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Minutes, correspondence, and notes. Workplan drafts. Also includes Goals Project update, January 1996-December 1996.

For more information on this collection, please see the finding aid on the
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Executive Director
Alan Hoffmann

MEMORANDUM

To: CIJE Steering Committee Members
From: Alan D. Hoffmann
Date: January 10, 1996
Re: Steering Committee Meeting of January 22, 1996

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place from 9:30 am to 2:00 pm on Monday, January 22 at the CIJE office in New York. Members of the search committee 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. Minutes
2. Document describing the "Origins, Character and Impact of JCCA Camping Retreat"
3. Best Practice in Jewish Education: Jewish Community Centers (please bring this copy to our meeting)
4. Update on Building the Profession

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

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: November 1, 1995

DATE MINUTES ISSUED: December 18, 1995

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

COPY TO: Seymour Fox, Annette Hochstein, Lester Pollack,
Daniel Pekarsky, William Robinson, Henry Zucker

I. MASTER SCHEDULE CONTROL

The master schedule control was reviewed and the following changes were noted:

The meeting scheduled for January 22, 1996 will be in New York, not Cleveland. The meeting originally scheduled for March 8, 1996 has been rescheduled to March 6, 1996 and will be held in Cleveland.

II. MINUTES AND ASSIGNMENTS

The minutes and assignments of August 25 were reviewed. The development of a communications/publications program was given a due date of March 6, at which time it will be presented to the Steering Committee.

III. CIJE UPDATE

Alan Hoffmann introduced this discussion, noting that the review of the workplan scheduled for later in the day would be a real overview. He wanted to highlight the following points:

- A. He indicated that CIJE has been working with the Wexner Heritage program to design a curriculum for their annual retreat intended to encourage alumni of the program to be more integrally involved with Jewish communal life. The workshop for Wexner Alumni is scheduled for December 13. The topic will be "What works in Jewish Education?" and CIJE staff will be among the major presenters. As of November 1, there were 350 people enrolled.

In discussion it was noted that this sort of cooperative effort among foundations is an important breakthrough and should be continued wherever possible. It was

also noted that the Wexner commitment to direct connections with local community outcomes is relatively new and that the curriculum of the two-year Wexner program is being revised to reflect this goal. It was also suggested that the design of the program, "What works in Jewish Education" might be a valuable written document in CIJE's lexicon.

Another meeting scheduled for November is an opportunity for staff of CIJE and Torah Umesorah to discuss the training of teachers of educators. Deborah Ball, a CIJE consultant from Michigan State University will participate in this meeting.

B. Evaluation Institute Consultation

As was discussed at the June and August Steering Committee meetings, CIJE has proposed the establishment of an evaluation institute to help train local researchers to help serve as evaluators for communities and to develop lay commitment to evaluation. It was reported that CIJE and JESNA have together planned a workshop for potential consumers of such an institute. The workshop will include academics, community representatives and core staff of CIJE and JESNA. The goal is for communities with the need for a local evaluator to have someone available to be on retainer for this purpose. Such an individual would be trained in the Institute being discussed. This is seen as a first step toward the possible establishment of a National Jewish Education Evaluation Center with a permanent director.

C. Lead Communities Consultation

Periodic consultations have been held with representatives of the Lead Communities, coming together to discuss issues of common interest. In early October, such a meeting was held with the focus on the findings of the Leadership Survey. Participants considered comparisons between educational leaders in general and in Jewish education and concluded that there are neither the same standards nor opportunities for the training of educational leaders. They considered models for pre-service and in-service training of Jewish educational leaders and expressed an interest in a permanent National Center for Educational Leadership.

It is clear that people from the Lead Communities are much more comfortable discussing their own community findings in the presence of others than was the case early in this process. They have also learned to critically read such findings and discuss them constructively over time.

In their discussion of educational leadership, Lead Community representatives

identified a number of positions or functions that are currently lacking in their communities but would be of value to the Jewish educational enterprise. There is now evidence of acceptance of the concept of involving educational leaders in policy-making at both the communal and institutional levels.

The group also discussed the dissemination of the report on educational leaders. Because the group surveyed is relatively small, it was concluded that the results should be discussed first with local educational leaders, providing them with opportunities to brainstorm possible solutions. Dissemination beyond this group remains in the planning stages.

In the discussion that followed, it was noted that the data from the survey was not surprising, although some of the specific findings were of particular interest. This survey will be helpful to local communities in considering their trend lines and developing a planful process for both developing new positions and engaging educational leaders.

The concept of a National Center for Education Leadership, headed by a full-time director, was discussed further. It was suggested that such a center would serve as a catalyst to stimulate activity on the local level. This national center would develop both pre-service and in-service programs which might be offered on a local or regional basis. The center would also provide opportunities to bring lay and professional leadership together. It was noted that, at the moment, CIJE serves this role.

It was reported that the University of Wisconsin is on the verge of launching a joint program between the School of Education and an interdisciplinary program to prepare people in Judaic content, pedagogy, and administration. The Meyerhoff family has committed one million dollars which the University is currently attempting to match.

D. The Goals Project: Baltimore Seminar and JCC Camping Consultation

1. Baltimore Seminar

On October 22 the Baltimore central agency held a one-day lay/staff retreat to work on goals with Dan Pekarsky, Gail Dorph, and Barry Holtz. Intended as a model for local agencies, the retreat took as a case study the issue of how a central agency might respond to the charge of helping individual institutions establish visions and goals.

Assignment Participants represented a range of affiliations. Gail Dorph will distribute

a list of participants and their affiliations to the Steering Committee.

2. JCC Camping Consultation

We have learned that JCC Camps have a tremendous potential to transmit Jewish learning yet encounter significant issues of the quality of their Jewish teaching. Several camp directors have expressed an interest in improving the Jewishness of their camps. Following the annual meeting of the JCC Association, scheduled for early November, CIJE staff will spend two days meeting with teams which include a JCC director, camp director, and Jewish education director from each of several JCCs. The focus will be on goals for Jewish education at these camps.

It was suggested that MEF could be helpful in identifying the current state of Jewishness at these camps and could begin to evaluate the impact of certain activities to be mapped out. It was suggested that the head of the JCCA research center be invited to participate in this meeting.

E. Report on JCC Best Practices Study

Barry Holtz reminded the Steering Committee that he and Professor Steven M. Cohen have been at work on a joint project of CIJE and the JCC Association to study Best Practices in Jewish Education at JCCs. They identified six JCCs which have been studied, resulting in a composite report based on such themes as the role of the board, the role and models of the Jewish educator. A draft report has been circulated to center staff and JCCA staff who were involved in this project. The project is nearing conclusion and it is hoped that a draft of the final publication will be available to the Steering Committee prior to its January meeting. Allan Finkelstein and Steve Cohen will be invited to meet with the CIJE Steering Committee in January to discuss the report and its mandate for JCCs.

Assignment Also at the January meeting, a plan will be presented for dissemination of the report.

IV. WORKPLAN 1995 TOWARD 1996

Alan Hoffmann noted that the purpose of this presentation is to review where we are as compared with where we said we would be for 1995 and how this impacts on plans for 1996. He noted that the staff has effectively decreased with Barry Holtz' return to teaching at the Jewish Theological Seminary while continuing part-time with CIJE. We are presently looking for an additional full-time staff person to work in the area of Building the Profession.

The Steering Committee then reviewed a chart showing 1995 planned activities in the first column, those 1995 activities which will continue in 1996 in the second column, and additional activities planned for 1996 in the third column. A copy of this chart is attached as Exhibit A. It was suggested that the activities in the second two columns go beyond what CIJE can accomplish with its personnel and budget, and that these items will need to be prioritized as the 1996 workplan evolves. The next step in this review will be for the staff to come back to the Steering Committee with recommended priorities.

V. RECONCEPTUALIZING THE CIJE BOARD

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

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

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

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

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

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

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

The following chart was the outcome of this discussion:

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

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

VI. EXPANDING THE CIJE NETWORK: SUMMER INSTITUTE FOR PROFESSORS OF EDUCATION

One of the accomplishments of the Teacher Educator Institute has been the engagement of Sharon Feiman-Nemser and Deborah Ball in our work. This came about because these outstanding academics in the field of education have become interested through working with Gail Dorph in applying their expertise to the field of Jewish education.

This experience has led us to the idea of bringing other outstanding and committed Jews in the field of general education into our work. CIJE proposes to bring 10 to 15 such academics together this summer for three weeks to study Judaica, issues of Jewish education, and ways in which they could impact our field. The goal is to forge this group into a cadre to provide their expertise through consultation to CIJE. CIJE would cover the expenses of these people in exchange for five days of consulting with us during the 1996-1997 year. The summer seminar would take place in Israel, where CIJE will work together with the Mandel Institute.

VII. CIJE AT THE GENERAL ASSEMBLY

CIJE has been working closely with JESNA and CJF in planning for the 1995 GA. CIJE will participate in the Institute on Jewish Identity and other Jewish education programming, including a forum on synagogue/federation relations.

It was suggested that CIJE develop a schedule of events related to CIJE areas of interest for distribution to our board members.

VIII. REVIEW OF BOARD SEMINAR AND MEETING

The Steering Committee reviewed the plans for the evening seminar and the agenda for the board meeting scheduled for November 2.

CIJE WORKPLAN: 1995 TOWARDS 1996

1995	1996 ROLLOVER	PLANNED OR IN DEVELOPMENT STAGES FOR 1996
<p>d) <u>Articulating and Disseminating (where necessary developing) in-service concepts, curricula and standards</u></p> <p>e) <u>Comprehensive Planning for Building the Profession</u></p> <p>i) Establish committee</p> <p>B. <u>MOBILIZING THE COMMUNITY</u></p> <p>a.) <u>CIJE Board</u></p> <ul style="list-style-type: none"> - Vice Chairs - New Board Members <p>b.) <u>Impacting Jewish educational agendas on ever-increasing number of communities.</u></p> <ul style="list-style-type: none"> - Engage with new communities (Hartford, Cleveland, San Francisco, Chicago, Columbus) - Work with CJF on new committee - GA 1995 <p>c.) <u>Telling the Story</u></p> <ul style="list-style-type: none"> - Dissemination of Policy Brief - Sarna-type publication - G. Dorph's article on TEI for GA - Redesign and Repackage 2x Best practices 	<p>-Establish advisory committee with a plan, hire planner</p> <p>-Continues</p> <p>-Continues</p> <p>-Continues</p> <p>-Continues</p> <p>-Earlier and deeper involvement in 1996 GA</p> <p>-Continues at less intensity</p> <p>-Continues</p> <p>-Establish Advisory Group for media and communications</p> <p>-Redesign and Repackage 2 BP's</p>	<p>-National Conference with National Board of License, on issue of standards, certification and accreditation.</p> <p>-Best practices volume of Professional Development</p> <p>-Continental plan for Senior Personnel.</p> <p>-Reconceptualize Board Structure</p> <p>-Dissemination Plan and Distribution</p> <p>-Dissemination Plan and Distribution of JCC Best Practices.</p> <p>-Integrated Report on Educational Leaders-published and distributed</p>

CJIE WORKPLAN: 1995 TOWARDS 1996

1995	1996 ROLLOVER	PLANNED OR IN DEVELOPMENT STAGES FOR 1996
<p>A. <u>BUILDING THE PROFESSION</u></p> <p>a. <u>In-Service Training</u></p> <p>i)Teacher Educator Institute x 2</p> <p>ii)Advisory Team on Early Childhood Education</p> <p>iii)Harvard Principle Center</p> <p>iv)Consultation on Teacher Educator Institute for Torah u'mesorah</p> <p>v)Consultation on Professional Development for Day Schools</p> <p>b. <u>Guidance to Communities in developing Comprehensive In-Service Training</u></p> <p>i) 3 Consultations in NYC for Milwaukee, Atlanta, Baltimore leading to local pilot initiative</p> <p>ii)Machon l'Morim in Baltimore</p> <p>iii)Cleveland College Masters Program consultation</p> <p>c. <u>Exploring ways to mobilize existing training institutions, central agencies, professional movements and denominations</u></p> <p>i)Planning process with</p>	<p>-Teach Educator Institute x 4-5</p> <p>-Recuit Cohort II</p> <p>-Meets-develops strategy-write plan</p> <p>-Hrd. Principal's centre Spring+Fall</p> <p>- ?</p> <p>- Consultation in first 1/4</p> <p>-3 Consultations in NYC for Baltimore, Milwaukee, Atlanta, Plus Cleveland, San Francisco, Hartford (?), W. Palm Beach (?)</p> <p>-Will continue</p> <p>-?</p> <p>-Continue through 1996</p>	<p>-Principals for Community Day High Schools (Steinhardt, Jim Joseph, Avi Chai)</p> <p>-Torah u'mesorah Teacher Educator Institute</p> <p>-TTT a la Prof. Twersky</p> <p>-1997 or beyond</p>

CIJE WORKPLAN: 1995 TOWARDS 1996

1995	1996 ROLLOVERS	PLANNED OR IN DEVELOPMENT STAGES FOR 1996
<ul style="list-style-type: none"> -CIJE Luncheon Seminars - December 1995 <p>d) <u>Strategy for engaging potential champions</u></p> <ul style="list-style-type: none"> -Deferred <p>e) <u>Wexner Heritage Retreat</u></p> <ul style="list-style-type: none"> -December 1995 <p><u>C. MONITORING, EVALUATION AND FEEDBACK</u></p> <p>a) Building Research Capacity</p> <ul style="list-style-type: none"> -Integrated Report on Teachers -Reports on Educational leaders in 3 communities (individual and combined) -Research papers on teacher power, teacher in-service and levers for change <p>b) Building Evaluation capacity for North America</p> <ul style="list-style-type: none"> -Develop CIJE Manual -Proposal for evaluation institute -Consultation on evaluation institute <p>c) Evaluating CIJE Initiatives</p> <ul style="list-style-type: none"> -Evaluating TEI <p>d) Planning for the Future</p> <ul style="list-style-type: none"> -Informal education consultation -Plan for seminar on what have we learned 	<p>-3 in 1996</p> <p>-Policy brief on Leaders</p> <p>-Publish and distribute</p> <p>-Continue and increase</p> <p>-Continued design of informal education instruments and survey in 1996-97 school year</p> <p>-July 1996 in Israel</p>	<ul style="list-style-type: none"> -Policy Brief on Educational Leaders -Case study for goals project: Ramah -Integrated CIJE publication plan -Data base for distribution and tracking. -See discussion on reconceptualizing of CIJE Board -How to work with other private I?? -Distribution, dissemination -Distribution, dissemination -Dissemination plan -Create Evaluation Institute -Hire staff and develop institute

CJJE WORKPLAN: 1995 TOWARDS 1996

1995	1996 ROLLOVER	PLANNED OR IN DEVELOPMENT STAGES
<u>D. CONTENT AND PROGRAM</u>		
a) Best Practices		
i) Complete JCCA-Best Practice	-Publish volume	-Dissemination plan
ii) Best Practices in professional development - begin	-Write and publish	
b)Goals Project		
i)Engage with prototype institutions	-Continues	
ii)Plan for extending capacity	-July 1996 Seminar	
iii) Engage with communities	-?	
iv) Wexner Heritage	-?	
<u>E. FINANCE AND ADMINISTRATION</u>		
a) Hire new executive director	-?	-"Curriculum" for new director, overlap with previous director
b) fully-functioning payroll and benefits in New York	-Continues	
c) Successor to VFL		
d) Full set of inter-office procedures for fiscal management	-Continues	
e) Fundraising plan and implementation	-Continues	

ASSIGNMENTS

1/3290 ASM (REV. 7/94) PRINTED IN U.S.A.

Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Virginia F. Levi	Date:	11-1-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Invite Allan Finkelstein and Steve Cohen to January Steering Committee Meeting.		BWH	11/1/95	12/15/95
2.	Complete draft paper on Best Practices in JCCs.		BWH	6/8/95	1/22/96
3.	Draft plan for dissemination of Best Practices in JCC's report.		BWII/NR	11/1/95	1/22/96
4.	Distribute list of participants and affiliations of Goals Project Baltimore seminar to Steering Committee		GZD	11/1/95	1/22/96
5.	Develop a Communications/Publications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	3/6/96
6.	Redraft Total Vision for review by Steering Committee.		BWH	4/20/94	TBD
7.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee, after the policy brief is drafted.		AG/NR	6/8/95	TBD
8.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
9.	Prepare plan for increasing board size.		ADH	4/26/95	TBD

UPDATE ON BUILDING THE PROFESSION

1/10/96

This update continues to track current CIJE projects to create capacity in the domain of Building the Profession. It will bring you up to date on the status of the projects described in my October report.

TEI

In December, the 1995 cohort of the Teacher Educator Institute met for the second time. Our goal was to further develop responses and approaches to our initial questions:

What kind of teaching and learning do we want to foster?

What kind of professional development fosters this kind of teaching and learning?

In order to ground our work in significant Jewish educational content and create some continuity between our seminar in July and December, we again used Torah teaching as our focus.

In addition to continuing to address these issues, we began to develop the strand of the seminar in which participants study their current work and apply the principles we are learning in TEI toward improving their practice. We devised two different approaches for focusing our attention on this critical area:

- a. In consultation with faculty and their colleagues, participants planned extensions of their current work in keeping with the principles and approaches we have been exploring together;
- b. As a group, we designed a collaborative project in which we would all engage between now and the next seminar to be held in February. The assignment can be found at the conclusion of this update.

Our next seminar is planned for February. At this time, we will turn more of our attention to alternative models of professional development in order to significantly influence the nature of the in-service educational offerings that the TEI participants are planning for next year.

We have just hired Amy Wallk Katz to coordinate the work of Cohort 2 of this program. Amy has earned a Masters Degree in Education from the University of Judaism, rabbinical ordination from the Jewish Theological Seminary, and is currently writing her doctoral dissertation in teacher education for Michigan State University. Her first task will be to work with the CIJE staff, the advisory committee and current TEI participants to develop a plan and begin the work of recruiting this cohort. In the first cohort, we have representatives from seven communities as well as two participants without communal portfolios. We hope to deepen and extend our plans to create a highly trained cadre of teacher educators in the second cohort by recruiting a broader national cohort and by asking current communities to send additional participants, particularly principals and lead teachers.

Harvard Institute for Educational Leaders

Our collaborative work with the Programs in Professional Education of the Harvard Graduate School of Education is continuing. In order to target a new audience of educational leaders as well as to accommodate educators who joined us last year, we have designed a new Institute for educational leadership. Its topic is: **Leadership and Vision for Jewish Education**. The curriculum of this Institute will integrate the approaches and materials of our CIJE Goals Project. Both Dan Pekarsky and Isadore Twersky will be among its faculty members.

The Institute is scheduled for the week of March 17. Ellen Goldring and Gail Dorph are currently working with all faculty members in order to insure an integrated curriculum that is attentive to the particular contexts and needs of Jewish educational leaders. We will be able to accommodate between 60 and 70 participants in this year's seminar. The brochure for the March Institute is included in this mailing.

Summer Seminar in Israel for Professors of Education

Since our last steering committee meeting, planning for the summer seminar has begun in earnest. We have been working with our Israel partners in this venture, the Center for the Advanced Professional Education (CAPE) of the Mandel Institute to plan the educational program for this three week seminar. In February, CIJE staff, Seymour Fox and Shmuel Benalal of CAPE and a small group of our summer seminar participants will have a three way planning meeting. We have also arranged for Shmuel to meet with each of the participants in order to better accommodate both their personal and professional needs.

Our list of invited and interested participants includes professors of education on the faculties of: Harvard University, Michigan State University, University of Chicago, University of Washington, University of Wisconsin.

Brandeis University

On December 5, Alan Hoffmann and Barry Holtz, serving as CIJE consultants, attended the first meeting of a special task force called together by the President of Brandeis University, Dr. Jehuda Reinharz. The task force is chaired by President Reinharz and is made up of faculty and administrators from across the disciplines, as well as influential professionals from the Greater Boston Jewish Community. The mission of the task force is to initiate a major strategic planning effort by Brandeis to examine the way that the university can best respond to the current concerns of the North American Jewish community about continuity and Jewish education.

TO: TEI PARTICIPANTS

FROM: GAIL DORPH

RE: FOLLOW UP ASSIGNMENT FOR FEBRUARY

In our last seminar, we planned a joint study to help us learn more about what good teaching looks like in Jewish schools (we did not specify setting, although it would be helpful for our purposes if the teaching took place in either supplementary or early childhood settings) and how good Jewish educators learned to teach well. We agreed that each of us would select one teacher in our community whom we regard as outstanding and arrange to observe and interview this teacher once before the next TEI seminar in February. This will help us test ideas we have been discussing and experiencing and collect information to enlarge our collective understanding. Guidelines about how to carry out this study are provided below. They are the results of the work we did on the Wednesday and Thursday of our December seminar.

What Does Good Teaching and Learning Look Like In Our Contexts: A Mini-Study of Good Teaching and Learning

Purposes:

1. Enlarge our understanding of good teaching in religious school (supplementary or early childhood settings);
2. Consider how good teachers attend to students and subject matter;
3. Find out how good Jewish educators learned to teach;
4. Explore the power of observation and conversation as tools for learning about teaching and learning to teach;
5. Lay the groundwork for future case studies of good supplementary (early childhood) school teaching/teachers.

Guidelines

1. Choosing the Teacher

Since this is an investigation of Good Teaching, pick someone whom you know or who has the reputation for being a good teacher. Think about someone who you might like to talk to about his or her own teaching. For the purposes of this assignment, you need to watch the entire lesson so arrange to do this when you don't have competing roles to play. Keep in mind that you are not going to supervise or evaluate the teacher, but to observe, talk and learn from the teacher.

2. Explaining the Assignment to the Teacher

We felt that it would be important to preface the visit and interview with a statement describing the process that we are involved in. Such a statement might go something like this:

"I've been attending a seminar where we've been talking about good teaching in both secular and Jewish contexts. Everyone is supposed to observe and interview one teacher before our next session. I

thought of you as someone I'd like to see in action and talk to about teaching and learning to teach. I would love the opportunity to visit your class and then have a chance to talk with you about how you think about your teaching and how you got to be such a good teacher." Be sure to explain that you will be taking notes in order to help you remember what is going on and that these notes will serve as the basis for the conversation you will hold after the lesson.

3. The Observation

When you go to observe, be prepared to take notes. You can either keep a running record of what you see and hear or you can take notes, gathering information so that you can answer the questions below.

- A. How is time spent?
Make a note of when the lesson begins and when there is a change of activity so that you can describe what the teacher and students spend time on and how much time is spent in productive activity and how much is "down time."
- B. Teacher:
What is the teacher doing during the lesson? Describe the main actions.
- C. Student:
What are the students doing during the lesson?
- D. How would you characterize the interactions between teacher and students?
*what kinds of questions does the teacher ask?
*how does the teacher respond to students' contributions (right or wrong)?
- E. What are the main learning tasks or activities?
- F. How would you describe the content of the lesson?

Conversation/Interview

Below are questions for you to ask the teacher. You might want to audiotape the conversation so that you can concentrate on what the teacher is saying and not have to write everything down. Alternatively, you can take notes. Be sure to explain to the teacher why you are recording or writing. You might want to give the teacher a brief overview of the questions by saying something like this: "I want to ask you some questions about the lesson I just observed so that I can better understand what you were thinking and why you did certain things. I also want to talk about how you learned to teach." This should take about 45 minutes to an hour.

1. Purpose

Let's start with the lesson that I saw today. What did you want students to learn?

2. Curricular Context

How does this lesson fit into your larger curriculum?

Probes: Tell me about your goals for the year/course? What do you hope that students will be learning? Did you do anything today that builds on your overall goals?

3. Good Teaching

Often teachers say they feel a tension between their responsibility to the content and their responsibility to students. Do you ever feel that tension? Did you feel that today? Tell me about it.

4. Learning to Teach

Now I want to switch gears and ask you about how you learned to teach. What helped you become the teacher you are today?

5. Follow Up Questions:

Today I noticed that you did (fill in something the teacher did that showed expertise). This is not something I would expect to see a novice doing. How did you learn to do that?

6. Teacher Development

Can you think of something you wanted to learn as a teacher, something, Something you wanted to be able to wanted to be able to do as a teacher? How did you go about that? Why was that important to you?

Write up the Observation and Interview

As soon as you can after this observation and conversation, write up your notes or fill them in so that you can answer the descriptive questions listed above. Bring your notes and your write up to the February seminar. Also be sure to write up answers to the interview questions and bring those notes to the February seminar as well. We will work together on analyzing our data.

In order to better share the experiences we are having, we'd like to be able to distribute a brief overview of our work in advance.

1. Write up the following descriptive information about your study:
 - a. who was the teacher
 - b. how long has s/he been teaching
 - c. in what context is s/he currently teaching (that you observed)
 - d. what was the content of the lesson you saw
2. What questions did this exercise raise in your mind about good teaching and what it is and how you grow it?

