereby enhance our ability to train other individuals to do this kind of work. The other direction focuses on the identification, recruitment, and training of individuals who show promise of making effective guides.

Our actual work with institutions to date has emphasized the "pilot-projects". The intensive and continuing work of the Mandel Institute's Daniel Marom with Cleveland's Agnon School is a principal example; and Daniel Pekarsky has initiated some efforts in this domain with Milwaukee institutions that participated in the spring Goals Seminars.

It is worth noting in passing that in addition to what these pilot-projects will teach us about the art of helping institutions make progress on a goals-agenda, they are important to our work in a number of other ways. For example, these pilot-projects offer a wealth of information concerning institutions and institutional change; and they will also instruct us about the kinds of resources (texts, strategies, exercises, diagnostic and evaluation tools, etc.) "the kitchen" needs to be producing to help institutions make progress on the goals agenda. Finally, even one successful pilot-project, if suitably documented, analyzed, and packaged, could do wonders for our effort to convey what it means to take on a goals-agenda and the benefits of doing so. Developing such a case-study of a "success-story" may prove a very worthwhile endeavor.

BALANCING THE THREE EMPHASES

Our July meetings with Professors Seymour Fox, Israel Scheffler, and other scholars affiliated with the Harvard University (PERC)-Mandel Institute Program of Scholarly Collaboration have helped to clarify and deepen our understanding of the relationships between the three emphases enumerated above. The following general conclusions summarize our judgment as to the most fruitful way to distribute our available energies among these emphases:

1) All three of these emphases continue to seem worthy and need to be simultaneously pursued.

2) In the third area, identified as "Developing Capacity", our immediate work should favor selected pilot-projects, each with a different focus, over an attempt to train a cadre of coaches. Standing behind this judgment is our strong sense that our ability to train individuals to work with institutions will be substantially enhanced through pilot-projects that focus on different dimensions of the work and that give rise to increasingly more fine-tuned and powerful bodies of knowledge and strategic know-how, tailored to different institutional circumstances. This knowledge-base will be an integral part of the curriculum for training others to work with institutions.

3) At the same time, we should begin now to involve in our project senior educators who have the potential to be effective in helping educating institutions become more goals-sensitive, so that at the appropriate moment they can be tapped for this important work. The upcoming seminars for principals and a seminar for senior educators planned for next summer are informed by this concern.

CAPSULE SUMMARY OF THE WORK AHEAD

1. Seminars, consultations, and workshops organized around the following:

Seeding the culture: bringing lay and/or professional leaders in the field of Jewish education to an appreciation of the need to take questions of vision, goals and evaluation seriously, thus laying the ground for communal and institutional initiatives. Upcoming examples of such efforts include the projected seminar for the leadership of new Affiliated Communities and a spring seminar for principals organized around the concerns at the heart of the Goals Project.

Initiating some outstanding senior people into the work of the Goals Project and engaging them, as appropriate, in the project's activities. An extended seminar for this constituency, to be developed in collaboration with the Mandel Institute, has been projected for July, 1996.

Honoring commitments we've made (in ways that forward the project's principal goals). Representative activities include a set of sessions developed in cooperation with Baltimore's central agency designed to help the leadership to clarify the agency's central mission and goals; working with Wexner to develop a retreat for the Wexner graduates that is designed to focus their energies on Jewish education in their local communities; and working with teams from a number of JCCs around questions concerning the vision animating their camps.

2. Developing our Understandings and Tools

On-going work aimed at developing a library of resources, materials, strategies, and evaluation tools that will enhance our efforts to do the following: to mobilize Jewish communities in support of the goals-agenda; to help educating institutions become organized around meaningful goals; and to train the personnel to work with these institutions. The analysis and development of this crucial part of our work will be the subject of some intensive deliberations at the Mandel Institute scheduled for January, 1996.

3. Pilot Projects

Marom will continue his work with Agnon and Pekarsky will try to finalize an arrangement

with one or two other institutions, probably in Milwaukee.

Careful documentation and analysis of the work that goes on in the pilot projects are of critical importance. Along the way, seminars for carefully chosen clienteles designed to analyze this work will be invaluable and will be scheduled as appropriate.

Chair
Morton Mandel

About the Council for Initiatives in Jewish Education (CIJE)

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish education. CIJE's mission, in its projects and research, is to be a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions to **build the profession of Jewish education and mobilize community support for Jewish education.**

Honorary Chair
Max Fisher

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Melvin Merians
Lester Pollack
Charles Rabner
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William Schatten
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CURRENT ACTIVITIES

The Harvard-CIJE Leadership Institute

In the fall of 1994, the staff of CIJE developed with the Harvard University Principals' Center the first inter-communal and trans-denominational institute on Jewish educational leadership. Fifty leaders of Jewish schools and early childhood programs from across the country attended the Harvard-CIJE Leadership Institute. The intensive program brought the latest research and thinking in general education to bear on such questions as: What is effective school leadership? How do leaders create a vision and implement it within their schools? What does the Jewish tradition teach us about the critical role of leaders in Jewish education?

In 1995-96, CIJE will extend its work in the area of leadership through additional institutes.

"Transforming the Supplementary School": The CIJE Teacher-Educator Institute

In May 1995, CIJE received a substantial three-year grant from the Nathan Cummings Foundation to forge a national cadre of teacher-educators who will design and implement new approaches to the professional development of teachers. (There is a nationwide shortage of qualified teacher-trainers for Jewish educational institutions.) Directed by Dr. Gail Dorph and Dr. Barry Holtz, this pioneering initiative was undertaken to transform the quality of teaching in the classroom by giving institutions and communities access to skilled professionals who can guide the improvement of teachers' growth, learning and practice.

Executive Director
Alan Hoffmann

"Transforming the Supplementary School": The CIJE Videotape Project

Teachers improve their practice not only by deepening their understanding of Judaica and pedagogy and by learning new skills, but by watching and reflecting on the practice of teachers as they work in the classroom. CIJE is creating a set of videotapes for use in professional development programs across the country.

The Best Practices Project

Under the direction of Dr. Barry Holtz, CIJE has produced two volumes: *Best Practices in Supplementary Schools* and *Best Practices in Early Childhood Education*. These volumes offer examples of excellence in these two settings. Future volumes will include *Best Practices in JCCs* and *Best Practices in Professional Development*.

The Goals Project

The North American Jewish community has entered a critical stage of reflection and analysis. Contemporary Jewish education requires not only new approaches but also new formulations of purpose. The Goals Project is designed to address the question: What kind of Jews do we want to foster through our institutions and communities?

The CIJE Goals Seminar (Jerusalem: July 1994) brought together lay and professional leaders from several communities to work together on conceptualizing "vision-driven" institutions and communities--that is, those with a distinct vision of their work and clarity about their goals.

Since then, CIJE, together with the Mandel Institute in Jerusalem, has been engaged in a series of seminars in communities and pilot projects in Jewish educational institutions for lay leaders and professionals, under the direction of Dr. Daniel Pekarsky, a philosopher of education from the University of Wisconsin.

Building Research Capacity

CIJE is committed to helping set an agenda and build the capacity to conduct research with implications for communal policy--one of the most underdeveloped areas in Jewish education. CIJE consultants Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of Peabody College of Education, Vanderbilt University, are directing CIJE's efforts in this area.

A critical domain is educational evaluation. In this decade, when the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the issue of evaluation has become urgent. As communities and institutions consciously set goals for Jewish education and continuity, it is imperative to establish indicators by which success and failure can subsequently be measured. In this way, we can learn from each other in order to transform the quality of Jewish education in North America.

August 1995

MEMORANDUM

To: Members of the CIJE Steering Committee

From: Nessa Rapoport

Date: August 4, 1995

Re: Two essays of interest

In the course of our work, CIJE staff members read many articles and essays about Jewish education and continuity.

We wanted to share with members of the steering committee two of the recent pieces we found most stimulating.

Attached are:

1. "Jewish Lives/Jewish Learning" by Diane Tickton Schuster. This moving paper describes the power of Jewish study for sophisticated adults who had not previously been engaged in Jewish life; and analyzes the "best practice" components that succeeded in attracting these students to Jewishness for the first time. The place of both personnel and community culture are paramount in Schuster's analysis.
2. Address to the Jewish Press Association (Chicago, June 1995) by Rabbi Eric Yoffie, president-elect of the Union of American Hebrew Congregations. This lively presentation places Jewish education at the center of Yoffie's vision for reenergizing North American Judaism and his own movement. Yoffie also offers some provocative insights into contemporary Jewish life.



**JEWISH LIVES/JEWISH LEARNING:
From Life to Torah in Contemporary America**

**Diane Tickton Schuster, Ph.D.
The Claremont Graduate School**

Work-in-Progress

The Jewish Lives/Jewish Learning project aims to explore the lives and learning of Jewish adults who currently are engaged in Jewish study and the educational activities they have selected to address their needs. This project has been conceptualized in the context of social and historical factors that shape the concerns and values of contemporary American Jews and is designed to examine the experiences of adult Jewish learners in light of recent research on adult development and learning. Focused specifically on the descriptions provided by the learners themselves, this investigation will illuminate the "Jewish journeys" of a range of adults who recently have begun to study. The present discussion is based on pilot interviews conducted between December 1994 and May 1995.

Rosenzweig on New Learning. Perhaps the most compelling framework for this project may be found in Franz Rosenzweig's (1955) discussions of Jewish learning in adulthood. In 1920, Rosenzweig wrote about his personal spiritual journey as a Jew and described the process of moving from the "periphery of Jewish life" to a positive Jewish identity. The transformative process he described was characterized by a new kind of learning:

A new learning is about to be born—rather it has been born. It is a learning in reverse order. A learning that no longer starts from the Torah and leads into life, but the other way round: from life, from a world that knows nothing of the Law, or pretends to know nothing, back to the Torah. That is the sign of the time. It is a sign of the time because it is the mark of the men of the time. (p. 98)

The time to which Rosenzweig referred was pre-World War II Central Europe, and the process he described pertained to the experience of urbanized, intellectual, assimilated Jews who had left behind the ghetto existence of their forebears and embraced the modern life of predominantly Christian urban centers. It is intriguing that seventy-five years after he founded the *Lehrhaus*—his institutional response to what he perceived to be the needs of assimilated Jews—Rosenzweig's observations about the lives and learning of Jews who were three or four generations removed from the ghetto bear striking relevance to the experience of a growing number of contemporary American Jews.

Profiles in New Learning. Consider, for example, the experience of a thirty-six year old California woman whose loosely committed Reform Jewish parents dispatched her to Sunday school in a taxi during the 1960s. Recently she described her midlife quest for an authentic Jewish life:

I went through about two years of starting to read on my own a little bit, just some really basic Judaism books.... Heschel's book on the Sabbath, thinking I want to start out with Shabbat. And it was really difficult in my marriage [to a non-Jew] because...I didn't really do anything Jewish when we got married. I mean, sure, my identity was as a Jewish woman, but it didn't really mean anything on the inside.

So I started changing just a little bit and we started doing Chanukah, but we didn't really do Chanukah. And we always go to his parent's house for Christmas, and one thing I am really happy that I made the decision early on was [that] this is very, very important to me. I told him I feel very strongly.... I don't want any Christian symbols in my home. We can go to his mother's for Christmas celebrations, but I have a *Jewish* home.

[Eventually] I realized that I wanted to know. I wanted to learn more. Reading is great, but I wanted to *know* what's in the Torah. I'm reading how important Torah is, I'm reading how Torah guides our lives, but I don't know Torah....

So I called Rabbi J. And she really was smart with me. She really challenged me. It really was a process that had no beginning and no end. It was a process of, "Well, now let's start".... She taught me about how everything works, about all the books, about commentary, and how my opinions count.... And I said, "Is it all right to do it this way?" And she said, "The wonderful thing about Judaism is that you can create your own reality."

You don't have to be a rabbi to learn. You just have to have a desire. And I would love to teach you."

This "voice of the 1990s" is but one example of a growing number of Jewish adults who now have begun to incorporate new learning into their busy personal and professional lives. Recently, I conducted exploratory interviews with ten adults who are involved in what Rosenzweig called a "return to the sources." I also interviewed one of the teachers who had had a significant influence on several of these students' development as Jewish learners.

Jews and Adult Learning. In beginning this inquiry, I reviewed the extensive literature on adult learning. The characteristic profile of adult learners has been well documented (Aslanian and Brickell, 1980; Brookfield, 1986; Cross, 1981; Merriam and Caffarella, 1991; Mezirow and Associates, 1990), and, in broad terms, Jewish adult learners are not distinguishable from the population at large. On the whole, adult learners are employed, middle-class adults who turn to education at times of personal or occupational transition. Typically, they are short on time and long on their expectations for education; they place high value on quality intellectual experiences and, when actively engaged and treated with respect, become dedicated, collaborative, and self-directed learners. In some cases, adult learners become so proficient in their area of study that they are then able to progress into teaching roles with others.

In terms of *Jewish* learning, however, many Jewish adult learners are defensive about the inadequacies of their earlier education (or, more precisely, lack of education) in Jewish law, language, and custom (Frankel, 1989; Zachary, 1991). Although confident in secular pursuits, they tend to be cautious and self-protective in their search for religious or spiritual guidance. Those who are tentative or skeptical about their commitment to Judaism do not expect to find connections between traditional Jewish precepts and their own contemporary concerns.

However, highly educated American Jewish women and men are now showing considerable interest in understanding their intellectual and religious roots. Sociologist Wade Clark Roof recently anticipated that soon large numbers of spiritually hungry Jewish adults will be "knocking on the rabbi's door" (Eshman, 1995). To date, although there has been a proliferation of new, innovative adult education programs designed for American Jews, relatively little has been written about the learners or their needs. Moreover, few rabbis or educators are familiar with the psychological and educational literature on adult development and learning and thus may not be adequately prepared to respond to new learners in the most effective ways.

The Pilot Study Sample. Between December 1994 and May 1995, I conducted two-hour interviews with ten (7 female, 3 male) "new learners." The interviewees were identified by word-of-mouth from resources in the Los Angeles Jewish community; in brief profile, they are:

- a former network news documentary producer seriously ill with AIDS whose study of Torah, Jewish philosophy, and religious poetry has helped him to find Jewish answers to tough questions for himself, his Jewishly-alienated family, and members of an AIDS support group;
- a child survivor of the Holocaust who did not "get in touch with" her Jewish identity until after her retirement from college teaching in the early 1980s and who now attends text study sessions and writes of her rediscovery of herself as a Jew;
- a public health official whose stress in her work in disaster preparedness has most effectively been alleviated by her adoption of a Jewish spiritual discipline;
- an educational consultant whose marriage to a non-Jew and desire to give her children a positive Jewish identity has prompted focused study of Talmud (including computer-based "on line" study with other new learners) and an ambition to help other adults participate in the creation of commentary;
- a psychotherapist who has found relevance in incorporating Jewish spirituality and healing themes into her professional work with clients;

- an independent filmmaker whose documentary about the life of a female rabbi has led her to examine how text interpretation can inform her own life;
- a physician who finds that with a geographical relocation from Canada to the United States and the remarriage of his widowed father to a non-Jew leaves him longing for a sense of Jewish home for his children;
- a Jewish community leader whose Jewish identity has been linked to social action but who now wishes to overcome her impoverished Jewish education;
- a philosophy professor who now finds that he is ready to integrate Jewish questions into his scholarly work, as well as into his understanding of personal loss at midlife; and
- an attorney and self-taught Jewish scholar who finds that women in her synagogue community look to her guidance and study partnership.

Emerging themes. The pilot interviews were conducted face-to-face in home or restaurant settings. Open-ended, and designed to elicit thick descriptions of "whole life" experiences, the interviews proceeded from a single question: "Please tell me about your life--your journey--Jewishly." Follow-on questions probed Jewish learning experiences, significant influences on the formation of Jewish identity, the role of facilitative and non-facilitative teachers, and the contribution, where applicable, of community and Jewish organizations in the sustenance of Jewish life.

At this time, a variety of themes have emerged in the interview transcripts and genuinely identifiable patterns will be clarified when the sample is enlarged. However, a preliminary analysis suggests five themes that may now provide insight to the dynamics and developmental experience of the Jewish adult learner population.

Theme One: The Welcome to Jewish Learning. The adult learner literature addresses the issue of "welcome" quite deliberately (Brookfield, 1986; Draves, 1984; Schuster and Berner, 1980), and from the interviews it appears that new Jewish

learners are particularly sensitive to how they are greeted by prospective teachers and integrated into learning environments. Previously, many of these learners distanced themselves from Judaism, harboring feelings of resentment or disappointment; others never felt a sense of belonging in the Jewish community at all. When these individuals came forward in adulthood to explore a link to their tradition, they tended to be self-conscious, defensive, and even wary. An Ivy League graduate who had never before manifested shyness described his experience of approaching a much-admired rabbi to ask if he could become his student:

I can never forget. He said—and I was really humble when I asked [because] I knew I was asking for the time of someone whose time was very valuable, and I was really nervous—“How could a Jew not respond to the sincere request of another Jew to study?” And I remember just being so suffused with gratitude at that point.

Sometimes the learner needs to be encouraged—even personally recruited—by the teacher. One interviewee, an intense woman who was rather insecure about her depth as a Jew, had sought out meditation courses in the general community but was turned off by what seemed to be their Christian overtones. She recalled the evolution of her contact with a Jewish educator:

I was looking for a Jewish environment in which to [learn to meditate], so I went to a women’s spirituality day and Rabbi H. was running a workshop on meditation. I took her workshop and I said, “Oh my God, there is something here I haven’t experienced in my life.” So then she ran another workshop on getting ready for the High Holidays, and I took that one. And then she called me up and said, “I’d like to meet with you,” and we talked. And she [invited me] to her Lost Princess class: “I think you belong in that class.”

Beyond a sense of appreciation for a warm welcome, the interviewees’ real gratitude appears to derive from their feelings of having been treated by their teachers with generosity, patience, and respect. A community college professor who had no Jewish education as a child described becoming involved in Friday night activities at a university Hillel chapter:

Rabbi B. ran, essentially, a learner’s service. He had all the main things transliterated on six or seven pages. He had them in Hebrew, he had them transliterated, he had

them in English, so you knew what to do. And if he called on you, which was always unexpected, and you said, "Well, I don't know how," he said, "Well, that's all right, we'll talk you through it." And he did. And then I went to ask him some questions. There were some things I didn't understand, and for the longest time, he set aside an hour a week for me. Even though it's at Hillel, and he's there for the students, and not for the community necessarily, nevertheless he did, and helped a lot.

A teacher's willingness to reach out and engage them as learners seems to have had profound significance to these adults. One of the interviewees--a successful counselor and writer, herself sometimes a teacher--decided to prepare for an adult Bat Mitzvah:

I'm studying now. It's very hard for me, the Hebrew. I have never studied Hebrew. This is like from scratch. It's very difficult for someone who has not had to be in this position of being a third rader, swallowing my ego when I have to stumble, word by word. I have a friend, a very close friend, who, when she heard what I was going to do, said, "I want you to give me the honor of teaching you." She had helped my children. And I said, "You don't know what you're in for, because I'm starting from scratch and I've got seven months." And she said, "This will be a blessing for me."

The insecure "third grader" that this woman carries inside her is not atypical of the new learners presented here. As accomplished as these individuals may be in other domains of their busy lives, as Jews most feel inept and vulnerable. Despite their success in professional fields that require sophisticated analytical abilities, they perceive Jewish content as inaccessible and dogmatic. An AIDS patient recalled that a time came when his spiritual questions couldn't be "begged anymore," and that he was relieved to find teachers who could help him to explore urgent concerns in an appropriate, flexible way:

The problems I had were not psychological; I'm blessed with a pretty straightforward, loving family, and there weren't all these secrets that needed to be unlocked. But there were questions that need to be, not answered--that's the wonderful thing that Rabbis R. and M. helped me with: don't look for answers, look for the right questions, look for process, look for spiritual discipline, pray for courage, pray for teachers. I was so lucky to find these incredible teachers on my first try, so I wasn't turned off at all.

The need for patient, non-judgmental teachers has been especially poignant for a child survivor of the Holocaust whose recent contact with other child survivors has helped her to realize how awkward she feels about her lack of positive socialization as a Jew. She recalled her embarrassment at not knowing what one should wear to a Bar Mitzvah and not understanding what the Jewish Federation was. She is aware of needing guidance from someone who is "kind of special":

I have to feel not only that they know a lot—that's one thing—but that I can ask questions—any question—and not be laughed at. Any questions—and nobody says, "How come you don't know that?" Even if that question is something that maybe a 13 year old asks. When I was 13, I couldn't ask it, so I'm asking it now. And I don't want to be laughed at—nobody does. Somebody who if not providing an answer, provides me with where I can go to look it up—that's good enough. Nobody has to know everything. Somebody who can suggest "Let's read this and this" or "Let's study this and that." Somebody who doesn't mind going off on tangents. Somebody who listens well.

This prescription for what makes an effective teacher of adult Jewish learners bears careful consideration; clearly for such learners, the teacher must move beyond his or her expertise and deliberately respond to each learner with thoughtful, focused respect.

Theme Two: The Element of Surprise in Jewish Learning. As a group, the women and men in the pilot sample are highly educated, articulate, professional adults who are well-read, well-traveled, and for the most part well-heeled. They could not be described as a naive or narrow-minded group of midlife individuals. Thus, it was intriguing to find in their comments frequent references to how surprised they have been to find meaning in Judaism and Jewish study. Some of the respondents are surprised to realize that they are part of a tradition of Jewish study that has been going on for centuries. Others are surprised that ancient texts have content that bears contemporary relevance. Many are surprised that they are

expected to interpret stories for themselves and that their opinions matter. For example, one woman, a former English teacher who long has taught her students to analyze books, said:

So Rabbi L. came in and talked about midrash, and I didn't even know what midrash was. And all of these stories that people could not exactly make up but interpret and reinterpret and apply to life: I did not know that you could do things like that. So, I began--this is interesting! And, so, then--so when I'm reading--I'm really putting it into perspective.

Similarly, a woman who was a civil rights activist in the 1960s and a supporter of feminist political causes in the 1980s related:

When we talk about the different stories, it's almost incomprehensible to me that I can relate it to my own life, that there's a connection...that I was able to start relating some of the things in the Bible to what's happening today... [Previously] I wouldn't have connected it. I never read the stories, and the women in the stories, in the way I'm perceiving them now. From a feminist point of view--I just never would have seen it that way.

Another area of surprise revolves around prayer and ritual. A woman with high energy who previously prided herself on being able to "do it all" described that she had lost her concept of God and was now finding her way back; asked "what helped?" she replied:

The prayers. I get up in the morning and I do something I've never done. I say the shema three times: once for me, which is what Rabbi H., taught me; once for somebody who needs it; and once for a place that I feel needs it. That is *very* meaningful to me. And I get up at 6 in the morning and do it at sunrise. So I think the prayers are bringing me closer to God. I *feel* something.

The element of surprise appears to revolve not only around the richness of Jewish life but also in terms of the availability of nurturing, empathic teachers who can help these learners find a way into a Judaism they previously may have seen as inaccessible.

Theme Three: Jewish Learning and Adult Development. During the past twenty years, a useful literature on adult development has highlighted the role of learning at times of major life transitions (Bridges, 1980; Schlossberg, 1984). Adults who are confronted with career and family upheavals, as well as geographical dislocation, loss of parents or other family members, and illness, increasingly rely on educational institutions for assistance in coping with change (Aslanian and Brickell, 1980). Studies of reentry students have alerted adult educators to the value of supportive and readily accessible programs for adults who are juggling roles, adjusting to multiple demands, and experiencing rapid social and personal change (Tittle and Denker, 1980). Research on adult motivation to learn (Courtney, 1991; Houle, 1961) has indicated that many adults look to educational programs for both social and career advancement opportunities.

To date, little discussion of Jewish learning has appeared in the context of the more general discussions of adult development and learning. The experiences of several of the interviewees suggest that Jewish learning may have coincided with specific adult life events that made learning especially salient. For example, while it is widely recognized that many Jews affiliate with synagogues when their children become school age, it is less acknowledged that when their children enter secular schools the parents may be called on to explain Judaism to schoolmates and teachers. For adults who feel ignorant about Jewish tradition, the demand to be a spokesperson for Judaism likely is met with anxiety and ambivalence. Likewise, in anticipation of a child's Bar or Bat Mitzvah, a parent may feel an increased need for understanding of Hebrew or Jewish ritual in new, personal ways. One such parent was inspired to have her own adult Bat Mitzvah while her son was still in elementary Hebrew classes so as not to upstage her child later on; moreover, as she prepared for her ceremony she realized that the adult experience of Jewish learning was probably quite distinctive from that of a child:

I kept going back to when I was a kid and how hypocritical [I thought] it was, and I wanted to make it right for myself. And one way to do it—the first step—was to study to be Bat Mitzvah. It wasn't important then. It's important now. I have a whole theory on adult Bat Mitzvah....It can be such a wonderful spiritual thing.... When you go through that as an adult, there's so much that you can do that you can't do when you're thirteen....

My Bat Mitzvah was a blessed weekend. I guess I studied for about a year and a half...and it was funny: I was having so much fun studying. And Rabbi J. said, "Maybe you should start to begin to look at a portion. There are things you can do as an adult—you don't have to do your birthday portion." I was getting to know it so well, and she said, "Why don't we stop and look and see what you know how to do. It's really up to you what you do." So she gave me lots of pieces to look at and said, "Go ahead and put together a service. Go put it together. I'll help you, but you put it together."