Please send these two paragraphs to me (by fax or e-mail) by February 7. We will then duplicate and distribute them.

MINUTES: CIJE STAFF MEETING
DATE OF MEETING: DECEMBER 27, 1995
DATE MINUTES ISSUED: JANUARY 10, 1996
PARTICIPANTS: Gail Dorph (by phone), Barry Holtz, Alan Hoffmann (by phone), Josie Mowlem, Debra Perrin (sec'y), Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Morton L. Mandel, Robin Mencher, Daniel Pekarsky, Dalia Pollack

I. Planning for Goals Meeting in Israel

Assignment Individual staff members should bring all domain information necessary for the staff meetings to be held in Israel. ADH will supply copies of the new 1996 Workplan. BP Assignment will fax a copy of the schedule for the week of January 1, 1996 to the NY office.

II. Cummings Foundation

Assignment BWH will speak to SFA regarding receipt of this year's check from the Cummings Foundation. JM will acknowledge receipt of the funds by letter. Assignment

III. Hartford

Assignment Cindy Chazan would like to bring a group from Hartford to meet with CIJE during the week of January 8, 1996. RJM will schedule this meeting for January 10, 1996 at 3:00 p.m.

IV. January 22, 1996 Steering Committee Meeting

A tentative agenda for the January 22, 1996 Steering Committee meeting is as follows:

Welcome

I. Master Schedule Control

II. Minutes

III. Assignments

IV. CIJE Update

A. Wexner

NR

B. Goals Meetings in Israel

DNP

C. TEI tentative GZD
 V. JCC Best Practices
 Lunch
 VI. 1996 Workplan
 (VII. Search Committee)

Materials to be mailed to committee members will include:

1. Cover memo
2. Minutes/Assignments of November 1, 1995 meeting
3. Best Practices on JCCs (in final, unpublished form)
4. 2 page memo on Camping DNP
5. 1996 Workplan
6. (possible) TEI summary GZD

Assignment ADH will see all materials before they are mailed out. JM will call L. Pollack's office to verify that he will indeed attend.

V. May 1, 1996 Board Seminar

Assignment ADH will ask David Hartman to speak at the May 1, 1996 Board Seminar. NR will
 Assignment speak to Joan Rosenbaum regarding use of the Jewish Museum space.

VI. May 2, 1996 Board Meeting

The focus of the May 2, 1996 Board meeting will be on educational change. BWH and NR discussed using the same model as our November 2, 1995 board meeting including vignettes and CIJE in Action (Harvard, TEI, Goals). Yet to be discussed:

1. Who will discuss CIJE in Action?
2. Who will be speak about change?
3. What will the vignettes be?

Sherry King, Isa Aron and Larry Hoffman were suggested as possible vignettes and/or speakers about change. The program will be discussed further at our next staff meeting.

VII. JCCA Biennial

The CIJE professional staff will meet with Don Scher in Israël to discuss the JCCA Biennial.

VIII. Database Mailing List Update

We have hired a CIJE free lance person to do all entry work for the Key Contact Mailing List. The Key Contact list will be available before the database is running.

IX. Manual Production

Assignment	JM will give BR the okay to go ahead with production of the manual. JM and BR
Assignment	will look at NR's draft and changes. ADH will see the final version before
Assignment	printing.

X. Rosenak

Assignment	The Rosenak meeting in Atlanta will have a different focus and separate goals than the Rosenak meeting in New York. BWH will discuss the distinctions with S. Chervin. BWH will focus on the two types of opportunities which these meetings present to the Atlanta community.
------------	--

Assignment	GZD will call L. Pollack regarding the February 14, 1996 Rosenak meeting. NR will
Assignment	invite C. Sheingold, J. Woocher, A. Finkelstein, S. Hoffman, and C. Chazan, and will
Assignment	request that each bring a lay person of their choosing. GZD will contact S. Andron and H. Charish and will invite them to do the same. C. Botwinick and L. Hendler are planning to attend. J. Gellman and L. Stein are both unavailable. NR will follow up with Milwaukee by asking L. Stein who we should invite in her staid.

The Atlanta consultation will assist the new High School project.

MINUTES:	CIJE STAFF MEETING
DATE OF MEETING:	DECEMBER 18, 1995
DATE MINUTES ISSUED:	JANUARY 16, 1996
PARTICIPANTS:	Alan Hoffmann (by phone), Barry Holtz, Josie Mowlem (Sec'y), Nessa Rapoport
COPY TO:	Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Morton Mandel, Robin Mencher, Daniel Pekarsky, Debra Perrin, Gail Dorph, Dalia Pollack

I. Review of Minutes from December 7-8, 1995 Staff Meetings

- A. BP has exact meeting times blocked for the Israel schedule of meetings. All staff should send any messages re: their schedules to her.
- B. The recent TEI ended on a high note and all involved were pleased.
- C. ADH has had a brief meeting with MLM on the 1996 workplan. ADH and SFA have finalized the budget and final numbers will be available in early January.
- D. CALENDARING -

Feb. 13 - Luncheon Seminar with M. Rosenak is set.
 Feb. 14 - Meeting set with Rosenak from 4:00 - 7:00 p.m.
 BWH has spoken to Berman re: Atlanta's participation.

E. JCCA - BEST PRACTICES

ADH, BWH and A. Finkelstein will talk by phone on December 19 about the Steering Committee meeting.

- F. Aryeh Rubin - has gained credibility locally. He may not be back in New York in the near future. NR will keep in touch with him.

G. CUMMINGS FOUNDATION BOARD MEETING

Rachel Cowan called ADH and said that his and BWH's presentation at the Cummings Board meeting went well, and elicited a good response from those present. CIJE staff need to think through very specifically which project to follow up on; however, this discussion cannot be held without GZD.

Cummings are also interested in CIJE doing an economic analysis of Jewish education in North America.

Assignment Rachel Cowan should be invited to attend the next TEI. BWH will call her.

Assignment ADH will spend time with Ruth Cummings Sorenson in Israel.

H. BARBARA NEUFELD

B. Neufeld will visit New York on January 21 and will meet early that day with AG, EG and ADH. She is being considered to run the Evaluation Institute.

Assignment B. Neufeld met with Hirshorn this past week. BWH will contact D. Hirshorn to make a connection.

I. STAFF MEETING - 1/21/96

The 1/21/96 staff meeting will begin at 12:30 p.m. (after lunch) and end at 6:30 p.m. on January 21 at GZD's apartment.

- J. **BRANDEIS PLANNING GROUP**
The next meeting of the Brandeis Planning Group is scheduled for January 25; time not yet confirmed.

K. **WEXNER HERITAGE INSTITUTE ALUMNI WEEKEND.**

Assignment ADH will call N. Laufer to review the Wexner weekend and future Wexner relations with CIJE.

Assignment NR will meet with M. Paley re: a design for follow-up.

ADH and Herb Friedman will talk in early January.

L. **FRIENDS OF JEWISH EDUCATION MASTER MAILING LIST.**

Assignment NR said that Michelle Sullum cannot do the work on this list. NR will need to find someone else to do it.

Assignment NR will call M. Paley and
Assignment JM will call Paul Flexner to be available to help compose this list.

Re: the database, NR, RJM, JG and JM have met and will have another meeting on 12/26 to determine the use of the database program; the fields, the input and maintenance of the system.

II. M. Rosenak

M. Rosenak will be spending 3-4 days with CIJE in February around the issue of "Community" goals for Jewish Education.

Assignment ADH will tell M. Rosenak about his schedule for CIJE. A. Finkelstein will be invited to the Feb. 14 meeting. NR will follow-up on the invitee list.

III. May 2, 1996 Board Seminar

NR suggested the topic of change and the effect of change agents for the May 2, 1996 Board Seminar.

BWH suggested Arnie Eisen or Paula Hyman as speakers. He is attending one of P. Hyman's lectures and will let us know his thoughts.

Assignment David Hartman is our first choice and ADH will follow-up with him. P. Hyman is a possibility in the fall.

IV. CIJE Brochure

We are out of CIJE brochures.

NR and JM have reviewed the CIJE Brochure. NR will give each person the portion of the brochure relating to their work to read for accuracy and updating. She and JM will follow up.

V. Manual

JM will follow up with BR on the design and printing of the manual.

GOALS PROJECT UPDATE

January 1996

INTRODUCTION

According to plan, between August and December the Goals Project (GP) has focused on two efforts that are critical to our effectiveness: activities designed to deepen the appreciation of critical constituencies concerning the need to wrestle with questions of vision and goals; and, in collaboration with the Mandel Institute, activities designed to build our capacity to meet the needs of institutions that want to take on a goals-agenda. After summarizing these activities, the report goes on to discuss future plans as these were refined during the CIJE-Mandel Institute January 1996 consultation, held at the Mandel Institute.

RECENT ACTIVITIES

Seeding the culture. A number of CIJE's recent activities have been used as vehicles of what we have come to call "seeding the culture" -- that is, of nurturing among critical constituencies an appreciation for the need to wrestle with "the big questions" concerning the basic goals of Jewish education. One of these activities was an all-day retreat for Baltimore's central Jewish education agency, designed to help its leadership clarify the role of the agency in the community. A second activity was a day-and-a-half conference in Washington, D.C. for the leadership of the JCCA and five JCC overnight camps concerning the Jewish dimension of JCC camps. Pekarsky's upcoming work with the JCC camp in Milwaukee will follow-up on this very successful effort; other forms of follow-up are under consideration. A third activity was CIJE's collaboration with the Wexner Heritage Foundation in planning a weekend retreat for some three hundred East Coast alumni of the Wexner program. Held in Landsdowne, Virginia in December 1995, this retreat was designed to engage graduates of the Wexner program in efforts to revitalize Jewish education in their home-communities. This was an ideal opportunity to underscore the critical role that thoughtfully determined visions and educational goals play in the development of inspiring and effective educating institutions.

Building capacity. Current GP efforts to build capacity emphasize pilot-projects intended to produce greater goals-seriousness in designated educating institutions and designed to deepen our understanding of a goals-sensitive educational reform process; the development of a library of resources that can be used as tools in such a process; and the identification of human resources needed by the GP. Each of these is briefly discussed below.

As planned, Daniel Marom of the Mandel Institute continued the pilot-project he had launched with Cleveland's Agnon School. An intensive visit to the Agnon School, supplemented by regular

long-distance contact, enabled Marom to make considerable headway on a goals-agenda with this institution. Marom's thoughtful in-progress discussion of this work is proving a rich source of insight concerning the process of helping an institution pursue a goals agenda.

Pekarsky developed a concept piece entitled "Designing the Kitchen" that was intended to do two things: first, to identify crucial resource-materials that would prove invaluable to GP efforts to "seed the culture" and to work with institutions; and second, to develop a classification system for these resources that would facilitate ready access to them.

How to approach the third element of the "building capacity" challenge - the recruitment of human resources who can in various ways enhance the GP's development - was a prominent subject of the recent CIJE-Mandel Institute deliberations. This matter will be discussed below.

THE JANUARY CONSULTATION

The January consultation was designed to deepen our understanding of what is involved in facilitating a goals-sensitive reform effort, to finalize decisions concerning the resources needed for GP efforts, and to identify the kinds of human capacity the GP needs and how to bring appropriate individuals into the work. Major themes addressed and decisions made are described below.

The Agnon pilot-project. Marom's work with the Agnon school stimulated some valuable discussion concerning what it takes to work successfully with an institution on a goals agenda. His in-progress paper and the discussion based on it illuminated the kinds of preconditions that are essential if progress is to be made and led to some important points concerning the bases for interpreting and responding to encountered institutional realities. There was consensus among participants in the consultation that continuing work on this pilot project and its documentation is a high priority for the GP. If it proves possible for Pekarsky to develop a parallel pilot project with one of the Milwaukee institutions he is exploring, this would be important as well; but it was also stressed, partly based on what is being learned from Marom's efforts, that such a project ought only to be entered into if appropriate pre-conditions are in place.

Developing resources for the Goals Project. As the consulting team reviewed the resources relevant to the GP's work that were summarized in Pekarsky's "Designing the Kitchen" document, it became apparent that some strategic choices would have to be made. Seeking to identify the most essential resources, we were especially interested in materials that would prove valuable in more than one arena, e.g., in seeding the

culture, in working with institutions and in training personnel for GP work. In the end, the following to-be-published materials were identified as most important:

a) at least one case-study, built on a pilot-project, that documents the efforts of an educating institution to become more vision-informed, with special attention to the strategic decisions made by the individual facilitating this process of change;

b) one vivid, in-depth description of a vision-guided institution - of an institution that has succeeded in becoming organized around a compelling vision of a meaningful Jewish existence.

c) a well-articulated discussion of the theory of the project which highlights the critical reasons for believing it critical that educators and leaders concerned with Jewish education pay careful attention to questions of vision and goals.

By the end of the consultation the aforementioned assignments were distributed among CIJE and Mandel Institute staff and integrated into the 1996 work plan. The consultation team felt that, when prepared, these materials, in conjunction with those made available through the Educated Jew Project, will effectively support many GP challenges. We also felt, however, that the GP would benefit from certain additional resources which are presently beyond our capacity to produce. These resource-priorities need to be kept in mind as we recruit new individuals for the GP's work (See below).

Building human capacity. The GP requires human capacity in at least two domains: individuals who will work with institutions around a goals-agenda and who, by documenting their efforts, will enrich our understanding of the work; and individuals who will participate in the effort to develop appropriate resources for the GP. In order to meet this need, it was agreed that CIJE and the Mandel Institute would jointly develop an intensive set of two seminars, the first next summer and the second next December, for select individuals who have the potential to become serious colleagues in the GP initiative. Between the two seminars, participants will complete assignments designed both to further their own learning and to contribute to the GP's stock of resources.

It is expected that this plan of action will serve the interests of the GP at least two ways. First, it will increase the GP's working partners, enabling it to expand the circle of its activities. Second, it will enrich the body of tools and resources that are essential to the GP's work.

CONCLUDING COMMENTS

It is important to add that as CIJE's work has unfolded, we have grown committed to the principle that questions pertaining to goals need to be integrated into the whole gamut of CIJE activities. As an example, GP staff will collaborate on the planning of the upcoming Harvard Principals Seminar, and the important place of vision and goals in educational leadership and planning will be featured during the seminar. This insistence that CIJE's own activities need to be infused with a goals-dimension represents a serious commitment to practice what we preach, and it promises to enrich CIJE's effectiveness.

**Report on the Wexner Heritage Foundation Alumni Retreat:
"What Works: Innovations for Revitalizing American Jewry"
Dec. 1-3, 1995**

Background:

In February 1995, CIJE and the educational staff of the Wexner Heritage Foundation began a series of planning meetings designed to culminate in the first of their annual alumni retreats devoted to Jewish education.

In the past, the retreats have had a variety of themes; their purpose was solely the educational enrichment of the alumni. CIJE's main goal was to offer the Foundation a different conception--that of turning Wexner alumni from consumers of elite adult education to leaders of educational change in their own communities. There are now 500 graduates of the Wexner program. They have the energy and means to make a difference in the quality of Jewish education in their communities--but frequently do not know how.

CIJE suggested that this retreat for the East coast alumni focus on the subject of "From Personal Transformation to Communal Transformation," attempting to build a bridge between the enthusiasm of Wexner alumni for Jewish learning and their leading a charge for quality Jewish learning in their home communities.

Our initial meeting led to a series of planning meetings throughout the winter and spring of 1995 to design the program and select the teachers and workshop leaders. CIJE's core staff, as well as Dan Pekarsky, were involved in the conception and in proposing appropriate teachers.

The Retreat:

The organizing idea was to begin with the alumni's own conceptions--alongside traditional conceptions--of the educated Jew and the relationship of those conceptions to vision-guided educational institutions. Four settings were chosen as those most likely to interest the alumni: adult learning; camps; day schools; and the Israel teen experience.

The organizing structure of the retreat was the one proposed by CIJE: From visions of the educated Jew to the reality of making change within communities. In practice, the intensity of emphasis on goals and vision as essential to transforming practice was somewhat diminished, although Dan Pekarsky ran an orientation seminar for the faculty on the theme of the educated Jew and vision that set the frame for the entire weekend.

The retreat began with four presentations by Wexner alumni who had founded new Jewish institutions. What followed were consecutive workshops for each setting that led participants from envisioning the ideal institution through case studies of institutions that work. The final workshop was on "leadership and the challenge of change," looking practically at what can be done--and what it takes to do it. The weekend's closing speech by Nathan Laufer was an explicit directive to the alumni: to return home and begin to change the Jewish educational landscape.

Evaluation:

CIJE staff members were very impressed with the caliber of the alumni, whose intelligence and commitment were evident. It is also true that although some of the alumni have indeed found their way into positions of educational leadership (notably, the Atlanta graduates), many have not. We believe this group is very important to the goal of community mobilization in North America.

The retreat was considered successful by both Wexner and CIJE. CIJE was warmly thanked, in writing and orally throughout the weekend. CIJE shipped packets of our materials and had sent Barry Shrage copies of the Sarna essay at his request; all were distributed, and several alumni have subsequently called to request multiple copies of the policy brief and the Sarna essay to distribute in their own communal meetings.

Next Steps:

Alan has met at length with Herb Friedman and is in active contact with Nathan Laufer to discuss ways of our continuing to work together. Among the options under consideration is that CIJE work with those Wexner cohorts currently in the two-year learning program in Seattle, San Francisco, and Portland, so that as graduates they could become the core of a "lead community" process in those cities.

Further discussions are planned on how to mobilize Wexner graduates in communities that are already in CIJE's orbit, as well as communities under consideration for our future work.

I have attached a copy of the note included in every attendee's Wexner packet.

Nessa Rapoport

A NOTE OF THANKS

The Talmud tells us that whoever cites the source of their work brings redemption to the world (Tractate Megillah 15A)

In that spirit, we gratefully acknowledge the collaboration of the Council for Initiatives in Jewish Education (C.I.J.E.) in the envisioning and architecture of this program. C.I.J.E. is an independent organization dedicated to the revitalization of Jewish education across North America.

Their superb professional staff consisting of Dr. Gail Dorph, Ms. Nessa Rapoport, Dr. Barry Holtz, Dr. Daniel Pekarsky, and their executive director, Dr. Alan Hoffman, spent several days questioning, arguing, suggesting, and advising us on the content and process of this alumni retreat. Their aid was invaluable.

The C.I.J.E. staff will be attending this weekend and we hope you will take advantage of their presence to engage them in conversation and learning.



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Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
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David Arnow
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Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

Vision in Communities: A Shared Jewish Universe

What might it mean for a community to have a guiding Jewish vision, informing its policies and practices in education and other domains? Can there be, in any meaningful sense, a serious community notion of its Jewish outcomes? Such questions have been explored by Professor Michael Rosenak of the Hebrew University, the leading philosopher of Jewish education of our time.

Professor Rosenak has formulated the view that the diversity typical of American Jewish communities, while substantial, does not preclude the development of a meaningful, shared universe among us. He has identified five elements that make up this shared universe:

1. Study (undoubtedly in very different ways) of the same sacred literature that addresses matters of ultimate concern;
2. A common vocabulary (words, phrases, concepts), rich and distinctive in historical and cultural associations;
3. Certain shared practices concerning, for example, tzedakah or ritual observances appropriate at communal functions;
4. An attitude that says, "The problems faced by some segment of the Jewish people are problems that all Jews must seriously address"; and
5. Identification with Israel as a special place--and not just another place where Jews happen to live.

These five elements suggest a set of communal and educational goals that can be shared across denominational and other divides. On Wednesday February 14, from 4 pm to 7 pm at the CIJE offices, we will explore in an intimate seminar with Professor Rosenak the possibilities of this vision for our communities and for the Jews of North America. The subject of a genuinely shared Jewish vision, despite our differences, is more critical than ever.

1/22/96

①

TEI interviews

① + thought processes - "conceptual change" - should we try to track it?

who needs to know what you're doing to make it work?

how did your concep of prof dev ch + grow

how has curric of + prof dev ch

TEI eval

② 1st-hand obs of prof dev

③ what about effs on t-s ^{content} interacs in classes

④ what about effs on student outcomes

- later, ask TEI parties to collect baseline data in areas ~~that~~ where intervention is likely to occur

Doc #1 - term "participants" is unclear

⑤ missing topic - funding for prof dev

AG note: doc #1 p.5 indic need prof dev survey from TEI parties
- this is adeq for TEI eval

: to find effects, look where most likely to occur

review

NR - impt - what have we learned, how do we tell it

BA - what could we tell the NY Fed?
what did we learn?

BR - not theoretically sophisticated about common mblz

ADH - healthy dec dot to do it - not MEF

NR - "missing pieces on 3rd landscape"

ADH - this is impt, but something diff

BR - based on exper, what are keys?

ADH - have full-day staff mts on "what have we learned"
- each member of CITE staff could
prepare 2-page memo

NR - need to ask, "what diff's have we made?"

- AG - MEF could address this q

- ADH - let's see what comes up w/

- maybe will lead to an external document

Data collection content

NR - why?

- ADH - "closing of the Jewish mind"
- NR - crying 'gevalt' is not the way to make change
- BH - Annette's view is based on m.s. - underst of Am J public
- + bks case was different

ADH - is this input data for transformation of Ted?
~~no to~~ - currently no picture of content side

EG - do this in context of testing ass-uptions of social project

ADH - are there anchor terms for content?

AG - not specific content, but HOT, depth, etc.

Network context

Pekarsky - paper on goals

BH - paper on Best Pracs in JCC

ADH - need session on CITE study of educators

- methods
- data
- policy
- implementation

- ① theoretical bks
- ② instruments & study
- ③ outcomes
- ④ policy implies
- ⑤ implement

CIJE STAFF MEETING
Monday, January 22, 1996
AGENDA

Documents

- | | | |
|---|-------|---|
| I. Strategic Vision for CIJE | (ADH) | |
| II. Building the Profession 1996 Workplan | (GZD) | GZD will provide |
| III. Community Mobilization 1996 Workplan | (NR) | 1) Community Mobilization
memo (attached)
2) Vision in Communities
memo (attached) |
| IV. Content and Program 1996 Workplan | (BWH) | |
| A. Best Practices | | |
| 1. Reprints | | |
| 2. Upcoming Publications | | |
| 3. Publications in Progress | | |
| B. Goals Project | | |
| 1. Meeting in Israel | | Goals document (DNP) |
| 2. Workplan | | |
| V. Monitoring, Evaluation, and Feedback | | |
| A. Discussion of TEI Evaluation | | 1) TEI memo and Survey
Instrument |
| B. Discussion of CIJE Review of or other internal seminar | | 2) Minutes of 1/15/96 MEF
meeting |
| C. Discussion of possible new data collections | | |

D. Network conference

E. Pol Gf on early. WJhd

VI. Agenda for January 22, 1996 evening Steering Committee telecons

Community Mobilization: 1/22/96

A. Lay Leadership Initiative: Possible strategy; models [Wexner report]

B. Publications:

1. Update on dissemination
2. Coordinated 1996 publications

C. Communal Vision Seminar [One-page description]

D. Two Brief Discussions: Telling the Story

1. Lay leadership & CIJE programs
2. What have we learned and how do we tell it?

E. Board Meeting:

1. Seminar: Finalize speaker
2. Meeting: Finalize subject

mts w/ Amette 1/15/96

2 mags

- ① - eval CITE mags
- ② - pol-o research

ADH — all responsive to CITE agenda

Ant - must be poss to impact on CITE mag

- y - should MEF be proactive in defining the g's?
- determine matters related to strategies directed at

ADH ③ 3rd ~~mag~~ component of MEF is to help define CITE's agenda

- MEF at a distance vs w/in core of CITE
- shifts - ok - keep role in mind

Ant - do this informally

EG - what evidence would it take?

I.

ADH - now will know that rept'd ch in text are real changes?

* seek acceptance for idea of eval common ch

II.

policy - research - came because (a) no prog eval
 (b) ~~limited~~ ^{limited} use of ~~data~~ ^{policy} data

Ant - how about something on J content in Ted in VAs

ADH - this rests on assump that content → / as

EG - polit probs eg Ortho vs Reform

AG - can use indices of depth, not s-b can
~~instead of~~ ^{no need to} values are content over another

EG - people don't care abt content because they
 are seeking affective outcomes

Ant - need to convince that content → affect

III.

role of MEF in looking at CITE strategically,
 at CITE's overall strategy

(Ant) → here are alter modes to incr impact
 (- this is overall impact)

(ADH) This not the func of MEF

(ADH) OK to descr, analyze changes
 CITE has undertaken

2. how structure review process

audience: CITE staff incl director
MEF adv.s incl new members

when: November 1996 ?
July 2 + 3 ?
Aug 21-22 ?

what:

~~How~~

ADH - Towards system ref of Ted. n NA
- basis of CITE

1. idea of CITE
2. L C s
3. content → goals
4. comm mobz + log lead
5. bldg prot
6. intersection of goals, mobz, bldg, prot
7. role of MEF
8. why informal ed. s left out
- what else is left out
9. the challenges ahead

ADH - another slice

1. Does Cleveland's model generalize?
 - Federations common
 - lay leaders
 - not dev

2. is it poss to think abt syst ch w/o
 vision of educ Jewish community
 - i.e w/o visions of outcomes

3. does it work to work at nat + local
 levels simultaneously?