For this woman, her Bat Mitzvah preparations also served to enrich her extended family relationships and her sense of being in a community of supportive women:

It was really neat, because [in preparation] I was talking to my sister [a rabbi] also... over the phone, and it was really neat having these two women who were so excited about my learning. That I really felt it counted for something. It really mattered. That they were so excited for me. My sister said, "You don't know what this means to me, that somebody else from my family values Torah and has connected to Torah." I don't think this happens very often. Women really have to work at it. It's not handed to us.

In this person's life, new learning significantly affected her sense of herself as a Jewish woman, family member, community leader, and potential teacher to others.

Work-related events also may trigger Jewish consciousness and prompt an interest in Jewish learning in adulthood. A physician recounted a difficult dilemma:

We had a kind of a crisis that had some Jewish overtones, which involved some prominent member of the Jewish community, and it was a disaster for the family and had some lingering effects. There [were] people who would not let it be known publicly, because there were people who paid a price for it, but I remember talking to Rabbi B., about what was going on and he said, "You can't be Jewish in part of your life." This involved some medical issues and some legal issues...and he said we should go to a Bet Din and I should solve it. And I thought, "This guy's

crazy, it's ridiculous. This is a thoroughly legal issue, and there's no way I'm gonna let a bunch of old rabbis sitting around telling me what to do." But I remembered that line: you can't be Jewish in just part of your life.

At the time these events occurred, the doctor was not interested in reading the books that Rabbi B. gave him, but some years later he found himself more disposed to explore Jewish legal issues. He enrolled in a Talmud study group and suddenly found that he was understanding things in a new way and wanted to integrate his Jewishness into his whole adult life:

The rabbi kept saying stuff and I finally said, "Why didn't I hear any of this before? Why am I just learning this now? Why didn't I learn it when I was a kid? And she said, "You weren't ready to hear it then. Your ears weren't open to hear it then. And I think that was true.... And now I want to bring this stuff home, but it's very important to me that what I do Jewishly is part of this world. I have no interest in leaving behind my work or my family in what I do.

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Adult life is fraught with what Judith Viorst (1986) describes as "necessary losses," and midlife events lead many adults to seek a new sense of meaning in their lives (Roof, 1993). As the interviewees recalled various deaths, dislocations, and other stresses in the early and middle adult years, they spoke of their spiritual doubts and quests for meaning—especially for Jewish meaning. A woman who had done all the things she thought she was supposed to do, only to realize that her life felt empty, recounted her experience:

I grew up and married a Jewish man, had my 24 kids, and belonged to the local temple, and lived a very unsatisfying life. Still feeling there must be more... developed a career...very into women's programs...but always on a search, always on a search. Twelve years and I divorced my first husband and remarried. Fred came from a Christian background, and we went to Israel on our honeymoon, and I remember being in shock: that was where *he* had his initial conversion, at the Wall, he had what he called a spiritual experience. I had never heard the word. It's not a word that I knew.

He decided to convert to Judaism, and I was very proud that he'd had this experience...but I couldn't relate to it. Unfortunately, one of my major sadnesses is that I didn't have this to give my children, and they will have to find it on their

own, if they ever want to.

[Then] twelve years ago, I read an ad about Ted Falcon's temple, and that was the beginning, and a real major point in my life, that moved me toward seeing Judaism as a place where I could feel my truth. I was so happy that I had found that what I was looking for was in Judaism.

The temple she mentioned, Makom Ohr Shalom, is one of several Los Angeles-area institutions that successfully have responded to adults seeking spiritual integration at times of personal crisis. Another adult-centered group in Los Angeles--Metivta: A Center for Jewish Wisdom--provided a woman facing cancer surgery with a particularly supportive community:

It wasn't through the experience of the classes, but rather through the experience of my illness and the way Metivta supported me through that. And the community that pulled together that really supported me through that time that I found a really loving, loving spiritual home.... Because of the way they held me and lifted me, I was able to go into surgery with no fear, none at all. And to feel like I really had a community that cared about me...that's what spiritual is really about: giving people love.

The Jews have not always known that, even though it's one of our rules of being a Jew, that we give acts of lovingkindness. But acts of lovingkindness are not always seen as giving of yourself. It's maybe putting some money in a pushke, you know, if a guy's holding a thing out on the street, you put a dime in. But it's not at the same level as this was.

Currently, American Jewish adults are contending with developmental experiences for which they may feel unprepared: midlife career change, new models of family and partnering, cross-cultural and cross-religion intermarriage, early or forced retirement, downward mobility of adult offspring, extended caregiving of elderly parents, and so on. Linking these developmental phenomena to opportunities for Jewish learning may be of special benefit to adults whose lives and sense of personal coherence have been dislodged.

Theme Four: The Yearning for Continuity. The sociological literature about the contemporary American Jewish community describes Jewish yearnings for a sense of home and connection and a concern about how continuity can be sustained from generation to generation (Huberman, 1990; Woocher, 1994). The interviewees addressed these topics by expressing appreciation for the past and voicing concern for the future. The Jewish past was often framed in the context of how these adults had been affected by their grandparents and these grandparents' comfort with tradition. A 58-year-old woman recalled:

My grandmother was an Orthodox Jew. And I was very close to her. And I remember as a child, every Friday we would go to visit her, and we would get down on our hands and knees to gether. And we would pray together. And we had a ritual: I would sit and wash her hair and wind her long braids, and then we would go and do our Shabbat prayers. And she was a major influence in my feeling about God.

This woman also reported that recently she had taken a Jewish yoga class, only to find herself once again on her knees. She expressed keen appreciation for her grandmother's teachings that now appeared to be coming full circle.

A 43-year-old man also linked his current quest for Jewish identity to his feelings of appreciation for his grandfather, a Lithuanian immigrant who never learned to speak much English. Whereas Judaism was at the center of his grandfather's life, this man's own parents rejected Jewish practice: "There was no sabbath candles, no blessings, there was nothing Jewish. I don't even remember if there was a mezzuzah on the door." Now, however, this man studies Talmud and is pulled toward a more clearly defined Jewish self:

This is to go back and find something very old. It's of tremendous value not to have to reinvent the wheel, to find that other people have been struggling with the same issues for thousands of years. And to see how this survived... this is a heritage that was passed on to me. There was something connected about my grandfather and his Jewish background. I couldn't relate to it then and I can't relate to it now, but there was something very centered and very satisfying about him, and I'd like to catch a glimpse of what that was. So, in that sense it's kind of in my blood, it's the more natural route to go...

I feel full-up there. That's what's in my blood, that's who I am. I'm not going to knock things in my life that I'm trying to redefine, some of my core issues. I do feel this link, this sense. You see, I want my kids to be Jewish because it's a good way to be. I'm that link, what gets them from my *zaydie* to them. I'm part of that link.

From a sociohistorical perspective, the current cohort of midlife American Jewish adults has been profoundly affected by the significant "Jewish events" of the past one hundred years. This group carries with it (among other things) the collective memory of Eastern European immigration experiences, the entry of Jews into American labor unions, higher education, and the professions, the devastation of the Holocaust, the post-World War II migration to and integration into the suburbs, the formation of the State of Israel, Israel's ongoing linkage to the United States and inadequately resolved internal sociopolitical tensions, the continuing evidence of antisemitism around the world, and the emergence of multiculturalism in the United States that has heightened ethnic differences in new ways. This generation has also witnessed a series of shifts in the "center" of American Jewish life, as traditional observance has given way to more liberal practice, as family structures have reconfigured, and as many Jewish young adults have explored alternative religious communities or have abandoned religious practice altogether. How the present cohort of midlife adults will carve out—and sustain—its relationship to Judaism is the subject of considerable debate. The yearnings of this cohort must be more carefully considered, and the role adult education can play to foster continuity must be better understood.

Theme Five: From Life to Torah in Contemporary Times. In the stories of the adults interviewed here, Franz Rosenzweig's depiction of new learners moving "from life to Torah" takes on vibrant energy. As a group, these men and women describe lives filled with ongoing growth and development, continual pursuit of new understanding, and regular cycles of stability and change. Typically, these

individuals report that their entry into Jewish study had been accompanied by feelings of caution, curiosity, excitement, and relief. But, even more cogently, these adults articulate how they themselves perceive the shift from life to Torah and how they are conscious of striving to integrate Judaism in new, enduring ways. In a dynamic “replay” of Rosenzweig’s text, the physician who had struggled with the medical-legal-ethical issues described earlier recounted the circumstances surrounding his decision to immerse himself in new learning:

We were living real close to [a university] and about four years ago I began thinking about Rabbi J., the new rabbi who was there. And she was leading this class on Talmud. So, that sounded kind of interesting. And there were three or four things happening in my life at that time that coalesced. One of the things was that I started to go to Talmud, and I had no idea what it was, and it kind of hooked me....

At the same time, I’d been playing street hockey in a league and I love to play hockey. And I got injured and I had to have my third knee surgery. And I realized that at 39 years old, I couldn’t be playing hockey anymore. So I had to give up hockey. And I have four children, all of whom are very special and all of whom need lots of time, and a very wonderful wife who needs lots of time too, and I want to spend it with her. And a very, very busy practice and I do all kinds of things outside. I work with sexually abused children and I consult to psychiatric hospitals and I speak and I teach at [a university]. I’m doing all these other things and time is at a premium. So when I gave up the hockey, which I felt was my thing that I was doing, I replaced it with Talmud. I went from hockey to Talmud. I was very clear on that transition, because I used to practice hockey on Monday nights; I stopped practicing hockey and went to Talmud. (emphasis added)

The touching thing about this doctor’s experience is that as he has become more and more involved with Talmud, he has begun to read voraciously in diverse areas of Jewish literature. He constantly reads Jewish folk tales to his children and is pleased that they perceive him as a “Jewish being.”

They tease me about this all the time: Oh, there’s Daddy and he’s going to give us another little drash. So that’s very much a part of who they are, and now when I’m not on call on Friday nights, I try to get home on time so we can light the candles, which is new.

- In addition to transmitting his Jewish values to his children, the doctor finds that he is sharing his learning with his patients as well:

I use it in my work, my training. I use a lot of my stuff. I tell my patients little Hasidic stories. And sometimes I take out the ethnic aspect of it, if I think that might make them more valuable.... I [give them] a sense of the learnings I've had, a sense of some of the things I may have learned about. You know, there's always a Hasidic proverb or something that you can use for something—some psalm that is helpful to people....

People's lives are so that they have such little support that I find myself playing the role of father, of religious leader. I mean they ask me stuff that is really inappropriate, but there's no one else to ask. And you have to help people help themselves, but some people need a lot more help. They don't even have a starting place.

Just as the doctor finds he has taken on new roles with his patients, other interviewees reported that they have become the spiritual leaders or teachers in their personal communities. The man living with the ravages of AIDS discussed how he shared with others what he had learned from classes at Los Angeles' Metivta program:

I would take what I learned Monday nights and apply it on Tuesday nights in my AIDS support group and found that it was not only a way for me to frame my experience and to understand what was going on—because a lot of people were dying—but I was able to kind of give so much to other people: my sense of faith. None of the others were Jewish, but what was always behind them was always so universal that they kind of appreciated that it came from somewhere.

This same man indicated that as he had become involved in Jewish study, he had also taken on new roles with his family:

One of the exciting things about all this has been that I've gone back to my family—we are very close—and re-imbued them, or imbued them for the first time, with my religious passion, so that my younger brother has become quite a serious student.... My mother has really broken through to a more serious religious orientation. My father is fighting it tooth and nail, but his soul is already there I know. My sister, who is a writer, has written more and more on Jewish things.... And it's brought us all closer. Our family celebrations are less about eating and more about talking

about what they mean. There's a kind of enormous respect that I feel and cherish from them that they expect me before a Thanksgiving dinner or a Passover seder to be their rabbi.

The movement from being a new learner to becoming a teacher of other new learners is a crucial dimension to the lives of Jewish adults who are engaged in study. Many wish to find study partners and learners' minyanim to broaden their understanding and to have a way to share their new knowledge. A professor has formed a prayer group in a small academic community. A consultant is beginning to teach trop to adults who seek out truly egalitarian tefillot. A filmmaker is organizing study retreats for members of her synagogue who previously came together only for social events. A lawyer is organizing a women's spirituality group. A career counselor is designing a course on spirituality and career development. These individuals all seek to move from life to Torah to life again. They appear to do so with vitality, creativity, generosity, and delight.

Questions for Adult Educators and Policy Makers. The stories of the lives and learning of Jewish adults engaged in study provide rich text for consideration by adult educators and policy makers. As seen here, even a limited sample of interviews reveals the intensity with which at least some Jewish adults approach study and mature as new learners. This initial set of interviews provides a window through which to view the many strategies being used by an array of adults who are endeavoring to connect Jewishly. Despite the great differences in their individual circumstances, the cumulative accounts enable us to discern a number of common themes.

These adults tell us that collectively they (1) do not anticipate a warm, nonjudgmental welcome by rabbis or teachers, (2) have been ignorant of what Judaism can offer them in their adult lives, (3) have developmental issues and transitions that can be supported by Jewish learning, (4) are seeking continuity with

- the past, and (5) care about extending Jewish life in the future, both as learners and as teachers to others. Their stories are moving, especially when we see how significantly these individuals have been influenced by positive Jewish role models and teachers. And their voices command our attention, urging us to become more effective in our efforts as rabbis, teachers, curriculum planners, program designers, community leaders, and learners ourselves.

It is timely to heed these stories and the themes they suggest as we think about how we meet and greet this population, how we tailor our work to accommodate adults' life circumstances and individual learning styles, how we invite adult learners to build on skills and strengths acquired in other learning endeavors, and how we help each person to appreciate Judaism as a tradition that is relevant to contemporary life and nurturing to the soul. Also, as we work with these learners over time, we need to evaluate reflexively what our own goals and objectives are for them. How much do we foster their dependency and how much do we support self-direction in their learning? How can we help them to construct Jewish knowledge for themselves and also to have the confidence to share that knowledge with others? How do we know if adult Jewish learners are learning what we think they are learning? How do we know if what they have learned will be relevant or useful in years to come? How do we come to understand Jewish lives and Jewish learning in ways that can make us better at what we do?

The present inquiry represents the beginning of a longer-term project that will collect data about Jewish lives and Jewish learning. At present, despite the availability of rich longitudinal data on other groups of educated Americans (Hulbert and Schuster, 1993; Shapiro, Gilborn, and Grolnic, 1991), continuing studies about Jewish adult learners are not under way. During the next two years, the Jewish Lives/Jewish Learning interview sample will be more systematically enlarged to include up to 100 adult learners who are studying with a variety of teachers in a variety of settings. Particular interest will be paid to experimental,

non-movement based programs that are successfully attracting adults who may never have been engaged in Jewish study before. Interviews will also be conducted with teachers whom the learners describe as particularly effective in their work with adults. A major long-term objective of this project is to accumulate longitudinal information about a subset of roughly 25-30 of these learners, based on follow-up interviews at three-year intervals over the ten years. It is hoped that a community of Jewish adult learners and teachers can come together to more fully explore the questions raised here and to discover answers that will increase our understanding of Jewish life in the decades ahead.

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Address to Jewish Press Association

June 22, 1995

Rabbi Eric H. Yoffie, President-Elect, Union of American Hebrew
Congregations

I am grateful for the opportunity to be with you. In my remarks this afternoon, I would like to follow the traditional pattern of Jewish storytelling, exemplified by the relating of the exodus story at the Passover seder -- there, as you know, we start with exile and end with redemption. This principle is set down in the Mishnah: *matchil bignut, mesayem beshevach* -- begin with the bad news, and end with the good.

And so in that spirit I offer you the bad news, and it is this: in a period of barely five years, every organizing principle of American Jewish life has been shattered, abandoned, or otherwise left behind. Every one. As we look to the 21st century, our community finds itself in extraordinary disarray; we have neither road map nor guide; we agree neither on our destination nor on the principles that guide our way.

How do we explain this upheaval? For the last century, two themes have dominated the agenda of American Jewry: Jewish integration and Jewish survival. Motivated by these concerns to the virtual exclusion of all else, we have concentrated our

communal efforts on a number of well-defined goals which promote these values. Among our goals I would include the following:

- we have made every conceivable effort to adapt ourselves to the norms of the surrounding culture;
- we have devoted ourselves to proving our worth as citizens of this great Republic, leading to civic involvement on a significant scale;
- we have fought every manifestation of anti-Semitism, here and abroad;
- we have made extraordinary efforts to provide social services to Jews in need, establishing an extensive organizational network for that purpose;
- we have supported Jewish communities whose physical survival is threatened -- the State of Israel above all;
- and we have remembered and commemorated the Holocaust.

And despite the pluralistic and contentious nature of our community, we have done all of this with a high degree of communal consensus.

But while every one of these items remains on our agenda, the urgency in every instance has evaporated.

The State of Israel is secure. Yes, the peace process is uncertain, and we are all deeply concerned about the current phase of the negotiations. Yes, these matters require our attention. Nonetheless, the withdrawal of the Russians from the

Middle East only 5 years ago means that there is no remotely possible political scenario that could truly threaten the physical survival of the Jewish state.

Meanwhile, the Holocaust fast recedes from memory. The United States Holocaust Museum is a striking achievement, but it is important for us precisely because it comes at a moment when the Holocaust is fading from our consciousness. In any case, there is broad agreement, I believe, that Holocaust memories alone lead nowhere -- they give us neither direction nor way of life, they provide neither future nor hope. Surely, Jewish children studying Torah and synagogues filled with Shabbat worshippers are by far our most important Holocaust memorials.

As for anti-Semitism, it is not a significant factor in our lives. Yes, we are regularly reminded that it has not disappeared from the human heart. But what is important for us is that it enjoys no government sanction, and it is no longer an obstacle to advancement in education or employment. And our acculturation process is essentially complete -- we need only take note of the 4 Jews who sit in the cabinet, and the two most recent appointees to the Supreme Court.

So this is my bad news -- and as you have noticed, it is bad news of a very peculiar sort. It tells an American Jewish story not of failure but of triumph -- it tells of an American Jewish

community that has defended Jews against their enemies, defended Israel, enhanced its political power, and provided help to Jews in need. It tells of a community that is activist, pragmatic, and superbly organized, but also of a community that has used these talents to deal with problems that have essentially been resolved. The bad news, therefore, if it is such, lies in the fact that having solved one set of problems we are faced with another, and that our communal talents may or may not be appropriate to confronting the very different challenges of the new century. And the most dramatic of these, as you know, is that in the last 30 years, the intermarriage rate among American Jews has increased by a factor of 10. We have been providing compelling answers to the questions that have been asked of us, but we now must deal with an entirely different set of questions.

II.

And now for the good news: at the grassroots of our community, tremendous religious energy has begun to emerge among at least some of our people -- an openness to religious experience, to study, to religious commitment. This phenomenon is evident to synagogue lay leaders and to rabbis of all religious streams. We see it in the questions that are being asked and the demands that are being made; we see it in the revival of text study, in the thirst for heartfelt worship, and in the desire to celebrate community and mark sacred time; we see it in the surprising

renaissance of theological language, and in the apparent readiness of Jews to seek God and to create a life of holiness appropriate to such striving.

I do not mean to overstate the case. What I am describing is a minority phenomenon at best, but it is no less real on that account.

How are we to explain these unexpected developments? While such matters do not lend themselves to orderly explanations, I see several factors at work here.

-- Perhaps the explanation is simply that there is such a thing as a unique Jewish destiny. This is the explanation that I ~~prefer~~ prefer. ~~perhaps~~ Perhaps it is simply that in times of religious crisis we Jews have always responded with renewal; historically, we have chosen just such moments to look within ourselves and to discover new modes of spirituality.

-- Or perhaps what we are seeing is a generational phenomenon: American Jewish leadership increasingly consists of aging baby boomers, who are now approaching the age of fifty. This generation, known more for its self-indulgence than its introspection, can no longer postpone the inevitable: it must confront the fragility of the human condition and its own mortality. It therefore turns to Judaism, and finds there, one hopes, purposefulness, historical depth, and a sense of the

sacred.

-- Perhaps what we are seeing results from displaced energy.

When we had a pressing community agenda, we had no time for more personal religious question. What Jews were hearing from their leaders was: the community needs you, the Jewish people needs you. And these claims were manifestly true. But they are less true now; needs are there, but urgency cannot be manufactured. Therefore, as Leonard Fein has reminded us, the question can no longer simply be: what must I do for the community? The question now becomes as well: what will my religious tradition do for me? Will it satisfy my desire for transcendence? Will it offer me moral guidance and give direction to my personal life? To put it plainly: how will it meet my needs?

-- And perhaps what we are seeing is a by-product of the technological revolution, in which we Jews have immersed ourselves with special fervor. There has been much discussion of the benefits of the fax, the modem, and the Internet. The technology creates a multiplicity of new opportunities, and connects us with masses of people in a way that was previously unheard of. But we often forget that it is also alienating: it creates pseudo-community rather than real community, and it cuts us off from the embrace of our people. My own movement recently conducted an Internet Seder as a means of reaching out to unaffiliated Jews; it was a reasonable strategy, and also a successful one, meant to be the first step in attracting those who could later be drawn into more conventional activities.

Nonetheless, somehow the very idea of a Seder-on-Line jars our Jewish senses. Seders require foods and fragrances, wine-stained haggadot, noisy children and family quarrels. Part of what is happening today, I suspect, is that Jews are looking for alternatives to Judaism-on-a-screen. I am reminded that fifty years ago, Martin Buber, prescient as always, asserted that while computers are a valuable tool, there is no substitute in Judaism for ~~the physical presence~~ the human presence of a teacher.

III.

The religious resurgence to which I am referring has elicited a variety of responses from American Jews, and these responses are often as interesting as the resurgence itself. They tell us a great deal about the resolutely secular nature of our community.

Those most immediately affected by these developments are rabbis and synagogue leaders, and not surprisingly, it is their reaction that is most positive. I will have more to say later about precisely what all this might mean for the synagogue. Still, I should acknowledge here that synagogues, like all institutions, can be excessively cautious and resistant to change, and some synagogues have provenⁿ themselves far more flexible and creative in responding to new attitudes than have others.

But what of Federations and our communal agencies? The response

of the Federation world is worthy of special attention. Enormous progress has been made here. Federation leaders have been profoundly shaken by the results of the National Jewish Population Survey, and they are talking a language today which would have been unthinkable only a decade ago in CJF circles. They seem to be aware of the new religious stirrings. We are hearing calls for changes in priorities, and for the allocation of a substantial proportion of Federation energy and resources to the rebuilding of Jewish religious life.

Still, careful scrutiny of what has been happening around the country would indicate that progress to date has been modest. Most communities have taken only very preliminary steps toward the kind of resources reallocation and synagogue-Federation cooperation that are required. To some degree, the reasons for this are technical and procedural; institutional inertia and lack of funds are surely important. But it is my belief that the most important reasons for resistance run deeper, and are more difficult to remedy.

The real problem, to state it baldly, is this: community structures are uncomfortable with the religious dimension of Judaism and the intensity which it engenders. Community leaders are consensus-oriented and committed to unity; they therefore fear the inevitable divisiveness of religious debate. We should not be surprised by this: those who build consensus through

painstaking process are ill equipped to deal with the particularistic passions of the Jewish religious world, even though it is precisely those passions which are essential to maintain the loyalty of the young.

Let us look, for example, at the position papers on religious issues created by national Federation bodies. While surely well-intentioned, they are replete with jargon and euphemisms such as "identity" and "continuity." What is missing is a straightforward call for religious commitment; what is missing is the language of Torah and mitzvot. Yet these are the central concerns of our religious tradition, and there will be no continuity of any sort without them. The Federation must be prepared to wade into this world -- which means creating alliances with synagogue movements to promote Jewish religious life, even though the risks are many and the potential for disruption great. But surely a constructive public debate over fundamental values -- even a divisive one -- is preferable to a grudging incrementalism or to business-as-usual.

Fear of religious passions and of direct engagement with religious issues has led to some highly questionable strategies. For example, the substantial funding now being provided for short-term Israel programs is decidedly non-controversial; commitment to Israel is universal, and all agree that a child with a strong Jewish education will benefit greatly from an

experience in Israel. The problem is that far too many children have little or no Jewish education, and the benefit to them of spending 6 weeks in Israel as a teenager is minimal. Those dollars would be far better spent on Jewish camps, Jewish day schools, synagogue-based educational efforts, and outreach to the intermarried.

I repeat my contention that progress has been made, and that the Federation world is moving in the right direction. But I also repeat my conviction that what is required from Federation leaders is an appreciation of the grassroots religious sentiment in their communities, and an understanding that the power of Torah and the passions of the religiously-committed Jew are the best answer -- and ultimately the only answer -- to the problems that beset us.

IV.

What of the Jewish press? How does it react to the new religious realities? This is an interesting and important question, I believe, and one that deserves close attention.

It is not surprising that the Jewish press has generally paid only perfunctory attention to religious issues. I attribute this to two factors, the first being community sponsorship of most Jewish newspapers. As I have already indicated, Federation

structures have shied away from religious matters, fearing that they would be destructive of communal unity; it is hardly surprising, therefore, that community-sponsored papers ~~have been reluctant to~~ tread lightly in this area. Even when papers are not community-owned, a community ethos which defines religious topics as divisive and dangerous remains powerful in most quarters.

The second factor is the 50-year love affair of the Jewish press with the State of Israel. Since the Jewish press, like the press everywhere, is drawn to hard news stories with a conflictual tone, an emphasis -- and even an obsession -- with Israel is fully understandable. Stories on Israel resonate to the deepest emotions of American Jews; Israel has provided us for nearly 50 years with an ongoing tale of life-and-death drama. And in an age dominated by the spectre of genocide, Israel has been the guarantor of Jewish survival.