4. what are limits of human capacity
 - not enough people to do the work
 - lots of energy taken to trying to
 fill posits

— take 3 or 4 seminal q's?
 - along w/ x-com mobz rpt?

EG - need specific topics, common as data

Ant - what abt concept of working locally

EG - provide frameworks, poss altern approaches
 to ~~staying~~ change

ADH - we began a set of ass-pts - how valid are they?
 - what is our present thinking about
 what it will take in communities?

EG - 3 paradigms?

Ant - no - pick one, say what it is
 - most valuable for policy docs

Ant - g's - ① eff of CITE approach in comm
 - pitfalls, weaknesses, strengths, etc

ADH-subg ② is the federal the right convenor
 - is it or not would it be successful
 ③ role of syn w/in comm
 ④

ADH: Success = local ch proceeding exactly at pace
 matched by national capacity

AG: reason to do this is to ln abt pass & extend
 EG: this takes us to earlier det of common work

ADH - more modest approach

- what have we learned from MEF
 - what has that taught us abt CITE's
 work in communities

— here's what we've seen & learned

- what have we learned abt CITE
- vs what have we lnd from MEF

— for disc Jan 22
Feb 18

Eval Instit

67 Aug 1996

- need Manual for Eval of Progs
- get SAGE eval series

curr.c

CITE study of edus

CITE mod2 study

Shohamy

Native study of ds exper

+ manual for prog eval

publicats

ADH - no pol btf w/o what CITE is doing

- so leaders btf Nov 97 not 96
- awaiting decs about policy response

Ant - but need to keep the debate alive

~~but~~

- bring out early child pol btf for GA 96
- say what responses are in the pipeline

- EG - why imp?

ADH - because growth etc kids are there

because leads to more - espec if involve parents
trans demom. nat. and

- no poss probl - these are profit centers
 - JCC directors want now to red profits

- this will be taken to staff mtg
 - also at M&E Adv's mtg

- 3-community + reports - for Feb 18 disc
 - ① counts on this rpt
 - ② model to revise ed leaders rpt

agenda for Feb 18

~~8:00am~~ ~~1:00pm~~
 12:00

① review ideas

② early child pol bnf

③ 3-city + report

~~④ T&E eval~~

⑤ study of content in T educ

~~professors steering committee from 1:00 - 4:00~~

Minutes of meeting in Ann Arbor, MI, 1/15/95
Adam Gamoran, Ellen Goldring, Annette Hochstein, Alan Hoffmann
Minutes prepared by Adam Gamoran

I. In the first part of the meeting, we discussed an overall strategy for MEF which consists of three "prongs": evaluation of CIJE programs, policy-oriented research, and influencing CIJE's strategic agenda.

A. Evaluation of CIJE programs

Our current activity in this area is the evaluation of TEI. We described our approach briefly but did not debate the content of the evaluation. Alan noted that standards of evidence is an important question. For example, how will we know that changes reported after TEI are real changes? There was consensus about evaluating change in communities as the approach to evaluating CIJE initiatives (as contrasted with evaluating changes in individuals or evaluating CIJE itself).

B. Policy-oriented research

Annette reminded us that this came about because originally we had no programs to evaluate, and our mobilization reports were of limited usefulness. As it turned out, our analyses of educators have had a major impact on CIJE's activities. Annette recommended a new project that could have similar impact, namely a study of content in Jewish education. Alan pointed out that calling for this research assumes that richer content leads to more learning, and Adam and Ellen indicated that substantial research in general education supports this assumption. Ellen observed that there could be political difficulties in analyzing content because of variation across the movements, e.g. Orthodox vs. reform. Adam suggested using indicators of depth, higher order thinking, and substantive conversation to indicate the quality of content, without valuing one specific Jewish content over another. Ellen noted that many Jews do not care about content in Jewish education because they are seeking affective outcomes. In response, Annette suggested we need to convince people that better content leads to better affect.

Adam noted that a study of content could include informal as well as formal settings. He argued that to be meaningful, it would have to include observations of interactions between educators and learners, and this would make it a very large undertaking.

No decision was reached on Annette's suggestion, but we will discuss it with the CIJE NY staff.

C. Influencing CIJE's strategic agenda

We discussed various modes of operation, and reached consensus that it is appropriate for MEF to describe and analyze the changes through which CIJE has gone, for consideration by the director, the advisory board, and the steering committee.

****Note from Adam:** In light of our subsequent discussion, I do not think there is a mandate for MEF to evaluate CIJE's operation and changes over the past four years.

MEF can also influence CIJE's strategic agenda by making a case for particular interpretations of data, for new data collections, or for addressing particular policy issues.

II. In the second part of the meeting, we discussed how we might structure a process of reviewing what we have learned about CIJE and its work. The more we discussed the idea, the less convinced we became that this would be a fruitful exercise. We postponed a final decision for a conference call scheduled for Wednesday, Jan. 31, at 3:00pm Eastern Time, but we left the meeting leaning against this idea. For the record, I will summarize our discussion.

A. Audience and schedule

The audience would be an internal one consisting of the CIJE staff, including the new director, and the MEF advisory committee including possible new members.

The best date seemed to be July 3, 1996. Other possibilities were August 21, 1996 or some time in November, 1996.

B. Content

Alan initiated a list of nine topics that could be examined in a review process:

1. the idea of CIJE
2. Lead Communities
3. content and goals
4. community mobilization and lay leadership
5. building the profession
6. the role of MEF
7. the intersection of 3, 4, 5, and 6
8. why informal education (and other topics) have been left out so far
9. the challenges ahead

After some discussion of difficulties in examining this list, including its vast scope and the need to avoid a simplistic chronological approach, Alan suggested a more thematic approach:

1. Does the model of federation as convener, developing a coalition of lay leadership, and focusing on professional development work?
2. Is it possible to think about systemic change without visions of educational outcomes?
3. Is working at the national and local levels simultaneously an effective strategy?

4. How has the problem of limited human capacity affected CIJE's endeavors?
5. How has the role of the synagogue and rabbi figured in what has occurred in the communities in which CIJE has worked?

The idea here would be to take three or four seminal questions and subject them to intense examination, possibly along with a cross-community mobilization report. Ellen suggested that such questions could be addressed through different lenses that represent different approaches to studying change. Annette expressed concern that this procedure, while interesting, may not lead to concrete policy decisions.

After further discussion it became apparent that MEF did not have enough information to examine questions with this broad scope. Alan then suggested a more modest approach, where the questions would be: "What have we learned from MEF?" "What has MEF taught us about CIJE's work in communities?" While this approach is feasible in that we have plenty of evidence to answer the questions, it's not clear how much we would learn, and whether it would contribute substantially to CIJE's strategic thrust.

The idea of the review will be discussed at the staff meeting on Jan 21, and in a conference call of Annette, Alan, Ellen, and Adam on Jan 31, when a final decision will be reached.

****Note from Adam:** If we decided against the review, Adam and Ellen will still prepare a substantial briefing for the new director, addressing the question of what we have learned from MEF. Thus, this important function of the review would not be lost, even if we decide not to hold the review.

III. Next, Alan provided an update on the Evaluation Institute. He discussed its aims, how it fits into CIJE's mission, and the steps we are taking to bring it about. We listed elements of a possible curriculum for the Institute, including:

- The CIJE Study of Educators
- CIJE's experiences in community mobilization
- Ilana' Shohamy's assessment of Hebrew in day schools
- the Nativ study of the Israel Experience
- a manual for program evaluation in Jewish education

This last item, a nuts-and-bolts manual for program evaluation, must be produced by CIJE by August 1996. Alan will hire someone to write this manual.

IV. Adam gave an update on publications in the pipeline, including:

- 3-city ed leaders report (on hold)
- 3-city teachers report (will be distributed shortly)

- memos on TEI (doc #1 to be discussed at Jan 22 staff mtg)
- teacher power and teacher in-service (due Jan 31)
- "levers" paper (revision pending new analysis)
- leaders paper for AERA (will be completed by April)

We then discussed possible ideas for new policy briefs. Alan expressed the concern that policy briefs must be accompanied by plans for action, including CIJE's own plans. Annette noted that it is important to keep the debate alive, and producing policy briefs helps us do that. Alan proposed, therefore, that we write a policy brief on early childhood, using leaders and teachers data, for release at the 1996 GA. He gave the following reasons for the importance of this topic:

- early childhood education is growing
 - it is therefore an opportunity to attract more children to Jewish education
 - moreover, good early childhood education involves parents, so it is an opportunity to increase the Jewish learning and involvement of families
- early Jewish education leads to later Jewish education
- early childhood education crosses denominations and settings (including JCCs), so it is of broad interest

This idea will be discussed at the staff meeting on Jan 22 to see how it fits into the rest of CIJE's agenda.

Possibly by November of 1997 we will be ready to produce a policy brief on leaders.

V. Finally, we decided that we will not be able to hold a meeting of the MEF advisory committee on Feb 18, because the planning committee for the "professors in Israel" program has greater urgency. Instead, we will decide about the most pressing issue - whether or not to carry out a review procedure -- in a conference call on Jan 31.

Work Plan for 1996
CIJE Research and Evaluation Domain
January 24, 1996

Background: Work in the domain of Research and Evaluation is organized in three major areas: Building a Research Capacity, Building an Evaluation Capacity, and Evaluating CIJE Initiatives. We now employ one full-time staff researcher along with the two part-time project directors.

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Revision and dissemination of reports on teachers and leaders in the lead communities
2. Completion, revision and dissemination of papers on teacher power, teacher in-service, and levers for change
3. Paper on leadership in Jewish schools, to be presented at the 1996 AERA conference
4. Presentation of The CIJE Study of Educators at the 1996 conference of the Network for Research in Jewish Education
5. ? Policy Brief on ?

II. Building an Evaluation Capacity in North America

A. Evaluation Institute

1. Work with the director of the Evaluation Institute to design a curriculum
2. Participate (among others) as faculty of the Institute
3. Advise the person hired to write a "Manual for Program Evaluation in Jewish Education"

B. Community Consultations

1. Continue to provide limited advice to communities engaged in studying their educators, including Atlanta, Baltimore, Chicago, Cleveland, Columbus, and Milwaukee.
2. Distribute the CIJE Manual for the Study of Educators to communities that are considering studying their educators
3. Revise and complete the Coding Instructions for the CIJE Study of Educators, a companion to the Manual

C. Prepare proposal (with ADH) for continued funding of

III. Evaluating CIJE Initiatives

CIJE work in Research

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

1. Assist in the collection of questionnaires of programs for professional development
2. Analyze the questionnaires and summarize the results
3. Prepare a baseline report on professional development opportunities in 5 communities targeted for intensive study: Atlanta, Baltimore, Cleveland, Hartford, and Milwaukee
4. Interview TEI participants
5. Prepare a report about changes so far for TEI participants, addressing such topics as:
 - how TEI participants think about professional development
 - how they perceive their thinking to be changing
 - plans and activities for professional development in their institutions, including plans for change
 - who they work with, and how their roles may be changing

B. Explore the possibility of evaluation a pilot project of the Goals Project

C. Prepare documents and a briefing for the new CIJE director

IV. Products

A. Research

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): DRAFT COMPLETED, WILL BE UNDER REVIEW BEGINNING IN FEBRUARY
2. Research paper: "Educational leaders in Jewish Schools" (analysis of survey data from three communities): DRAFT COMPLETED, REVIEWS RECEIVED, CURRENTLY SHELVED, MAY UNDERGO FURTHER REVISIONS
3. Research paper on "Teacher Power": NEW DEADLINE FOR FIRST DRAFT IS JAN 31, 1996
4. Research paper on "Teacher In-service": NEW DEADLINE FOR FIRST DRAFT IS JAN 31, 1996
5. Research paper on "Levers for change": DRAFT COMPLETED, NEW ANALYSES HAVE BEEN CARRIED OUT, FINAL REVISION EXPECTED IN FEBRUARY
6. Paper on educational leadership for Jewish schools (for AERA presentation): APRIL
7. Documents to accompany presentation of The CIJE Study of Educators at the conference of the Network for Research on Jewish Education: JULY
8. Policy Brief ?

B. Evaluation

1. TEI Evaluation memo #2a: Baseline analysis of professional

call from Annette 1/28/96

should not drop idea of doing study of content
- what happens in Jewish class that
might help us understand prob of Jew. in Amer

~~we~~ need people and ideas

in connec w/ goals proj?
- may be useful too, but will be unique

1/31/96 conf call w/ Alan, Annette, Ellen

touch base w/ Barry on Netuak conf

Workplan-ADH

EI - write proposal for Hirschhorn - EI, Res + Eval (goals)

Review

Annette - have review on agenda, keep thinking about modes of asking a question
- staff mtg is good idea, but a diff issue

ADH - still thinking abt staff bkward look - multiple perspers
- incl new director of CIFE

AG, Ant - sets aside "strategically. mpt knowledge"

Content

ADH - concern abt creating standards in a relativistic system

AG - staff did not think would get good common resp

- "ox servalt" - too much

- shirs - who cares

Ellen - staff doesn't have energy to work on it

Ant - rich lit on studying elem instns, incl content

- AG has expertise

- workplan can be modified

- study of content may be invigorating, mpt tool

- could th. be, like the study of educ, more mpt than ^{other} work

- usefulness needs to be addressed further

- not sure it has to be "ox servalt"

- create a language for talking abt content - raise awareness, show richness of the work

ADH - rich, intriguing, complex, huge potential

- goes well beyond MFF agenda

- connected to goals project

— what policy message do we want to result from this?

EG - does all public discourse need the CISTF answer?

ADA - do we share assumptions abt content that will shape a study - envision study that will provoke public debate

— incl discussion of content in summer?

— get summer probs to work on this

Ant - long time to prepare this

AG - eval of Goal pilot?

ADH - a diff model - multi-yr study leading to essays

ask AG - list poss ways & uses for study of content
/Mike & Seymour/

ADH - AG list, MFF / CISTF start discuss, /professors
/then bring in Judaica experts/

MINUTES: CIJE STAFF TELECON
DATE OF MEETING: FEBRUARY 8, 1996
DATE MINUTES ISSUED: FEBRUARY 21, 1996
PARTICIPANTS: Gail Dorph, Barry Holtz, Alan Hoffmann (by phone),
Robin Mencher, Josie Mowlem, Debra Perrin (sec'y),
Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia
Levi, Morton L. Mandel, Daniel Pekarsky, Dalia Pollack,
Bill Robinson

I. Review of Minutes - February 1, 1996 meeting

A. HARVARD INSTITUTE

NR has invited K. Green to attend the Harvard Institute.

B. RESEARCH NETWORK CONFERENCE

If CIJE holds a session, ADH will consider bringing AG for one day to attend the Research Network Conference in Jerusalem.

C. PROFESSORS SEMINAR IN ISRAEL

Assignment The Professors Seminar in Israel will now be held from Sunday evening, July 7, 1996 through Thursday, July 18, 1996. GZD will contact SF to notify him of the change of date.

D. GOALS SEMINAR IN ISRAEL

Assignment The Goals Seminar in Israel will be held directly following the Professors Seminar in July. Tentative dates are Friday, July 19, 1996 through Friday, July 26, 1996 (breaking for Tisha B'Av). GZD and DNP will confirm these with staff.

E. BOARD SEMINAR SPEAKER

Assignment ADH did not meet with D. Hartman about speaking for the next board seminar, but will reschedule. A. Eisen will be considered as a second option as he will be on the East Coast at that time. BWH, NR and M. Paley will discuss future seminar speakers. P. Hyman and L. Botstein will be considered for next year.

F. BOARD MEETING

Assignment NR and BWH will work on a one-page model for the May board meeting to be presented at our Thursday, February 15 staff meeting.

G. HARTFORD

Assignment BWH will call C. Chazan about the Hartford telecon and will report on it at Thursday's staff meeting.

II. Key Contacts: Round Two

Assignment NR will speak with Michelle Dorph about creating the Key Contact mailing list.
Assignment ADH will make additions. Staff should start giving potential names to NR. At the next staff meeting we will spend the first hour brainstorming categories.

III. Devorah Steinmetz

Assignment Staff will consider D. Steinmetz as a potential member of the extended Goals planning group and an attendee of the Goals meetings in Israel this summer. ADH will speak with D. Steinmetz regarding a possible one-day consultation to discuss additional Goals group members.

IV. Cleveland College

Assignment Cleveland College is working on a long distance learning program with Atlanta and is feeling little support from Milwaukee on the communal planning angle. In his conversation with Milwaukee ADH will discuss the issues that Milwaukee as a community should consider.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Speak with C. Chazan about the Hartford telecon, report on it at February 15 staff meeting.	BWH	February 8, 1996	February 15, 1996
2.	Ask M. Dorph to create the Key Contact mailing list.	NR	February 8, 1996	February 16, 1996
3.	Notify SF of the change of dates for the Professors in Israel seminar.	GZD	February 8, 1996	February 16, 1996
4.	Confirm solidified dates of Israel Goals seminar with CIJE staff.	GZD, DNP	February 8, 1996	February 23, 1996
5.	Discuss future CIJE Board seminar speakers.	BWH, NR, M. Paley	February 8, 1996	February 23, 1996
6.	Create one-page summary of possible agenda for the May 1, 1996 Board meeting.	BWH, NR	February 8, 1996	February 23, 1996
7.	Speak with D. Steinmetz regarding a possible one-day consultation for Goals.	ADH	February 8, 1996	February 23, 1996
8.	Give potential Key Contact mailing list names to NR.	Staff	February 8, 1996	Ongoing

MINUTES: CIJE STAFF MEETING
DATE OF MEETING: FEBRUARY 1, 1996
DATE MINUTES ISSUED: FEBRUARY 21, 1996
PARTICIPANTS: Gail Dorph, Barry Holtz, Alan Hoffmann, Robin Mencher, Josie Mowlem, Debra Perrin (sec'y), Dalia Pollack, Nessa Rapoport
COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Morton L. Mandel, Daniel Pekarsky, Bill Robinson

I. Agenda Additions

Please add to today's agenda:

IX. Summer 1996

- A. Goals
- B. Research Network Conference
- C. Professors

X. CAPE

XI. Devorah Steinmetz

XII. Cleveland College

Please remove from today's agenda the items on the 1996 Workplan and the Rosenak staff day and seminar.

II. Updates

A. RJM BIRTHDAY

A very happy birthday was wished to RJM who turns 24 today. She and ADH have scheduled a meeting in Jerusalem for this time next year.

B. MINUTES - JANUARY 22, 1996 STAFF MEETING

Assignment Staff will return draft minutes of the January 22, 1996 staff meeting to DSP with any necessary corrections.

C. SCHEDULING

Assignment
Assignment

February 8, 1996 we will hold a staff telecon from 9:00am - 10:00am Eastern time. The next full-day full-staff meeting will be held on June 27, 1996 following the Steering Committee meeting of June 26, 1996 in Cleveland. JM will speak to DNP and AG about extending their stay in Cleveland. All staff should be holding the date of July 3, 1996 for a staff meeting in Israel.

D. HARVARD PRINCIPAL'S INSTITUTE

Assignment

To provide a report on experiences such as the Harvard Principal's Institute or TEI, staff is considering asking for a written testimony from a well-spoken attendee. NR will ask Kathy Green or Shira Pasternak to attend the upcoming Harvard Principal's Institute in this capacity.

III. Summer 1996

A. RESEARCH NETWORK CONFERENCE

Assignment

BWH spoke with S. Shoenfeld regarding this year's Research Network Conference in Jerusalem. Despite questionable attendance from North America, CIJE will focus on reaching attendees from Europe and Israel. BWH will speak with AG and EG about writing a proposal for a CIJE session at the conference.

Assignment

BWH will call S. Shoenfeld again to discuss the session further.

B. PROFESSORS IN ISRAEL

We've shortened the period of the Professors in Israel seminar. As we hear from potential attendees we will make additional revisions to the schedule if necessary. D. Ball will not be coming to Boston for the planning meeting. This should not be considered a major flaw as we are developing a concept that will continue into December.

C. GOALS

We are considering running the Goals and Professors seminars in Israel concurrently. This will be reported on in greater detail at a future staff meeting.

IV. Board Seminar

Assignment

ADH will meet with D. Hartman in Jerusalem about speaking at our next board

seminar.

Assignment BWH, NR, and M. Paley will meet to plan for upcoming CIJE seminars. They will consider planning three or four speakers in advance for future engagements, potentially affording CIJE speakers the opportunity to write for us in advance. Possible future speakers include M. Waltzer and L. Botstein.

V. Michael Steinhardt

ADH met with M. Steinhardt to discuss CIJE. M. Steinhardt thinks that American Jewish life has failed those people for whom God is not an issue in modern life. He is funding five initiatives of interest:

1. "Light in Action" - cultural Jewish events on college campuses
2. Youth venue in NYC - unthreatening Jewishly to young people
3. Secular Jewish high school
4. Jewish role models - Jewish heroes for young people
5. Residential retreat center - intensive Jewish programming on a community level

M. Steinhardt will be a member of the CAPE board. He is also very interested in the Professors program.

VII. Board Meeting

Assignment After much discussion we have decided on the theme of "The revolution in teaching and learning: what it means to Jewish education" for the May board meeting. BWH and NR will develop this idea into a one-page model for the next staff meeting.

VIII. Community Issues

A. HARTFORD

Following today's staff meeting we will consult with Hartford regarding three thrusts of the Hartford program: 1) outreach, 2) personnel for outreach, and 3) transforming supplementary schools and making day schools more accessible.

B. MILWAUKEE RESEARCH PROJECT

Assignment

Milwaukee is interested in doing a review of their three year project. They have asked that Roberta Goodman perform the evaluation. GZD will discuss the issues with AG and EG and will inform Milwaukee that we are willing to participate if involved in the development of research questions, methodology, and data compilation.

C. ATLANTA MINI-SCHOOL

Assignment

J. Mirvis will meet with GZD to discuss the Atlanta Mini-School. Cleveland College is planning a long-distance learning program in Atlanta. We should consider if we want to push any principles of this program.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Return draft minutes of the January 22, 1996 staff meeting to DSP with necessary corrections.	Staff	February 1, 1996	February 9, 1996
2.	Speak with DNP and AG about full-staff meeting to be held June 27, 1996 in Cleveland.	JM	February 1, 1996	February 9, 1996
3.	Hold the date of July 3, 1996 for staff meeting in Israel.	Staff	February 1, 1996	February 9, 1996
4.	Ask K. Green or S. Pasternak to attend Harvard Principal's Institute.	NR	February 1, 1996	February 9, 1996
5.	Speak with AG and EG about writing a proposal for a CIJE session at the Research Network Conference.	BWH	February 1, 1996	February 9, 1996
6.	Call S. Shoenfeld to discuss the CIJE session at the Research Network Conference.	BWH	February 1, 1996	February 9, 1996
7.	Meet with D. Hartman regarding the Board Seminar.	ADH	February 1, 1996	February 9, 1996
8.	Plan for speakers at upcoming Board seminars.	BWH, NR, M. Paley	February 1, 1996	February 23, 1996
9.	Develop one-page outline for the May Board meeting.	BWH, NR	February 1, 1996	February 23, 1996
10.	Discuss Milwaukee research project/CIJE participation with AG and EG.	GZD	February 1, 1996	February 23, 1996
11.	Discuss the Atlanta Mini-School with J. Mirvis.	GZD	February 1, 1996	February 23, 1996

MINUTES:	CIJE FULL-STAFF MEETING
DATE OF MEETING:	JANUARY 22, 1996
DATE MINUTES ISSUED:	FEBRUARY 21, 1996
PARTICIPANTS:	Sheila Allenick, Gail Dorph, ✓Adam Gamoran, Ellen Goldring, Barry Holtz, Alan Hoffmann, Robin Mencher, Josie Mowlem, Debra Perrin (sec'y), Nessa Rapoport, Bill Robinson
COPY TO:	Virginia Levi, Morton L. Mandel, Daniel Pekarsky, Dalia Pollack

I. Calendar Update

	February 4 - 5, 1996	- Brandeis consultation on professional development for educational leaders. Update: CIJE will act as consultants to Brandeis, as strategic planners for their educational development. From the CIJE point of view, we must consider the role Brandeis could fill in Building the Profession.
	February 8, 1996	- NY Staff meeting, M. Rosenak and DNP will attend.
	February 9, 1996	- CAJE meeting in Baltimore, GZD will attend as a consultant to create a Personnel Action Plan.
Assignment	February 11, 1996	- M. Rosenak visit to Atlanta as CIJE consultant to the new Atlanta school. Update: M. Rosenak would like a CIJE staff member to accompany him. BWH, NR, and BR will coordinate speaking to him about his visit.
	February 11, 1996	- Hirshhorn Evaluation meeting. Update: B. Neufeld and A.B. Cutler will present on program evaluation. GZD and AG will participate as CIJE representatives (see attachment for the program of this meeting). This will be an important meeting for CIJE in terms of explaining program evaluation in Jewish education to D. Hirshhorn.
Assignment	February 13, 1996	- Luncheon seminar, M. Rosenak will speak. NR will send out the chapter to be discussed this week.