But our world, of course, has changed. If Israel's physical survival is no longer in peril, then there can be no life-and-death drama. Inevitably, Israel occupies a different place in our lives than it did a decade ago. Yet it is fascinating that religious themes still receive relatively little space in our press; it is almost as if ^{the press} ~~our press~~ has been developing strategies of avoidance so that it need not concern itself in a serious way with religious issues.

The primary such strategy, in my view, is to continue as if nothing has changed, and to accord articles on Israel the same prominence that they have always received. . . From what I see, articles on Israel still dominate our media. The problem here is that what is being published is, almost by definition, far less appealing. What we are seeing, very often, are articles that are either on matters of marginal interest, such as tariffs or water rights, or are a repetition of what has been covered literally hundreds of times before. How many times can one write a compelling article about the issues involved in withdrawal from the West Bank? How many times can one consider the future of Israel-Diaspora relations? I have been immersed in Zionism my entire life; I read the Hebrew press and speak frequently on Israel. But much of what I read on Israel in the Anglo-Jewish press bores me to tears.

The second strategy that is now emerging is much more recent and very different. Far less focused on Israel, it relies instead on the standard formula of the general tabloid press -- conflict and celebrity, but adapted to the Jewish milieu. What we are seeing, interestingly enough, is the beginnings of a major tabloid press on the Jewish scene.

I do not refer here to papers which have aggressive editorial policies. On the contrary, I welcome strong editorial opinion, and regret that the structure of our media prevents more papers

from presenting assertive editorial views. What I am referring to, rather, is the major attribute of attack journalism -- and that is the injection of editorial opinion into what are supposedly the news pages. I refer to such devices as inflammatory headlines, the unsupported or murkily supported personal attack, the solicitation of marginal or one-sided sources, the failure to present even the most basic facts of a story -- in other words, the intentional slanting of news stories to make a pre-determined point.

Here I must admit that I have mixed feelings about the appearance of the tabloid paper in our midst; it is not an altogether distasteful phenomenon. In the first place, it punctures some of our pretensions - in an era of O.J. Simpson, tabloid television, and Rupert Murdoch, are we Jews really entitled to think that we are so different from other Americans? And I acknowledge that during my trips to the supermarket I occasionally read the tabloid, ~~the~~. I will share with you my favorite headline: "Preacher Explodes in the Pulpit." And as I already indicated, the tabloid press is interesting, and serves as at least an indirect rebuke to a Jewish press that too often is not.

Still, in the final analysis, what the tabloid press is about is entertainment. The essential point to recognize in any discussion of its merits is that it has precious little to do with the news.

Will this be the direction in which the Jewish media will go? I am not a prophet here, and I cannot be certain. Ultimately, it is the people, of course, who will decide. But my suspicion is that its final judgment will be to reject this approach. We are not prepared, I suspect, to discard all of our pretensions, or all of our standards; and in the final analysis, I have little doubt that we will prefer the New York Times to the National Enquirer.

And what of serious coverage of religious issues? Here too, I am optimistic. I understand the problems of writing seriously about Jewish religious concerns. Jewish journalists, like all journalists, are skeptical by nature; they prefer to write about hard facts; they are drawn to sound bites and to stories with deadlines; and they may be uncomfortable writing about the invisible -- which is what religion is. For all these reasons, religious issues tend to get slighted. Furthermore, we in the Jewish religious world must bear some of the blame: we have not produced enough Schindlers, Schulweis', and Soloveitchiks -- religious figures able to capture the popular imagination while writing of religious ideas for a general audience. But still, the religious revival of which I speak is a recent phenomenon, and if I am right about it, I have no doubt that the Anglo-Jewish press will find a way to tell what will be an increasingly important story.

V.

I would like to conclude with a few thoughts about how the religious streams and particularly the Reform movement will respond to the new religious climate.

In the first instance, we will respond to the realities of the day with hope and not despair. We have long been the most optimistic of the religious movements, and we will remain so because we believe such optimism to be amply justified.

We look at American Jewry today and we see a community that is physically and financially secure; that exercises unprecedented political influence; that is free from systematic discrimination and anti-Semitism; that is opening itself to Torah and mitzvah, and that is beginning to experience a deepening of its religious consciousness -- that senses, beneath the surface, in numerous ways, the touch of Shechinah. We look at this and we say: there are enormous opportunities here, and we must move quickly to cultivate them.

To the congregations of our own movement, our message will be that what is required in this new era is more than just adding a program here or there to our arsenal of synagogue activities. What is required is a transformational mentality -- a new way of looking at ourselves and the Jewish world.

Education will obviously be key here. If we do not give Jewish children the gift of Jewish competence there is precious little that we can expect of them. Providing our young with a lively, thorough, and truthful education is the most important Jewish issue today. Virtually everything else that we do is pointless if 50% of our children have no Jewish education at all, and if most of those who do attend our schools have no Jewish skills to speak of. How can we expect these children to inherit our Jewish world?

Yes, we are aware of the financial pressures that exist for synagogues and for individual Jews. As a national movement, we are being exceptionally frugal, cutting back wherever we can. But I am suggesting that the one area where we are not spending nearly enough, on either the local or the national level, is the area of education. This is the one realm where we should think not of cut backs but of expansion; this is the one area where we should tax ourselves more. We Jews have taken to the streets for Israel and Soviet Jewry, for civil rights and for peace; we should be prepared, in similar fashion, to take to the streets to demand of our communities and ourselves greater commitment to Jewish education.

But none of this will work unless we think about education in a different way. If Jewish education is religious school for children and a few adult education classes, then we are lost.

Our only hope is to revive the ideal of lifelong learning and to offer a variety of educational models for the synagogue which create expectations and opportunities for study for every Jew. Our only hope is a new kind of congregation, with Torah at the center. Our only hope is a Judaism directed at adults no less than at children -- at the very people in their thirties and forties who are experiencing this resurgence of religious feeling that I have been describing.

And I believe that all of this is possible, and in some measure is already happening. We are currently engaged in a pilot project with our seminary, the Hebrew Union College, intended to help our synagogues rethink their relationship with Torah. And we are enormously encouraged by the results. We are convinced that we at the national level we can be agents of change, and that our synagogues are open to thinking of Jewish education in radically new ways. And we are fully committed to restoring the universal Jewish literacy which was a commitment of every Jewish community since Second Temple times, but which unfortunately has evaporated in the last century.

The renewal of Torah in the life of the Jew is the only route to the renewal of the Jewish people. I look at my movement and I see lay leaders and congregations committed to just such a renewal.

What is it about how we do these things that is different from what may be done by other religious streams? There are differences, and they are not insignificant. The Reform movement brings certain values and commitments to all of its work, and those commitments remain firm and unshakable. I would mention four in particular:

-- We are the movement in Jewish religious life committed to an evolving and changing Judaism; we are committed to change that is thoughtful and rooted in tradition, but we are committed to change nonetheless;

-- We are the movement in Jewish religious life that is committed to the absolute equality of men and women in all religious endeavors;

-- We are the movement in religious life which attaches particular importance to the work of tikkun olam, emphasizing justice and our Jewish obligation to the welfare of the general society;

-- And we are the movement which is inclusive rather than exclusive when drawing the boundaries of our community.

These commitments identify us to ourselves and to others, and we take pride in our distinctiveness.

At the same time, we recognize our common Jewish tasks: to teach the values of Torah and Jewish peoplehood, to strengthen the

state of Israel, to concern ourselves with the spiritual fate of every Jew, and to fortify our shared religious heritage. There is much wisdom in the words of Daniel Elazar, who has suggested that the most important divisions in Jewish life in the future will not be those between the movements, but those within the movements -- between the Jews who are committed and those who are not; between those who experience, learn, and do, and those who excuse themselves from the active conversation and the collective argument of the Jewish people.

So religious Jews have much to do -- all of us. But I conclude, as I promised I would, with the good news.

We Jews are a covenantal people. It was the covenant at Sinai that brought us into being -- that married a people to God and God to a people. And our Judaism is the fruit of that covenant -- and the precious instrument that will enable us to reignite the flame of Sinai and give Jewish life ultimate significance.

With creative ideas and fresh voices, we can overcome the wave of Jewish indifference that has afflicted so much of our people. With creative ideas and fresh voices, we can raise the sights and morale of our people and reignite in Jewish hearts a long-term flame of Jewish commitment.

Thank you.

CIJE Workplan and Budget

Fiscal Year 1995: Draft 5 [7/11/95]

- Footnotes indicate text that has been altered or removed.
- Underscored words indicate text that has been added.

I. INTRODUCTION

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

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

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

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

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

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

- convening in Jerusalem a seminar on the goals of Jewish education, for lay and professional leaders from the lead communities together with the Mandel Institute
- restructuring the board and the board process
- creation and publication of policy brief on "The Background and Professional Training of Teachers in Jewish Schools"
- distribution of policy brief to 3,000 GA attendees and CIJE sponsored forum on the data
- coverage of policy brief data in Jewish and some general media outlets

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

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

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

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

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II. WORKPLAN

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

A. BUILDING THE PROFESSION

To include:

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

a. in-service training

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

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

¹central agencies, professional organizations, and the denominational movements to the endeavor

universities and regional colleges.

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

b. comprehensive planning for Building the Profession

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

Establishing an academic advisory group to define and guide the assignment.²

* * *

²This group will articulate the charge to a planner to be commissioned in 1996.

B. MOBILIZING THE COMMUNITY

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

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

1. CIJE Board, Steering Committee and Committees

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

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

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

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high quality planning for Jewish educational change. Our target for December 1995 is 6 communities³ engaged in this process.
- Articulate a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

3. Telling the Story

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

³9 communities

- Dissemination of policy brief to key constituencies
- preparing and disseminating 1 - 2 CIJE publications⁴ selected from:
 - guidelines on preparation of local personnel plan from educators' survey
 - guidelines on in-service training
 - policy brief: on the remuneration of Jewish educators
 - occasional paper: the goals project
 - occasional paper: best practices on in-service training
- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
- Develop a publicity program with future targets
- Planning and preparation for 1995 GA⁵

4. A Strategy for engaging potential community champions

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

* * *

⁴3 - 4 CIJE publications

⁵ 1996: Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership

C. MONITORING, EVALUATION AND FEEDBACK

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

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

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

This includes:

- Further analysis of Educators' Survey data in the CIJE laboratory communities including a further Policy Brief on Educational Leaders⁶
- Full Integrated Report across all three communities
- Development of a "module" for studying educators in additional communities which involves refining the survey instruments and interview protocols and making them available to other communities by writing descriptions of the procedures.

2. Monitoring and Evaluation of CIJE-initiated Projects

In CIJE selected laboratory communities, MEF will:

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

3. Conceptualizing a Method for Studying Informal Education and Educators

A process of consultation with experts and thinking to result in a design by the end of 1995 for implementation in 1996⁷

⁶further Policy Briefs on: Salaries and Benefits; Career Plans and Opportunities and Teacher Preferences for Professional Development; Educational Leaders

⁷Leading Educational Indicators

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

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

4. Towards a Research Capacity

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

of the year.

D. CONTENT AND PROGRAM

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

Best Practices will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans
- make presentations to lay leaders as part of CIJE Community Mobilization efforts⁸

The Goals Project

- The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".
- CIJE will concentrate on developing "coaches"/resource people for laboratory communities⁹ in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

* * *

⁸create two seminars for educators on Best Practices in local communities

⁹for 9 communities

E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501 C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:

- Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
- Identification and training of a successor to Virginia Levi
- Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.

2. Developing and implementing a **fundraising plan** for CIJE with:

- a fundraising subcommittee to approve supervise and cooperate on the plan
- clear \$ targets and clear allocation of responsibility
- a system for monitoring fundraising income and regular solicitations

3. Managing the CIJE side of the **successor search**:

- Contact with Phillips Oppenheim
- Convening search committee

* *

III. HUMAN RESOURCES

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

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

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

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

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

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

d. **Mandel Institute**

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

e. **Successor Search**

Phillips Oppenheim & Co.

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

IV. PROPOSED BUDGET:

1. Proposal

- a. In order to accomplish this workplan we are presenting a budget in the amount of \$1,475,000.
- b. Of this amount \$225,000 will be recovered through existing funding commitments by individuals and foundations not associated with MAF.
- c. This budget is based on an additional proposed fundraising target of \$250,000 for 1995, which we believe to be realistic.

[See budget matrixes:

- a. Overview of proposed expenditures p. 1
- b. Overview of existing funding commitments p.2
- c. Detailed schedules of expenditures p.3 - 11]

* *

V. EXHIBITS:

- 1. Staff time allocations
- 2. Proposed budget including confidential compensation schedule

APPENDIX A: ISSUES FACING CIJE

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

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

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

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

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

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

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

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Teacher Educator Institute
July 30 - August 3, 1995
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From: EUNICE:"GOLDPIF8@ctr.vax.Vanderbilt.Edu" 11-AUG-1995 11:09:21.02
To: 73321.172@compuserve.com; namoran
CC:
Subj: minutes from meeting in Detroit

Minutes of Meeting in Detroit: Annette, Ellen and Adam
August 8, 1995

1. Policy Brief- The importance of a policy brief as a tool to further impact CIJE's agenda was reaffirmed.

We discussed two possible topics:

- 1) Early Childhood Educators
- 2) Educational Leaders

The staff of CIJE should decide which of these topics fits with CIJE's agenda. We thought it important that the topic chosen be one on which CIJE will expend energy for implementation.

Which of these topics will CIJE expend energy for implementation? The plus about a policy brief on educational leaders is that it reminds the public about the story of the teachers and may reinforce perceptions/messages regarding the importance of personnel - and the current predicament.

If a policy brief is written about educational leaders, we discussed a possible story line: The lack of preparation of educational leaders, specifically their lack of content knowledge in Judaica, and second their lack of preparation in leadership. The importance of standards should be addressed.

Possible presentation strategies may include emphasizing that some leaders are trained and some are not, so let's build upon those who are trained. It would be important to emphasize the issues of Judaic content knowledge because educational leaders should serve as role models and given that 75% of the teachers do not have substantial backgrounds in Jewish content, the leaders cannot rely on others, such as department heads. Furthermore, content is necessary to implement compelling visions and goals.

The audience for the policy brief should be federation executives, lay leaders, institutions of higher learning, etc.

2. Jerusalem Meeting- It was decided that there will not be a seminar in Jerusalem in January 1996. The idea of a seminar will be discussed further in February at an MEF advisory committee meeting.

3. Evaluation Institute-We updated Annette about the rationale and plans of the evaluation institute.

4. Manual for the Study of Educators - Annette raised some concerns about the quality control when communities implement

the study of educators. She is concerned that many of the issues discussed at the last MFF advisory committee meeting are not adequately resolved. She will raise these concerns with Alan.

However she suggested that a section be inserted in the manual about the qualifications of the personnel that can implement the study. This new section should include information about the background, training and experiences of qualified personnel (e.g., doctorate, social scientist, data analysis experience) and information about where to recruit qualified personnel (e.g., local universities). The MFF team will write a draft of this new information.

This suggestion is just an example of the larger issue of the possible pitfalls of distributing the survey in a "rather" open manner. At present the manual is little more than a free distribution of instruments, whereas it could be a tool for creating important national data, or minimally a tool that maximizes chances for good local studies. CIJE should reconsider the question of incentives or protective measures that could enforce standards.

5. The Study of Informal Educators - Annette shared some of her documents and experiences from her work on Israel Experience programs. She suggested that we talk with Seymour Fox, Steve Cohen and Eric Cohen. She also suggested that we look at survey questionnaires that were used in previous studies.

We agreed that personnel is an important focus in informal education, but the purpose and goals of a study of educators in informal settings is not yet clear.

One suggestion was that we study the fit between the mission of informal educational settings and the characteristics of their staff (personnel). For example, using this framework, we might hypothesize that Ramah camps should have personnel with more Jewish content knowledge than JCC day camps.

It was clear that much more discussion and consultation is needed to further clarify the goals of a study of educators in informal settings.

6. 1996 Workplan

We listed possible tasks for the 1996 workplan. Those with an * are "must do", so we asked ourselves how large a choice is there? How much is already decided?

1. Educational Leader Research Paper *
2. Policy Brief*
3. Evaluation of TEI *
4. New Data Collection: Study of Educators in Informal Settings
5. Curriculum and Instruction for the Evaluation Institute
6. Work on Building the Capacity for Research in NA

7. Leading Community Indicators

8. Ongoing Community Consultations (i.e., Cleveland)

9. Evaluation of the Goals Project

We could not prioritize the list at this time. A clearer picture of CIJF's larger agenda and a framework for reviewing the work of MFF are needed.



exce.

August 21, 1995

FIELD(name)

FIELD(org)

FIELD(address)

FIELD(city state zip)

Dear FIELD(greeting):

The challenge of Jewish education and continuity is both tough and fascinating, demanding many different approaches simultaneously. Mort Mandel has been committed to improving Jewish education for a long time, and I've been fortunate to have been involved--and to learn a lot--in the process.

We in Cleveland, and from our national experience, have found again and again that almost any time we look at a new initiative in this area, the key question is: Who is going to do the work? In our community, the answer is almost always: our educators.

CIJE has now both the data and the tools to make a real difference in the quality of teaching. We are taking this material very seriously in Cleveland; I wanted to bring it to your attention as well.

In November 1994, CIJE released its first policy brief, *The Background and Professional Training of Teachers in Jewish Schools*. Drawing on the extensive *CIJE Study of Educators*, the policy brief offers both hard data and an action plan for communities. The brief juxtaposes the severe lack of training of most teachers in Jewish classrooms with an unexpected degree of commitment and stability, making a strong case for far greater and more comprehensive in-service training for teachers than currently exists.

The findings of the policy brief have already received widespread attention. I believe that the brief is an essential document in the effort to transform North American Jewish education.

Accompanying this letter are:

- A copy of the policy brief, ***The Background and Professional Training of Teachers in Jewish Schools***;
- A brochure describing CIJE's mission and agenda;
- A description of CIJE's current activities;
- And selected press coverage of the findings summarized in the brief.

Since the brief's release, an increasing number of communities are presently undertaking surveys of their educators, in order to assess what professional development can make the biggest difference to them. After testing the survey in three communities, CIJE has revised the questionnaire and guide to its use; ***The Manual for The CIJE Study of Educators*** is now available to interested communities. In addition, CIJE has created ***The Code Book for The CIJE Educators Survey***, which offers instructions on how to enter the information gathered through the questionnaire into a commercially available statistical software program.

Because communities adapt the survey to reflect their interests and needs, CIJE has included in the manual a list of **anchor items**. By retaining the anchor items, communities will contribute to a future national data bank on the personnel of Jewish education while giving themselves a comparative perspective.

Please contact the CIJE New York office at (212)532-2360 (X440) for copies of:

- ***The CIJE Policy Brief on the Background and Training of Teachers in Jewish Schools***;
- ***The Manual for The CIJE Study of Educators***, including the **anchor items**;
- and for information about ***The Code Book for The CIJE Educators Survey***.

I am pleased to have this opportunity to share with you one of the most important aspects of CIJE's work. I urge you to give careful consideration to this material and to bring it to the attention of your lay and professional leadership.

Sincerely,

Stephen Hoffman
Executive Vice President
Jewish Community Federation of Cleveland

August 21, 1995

FIELD(name)

FIELD(org)

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FIELD(city state zip)

Dear FIELD(greeting):

The challenge of Jewish education and continuity is both tough and fascinating, demanding many different approaches simultaneously. Mort Mandel has been committed to improving Jewish education for a long time, and I've been fortunate to have been involved--and to learn a lot--in the process.

Frequently we focus on structures and new ideas about how to deliver a service or change a program. And yet I'm sure you have found, as I have, that everything comes down to: Who does the work? In the case of education, it's no different. We can come up with exciting plans for family education, camping, or Israel experiences, but if we neglect the teacher in the classroom, it will all be for naught.

I believe the enclosed material underlines the importance of this fact and offers a very important early intervention point in the whole continuity process. As you engage in moving the continuity agenda forward, I encourage you to pay special attention to this particular strategy for improving the quality of Jewish education.

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Stephen Hoffman
Executive Vice President
Jewish Community Federation of Cleveland

presidents

August 21, 1995

FIELD(name)

FIELD(org)

FIELD(address)

FIELD(city state zip)

Dear FIELD(greeting):

Many of us devoted to Jewish life find ourselves asking: What will truly make a difference? How can we revitalize our communities to guarantee a vibrant Jewish future?

Among the central issues on the communal agenda is the place of Jewish education, in its widest definition, in ensuring a strong Jewish commitment. One question faced by all those involved in setting communal policy is: What--concretely--can be done to make Jewish education better?

In November 1994, CIJE released its first policy brief, *The Background and Professional Training of Teachers in Jewish Schools*. Drawing on the extensive *CIJE Study of Educators*, the policy brief offers both hard data and an action plan for communities. The brief juxtaposes the severe lack of training of most teachers in Jewish classrooms with an unexpected degree of commitment and stability, making a strong case for far greater and more comprehensive in-service training for teachers than currently exists.

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I have found my involvement with CIJE and its emphasis on the centrality of personnel to Jewish education exceedingly important and wanted to share with you those results of our work that have direct implications for Jewish communities.

We are at a decisive moment in contemporary Jewish life. May our labors serve to forge a strong Jewish future.

Sincerely,

Lester Pollack
Chair, CIJE Committee on Building the Profession

MINUTES:

CJJE - MEF STAFF MEETING ON EDUCATIONAL LEADERSHIP

DATE OF MEETING:

AUGUST 24, 1995, 9:30 a.m. EST

DATE MINUTES ISSUED:

SEPTEMBER 19, 1995

PARTICIPANTS:

Gail Dorph, Alan Hoffmann, Barry Holtz, Adam Gamoran, Ellen Goldring, Dan Pekarsky, Nessa Rapoport, Bill Robinson

COPY TO:

Annette Hochstein, Ginny Levi, Debra Perrin

1. Examination of Pre-service and In-service Standards and Programs for Educational Leaders

EG presented information on the pre-service and in-service standards for educational leaders in public and private schools, and on the programs available in general education for educational leaders to meet these standards.

In summary: Widely accepted standards in general education throughout the United States hold that educational leaders should have credentials in three areas: education/pedagogy, a subject matter, and administration/supervision. Preparation in education/pedagogy consists of an academic program leading to a BA or MA and a license or certification in general education. Subject matter preparation for elementary school may include a broad range of academic subjects, while high school teaching usually requires majoring in an academic subject area. (For Jewish schools, the appropriate subject matter knowledge would be in a content area, such as Hebrew, Jewish history, Jewish literature, or a related field). After teaching for "x" number of years, one can go on to gain an additional degree in educational administration and be licensed as a principal.

In order to maintain their licenses, principals, like teachers, are required to participate in ongoing professional development. The number of hours differs from state to state, but such requirements are standard.

The group reviewed a selection of materials on professional standards, in both general and Jewish education, in order to better understand the requirements (standards and norms that exist) and the content of preparation and professional growth programs. These included:

- a. "The Landscape of Leadership Preparation", by Joseph Murphy;
- b. "The Licensure of School Administrator: Policy and Practice", by Carl R. Ashbaugh and Katherine L. Kasten;
- c. "Performance Domains of the Principalship", from the National Committee for the Principalship;
- d. "The Return of the Mayflower: British Alternatives to American Practice", by Paul A. Pohland;

- e. "Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary School", compiled by John Tryneski;
- f. "Guidelines and Requirements for Licenses" from the National Board of License for teachers and Principals of Jewish Schools in North America;
- g. standards from The Solomon Schechter Day School Association;
- h. the academic program of the Jewish Theological seminary; and
- i. selected statistics from the Digest of Educational Statistics.

A brief discussion followed, comparing standards and programs in Jewish education with those existing in general education.

II. Possible CIJE Responses

A. FIVE MODELS OF ACTION

GZD and EG outlined five possible models that the CIJE could pursue:

1. Pre-service Programs
 - a. impact what is currently occurring in education programs in institutions of Jewish higher learning
 - b. entice (other) universities to offer programs in Jewish educational leadership (such as the University of Wisconsin at Madison)
 - c. recruit people with Jewish content and entice them to attend current leadership programs in non-Jewish universities
2. Institute Model (professional growth model)
 - a. Harvard Model (subcontract out, but design content)
 - b. TEI Model (CIJE also does instruction)
 - c. ongoing programs
3. Principal Center Model (grassroots, resource centers)
4. Leadership Academy Model (state/district approach to professional development, tied to standards - analogue: BJE's?)
5. "Training of Trainers" Model

B. DISCUSSION OF MODELS

The group engaged in a critical discussion on these five possible models. During the discussion, the following key issues, concerns, and ideas were raised:

1. Unlike teachers, the pool of educational leaders in Jewish schools is much smaller. Thus, it may be possible for the CIJE to have a direct impact upon all educational leaders. The CIJE may want to put forth a greater effort in impacting pre-service programs, rather than in-service activities.
2. At present the participation of educational leaders is voluntary. We need to move beyond encouragement, as we consider our approach to professional growth for educational leaders. Are there ways to learn from norms or standards, that exist both for pre-service and in-service programs for leaders in general education? The CIJE may need to begin a process, whereby standards for pre-service and in-service are articulated and widely distributed, and particular groups (e.g., The Solomon Schechter Day School Association) agree to begin implementing them.
3. We need to consider denominational differences in standards and the role of denominational institutions in setting such standards.
4. Recruiting people with Jewish content and enticing them to attend current leadership programs in non-Jewish universities (option #1c) may only be successful if a critical number -- e.g., cohort -- of Jewish educational leaders attend the program. Otherwise, they will find themselves isolated. In addition, such programs would not necessarily offer them the opportunities:
 - a. to reflect on matters of Judaic content, and their connection to leadership issues;
 - b. to deal with the specifics of the contexts in which they work, and their impact on leadership issues.
5. The CIJE could work with one of these leadership programs in a non-Jewish university, developing a Jewish component to help the students apply what they are learning to Jewish schools.
6. How can we influence an established institution to provide a more substantial pre-service program. Several possibilities were suggested:
 - a. set up a consultation on educational leadership with experts in the field, geared toward ourselves and faculties of AHELE (similar to the Teacher Educator Institute in which the CIJE brings in experts from general education);
 - b. encourage the development of substantial educational leadership programs, perhaps using funding as leverage;
 - c. assist them in recruiting more students;
 - d. train a faculty in Jewish educational leadership;
 - e. educate relevant constituencies ("seeding the culture").