Assignment	February 13, 1996	- NR speaks at Brandeis
	February 14, 1996	- Community Vision seminar for professionals and key lay people. Update: NR will invite D. Sarnat and D. Minkin and will call S. Chervin to notify him. Attendees will include L. Pollack, J. Ruskay, L. Kroll, C. Botwinick, and L. Hendler.
	February 18, 1996	- Professors curriculum meeting in Boston, 11:00am - 4:00pm. S. Ben Halal will attend having met with all Professors in advance. GZD, S. Feiman-Nemser, SF, EG, AH, ADH. and B. Neufeld will attend.
	February 18, 1996	- MEF Advisory meeting - cancelled
	February 19 - 21, 1996	- TEI. Cleveland
Assignment	February 26, 1996	- CAJE meeting in Baltimore, GZD will attend.
	February 26 - 27, 1996	- Machon L'Morim consultation, GZD will attend.
	March 6, 1996	- Steering Committee meeting. Update: The meeting agenda will include A. Finkelstein and a JCCA layperson (probably Phil Margolius) as speakers. We will also try to incorporate a full discussion of the 1996 workplan.
	March 7, 1996	- Staff meeting re: community mobilization in Cleveland to plan the Leadership Conference.
	March 11, 1996	- Luncheon seminar, GZD will speak. Update: luncheon seminars allow us to share new work with reflective people for open forum discussions. We will consider discussion of broad conceptual pieces, requiring only that they are written and able to be circulated.
	March 13, 1996	- AG speaks at Principals meeting in Milwaukee
	March 17 - 21, 1996	- Principals Institute at Harvard. Update: 21 people are registered thus far. The Harvard Institute program will focus on the idea of vision from the educational leader perspective. The planning group for Harvard (EG and GZD) will consider what the groups can take back with them to their communities in order to continue on their

Assignment

own. NR will look into hiring someone to write up the learning that goes on at this type of seminar.

- April 9, 1996 - Professors meeting for the Summer in Israel group, tentatively scheduled to take place at CIJE, 12:00 noon.
- April 9, 1996 - EG presents paper on MEF work at AERA conference
- May 1 - 2, 1996 - Board meeting and Steering Committee meeting
- May 3, 1996 - Full-day full staff meeting
- May 5 - 8, 1996 - TEI
- May 15 - 17, 1996 - JCCA Biennial in Baltimore
- June 26, 1996 - Steering Committee meeting in Cleveland
- June 27, 1996 - CIJE staff meeting in Cleveland
- July (yet to be planned) - possible seminar in Israel to expand the capacity of the Goals project followed by August Goals meetings in NYC (possibly 8/18 - 8/22).
- July 3, 1996 - CIJE extended staff meetings in Jerusalem. Possible agenda items: 1) MEF, 2) National Institute for Jewish Educational Leadership.
- July 5 - 24, 1996 - Professors in Israel. Update: concerns over family care and financial issues are causing concern. D. Ball, P. Grossman, G. Noam, and S. Wineburg have all questioned whether to attend. Staff will consider possible options including shortening the time commitment, and/or holding the seminar in two phases. Also to be considered: extending the group to include Early Childhood people.
- July 29, 1996 - Research Network Conference in Jerusalem (added to today's meeting agenda).
- August 4, 1996 - JCCA and the Milwaukee community honors Esther Leah

Assignment

Ritz for her years of service to the Jewish community.
ADH and JM to attend.

- August 4 - 9, 1996 - CAJE in Jerusalem
- August 15, 1996 - Steering Committee meeting
- October 17 - 18, 1996 - Steering Committee and Board meetings
- November 18 - 22, 1996 - GA in Seattle
- December 1996 - possible: TEI, Harvard Institute, Professors Seminar, Goals
- January 1997 - Steering Committee - date yet to be decided

II. Additional Updates

A. CIJE OFFICE

JM is now a full-time CIJE employee. Due to office reorganization RJM will primarily be assisting GZD in Building the Profession. JG is still assisting NR with Community Mobilization. JM is currently looking for an additional support staff member to take over RJM's general support position. VFL is phasing out of CIJE.

B. OTHER

Assignment ADH will speak with J. Ruskay regarding the cancelled full-day meeting with the NY UJA/Federation.

III. Strategic Vision for CIJE

Please see the attached diagrams.

ADH presented the staff with a dynamic model of CIJE and our future development into domain related distinct institutions. Staff discussed possible drawbacks of the model as pictured. Questions were brought up regarding local levels and how they would interface with the national level presented. What are the key areas that have to be drawn out in order for local change to occur? ADH sees the new role of the institution working for a specific representation of communities rather than for

interested new communities as a whole.

Concern centered around the issue of lay versus professional involvement in the new plan. Because the development of new institutions keeps already existing domains distinct, will the dilemma of community mobilization still be left behind? How can lay leader involvement be built into the new institutions? Questions to consider in terms of lay people include: 1) What should lay people be doing and what kind of work should be done with them, and 2) How do we get these people mobilized. What is the vision of the American Jewish future?

Issues for Strategic Vision to be considered:

1. What about the level of the community? 1996 and beyond?
2. Personnel Action Plans?
3. How does this integrate lay/professional?
4. How does this integrate action/vision?

MLM sees our goal in 1996 as putting into place personnel by beginning to identify specific individuals for each potential position.

IV. Monitoring, Evaluation, and Feedback

A. DISCUSSION OF TEI EVALUATION

Please see attached TEI evaluation Documents #1 and #2.

TEI evaluation Document #1 includes 19 goals for TEI and focuses on evaluation of the three lead communities (Atlanta, Baltimore, and Milwaukee), Cleveland, and Hartford. Document #2, the data collection instrument, examines why changes did/did not occur in these communities. Interviews will be held with TEI participants individually and interview data will be added to the overall evaluation summary.

Suggestions for improvement of the evaluation note that the survey does not include any observational component of actual change in the mind of the participant. Student outcome changes must be integrated as well. In addition, changes in teacher-student content interaction in classrooms will be examined. Participant reports do not supply first-hand observations.

B. DISCUSSION OF CIJE REVIEW

Staff agreed that we should not have a CIJE review at this time. Instead each

Assignment staff member will write a 2 page report on "what we have learned" to be circulated in advance of the next full-staff meeting. In the future we will prepare an interim report on CIJE and the concept of implementing change, exemplifying the wisdom we have to offer North American Jewry.

C. DISCUSSION OF POSSIBLE NEW DATA COLLECTIONS

Staff discussed the possibility of observing actual educational settings in order to document the level, quality, and scope of content in Jewish formal and informal education.

D. RESEARCH NETWORK CONFERENCE IN JEWISH EDUCATION

Assignment BWH will interface with S. Shoenfeld to negotiate a symposium on the CIJE Study of Educators. Professor M. Inbar would be useful as a respondent. AG, Assignment EG, and BR will write a proposal following BWH's negotiations. In addition, Assignment DNP will be writing on the Goals project and BWH will prepare a document on Best Practices and the JCCs.

E. POLICY BRIEF ON EARLY CHILDHOOD EDUCATION

Although we currently have enough data to produce a Policy Brief on Early Childhood education, staff will consider if there are other issues that need to be considered for publication of a Policy Brief in 1997.

V. Community Mobilization 1996 Workplan

Staff discussed the domain of Community Mobilization as it relates to the 1996 CIJE workplan. NR reported on a possible strategy for a lay leadership initiative - a Leadership Convocation. After the discussions in Israel, we have arrived at the following list of possible invitees for the first Convocation: 50 national champions; selected institutional leaders and Wexner alumni from the 12 communities in which CIJE is engaged or is in discussion; and selected attendees of new Wexner programs (four a year) to give them a Jewish educational mission. NR asked the following questions: What will it take to bring them all together? What is the design for engaging them and the follow-up? How do we match lay leaders and "tutors" for their areas of interest?

ADH suggested that we begin the process by selecting a date and preparing a backward map and a document for discussion, with each member of the Steering Committee individually and at a meeting.

BWH suggested scheduling a day to discuss the proposal in depth. The morning of March 7 from 8:00am - 12:00 noon in Cleveland was selected.

Assignment

NR gave an update on dissemination of CIJE Publications. The 1995 plan has been implemented, with only three audiences remaining: the Sarna essay to JCCA leadership; ADH will speak to C. Sheingold about the GA Jewish Identity Institute labels; and the key rabbis are almost ready to go. NR reports that we have disseminated all 10,000 copies of the Policy Brief and have gone back to press; and all 4,000 copies of the Sarna essay and have gone back to press. SFA asked whether we will publish all of the items we have provided for in the 1996 budget. It appears that we will not publish the Policy Brief on Educational Leaders. The Policy Brief on Early Childhood may not be published until 1997. To be discussed at a later date: production of a CIJE annual report.

We are sending out a "Save the Date" notice for the Board Seminar without the name of the speaker, and for the Board meeting. NR noted that the Jewish Museum is not available for this event.

CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Coordinate M. Rosenak's Atlanta visit.	BWH, NR, BR	January 22, 1996	February 4, 1996
2.	Send out chapter of M. Rosenak book to be discussed at 2/13/96 luncheon seminar.	NR	January 22, 1996	February 4, 1996
3.	Invite D. Sarnat and D. Minkin to the Community Vision seminar. Notify S. Chervin.	NR	January 22, 1996	February 7, 1996
4.	Incorporate the 1996 workplan into the 3/6/96 Steering Committee meeting agenda.	Staff	January 22, 1996	February 16, 1996
5.	Discuss possible CIJE symposium at the Research Network Conference with S. Shoenfeld.	BWH	January 22, 1996	February 16, 1996
6.	Consider options for increasing attendance at the Professors in Israel seminar.	Staff	January 22, 1996	February 23, 1996
7.	Speak with J. Ruskay about cancelled UJA/Federation/CIJE full-day meeting.	ADH	January 22, 1996	February 23, 1996
8.	Speak to C. Sheingold about the GA Jewish Identity Institute labels.	ADH	January 22, 1996	February 26, 1996
9.	Write a proposal for the CIJE symposium at the Research Network Conference.	AG, EG, BR	January 22, 1996	February 26, 1996
10.	Write 2 page report on "what we have learned" to be circulated in advance of next full-staff meeting.	Staff	January 22, 1996	March 4, 1996
11.	Prepare a Goals document for the Research Network Conference.	BWH, DNP	January 22, 1996	June 10, 1996

Steering Committee 3/6/96

Discussion of Best Practices in JCCS

ELR - lay leaders (Feds) do not accept JCC
as site of J educ - do not recognize potential

- J community is largely a secular community
 - in & out of synagogues
- JCC must reach out to non-syn goers
 - give a first experience (not just eyes)

MLM - "have to understand the markets"
- don't write off any sector

AF - revenue producers for JCCs are health/phys,
early childhood, camps

MLM - need community level goals - "weave a mosaic that works"

EG - what is training for J educators in JCCs
* - building a profession??

DP - camp directors serious about J agenda
- but did not think of selves as J educators
* - building the profession??

AF -

* - J educators

- center execs

* - other center staff - incl camp directors

* - early childhood teachers

AF - non-J teacher is less of a problem
 than uncommitted or non-knowledgeable Jew
 - non-J teacher works hard to know what needs
 - J uncommitted does not

P - best name not "Best Procs. in JCCs"
 but "J Ed. in the Best JCCs"

* - no career path for JCC J educators
 - income does not rise unless move to a big city
 - status is not high

Seminar on Goals in JCC camps

Pekarsky - J content better than expected
- seriousness about J content

- some initial defensiveness, but rich conversations
- emph not what camp serving who ^{common} can't do,
emph what can do

- educ challenges

- content

- for directors (& staff) to think of solving as
Jewish educators

Chair

Morton Mandel

Vice Chairs

Billie Gold

Ann Kaufman

Matthew Maryles

Maynard Wishner

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

David Hirschhorn

Gershon Kekst

Henry Koschitzky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Lester Pollack

Charles Ratner

Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

TO: PARTICIPANTS IN CIJE-PPE LEADERSHIP INSTITUTE

FROM: GAIL DORPH

RE: FOLLOW UP TO HARVARD

April 1, 1996/ 13 Nissan 5756

A week has already gone by since our Institute ended, but I have continued to hear the echoes of time well spent. We at CIJE hope that your experience will continue to enrich your own work, the work of your institution and of your community. Please let us know how the ideas and strategies that we have shared are entering into your professional lives.

Enclosed you will find the minutes of our sessions on Wednesday and Thursday. It was easier to send each of you the minutes for both days than ascertain who had received Wednesdays already.

In our Next Steps session on Thursday afternoon, Sylvia Abrams suggested that an e-mail/fax list would allow us to better support each other's work. Thus, I have included the beginning of such a list that we began to compile on Thursday afternoon. If your e-mail or fax number do not appear on it, please send them to us and we will distribute a more complete list shortly after Pesah.

Hag Kashar V'Sameakh!

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Institute for Leaders in Jewish Education
March 17-21, 1996
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Leadership and Vision for Jewish Education

Evening Program

Sunday, March 17, 1996

OVERVIEW

After Gail Dorph and Linda Greyser set the Institute in the context of the work of CIJE and PPE and participants introduced themselves, Ellen Goldring gave an overview of the next four days.

Ellen unpacked the title of the Institute as a way of framing the questions that we would explore during the course of the institute. She emphasized the interconnections between vision, leadership, and Jewish education.

In terms of vision, Ellen posed the following questions:

- *Where do goals and visions come from?
- *What kind of Jewish community and Jewish person are we hoping to cultivate through our educating activities and institutions?
- *What should we be educating for?
- *And how do we move from a vision/and goals to specific practices in educational institutions?

She then turned to issues of "Leadership" and asked: What is your role as the formal leader of an educating institution in responding to these types of questions?

She shared two quotes from Gregory R. Anrig who was the president of Educational Testing Service and a member of the Board of Directors of the Institute for Educational Leadership, in Washington D. C. that pertain to our work during this week.

One is, "always know your goals--what you are trying to accomplish. Then hold yourself more accountable for achieving them than anyone else does. I have what I call a "squinty--eyed theory of leadership"--you squint your eyes and say, "What am I really trying to accomplish here, and how can I get on with doing it. You blur out the momentary distractions and inevitable crises, and keep your focus on the important goals you are trying to achieve. Know what you are trying to achieve, know how you can tell when you have accomplished it, and then, be open with others about this so they understand the terms of accountability you have set for yourself and others."

The other is, "Don't leave your values at home when you go to work. Know what you believe in as a leader and what your organization is striving for, seek it in all that you do, and don't settle for less. It may be possible to be a manager without values, but it is not possible to be leader without them. Leaders believe in values of importance, are willing to stand up and fight for them, and even are willing to be fired for them."

The other part of the equation that Ellen addressed was the importance of shared vision. This implies working with teachers, and lay boards. But it also has important implications for us as leaders. Major stakeholders, boards and professional staff, must be involved and supportive of the goals process. Serious study of what we should be educating towards is part of the process.

Ellen explained that the cooperative effort between CIJE and Harvard provided access to the top people who examine questions of leadership, change and Jewish education. She then reviewed the schedule of the next few days.

Each day we will begin with reflections based on notes of the previous day. We are starting tonight with a session that introduces the idea of vision in the Jewish educational context. -- Daniel Perkarsky.

Monday:

In the institute we will provide two opportunities to explore examples of conceptions of the educated Jew -- on Monday morning with D. Marom and D. Pekarsky. In this session we will learn about one conception, that of Menahem Brinker, and use it as a starting point to explore our own convictions about what we are educating towards in Jewish education.

Eleanor Adam will present specific activities that can be used to develop a community with your staff. How to engage with a staff about change? How to create cultures to open up lines of communication? What does it feel like to engage in change?

Monday evening, we will return to the vision that we studied in the morning and ask ourselves, what would it mean if we were to really take this vision seriously? How could we implement vision in the design of our educating institution? We will work in groups to address the implementation of Brinker's ideas in very specific areas, such as designing an admission's policy.

Tuesday:

In the morning, we will continue to explore vision in Jewish educating institutions by asking ourselves, what do every day educational practices say about an institution's vision? Are there conflicting messages about what we are educating toward? Are there implicit and explicit aspects to an institution's vision that are in conflict?

We will continue Tuesday morning with a discussion about professional development of our staff in terms of adult development and in the context of work with Bob Kegan.

Tuesday afternoon we will begin to discuss with Mary Louise Hatten specific strategies of planning and leadership that can help institutions achieve a coherent, focused, shared vision.

We will have dinner Tuesday night at the John F. Kennedy School of Government. and we will hear a talk by Paul Hanson, "Religion in American Public Life."

Wednesday:

In the morning we have a second opportunity to study a specific conception of an educated Jew. We will study the concept of *Hesed* in Maimonides' writings and discuss its implications for Jewish education.

Next, we will turn to the role of lay boards with Dick Chait. These discussions will address how leaders can work effectively with lay boards.

In the late afternoon, we will hear from Ray Levi of the Agnon School who has begun a process of seriously examining and defining the goals of his school.

Thursday:

We will continue focusing on the importance of nurturing professional learning in educating institutions with Bob Kegan.

We will end on Thursday with a discussion of next steps to continue our learning when we return to our own communities and schools.

Ellen then introduced Daniel Pekarsky.

THERE IS NOTHING AS PRACTICAL AS A POWERFUL VISION

Daniel Pekarsky

Daniel Pekarsky's presentation began by noting that although most educational reform efforts prove unsuccessful, there is much to be learned from pockets of success. Smith and O'Day who have studied successful institutions offer the important finding that these are institutions that are animated by a powerful guiding vision.

Daniel went on to explain that by "vision" he was referring to the most basic matter of all -- namely, to the conception or portrait of the kind of Jewish human being and community that are to be cultivated through Jewish education. It is "vision" in this sense, he suggested, that can powerfully and fruitfully guide the educational process.

What a vision is and what a vision-guided institution is were explained using the ideas of John Dewey. Dewey's passionate vision of an ideal community (a community made up of individuals who integrated personal growth with service to the community) and of individuals imbued with a love of learning (understood on the model of scientific method) were explained; and then Daniel tried to show how this vision suggested a variety of more concrete educational goals (for example, the desire to contribute to the life of a group; the desire/capacity to cooperate; the willingness and ability to put one's belief to the test of experience). He also showed how being committed to this vision served to rule out certain kinds of goals (for example, an ethos of rugged individualism, or competitiveness, or the belief that wisdom was principally to be found in certain "Great Books").

Daniel added that such ideas, as represented in a vision-statement, do not suffice to make an institution vision-informed. It is also critical that the educators -- and especially the educational leaders - genuinely believe these ideas and that these ideas suffuse the institution down to its very details. Daniel illustrated the latter point by showing how the Dewey school's dedication to scientific method found expression across school-life -- in science and history classes, in cooking classes, in the shop, in drama, in teachers meetings, and in the very conception of the school as a "laboratory" school.

Vision-driven institutions (like Dewey's) were contrasted with typical high schools as described in THE SHOPPING MALL HIGH SCHOOL. According to Powell et. al., typical American high schools lack any larger and compelling sense of purpose that guides curricular and pedagogical decisions. Building on their observations, Daniel noted that in many schools we find activities not informed by clear or compelling purposes, and articulated purposes that aren't meaningfully reflected in practice.

On a Vision-informed/Shopping Mall High continuum, it was suggested, Jewish educating institutions fall "all over the map"; but it was added that we have little reason to be complacent, a point stressed in Seymour Fox's essay which laments the frequent failure of Jewish educating institutions to be guided by inspiring educational purposes. To the extent that this is true, Daniel added, and for at least three different reasons, this is a matter to be remedied. First, as Smith and O'Day warned, in the absence of being informed by powerful visions, other educational reforms are unlikely to be very successful. Second, the availability of a vision provides a powerful basis for making non-arbitrary curricular and other educational decisions. Third, at a time in history when many visions of a meaningful human life compete for the attention of our children, it is of critical importance that Jewish educating institutions give them a chance to encounter powerful Jewish visions of a meaningful life. Otherwise, many may not encounter such visions at all.

Using an exercise designed to look at the relationship between goals, practice, and the beliefs of the key stake holders in the real world of education, participants the seminar met in small groups to share their initial views on this matter. At the end of the exercise, powerful examples illustrating significant ways in which educating institutions fall short of being vision-driven were presented to the group.

Some examples shared by the groups included: A new teacher is hired, she is given some books and told to have a good year, and is given free reign.

Another example is the study of Hebrew. The school's goals include study of Hebrew for Tefilah and love of prayer; the parents' goals are to study Hebrew to have a Bar/Bat Mitzvah.

At the end of the session, Daniel suggested that the challenge of becoming more vision-driven is partly one of finding a way to better embed visions in practice; and we will have a chance over the next few days to think about this problem. But the challenge is also to clarify our guiding

visions. This effort is profoundly enriched by encountering and wrestling with thoughtful visions of a meaningful Jewish existence to be found within Jewish Tradition. Our seminar will also provide opportunities to encounter such visions, beginning on Monday morning.

Leadership and Vision for Jewish Education

Monday, March 19, 1996

MORNING REFLECTIONS

We started the morning reviewing the minutes from Sunday evening. Three points were raised during the reflections: One participant asked why Dewey was chosen as an example of a vision-driven institution. One participant asked why 'shopping-mall' could not also be a vision? A third participant made the remark that a 'squinty-eyed theory' of leadership should actually be informed by the vision, that is, the way in which we respond to crises is part of the pervasiveness of vision.

ONE PHILOSOPHER'S VISION OF JEWISH EDUCATION: Menahem Brinker

Daniel Pekarsky and Daniel Marom

Daniel Marom presented Menahem Brinker's conception of Jewish education as an example of a vision of Jewish education. It is possible to have a vision and to successfully implement it and yet for the vision itself to be obsolete or irrelevant. In order to be compelling, vision ought to express that which a community of Jews with common aspirations and hopes would like its educational system to achieve with its youth and adult members. As part of the Mandel Institute's "Educated Jew" project, Brinker and other scholars, each of whom represent different communities within the Jewish people, were asked to suggest their portraits of an ideal graduate of Jewish education and to clarify them in light of critical input from other scholars and from educators. These portraits will be published with the purpose of infusing discussions on the aims of Jewish education with contemporary and compelling ideas.

Brinker is a scholar of Hebrew Literature and Philosophy with a strong interest in education and experience in teaching and teacher training. His ideas draw on a set of common assumptions among Hebrew maskilic authors from Eastern Europe at the turn of the century. Though he is often an outspoken and provocative social critic, he is a spokesman for a broad constituency of secular liberal Jews in Israel and perhaps also for a large number of Jews in the diaspora who see Jewishness as an ethnicity.

His conception of Jewish education is based on the assumption that being Jewish is first and foremost a statement of belonging and participating in the life of the Jewish people. This is a feeling like that of belonging to a family. One belongs by virtue of being born into the family, living and growing among its members, and becoming concerned about its well being. This does not exclude religious or other takes on Jewish identity. To the contrary. Brinker sees this identity as being based on an intimate familiarity with people of diverse backgrounds and beliefs within the "family." What is negated, however, is the notion that belonging to the Jewish people is determined by a priori adherence to particular theological or other positions inherited from

generations past. Brinker suggests a form of Jewish identity which allows for total and genuine freedom of thought in relation to Jewish heritage. His belief is that there is enough in actually living within a Jewish society to drive the individual to want to be Jewish, be his/her view of Judaism whatever it may be.

Keeping with this definition of Jewish identity, Brinker's conception sees the role of Jewish education as focusing the individual on the topic of Jewish society itself. Education in general needs to help cultivate autonomous and critical individuals with creative and other talents. Within this, Jewish education must familiarize these individuals with the history of the Jewish "family," with the thoughts of its greatest minds on its nature and the desired direction at critical junctures, and with its cultural treasures. In addition, it must invite the student to participate in Jewish society, by bringing his/her own thoughts and talents to bear on important concerns and issues in the present, according to his/her beliefs.

This conception of Jewish education emphasizes the vitality of the present and the concern for the future of the Jewish community over blind allegiance to the past. Rather than mastery over a particular canon of texts, or expressed allegiance to a specific set of beliefs, Brinker's conception calls for Jewish education to be a "social tour guide" of sorts for Jewish society and to extend a genuine invitation to the students to participate in its well being. Brinker believes that this approach is more feasible in Israel than in the diaspora, since the reality of Jewish society there is more pervasive and does not compete with a pervasive non-Jewish social reality. On the other hand, he recognizes the danger of fascism emerging from the implementation of his own conception in Israel, and calls for it to be tempered with a strong emphasis on general education.