These possibilities are not mutually exclusive. For instance, after the consultation(s), the CIJE could work with interested institutions to develop a proposal for funding.

7. In general education, change occurred in the content of leadership programs, because professionals in the field began to demand greater emphasis be placed on leadership issues in these programs. This would support the argument to focus efforts toward "seeding the culture" (see issue #5e). The Institute Model (option #2), in concert with the creation of Principal Centers (option #3), could assist in this effort.

8. If we create an Institute Model (option #2), we could require that teams be sent (i.e., president of schools, key community lay people, and the principal).

9. The Institute Model (option #2), alone, is insufficient. There needs to be a vehicle for translating what is learned in the Institutes into the realities of institutional and communal life. The Principal Center Model can provide this linkage between the Institute Model and the classroom.

10. Following the Harvard Principals' Seminar, many educational leaders began meeting with their colleagues in their community to share what they learned and continue learning together. This spontaneous development can be capitalized upon to create the Principals Center Model (option #3). The CIJE could provide support for enhancing the effectiveness of community efforts in this area.

11. If we focus our efforts on "seeding the culture", we should proceed along three avenues:

- a. conduct institutes for educational leaders, complemented with follow-up support for back-home work;
- b. bring together leadership of the major institutions as a study group (using a CIJE Policy Brief as a primary text),
- c. bring the heads of major foundations together.

12. What will lead people to buying into our visions of what educational leadership should be? Perhaps, you could achieve buy-in by creating one institution that would be a living model of what excellence could be. This could be a new institution (i.e., The National Institute for Jewish Educational Leadership) or one already in existence.

13. If we create our own institution, we need to consider whether or not there will be a sufficient number of students and enough qualified faculty, as well as its impact on already existing institutions.

14. The Reform movement currently combines a Pre-service Program with an Institute Model (option #2) - in the form of the denominational colleges and NATE (where professional development experiences occur). Given encouragement and money, the Reform movement may be interested in setting up a Leadership Academy (option #5).

15. The Leadership Academy Model (option #4) is unlikely to be effective because of the limited capacity which currently exists within BJE's and the denominational movements.

16. Engaging in the "Training of Trainers" model (option #5) is a necessary basis for undertaking any of the other models.

C. CONSIDERING A DECISION

The group was divided about which models to pursue. Some preferred focusing on pre-service (option #1). There was disagreement, however, over whether our efforts should initially focus on enhancing the quality of current pre-service programs or increasing the number of persons attending these programs: quality versus quantity. Others preferred focusing on in-service: create continental Institutes (option #2) and support the development of local Principal Centers (option #3) following participation in the Institutes. There was limited support for the Leadership Academy Model. On the other hand, some felt that we need to engage in all five models in order to impact substantially upon the system. It was pointed out that since the CIJE does not have the capacity to engage in all of them (or even some of them) simultaneously, we would still need to prioritize among them. Most felt that, no matter upon which of the first four models we focus, we need to decide how to train the trainers who would (eventually) run the programs (option #5).

In making a decision about which models to pursue, the group raised several questions that would need to be considered.

1. What precise steps will be necessary to achieve each of our goals?
2. What type of role will the CIJE have in each process (e.g., mediator versus service deliverer)?
3. What is our own capacity (staff) for engaging in any one model or a combination of models?
4. From where will funding come?

Given our limited capacity and funding, if we decide that we should pursue a combination of models, how do we prioritize among them? One way to decide would be to consider which pieces have to be done no matter what else we did. Or, what things are so big and complex that we can't do them now? Another way to decide, which was suggested, concerned the venue under which we would consider the issue: Do we conceive of our initial efforts as primarily community mobilization ("seeding the culture") or as building the profession? If the former, we may want to do as many short-term Principal Institutes (option #2) as possible, which could lead to grassroots spin-offs (i.e., Principal Centers - option #3).

Finally, the importance of writing a design document, which details our desired outcomes (once the CIJE has determined what they are) and the actions we need to take in order to reach those outcomes, was noted.

III. Next Steps

A. LOCAL COMMUNITY REPORTS

Assignment

We briefly discussed the individual community reports. In particular, the group thought that we should consider in more depth the issue of how best to use the reports (or some version of them) with the key lay persons and Federation professionals in each community. The staff was requested to have all comments on the Atlanta report sent to the MEF team by Tuesday. GZD affirmed the need to have all three community reports completed in time for the Lead Community consultation on October 1st and 2nd.

B. DISCUSSION PAPER AND POLICY BRIEF

We discussed the purpose and audience for the Discussion Paper on educational leaders, which presents a broad view of the data collected by the MEF team in the three Lead Communities. The following purposes/audiences were suggested for the Discussion Paper or some version of it:

1. a seminar with foundations and experts on leadership in general education;
2. the Research Network in Jewish Education;
3. faculties at institutions of higher Jewish learning and academic departments of Jewish studies;
4. other CIJE bodies (such as the Steering Committee);
5. local communities that are pursuing studies of their educational leaders (such as Cleveland).

Reimer

study of 2 syn schls

- what made certain syn schls stand out?

- ed lead of syn educator
was impt

- toughest to fill, most impt
to influence

- Rabbis, with + - what do they know?

- vision - mission

- relationships - convey the vision

- visions

- what's unique abt ar schls?

- vision of J life

- including for children, adults

- visions created together
w/ rabbis

- vision is ed-c tool

- relats

- leaderships + teacher the sense
that his/her work is part
of larger purpose

- parents - leader builds bridge b/w

- continuity for SS ^{school + home}

Finkelstein

role of leader (JCC exec) in transforming
COMJEE: "ethocentric executives leadership
to this by setting a personal ex
- can't take place in absence of
committed leader

JCA - leadership training

- new generation of J committed
+ learning JCC execs
- systemic, high-quality Jexpers for exec
- just as much as mgmt skills
- principles
1. J lit + personal, ab. to transmit
2. highest qual ts - teachers, not preachers
3. systematic critic in major areas
- J hist, Isl, prac, etc.
"Guide to J knowl for JCC prof"
4. J experiences - Isl seminars
5. began where exec was

COMJEE II

- higher levels of observance by execs
- personal transformations

→ strong status es for J educ

- 2 in 1983, 70 in 1995

MN: "ok conch things"

1. unique
2. special ts - knowl, access to
executing in Judaica emph
Goal to create J sophistic exec

transformed
execs
transforming
a new way

Notes

rabbi/educator/PhD prog

- lay people learning & teaching in syn shul
- J ed. is serious enterprise
- haphazard → purposeful
- encouraged teacher learning
- guide to creating & using curricular
- developed, enriched the prog
- set stds that did not exist before
- linked to wider community of J educators

→ power of professional leadership

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77 resp	100 total

Header - adult ing is key



SUMMARY OF CIJE-LEAD COMMUNITY CONSULTATION

DATES OF MEETING: October 1-2, 1995

PARTICIPANTS: Janice Alper, Chaim Botwinick, Steve Chervin, Ruth Cohen, Marci Dickman, Gail Dorph, Ellen Goldring, Barry Holtz, Nessa Rapoport

COPY TO: Adam Gamoran, Alan Hoffmann, Ina Regosin

Prior to the meetings, participants in this consultation received the findings of the CIJE study of the educational leaders in their own communities. These documents described the findings across the three communities as well as describing the ways in which local leadership was different from the aggregate profile. The main purpose of the consultation was to discuss the contents of these reports and to discuss their communal and national implications.

I. COMMUNITY UPDATES

We began the two days by hearing brief communal updates. Updates focused on the status of personnel action planning and the involvement of community leadership in the personnel planning process in general and the lead community initiatives in general.

Atlanta

Steve Chervin put the Lead Community project in the context of the larger Atlanta "scene." The issues he raised included:

1. Atlanta's campaign was down
2. There is concern about government cuts in support of human services
3. Federation's role in education and its relationship to the central agency
4. Fundraising for new initiatives and the relationship of that activity to the regular campaign and existing endowment operations.

Atlanta's federation has undergone a process of self-study. One of the committees that was reviewed was the CJC, the "home" of the lead community process in Atlanta. Steve alerted us to the fact that there was some discussion about the future of this committee. As part of a larger reorganization of federation operations, Steve's department was integrated into the planning and allocations department.

Janice Alper reported on several changes in the regular groupings of people who are meeting. At the beginning of the personnel action planning process, there were two groups: a day school group that included heads of schools and their lay chairs and a supplementary school council of principals. These structures have changed some: the day school presidents now meet as an independent group; the day school group now includes assistant principals; there is now an early childhood directors council; the supplementary school group has met several times with

congregational rabbis (as part of the personnel planning process). She also reported on several JES initiatives that had been well received, particularly the initiative for children with special needs. Interestingly, this initiative had been championed from its inception by lay leaders and has included lay participation every step of the way. Additionally, she has continued to meet periodically with the group of principals which attended the Harvard Principals' Institute. That group has exerted leadership in the personnel action planning process both for themselves and for the community.

Baltimore

The CIJE committee completed its work by forwarding a personnel action plan to CAJE, the federation "address" for educational planning. This plan is in outline form. The next step is for the committee on personnel of CAJE to review the recommendations and develop those initiatives that they feel merit funding. Because the next stage of this process will be handled by a standing committee of CAJE, the CIJE committee has been disbanded.

Additionally, Chaim's job has been redefined. He will no longer wear two hats, educational planner at federation and director of CJES. He will be devoting all of his energies to becoming the advocate for Jewish education at the federation. Particularly, he will be involved in a major fundraising effort on behalf of Jewish education in Baltimore. Marci has been appointing acting director of CJES and has already begun to strengthen its board through developing a retreat on the goals of the central agency. CIJE has been her partner in the planning of this retreat.

Chaim also spoke briefly about the plans to offer health and pension benefits to full time educators in Baltimore. We look forward to a more complete report of this initiative as issues of benefits are on the docket in each of the communities.

Milwaukee

Ruth Cohen reported on the beginnings of the Cleveland College of Jewish Studies program in Milwaukee. 15 participants (the maximum allowed) have been accepted to the program and four more are on the waiting list. The participants come from across movements and work settings--two coming from the JCC in Milwaukee.

She suggested three areas of this program that merit special attention as we think about the potential of this program as a pilot project:

1. The internship: One of the elements of the program is a field based internship. How will this internship be constructed? Who will be the Milwaukee team that supervises the interns in their placements?
2. Evaluation: How will this project be evaluated? What constitutes success?
3. Future of program graduates: How can Milwaukee be thinking about the graduates of this program in order to increase their benefit to the whole Milwaukee system?

In addition, Ruth reported that the teen initiative which was part of the larger Milwaukee strategic plan for Jewish education was moving forward. Two consultations, called by the JCC and involving input from Barry Chazan, lead community representatives locally and CIJE staff nationally, had taken place since our last meeting.

II. PRESENTATION OF DATA ABOUT EDUCATIONAL LEADERS FROM CIJE STUDY OF EDUCATORS-- COMMUNITY REPORTS ON THEIR EDUCATIONAL LEADERS

Ellen Goldring presented some of the data on educational leaders, particularly the data on educational background and training and professional development. The report takes a stance on defining adequate training for educational leadership positions. Its claim: one needs adequate academic background in education, subject matter content, and educational administration/leadership. Current masters degrees in Jewish education offered by Institutions of Higher Learning in Jewish Education were counted as providing adequate background in the first two areas but not the third. Both Marci and Janice, who are graduates of the Rhea Hirsch School of Education at HUC-LA, questioned this stance. Although they agreed that this program did not meet the standards that Ellen was setting out (that is, a masters degree of 32 + hours in educational administration/educational leadership), their sense was that it had indeed supplied them with the rubrics and skills to work as educational leaders.

There were some positive surprises in the findings. A larger percentage of supplementary school principals had actually been "trained" in two out of the three areas (general education and Judaica). On the other hand, few leaders had all three components of training as defined by this study. Few educational leaders were involved in professional training. Not surprisingly, few communal opportunities for growth are actually available to them. Disappointingly, few reported dissatisfaction with the opportunities for training available to them.

The possibility of community's receiving additional data was also raised. Ellen asked that communities put their requests in writing and the MEF team would review them and respond. The issue of more specific data reported at the communal level can raise issues of confidentiality, e.g., if information is broken down by denomination and setting, there may be only one or two respondents per community in a given category.

As we went through the data, a few significant typographical errors (dealing with numbers) were brought to our attention. In addition, some suggestions were made about clarifying the presentation of certain data in chart form. Ellen said that each community would receive one more version of this report that would incorporate these suggestions.

III. EXAMINATION OF PRE-SERVICE AND IN-SERVICE STANDARDS AND PROGRAMS FOR EDUCATIONAL LEADERS

Ellen presented information on the pre-service and in-service standards for educational leaders in public and private schools, and on the programs available in general education for educational

leaders to meet these standards.

In summary: Widely accepted standards in general education throughout the United States hold that educational leaders should have background and training in three areas: education/pedagogy, a subject matter, and administration/supervision. Preparation in education/pedagogy consists of an academic program leading to a BA or MA and a license or certification in general education. Subject matter preparation for elementary school may include a broad range of academic subjects, while high school teaching usually requires majoring in an academic subject area. (For Jewish schools, the appropriate subject matter knowledge would be in a content area, such as Hebrew, Jewish history, Jewish literature, or a related field). After teaching for "x" number of years, one can then go on to gain an additional degree in educational administration and be licensed as a principal.

In order to maintain their licenses, principals like teachers are required to participate in ongoing professional development. The number of hours differs from state to state, but such requirements are standard.

The group reviewed a selection of materials on professional standards in both general and Jewish education in order to better understand the requirements (standards and norms that exist) and the content of preparation and professional growth programs. These included:

- a. "The Licensure of School Administrator: Policy and Practice", by Carl R. Ashbaugh and Katherine L. Kasten;
- b. "Performance Domains of the Principalship", from the National Committee for the Principalship;
- c. "Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary School", compiled by John Tryneski;
- d. "Guidelines and Requirements for Licenses" from the National Board of License for teachers and Principals of Jewish Schools in North America; and
- e. selected statistics from the Digest of Educational Statistics.

These documents gave a sense of how the various states of which the lead communities are a part define their standards. Additionally, the document on domains (#b) gave some sense of the contents of educational leadership programs.

A discussion followed comparing standards and programs existing in Jewish education with those existing in general education.

Monday

IV. IMPLICATIONS FOR ACTION

Monday morning's discussion focused on possible implications of the findings for action at the

communal and national level. This discussion was divided into two parts. The first asked the question: what kind of program models are available or might be created to address the lacunae in background and training of current educators. The second asked: If we had our druthers, what kinds of leadership functions would each community like to fill for which there are currently no candidates. Without a discussion that looks at leadership in at least these two ways, we felt that a plan for action would be incomplete.

A. Models

In order to begin the first discussion, Gail and Ellen outlined five models that the CIJE could pursue that would address the lack of pre-service and in-service training. They included:

1. Pre-service Programs
 - a. impact what is currently occurring in schools of Jewish higher learning
 - b. entice (other) universities to offer programs in Jewish educational leadership (such as the University of Wisconsin at Madison)
 - c. recruit people with Jewish content and entice them to attend current leadership programs in non-Jewish universities
2. Institute Model (professional growth model)
 - a. Harvard Model (subcontract out, but design content)
 - b. TEI Model (CIJE also does instruction)
 - c. ongoing programs
3. Principal Center Model (grassroots, resource centers)
4. Leadership Academy Model (state district approach to professional development, tied to standards - analogue: BJE's?)
5. "Training of Trainers" Model

Participants added the following additional suggestions:

1. Distance Learning
2. Professional Organizations, such as NATE, CAJE, JEA as locus of professional development
3. Series of Retreats
4. Israel

Pursuing some of these models implies communication with current programs and offerings, whereas, pursuing other models might mean the creation of new institutions and programs. An example of the latter might be a National Center for Educational Leadership which might develop both pre-and in- service programs.

B. New Positions

We then turned the discussion on its head by asking: What positions or functions need to be present in our communities for which there are currently too few/ or no qualified candidates. Suggestions included:

1. Specialist in pedagogy of Jewish subject matter
2. Expert on models of staff development who can work both at communal level and institutional level
3. Jewish educator on staff of JCC, JFS, JVS
4. Evaluation expert who can work at communal and institutional level
5. Grant writer at communal and institutional level

One of the interesting features of this discussion was not only the generating of domains and functions that need to be filled in communities and are, for the most part missing, but also the idea that such experts could work at both the communal and institutional level.

V. DISSEMINATION

The discussion turned to plans for disseminating these reports at the communal and national levels.

We discussed our common concerns centering on the impact of these findings on each of the communities. One of the important issues raised was the lack of opportunities for people at the leadership level to be trained.

Although there is considerable commonality between the communities in their findings, there are also significant differences when an individual communal profile is drawn. Thus, no "generic" executive summary was part of the communal reports. Ellen distributed the summary and conclusion sections of the integrated report and suggested that communities might use these to help them craft executive summaries of their reports.

Everyone agreed that the first step in dissemination of this report is to share the results with the principals themselves who participated in the study. This step would serve not only as a way of sharing information but the beginning of designing a personnel action plan to meet their needs.

Additionally, key lay leadership must be made aware of the situation and involved in thinking about what local communities can do to support lay leaders in efforts to be involved in ongoing professional growth. We decided that Gail and Alan would be in touch with each community's leadership team to discuss ways in which CIJE might be helpful in making this case and collaborating on creating such strategies.

VI. CIJE UPDATE

Barry and Gail gave a brief update of some current CIJE projects;

1. Best Practices volume on JCC's-- will be available in early 1996
2. CIJE's planning involvement in upcoming retreat for alumni of Wexner Heritage Program, taking place at the beginning of December
3. TEI -- Teacher Educator Institute (we began to discuss recruitment of candidates for next year's cohort)
4. Harvard Principal's Institute scheduled for March to include both participants from last year and new participants this year. (Fall, '96)

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Billie Gold
Ann Kaufman
Matthew Maryles
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Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

TO: Board Members and Invited Guests
FROM: Alan D. Hoffmann
DATE: October 13, 1995

As you know, one result of CIJE's commitment to building the profession of Jewish education was the publication of the Policy Brief on our findings about the **background and professional training of teachers in Jewish schools**. The findings indicated a compelling need for **comprehensive in-service training** of a kind that had not yet been undertaken.

CIJE has decided to address one of the major shortages in this area--in-service training for supplementary school educators--by creating a national cadre of qualified teacher trainers for the supplementary school system in North American Jewish education. The teacher trainers in CIJE's **Teacher Educator Institute (TEI)** will have the expertise to design and help implement teacher-training programs in their local communities and throughout North America.

This three-year project, funded with the generous support of The Nathan Cummings Foundation, will result in:

1. **A cadre of 30 teacher educators**, who will be available to enhance significantly the quality of supplementary school teacher education in their own communities and in others.
2. **A CIJE policy brief**, outlining the "best practices" of in-service education and making recommendations for upgrading the professional development of supplementary school teachers.
3. **A library of videotapes of teachers** with an accompanying **manual**, to be used as effective catalysts for transforming practice in the classroom.

At the **Board Meeting on November 2**, CIJE consultant Dr. Ellen Goldring, of Vanderbilt University, will present new data on educational leaders from the **CIJE Study of Educators**. CIJE can now offer a striking portrait of the background, training, salary and benefits, and career satisfaction of Jewish educational leaders--school directors and principals in day schools, supplementary schools, and early childhood programs.

Research in both Jewish and general education indicates that the educational leader is critical in effecting genuine change in teaching and learning. Educational leaders are at the very core of CIJE's work: A serious impact on the leaders can transform the entire system.

In November, we will preview the data and reflect together on the nature of Jewish educational leadership. What are the current standards for educational leaders in the general American system? How do the qualifications of educational leaders in Jewish settings compare to those standards of training, and in what respects might our leaders be distinctive? How do they differ from the teachers? And what policy recommendations might be implied by these data and discussion?

Last year, CIJE had already begun to address the professional development of Jewish educational leaders through the **CIJE-Harvard Leadership Institute**. A new institute will be convened at Harvard this year. "**Jewish Education with Vision: Building Learning Communities**" will include the previous attendees and expand our orbit to other school directors and principals.

One powerful component of the first institute was the learning and exchange fostered at Harvard among educational leaders across denominational affiliations. These exchanges have continued within the communities that participated. Among our goals is the creation of **leadership networks**, peer learning groups of educational leaders from many school settings within local communities.

By the end of 1995, CIJE will have completed the next stage of the Best Practices project--**Best Practices in Jewish Community Centers**. As JCCs consciously set about becoming settings for Jewish education, leadership again plays a pivotal role. This study examines 6 sites where informal Jewish education is vital, engaging, and has transformed the JCC. The partnership of the JCC executive director and Jewish educator is a linchpin in supporting this new environment.

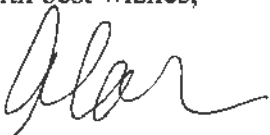
A pressing issue that has resulted from our work is the ongoing need for evaluation. When new initiatives are undertaken, how can their impact be measured? As in many realms within Jewish education, there is not currently a sufficient group of trained local evaluators to help institutions and communities assess their programs.

CIJE envisages the creation of an **evaluation institute for Jewish education**. In November, a first consultation will be held toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives.

CIJE was founded to serve as a catalyst for change in partnership with others. One of the most exciting aspects of our work has been the partnerships that have resulted as critical needs have been identified, both locally and nationally. At the last Board Meeting, we reported on new personnel initiatives for Jewish education funded by **the Children of Harvey and Lyn Meyerhoff Philanthropic Fund** in Baltimore, **The Bader Foundation** in Milwaukee, and **The Nathan Cummings Foundation**.

At the upcoming meeting, we will report on additional emerging partnerships. I hope to see you then.

With best wishes,

A handwritten signature in cursive script, appearing to read 'Alan', written in black ink.

Alan D. Hoffmann
Executive Director

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Members of CIJE Steering Committee

From: Alan D. Hoffmann

Date: October 13, 1995

Re: Materials in Preparation for November 1 Steering Committee Meeting

Enclosed is the 1995 workplan for your review prior to the Steering Committee Meeting of November 1.

The staff has reviewed the workplan in light of the first six months of 1995 and revised it to provide an update on our work in 1995 and our current thinking with regard to the remaining months of this year and toward 1996. On the left side of each page is the workplan as originally approved and on the right you will find updates and revisions in each of the corresponding sections.

I look forward to seeing you in the CIJE office on Wednesday, November 1 at 10:00 am.

Alan s-pts JESNA mts
- maybe this is an area in which
we can coop
- only if we can do it w/ goals

at CIFE - * — Austin (Far West Lab)
- (fin. is hd at Harvard)
- Susan Shevitz now at NJ

Alan wants consumers — Mark Gervis
John Rustay — NYC
Bill can

goals — our concept goes thru — w/ or w/o JESNA

here's the program — we can work together to
set it off the ground

From: EAGLE::GAMORAN 23-OCT-1995 16:46:10.37
To: IN:"74104.3335@compuserve.com"
CC: ELLEN, GAMORAN
Subj: RE: JESNA

I told Leora to include you on the list, and she will fax you everything.

I will ask Alan to confirm our commitment to employ you for 1996. I don't think we can say much right now about specific job responsibilities, other than the TEI evaluation, since so much is in flux. In my mind, besides the TEI evaluation, here are some possible tasks, from among which we have not yet chosen, and who knows what else may be placed on the agenda:

- data analysis for Policy Brief on Leaders
- data analysis for AERA paper on Leaders
- new data collection on informal education
- new data collections: follow-up study of educational leaders in LCs
- some level of responsibility for the Evaluation Institute or other dissemination activities connected with the Manual

Speaking of the TEI evaluation, I can't think we can wait much longer for a draft of the first memo on goals/purpose/outcomes. I know you haven't gotten as much information as you need and expect from Gail & co., but at some point you'll have to just take what you've got and write it up. I am becoming concerned that we haven't yet begun to gather the information needed to prepare the second memo.

Can you bring the data for the levers paper to NY? I'll send a separate message about what I think is needed for the lcgit analyses.

MINUTES: CIJE Staff Telecon
DATE OF MEETING: October 27, 1995
DATE MINUTES ISSUED: October 31, 1995
PARTICIPANTS: Gail Dorph, Barry Holtz, Alan Hoffmann,
Ginny Levi (by telephone), Robin Mencher (sec'y.),
Josie Mowlem, Debra Perrin, Dalia Pollack,
Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring,
Morton Mandel, Daniel Pekarsky

I. Welcomes and Introductions

ADH welcomed DSP back to the office after a difficult week. He also welcomed Dalia Pollack (DTP), the CIJE-CJF-JESNA staff member, to her first CIJE Staff Telecon.