After clarifying Brinker's vision, we engaged in a 'free write' exercise. Participants responded to two statements about Brinker and shared their responses in trios. The goal of this exercise was to allow participants time to clarify their own convictions about a vision for Jewish education.

PROMOTING A COLLABORATIVE CULTURE FOR A LEARNING COMMUNITY

Eleanor Adam

Eleanor Adam presented strategies to think about promoting a collaborative culture in an educating institution in five main areas: building a learning community, change processes, culture building, working in teams, and developing shared values and beliefs. She explained that these areas are key to cultivating collaboration and change and are needed in order to promote a culture that can allow for serious discussions about vision.

The first part of her session was devoted to building a learning community. Through such exercises as 'packing for a trip, and the Canyon Dream video, we learned that sharing and moving away from individual introspection can begin to establish norms for learning in an institution.

We then turned to discussions about the change process itself. Activities such as 'post it', and the videos, Father of the Bride and Windows of Change, exemplified that we could identify some common difficulties facing our institutions as we embark on change (such as changing family situations, financial constraints) and there are many complex feelings and stages involved in pursuing change (such as denial, grieving, etc). The need for a paradigm shift was suggested, whereby change is part of a whole system that is complete and intense. Eleanor emphasized that it is important to understand where staff members are in their understanding of the change process, and to take into account their 'adopter types.' She presented a planning framework that can be used with staff members to engage them in change processes.

We then went on to discuss issues associated with a collaborative culture: What would it look like and sound like to be in an institution that was truly collaborative? Eleanor reviewed principles of collaborative work from researchers such as J. W. Little and S. Rosenholtz.

We then turned to characteristics of effective teams. We engaged in various activities that helped us think about working together in teams, such as 'make a representation of an effective team member out of scraps,' and the video clip from 'Murphy Brown'. We looked at decision making processes as part of "team work" and discussed the importance of reviewing our decision making strategies by asking questions, such as who really needs to be involved in which decisions?

Towards the end of the day we revisited ways of articulating shared values and beliefs, for example, through the 'mind mapping' exercise.

Throughout her presentation, Eleanor modeled the learning community. She used her own experiences in working with her staff through a change process and highlighted where she had to learn from her own mistakes.

TRANSLATING VISION INTO PRACTICE

Ellen Goldring, Daniel Marom

Daniel Marom reviewed two important points about vision:

- *Vision is meant to have a bearing on educational practice. The assumption is that clarity of ideas can facilitate effective educational practice.

- *The challenge is to translate ideas from the world of ideas to the world of educational practice: policy, curriculum, physical space.

Participants worked in small groups grappling with translating Brinker's vision into different aspects of a school. Group One discussed informal activities which could be designed within and across grades. Group Two presented a recruitment and admissions policy for both students and staff. Group Three explored including prayer in the curriculum of a Brinker schools, and Group Four discussed developing an architectural plan for a new Brinker school.

Leadership and Vision for Jewish Education

Tuesday, March 20, 1996

MORNING REFLECTIONS

We started the morning by reviewing the minutes from Monday's sessions. Gail explained the origins of our practice of writing up minutes. Danny P. suggested that the minutes be viewed as a pedagogical device, both for reviewing the events of the previous day and for considering our own personal interpretation of those events. Along those lines, one participant stated that after reading the notes she felt that she understood Brinker's views better. Another participant raised the difficulties that obtain when working with a vision-- even in an exercise-- with which one strongly disagrees. Another participant, however, felt that the distance she felt from Brinker's position helped her understand the point of the exercise more easily. Ellen challenged the group to try to consider ways that the work on Monday might be integrated. For example, what would an effective "family member" look like (building scraps)? or Who would you need to involve in what types of decision when embarking on a goals process?

WHAT DO OUR PRACTICES TELL US ABOUT OUR VISION?

Gail Dorph

Gail introduced the session by saying that so far we had been looking at ways that vision can influence the way that schools work in a variety of ways. In this session, we will reverse the process: We will study practices in order to see the educational vision(s) implicit in those practices. If we look at curriculum, hiring policies, supervision of teachers, relationships with parents and layleaders and a variety of other matters-- we can discern ideas about education, Judaism, and Jewish education.

We can see what those implicit visions are and how they might or might not conflict with what we think the vision of our school is. Daniel Pekarsky added that we can become "archeologists of vision" by looking at the specific practices of our institutions and trying to discern from these artifacts what the vision is. We can then consider is this a vision we would even want for our school! There may be, Daniel suggested, a difference between "vision" and "vision-in-use": what we think our vision is and what our practices indicate it is.

Gail then began an exercise to help indicate the way that we can discern vision within practices. Although there are many possible ways to see the "vision-in-use" of a school, curriculum is a powerful example because in the choices we make about topics, ideas and texts, we are making decisions about visions of education, Judaism and Jewish education. The fact that textbooks exist on a written page make it a fruitful example for our investigation.

Gail handed out excerpts from Being Torah (Tora Aura) and A Child's Bible (Behrman House). She asked participants to focus on page 58 in Being Torah and pp. 43-44 in A Child's Bible. The

assignment was to read the pages and try to answer some of the following questions:

What assumptions are being made in each book about:

Studying Torah, What is Torah? What does it mean to teach/ to learn Torah? What is the relationship of the child to Torah?

The point of the exercise was not to determine if one book was “better” than the other, but rather to see the ways that vision is embedded in the very choice of one textbook rather than the other.

Gail summarized by saying that one might think of one book (Being torah) as a “how we study Torah” curriculum and the other as a “Jewish values” curriculum. Each has important implications for the stance of the whole school choosing the book. We might consider what kind of graduates might come out of each school and what kind of teaching is suggested by the vision implied by the books.

ADULT DEVELOPMENT IN THE CONTEXT OF WORK: A MEANING MAKING PERSPECTIVE

Bob Kegan

“Your success as Jewish educators may depend on your success as adult educators.” Bob Kegan

“Nothing has more influence on kids in school than the growth of adults in school.” Roland Barth

These two quotations framed Bob Kegan’s introduction to the importance of our understanding issues of adult development. Whereas we are always aware of children’s meaning making activities and how that plays into our work, we do not give that same attention to the factors in adult development that influence their meaning making strategies. (Example of child who said: “I want tampa for my birthday.” Adult who said, “but you have to get out of bed and go to school, you’re the principal.”)

He spoke about the fact that most staff development focuses on the “whats” (informative) and but it is also crucial to discuss the “hows” (transformative) because of the importance of both “owning” knowledge and being able to think about that knowledge in a variety of ways. He used the metaphor of the congressional record for approaches that don’t take seriously the “listening ear,” that is, they assume that what has been said has been “recorded” verbatim by the learner with no adaptation or translation.

The case of Peter and Lynn was analyzed in order to gain a better understanding of adult development. Kegan presented a taxonomy of development, that is, a hierarchical model in which the understandings and strategies of each stage exists within the next stage.

1. The Socializing Mind (traditionalism) -- the outcome of successful adolescent

development, based in the common agreement about how we should live. (Peter)

2. The Self-Authoring Mind (modernism) -- standards are created by internal authority not by the external surround. Internal system (theory, ideology, ideas) has the capacity to have a relationship to the surround that is not created by it. (Lynn)

3. The Self-Transforming Mind (post modernism) -- one is able to have some distance from one's own internal authority

The majority of adults do not construct the world in "the self authoring way" until they reach 40.

Good leaders have to view themselves as educators vis-a-vis their staff assuming that those working for them need opportunities for growth, nurturing and guidance -- not that they are "finished products."

STRATEGY AT WORK: PRINCIPLES AND PRACTICE

Mary Louis Hatten

I've abolished strategic planning, not strategic thinking
--Jack Welch-G.E.

Mary Louis Hatten presented an overview of strategic planning and its application to organizations. She discussed that strategic thinking is a crucial aspect of any organization, although some would like to suggest that these principles do not apply to non-profit organizations. She suggested that strategic thinking in the management process involves five steps: Defining the problem; setting the objective; generating alternatives; selecting the best alternative; and assessing the results. She discussed the importance of looking at resources, the environment and stakeholder values when evaluating the current strategy and objectives. Other points that she highlighted are to begin working in areas where you have capacity to do so, as change requires a building process. We also have to realize, to a certain extent, that leaders and their organizations must "bloom where we are planted".

She then turned to the idea of a functional analysis. A functional analysis is a set of tools that can be used to analyze the internal consistencies in your organization between four main areas or functions: Marketing, Programs, Finances and Human Resources. This analysis asks questions such as, What is your mission (what have you promised)?, How will you deliver it? How will you afford it? and most importantly, Who will do the implementation work? She emphasized the most important dimension is PERSONNEL!!!

We then began to discuss the Steuben Glass Case as a way of applying ideas of strategic thinking. In this analysis we learned that it is important to have an alignment among the "threads" of the functional analysis. For example, before the Houghton era, the organization was unfocused, impractical and not profitable. This came about because of inconsistencies in the functional aspects of the organization. For example, the marketing arm of the company gave mixed and inconsistent messages, while the objective was to maximize dealers. The

manufacturing costs were reduced but inventory costs were very high. After Houghton came on board, the company moved into a more focused mission with clear alignment between the functional "threads" of the organization.

We discussed the importance of a coherent vision/purpose that is not all things to all people. This may exclude people along the way, or create a situation where "clients" are lost. She commented that it is better to lose people 'by design' than by default and discontent.

She highlighted the point that the changes were implemented throughout Steuben Glass only after the changes had been 'piloted' or experimented with in one community and clear benchmarks, or measurable outcomes were articulated. The standards were set very high.

We then turned to applying the principles of functional analysis to our own educational settings in job-a-like groups. First we discussed the importance of articulating, clear, measurable outcomes and objectives for our institutions. Only then would it make sense to begin a strategic planning process. We talked about the interrelated outcomes of Jewish education for individual children, families, adults and communities.

We ended with a discussion about the complexity of leadership and that leadership 'has been turned on its head'. No longer is leadership merely sitting at the top of the pyramid; there is no leadership without 'followership'. In reality, principals are "in the middle" and have to respond to numerous constituencies, including lay boards as well as children, parents and the larger community.

Leadership and Vision for Jewish Education

Wednesday, March 21, 1996

MORNING REFLECTIONS

We started the morning by reviewing the minutes from Tuesday's sessions. Gail noted that notes reflected three authors, less than seamless editing and no write up of Tuesday evening. Martha Rettig graciously volunteered to type up a summary of the session. Much of the discussion centered on responses and questions about Bob Kegan's presentation beginning with: does self-authoring or self transforming mind emerge at 40 ish years old and how are these findings related to Jewish texts in Pirkei Avot about characteristics of age/ admonition not to study kabbalistic texts until 40 etc. Hopefully these issues will be addressed in Thursday's session with Kegan.

Tuesday Evening: "Religion in American Public Life."-- Paul Hanson

There is no society in the West today that is as religious as America, and this fact, together with free enterprise, leads to vitality. Our scriptural heritage can enrich public life. However, there is a certain uneasiness regarding speaking about religion, and there are two responses to this situation:

1. **Absolutist:** This includes the 'Religious Right', who believe that they have "the truth", and that society must embrace their truth. Their political program is the Christianizing of America through proselytization.
2. **Relativist:** This is a response of a liberal coalition, which contends that all religions are essentially promoting the same truths and values and should apply these to society in America. While these two approaches appear to be in opposition -- one says that you are wrong and that they are right, and the other says that we have no differences-- distinctiveness is obliterated in both cases.

Religion is inseparably related to politics in the Bible. There are 5 different theopolitical models of relations in society: Theocratic, Two Swords, Prophetic-Dialectic, Apocalyptic and Sapiental: **Theocratic** - This encompasses the idea of God's direct rule. The Deity is acknowledged as the ruler, and religious leaders have a great deal of power in this society. In the Biblical model, theocracy did not solve all of their problems, and would certainly not suffice for American society today.

Two Swords - This represents Biblical society in which the sacred and the secular have been separated into kehuna (priesthood) and kingship, like the other nations of the time.

Prophetic-Dialectic - Prophecy arose to protest the claim of the kehuna and the kings that they "had it all". Prophets were to protect the universal principals of social justice from being defined by the king's rule by representing the living presence of God. This serves to ground Torah justice in a transcendent source.

Apocalyptic - This represents allegiance to God alone. While we assume the legitimacy of our ruling institutions, the apocalyptic model consigns the structures of this world to defilement that

must be eliminated and abandoned.

Sapiental - This model relies on the concept of natural law for determining legal issues. It involves observation of what is obvious to all human life, and highlights natural liberties rooted in natural law. It sees God as part of nature, and has provided rules for all groups. The sapiental model encourages all religious groups to participate in the betterment of society.

The Bible is special to Jews, who have custodial responsibility to preserve the Bible for the entire world, and to keep alive its sense of justice. We have a duty to cultivate Jewish culture and practice in order to preserve and strengthen Jewish identity. We derive it from the "Blessing of Abraham" that he and his descendants will be a blessing for the nations. This mandate cannot be carried out without dedication, study, and funding, especially in the face of overwhelming secularism. Jews are distinctive and important for the continuance of the western world, and must therefore be true to their heritage. We will then live in peace within the society for the sake of peace throughout the world.

Jewish Texts as the Source of Vision

Isadore Twersky

Rabbi Twersky began by discussing the concept of "vision" in Judaism by relating the story of Rabbi Hanina ben Tradyon, one of the ten martyrs during the Roman persecution. As Rabbi Hanina was being burned alive he called out to his students that the parchment (of the Torah scroll) was burning, but he saw the letters flying heavenward. As Rabbi Twersky interpreted it, this story tells of the eternal power of the essential Jewish vision, that of Torah, even in the face of material loss and tragedy.

He then turned to a selection of texts from Maimonides' Guide of the Perplexed and Mishneh Torah. Rabbi Twersky dealt with a number of issues found in these sources. He emphasized in particular the fact that despite Maimonides' reputation as a "purely" intellectual approach to Judaism, an examination of the texts shows that Maimonides was also deeply concerned with using intellectualism to ennoble human behavior and actions. This was shown in a number of places including the four kinds of "perfection" that Maimonides espouses. The quality of Hessed (lovingkindness) was found to be crucial in Maimonides' conception of the purposes of Jewish life (and, as Rabbi Twersky pointed out, by implication Maimonides' view of Jewish education).

We studied texts about the concept of Kiddush HaShem in its primary sense of martyrdom and its extended sense of behaviors that go beyond the basic requirements of the law. The relationship of one's knowledge of Torah and one's behavior in the world was explored. Participants raised a number of issues throughout the session, among which was the relationship between study and action and the issue of a person's motivation in deciding to participate in Jewish study or action. Rabbi Twersky suggested that in Maimonides' view there is a circle of study and action-- study may lead to action or action may lead to study-- in either case we should be ready to accept the learner (or "doer") no matter what their original motivation might have been (e.g. coming to a congregational school just for the sake of a Bar/Bat Mitzvah; choosing a

day school because the public schools in the neighborhood were inferior) and viewing this as an opportunity engage them in the power of Jewish study, celebration, and deeds.

Governance in Action

Richard Chait

Dick began the session by pointing out some of the inherent difficulties in issues of governance particularly in the non-profit sector such as schools. These include the general expectation that power is related to expertise, but we find in non-profit boards that this expectation is not usually met. The concertmaster, in a symphony, will choose the music to be played, not the board members; in a hospital the doctors do the operations, not the board. Yet the power lies in the board, despite their lack of expertise in the specifics of the institution.

He noted four impediments for Boards, four dilemmas in their situation:

- 1) We ask trustees to play both the role of dispassionate, outsider, above the school and at the same time expect them to be dedicated, passionate partisans of the school and its work.
- 2) "Boards are part-time amateurs overseeing the work of full-time professionals."
- 3) Most people who come onto Boards are successful in their regular work lives and they think of themselves as competent. This fact, however, presents a problem for schools-- we find ourselves with a "huddle of quarterbacks" or a "chorus of soloists." Everyone wants to give orders; no one is used to working in collaboration.
- 4) Boards are collectively empaneled for the long term health and welfare of the organization, but trustees individually are not accountable for the school. "They don't lose sleep over it." Their personal stakes are low (unlike the principal).

We then turned to a close analysis of the Sweetwater case. We discussed the motivation and actions of the board member (Eric), the headmaster (Larry) and the head of the Board (Lori). Dick pointed out the need to "mainstream" an issue so that individual trustees don't bombard the principal with issues-- instead these matters must find their way on to the agenda of the Board, as a whole or through a committee. Better boards, Dick noted, have processes in place so that they can avoid these one on one confrontations. These are not ad hoc matters. In addition good boards are able to find ways to learn from events such as this one, so the whole board can become part of a "learning organization."

Effective Governance: The Role of the Leader

Richard Chait

In the afternoon session Dick presented a set of ideas about what kinds of decisions should boards make. How can you keep the board "with its eye on the prize." How can you help create a board which is "more active, but less intrusive"?

Dick raised a number of points about the question of policy and management. His main thrust was to emphasize the way details of administration or implementation take away from the

fundamental role of boards for strategic thinking and focusing on the underlying and evolving vision of the school. He believes that it is crucial for principals and boards to work in partnership.

Please refer to copies of the slides Dick used in his presentation (appended here) for the specific details of this session.

Journeying to vision

Ray Levi and Gail Dorph

Gail introduced the session as an integrative session -- one which attempts to take all the threads of this Institute and represent them in a "real life" example. Ray's description of a goals process in the Agnon School in Cleveland is trying to seriously study, reflect and address::

1. The connection between Jewish visions of the educated Jewish person and the practice of the Agnon School
2. The connection between the practice of the Agnon School (curriculum, architecture, staff meetings, board meetings, school paper) and Agnon's vision
3. The motivation and changing role of the educational leader in this process
4. The role of the lay community in the development and enacting of the vision

Ray began his presentation by talking about his motivation for entering into a goals process. All the reasons that he enumerated are on the handouts accompanying these notes. Of special note is his own need to do this to make him feel that the effort that he was making was worthwhile in the long run, that it would matter in the life of the school (legacy) and in the life of the Jewish people. In short, it would make him happy.

He then went on to characterize the features of the school community that indicated that it would be ready to become involved in such a project. After all the principal's happiness is not enough to sustain such an ambitious enterprise. (See handout for factors).

Some of the features of the governance of the project include:

- Core Group: who, function, number of meetings--on the importance of vision in effective schools, values, definition of community, issues of pluralism, core values.
- Simultaneous curriculum work in Tanakh and Science

Finally, Ray spoke of the challenges in maintaining such a process and planning for its future. Because of time constraints we did not work in small groups to discuss the implications of this case study for our own work. We did have a chance to begin to think as a collective about what this might mean. Ray extrapolated from his work his sense of critical elements, such as study and engagement with ideas. Gail asked participants to think about what it might mean to move toward vision-drivenness in their own institutions. The discussion that followed the presentation focused on ways to think about engaging in a similar process.

Leadership and Vision for Jewish Education

Thursday, March 21, 1996/ Rosh Hodesh Nissan

Morning Reflections

In response to yesterday's conversation, about whether 40 refers to the self authoring mind or the self transforming mind, one participant read to us from Kegan's book (page 317 no less) in which this issue is clarified. "If a given threshold of consciousness must be reached in order to comprehend the implicit demands of post-modernism, what does it mean that, although we are told we are living in a "post-modern age" the best empirical evidence shows that very few of us have actually reached this threshold and even then, never before mid-life?"

In addition, Gail brought in the text from Pirkei Avot to remind ourselves of the rabbinic schema of aging and the qualities of mind that go along with it.

One participant noted that Rabbi Twersky did not say that Maimonides had a "purely" intellectual approach to Judaism as had been noted in Wednesday's notes. In fact, he had been critical of that point of view.

Adult Development: Transformational Learning

Robert Kegan

Bob began the session by stating that he views part of the job of leadership as "discourse-shaping"-- in today's session he wanted to present six different types of discourse relevant to educational leadership.

The first type is "the discourse of ongoing regard." It is premised on the idea that people do better at work when they have the experience that what they do matters to someone else. The discourse of ongoing regard involves two dimensions, appreciation (for particular things that people do for others) and admiration (a kind of generalized feeling of appreciation for another person). Work settings generally do not offer much chance for either of the two!

To facilitate the discourse of ongoing regard, three things must be in effect: a) communication is more powerful when it is more direct; b) communication is more powerful when it is more specific; c) there is a need to be genuine, not attributive of the other person (which would be saying something like "you are a really great guy"), but rather reflective of my experience when I am appreciating you. In other words, as we have learned about negative statements to others, positive statements should also be stated in the form of "I really appreciate the fact that you, Benny, helped me out by doing all that xeroxing for my class even after the office was closed...." Bob then suggested that we try using these little acts of appreciation in public settings (e.g. faculty meetings) back in our schools. The principal can model this behavior, but it shouldn't be a "principal's appreciating others" session. It should lead to a culture of appreciation in the

school.

The second type of discourse is the kind that we need the least education about: “the discourse of kvetching.” Bob helped the group get at that by breaking us into groups of two or three and asking the question, “What sorts of things would be more supportive of your growth and development at work if they were to happen.” This led to beginning a grid (see below) about our own personal commitments and our relationship to them. The “kvetch” holds within it some genuine commitments, if we could only get beyond the complaint to see the values implicit in our complaints.

Bob put a chart on the board and we filled it in as the exercises continued. We began with Column A. We were asked to fill in: What is the genuine commitment/conviction that you hold, without which we would never have the complaint that was voiced above? This should be a commitment not fully realized yet. This he calls the “discourse of personal commitment,” the third type of discourse in his presentation.

Column A	Column B	Column C	Column D

In Column B we were to fill in “what you are doing (or not doing) that is keeping the commitment from being fully realized.” This is not a comment about your context (e.g. the school’s parents, rabbi, etc. won’t let me take the courses I want to take for professional development. . .), but it should talk about you and your own behavior. This is called “the discourse of personal responsibility.”

We could view the statement in B as a “problem,” but Bob suggested that we shouldn’t rush too quickly to solve those problems: “when we solve problems we lost the opportunity to have the problems solve us. That is, some problems shouldn’t be solved too quickly since we remain the same, we’ve only gotten rid of the problem.” The real issue is to let us change. In Column C we turn to the question of why our best intentions (“our new year’s resolutions, the diets we don’t keep to, the exercise plans, etc.) rarely get realized. He asked us to delineate the fear or discomfort that we would have in changing the behavior in Column B. He then asked us to see those fears as also expressions of deeply held commitments, though they may be “less noble” than the commitments stated in A. He asked us to state the fear as a commitment (e.g. “I am really committed to having people like me.” “I am really committed to being in control of situations.”)

These commitments in Column C are sources of our behaviors (Column B) and are in contradiction with our commitments stated in Column A. This is the “discourse of our inner contradiction.”

Finally we filled in Column D, the “discourse of big assumptions.” Here we were asked to look at the big assumptions that we tend to hold as “the truth.” Transformational learning surfaces these assumptions and views them as assumptions rather than as truths. We were asked to fill in “I assume that if I do/do not do X, then.....” For example, “I assume that if I were not really in control of the school, the whole place would fall apart.” Once we see these assumptions as assumptions and not as immutable truths, we may be able to begin to move toward change. The categories of the chart looks like this at the end:

Column A	Column B	Column C	Column D
<i>“Discourse of personal commitment”</i>	<i>“Discourse of personal responsibility”</i>	<i>“Discourse of our inner contradiction.”</i>	<i>“Discourse of big assumptions.”</i>
Write your genuine commitment or conviction:	What you are doing/not doing that is stopping “A”:	1) Fear in changing “B”: 2) Commitment implicitly in that fear:	“I assume that if I do/do not [am/am not], then what will happen is”:

Once we have learned about the “big assumption,” it’s important to try to hold on to it in order to guide our own growth and development. This is very difficult to do without a partner. Bob recommended working with a partner in order to try to:

- 1) Be more aware of the implication of that assumption and what it means to hold that assumption as a truth.
- 2) Be observant of any experiences that might throw the assumption into doubt. Don’t filter out the disconfirming facts!
- 3) Explore what are the origins of that foundational assumption and how valid those origins might be today. These assumptions often begin when we are children and we may no longer need to hold on to them as adults.
- 4) Design a modest, safe test of the assumption and then discuss what happens with your partner.

In the long run we don’t generally give up these assumptions that have been with us for so long.

but we can find ways to “add amendments, riders, etc. and begin to make changes in the assumption” and how it works in our lives.