II. Additions to the Agenda

ADH added to the agenda:

CIJE consultation with UJA/Federation of New York

NR added a page of issues to be discussed to the agenda (see attached).

III. Steering Committee Meeting, November 1, 1995, CIJE

A. AGENDA

Assignment There was one change in the agenda of the Steering Committee meeting. RJM will make the correction to the factbooks for the meeting.

B. DOCUMENTS

Assignment ADH will draft a chart summarizing the 1996 workplan.

Assignment The GA document prepared by NR will include a cover memo, information about the forums and workshops co-sponsored by CIJE, and information about the education/learning track. The document highlight the Jewish education forums being held this year.

IV. Executive Committee Meeting, November 1, 1995, UJA/Federation

ADH outlined an agenda for the Executive Committee meeting. VFL will draft the agenda, submit to ADH for final approval, contact Phillips-Oppenheim, and collect all related materials for folders.

Assignment

V. Seminar, November 1, 1995, UJA/Federation

A. ATTENDANCE

Attendance for the seminar is expected to be around 70 people. JM has attended to the room set-up and a/v needs for the evening.

Assignment NR will call Lynn Kroll and Barbara Dobkin to encourage them to attend the event.

Assignment At the seminar, several people will be introduced to MLM. NR will introduce Rachel Cowan and Charles Halpern. GZD will introduce Joan Rosenbaum and David Gordis.

Assignment In the future, CIJE will send out a "hold the date" postcard to all seminar invitees 10-12 weeks in advance. It was decided that this postcard need not indicate the speaker or topic.

B. ART GREEN

Assignment NR will gather biographical information and BWH will write the bio of A. Green for the chairman's notes.

Assignment BWH will take A. Green to dinner the evening of the seminar. He will make sure that they arrive at UJA/Federation by 7:30 pm.

C. CIJE MATERIALS

Assignment The staff should review the updated version of CIJE's Current Activities and submit any changes to NR. This document will be on hand at the seminar. Also available at the seminar will be policy briefs and brochures.

VI. Board Meeting, November 2, 1995, UJA/Federation

Assignment The agenda of the board meeting was revised. RJM will make the correction to the factbooks for the meeting.

VII. GA

A. BDF MEETING

GZD will make a presentation to the BDF on Tuesday, November 14, the day preceding the GA. The staff discussed what CIJE may want to offer--in terms of building relationships with communities--to bureau directors at this time.

B. CIJE INVITATIONAL BREAKFAST

Assignment CIJE will not hold a breakfast this year. RJM will call R. Jacobs at CJF to cancel.

C. FORUMS/WORKSHOPS

Synagogue-Federation Partnership Workshop

Assignment NR will be the staff member for this workshop. She will ask Bill Berman to chair the workshop on research and evaluation. If he is unavailable, she will ask John Colman.

VIII. CIJE-JESNA Meetings

A. PROFESSIONAL DEVELOPMENT

Assignment CIJE will invite JESNA to our office for a half day meeting to discuss TEI and its implications. GZD and ADH will attend the meeting from CIJE and JESNA will be invited to bring any staff member(s) they choose. DTP will also be invited. GZD will arrange a date with Paul Flexner.

B. EVALUATION CONSORTIUM, NOVEMBER 3, 1995

CIJE is hosting a joint meeting with JESNA to discuss issues in evaluation.

CIJE will pay for M. Gurvis' attendance.

Assignment ADH will discuss with J. Woocher how the meeting will be run.

IX. Goals Seminar, January 1-4, 1996, Jerusalem

CIJE will hold a meeting on Goals, in conjunction with the Mandel Institute, in Jerusalem in January 1996. If for any reason DNP will not be able to attend, the meeting will be canceled.

Assignment JM and DSP will coordinate all the meeting logistics and prepare the budget form. BWH
Assignment will look into purchasing tickets from Roz Solomon.

X. CIJE Summer Institute for Professors of Education, July 1995

Assignment JM will arrange the logistics of this meeting. She will contact Shmuel Ben Halal in
Jerusalem about reservations at Kibbutz Ramat Rahel.

XI. Reform Movement

Assignment CIJE will meet with E. Yoffie of UAHC on November 13. DSP will check if the 10:30
am meeting can be rescheduled to that afternoon so that more CIJE staff members can
attend.

XII. Research Network in Jewish Education, July 29-August 1, Israel

Assignment DSP will distribute to the staff materials about the conference from Michael Zeldin and
Zeev Mankowitz.

CIJE staff members GZD, BWH, AG, and EG will attend. DNP and NR are encouraged
to attend.

Assignment BWH will be the CIJE point person for the Research Network. He will speak with AG,
EG, and DNP about attendance.

XIII. Lisa Malik

Assignment Lisa Malik is a doctoral student in Jewish Education at Stanford University. In advance
of her potential future work with CIJE, ADH will invite her to spend the last two weeks
in January with CIJE.

XIV. Changes in the Master Schedule Control

The following changes to the master schedule control will be reflected in a new chart at
the November 1, 1995 Steering Committee meeting. VFL will bring the new charts with
her upon arrival to New York on October 31 for the impending meetings.

A. STEERING COMMITTEE MEETING, JANUARY 22, 1996

Assignment

The January 22, 1996 Steering Committee meeting will now take place in New York at the CIJE office. It was previously scheduled to be held in Cleveland. DSP will reserve the meeting spaces.

B. STEERING COMMITTEE MEETING, MARCH 1996

The Steering Committee meeting originally scheduled for Friday, March 8 will now be held on Wednesday, March 6, in Cleveland.

XV. Shamash Network Meeting

JM and DTP will attend the Shamash Network meeting on October 31.

XVI. Integrated Report on Educational Leaders

This topic will be discussed at the next CIJE staff meeting on Tuesday, October 31, 1995. AG and EG will take part in the conversation via telephone.

XVII. Wexner Heritage Retreat - Moshe Greenberg Papers

Articles written by M. Greenberg will not be handed out at any teaching session at the Wexner Heritage Alumni Retreat. BWH, ADH, D. Marom, and DNP may teach this subject together with Shelly Dorph.

XVIII. Shira Simchovitch

Shira Simchovitch, a Jerusalem Fellow and specialist in Jewish early childhood education, will be coming to the United States to work for five days. CIJE will plan to consult with her for one day in November.

XIX. JCCA Camping Meeting, November 1995, Washington DC

BWH, ADH, JM, DNP and Jonny Ariel (consultant to CIJE on this subject) will attend the meeting on JCCA camping this November. GZD may attend the meeting.

XX. Luncheon Seminar

Assignment NR will go through the board seminar list to recruit a list of invitees for the CIJE December luncheon seminar with J. Woocher.

XXI. MEF

Assignment BR should coordinate the bi-monthly MEF telecons. ADH will e-mail BR about this.

XXII. All Day Extended Staff Meeting, January 16, 1996, New York

Assignment There will be an all day staff meeting for all CIJE staff and consultants at the CIJE office on January 16, 1996. ADH will contact AG, EG, and DNP to invite them to attend the meeting.

XXIII. Meeting with UJA/Federation, January 17, 1996, UJA/Federation

The entire CIJE staff will meet with John Ruskay and his colleagues to present and discuss the work of CIJE.

XXIV. Next Staff Meeting

The Next CIJE staff meeting will take place on Tuesday, October 31, 1995 in the Board Room. DTP will attend. AG, EG and maybe BR will attend by telephone for part of the meeting.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
01.	Make changes in the agenda for the steering committee meeting for the books.	RJM	Oct. 27, 1995	Oct. 27, 1995
02.	Draft a chart summarizing the 1996 workplan.	ADH	Oct. 27, 1995	Oct. 31, 1995
03.	Prepare GA document for the steering committee.	NR	Oct. 27, 1995	Oct. 31, 1995
04.	Prepare materials for executive committee meeting. Arrange meeting with Phillips-Oppenheim.	VFL	Oct. 27, 1995	Oct. 30, 1995
05.	Call L. Kroll and B. Dobkin to encourage them to attend the seminar.	NR	Oct. 27, 1995	Oct. 31, 1995
06.	Introduce R. Cowan and C. Halpern to MLM at seminar.	NR	Oct. 27, 1995	Nov. 1, 1995
07.	Introduce J. Rosenbaum and D. Gordis to MLM at seminar.	GZD	Oct. 27, 1995	Nov. 1, 1995
08.	Submit any changes to the Update of Current Activities document to NR	STAFF	Oct. 27, 1995	Oct. 30, 1995
09.	Send out a Hold the Date postcard 10-12 weeks in advance of the May 1 seminar.	JM	Oct. 27, 1995	February 1996
010.	Collect biographical information about A. Green for chairman's notes.	NR	Oct. 27, 1995	Oct. 30, 1995
011.	Write bio of A. Green for chairman's notes.	BWH	Oct. 27, 1995	Oct. 30, 1995
12.	Review Update of Current Activities document and submit changes to NR.	STAFF	Oct. 27, 1995	Oct. 30, 1995
13.	Make changes to the Board Meeting agenda and replace them in the books for the meeting.	RJM	Oct. 27, 1995	Oct. 27, 1995
14.	Call R. Jacobs of CJF to cancel the breakfast.	RJM	Oct. 27, 1995	Oct. 31, 1995
15.	Ask B. Berman to chair GA workshop on synagogue-federation partnerships.	NR	Oct. 27, 1995	Oct. 31, 1995
15.	Arrange date for CIJE-JESNA meeting on professional development.	GZD	Oct. 27, 1995	Nov. 3, 1995

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
16.	Discuss with J. Woocher how the evaluation institute meeting will be run.	ADH	Oct. 27, 1995	Oct. 31, 1995
17.	Coordinate meeting logistics and create budget form for Jan. Goals meeting.	JM, DSP	Oct. 27, 1995	Dec. 1, 1995
18.	Look into purchasing airline tickets to Israel from Roz Solomon.	BWH	Oct. 27, 1995	Nov. 15, 1995
19.	Attempt to reschedule E. Yoffie meeting.	DSP	Oct. 27, 1995	Oct. 30, 1995
20.	Distribute to staff Research Network materials.	DSP	Oct. 27, 1995	Nov. 3, 1995
21.	Speak to AG, EG, and DNP about Research Network.	BWH	Oct. 27, 1995	Nov. 30, 1995
22.	Speak to Lisa Malik about spending the last two weeks in January with CIJE.	ADH	Oct. 27, 1995	Nov. 15, 1995
23.	Make changes to the Master Schedule Control.	VFL	Oct. 27, 1995	Oct. 31, 1995
24.	Reserve meeting space for Jan. 22 steering committee meeting.	DSP	Oct. 27, 1995	Nov. 3, 1995
25.	Make invitee list for luncheon seminar.	NR	Oct. 27, 1995	Nov. 10, 1995
26.	Contact AG, EG, and DNP about attending staff meeting on Jan. 16, 1995	ADH	Oct. 27, 1995	Nov. 3, 1995

updated October 31, 1995

1. APPROPRIATELY ASSIGNED

MINUTES: CIJE STAFF MEETING
DATE OF MEETING: AUGUST 21, 1995
DATE MINUTES ISSUED: SEPTEMBER 6, 1995
PARTICIPANTS: Gail Dorph, Barry Holtz, Robin Mencher,
Debra Perrin (sec'y), Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring,
Alan Hoffmann, Virginia Levi, Morton Mandel,
Josie Mowlem, Daniel Pekarsky

I. August 25, 1995 Steering Committee meeting

A. AGENDA

Assignment

The final changes have been made to the agenda for the Steering Committee of August 25, 1995. GZD's assignment to prepare a new draft of guidelines for work with affiliated communities has been completed. GZD and ADH will discuss preparing it as a hand out for committee members. GZD will also read the overview and conclusions of EG's MEF document for coherence in order to decide whether it can be distributed to the Steering Committee before the meeting.

B. GOALS WORKPLAN

DNP's Goals Workplan will not be handed out as a public document. This piece attempts to calendarize the source of the Goals conclusions. A summary of this work has been prepared for the Steering Committee.

C. JCC BEST PRACTICES VOLUME

BWH reported on the status of the JCC Best Practices volume and summarized the JCC's response to the document. Key issues from the JCC directors and staff focused on what the JCC interprets to be an anti-JCC bias. BWH and Steven Cohen will be re-writing second and third drafts with anticipated publishing dates in the Fall.

D. PERSONNEL UPDATE

Assignment

ADH's update to the Steering Committee will focus on the centrality and emphasis for the new direction of the personnel agenda. GZD will discuss this with L. Pollack at their meeting today.

II. Letter to the rabbis

NR is preparing a letter to the rabbis to be sent with Policy Briefs. It will emphasize the role of the rabbi as educational leader. We must consider what of the work that we do matters to them, focusing on issues of personnel (eg. the Best Practices work has demonstrated the importance of the rabbi in offering a sense of vision which can guide a community or a school). We want to focus on the integrated concept of the synagogue as a whole and the place of education in that whole. Included in the rabbi's mailing will be:

1. Update on CIJE activities
2. Policy Brief
3. Brochure
4. Clips - a select few
5. A Time to Act

Assignment NR will circulate a letter to staff for input.

III. November 1-2, 1995 Board meeting and seminar

A. SEMINAR

Arnie Eisen will not be available to participate as the speaker at our Board seminar of November 1, 1995. Sharon Feiman-Nemser is the next likely option. A possible topic could be "the motivation of people to teach and why they do it." Prof. Feiman-Nemser could also focus on pre-service programs and teachers learning to teach; teaching and how it can be improved. Staff will consider whether her presentation could be published as a CIJE essay.

Assignment NR will speak with ADH about handing out the 2 page description of CIJE and our current activities at the November seminar.

B. LOGISTICS

The decision was made to have coffee available to seminar attendees prior to the seminar in addition to serving coffee and dessert afterwards. Seminar invitations will state, "Please join us at 7:30pm for coffee. The seminar will begin promptly at 8:00pm."

Assignment There is still some question about how we can get a better list of actual attendees to the seminar. DSP and VFL will discuss the options.

Assignment The camper system will be discussed at a later meeting. Until then RJM will add it to the Board meeting backward map.

Assignment The invitation to attend the Board meeting will go out to Board members by September 18, 1995. Due to the proximity of the November meetings to the holidays, we will also send out reminder post cards on Friday, October 13, 1995.

IV. Deborah Nussbaum-Cohen

Deborah Nussbaum-Cohen is a JTA reporter doing a series on Jewish education. She's asked to speak with the CIJE staff. The staff will meet before speaking with her.

V. JCC Camping meeting

Assignment DNP is involved with Jay Roth and the JCC camp in Milwaukee in directing a goals project. BWH will discuss with ADH whether we shouldn't continue our JCC Camping involvement in this direction rather than at the JCC annual meeting which would expand the enterprise to about 5 JCC camps. This discussion will have to take place between ADH and Allan Finkelstein.

VI. Avram Goodblatt

Assignment The Teacher Educator Institute attendees would like to create a private discussion forum via the Internet in which to continue exploring further ideas. Options are to set up a discussion through CompuServe, JTS, A. Goodblatt (Shamash), or our Internet computer consultants. BWH will speak to Rich Siegal regarding what might be our best bet since he is connected with Shamash. RJM will speak to our own computer consultants (Internet).

VII. Teacher Educator Institute - Cummings Foundation

A. RACHEL COWAN

Assignment Rachel Cowan will receive a copy of the Teacher Educator Institute report on meetings with consultants, and a report on the Cleveland experience. BWH will contact her to set up a meeting to bring her up to date. GZD and BWH will prepare reports for her information.

B. CIJE BIBLIOGRAPHY

Assignment It was agreed that the CIJE Goals Project should maintain an ongoing master bibliography consisting of materials Daniel Marom and DNP have already gathered, as well as materials that are currently used. In addition, bibliographies should be kept for each of our projects. GZD said that we have such a document on professional development from TEI.

VIII. Ramah Article

Assignment NR and S. Fox will meet on Friday to discuss the Ramah article. NR will focus on what inputs it took to create a vision driven institution such as Ramah..

IX. General Assembly

Assignment NR will speak with ADH about the politics of the General Assembly and the update to the steering committee.

X. Print Run of Sarna Essay: AJS Distribution

Assignment NR will discuss with ADH the quantity of Sarna essays we will be printing.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Prepare backward map for the production of JCC Best Practices volume to be worked on jointly by BWH and NR for publishing.	BWH, NR, VFL	July 25, 1995	August 11, 1995
2.	Discuss with ADH preparing the "guidelines for work with affiliated communities" to be handed out to the steering committee.	GZD	August 21, 1995	August 23, 1995
3.	Discuss with L. Pollack the new direction of the personnel agenda.	GZD	August 21, 1995	August 23, 1995
4.	Circulate letter for the rabbi Policy Brief mailing to staff for input.	NR	August 21, 1995	August 23, 1995
5.	Meet with S. Fox to discuss the Ramah article.	NR	August 21, 1995	August 25, 1995
6.	Discuss the politics of the GA and the GA update to the Steering committee.	ADH, NR	August 21, 1995	August 25, 1995
7.	Discuss handing out 2-page CIJE description at the November seminar.	NR, ADH	August 21, 1995	September 13, 1995
8.	Discuss how to get a more exact list of actual seminar attendees.	VFL, DSP	August 21, 1995	September 13, 1995
9.	Add camper system to the Board meeting backward map.	RJM	August 21, 1995	September 13, 1995
10.	Discuss the direction of our continuing JCC camp involvement.	ADH, BWH	August 21, 1995	September 13, 1995
11.	Speak with Rich Siegal regarding Shamash.	BWH	August 21, 1995	September 13, 1995
12.	Speak with Internet computer consultants about private discussion forums.	RJM	August 21, 1995	September 13, 1995
13.	Discuss the quantity of Sarna essays to be printed.	ADH, NR	August 21, 1995	September 13, 1995
14.	Send Board mailing by September 18; reminder post cards by October 13, 1995.	RJM, DSP	August 21, 1995	September 18, 1995 October 13, 1995
15.	Contact R. Cowan for a CIJE update meeting.	BWH	August 21, 1995	September 20, 1995
16.	Prepare Cummings Foundation information updates.	GZD, BWH	August 21, 1995	September 20, 1995

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
17.	Maintain ongoing master bibliographies for all CJE projects.	Staff	August 21, 1995	Ongoing

updated Sept 6, 1995

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: August 25, 1995

DATE MINUTES ISSUED: September 26, 1995

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

Copy to: Lester Pollack, Henry Zucker

I. INTRODUCTORY REMARKS

The chair introduced Josie Mowlem, currently a member of the staff of the JCC Association, and announced that she will be joining the staff of CIJE as Assistant Director on October 1, 1995. An education major from New York University with experience in Jewish education as well as organizational administration, Josie will gradually take on the responsibilities of Assistant Director over the remainder of the year, becoming more than half-time by November, 1995.

The Chair referred to Ginny Levi's exemplary role during the period of the Commission, and in the CIJE. Ginny has been on loan to CIJE and now is needed full time by the Mandel Associated Foundations. The Chair thanked her for her outstanding contribution to CIJE. Alan Hoffmann also mentioned that Ginny had played a major role in helping him over the past two years and expressed his and the staff's gratitude for her help and counsel.

II. MASTER SCHEDULE CONTROL

Assignment The master schedule control reflecting dates through the end of 1996 was reviewed. Steering Committee members were asked to note any problems with the proposed dates by the conclusion of the meeting. A final notice of upcoming dates will be circulated shortly.

III. MINUTES AND ASSIGNMENTS

The minutes and assignments of June 8 were reviewed. It was noted that Jon Woocher and Alan Hoffmann have been discussing ways to introduce experienced evaluators to the work of CIJE. Their goal is to identify one person to design and coordinate a program to train people to work on the evaluation of Jewish education activities in various communities. The difficulty they are experiencing in identifying a potential coordinator further reflects the need for capacity building in this field.

It was noted that in light of the number of Jewish education programs developing within Jewish Community Centers, it is important to involve the JCC Association in discussions of evaluation.

The assignment to develop a communications program will be revised to refer to the development of publications.

IV. CIJE UPDATE

Alan Hoffmann introduced this topic by noting that a revised CIJE workplan will be available for review by the Steering Committee at its next meeting. For this meeting, staff members were asked to provide updates on work that had occurred over the summer.

A. Building the Profession

In an effort to move forward with the issue of capacity building, planning is in process with Isadore Twersky on the development of a cadre of people to provide in-service training to day school teachers. At the same time, significant steps have been taken to develop teacher educators for congregational school teachers.

Gail Dorph reported that the first Teacher Educator Institute had taken place in Cleveland in late July. This approach was undertaken when it became apparent that the policy brief called for significant upgrading of in-service education and yet no significant programs were identified through which people are being prepared to be the trainers of teachers, or "teacher educators."

This first Teacher Educator Institute, part of a series of seven over a period of two years, focused on the following two central issues:

1. What kind of teaching/learning do we wish to foster?
2. What kind of experiences will accomplish this?

Using video tapes as the text for considering these issues, the group looked first at how mathematics, subject matter which is not value laden, might be more effectively taught. This discussion was followed by a similar consideration of the teaching of Torah by examining a short video tape of a lesson by a teacher who is highly thought of. The approach of this first Institute was to involve the participants in the kind of learning experiences we would like them to create for others.

It was noted that many educators participate in "one shot" educational experiences, then return to their own institutions and find themselves slipping back to their old ways. It has also been shown that it is easier to bring about change when groups of people work together. With this in mind, communities were invited to send teams of three to the Institute in order that participants would have others to support their efforts at change locally. In addition, Institute participants are now working collaboratively via e-mail and teleconferencing. This permits participants to reflect with each other on how their work is progressing, how to deal with setbacks and how to move ahead.

In the discussion that followed it was reported that the faculty of the Institute included CIJE staff members as well as two professors of education from Michigan State University, Deborah Ball and Sharon Feiman-Nemser. Both originally were invited to the academic advisory group meeting to pre-plan the Institute in May and expressed such enthusiasm for the project that they volunteered to teach. It may be that bringing these outstanding leaders in

general education to our enterprise is the most important contribution we can make.

It was noted that there is also an evaluation plan for the Institute. The MEF team will write an initial document describing in-service education in each of the participating communities and will follow up on how this changes over time. It is hoped that, through interview and observation, it will be possible to evaluate the quality of training which occurs in these communities and its impact on teaching.

In concluding this presentation, the Chair noted that this project is an example of what can be accomplished when a group of very highly qualified senior staff tackles a problem. He noted the importance of bringing together people of extremely high quality to accomplish our goals.

B. Report on Educational Leaders

Ellen Goldring reminded Steering Committee members that at the time the educators survey was undertaken in the three lead communities, a survey of educational leaders was also administered. The MEF team has now completed a first draft of a report on this survey and is working with CIJE staff and the MEF advisory committee to determine the best approach for disseminating the report and CIJE's response. It is anticipated that a Policy Brief will be prepared to reflect the results of the report as well as a call for action. In the interim, the report will be distributed to audiences which have a particular interest in its findings.

The study showed that a relatively small percentage of Jewish educational leaders has training in the fields of Jewish education, pedagogy and administration. It also showed that, while a significant majority intends to continue in the field and, in fact, in the same institution, relatively few are engaged in systematic, sustained ongoing professional growth.

It was noted that while it has become evident through CIJE's work that in-service education is critical to teachers already working in the field of Jewish education, issues of pre-service education and recruitment may be as critical for educational leaders.

It was suggested that the work of CIJE in Community Mobilization is as central with respect to educational leaders as our work with the professional leaders themselves. Frequently boards have relatively low expectations of their principals. We should undertake to encourage a change in this situation.

In addition to a composite report on educational leaders which will be disseminated broadly, individual leadership reports to the lead communities will be completed and distributed locally. A challenge for CIJE is to find ways to use this data constructively, a task which can best be accomplished in consultation with each individual community.

C. Best Practices Volume

Barry Holtz reported that during the past year work has been undertaken to review successful programs in Jewish education in JCCs. Unlike earlier Best Practice endeavors, this one is being done jointly with the JCC Association.

Steve Cohen and Barry Holtz convened a group of advisors for assistance in selecting sites and identifying criteria for Best Practices. Six sites were studied and reviewed. A first draft report was completed and, with the input of representatives of the JCC Association, revised. The goal of the document is to provide the Center movement with documentation which will help mobilize lay support for Jewish education in JCCs and also improve the quality of professionals involved in Jewish education efforts throughout the system. It is anticipated that this third Best Practices volume will be published by late fall or early winter.

D. Community Mobilization for CIJE

1. General Assembly

Nessa Rapoport reported that CIJE staff members have been participants in planning for a reconstituted GA. Instead of a series of "one shot workshops" it is expected that GAs in the future will be built around sustained multi-year planning and programming. This year's GA is designed around four institutes, one of which is Jewish Identity. Participants will be encouraged to stay with one institute throughout the GA.

Jon Woocher reported that a proposal submitted to the planning committee by CIJE has served as the basis for plans for the GA now and in the future.

In discussion it was noted that this is an appropriate time for CIJE to work closely with CJF on how to approach issues of continuity. For this reason, there was some concern with the approach of four parallel tracks, potentially leaving some people entirely out of discussions of continuity. A possible alternative for the future might be to offer the separate tracks sequentially rather than in parallel, so that participants would have an opportunity to select from all four. It was noted that each of the four does have some elements relating to Jewish education. It was also noted that the 1995 GA is an experiment and that there will undoubtedly be adjustments for the future. It was suggested that CIJE work for greater board involvement in the GA.

2. The Policy Brief which was published on the basis of the educators survey has been distributed to a number of distinct constituencies. Each has been accompanied by a cover letter to the group receiving it. CIJE is now in the process of publishing the presentation made by Jonathan Sarna at the April Board meeting. The distribution of such publications is a significant means of impacting community mobilization.

E. Brief Updates on Other CIJE Activities

1. Brandeis University

Brandeis has requested a grant from the Mandel Associated Foundations to undertake a 12 - 18 month planning process to involve University faculty and CIJE staff. The purpose is to look at Brandeis University's

strength relative to needs for personnel and Jewish education and ways for Brandeis to impact Jewish education strategically.

2. Colleges of Jewish Studies

There have been several meetings with the presidents of the colleges of Jewish studies. CIJE is encouraging the colleges to consider a joint approach to a single issue for Jewish education, perhaps focusing on early childhood.

3. CAJE

Two CIJE staff members attended the recent annual CAJE conference where serious interest was expressed in CIJE's work.

4. Community Organization

CIJE continues to work with CJF in an effort to establish joint relationships with individual communities. At the same time, continuing efforts are underway to establish relationships with Cleveland, Hartford, and San Francisco as affiliated communities.

5. JCC Camps

Initial discussions about improved Jewish programming in JCC camps have led to planning for a meeting with camp directors and JCCA representatives which may occur as early as November.

6. Wexner Heritage Alumni

CIJE, together with the Wexner Heritage program, has developed a curriculum for graduates of the Wexner programs. A retreat will be held in early December at which CIJE staff will serve as faculty. Their purpose is to charge the graduates of the last ten years with the importance of being community activists and advocates for Jewish education in their communities.

V. PERSONNEL AND TRAINING

In light of time constraints, this agenda item was postponed to the next Steering Committee meeting. It was briefly noted that personnel remains at the core of our work, that CIJE has continued to identify extremely gifted Jewish professionals with a serious interest in our work, and that we have had some success in bringing such people into the field. This remains an ongoing focus of CIJE and is an issue to continuing discussion with the Mandel Institute. We will continue to work on our goal of "turning out stars."

VI. GOALS PROJECT

Daniel Pekarsky reported that after serious review of the initial workplan for the Goals Project, it was concluded that additional work is necessary before we are in a position to move full force into the work of developing capacity in this area. In particular, it is premature to begin to develop a coalition of vision driven institutions because most institutions are not ready to take this concept seriously. Typically, they are more

interested in a quick fix than the serious struggle necessary for clarification of an institutional vision. In addition, it seems premature to train coaches to work with institutions until we are more knowledgeable about what such work will entail.

Therefore, a July consultation of CIJE core staff with consultants from the Mandel Institute and the Harvard Educational Research Center concluded the following:

- A. The notion of "seeding the culture" is critical. A body of materials needs to be developed and initial steps must be taken to help institutions understand what is involved in establishing a vision and goals.
- B. Building capacity should begin with pilot projects to test out our ideas and analyze outcomes. Dan Pekarsky will be working with one or more institutions in Milwaukee and Danny Marom of the Mandel Institute will be working with the Agnon School in Cleveland. Based on this experience, CIJE staff will be able to develop approaches for others and prepare further written material for use in moving this process forward.

At the same time, in order to begin to interest other top people in this process, plans are underway to develop a seminar for the summer of 1996 for a core of people who might then be available to work with CIJE.

- C. CIJE should establish a resource development center (fondly known as "the kitchen") where materials for the project are developed. This will include videos, vignettes, and written literature. All of this will be made available to coaches in the future.
- D. It is increasingly evident that the goals project must be integrated with the other work of CIJE as we look at goals and evaluation, goals and community mobilization, and goals and personnel training. In addition, the partnership of the Mandel Institute and CIJE in this process will significantly enrich the process.

In the discussion that followed, it was suggested that as we undertake something new, CIJE is undoubtedly going to encounter failures as well as successes. It was suggested that these should be carefully documented, as well.

It was suggested that the presentation made by Atlanta representatives about the visioning process undertaken in a single day suggested that such an approach, while perhaps not CIJE's ultimate goal, can have significant benefits. Staff is encouraged to stay aware of such opportunities and to keep standards at a level which permit progress to occur.

It was noted that goal setting can run into pitfalls when it encounters political obstacles or a strong push toward consensus. Goal setting is a developmental process which will change as time goes on and should be undertaken thoughtfully. It was suggested that CIJE should be careful not to be so studied in its approach that its own goals for this project are put off indefinitely. It may be that capacity building can occur as planning and development is undertaken. It was agreed that this is an important point, but that CIJE must first know what a goals coach should be and do before efforts are undertaken to recruit and train such people.

ASSIGNMENTS

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Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Virginia F. Levi	Date:	8-25-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Circulate new list of meeting dates.		VFL	9/25/95	10/15/95
2.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	11/1/95
3.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee		AG/NR	6/8/95	11/1/95
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	11/1/95
5.	Continue planning for 1995 GA and provide Steering Committee with updates.		NR	6/8/95	11/15/95
6.	Complete paper on Best Practices in JCCs.		BWH	6/8/95	12/31/95
7.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
8.	Prepare plan for increasing board size.		ADH	4/26/95	TBD
9.	Develop a communications/publications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
10.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

facsimile
TRANSMITTAL

to: ADAM GAMORAN
fax #: (608) 263-6448
re: DRAFT Minutes of August 24th Staff Meeting
date: September 1, 1995
pages: 8, including cover sheet.

Adam,

Please review this draft of the minutes from the August 24th staff meeting. I send Alan a draft copy for review prior to sending the final version out to anyone, and I thought you may want to review them as well. I'll e-mail Ellen to see if she also wants to be reviewing them.

Bill

para for manual!!

From the desk of...

Bill Robinson
Field Researcher
CIJE
1525 Wood Creek Trail
Roswell, Georgia 30076

(404) 552-0930
Fax: (404) 998-0860

MINUTES: CIJE - MEF STAFF MEETING ON EDUCATIONAL LEADERSHIP

DATE OF MEETING: AUGUST 24, 1995, 9:30 a.m. EST

DATE MINUTES ISSUED:

PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz, Adam Gamoran, Ellen Goldring, Dan Pekarsky, Nessa Rapoport, Bill Robinson

COPY TO: Annette Hochstein, Ginny Levi, Debra Perrin

I. Examination of Pre-service and In-service Standards and Programs for Educational Leaders

EG presented information on the pre-service and in-service standards for educational leaders in public and private schools, and on the programs available in general education for educational leaders to meet these standards. A brief discussion followed comparing standards and programs existing in Jewish education with those existing in general education

II. Possible CIJE Responses

A. FIVE MODELS OF ACTION

GZD and EG outlined five possible models that the CIJE could pursue:

1. Pre-service Programs
 - a. impact what is currently occurring in schools of Jewish higher learning
 - b. entice (other) universities to offer programs in Jewish educational leadership (such as the University of Wisconsin at Madison)
 - c. recruit people with Jewish content and entice them to attend current leadership programs in non-Jewish universities
2. Institute Model (professional growth model)
 - a. Harvard Model (subcontract out, but design content)
 - b. TEI Model (CIJE also does instruction)
 - c. ongoing programs
3. Principal Center Model (grassroots, resource centers)
4. Leadership Academy Model (state/district approach to professional development, tied to standards - analogue: BJE's?)
5. "Training of Trainers" Model

B DISCUSSION OF MODELS

The group engaged in a comprehensive and critical discussion on these five possible models. During the discussion, the following key issues, concerns, and ideas were raised:

- 1 Unlike teachers, the pool of educational leaders in Jewish schools is much smaller. Thus, it may be possible for the CIJE to have a direct impact upon all educational leaders.
- 2 At present the participation of educational leaders is voluntary. We need to consider how to compel the educational leaders to engage in professional development (both pre-service and in-service). The implementation of (pre-service and in-service) standards could provide a needed compulsion.
- 3 We may need to consider denominational differences in standards and the role of denominational institutions.
- 4 Recruiting people with Jewish content and enticing them to attend current leadership programs in non-Jewish universities (option #1c) will only be successful unless a critical number of Jewish educational leaders attend the program. Otherwise, they will find themselves isolated. In addition, the program would not necessarily offer them the opportunity to integrate leadership and Judaic content.
- 5 How can we influence an established institution to provide a more substantial pre-service program. Several possibilities were suggested:
 - a. have a consultation on leadership with teams from the schools of higher Jewish learning, similar to the Teacher Educator Institute in which the CIJE brings in experts from general education;
 - b. leverage funding (with strings attached);
 - c. assist them in recruiting more students;
 - d. train a faculty in Jewish educational leadership,
 - e. educate relevant constituencies ("seeding the culture")

These possibilities are not mutually exclusive. For instance, after the consultation(s), the CIJE could work with interested institutions to develop a proposal for funding.

- 6 In general education, change occurred in the content of leadership programs because professionals in the field began to demand it. This would support the argument to focus efforts toward "seeding the culture" (see issue #5e). The Institute Model (option #2), in concert with the creation of Principal Centers (option #3), could assist in this effort.

7. If we create an Institute Model (option #2), we should require that teams be sent (i.e., president of schools, key community lay people, and the principal).

8. The Institute Model (option #2), alone, is insufficient. There needs to be a vehicle for translating what is learned in the Institutes into classroom practice. The Principal Center Model can provide this linkage between the Institute Model and the classroom.

9. Following the Harvard Principals' Seminar, many educational leaders began meeting with their colleagues in their community to share what they learned and continue learning together. This spontaneous development can be capitalized upon to create the Principals Center Model (option #3). The CIJE could provide support for enhancing the effectiveness of community efforts in this area.

10. If we focus our efforts on "seeding the culture", we should proceed along three avenues:

- a. conduct institutes for educational leaders, complemented with follow-up support for back-home work;
- b. bring together leadership of the major institutions as a study group (using a CIJE Policy Brief as a primary text);
- c. bring the heads of major foundations together.

11. What will lead people to buying into our visions of what educational leadership should be? Perhaps, you could achieve buy-in by creating one institution that would be a living model of what excellence could be. This could be a new institution or one already in existence.

12. If we create our own institution, we need to consider whether or not there will be a sufficient number of students and enough qualified faculty, as well as its impact on already existing institutions.

13. The Reform movement currently combines a Pre-service Program (option #1) with an the Institute Model (option #2) - in the form of the denominational colleges and NATE (where professional development experiences occur). Given encouragement and money, the Reform movement may be interested in setting up a Leadership Academy (option #5).

14. The Leadership Academy Model (option #4) is unlikely to be effective because of the limited capacity which currently exists within BJE's and the denominational movements.

15. Engaging in the "Training of Trainers" model (option #5) is a necessary basis for undertaking any of the other models.

C. CONSIDERING A DECISION

The group was divided about which models to pursue. Some preferred focusing on pre-service (option #1). There was disagreement, however, over whether our efforts should initially focus on enhancing the quality of current pre-service programs or increasing the number of persons attending these programs: quality versus quantity. Others preferred focusing on in-service: create continental Institutes (option #2) and support the development of local Principal Centers (option #3) following participation in the Institutes. There was limited support for the Leadership Academy Model. On the other hand, some felt that we need to engage in all five models in order to impact substantially upon the system. It was pointed out that since the CIJE does not have the capacity to engage in all of them (or even some of them) simultaneously, we would still need to prioritize among them. Most felt that, no matter upon which of the first four models we focus, we need to decide how to train the trainers who would (eventually) run the programs (option #5).

In making a decision about which models to pursue, the group raised several questions that would need to be considered:

1. What precise steps will be necessary to achieve each of our goals?
2. What type of role will the CIJE have in each process (e.g., mediator versus service deliverer)?
3. What is our own capacity (staff) for engaging in any one model or a combination of models?
4. From where will funding come?

Given our limited capacity and funding, if we decide that we should pursue a combination of models, how do we prioritize among them? One way to decide would be to consider which pieces have to be done no matter what else we did. Or, what things are so big and complex that we can't do them now? Another way to decide, which was suggested, concerned the venue under which we would consider the issue: Do we conceive of our initial efforts as primarily community mobilization ("seeding the culture") or as building the profession? If the former, we may want to do as many short-term Principal Institutes (option #2) as possible, which could lead to grassroots spin-offs (i.e., Principal Centers - option #3).

Finally, the importance of writing a design document was noted.

III. Next Steps

A. LOCAL COMMUNITY REPORTS

Assignment

We briefly discussed the individual community reports. In particular, the group thought that we should consider in more depth the issue of how best to use the reports (or some version of them) with the key lay persons and Federation professionals in each community. The staff was requested to have all comments on the Atlanta report sent to the MEF team by Tuesday. GZD affirmed the need to have all three community reports completed in time for the Lead Community consultation on October 1st and 2nd.

B. DISCUSSION PAPER AND POLICY BRIEF

We discussed the purpose and audience for the Discussion Paper on educational leaders, which presents a broad view of the data collected by the MEF team in the three Lead Communities. The following purposes/audiences were suggested for the Discussion Paper or some version of it:

- 1 a seminar with foundations and experts on leadership in general education;
- 2 the Research Network in Jewish Education;
- 3 faculties at institutions of higher Jewish learning and academic departments of Jewish studies;
- 4 other CIJE bodies (such as the Steering Committee);
- 5 local communities that are pursuing studies of their educational leaders (such as Cleveland).

ADH requested that the MEF team have this Discussion Paper and the integrated report on teachers in the three Lead Communities available in October.

The group decided that the next CIJE Policy Brief will be on educational leaders.

C. THE MANUAL FOR THE CIJE STUDY OF EDUCATORS

Assignment

ADH noted that a letter is being sent out to key professional and lay leadership across North America informing them, among other things, of the availability of the *Manual for The CIJE Study of Educators*. Final revisions on the *Manual* need to be done as soon as possible.

The importance of having local communities maintain the anchor items in their versions of the survey was re-affirmed. We briefly discussed ways that this could be accomplished. The implementation of the planned Evaluation Institute, as a means of accomplishing this goal, was re-affirmed. In addition, ADH requested that AG and EG compose a short letter that will be sent to communities who have requested and received the *Manual*, which will make the case for anchor items on a sophisticated level in language geared

6

toward lay persons. The letter also should mention that the CIJE will be holding a conference or seminar on the anchor items or how to use the *CIJE*

Assignment Educators Survey.

CIJE-MEF ASSIGNMENTS**CIJE-MEF Staff Meeting**

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Decide upon inclusion of Cleveland in the subsample.	AG	July 26, 1995	COMPLETED
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	COMPLETED
3.	Write draft of discussion paper and Atlanta's community report on educational leaders.	MEF	July 26, 1995	COMPLETED
4.	Make final revisions to the <i>Manual for The CIJE Study of Educators</i> .	MEF	July 26, 1995	September, 1995 (ASAP)
5.	Send ARH copy of the draft <i>Manual for The CIJE Study of Educators</i> .	BR	July 26, 1995	COMPLETED
6.	Send comments on Atlanta's community report on educational leaders to MEF.	Staff	August 24, 1995	August 30, 1995
7.	Compose letter to lay leaders that will follow delivery of the <i>Manual</i> to local communities.	AG and EG	August 24, 1995	September, 1995

updated August 24, 1995

**BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
November 1-2, 1995
UJA/FEDERATION OF JEWISH PHILANTHROPIES OF NEW YORK**

Attendance

Board Members:	Daniel Bader, Mandell Berman, John Colman, Susan Crown, Alfred Gottschalk, Mark Lainer, Morton Mandel, Matthew Maryles, Charles Ratner, Esther Leah Ritz, Richard Scheuer, David Teutsch, Isadore Twersky
Guests:	Raymond Bloom, Chaim Botwinick, Steve Chervin, Sharon Feiman-Nemser, Allan Finkelstein, Joshua Fishman, Judith Ginsberg, Lee Hendler, Robert Hirt, Stephanie Levi, Richard Meyer, Dalia Pollack, Joseph Reimer, Aryeh Rubin, Louise Stein
Consultants and Staff:	Gail Dorph, Adam Gamoran, Ellen Goldring, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Robin Mencher, Josie Mowlem, Debra Perrin, Nessa Rapoport, Richard Shatten, Jonathan Woocher

I. LEADERSHIP SEMINAR

On Wednesday evening November 1, board members and guests attended a seminar at which Dr. Arthur Green, Phillip W. Lown Professor of Jewish Thought at Brandeis University discussed "In Quest of a Jewish Future: The Jewish Seeker in the North American Landscape."

II. WELCOME AND INTRODUCTORY REMARKS

The Chair opened the meeting on Thursday, November 2 by welcoming all in attendance and introducing the following first-time attendees: Susan Crown, CIJE board member and president of the Ari and Ida Crown Memorial; Sharon Feiman-Nemser, Professor of Education at Michigan State University; Judith Ginsberg, Executive Director of the Covenant Foundation; Lee Hendler, vice-chair of Baltimore's Center for the Advancement of Jewish Education; Josie Mowlem, newly appointed Assistant Executive Director of CIJE; Dalia Pollack, recently appointed staff to the CJF-CIJE-JESNA Committee on Jewish Continuity; Joseph Reimer, Professor of Education and Director of the Hornstein Program at Brandeis University; and Aryeh Rubin, businessman and philanthropist.

The Chair noted that the focus of the day would be on leadership in Jewish education. CIJE has verified the prediction of the Commission on Jewish Education in North America, that finding outstanding people for leadership positions in Jewish education is a difficult enterprise. The effort to bring the best and brightest into the field, known within CIJE as "building the profession," is one of our two primary emphases. (The other, also identified by the Commission, is the goal of building community support for the Jewish educational enterprise.)

III. OVERVIEW OF THE DAY

The Chair introduced Alan Hoffmann, Executive Director of CIJE, to provide a context for the day's program.

Mr. Hoffmann noted that CIJE is about change and reform. We are committed to bringing lay leadership together to support these efforts and to building the profession of Jewish education. CIJE is beginning to discuss ways to elevate the discourse at both the communal and national levels regarding the ideas and purposes of Jewish education. Working through its laboratory communities, CIJE is involved in diagnostic work in forging leadership coalitions, and in engaging institutions and communities in discussions of vision for successful outcomes in Jewish education.

At an earlier meeting of this board, participants had heard about the CIJE Study of Educators and the resultant Policy Brief proposing interventions. The agenda of this board meeting was built around issues of professional leadership in Jewish education. We focus on leadership for a variety of reasons.

- A. The notion of leadership is embedded in our tradition.
- B. We know that leaders are the gateway to the rest of the profession and must be engaged to impact their staff.
- C. Leaders have the ability to transform.
- D. Educational leaders provide a bridge to lay leadership on one hand and content, program, and goals on the other.
- E. Leaders in Jewish education are generally full time and reasonably well compensated.
- F. The leadership cohort in Jewish education is small enough to have significant impact.

Mr. Hoffmann noted that the outline of the day was to look at three qualitative vignettes or case studies followed by a quantitative review of CIJE data on educational leadership. The final segment of the discussion on leadership would be a review of CIJE projects underway to develop leadership.

IV. THE IMPACT OF LEADERSHIP ON ...

A. The Synagogue School

The Chair introduced Dr. Joseph Reimer, director of the Hornstein Program and Professor of Education at Brandeis University. He noted that Dr. Reimer was a staff member of the Commission on Jewish Education in North America and is the author of a forthcoming book entitled When Synagogues Educate. Dr. Reimer noted that his research for the forthcoming book began as an outgrowth of his work for the Commission. He was looking for factors that make certain synagogue schools stand out as effective, and discovered that the position of educational leader is critical. He found that successful leaders share a commitment to mission and vision as well as promoting focus on relationships within their institutions.

With respect to vision, he noted that each synagogue school he studied has its own character, irrespective of denominational label. To be educationally effective, a synagogue must know what is unique about the school and must have a vision for Jewish life that includes a dynamic role for the educator. Each of the successful educators in this study had created a vision in conjunction with the synagogue rabbi which they were able to communicate effectively to the synagogue community. The educational leader plays a central role in communication of this vision and, together with lay leadership, is responsible for translating the vision into identifiable goals.

Dr. Reimer noted a series of critical relationships for the effective educator as follows:

1. Educator and rabbi - The rabbi must be a partner with the educational leader. Both must buy into the vision in order to bring together "the Jewish" and "the education."
2. Rabbi, Educator, and Lay Leaders - The lay leadership of the synagogue school must be partners in relating the vision. In addition to providing governance, they must vouch for the integrity of the vision with the constituents of the school.
3. Leader (Principal) and Teachers - It is the principal's task to be certain the teachers are in touch with the school's vision. It is they who make the curriculum come alive in the classroom. The synagogue educator is the "trainer on the spot" and must help the strongest teachers to become Jewish educators.
4. Educator and Parents - The educational leader works with parents to provide a bridge between what is happening at school and at home.
5. Leader and Students - The educational leader provides a degree of continuity for students in the school, providing a grandparent figure.

Dr. Reimer noted that the articulation of vision and its translation through all these relationships are what identified successful educational leaders in his study. He noted that our challenge is to apply this understanding.

B. JCC's

The chair introduced Allan Finkelstein, Executive Vice-President of the JCC Association. He noted that Mr. Finkelstein has been a major force for Jewish education in the Center movement and is himself a role model of how a leader can impact an agency and system.

Mr. Finkelstein noted that the COMJEE report of 1983 was a watershed in focusing the role of the JCC executive on bringing Jewish education to JCCs. It has been shown that the Center executive gives leadership to this enterprise by setting a personal example. The key to the evolution of the JCC as a Jewish educating institution has been a new generation of Jewishly committed, learning executives.

This change has occurred as a result of a JCCA effort to provide Center executives with a systemic, high quality Jewish experience. The movement established the following principles:

1. Develop a generation of executives with Jewish literacy, personal Jewish commitment and passion, and an ability to transmit this to others.
2. To accomplish this end, it was essential to opt for the highest quality teachers and pair center executives with Jewish education mentors.
3. The movement needed to develop a systematic curriculum and developed a book entitled A Guide to Jewish Knowledge for the JCC Professional.
4. Israel and the Israel experience are critical to the Jewish education of JCC executives.
5. It was important to begin where each individual executive was, dealing with that person's particular needs.

JCCA established an executive education program which is undertaken every three years and includes a three week Israel component. A more intensive three month study program in Israel is available through an Executive Fellows program. Most recently, the Mandel Executive Education Program focused on a small cadre of middle level JCC staff who had been identified as potential executives for large city JCCs. At the same time, the Wexner Fellow Program has provided sixty JCC executives with executive education with one-on-one personal study with a Jewish education mentor. In fact, the commitment of JCCA is to all staff and since the inception of this undertaking, over 2,000 JCC staff members have been sent to Israel for study.

The outcomes have been dramatic. There is ongoing serious study occurring among JCC executives and staff. Higher levels of observance among JCC executives have been documented. There is a sense of a Jewish transformation within JCCs evidenced by JCC commitment to full time Jewish educators on the staff, which has increased from two in 1983 to 70 in 1995. In addition, Jewish education leadership has become a factor in the selection of JCC executives. The result of transforming the executives has yielded a transformation in the Centers.

- C. The Chair introduced Dr. Sharon Feiman-Nemser, professor of education at Michigan State University and a senior researcher for the National Center for Teaching and Learning. Dr. Feiman-Nemser, a specialist in teacher education, is a consultant to CAJE's Teacher Educator Institute.

Dr. Feiman-Nemser reported on an experiment in avocational teaching undertaken by her synagogue in East Lansing, Michigan with funding from the Covenant Foundation. The synagogue school had, for twenty years, relied on local Israelis and college students to provide Jewish education to their children. The result was frequent staff turnover and high dissatisfaction within the congregation. The synagogue developed a proposal to train a core team of parents from this university community for teaching in the synagogue school. Rabbi Amy Katz was

recruited to direct the school and work toward the success of this program of avocational teachers.

Rabbi Katz took the following steps:

1. She communicated that Jewish education is a serious enterprise.
2. She guided and encouraged these avocational teachers in their own personal Jewish education.
3. She helped to adapt curricular materials.
4. She personally developed and enriched the program.
5. She set standards which raised the quality of the teaching.
6. She linked the school and its avocational teachers to a wider network of Jewish educators.
7. She inspired new forms of participation by the teachers.
8. She transformed the congregation's concept of knowledgeable leadership, resulting in the synagogue's hiring its first rabbi.

Dr. Feiman-Nemser noted that the educational leader played a critical role in the success of this undertaking, demonstrating the power of knowledgeable leadership to transform a school.

V. THE CIJE STUDY OF EDUCATIONAL LEADERS

The Chair introduced Dr. Ellen Goldring, Professor of Education and Associate Dean at Peabody College, Vanderbilt University, and co-director of the CIJE Monitoring, Evaluation and Feedback project. Dr. Goldring was asked to provide an overview of the data on educational leaders that have emerged from the CIJE study of educators. Dr. Goldring noted that the preceding three presentations point to the importance of educational leadership in school settings. CIJE has been asking how we can build a profession of educational leadership, noting that we cannot rely on natural born leaders, but should determine if there is a body of knowledge we may wish to require of our educational leaders.

She noted that CIJE undertook a study of educational leaders in the laboratory communities. The study asked the following questions:

- A. What are the training and background experiences of educational leaders in Jewish schools and how do these compare to the standards for certification and licensure for educational leaders in public schools?
- B. What are the past experiences and career plans of the leaders in Jewish educating institutions in the three communities?
- C. What are the professional growth activities of these educational leaders?

In considering background and training, it was noted that public school principals must first be certified as teachers, then must undertake graduate study in administration.