NEXT STEPS

Gail Dorph and Barry Holtz

In this session we explored ways that what we’ve learned this week might have an impact on our communities and on our own specific institutions. A number of participants shared their current thinking about possible implications:

One person wants to take the visioning process--as we had been speaking about it--back to the local Principals’ Council. Another spoke about the need to develop boards and leadership training for board members. Another spoke about tangible things he might do in his school, but more importantly the way that he would want to work with his rabbi to help vision inform the entire congregation. Another spoke about the need to continue doing these kinds of things with one another, such as bringing what she learned back to the local Principals’ Council. Another talked of finding ways to widen the circle beyond “this room”-- trying to bring in other members of the school community to deal with these topics. A number of people advocated creating study groups in their local communities, beginning with the huge packet of materials in the institute notebook and branching out from there.

There was a wide degree of interest in the CIJE suggestion to consider developing an institute for next year that would include lay leaders from schools/congregations along with the principals. This might include sessions for each group separately and sessions together. Gail and Barry said that they would explore this further.

Goodbyes were said and the participants received certificates of completion from the Harvard Programs in Professional Education.



The Jewish Education Center of Cleveland

2030 South Taylor Road · Cleveland Heights, Ohio 44118
Phone (216) 371-0446 · Fax (216) 371-2523

April 26, 1996
7 Iyar 5756

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*The JECC is a
beneficiary agency of the
Jewish Community Federation
of Cleveland*

Professor Alan Hoffman
Council for Initiatives in Jewish Education
15 E. 26th Street
New York, NY 10010

Dear Alan,

As you know we had four Cleveland educational directors who participated in this year's CIJE/Harvard Principals Institute, along with Sylvia Abrams. In checking with our local participants after the experience I was pleased to note the genuine enthusiasm and excitement in their responses. All of them found the experience to be among the peak professional growth experiences they had ever had. The quality of the presenters and the coherent organization of the whole program made their mark on each of our participants.

In their own words:

"It was my privilege to be part of this auspicious group of educators and to have the opportunity to learn at the feet of the best... It expanded our minds, broadened our horizons, and left us with some outstanding tools with which to continue our work."

"Without equivocation it was the finest professional seminar that I have attended in 26 years as an educator. Vital issues that confront us in our daily efforts to educate the youth of our community were presented..."

"Already I have begun conversations with the lay and professional communities at (my congregation) to share what I learned and begin the process of defining and implementing our unique vision for the Jew educated in our setting."

The CIJE/Harvard Institute has become a very serious addition to the range of professional development opportunities we can offer to local educators, and

we look forward to working closely the CIJE staff to
take advantage of the resource more fully in the
future.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Mark', with a long horizontal flourish extending to the right.

Mark D. Gurvis
Managing Director

cc: Dr. Sylvia F. Abrams
Stephen E. Hoffman
Charles A. Ratner

CJIE Board Update: Research and Evaluation April, 1996

An important aim of Research and Evaluation in the CJIE is to monitor and assess ongoing CJIE projects. As explained in *A Time to Act*, short-term and long-term evaluations are necessary so that effective programs can be documented and knowledge about them disseminated throughout North America. The CJIE Teacher-Educator Institute is a major new initiative in the area of building the profession, and its evaluation is a major focus of work in the area of research and evaluation.

The CJIE Teacher-Educator Institute (TEI) is a three-year project to create a cadre of outstanding teacher-trainers for supplementary Jewish education. The project brings together teams of educational leaders from communities across North America, including school directors and central agency personnel. These outstanding leaders will form a network of teacher educators who share a vision of teaching and learning, and who support one another in developing new models of professional development. Ultimately, participants in TEI will stimulate enhanced professional development for the educators of their schools and communities.

Evaluation of TEI will focus on a wide range of outcomes for communities and schools. At the communal level, we will examine changes in the extent and quality of opportunities for professional development. Within two communities, we will carry out intensive case studies of changes in the contexts, activities, and beliefs about professional development. At the school level, we will evaluate opportunities for teachers' professional development compared to the standards articulated by TEI. For individual TEI participants, we will study how their understanding of professional development has changed as a result of their participation in TEI. These outcomes will be assessed with surveys, interviews, and observations.

TEI Evaluation Plan

Study of Professional Development Programs

Previous data from the CJIE Lead Communities documented two major limitations of professional development programs for Jewish educators: (1) They are infrequent, averaging less than one-sixth of the amount of professional development that is standard among public-school educators in some states; and (2) their quality is inadequate to meet the challenges of Jewish education, in that they are fragmented, isolated, and not part of a coherent program of professional growth. By fostering new understandings of professional development among key teacher-educators, TEI seeks to bring about changes in the extent and quality of professional development in participating communities. Programs consistent with TEI's approach will focus on targeted populations, empower participants to learn from their own practice, establish bridges to classrooms, and strengthen relations within and among institutions.

To assess baseline conditions (i.e., the status of professional development when TEI began), we recently distributed a Professional Development Program Survey to central agency staff and

supplementary school principals in participating communities. Combining this new data with information previously gathered from the Lead Communities will yield a rich portrait of professional development programs early in the TEI process. The surveys will be re-administered two years hence to monitor changes in the extent and nature of professional development programs in five targeted communities.

In addition to the surveys, we plan to interview TEI participants from five selected communities to monitor changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes in professional development opportunities occur. The interviews will reveal how TEI participants understand their roles as teacher-educators, how those roles may change, and how participants are working to create more meaningful and empowering professional growth for educators in their schools and communities.

Intensive Case Studies

The potential success of TEI lies not only in its expected impact on programs for professional development (e.g., workshops, seminars), but on the elaboration of the multiple ways in which professional growth may occur. For example, informal interactions between principals and teachers can be an important source of professional growth. In addition, TEI participants and those affected by TEI participants in local communities may become more adept at learning from their professional practices. To examine these changes, we need more in-depth analyses than our surveys allow. Consequently, we will carry out case studies in two selected communities of changes in the extent and quality of professional growth, not limited to formal programs. The two communities chosen are those in which TEI participants include both central agency staff and supplementary school directors, working in teams. These partnerships offer the necessary support through which positive changes are most likely to occur.

The case studies will draw on interviews with TEI participants, other supplementary school directors, and supplementary teachers. We will also carry out observations in selected schools to identify changes in professional development that occur in concert with TEI. These analyses will illuminate changes that occur within particular schools. Data collection is set to begin this spring and will continue for another two years.

CITF Bd 5/2/96

JBL

- qualities look for
 - like working w/ chkn
 - basic knowl of Judaism
 - it can work w/ chkn, will teach content
- TEI exper changed her views
 - to be true to ss, it's need
 - + to know criteria
 - teacher

Student s-ject

- "beginning of process of re-thinking what I needed to do for t edu"
- benefits - study
 - discuss issues w/ colleagues
- thought to teach 1 hr content, 1 hr method
 - Sharon said together
- + workshop on ideas w/ Bloom's taxonomy
 - ok - feedback from TEI
- it's worked w/ Bloom's taxonomy

TEI parties developing own language

5/7/96 Dead

BH

BP is "attempt to document examples
of successful T educ. in N Amer"



SC mtg 5/1/96

SH & CR

- leadership & evaluation are
the "enabling" steps
- should be the top priorities

AG - time for pol bnf on leaders?



SC 5/1/96

62D - early child

- meetings w/ experts
- lots of interest
- issues are consistent w/ experts' concerns
- Jewish sites are not as good as
of general sites in general early child



SC 5/1/96

Nessa - publicats

- public w/ plan for policy change and mechanism for ch
- not enough publicis
- stds of excellence
- committed to publicis



staff mtg 5/3/96

Oct '97 GA - major session on ec
- w/ CISE story on what it means

need - conceptualized of probl, sol-ns
- concept of what constitutes great Jewish ecc

tasks

- ① make the case for Jewish ecc
- ② what does team look like - staffing to do the work
- what competencies are required

CIJE Staff Meeting
Friday, May 3, 1996
Agenda

④ I. May 9th Agenda with JCCA Education Staff

③ II. Israel Seminar
 - Professors
 - Goals

III. Steve Noble

① IV. Early Childhood - Next Steps

Both Pinkerson - Feldman
Male
Meyerhoff funds

⑧ V. Calendar Planning Cycle
 - August Meetings
 - September Briefing for New Staff

- Noble
 - Werner

⑦ VI. JTS - Research Network: Our Posture

⑤ VII. Dissemination of the Three Community Teacher Report
 and Implications about a Report on Educational Leaders

② VIII. Publications 1996-97

~~IX~~ Werner

② X, Oct board meeting
 - a whole thing is a board seminar
 - May '97 - change - ECE
 - syn 2000
 - LLS

From: IN:"Julietam@msn.com" "Julie Tammivaara" 20-MAY-1996 17:25:36.79
To: IN:"GAMORAND@ssc.wisc.edu"
CC:
Subject: RE: Cleveland Consultation

Return-path: <Julietam@msn.com>
Received: from eunice.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-6 #12975)
id <01I4X0FWFY48PZDYGER@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Mon,
20 May 1996 17:25:26 -0600 (CST)
Received: from upsmot03.msn.com by eunice.ssc.wisc.edu; id AA16114; 5.65/43;
Mon, 20 May 1996 17:24:18 -0500
Received: from upmail06 ([204.95.110.89])
by upsmot03.msn.com (8.6.8.1/Configuration 4) with SMTP id PAA07410 for
<GAMORAND@ssc.wisc.edu>; Mon, 20 May 1996 15:18:29 -0700
Date: Tue, 21 May 1996 01:19:26 +0600 (U1)
From: Julie Tammivaara <Julietam@msn.com>
Subject: RE: Cleveland Consultation
To: GAMORAND@ssc.wisc.edu
Message-id: <UP4ATL04.109605202723300856@msn.com>
Content-transfer-encoding: 7bit

Dear Adam, Many apologies; I informed Cleveland of your message and forget
to thank you. Yes, I got the message and I have all the relevant materials.
I'm afraid it is a little late to use the coding manual, as I have already
long since run the statistics. I am nearly finished with the first draft;
hope it will be done in a week. Thanks so much for everything. Julie

From: GAMORAND@ssc.wisc.edu
Sent: 20 May, 1996 3:34 PM
To: Julie Tammivaara
Subject: Re: Cleveland Consultation

Julie,
Please confirm that you received my message giving permission to cite
CJJE papers. Also, let me know if there are any materials you need from
me, or any help in figuring out how to replicate our coding instructions.

Adam

From: SSCB::GAMORAN 23-MAY-1996 12:29:37.80
To: ALAN, GAIL, BARRY, NESSA, ELLEN, DANP, BILL, ANNETTE
CC: GAMORAN
Subj: conversation with Stuart Schoenfeld, program chair of the research network conference

I had a good conversation with Stuart Schoenfeld today. He was genuinely disappointed that we will not lead the symposium at the conference. However, it was clear that what he had in mind for the symposium was not what we had in mind.

I wanted simply to present our research. Stuart thought my idea of submitting a proposal for next year through the normal channel was appropriate. What Stuart wanted for this year was sort of a meta-research discussion of the research agenda for Jewish education in North America.

Stuart is responding, in what I think is a serious and sincere way, to the call in A Time to Act to develop a research capacity for Jewish education in North America. (Stuart remembered it as a research AGENDA, but I explained that it's not so much an agenda as a CAPACITY that was called for by the Commission.) When he looks over the landscape of research on Jewish education, he sees work of varying quality, but what is most striking to him is the scattershot nature of the work. There are a number of isolated studies, some good, others less valuable, but they are not cumulative, so there is no real emerging body of research-based knowledge in the field of Jewish education. Based on what he knows of CIJE (mainly from ATA, it seems), he thinks CIJE is interested in addressing this problem, and he would like to establish a dialogue between CIJE and the research network to respond to this challenge. His symposium idea was a step in that direction.

As we know, CIJE's mission DOES include developing a research capacity. Our work in this area has been limited to: (a) carrying out some reasonably high-quality research ourselves; (b) developing instruments that others can use, towards a national data base on the characteristics of educators; (c) bringing well-established researchers in secular education into the field of Jewish education. There may be more we can do in this arena, and one approach may involve those who already define themselves as researchers in Jewish education (but who have not produced a cumulative body of research knowledge).

Perhaps now (i.e. this summer) is the time to re-open the question of how we should proceed to establish a research capacity, beyond the work we have already undertaken. I think Stuart is correct in his characterization of the field of Jewish educational research, and he is correct that developing a capacity for research is part of CIJE's mission (but developing an AGENDA for research, aside from our own research, is not).

Stuart will be in Israel from the end of June, so I'd like to meet with him once while I'm there. I had the idea -- but did not mention it to him -- that if we have a day of the "professors seminar" devoted to presenting the study of educators, and if many Israeli outsiders are invited, we could also invite him (and his wife, who is also an educator).

Adam

P.S. He is planning on asking Gail and Alan to serve as discussants or chairs at the conference. I gave him your e-mail addresses.

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Executive Director

Alan Hoffmann

TO: Board Members and Friends

FROM: Morton L. Mandel, Chair
Alan D. Hoffmann, Executive Director

DATE: June 24, 1996

SUBJECT: Organization Announcement

We wanted to let you know that CIJE has created a leadership transition plan whereby Karen Barth has joined the organization as Senior Consultant effective August 1, 1996. In this position, she will be working closely with Alan Hoffmann and the CIJE staff during the coming year.

Until recently, Karen has been a Senior Engagement Manager with McKinsey and Company, a leading international management consulting firm. She has specialized in helping large organizations through change processes and in the management of innovation.

Over the past years, Karen has devoted considerable time to her own Jewish growth and involvement with the community. In addition to her private sector consulting work, she has advised on the Rhea Hirsch School of the HUC's Experiment in Congregational Education and has been a consultant to the New York UJA-Federation in congregational restructuring, including extensive work with Congregation B'nai Jeshurun. Most recently, she has participated in the Synagogue 2000 Project. She also serves on several not-for-profit boards.

Karen graduated summa cum laude from Brandeis University and has an MBA from the Harvard Business School. Karen is married to Rabbi Samuel Barth.

We wish her every success with CIJE.

BUILDING THE PROFESSION -- UPDATE STEERING COMMITTEE -- JUNE, 96

This update will report on four initiatives with which CIJE is currently involved. The first two are in the planning stages and CIJE is serving as consultant; the last two are pilot projects in which CIJE is involved in both the design and implementation of the project.

CONSULTATIONS

Torah U'Mesorah

The CIJE staff and our consultants on teacher education, Drs. Deborah Ball and Sharon Feiman-Nemser, have now met twice with a leadership team from the Torah U'Mesorah movement to discuss professional development, particularly for teachers. There are 160,000 children in some 400 day schools connected to the movement. Although the subject matter knowledge among teachers is high, there are very few with professional training in education. Currently, they do offer summer workshops and some consultations to schools on an ad hoc basis, but they have no strategic plan for dealing with the lack of pedagogical background of their teachers (and principals, for that matter). The idea would be to develop a strategic plan for the movement and to help design both the infrastructure and the approach to implementing the plan. Our next meeting is scheduled for August.

Beit Rabban, Inc.

Dr. Dvora Steinmetz, director of Beit Rabban, and Rabbi Dovid Silber, director of the Drisha Institute have received a major grant from the Nash Foundation to create a day school teacher training program. In terms of building the profession, this is a first excursion into the pre-service domain for CIJE. The program is a 3 year free-standing program: the first year includes an intensive course of study and internship; the second two years are work in the field. The program will be designed for candidates who already have significant Jewish backgrounds.

CIJE staff have met with Dr. Steinmetz three times, the latter meeting included Dr. Ball as well. We are involved in thinking through the goals, organization, staffing and contents of this very exciting new program. Because of the free standing nature of the program and because of the choice to take in only people with a certain level of Jewish background, it is possible to create a sophisticated and innovative design which can integrate the Judaica, pedagogy and field work components of the program.

Dr. Steinmetz will be participating in our CIJE-Mandel Institute goals project seminar in Jerusalem this summer. Goals issues are central to thinking through the nature of this project.

PILOT PROJECTS

Educational Leadership

During the past two years, we have run 2 five day seminars for educational leaders: the first in conjunction with Harvard's Principal Center; the second, in conjunction with Programs in Professional Education of the Harvard's Graduate School of Education. This year we will also run such a seminar in the early spring.

In addition, we are planning a two day seminar for educational leadership teams. This seminar will be open to principals and central agency personnel who have already attended one of our previous Harvard seminars and their lay leadership team. This seminar grows out of requests from these principals and their communities.

The two days will be devoted to issues of creating a shared vision for your institution. Dr. Josh Elkins, the head of the Solomon Schechter School in Newton, MA will be working with us to both plan and implement this project. It is scheduled for the end of October, beginning of November. We hope to use Harvard's facilities and some of the faculty members from their graduate school of education.

TEI (Teacher Educator Institute)

In 1995, the Nathan Cummings Foundations, out of its commitment to the congregational school, gave CIJE support for a three year experiment called the Teacher Educator Institute (TEI) to begin to create a new type of leader for Jewish educational institutions, a national cadre of teacher educators for supplementary schools. At this point, we are working with two cohorts of over 60 participants.

In May, Cohort 1 of TEI had its fourth meeting. The group now includes 17 participants: two from Atlanta, two from Baltimore, one from Boston, two from Chicago, three from Cleveland, one from Hartford, two from Milwaukee, two from San Francisco. Since our plans for TEI call for strengthening professional development opportunities in communities and nationally, we also included two participants in this cohort who's primary portfolio will be professional development at the national level.

Part of this project involves the creation of a bank of videotapes which can serve as resources for TEI graduates to use in their work on professional development. For the May session of TEI, we examined a set of materials including, two videotaped lessons, the lesson plans, the lesson transcripts, teacher's journal entries, the children's work and a taped interview of the teacher. Part of the curriculum of the seminar included studying these materials and discussing ways in which materials such as these can be used to create innovative strategies for the professional development of teachers.

June saw the beginning of Cohort 2 of TEI. It includes 44 participants. Teams came from Atlanta, Baltimore, Boston, Cleveland, Chicago, Kansas City, Los Angeles, Rochester, and San Francisco, as well as from the Conservative, Reconstructionist, and Reform movements and the Florence Melton Adult Mini-School. Five members of this cohort have been recruited exclusively as members of the national cadre of teacher educators.

We have been encouraged to write a new grant to the Cummings Foundation for an additional three years of funding to support two more cohorts of teacher educators: one will retain the focus on supplementary school teacher educators; the other will focus exclusively on developing teacher educators for early childhood Jewish education.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BY-LAWS

ARTICLE I

NAME

The corporate name of the organization is Council For Initiatives in Jewish Education (CIJE)

ARTICLE II

OBJECTIVES

CIJE was established to implement systemic reform in Jewish education in North America. These are the core of CIJE's agenda:

- a) building the profession of Jewish education
- b) mobilizing community support on behalf of educational reform
- c) documentng successful examples of Jewish education in North America
- d) building institutions with comprehensive Jewish vision
- e) creating a framework for educational research to monitor and evaluate not only local and continental progress, but also to measure its own mission.

ARTICLE III

GOVERNMENT

Section 1

CIJE shall be governed by the Board of ^{Directors} Trustees and the Steering Committee subject to the provisions of these By-Laws.

Section 2

MEMORANDUM

June 27, 1996

To: Chaim Botwinick, Baltimore
Steve Chervin, Atlanta
Ruth Cohen, Milwaukee
From: Adam Gamoran, CIJE
Re: enclosed papers

Enclosed are two papers that analyze data from our studies of teachers. You have seen both of them before, but I wanted to keep you up to date on their status. The first, "Teachers in Jewish Schools: A Study of Three Communities," will be published and circulated by CIJE in the late summer or early fall. Please let me know if you would like extra copies for your own use. The second, "Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change," will be published next year in the academic journal, *Religious Education*.

In both papers, data from all three communities are merged together. No person, school, or community is individually identified.

From the desk of...

Adam Gamoran
Professor
Department of Sociology
1180 Observatory Drive
Madison, WI 53706

E-mail: gamoran@ssc.wisc.edu
Telephone: (608) 263-4253
Fax: (608) 265-5389

Milwaukee pilot proj

①

goals

- know how to ask the right questions
- criteria for decs
- judge proposal based on merits
- apprec for j lgs
- awareness of b.s. issues for J council,
links to edu
- see relat other local problems & system. issues
- have a network of leaders
 - relats to encourage partnerships

Coleman ^{historical} (2)

- have we gathered enough data from LCS abt how changed
- composition of leadership

Ratner - need forum for communities to exchange ideas

tension b/w finding best people for leadership devel, + including instits

- AG - we've learned ^{that more} ~~to select~~ ^{to} select best people

MINUTES: CIJE STEERING COMMITTEE
DATE OF MEETING: June 26, 1996
DATE MINUTES ISSUED: August 7, 1996
PARTICIPANTS: Morton L. Mandel (Chair), Sheila Allenick, Dan Bader, John Colman, Gail Dorph, Adam Gamoran, Lee Hendler, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Virginia Levi, Josie Mowlem (sec'y), Nessa Rapoport, Charles Ratner
COPY TO: Seymour Fox, Ellen Goldring, Annette Hochstein, Lester Pollack, Dalia Pollack, William Robinson, Henry Zucker

I. Master Schedule Control

The master schedule control was reviewed. The December Steering Committee meeting will be held on December 5th, not 12th, in New York. The 1997 meeting dates will be available at the next meeting.

II. Minutes and Assignments

The minutes and assignments of May 1 were reviewed.

III. Announcements

Mr. Mandel warmly welcomed two new members of the Steering Committee: Dan Bader and Lee Hendler, both of whom were attending their first meeting. He announced the appointment of Karen Barth as Senior Consultant effective August 1, 1996, initially on a part-time basis, leading to full-time by 1997. Until recently, Karen has been a Senior Engagement Manager with McKinsey and Co. and has specialized in helping organizations through change processes.

IV. Luncheon Seminar

The Luncheon Seminar, a forum for academics to come together, was held by CIJE five times in the past year. The list of invitees was circulated. It was suggested that we might consider bringing in other organizations as co-sponsors. A copy of Professor Art Green's paper to the Board Seminar in November 1995 will be included in the invitation to the next Seminar which will be held in the Fall.

Assignment

V. Board Redesign

Alan Hoffmann reviewed the previous discussion on Board structure. He noted the plan to expand the Steering Committee by 8 - 12 members, a process which has begun. This group, which would become the 'real' Board of CIJE, would continue to meet six times per year. The officers would be "folded" in to join the Steering Committee. Our aim is to keep leaders who have a serious commitment to Jewish education connected to our work. A CIJE "Board Seminar", held twice

a year for a day and a half, would take the place of the present Board meeting. An invitational Biennial will be planned with a target audience of the 400 top lay leaders involved in Jewish education. It was suggested that there should be a group of academics and professionals who would serve in an advisory capacity for the planning of this event.

The Steering Committee should become the real Executive Committee and "run" the agency. A small Board of 20 - 25 people would meet two to three times a year. The group will contribute dollars and wisdom to CIJE.

After further deliberation, this tentative plan emerged to be further refined at the next meeting: a basic governing body of 18 - 25 lay and professional members; a small group to deal with operational nuts and bolts; a larger lay and professional group; a Biennial event. There was lack of clarity on a larger board and how to involve its members in CIJE's work.

VI. Next Generation: Early Childhood

A. Why Now - Alan Hoffmann developed the rationale for CIJE engaging in a strategic initiative in the area of early childhood education, because it is both a systemic thrust and cuts across all the domains of CIJE. In addition, early childhood is a growth industry as the number of children in Jewish early childhood settings is increasing. Early childhood is a gateway to future Jewish education for both the child and his/her family. It can serve as a lever on the whole system of Jewish education, increasing the demand for quality Jewish education as these children and their families move up the potential ladder of Jewish educational experiences. Early childhood is an area that cuts across all denominations (50% of all Jewish early childhood education takes place in JCC's). In developing such an initiative, CIJE would take a leadership role in the entire country, which has treated this area as a stepchild at best. The fact that no institution of higher learning for Jewish education has a faculty member whose expertise lies in this arena is a symptom of this low esteem.

B. What do we know - Adam Gamoran presented information from the CIJE Study of Educators that focused on both teachers and educational leaders in early childhood settings. With regard to teachers, he painted the following portrait: 10% are not Jewish; 60% have background in general education; less than 10% are trained in Jewish studies. Because of state licensing requirements, it is common to have mandated professional development for early childhood educators. Rarely is Jewish content a component of these opportunities. Even though many teachers work full

time, their salaries are the lowest and their benefits packages virtually non-existent. Additionally, they rate lowest on issues of job satisfaction.

With regard to educational leaders, while 62% have training in general education, only 12% have a background in Jewish studies. In addition, pre-school educational leaders are predominantly untrained in administration and are relatively new to their settings. 44% have been working in pre-schools for less than six years. When compared to other educational leaders, they have the lowest levels of Jewish education both before and after age 13.

Pre-school educational directors have limited experience in other Jewish educational settings, and are relatively isolated from their colleagues. There is an urgent need to increase the professional development activities of pre-school educational directors which address their isolation, limited background in Judaic content, and lack of formal preparation for leadership positions.