This study assumes that educational leaders in Jewish educational institutions should have preparation in:

1. Jewish Studies
2. Education and Pedagogy
3. Administration/Supervision

The study looked at educational leaders of day schools, supplementary schools, and preschools. It concluded that 76% of respondents are trained in general education and pedagogy. Forty-nine percent are trained in Jewish studies (but only 12% of preschool educational leaders have training in Jewish studies). With respect to training in educational administration, 41% of day school leaders and 19% of both supplementary school and preschool educational leaders have such training.

The study then looked at composite figures. It concluded that 35% of Jewish educational leaders are trained in both general education and Jewish studies, while 11% are trained in neither. When administration and supervision are added, the studies showed that 16% are trained in all three.

The study also looked at how many of the educational leaders are employed full time and what percent considered Jewish education a career. It concluded that a total of 78% of educational leaders are full time, broken down to 96% of day school leaders, 61% of supplementary school leaders, and 81% of preschool leaders. Virtually all consider Jewish education to be their career (100% of day school leaders, 91% of supplementary school leaders, and 93% of preschool leaders). The study also noted that 78% of educational leaders have been in the field of Jewish education for more than ten years and 31% have been educational leaders for more than ten years. Seventy-eight percent plan to remain in the field of Jewish education.

The final segment of the study looked at professional growth activities in which Jewish educational leaders now participate. To put this in context it was noted that in Georgia public school principals are required to renew their credentials, including completion of 100 hours of additional course work every five years. In contrast, Jewish education principals attend approximately five workshops every two years and 77% engage in informal study of Hebrew or Judaica. Sixty-eight percent believe their opportunities for professional growth are adequate.

Dr. Goldring concluded that this study suggests that Jewish educational leaders have a relatively solid background in education, but inadequate training in Jewish content and in administration and leadership. She noted that the challenge facing Jewish education is to increase involvement in both pre-service and in-service education for leaders. In light of an inadequate number of training programs for educational leaders, there is a need to develop such opportunities.

The following questions were presented for further consideration:

1. What does it mean to build a profession of Jewish educational leadership?
2. What are the standards necessary for leaders and how can they be implemented?

3. At what stage should we approach these issues systematically, the pre-service or in-service level?

VI. DISCUSSION

The Chair asked Dr. Gail Dorph, CIJE senior educational officer, to lead a discussion on the presentations that had been made and the policy issues which they raised for Jewish educational leadership.

What can we learn about the implications of the vignettes regarding professional leadership? It was suggested that systems can only go so far, after which institutional change depends on people. Change cannot occur without the buy-in of the leader. The vision of the educational leader can have a significant impact on the quality of learning opportunities for teachers as well as their students.

It was reported that a new program has been developed in Detroit for the education of Jewish families through their synagogues. It has been evident that in order for this program to succeed, it requires buy-in from the rabbi, commitment of the Jewish educational leader, and validation by the lay leadership.

There was discussion about the qualities which make an effective leader and whether these differ from the qualities of an effective manager. It was suggested that we should not settle for less than leaders who are also managers.

It was suggested that private school leadership might provide a better basis for comparison in the study of educational leaders than public school leadership.

In considering the conclusion that educational leaders are satisfied with the training available to them, it was suggested that people are frequently content with that which they do not expect to change. Professional leaders do not get support (either financial or moral) for additional training and are seldom offered the time to undertake it. It was suggested that we may wish to consider encouraging small steps toward change in this regard.

With regard to the presentation on JCC executives, it was noted that there remain many turf issues between JCCs and synagogues and that much of the federation movement has not accepted the transformation of centers to Jewish educating institutions. It was noted, further, that strengthening Jewish education requires multiple cuts into the problem, suggesting that synagogues and JCCs should be able to work cooperatively.

It was noted that people seem to move up within the field of teaching, eventually become educational leaders, and then leave the field. Perhaps we should look for ways to make it more comfortable to survive in leadership positions.

It was noted that the culture of an institution often has to change before an effective partnership can be created among the Rabbi, the lay leadership, and an educational leader.

It was also noted that the training of lay leadership is an issue which needs to be addressed. There has to be a new understanding of the role of the educational leader. An enlightened professional needs the right lay leadership group in order to be able to function effectively.

With regard to the Lansing Project, it was suggested that an avocational teaching program requires ongoing training of the volunteer teachers. Did the original grant include the centrality of the role of the professional in this regard? In response it was noted that the original concept did include a professional consultant and that, once that individual was in place, it became apparent how critical access to a knowledgeable leader is. There is a clear need for ongoing learning among people who are the teachers, which is applicable to volunteer or paid teachers.

Finally, Dr. Dorph asked what implications this might suggest for CIJE. It was noted that CIJE had decided early on to take various approaches (research, building the profession, and community mobilization) and that this multi-pronged approach has resulted in CIJE's ability to move forward more effectively than might otherwise be the case.

It was noted that for Milwaukee, involvement with CIJE has resulted in the establishment of partnerships and empowerment which have provided the Jewish education system in the city with tremendous opportunities for growth. This partnership has helped to pull many pieces together while it has raised expectations for Jewish education in the community. Milwaukee expressed its gratitude to CIJE for serving as a partner and catalyst to the process.

VII. CIJE IN ACTION

The chair noted that, having spent the morning discussing Jewish educational leadership, the next segment of the day would be devoted to looking at ways in which CIJE is engaging in building the top tiers of personnel for the field.

A. Two Strategies for Leadership Training

Gail Dorph described two programs which CIJE has undertaken as a result of its work with the laboratory communities and the issues which have been identified through that work.

1. Harvard Principals Program

Gail noted that even before the conclusion of the Educational Leaders Survey, CIJE began to develop professional growth and renewal opportunities for educational leaders in the three laboratory communities. They were invited to work together on issues of leadership while also studying Jewish content through the Principals' Institute at Harvard University.

A second seminar is scheduled for early 1996 to consider the importance of vision and partnerships. It is entitled Jewish Education with Vision: Building Learning Communities. Participants will work with outside experts on the process of establishing a vision for an educating institution.

The first seminar showed the value of working across settings, denominations, and communities. It included educational leaders from day schools, supplementary schools, and early childhood programs. It was evident that these people had more in common than might have originally been expected, and they have continued to work together since the first seminar, primarily within their own communities. Participants are finding it

useful to experiment with what was discussed at the seminar, come together to discuss experiences, and to get feedback from others. A community of colleagues has helped to create and support change.

In the future, seminars may include lay leaders as well as professionals, brought together to work toward institutional change.

2. Teacher Educator Institute

It is clear from our research that much work is necessary to provide quality, ongoing in-service education for teachers in our Jewish educating institutions. Most of what is currently offered is very general and often consists of one-shot programs. In order to change this approach, CIJE had concluded that it is necessary to increase the capacity for sustained, ongoing in-service education both locally and nationally. With this in mind, CIJE has designed a series of seminars for teams of people who are in central agencies, or are principals and lead teachers and who can eventually become the trainers of teachers within their communities. In order to work toward this goal, the CIJE Teacher Educator Institute is engaging participants in a two-year experiential program of professional development which can become a model for use in their communities.

B. Creating a Network: Professors of Education for Jewish Education

Sharon Feiman-Nemser reported that she has been trying for many years to combine her interests in education with her interests in Jewish education. The Lansing project described earlier in the meeting mobilized colleagues at Michigan State University, who found that they enjoyed their involvement with Jewish education.

In the course of our work, it has become evident that there is a very rich pool of very senior outstanding academics in general education who are Jewish and who are interested in bringing their expertise to bear on Jewish education. This represents a way in which the Jewish community can radically expand our capacity for thinking and action at the highest level.

An idea has been developed to gather a group of such people for an intensive seminar in Israel to include both Judaic study and issues in Jewish education. These experts would then each be linked to CIJE projects. In exchange for their participation in the seminar, they will become consultants to CIJE and resources for Jewish education in the entire North American community.

C. The Ripple Effect of the Study of Educators

Adam Gamoran noted that CIJE has benefited from its affiliation with the lead communities, just as it was noted earlier that the lead communities have benefited from CIJE's work with them. The Study of Educators in the communities resulted in reports to the communities which led to community action. Reports to the communities also led to a national report (the Policy Brief) which, in turn, led to national action in the form of the establishment of the Teacher Educator Institute. This national report also led to an expression of interest from other communities which has since resulted in the development by

CIJE of a manual for use with the survey instrument and its analysis. This interest from other communities also has now led to the development of an Evaluation Institute as a means to provide communities with more hands-on expertise and evaluation.

The Evaluation Institute is being developed in partnership with JESNA. CIJE itself does not have the capacity to provide evaluation expertise to every community with an interest in including an evaluation component in its work. It is anticipated that an interested community will identify someone with serious knowledge and experience in research and evaluation to serve as a local consultant. The Evaluation Institute will train these local experts in Jewish education evaluation. There will also be opportunities to involve lay and professional leaders in an effort to build greater community support for evaluation.

D. Discussion

The Chair noted that the foregoing are examples of the way in which CIJE is designing and institutionalizing approaches as it progresses. This is part of the attempt to work toward a complete, integrated system.

In discussing how much of a project's cost should be devoted to evaluation, it was suggested that the cost is higher for new and innovative programs than for those which are more established. Figures of 5 - 10% were suggested. It was noted further that the more difficult issue is to get communities to act on the outcome of the evaluations undertaken.

The timing of evaluation was also discussed. It was suggested that after a baseline study is undertaken, it is useful to reassess in three to five years. It was noted that where baseline data have not been developed at the beginning, it may be possible for a community to compare its progress to CIJE's baseline data from the study of educators. Cleveland has decided to follow this approach and will proceed on the basis of comparisons.

VIII. BUSINESS SESSION

The Chair noted that CIJE has been incorporated as a 501(c)(3) organization and that, from time to time, this board will be asked to act on business matters. The matter currently before the board was the consideration of a retirement plan for CIJE staff. Following discussion, the following resolution was moved, seconded, and adopted:

WHEREAS, the Board of Directors of the Council for Initiatives in Jewish Education (CIJE) has determined that it is in the best interests of CIJE to adopt a retirement plan for full time employees of CIJE,

BE IT RESOLVED THAT the Executive Committee of CIJE is authorized to take all steps necessary to review and adopt such an appropriate retirement plan for full time employees of CIJE.

IX. D'VAR TORAH

The Chair introduced Dr. Raymond Bloom, director of the Jim Joseph Foundation, who concluded the meeting with an inspirational D'var Torah.

MINUTES: CIJE STAFF TELECON
DATE OF MEETING: TUESDAY, NOVEMBER 21, 1995
DATE MINUTES ISSUED: TUESDAY, NOVEMBER 28, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann (Jerusalem). Barry Holtz,
Robin Mencher (Sec'y), Josie Mowlem, Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring,
Ginny Levi, Morton Mandel, Daniel Pekarsky,
Debra Perrin

I. Wexner Heritage Alumni Retreat

Assignment BWH will contact M. Paley about receiving more binders for the weekend.

II. Israel Goals Meeting, January 1996

Assignment BWH, DM and DNP will formulate an agenda for these meetings. BWH will speak with
Assignment NR about any items she would like to add to the agenda.

Each day will include 3 hours set aside for CIJE staff meetings.

III. JCCA

A. CAMPING

ADH will meet with J. Ariel the week of November 26.

B. BEST PRACTICES

Assignment BWH will give A. Finkelstein a copy of the latest draft of the Best Practices report on
JCCs. There will be a meeting on this topic held in Israel on November 30. S. Cohen
will attend.

C. BIENNIAL

Assignment ADH will talk with A. Finkelstein about CIJE's participation in the JCCA Biennial in
May of 1996.

Possible topics for such participation may include: Best Practices report, early childhood
data, and the camping process.

JM noted that this meeting is aimed at highlighting lay people, not professional staff.

IV. Michael Rosenak

Assignment

M. Rosenak will be asked to come to the United States during the week of February 5, 1996. The content of his trip may include work about community goals. A potential schedule would bring him to meet with people from Baltimore, Milwaukee, Atlanta, as well as a consultation with the CIJE staff. GZD and BWH will organize the content of this visit. ADH will ask M. Rosenak to send CIJE a fax with his available dates in this time period.

V. Sheila Allenick

Assignment

Assignment

GZD, ADH, JM and NR have all recently met with SFA about 1996 budgetary issues. BWH will set up a telephone appointment with her. In the future, JM will participate in all further budgetary conversations with SFA and ADH.

VI. CIJE Steering Committee Meeting, January 22, 1996

Tentative Agenda:

- I. Review of Minutes and Assignments
- II. Reports
 - A. TEI
 - B. Israel Goals Meeting
- III. JCC Movement and CIJE
 - A. Best Practices
 - B. Camping
- IV. CIJE Workplan
- V. Structure of CIJE Board of Directors

Lee Hendler will be invited to participate in this meeting. Materials related to this agenda will be discussed at the next staff meeting.

VII. Future Meetings

Staff Meetings/Telecons:

December 7, 6:15 pm, Upper West Side (?)

December 8, 9:30-12:00

December 18, 2:30-4:00

December 27, 9:30-12:00

Torah Umesorah Consultation: January 8, 12:00-5:00

TEI Consultation: January 9, 9:00-4:00

Key People Mailing List Meeting: January 9, 4:00-6:00

Full Staff Meeting: January 16, CIJE

Meeting with UJA/Federation: January 17, CIJE

Evaluation Institute: January 21, Harvard University

CIJE Steering Committee Meeting: January 22, CIJE (NY)

VIII. Next CIJE Staff Telecon

The next CIJE Staff Telecon will be held on Tuesday, November 28, from 9:30 am - 12:00 pm. Agenda items include: GA Debrief, Luncheon Seminar, Materials for Cummings Foundation Board Meeting, Materials for January 22 Steering Committee, Spielberg, and the April Board Meeting.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED
01.	Contact M. Paley re: Wexner Retreat binders.	BWH	November 21, 1995
02.	Speak to NR re: items for Israel Goals meeting agenda.	BWH	November 21, 1995
03.	Formulate agenda for Israel Goals meeting.	BWH, DM, DNP	November 21, 1995
04.	Give A. Finkelstein copy of BP: JCCs	BWH	November 21, 1995
05.	Talk with A. Finkelstein about CIJE's participation in the JCCA Biennial.	ADH	November 21, 1995
06.	Organize M. Rosenak visit.	GZD, BWH	November 21, 1995
07.	Speak with SFA about 1996 budget.	BWH	November 21, 1995
08.	Participate in future budgetary conversations.	JM	November 21, 1995

updated November 27, 1995

MINUTES: CIJE STAFF MEETING
DATE OF MEETING: DECEMBER 7, 1995
DATE MINUTES ISSUED:
PARTICIPANTS: Gail Dorph, Barry Holtz, Alan Hoffmann, Josie Mowlem, Debra Perrin (sec'y), Nessa Rapoport
COPY TO: Shella Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Morton Mandel, Robin Mencher, Daniel Pekarsky, Dalia Pollack

1. Review of minutes from November 28, 1995 Staff telecon

A. CALENDARING

3 hours each day of CIJE professional staff time at the Israel Goals meeting will be devoted to reviewing the workplan on: Building the Profession (1 day), Content and Program (1 day) and Community Mobilization (2 days).

Assignment ADH will have the 1996 workplan completed by December 13, 1995. SFA and ADH will complete the 1996 budget by December 10, 1995. All staff should send ADH e-mail regarding what they have eliminated from the 1996 workplan.

Additional important dates are as follows:

Feb 6, 7 - Seymour Fox will be in Boston (possible meeting w/NR)
 Feb 8 - Staff day with M. Rosenak including DNP
 Feb 13 - Luncheon Seminar with M. Rosenak
 Feb 14 - possible day on Community Goals

Assignment NR will schedule a few hours in Israel with M. Rosenak and DNP
Assignment to prime Rosenak for his consulting with CIJE. BWH and NR will meet with M. Rosenak regarding his book.

B. BEST PRACTICES

Assignment BWH and ADH will speak with A. Finkelstein regarding inviting P. Margolius to the Steering Committee meeting on January 22nd.

C. GENERAL ASSEMBLY

NR took part in a recent telecon debriefing for the General
Assignment Assembly planning committee. NR will continue work on
beginning a conversation within the planning committee about
new ideas for next year's GA.

II. Update Reports

A. ARYEH RUBIN MEETING

NR, ADH and Aryeh Rubin met to discuss A. Rubin's interests in
promoting positive change in day school education and in
technology. A. Rubin is interested in improving his daughter's
school in Florida and in creating change on a national level. We
will keep him in mind for future projects.

B. CUMMINGS FOUNDATION BOARD MEETING

ADH and BWH spoke at the Cummings Foundation Board
meeting on December 7, 1995. The presentation covered CIJE
and our goals, supplementary schools and how to improve
them, a general discussion of current CIJE activities, and the
interest in moving toward a National Center for Jewish
Leadership. The conversation focused on Cummings
Foundation interests and what CIJE has developed with
Cummings Foundation funds (i.e. ECE, TEL, etc.). Ruth Cummings
Sorenson is a major person of interest at the Cummings
Foundation and should be encouraged to be on our Board.

C. EARLY CHILDHOOD

GZD is currently focused on putting together an early childhood
academic advisory group with the goal of creating a policy
brief and a plan for action for early childhood. Yet to be
discussed in the forum of early childhood, is the possibility of
establishing a model school or laboratory

D. Wertlieb and F. Jacobs of Tufts University are possible choices for the advisory group. The plan will be to focus on a key individual who can be brought to Israel for the Summer of 1996 together with the group of professors.

D. EVALUATION INSTITUTE

Assignment The January Evaluation consultation will not take place. We must notify all previously Interested communities. B. Neufeld, a Harvard faculty member with expertise in the field of qualitative evaluation, will attend the February 11, 1996 Hirshhorn meeting as well as the Summer Institute for Professors of Education.

We are considering giving B. Neufeld's company, Education Matters, a piece of the Evaluation Institute to organize. In preparation, B. Neufeld should spend a day with AG, EG, J. Ruskay, and M. Gurvits to get a sense of the issues and of who will eventually use the trained educational consultants.

Assignment BWH will make contact with D. Hirshhorn's daughter before the January 11, 1996 Hirshhorn meeting.

E. BRANDEIS PLANNING GROUP

The Brandeis Task Force meeting, held December 5, 1995, was the opening of the new Brandeis planning committee. This meeting gave committee members an opportunity to outline the plan and allowed each faculty member to describe what they felt they could bring to the process. ADH and BWH will return to Brandeis on January 25, 1996 for the next stage of the process.

F. TEACHER EDUCATOR INSTITUTE

The curriculum developing for the December 10-14, 1995 Teacher Educator Institute (TEI) looks excellent. D. Ball and S. Feiman-Nemser will again take part in the teaching. At a later date staff will meet to discuss the TEI curriculum as a group.

G. WEXNER HERITAGE INSTITUTE ALUMNI WEEKEND

Staff attending the Wexner Heritage Institute Alumni Weekend on December 1, 2 and 3, 1995 were pleased with the weekend's outcome. The theoretical focus recommended by CIJE was effective. The question which developed from this weekend is how to deal with New York leadership when the plethora of solutions to the problem of Jewish education itself becomes a part of the issue. ADH and N. Laufer will meet to discuss the goals and outcomes of the weekend.

Assignment

For the future we must consider how to move the CIJE/Wexner relationship beyond M. Paley. Staff will discuss the possibility of using M. Paley as a consultant next year and the implications of this on CIJE/Wexner relations. BWH noted that many of the Wexner Weekend attendees are people we should be working with. Staff must consider either how to identify individuals with potential or how to develop a module with which to approach each of these communities.

Assignment

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Discuss Spielberg work in relation to A. Rubin meeting.	ADH, NR	November 28, 1995	December 6, 1995
2.	BWH to meet with A. Finkelstein regarding the JCCA segment of the Steering Committee meeting.	BWH	November 28, 1995	December 6, 1995
3.	Discuss inviting P. Margolis to the Steering Committee meeting w/A. Finkelstein	ADH	November 28, 1995	December 15, 1995
4.	Write up one-page ideas for potential CIJE work with Spielberg.	GZD, NR	November 28, 1995	December 15, 1995
5.	Discuss Spielberg work with R. Levin.	GZD	November 28, 1995	December 15, 1995
6.	Complete the 1996 CIJE workplan.	ADH	December 7, 1995	December 13, 1995
7.	Complete the 1996 CIJE budget.	SFA, ADH	December 7, 1995	December 10, 1995
8.	E-mail ADH about possible cuts from 1996 CIJE workplan.	Staff	December 7, 1995	December 10, 1995
9.	Meet with M. Rosenak and DNP in Israel.	NR	December 7, 1995	January 4, 1996
10.	Meet with M. Rosenak regarding his book.	BWH, NR	December 7, 1995	January 4, 1996
11.	Continue working on bringing new ideas into next year's GA.	NR	December 7, 1995	Ongoing
12.	Contact D. Hirshhorn's daughter before the January 11, 1996 Hirshhorn meeting.	BWH	December 7, 1995	January 8, 1996
13.	Meet with N. Laufer to discuss outcomes of the Wexner Heritage Alumni weekend.	ADH	December 7, 1995	January 22, 1996
14.	Discuss how to move the CIJE/Wexner relationship beyond M. Paley.	Staff	December 7, 1995	January 22, 1996
15.	Consider how to identify individuals with potential from the Wexner weekend and consider developing a module with which to approach communities in the New York area.	Staff	December 7, 1995	January 22, 1996

date December 13, 1995

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

I. Friends of Jewish Education Mailing List

Assignment NR will speak with Michelle Sullum about working on a Friends of Jewish Education Mailing List. This is a master list for the CIJE Board Seminar and other CIJE mailings and activities. If she agrees to do the work, Michelle will be asked to attend the mailing list meeting on January 9, 1996.

II JCCA Camping

Assignment DNP has written a report of the JCCA camping meeting in Washington, DC. This report will go into the Steering Committee books for the January 22, 1996 meeting.

The JCCA meeting in Washington brought the notion of education teams to the JCC camp setting. Jewish Education Directors, Camp Directors, and Executive Directors of JCC's together explored goals successfully. CIJE's continued work within this setting should also focus on the JCCA Biennial. Future options are: 1) committing CIJE work to a single camp (i.e. Jay Roth's camp in Milwaukee), 2) creating the same learning forum as we had in Washington with a different group, 3) creating the same learning forum with lay people/professionals. Analyzing these options will take place at the January Goals Seminar in Israel.

The January Steering Committee of January 22nd, 1996 will focus on how CIJE should continue in the area of informal education. We must consider where our emphasis on camps should be, either on JCC camps or in a national center for Jewish camping.

Assignment BWH will staff the camping program for CIJE. ADH and BWH may
Assignment meet with a prospective funder for a camping initiative in January.

Open Issues on CIJE's agenda with the JCCA include:

- Assignment* 1. A. Finkelstein's agenda. ADH and BWH will discuss both camping and the Best Practices volume with A. Finkelstein prior to the January 22, 1996 meeting. Also to be considered for the Steering Committee: additional participants from the JCCA and what will be the ongoing CIJE/JCCA activities.
- Assignment* 2. Goals: Professional staff will discuss goals within the framework of Jewish camping (Milwaukee), while in Israel.
3. Funding for camping: New initiatives, if potential funders could be found, may result in a large project with a new staff member.

III Calendar Changes

GZD will undergo knee surgery on January 15th, 1996. Calendar changes due to her surgery are as follows:

- Assignment* January 10, 1996 - BWH will participate in the Principals Institute with the Principal Council in Milwaukee
- Assignment* January 12, 1996 - BWH will attend the first meeting of the CAJE (Center for the Advance of Jewish Education) committee in Baltimore.

3

- January 15, 1996 - AG/EG/ADH will meet in Ann Arbor without GZD to discuss MEF and the workplan
- January 16, 1996 - The full-day staff meeting has been canceled. DSP will reschedule for January 21, 1996 if EG and AG are available. NR will ask S. Hoffman to attend.
- January 17, 1996 - The CIJE/UJA/Federation meeting has been canceled. This will be rescheduled for late January when GZD can attend.
- January 19, 1996 - MLM will be in NYC and ADH is with him all day.
- January 21, 1996 - The Evaluation Institute in Boston has been cancelled.
- January 22, 1996 - GZD will miss the Steering Committee meeting. DTP will attend.
- January 23, 1996 - GZD will cancel her Atlanta visit
- January 24, 1996 - Elaine Cohen will visit CIJE to meet w/ADH/GZD
- JM will schedule a CIJE professional staff meeting with D.Scher in New York.

IV. Michael Rosenak

The schedule for Michael Rosenak's work with CIJE will be as follows:

- February 8, 1996 - M. Rosenak/DNP/CIJE meeting
- February 13, 1996 - M. Rosenak Luncheon Seminar
- February 14, 1996 - Community Mobilization meeting w/M. Rosenak

The focus of the Community Mobilization meeting will be to create a conversation about M. Rosenak's Goals paper and how the issues he discusses relate to our work. This meeting will depend on the participation of a few key attendees (Shelngold, Ruskay, etc.)

4

Assignment NR will invite possible attendees and will report to staff on her progress.

Assignment BWH will arrange a meeting with M. Rosenak and the Atlanta community while Rosenak is in the U.S. In connection with the new Atlanta Community school.

V. Planning for Israel

Assignment GZD is speaking to Suzannah Cohen about arranging a meeting

Assignment with Prof. Twersky while CIJE professional staff is in Israel. DNP and D. Marom are working on the agenda and timing of the Goals consultation.

Shmuel Benatal will be in the U.S. in February for ten days to meet with two groups of professors. The Professors Steering Committee, including SF, S. Benatal, S. Weinberg, D. Ball, B. Neufeld, ADH, EG, and GZD, will convene a group of professors with input about programming. This may take place at Harvard University while SF is there.

VI. America On Line

Assignment CIJE on America On Line (AOL) would give all of North America access to our current activities and publications. NR will look into

Assignment putting us on line with AOL. JM will report on Shamash and our rights as founders of the Shamash network.

VII. Cindy Chazan

Assignment Cindy Chazan would like to bring 2 or 4 people from her community to meet with CIJE in January. GZD will coordinate.

VIII. Lisa Malik

Assignment Lisa Malik, a graduate of the Stanford Ph.D. program with a MBA had planned on visiting CIJE for the last two weeks in January, with a view towards engaging her in CIJE's work in 1996/7. ADH will contact her regarding changing these dates.

From: IN%7321.1220@compuserve.com "Alan D. Hoffmann" 21-NOV-1995 13:52:25.40
To: IN%7321.1217@compuserve.com "Gail Dorph", IN%GAMORAN@ssc.wisc.edu "Adam Gamoran"
CC:
Subject: RE: Baltimore data

Return-path: <7321.1220@compuserve.com>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01HAWUQ9PVBAH0PFR050@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Tue,
21 Nov 1995 13:51:57 -0600 (CST)
Received: from arl-imag-7.compuserve.com by eunice.ssc.wisc.edu; id AA18659;
5.45/43; Tue, 21 Nov 1995 13:57:54 -0600
Received: by arl-imag-7.compuserve.com (8.6.10/5.950515) id 0AA13407; Tue,
21 Nov 1995 14:50:15 -0500
Date: Tue, 21 Nov 1995 14:44:02 -0500 (EST)
From: "Alan D. Hoffmann" <7321.1220@compuserve.com>
Subject: Re: Baltimore data
To: Gail Dorph <7321.1217@compuserve.com>, Adam Gamoran <GAMORAN@ssc.wisc.edu>
Message-ids: <051171194602_7321.1220_FHM27-1aCompuserve.COM>
Content-transfer-encoding: 7bit

see Annette's response.

alan

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

From: INTERNET:ANNETTE@vms.huji.ac.il, INTERNET:ANNETTE@vms.huji.ac.il
To: Alan, 7321.1220
CC: (unknown), INTERNET:ANNETTE@COMPUSERVE.COM
Date: 11/21/95 9:03 PM

RE: Re: Baltimore data

Sender: annette@vms.huji.ac.il
Received: from VMS.HUJI.AC.IL by arl-imag-5.compuserve.com (8.6.10/5.950515)
id 0AA1107B; Tue, 21 Nov 1995 13:58:11 -0500
Received: by HUJIVMS (HUY@aol-v7b); Tue, 21 Nov 95 20:58:17 +0200
Received: by HUJIVMS (HUY@aol-v7b); Tue, 21 Nov 95 19:55:17 +0200
Date: Tue, 21 Nov 95 17:55 +0200
Message-ids: <21110095155506@HUJIVMS>
From: <ANNETTE@vms.huji.ac.il>
To: Alan <7321.1220@compuserve.com>
Cc: annette@compuserve.com
MIME-version: 1.0
Content-type: Text/plain; charset=US-ASCII
Content-Transfer-Encoding: 7bit
Subject: Re: Baltimore data

Alan,

I think that this is a good thing, and that the data should be given
under the following conditions:

1.no promise made to the community OR TO INDIVIDUAL RESPONDENTS is
violated (don't know if the latter is an issue - Adam would know).

2. Due credit is given to the CLJF/MEF in a manner that should be stipulated in writing (by Nessa/Adam/Ellen). A standard statement crediting you/them (the community?) in any written quote/reference should be agreed to by anyone using the data.
I don't know whether anything can be done regarding spoken references/quotes. Again Nessa and Adam/Ellen might know this.

3. All of us should rapidly consider possible down-sides of sharing the data - e.g. flack to CLJF or to Baltimore? turf/interests of Himmelfarb, etc. We could communicate between us about these, and if no serious contra- indication arises - give the data for the general improvement of the state of knowledge re Jewish Education.

Welcome Back!

Annette

ANNETTE

WHAT DO YOU THINK?

ALAN

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

From: INTERNET:GAHORAN@ssc.wisc.edu; INTERNET:GAHORAN@ssc.wisc.edu
To: (unknown), 73321.1217
Alan, 73321.1220
(unknown), INTERNET:GOLDENTEN@CIRVAX.VANDERBILT.EDU
(unknown), 74104.3335
Date: 11/21/95 12:43 AM

RE: Baltimore data

Sender: gamoran@ssc.wisc.edu
Received: from nash@ssc.wisc.edu by arl-ftp-3.compuserve.com (8.6.10/5.950515)
id PAA092F7; Mon, 20 Nov 1995 17:36:54 -0500
From: <GAHORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PWF V5.0-S #12975)
id <01HXVB0H4VQSD1H3I@ssc.wisc.edu>; Mon, 20 Nov 1995 14:46:41 -0600 (CST)
Date: Mon, 20 Nov 1995 14:46:41 -0600 (CST)
Subject: Baltimore data
To: 73321.1217@compuserve.com, 73321.1220@compuserve.com,
GOLDENTEN@CIRVAX.VANDERBILT.EDU, 74104.3335@compuserve.com
Message-id: <01HXVB0H4VQSD1H3I@ssc.wisc.edu>
X-VMS-TO: GAIL, ALAN, ELLEN, BILL
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7bit

Harold Himmelfarb is teaching a course at Baltimore Hebrew University.
He asked for the Baltimore teachers data, but I told him he'd have to get authorization from Baltimore, and it would be a hassle for me to get ready on short notice. Today I received a fax from him saying I will be receiving a fax from Chaim Botwinick authorizing me to pass along the data, so would I please do so.

If I receive authorization from Chain, I think I should give Harold the data.
Please let me know if I should not do this.

Adam



#1 15-DEC-1995 11:27:54.24

NEWMAIL

To: Gail Dorph <73321.1217@compuserve.com>,
Adam Gamoran <gamoran@ssc.wisc.edu>,
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,
Alan Hoffmann <73321.1220@compuserve.com>,
Barry Holtz <73321.1221@compuserve.com>,
Nessa Rapoport <74671.3370@compuserve.com>,
Bill Robinson <74104.3335@compuserve.com>
Message-id: <951215171457 74043.423_BHT92-1@CompuServe.COM>
Content-transfer-encoding: 7BIT

Hi All:

I returned a call this morning from Ruth Seldon at the American Jewish Yearbook. She called CIJE at the suggestion of Leora Isaacs. Two sociologists (unnamed) are writing an article for the American Jewish Yearbook about Israelis in the US of A. They are looking for data about numbers of Israelis teaching in Jewish schools in the US. She wants to know if we can give her a Nat'l. estimate, a percentage, or information about the variance in numbers of Israeli teachers in different cities. Her phone number is: 212-751-4000 x304.

Robin

Press RETURN for more...

MAIL>

3-city: 7%
A+I: 10%
Balt: 6%
M.I.: 4%

Boston: 17%
LA: 25%

Miami:
S-ppl: 15%
day: 29%

From: EAGLE::GAMORAN 15-DEC-1995 12:29:41.39
To: IN:"74043.423@compuserve.com"
CC: GAIL, EILEEN, BILL, ALAN, GAMORAN
Subj: RE: Educators Data

If nobody objects, I will call the AJY person. I can tell her the % of teachers who are Israeli born in our 3-city sample (7%), plus the %'s for three cities that are much higher (Boston: 17%, LA: 25%, Miami: 15% of supplementary school teachers and 29% of day school Judaica teachers).



From: IM%gold@pilot.msu.edu 18-DEC-1995 20:20:40.96
To: IM%gamoran@ssc.wisc.edu
CC:
Subject: Israeli-American Teachers

Return-path: <gold@pilot.msu.edu>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-5 #12975)
id <01HYVRN24YXSHTUFU6@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Mon,
18 Dec 1995 20:19:56 -0600 (CST)
Received: from pilot01.cl.msu.edu by eunice.ssc.wisc.edu; id AA20023; 5.65/43;
Mon, 18 Dec 1995 20:20:54 -0600
Received: from gold by pilot01.cl.msu.edu (8.6.12/MSU-2.10) id VAA37901; Mon,
18 Dec 1995 21:19:01 -0500
Date: Mon, 18 Dec 1995 21:19:01 -0500
From: gold@pilot.msu.edu (Steve Gold)
Subject: Israeli-American Teachers
X-Sender: gold@pilot.msu.edu
To: gamoran@ssc.wisc.edu
Message-id: <199512190218.VAA37901@pilot01.cl.msu.edu>
MIME-version: 1.0
X-Mailer: Windows Eudora Version 1.4.4
Content-type: text/plain; charset="us-ascii"
Content-transfer-encoding: 7BIT

Dear Adam,

Ruth Seldin of the American Jewish Yearbook gave me your name and address. I am working on an article on Israelis in the U.S. Ruth mentioned that you have some data on their occupational involvement, especially with regard to employment as Hebrew teachers. Could you send me a copy of your findings?

Many Thanks

Steve Gold

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(these notes are not exactly in order of our discussion; I've reorganized a bit to highlight what I thought was most important)

We discussed 4 CIJE topics: MEF priorities, "what have we learned from MEF", informal education, and the 3-city educational leaders paper.

1. MEF priorities

Annette's sense is that evaluation of CIJE initiatives is the top priority for MEF. I gave her an update on the evaluation of TEI, along with some relevant material. I explained that what's being evaluated is how professional development activities change in the focal communities as a consequence of participation in TEI. I pointed to the summary of goals in "Document #1", but unfortunately I did not have the professional development instrument with me, and this needs to be sent to Annette. I also gave an update on the Evaluation Institute, noting that we plan to discuss this further on Jan 15.

2. "What have we learned from MEF"

Annette was very supportive of the idea of taking a close look at what we have learned from our 3/4 years of field work. In her view this would be worthwhile only if AG and EG are taking the lead. She suggested that new interviews might be conducted, yet I was hesitant to carry out a full-blown follow-up of either the communities or CIJE, hoping to rely more on data and documents that are already available, with a few interviews to fill holes. We will discuss this further on Jan 15.

Annette noted some examples of possible topics that might be addressed in this review:

- lay leadership -- how much has it been developed, for CIJE and in the Lead Communities?
- CIJE is now focusing on individual projects instead of strategic planning on a community-wide basis. Is this an effective approach?
- What is the overall image of CIJE, and how has it changed over the years?

These are just examples, but they should help us discuss the idea.

3. Informal education

Once again it was clear in our discussion that we really don't know what we want to do in this arena. Do we want some sort of survey of educators in informal settings? Maybe, Annette thought, but this would probably be helpful only in the sense of "ammunition" for policy changes. Is that what we are seeking?

This topic could be discussed at an MEF advisory committee meeting, but it would require a memo from AG to start off the discussion.

Annette emphasized thinking broadly about informal education, including adult study groups which, as Erik Cohen's survey showed, are very popular in France. We agreed that there's a need for a diverse picture of informal education, but did not settle on a conceptual or methodological framework.

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Adam's meeting with Annette: 12/27/95

Comments on the ed leaders 3-city report from Annette and Mike I.

NOTE: See Adam's conclusions at the end.

Annette reported that she and Mike enjoyed reading the paper for their personal clarification. Much of it was useful and well done. Overall, however, they think it is best viewed as a working report rather than as a report for distribution.

Annette was not able to tell from reading it who the audience was meant to be, and was quite surprised when I said the target was the 25 professors of Jewish higher education. She thinks the report would need to be sharper and more focused to make distribution appropriate. Mike thought there were two possibilities: either there should be a policy brief like the last one, focusing narrowly on a single issue, or a longer paper like this one could be distributed, but it would need to have a more focused story line, as well as a richer context. Both felt that an ignorant reader would not have enough background to fully understand the report and its implications. Also, the recommendations came off as watered down.

After I explained our goals for the paper, Annette thought it would be ok to give out this paper, or a moderately improved version, to someone who had read a policy brief on the topic and wanted more information, but that it could not stand on its own.

Reflecting on all the comments we have received, I think we tried to accomplish too much in this paper. We tried to write an encyclopedic report in that we wanted to report the results of all our cross-tabs; yet at the same time we tossed in a few recommendations to try to give it a policy flavor. We brought in a few points from the outside to support our approach, but perhaps we didn't go into enough depth to really make the case. All this seems to have been too much for one paper to carry.

I suggest that we keep it on the table for a short while longer. In the meantime, we should finish up and circulate the 3-city teachers report which is almost completed. Since it was written after the community reports, and after the policy brief, we knew very well what the main story line is, so it is somewhat more focused (though perhaps still shallow in some ways). Let's see what sort of reception this paper gets, and then decide what to do with the two of them.

Adam

MINUTES:	CIJE STAFF MEETING
DATE OF MEETING:	OCTOBER 31, 1995
DATE MINUTES ISSUED:	DECEMBER 15, 1995
PARTICIPANTS:	Gail Dorph, Barry Holtz, Alan Hoffmann, Josie Mowlem, Debra Perrin (sec'y), Dalia Pollack, Nessa Rapoport
COPY TO:	Sheila Allenick, Adam Gamoran, Ellen Goldring, Morton Mandel, Robin Mencher, Daniel Pekarsky

I. In Brief

A. MINUTES

ADH thanks RJM for her assistance in preparing last week's minutes so quickly!

B. JOSIE MOWLEM - OFFICE PROCEDURES

Assignment	Josie Mowlem will be making all prioritization of workload decisions for the CIJE administrative staff. Staff members should be aware that they are not to come to the administrative staff with their time constraints, but should approach JM directly with all concerns and considerations. JM, RJM, and DSP will meet each morning to go over the daily work load.
Assignment	

C. STEERING COMMITTEE DOCUMENTS

The GA document prepared by NR for the Steering Committee will highlight places where CIJE staff will be involved in the GA.

D. GENERAL ASSEMBLY

Assignment	Staff will consider what materials they will require for the GA. Materials must be to RJM by November 8, 1995. RJM will verify that the CIJE breakfast has been cancelled.
Assignment	

Correction: Bill Berman will chair the Research and Evaluation Workshop, not the Synagogue Workshop. NR will attend.

E. REFORM MOVEMENT

The CIJE meeting with E. Yoffie of UAHC could not be rescheduled. The meeting will be held on November 13, 1995, at 10:30 a.m.

F. SHAMASH NETWORK MEETING

Assignment JM will report on the Shamash Network meeting at our next staff meeting.

G. WEXNER HERITAGE RETREAT - MOSHE GREENBERG PAPERS

DNP will attend S. Dorph's session at the upcoming Wexner Retreat.

H. JCCA CAMPING MEETING, WASHINGTON DC

Assignment GZD will not be attending the JCCA Camping meeting. DSP will cancel her reservation.

I. LUNCHEON SEMINAR

Assignment Staff has assembled a list of invitees to the first Luncheon Seminar, scheduled to take place December 5, 1995. NR and JM will discuss further logistical arrangements.

II. Integrated Report on Educational Leaders

AG, EG, and BR joined us by telecon for this portion of the staff meeting.

A. MANUAL

The manual is finished. All feedback and comments have been integrated, as well as coding instructions. The title page will describe this as Version 2.0, reflecting that although it is prepared for use, this is understood to be a document that can and will evolve over time. The manual will be housed in a looseleaf binder, 3-hole punched, and soft-covered with color coding for sections. EG will bring a Spencer Survey as an example of graphic preference for NR.

B. RIPPLES -- AG's PRESENTATION AT THE BOARD MEETING

Assignment AG will mention during his Board Meeting presentation that "CIJE is planning an evaluation day in January for new communities, in advance of having a full-blown evaluation institute." EG, AG, and GZD will discuss dates for this when EG and AG are in town. EG will mention the evaluation day at the General Assembly.

C. INTEGRATED REPORT

We've now heard back from all of the communities who've received the

Assignment	Integrated Report. Now we must consider further dissemination. NR and GZD will go over the text and will decide if we can use this version for other communities. By the next staff meeting staff will decide the date that it is to go out.
Assignment	

D. INTEGRATED FINAL REPORT ON TEACHERS

The Integrated Final Report on Teachers is targeted to go out on November 15, 1995.

E. MEF TELECON

Assignment	BR will set up all bi-weekly MEF telecons. He will coordinate ADH's schedule with DSP. MEF minutes will be circulated to all CIJE staff.
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III. UJA/Federation

On January 17, 1996, we have been invited by John Ruskay to meet with the UJA/Federation to brief them on CIJE. The question of evaluation is of major interest. The entire staff should be involved.

IV. Calendaring

A. STAFF DAY

In conjunction with the UJA/Federation meeting of January 17, 1996, we will hold a full-staff meeting day to take place on January 16, 1996. The evaluation institute will take place either January 15 or 21, 1996, to be announced at the Board Meeting.

B. ISRAEL RESEARCH CONFERENCE

The Israel Research Conference begins July 29, 1996. Shmuel ben Halal will make all arrangements for CIJE staff. BWH will discuss CIJE presentations with conference planners.

V. JCCA Camping meeting

The JCCA camping meeting will be organized with a presentation of Michael Rosenack's ideas on goals. BWH and L. Rubin will meet on November 1, 1995 to

discuss the particulars. This is a preparatory meeting in nature.

VI. Budgeting

Staff will be receiving monthly updates of budgets. Budgeted items that can be carried over into the next year are limited to items that have been planned and finalized in the current year.

VII. Summer Seminar for Professors of Education

Semour Fox and Shmuel Vygoda will be the Israel contact people for the Summer Seminar for Professors of Education. CIJE contacts will be ADH and GZD. Sharon Feiman-Nemser will be in touch with SF regarding the planning process. Suggested attendees are as follows:

- | | |
|---------------------|------------------|
| 1. S. Stodolsky | 10. S. Weinberg |
| 2. EG | 11. P. Grossman |
| 3. AG | 12. A. B. Cutler |
| 4. S. Feiman-Nemser | 13. D. Chazan |
| 5. D. Ball | 14. B. Firestone |
| 6. B. Neufeld | 15. G. Noam |
| 7. K. Zumwald | 16. A. Lieberman |
| 8. D. Kerdeman | |

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	JM to make all prioritization of workload decisions for staff.	JM	October 31, 1995	Ongoing
2.	JM, RJM, and DSP to meet every morning to discuss workflow.	JM, RJM, DSP	October 31, 1995	Ongoing
3.	Staff to give RJM all materials to be sent to the GA.	Staff	October 31, 1995	November 8, 1995
4.	JM to report on the Shamash network.	JM	October 31, 1995	November 13, 1995
5.	DSP to cancel GZD's reservation at the JCCA meeting in Washington, DC.	DSP	October 31, 1995	November 13, 1995
6.	NR and JM to discuss logistical needs for December 5, 1995 luncheon seminar.	NR, JM	October 31, 1995	November 13, 1995
7.	EG, AG, GZD to discuss dates for new community evaluation institute in January.	EG, AG, GZD	October 31, 1995	November 13, 1995
8.	EG to mention the upcoming new community evaluation day at the GA.	EG	October 31, 1995	November 13, 1995
9.	NR and GZD to consider the current Integrated Report for dispensation to new communities.	NR, GZD	October 31, 1995	November 13, 1995
10.	Staff to decide on a date for the Integrated Report to go out to new communities.	Staff	October 31, 1995	November 13, 1995
11.	BR to set up bi-weekly MEF telecons.	BR	October 31, 1995	Ongoing

MINUTES:	CIJE STAFF MEETING
DATE OF MEETING:	NOVEMBER 13, 1995
DATE MINUTES ISSUED:	DECEMBER 15, 1995
PARTICIPANTS:	Gail Dorph, Barry Holtz, Alan Hoffmann, Josie Mowlem, Debra Perrin (sec'y), Nessa Rapoport
COPY TO:	Sheila Allenick, Adam Gamoran, Ellen Goldring, Morton Mandel, Robin Mencher, Daniel Pekarsky, Dalia Pollack

I. In Brief

A. REVIEW OF OCTOBER 31, 1995 MINUTES

1. Josie Mowlem - Office Procedures

In January we will revisit the issues surrounding JM's prioritization of the office workload.

2. CIJE Brochure

Assignment	NR will research and report on printing a new CIJE brochure. NR will find out if Sandee Brawarsky is available to work with her on it. Staff will consider necessary changes to be made.
Assignment	
Assignment	

3. Policy Brief Mailing

Assignment	We've had no response from the policy brief mailing to the Federations. Staff will discuss the topic of how to reach the right people in the Federations at a future staff meeting.
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Assignment	NR and JM will discuss disseminating the Sarna publication through the JCCA system.
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4. Creating a "Friends of Jewish Education" mailing list

Assignment	This mailing list will now be referred to as the "CIJE Main Contacts" mailing list. Ari Kellman and Michael Paley will be invited to attend this meeting (to be scheduled for January). NR will speak with A. Kellman to arrange a date.
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5. Spielberg

The next Jewish Funders Meeting is scheduled for March 1-4, 1996. NR will

Speak to VFL about it. She will follow up with Rachael Cowan to discuss potential CIJE involvement.

6. JCC Camping

BWH gave a brief summary of the JCC Camping meeting. Response to the program was good. The next step will include consulting with A. Finkelstein about how he would like to move the process forward. We will discuss a 2-day seminar in the early spring for the more serious, dedicated members of this group. The design should move us toward the summer.

Assignment
Assignment
Assignment

ADH will meet with A. Finkelstein to discuss bringing in Johnny Ariel as a joint CIJE/JCCA consultant. CIJE staff will meet with J. Ariel and DNP in Israel during December to discuss. This topic will remain on our agenda for further discussion.

II. TEI - December 10 - 14, 1995

RJM will return to Cleveland to assist in running December's TEI. The next TEI is scheduled for February 19 - 22, 1996.

III. Summer Seminar for Professors of Education

Assignment

GZD will contact the Summer Seminar attendees with Shmuel Vygoda's name as our Israel contact. The formula for compensation of attendees will be three weeks at Ramat Rachel including room and board, and a round-trip ticket to Israel. We will negotiate individually from there. S. Vigodah will hand-tailor arrangements for each person.

IV. Torah U'Mesorah

Assignment
Assignment

DSP will reschedule the Torah U'Mesorah/CIJE consultation for the week of January 8, 1996. She will contact Eric Yoffie's office to reschedule for that week as well.

V. January 22, 1996 Steering Committee meeting

Assignment
Assignment

BWH will have a document on the Best Practices volume on JCCs prepared at least ten days in advance of the January 22, 1996 Steering Committee meeting. BWH will

find out if S. Cohen is available to attend.

Assignment

We will also report on JCC Camping at this meeting. This will provide a good opportunity for weaving the issue of informal education throughout the Steering Committee agenda. BWH will discuss this topic with A. Finkelstein and will bring up Phil Margolis as a possible additional speaker.

A. Finkelstein has the Steering Committee meeting on his calendar and looks forward to attending.



VI. Workplan

It is important that we finalize next year's workplan and budget. Staff should consider additional needs (i.e. additional professional/support staff) in terms of what we will be able to accomplish with added help. We will discuss the issues of organizational versus content capabilities at a later date.

Assignment
Assignment

Professional staff will provide suggestions of 5 topics in their domain to be reconsidered from rollover to 1996, and two topics that will be added. ADH will meet with each staff member privately regarding this issue. Our continued interests at CIJE for 1996 will be on expanding our capacity, contracting our work, and sharpening our focus.

VII. Lisa Malik

Lisa Malik will intern at CIJE the last two weeks of January, 1996.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Research and report on printing a new CIJE brochure.	NR	November 13, 1995	November 28, 1995
2.	Find out if Sandee Barasky is available to work on a CIJE brochure.	NR	November 13, 1995	November 28, 1995
3.	Consider necessary changes to be made to CIJE brochure.	Staff	November 13, 1995	December 8, 1995
4.	Discuss how to reach/mobilize people in the Federations.	Staff	November 13, 1995	December 8, 1995
5.	Discuss dispensing Sarna publication to the JCCs.	JM, NR	November 13, 1995	December 8, 1995
6.	Arrange a date for the Friends of Jewish Education mailing list meeting.	NR	November 13, 1995	December 8, 1995
7.	Reschedule Torah U'Mesorah consultation for week of January 8, 1996.	DSP	November 13, 1995	December 8, 1995
8.	Reschedule E. Yoffie visit for January.	DSP	November 13, 1995	December 8, 1995
9.	Meet w/A. Finkelstein re: J. Ariel.	ADH	November 13, 1995	December 8, 1995
10.	Ask S. Cohen if he will be able to attend the January 22, 1996 Steering Committee meeting.	BWH	November 13, 1995	December 8, 1995
11.	Discuss S.C. meeting with A. Finkelstein and bring up P. Margolis as possible additional speaker.	BWH	November 13, 1995	December 8, 1995
12.	Provide suggestions of 5 topics to be reconsidered from rollover into 1996 workplan.	GZD, BWH, NR	November 13, 1995	December 8, 1995
13.	Provide suggestions of two topics to be added to 1996 workplan.	GZD, BWH, NR	November 13, 1995	December 8, 1995
14.	Meet with J. Ariel and DNP in Israel to discuss JCC Camping.	Staff	November 13, 1995	January 9, 1995
15.	Give Summer Seminar attendees S. Vigodah's name as Israel contact.	GZD	November 13, 1995	January 9, 1995
16.	Prepare document on Best Practices volume on JCCs for Steering Committee meeting.	BWH	November 13, 1995	January 9, 1995

date: November 13, 1995