Barry Holtz reported on the findings from "Best Practices in Early Childhood," which came out in 1993. One of the key features of best practices sites was the presence of family education. The issues of low salaries, low benefits and low job satisfaction were issues that surfaced in this report as well. When this volume came out, we at CIJE felt quite good because of the sense of excellence that was reflected in the write-ups. That is, those who wrote up the sites included in this volume were convinced that they matched current best practices in the field of education as a whole. In the conversations that Gail Dorph and Alan Hoffmann had been engaged in with experts in early childhood education at Yale and Tufts, this judgment has been called into question.

Gail Dorph reported on the contribution of the CIJE Harvard Principals Seminar and Machon L'Morim to our knowledge about professional development for early childhood educators. The former has pointed to opportunities to break through the isolation of early childhood leaders by including them with other Jewish educational leaders. The latter has demonstrated the beginnings of an innovative model which has institutional groups of teachers and leaders learning and working together. The curriculum emphasizes adult Jewish study and personal meaning. Connections are made between the importance of that which is being learned to the children and their families. The curriculum and the infrastructure of the program can serve as a model from which other

communities can learn.

The meetings that Gail and Alan have had with faculty members at the Eliot Pearson Child Study Center at Tufts and at the Yale Child Study Center and others have given a sense of the individuals who could serve as a professional advisory committee and who could work with us to create and develop an initiative in early childhood education. In order to move this initiative forward, CIJE will try to identify a staff person with early childhood credentials. Such a person might be Ruth Pinkenson Feldman, who is currently a Jerusalem Fellow. Next, we will need to appoint lay and professional advisory groups. There is a need for an early childhood advocacy role in the North American Jewish community as well.

It was suggested that we aim to produce a Policy Brief for the 1997 GA to make the case for a major, systemic early childhood initiative. An action plan to upgrade the quality of early childhood educators would be prepared as part of such a Brief. Some of the components of such an action plan might include: developing a lab site where exemplary Jewish early childhood education was taking place; launching a new version of TEI for early childhood educators; building community support for early childhood. It was noted that in the case of early childhood, compensation is a policy issue that needs to be addressed. Staff will come back to the Steering Committee in August with a recommendation on how we can begin to tackle this issue.

Assignment

VII. CIJE Update

Assignment

In his introduction, Alan Hoffmann noted that a future issue of the "Journal of Education" will contain an article by Adam Gamoran. This issue will be circulated to the Steering Committee when it becomes available. CIJE staff are involved in various capacities at the upcoming Research Network Conference, including chairing sessions and presenting papers.

A. Summer Institute for Professors

Barry Holtz reported that a group of professors would be in Israel from July 7-19, studying and learning together. The goal is to strengthen their connection to the Jewish community and involve them in CIJE's work. Each professor is committed to donating five days of consulting time to CIJE.

B. Building the Profession

Gail Dorph reported that we are involved in two interesting consultations:

Assignment

Torah Umesorah and Beit Rabban's Teacher Training Initiative. The second cohort of TEI, which recently met in Cleveland, will be monitored to see how teachers and central agency representatives are working differently as a result of their participation in the program. The video tape project for TEI is underway and we will show the Steering Committee a copy of a tape when one is available. Another Harvard Principals Seminar will take place in the spring. Josh Elkin will be working on this project.

C. Community Mobilization: Milwaukee Project

Nessa Rapoport reported on the initial stages of a lay leadership project in Milwaukee in which she and Dan Pekarsky participated. The community leadership has made a commitment to develop a two year program for lay leaders, to project what would a lay leader need to know in order to be a champion. She and Dan will attend another meeting in the fall.

VIII. Goals Project

Dan Pekarsky noted that all of our work should be infused with goals. Until now, we have been "seeding" the culture and exploring pilot projects in this area.

There is a need for written materials; for example, the piece on Ramah which Seymour Fox is preparing with Nessa combines the story of vision and practice in a particular institution. The upcoming Goals Seminar in Israel, in which a diverse group of very high powered Jewish professionals will participate, is designed to develop a cadre of people who will be strong advocates for goals, will work with us as staff members or resources and will change their own institutions to become vision driven institutions. The Seminar is a collaborative effort with the Mandel Institute. Dan introduced Ray Levi, principal of the Agnon School in Cleveland, who participated in the pilot project on goals in 1994.

Mr. Levi said that the Agnon School is one year into the goals project. To date, he inaugurated a "Goals Project Core Group" of lay leaders and members of the faculty who meet once a month to study together and are developing core values for the school. The process has opened new levels of communication, has kept the leadership focused and involved faculty and students. Parents see values as part of what the learning community is about. For the teachers, their studying has been a way to bring about change in their work.

IX. Audited Financial Statements

Sheila Allenick reported that the Audit Committee, chaired by Bennett Yanowitz, with members Matthew Marlyes and Myron Strober, met on June 5 to review the Audit. She said that CIJE had received an unqualified opinion and there are no problems to report.

ASSIGNMENTS

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Function: CIJE STEERING COMMITTEE

Subject/Objective: ASSIGNMENTS

Originator: Josie Mowlem

Date: 6/26/96

NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee, after the policy brief is drafted.		AG/NR	6/8/95	8/15/96
2.	Prepare plan for major initiative in Early Childhood.		ADH/ GZD	5/1/96	8/15/96
3.	Send copy of Professor Art Green's paper to Luncheon Seminar invitees.		NR	6/26/96	9/9/96
4.	Develop plan with Dr. Devorah Steinmetz to design educational component of training day school teachers.		GZD	3/6/96	TBD
5.	Show TEI video tape to Steering Committee.		GZD	6/26/96	TBD
6.	Send out article by Adam Gamoran printed in "Journal of Education."		ADH	6/26/96	TBD

STAGES OF VIDEOTAPE PACKAGE PROJECT

1. Identification of site, collection of material – four collections this year

What are the criteria for choosing level, content kind of quality of teaching, kind of setting, etc.?

What materials need to be gathered?

2. Data indexing, cataloguing
Transcribing video

3. Choosing from the collected material to design videotape package
Further polishing of data

4. Creating commentaries (subject matter and pedagogy)
To be discussed at October 30 -31 meeting in relation to Deb Weiland material

5. Design of teacher educator/facilitator guide materials
To be discussed at October 30 -31 meeting in relation to Deb Weiland material

CALENDAR

TASK	LEAD	BY WHEN?
Identification of site #3 (Northern California)	Vicky	September
Collect data	Mark	end November
Cleaning, indexing data	Mark	
Selections from Amy's data	Amy	
Meeting of project group (Vicky, Mark, Gail, Amy, Barry, Deborah, Devorah): n-1 version of Deb Weiland; Amy tape; discuss and design commentaries, facilitator materials	Everyone	October 30 - 31 noon - noon
Meeting of project group (Vicky, Mark, Gail, Amy, Barry, Deborah, Devorah): examining new data;	Everyone	January 15 - 16 noon (W) - 5 pm (Th)
Identification of site #3 (midwest)	Vicky	November
Collect data in site #3	Mark	end February

CONFIDENTIAL

MINUTES: CIJE STAFF MEETING

DATE OF MEETING: SEPTEMBER 4, 1996

DATE OF MINUTES ISSUED: September 12, 1996

PARTICIPANTS: Karen Barth, Gail Dorph, Sarah Feinberg (sec'y), Alan Hoffmann, Barry Holtz, Josie Mowlem, Nessa Rapoport

COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Mort L. Mandel, Daniel Pekarsky

I. General Office Administration

- A. We have hired an Executive Assistant. Her name is D'vorah Levy and she comes with excellent references and recommendations. She was formerly the executive assistant to the president of a jewelry company for 22 years.
- B. BWH expressed concern that he did not know who was working with him. Beginning next week, SDF will help him.

II. Review of Previous Minutes

- A. The issue of the Annual Report will go on the next agenda.
- Assignment B. Everyone should speak with SFA about the budgets of their domain. ADH reiterated that this is very important.
- Assignment C. GZD will tell KAB about Ben Beliak.
- Assignment D. The expanded descriptions from *Current Activities* are due on September 20. JM will send the assignment to AG, EG, DNP with an explanation of the assignment.
- E. Bethamie Horowitz will deliver the first luncheon seminar paper.
- F. NR spoke with Barry Kosmin re: the December luncheon seminar.

- G. BWH is concerned that we ran out of copies of Best Practices in Early Childhood and we need 200 copies to send out with ADH's mailing. We decided to xerox Liz Sheehan's new edition and stamp "Advance Proof" on it.
- Assignment H. GZD reported on her meeting at JTS w/ Aryeh Davidson, KAB, ADH. The purpose of the meeting was to discuss how, when, and with whom CIJE should interact with at JTS. KAB will get back to Aryeh Davidson about the two groups at JTS that we would interact with: a) the upper echelons of the administration and b) the faculty of education. There was a conversation re: our hiring of Nellie Harris. There is an undercurrent of feeling that both CIJE and JTS should always be aware of what is happening at each institution.
- I. We have rescheduled the meeting with Joel Paul for October.
- J. We need to remind ADH to speak with Johnny Cohen re: Jan/Feb luncheon seminar. We need to make it clear that we want him to present only if he is already coming to the States.
- Assignment K. Einat Wilf from McKinsey did a great job at our staff retreat. We should put her on our Friends list.
- Assignment L. ADH is going to the Meyerhoff Family Retreat next week. NR did a great job with ADH's paper. Three papers will be presented at the retreat: one by J. Reimer, one by S. Lee, and ADH's. We will xerox them and distribute to the staff. It should be noted that these papers are confidential. We need to get a red confidential stamp for the office.
- M. ADH/GZD meeting with Bonnie Hausman has been canceled. GZD/SFN/Nellie Harris/Howie Dietcher should have a telecon while SFN is in NYC.
- N. JM is working on a new travel agency for CIJE. We need to have one agent who does all of our work.
- Assignment O. JM needs to remind DNP to choose someone to attend the Educated Jew Project. NR volunteers to attend if she doesn't need to be at the GA.
- P. KAB and ADH need to discuss the Hirshhorn/Blaustein report.

III. Board Seminar

- A. Larry Hoffman

He is very excited to speak at the Board Seminar, but presently has a scheduling

- Assignment conflict. He is trying to reschedule is prior commitment. KAB will stay on top of this.
- Assignment B. Plan B if Larry Hoffman is unable to present is for ADH to ask Sara L. Lee if Arnie Eisen can present his paper at the Board Seminar. If she agrees, then BWH will call Arnie Eisen and invite him.
- Assignment C. If Arnie Eisen is unable to present at the Board Seminar, Jenna Joselit was suggested as an alternative. She teaches at Princeton and is connected to the Jewish Museum. Plan C will be discussed further if necessary.
- D. There was a discussion about changing the seating for the Board Meeting. JM suggested that we do away with the old seating plan since it is obvious when people do not attend or come late. She thinks that round table discussions might work better. KAB suggested that we stay with the old system and then change it in April when we will change the board structure. ADH wondered if we should invite the entire Board Seminar list to the Board meeting. JM thinks we should pick and choose.

IV. GA

- A. "Federation for the Next One Hundred Years"
1. This is the name of Thursday's institute. It will begin with a four scenario plenary session. The four scenarios are: a) Federation as a Facilitator; b) Allocations and Planning; c) Foundation; d) Kehilla.
 2. The Plenary will be followed by study sessions. They are not connected to the Plenary.
 3. After the study sessions the following workshops will be offered: Israel-Diaspora Relations, Fundraising, Jewish Continuity, and new this year, Human Resource Development.
 4. There will be a wrap-up at the end.
- Assignment B. JM will register everyone (ADH, KAB, AG, NR, BWH) at the Sheraton in Seattle.
- C. Workshops
1. Presently, there are too many workshops suggested for Friday. The three time slots are 8 am, 10 am, and 2 pm. The themes for the 8 am session are teens and synagogue-Federation relations. This is the only opportunity for KAB to present. The 10 am sessions will focus on "What Works, What's Next." This includes Best Practices, Community High Schools, Congregational Schools, and one other topic. The 2 pm session is on Lay Leadership. NR does not see a place for AG. ADH thinks that we should

- do a session on the Manual.
- Assignment 2. What Works, What's Next. This is the place for CIJE and the JCCA to work together. We need to meet with Alan Finkelstein. One way to make this work for CIJE is to have BWH be the "weaver" of all of the different topics in the session. NR will call Carl Sheingold and then Art Vernon to discuss this.
- Assignment 3. BWH and NR will work together to figure out how CIJE can be utilized in the What Works, What's Next session. If AG wants to go to the GA, then an idea for a session would be: "How to use the Manual as a Tool for Community Mobilization."
4. Maximally, those who are going to the GA are: BWH, AG, NR, and possibly GZD. There is a question as to whether GZD will attend. She will be on the West Coast the following week for a wedding. If she attends, she will try to schedule meetings for that week. It would be good for her to meet with the professors at the University of Washington. GZD should also meet with Anna Richert and Richard Cohen.
- Assignment 5. KAB wondered if she should attend to meet people. KAB/ADH will speak with Steve Hoffman to decide if it is worthwhile for them to attend and schedule meetings. ADH thinks that it might be more productive for them to use the time that he is in the States working on strategic planning.

V. CIJE/CJF Relationship

This item has been postponed to the next staff meeting. It is not urgent.

VI. Wexner Meeting

- Assignment ADH will facilitate the meeting. GZD wondered where the Wexner mission would appear. JM will speak to Ferne Katleman regarding this issue.

VII. Early Childhood

- A. Bonnie Hausman
She has done some research and is very involved in the Jewish community as a volunteer. GZD will speak with her next week.
- B. Bev Engel
She is an Early Childhood Educator by training and has done a lot of consulting work, including work with directors and staff to improve their institution. She is involved with Machon L'Morim. One drawback is that she is not involved in the Jewish community. Some pluses are that she has the time, interest, and participated in the Harvard Principals Seminar. She will likely come to TEI.

- C. A discussion ensued as to whether this was an either/or situation. GZD seems to think so and would like to form an advisory committee to create a systematic list of questions and begin to interview. The other option is that one of the staff will work on this, but something else will have to be removed from that person's work plan. KAB feels that we need someone to help us make a plan. ADH suggested that this person would have to help us think about problems in Jewish education and have an expertise in early childhood. BWH doesn't think that Bev Engel is passionate about the Jewish aspect, but would be terrific with the organizational aspect.

VIII. Work Plan

Assignment We have 2 more days to finish the domain work plans. This is a 3 page document due on Monday. SDF will collect the work plans and make one chart out of them. Everyone needs to figure out how much time each project takes up. This is like making a budget of human working hours.

IX. Strategic Plan

We need to develop a list of who should be interviewed and then to pick the top 10 names.

X. Cummings

- Assignment
- A. Rachel Cowan is very excited and most interested in a planning grant for JEWEL. ADH needs to speak with MLM re: Cummings grant for JEWEL.
- B. TEI
1. BWH wonders what our commitment to TEI is. Do we still go ahead with Cohort III even if we don't get money from Cummings? We will most likely get money for one more year, we don't know about two. ADH says that we are committed to a third cohort. GZD and BWH think that the fourth cohort will be about Early Childhood.
 2. GZD suggested that we approach Spielberg for funding towards the fourth cohort. This would include the planning process, a network person, as well as an Early Childhood TEI. ADH thinks that GZD should meet with them when she is on the West Coast. He also suggested that CIJE attend the Nathan Cummings Foundation board meetings as their specialists.

MINUTES: CIJE STAFF MEETING

DATE OF MEETING: AUGUST 9, 1996 and AUGUST 14, 1996

DATE MINUTES ISSUED: September 12, 1996

PARTICIPANTS: Karen Barth, Gail Dorph, Sarah Feinberg (sec'y), Alan Hoffmann, Barry Holtz, Josie Mowlem, Nessa Rapoport

COPY TO: Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi, Mort L. Mandel, Daniel Pekarsky

I. Review of Previous Minutes

- Assignment A. Annual Report: NR has commissioned photos for a range of CIJE's programs. ADH would like NR to make a backwards map from January for the Annual Report.
- Assignment B. Everyone should speak with SFA about the budgets of their domain.
- Assignment C. JM will remind DNP re: Ben Beliak. He needs to decide who and when will visit. We need to think about 1) if these professors can be useful to us and 2) can some of them be merged into our professors group.
- D. We are sending *Back to the Sources* as a gift to the participants of the Professors Seminar.
- Assignment E. We want to expand the *Current Activities* into a mailing to the academic community:
1. Professors--BWH
 2. Harvard Principals--GZD
 3. TEI--GZD
 4. Goals--DNP
 5. CIJE Board Seminar and Lunch Seminar--NR
 6. Best Practices--BWH
 7. Manual for CIJE Study of Educators--AG
 8. Planning Initiatives--ADH
 9. Brandeis University--BWH
 10. Lead Communities--GZD
 11. Keep DLB and SFN on Senior Staff and Consultants list, but don't add anyone else.
- F. The October Luncheon Seminar is scheduled for October 21. The second Luncheon Seminar will be Dec. 11 and the speaker will be Barry Kosmin.

G. The Milwaukee notes will be handed out at the Steering Committee.

Assignment

H. JM will remind Sheila about the Cummings budget.

II. Storage and Supplies

JM handed out a memo regarding the location of supplies. She explained the new and improved system. We still need to reorganize our files, which should be done when JM is around.

III. Steering Committee

A. Susan Stodolsky will present on the Professors Seminar.

B. Danny Lehman will present on the Goals Project Seminar.

C. Agenda

1. JM will check the assignments. In the future, it is easier to write the minutes if the staff gives JM copies of their Steering Committee presentations.
2. MLM can present the issue re: size of board. Everyone agrees that the Steering Committee should expand to 20-25 people and that there should be some sort of Biennial. There is a disagreement over whether the 100 come together for a seminar or are they really a functioning board.
3. JM will find out how much a LCD panel/screen will cost.
4. At the retreat, we need to discuss what we will present to the Steering Committee.
5. DNP will introduce the Goals Seminar and BWH will talk about what happens beyond the Professors Seminar.

Assignment

IV. Board Seminar and Meeting

A. The Board Seminar will be held at the Jewish Museum.

B. What do we want to talk about at the Board Meeting?

ADH doesn't think that models of change are appropriate right now.

Assignment

GZD thinks that we should make an assignment for the April meeting. NR brought up the GA framework on the federation of the future. KAB suggested M. Katzenbach from McKinsey. He has written a book on change management. KAB will think about the April meeting, including speakers and the program. GZD suggested David Cohen. ADH and BWH think he would be good for a committee. GZD suggested that the role of the Board Meeting was to give an update on CIJE activities. If people come because they are interested in us, then that's what we should emphasize: what we are thinking, the exciting

things we are doing. BWH suggested a “show and tell” from participants of our programs. GZD thinks it would be better if it was just CIJE staff presenting. KAB thought that the retreat would be a good time for us to address the major issues of where we are going, who we are, how we can engage the board in this. A critical question: are the board members an important part of our future? ADH said yes, but...and explained the history of the Steering Committee and Board. There are a couple of issues: 1) can't be too small that it can't raise money; 2) Esther Leah Ritz thinks that a board needs to be bigger.

C. Board Structure

Assignment

GZD asked if we should set a precedent to cancel the board meeting. If we don't, we need to decide now if we are going to do it and divide the responsibilities. ADH thought that the Executive Committee should have a discussion re: board structure. At the Board meeting we should do a CIJE presentation, maybe in the afternoon session. We would say that this was to be the last meeting of the old structure. This would give us until April to send out letters to thank those who now sit on the board for their service and create a new board with different people. ADH needs to talk to MLM about the wisdom of canceling the Board Seminar.

D. Names of Possible Speakers for Board Seminar

It was decided to hold the seminar in October. Possible names for speakers suggested were: Irwin Kula, President-elect of CLAL; Yitz Greenberg; Isadore Twersky; Arnie Eisen; Deborah Mayer; Larry Hoffman on “Reinventing the Concept of the Synagogue for the Year 2000” or “Case for Praying”; David Saperstein; Steve Spiegel (Gail's brother-in-law) on American Jews; Tom Friedman; Barry Chazan; Steve P. Cohen; Danny Gordis; Schulweiss; Sam Heilman; Leon Botstein.

V. Calendar

A. Meeting Aug. 14 at JTS. Re: Relationship with JTS, and to put together a meeting in October. GZD and KAB will attend with ADH.

B. ADH met with Joel Paul, who places people in higher positions in educational institutions. They discussed ideas of training. ADH thinks that GZD and EG should meet with him next.

C. ADH and GZD are meeting with Bonnie Hausman on Sept. 5. She might be able to work with CIJE on Early Childhood.

Assignment

D. GZD needs to come back with a Harvard date in January.

E. MLM will be at CIJE one day a month. ADH suggested that one of the things MLM could do while here would be to meet with lay leaders.

F. GZD noted two items which are not on the calendar

- | | |
|------------|---|
| | 1. Professors/Goals group seminar. Maybe Jan 5? |
| | 2. Eilon Schwartz |
| Assignment | 3. BWH will E-mail the 9 professors who were in Israel. Should S. Feiman-Nemser call the rest? ADH: both new and old professors? BWH: we need someone to do the logistical stuff. DNP, maybe? NR: can the new people come earlier than the old? |
| | 4. Jan 9, 10, 11, 12 for professors group. |
| Assignment | 5. ADH suggested that DNP be responsible for programming; S. Feiman-Nemser for people; JM for logistics. |
| | 6. JM: What about Florida? |
| Assignment | 7. ADH: invite Johnny Cohen for Jan/Feb. Luncheon Seminar. |

VI. Staff Retreat

A. KAB: Einat Wilf from McKinsey pulled together material on change management and she will attend the presentation.

B. EG will explain a different way to approach work at CIJE.

Staff meeting continued on August 14, 1996. Additional people present at this meeting: Sheila Allenick, Ellen Goldring, Danny Pekarsky

VII. Meyerhoff Consultation

A. ADH has been invited to the Meyerhoff Family Retreat. Jon Woocher, Irwin Kula, and Richard Joel will attend as well. The purpose is to create a new fund, some of the money to be used for Jewish Education.

B. Some questions to be answered at the retreat:

1. Should this fund have one focus or be multi-focused? There is some consensus that there should only be one focus. (This meeting is with the nine children and two parents, no spouses.)
2. Should the money remain in Baltimore or be dispersed throughout the East coast or nationally?
3. ADH wrote a \$1.5 million proposal for Early Childhood in Baltimore, which would become a national model. He hopes to see the Myerhoffs commission 2 or 3 foci which would then become a model. ADH is being asked to do this in his private capacity, not as a part of his role at CIJE. ADH sees 100% success as having a design document in October which would describe what Early Childhood

in Baltimore would look like. Problem is who would do this? ADH and GZD are meeting with Bonnie Hausman on Sept. 5. BWH thinks we should talk to Michael Paley about her...she might have been a Wexner Heritage Fellow.

VIII. GA

Assignment A. A discussion was held as to whether we should conduct any workshops at the GA. We concluded that a forum on the Best Practices in JCCs would be the centerpiece of CIJE's work and make us visible at the GA. JESNA has already decided to hold workshops on Friday and would like us to cosponsor them, but take no responsibility in planning any of them. NR will talk to Art Vernon at JESNA about this. AG has volunteered to attend the GA, so we can build a session around him.

Assignment B. KAB has volunteered to give a presentation on synagogue change. NR will talk to Carl Sheingold about the change project and try to get it into an institute.

IX. CIJE/Wexner Agenda

A. "Getting to Know you session"

--EG would like initials on the agenda so people know what to prepare.

Assignment B. KAB will divide up the presentations.

C. GZD: What do we want out of the meetings? ADH: We are doing the most serious work in professional development in Jewish Education in North America and we should discuss our role in educational change. What are the major trends in Jewish Education? DNP: goals within professional development. GZD: professors, TEI. NR will talk about Milwaukee and the importance to the personnel action plan.

X. Nellie Harris

Assignment A. GZD will work with Sharon Feiman-Nemser to create a curriculum to prepare Nellie Harris for her CIJE work.

XI. Luncheon Seminar

A. We need to send a letter announcing the dates, to be mailed next week.

B. We're still waiting to hear from Steven Bayme, but will send the reminder even if he declines.

XII. Travel Agency

Assignment --Premier is leaving BTI. We will switch to a NY-based travel agent. KAB and JM will research this.

XIII. Educated Jew Project

Assignment --DNP will think of who else from CIJE will go to the HUC presentation.

XIV. Videotape Project

--See attached schedule.

XV. CIJE/CJF Staff

--Postponed until September 4.

XVI. Cummings Proposal

Assignment --BWH owes Rachel Cowan a two-page proposal. GZD will reconstruct the critique and tell BWH.

XVII. Hirshhorn/Blaustein Report

Assignment --We owe another report about what has happened over the past year. KAB and ADH are meeting with David Hirshhorn on Tues, Sept. 10. EG and AG need to think about what kind of report we want. ADH will find out what kind of final report they want and will tell EG and AG.

XVIII. Aryeh Davidson

--Will be reported at the next meeting as KAB, GZD, and ADH are on their way to meet with him.



MEMO

CONFIDENTIAL

TO: CIJE STAFF
FROM: Alan Hoffmann
SUBJECT: Meyerhoff Retreat-papers presented
DATE: September 12, 1996
CC:

Papers presented by: Alan Hoffmann, Professor Sara S. Lee, and Joseph Reimer at the Meyerhoff Family Retreat on 9/9/96

CC:

Karen Barth

Gail Dorph

Adam Gamoran

Ellen Goldring

Barry Holtz

Josie Mowlem

Daniel Pekarsky

Nessa Rapport

CONFRONTING THE CHALLENGE OF CONGREGATIONAL SCHOOLING

*Professor Sara S. Lee, Director
Rhea Hirsch School of Education
Hebrew Union College-Jewish Institute of Religion*

This brief paper, prepared at the request of the Meyerhoff Family, will attempt to present a rationale for focusing philanthropic efforts on congregational schooling as it impacts children and their families from kindergarten through the experience of Bar and Bat Mitzvah. Commentators and researchers on Jewish education have documented elsewhere the fact that this educational experience is the predominant one for over 65% of those Jewish children receiving any formal Jewish education. Studies based on the 1990 National Jewish Population Study reveal that the overwhelming majority of those Jewish youth who participate in Jewish camping and Israel educational programs are graduates of part-time congregational schooling and day schools. If young children continue their Jewish education after early childhood programs in the Jewish community, they do so in congregational programs, except for those whose families choose Jewish day school education. Youth who are involved in adolescent programming, such as youth groups, most frequently have participated in congregational schooling or day schools. For all of these reasons, a focus on congregational schooling is critical. Unless we believe that a strategy for moving the majority of affiliated Jewish families into full-time day school education can succeed, which most experts believe is totally unrealistic, part-time congregational schooling must be our highest priority. If we hope to strengthen and enhance Jewish educational experiences for children and youth, congregational schooling is the area most in need of attention since it impacts so many people, it is the continuation of learning after early childhood programs, and it sets the stage for adolescent engagement or disengagement in Jewish institutions and the community.

This paper self-consciously differentiates between congregational "religious or Hebrew schools" and congregational schooling. Congregational schooling between the ages of kindergarten and Bar/Bat Mitzvah encompasses the possibility of many kinds of learning and programs, involves families and parents as well as children, contemplates alternative structures for Jewish education within the congregation and should be related to an articulated educational mission of the sponsoring congregation. Such an expanded understanding of congregational schooling is critical, for it addresses the myriad of problems that are currently inherent in "religious and Hebrew schools."

The challenges in congregational schooling as it has been constituted are well documented. Articles by many scholars have described the problems of the "supplementary school." Research by David Schoem, Samuel Heilman, Joseph Reimer, Isa Aron and many others has pointed out some of the critical issues faced by such

schools. These schools were essentially a product of the expansion of the suburban synagogue in post World War II America. Heilman (*Portrait of American Jews*, 1995) states, "Parents seemed to want to offer their children some link with Jewish life, but they remained unprepared for it to be more than part-time.....Here was the synagogue that the parents had built but did not usually attend yet to which they nevertheless sent their children for a Jewish education." One of the most basic problems in congregational education has remained the ambivalence with which many parents approach the very educational experience they choose for their children. This ambivalence has only escalated in the last three decades, impacting negatively the attitudes which children bring to the congregational educational experience. Other studies, such as those of Reimer, describe the relationships between congregational schools and their sponsoring institutions, pointing to the importance of congregational commitment, in word and deed, to quality Jewish education and the affirmation of the value of Jewish learning. In more instances than we would expect, congregational commitment, by either the senior professionals or the lay leaders or both, leaves much to be desired.

Along with these structural and cultural problems there are serious human issues as well. There has been a steady decline in the availability of quality teachers and specialists for congregational schooling. Adult Jews who might carry out such a responsibility are themselves increasingly illiterate as Jews. As the challenges have become greater, fewer people with some Jewish educational or Jewish background have been willing to take on the task of teaching. Israelis, who were often the core faculty for these congregational schools, in the main proved their inability to educate young American Jews for religious identity due to their own Israeli background and perspective. For all these reasons and more, the shortage of teaching personnel is critical. Teaching in part-time settings is an unlikely career path, and thus we need to examine carefully the notion of developing cadres of "professional teachers" for the congregational setting.

As Isa Aron points out (*A Congregation of Learners*, 1995), the goal of preparing for Bar/Bat Mitzvah has been a driving force in determining what is taught in congregational schools and how such education is perceived. It has also meant that congregational schooling frequently ends at Bar/Bat Mitzvah, the most critical time for developing an adult Jewish perspective and identity. The questions of the goals for congregational education, the content, and the methods of learning are all critical. Finally, the relationship of the schooling experiences of children and youth to what goes on in the home, the synagogue and the community is an essential area for investigation and intervention.

This inventory of issues and problems does not reflect the reality of all congregational education, but it applies in some measure to many settings. The growing expertise and emphasis on family education, the introduction of informal experiences such as retreats into congregational education, the interest in developing congregants as avocational teachers, the explosion of new and exciting educational materials, the interest of the Jewish community in enhancing Jewish education, and transformation projects such as the Experiment in Congregational Education, which seeks to change the congregational

environment and culture in which Jewish education takes place - all of these attempts to enhance the congregational educational experience are helpful and have had some positive impact. The problem is that many congregations have not attempted to integrate any of these innovations due to lack of resources, personnel, or awareness. Another serious problem is that the adoption of only one of these innovations or strategies often leaves much of the educational experience virtually unchanged. Finally, a synagogue which desires to bring about real change in regard to schooling must be prepared to change other elements of synagogue life and culture as well.

In the face of what appear to be daunting challenges, what might be accomplished in a thoughtful, well supported and well funded long term project? Such a project would need to be grounded in the following assumptions:

1. Interventions and innovations would be on a variety of levels addressing issues of congregational culture and functioning as well as "school" culture and functioning.
2. There would be wide-spread engagement in the change effort throughout the congregation, so that senior professionals, lay leaders, parents, teachers and children/youth are drawn into this effort.
3. Skilled guidance would be provided by the project to each participating congregation. Such guidance would encompass institutional issues, educational issues, and change management.
4. Congregations in the project would be joined together in a network to share their issues, experiences and outcomes.
5. Alternative forms of congregational schooling would be encouraged, and rigorous exploration of the implications (financial and human resources, physical facilities, oversight, etc.) and impact of these alternatives (synagogue programming, membership expectations, worship, deployment of professional staff, etc.) would be required.
6. The project would make available programs, ideas, structures, materials, etc. which have proven significant in enhancing "congregational schooling" in a variety of synagogues.
7. The project would make available specialists/experts who could lend assistance in teacher-training, curriculum, informal education, the arts, technology, family education, adult learning, institutional governance, and any other area deemed important to this change process.
8. The project would see "schooling" in the broad sense, described earlier in this paper.
9. There would be a long-term commitment to the institutions involved and the expectation that major outcomes might not emerge for three or more years.
10. The project would engage the thinking and resources of national institutions and denominational bodies, thus drawing on the expertise of many and facilitating the dissemination of ideas, programs and results.

The project should be an object of research and documentation, so that other institutions and the community can learn from both the process and the products.

A focus on congregational schooling, grounded in the assumptions listed above could potentially generate a number of significant outcomes. The outcomes could bring about significant changes in congregational schooling in those institutions which were involved in the project, but the outcomes could provide important knowledge, change strategies, aspirations and model programs for congregations not engaged in this particular project, but prepared to make a commitment to enhancing schooling in their own settings. What outcomes might we imagine as possible? At the outset I want to issue the following caveat. A project focusing on congregational schooling will not be able, in and of itself, to change the underlying culture of synagogue life. The project will not succeed in engaging the entire parent or student body in significant Jewish learning. The project will not impact certain issues which are critical for enhanced Jewish education: an adequate pool of well-trained and sophisticated professional leaders for Jewish education; the availability of sustained funding for experimentation and innovation; the development of a knowledgeable and committed lay leadership for Jewish education at the institutional, communal and national levels; and strategic planning to insure that young people educated in congregations can participate in other compelling Jewish educational experiences such as youth groups, camps and Israel programs. Having set forth the limitations for achieving more global goals, I now want to suggest those outcomes that might be possible.

- I. The mission and goals of congregational schooling in those congregations involved in the project would be well articulated, widely shared among professionals and lay leaders, and serve as important guidelines to decisions made about educational priorities, programs, personnel and funding.
- II. Families entering the congregation would be more effectively socialized to the expectations, opportunities, and commitments involved in becoming part of congregational schooling as a family.
- III. Congregational schooling would encompass a broad range of learning opportunities for children, adults, families and teachers. The classroom experience would be only one of a variety of models for learning. Retreats, family learning, shabbatonim, multi-age programs, holiday experiences, and many more would all be part of the rubric of congregational learning.
- IV. Those who teach or guide any of the range of educational experiences would be drawn from older youth and adults who are part of the synagogue community, who are also Jewish learners, and who model those Jewish behaviors which are being advocated.
- V. Parents and children would feel invested in the learning afforded by congregational schooling, taking responsibility for the success of the various programs.
- VI. Higher degrees of Jewish literacy would be achieved by all those involved.
- VII. Greater commitment to ongoing Jewish behaviors would be achieved.

- VIII. Congregational education would be seen as a stage in Jewish development with continuing education in adolescence and beyond as desirable. Bar/Bat Mitzvah would no longer be perceived as the goal and the termination of one's Jewish learning.
- IX. The capacity of children and their families to engage meaningfully in synagogue experiences of worship, study and acts of lovingkindness (Torah, Avodah and Gemilut Chasadim) would be enhanced.
- X. There would greater clarity about what knowledge, values and behaviors were most essential as outcomes of congregational schooling.
- XI. Congregational schooling would be a source of pride, rather than disappointment or frustration for the congregation.

These are some reasonable outcomes we might expect and hope for in individual congregations involved in the project, however there might be more far reaching effects which we cannot predict. At the same time there will be the possibility of this project influencing a wider range of institutions, concerned about the quality and effectiveness of congregational schooling. Careful and consistent sharing of the processes and outcomes of the project might:

- I. Stimulate thinking in other congregations about the issues and questions involved in improving congregational schooling.
- II. Motivate congregations to undertake or mobilize their communities to enable them to undertake similar change processes.
- III. Provide examples of processes and programs which can assist congregations in enhancing congregational schooling.
- IV. Provide mentors from congregations who were part of the project to assist other congregations.
- V. Motivate communities and their communal structure to mobilize to assist congregations in such efforts.
- VI. Motivate national agencies and movements to move forward in such efforts in regard to congregational schooling.
- VII. Demonstrate to philanthropists and foundations that efforts to enhance congregational schooling are well worth the investment of substantial resources.

In conclusion I would want to reiterate that a long-term, well constructed project to enhance congregational schooling for children , between the ages of early childhood and adolescence, and their families can be the most significant contribution we can make to improving Jewish education overall and building a strong Jewish future. Other efforts and initiatives are seriously enhanced or diminished depending on the "normative" experience of congregational schooling. The difficulties and challenges involved should not deter us from this essential work.

Early Childhood Education - A Strategic Thrust

Alan D. Hoffmann

The Talmud talks about *girsā di-yankuta* - the Judaism that an infant imbibes with its mother's milk, the total early immersion of contents, values and attitudes that shape the way the entire world of the child is perceived and organized. Our modern Jewish family and community has moved far from the content-filled intimacy - both experiential and cognitive - of traditional Jewish families over the centuries. For many of us, the deep commitments and memories associated with our parents and grandparents are still the anchors of our own engagement with Judaism and the Jewish people. Yet these commitments are grounded in a different era: Any attempt to radically change the trend lines of contemporary Jewish life must deal with how young children and young families are inducted into the majesty and mystery of Jewish spiritual and communal life.

My definition of education flows from that of the late Lawrence Cremin, President of Teachers College, who wrote about education as **"the transmission of our culture across generations."** This definition immediately expands our notion of education beyond classrooms and children; and, for Jewish life in North America and other Jewish communities (including Israel), forces us to engage in the 'What' and not only in the 'How' of Jewish education.

If we begin to look at Jewish education not in its limited sense of teaching a knowledge base but rather as the learning of a culture, we can begin to imagine the transformative possibilities for all those who become engaged in the process. One of the main tasks of early childhood (which continues throughout our lives) is the search for **meaning**. If we understand meaning as culturally determined, and if we see language as a tool, or an artifact, of culture itself, we can begin to appreciate how critical the early childhood years are in becoming a part of one's culture. Indeed, learning the language of one's own culture ought to be the right of every child. The foundation and development of one's identity as a Jew can be said to start even before a child utters his or her first words: It starts generations before the child is born; and, from the name he/she is given to the sounds the infant hears - all are culturally laden with meaning.

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There are several reasons why I would suggest that a major national early childhood initiative, rooted in a single laboratory community or few communities, has a powerful internal logic. A strong, ambitious, community-wide initiative in early childhood education engages simultaneously with children at a critical juncture in their development as Jews and as human beings; with parents and families in the most serious way; with synagogues and JCCs; with developing an accessible and large cadre of Jewish education professionals; and, ultimately, with

building community.

1. Early childhood Jewish education (ages 3 through 1st grade) is the **single largest growing demographic group** within Jewish education. In Baltimore, for example, this cohort has grown by 38% from 1,950 in 1985 to 2,700 in 1995. More and more middle-class and upper-middle-class women with young children are going to work; national statistics show that this pattern will only gain momentum in the coming decade. Parents of young children actively seek high-quality day-care and early childhood education for their children.
2. Despite the recent spotlight on day-school education, we often do not recognize that the most serious early childhood frameworks are already **all-day frameworks**, offering huge potential for “raising the temperature” of Jewish life among children, parents and families over several years in an intensive daily period of “Jewish time.” Most of these children and their families may not again encounter such a potentially intensive Jewish immersion.
3. **Early Childhood Educators** are among the best educated of Jewish educators when it comes to their training and credentials in general education, yet more than 55% have had no personal formal Jewish education since their own bat-mitzvah (The CIJE Study of Educators, 1995). 22% of Jewish pre-school teachers attended no formal Jewish education even before the age of 13. In fact, 10% of the teachers are not Jewish. 60% have some background in general education, but fewer than 10% are trained in Jewish studies. Because of state licensing requirements, it is common to have mandated professional development for early childhood educators; rarely is Jewish content a component of these opportunities. Even though many teachers work full-time, their salaries are the lowest and their benefits packages virtually non-existent. Additionally, they rate lowest on issues of job satisfaction.

With regard to educational leaders, while 62% have training in general education, only 12% have a background in Jewish studies. In addition, pre-school educational leaders are predominantly untrained in administration and are relatively new to their settings; 44% have been working in pre-schools for less than six years. When compared to other educational leaders, they have the lowest levels of Jewish education both before and after age 13.

Pre-school educational leaders have limited experience in other Jewish educational settings and are relatively isolated from their colleagues. There is an urgent need to increase the professional development activities of pre-school educational leaders to address their isolation, limited background in Judaic content and lack of formal preparation for leadership positions.

CIJE’s publication, “Best Practices in Early Childhood” (1993) reveals that one of the key features of best practice sites was the presence of family education. The issues of low salaries, low benefits and low job satisfaction surfaced in this report as well. Although the volume demonstrates “best available practice,” CIJE’s conversations with experts in early childhood education at Yale and Tufts indicate that even the best Jewish early childhood educators can learn from current best practices in general education.

The CIJE Harvard Principals Seminar and Machon L'Morim program have contributed to the knowledge base about professional development for early childhood educators. The former has pointed to opportunities to break through the isolation of early childhood leaders by including them with other Jewish educational leaders. The latter has demonstrated the beginnings of an innovative model that has groups of teachers and leaders from a range of institutions learning and working together. The curriculum emphasizes adult Jewish study and personal meaning. Both the curriculum and the infrastructure of the program can serve as a model from which other communities can learn.

The CIJE Study of Educators demonstrated that teachers are strongly committed to Jewish education as a career and are relatively stable. This should be seen as a great target of opportunity for developing a comprehensive plan for upgrading educators through training. Among early childhood **educational leaders** the picture is very similar.

A Jewish early childhood classroom should be a place where children can ask questions. And so we need **teachers** who develop a climate of asking, an openness for discussion, and an honesty that allows for learning how to learn, learning to question what seems wrong in the world, and learning very early on how to engage in Tikkun Olam.

4. **Jewish Family Education Potential:** Dr. Ruth Pinkenson-Feldman has shown in a recent study that one of the main variables of Jewish identity that increased among parents who enrolled their young children in early childhood programs under Jewish auspices was that of friendship networks. That is to say, the parents of young children frequently forged bonds of friendship with other parents in the program. Dr. Steven M. Cohen has identified friendship networks as a measure of Jewish identity because he recognized that an increased number of Jewish friends also increased the likelihood of participation in Jewish religious celebrations, communal events, etc.

Many of our closest friends as adults are the parents of our childrens' friends. This is particularly true of the friendships we make when our firstborns enter school. We develop a special network, a cohort with which we continue to grow, sharing the milestones and challenges of our childrens' lives and our own attempts to meet those challenges.

"Anyone who has ever watched a Little League game knows that for many adults it is about reliving their childhood. It is also about learning to cheer and care for the whole team, and the whole league - not just your own. When any child strikes out, every parent cringes. How do we build a Jewish community with a special connectedness to all Jews and with respect for all the other nations on earth, even for those who hate and kill us? How do we create a language of specialness and uniqueness and appreciation of differences?"

[Ruth Pinkenson-Feldman, 1996, unpublished]

These friendship networks may also present unique, untapped opportunities for linking early

childhood education with transformational adult education.

5. **The Educational Possibilities:** We cannot talk about identity without talking about diversity. How do we even talk about so many kinds of Jews! The early childhood years are the time when children ask questions and learn the language and meaning of their culture, especially in relation to the cultures of the world; whether we talk about them or ignore them completely, in either case we teach powerful lessons about distinctiveness and pluralism. In the words we choose and the stories we tell, young children form the image of their own lives; they learn the words with which they will tell their own stories.

6. **Building Communities:** When we invest in early childhood education within the Jewish community, what we are really doing is investing in the development not only of individual children but of the Jewish community itself. It is important to localize the concept of Jewish Community - as real people, in particular times and places, sharing together a variety of related experiences, including raising children. Jewish community, like Jewish living, is an activity, not a concept. One of the things (Jewish) communities need to focus on is how their values can influence their practice, and how their educational and child-rearing practices reflect those values - not on paper, but in life.

7. **The Issue is Trans-denominational and Trans-institutional:** Early childhood education cuts across all movements and denominations, across settings commonly thought of as 'formal' (e.g. day schools) and those known as prototypically informal (JCCs). This is a great opportunity for those who wish to have a systemic impact across an entire community and, ultimately, across North American Jewish life. The issues for educational improvement are fundamentally the same, whatever the setting; while the settings of early childhood cut across the entire community.

8. **Expertise:** While it is difficult to identify experts in the Jewish community who combine deep Jewish knowledge and practical experience in early childhood education with "big picture" strategic thinking and planning, there are many outstanding Jews in the general domain of early childhood education, policy and planning. David Elkind, founder of Tufts University's Center for the Study of the Child (author of "The Hurried Child") and Donald Cohen, Director of the Yale Child Study Center, are both world-renowned experts in this field, with famous lab schools attached to their institutes. Both are engaged Jews who, in preliminary conversations with CIJE, have expressed considerable interest and excitement in possible initiatives that the Jewish community may wish to implement. Vivian Gussey Paley (the only educator from an elementary school to win a MacArthur Award) has offered to become involved in any major new thrust. These three stellar leaders in their fields are the tip of an important iceberg - Jews at the peak of the professional pyramid, involved over decades in policy and reflection about child care, eager to make a contribution to their people.

Imagine:

All of this leads me to imagine a **national systemic initiative aimed at significantly raising the quality of Jewish early childhood education for children and their families over time**. I imagine a **national initiative** with the highest level of policy thinking and planning, with a **local laboratory** [or laboratories] **consisting of an entire community** [or communities] at its core.

Federation would be a **partner** to this initiative for two important reasons:

Federation has to help with the **coalition-building** and **mobilizing of community support** that are central to the success of such an initiative.

But, more importantly, Federation will have to provide the planning support, resources and commitment so that **the first graduating cohort of children and their families will move into first grade and beyond with a carefully articulated plan for expanding the range of Jewish educational activities currently available to them**. This will have to include access to day school or much more intensive congregational schools. In partnership with families who are more enlightened and proactive about Jewish education, the community will, for example, have to rethink its camping options and its Israel educational seminars for youth. In short, the community will have to commit itself to “raising the temperature” of all Jewish educational life as the first graduates and then successive cohorts of this new early childhood initiative move through the system.

“It has become popular in discussions of education as culture to refer to the expressions “Roots and Wings” as all we can hope to give our children. In fact, Jewish early childhood education should focus its attention on the dual challenges of learning to engage in the activities of our cultural/religious foundation, and to give creative expressions to the imagination within. If we could - parents, teachers and children - each personally encounter our Jewish tradition, actively and imaginatively, we will have turned ourselves into a living, learning, and interpretive Jewish community.”

[Ruth Pinkenson-Feldman, 1996, unpublished]

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Joseph Reimer

August, 1996

**FOCUS PAPER FOR THE MEYERHOFF FAMILY:
CREATING EXCELLENCE IN ADOLESCENT JEWISH EDUCATION**

Demographers of Jewish education tell a cautionary tale. Among Jewish children between the ages of 10 and 13 we find a majority involved in some form of Jewish education. But once the same population reaches high school we find only a small minority have continued any active involvement. We can surmise that even young people who were once intellectually and socially engaged by their day or synagogue school education are by high school engaged by wholly other interests and social concerns.

Before writing this off as the inevitable results of adolescent development, we should be reminded that in this country, as well as in Europe and Israel, there is a history of serious adolescent engagement with issues of Jewish destiny. The current trend is arguably less a factor of human psychology than of a failure on the part of Jewish educators and rabbis to imaginatively create the kinds of settings that can deeply touch Jewish adolescents. With the exception of some camp and Israel experience programs, there is little available in our Jewish communities that speaks powerfully to the concerns of thoughtful adolescents. This at a time when the largest cohort in 20 years of Jewish youth are about to enter their adolescence.

I firmly believe the fund for Jewish education the Meyerhoff family is planning could be dedicated to creating a model program for Jewish adolescence that could significantly offset this trend. I envision a program to be begun in the Baltimore area and replicated in two other Jewish communities within the next decade. It would target bright, promising adolescents who in the judgment of their educators and parents are not likely to continue with their Jewish education into high school unless motivated by a very special program that speaks uniquely to their interests.

This program, modelled on the Wexner Heritage Program for adults and the Bronfman Youth Fellowship, would be a selective

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-2-

fellowship to which 8th and 9th graders would be nominated by their synagogue, school, JCC or summer camp on the basis of intellectual and creative promise. Once nominated, the adolescents and their parents would be interviewed, and a group of 24 religiously diverse and intellectually curious fellows would be selected. Each fellow would make a two year commitment to the program with an optional third year. Commitment would entail a Sunday a month plus 4 or 5 weekends a year.

The program will be premised on three basic assumptions: (1) adolescents are inclined to philosophic reflection on the "big issues" facing humankind; (2) Jewish tradition, in dialogue with Western philosophy, has much to offer inquiring adolescents; (3) reflective adolescents thrive upon opportunities to creatively present their ideas to both peers and adults.

Each year of the program would be based on a broad philosophic theme- such as the line separating life from death, the relation of the body to the soul and the dialectic between freedom and responsibility. The curriculum for each year would be based on series of texts -both Jewish and general -that would explore the theme. The adolescents and their teachers would study and discuss these texts for their own sake, but also as preparation for the dramatic presentations that the adolescents would prepare throughout the course of the year. These presentations - given in the synagogues, schools and JCCs - and possibly on the road - would be the fellows' gift back to the community: their way of opening dialogue with peers and adults on the issues that most interest them.

Essential to this program is the staff. Both the Wexner and Bronfman experiences argue for making available to these adolescents some of the finest Jewish thinkers and teachers wrestling with these issues. A drama teacher to help with their presentations is also a necessity. But at the heart of the staff will be the university students recruited as counselors. For late at night when the real discussions heat up, these counselors will be there with adolescents to parce the questions of "to be or not to be." They will need to be trained to become the available role models for the youth.

-3-

The optional third year is to focus on dialogue with Jewish youth from other countries -possibly Israel and the former Soviet Union. It is the year to expand horizons and consider becoming citizens of a global Jewish community. It is an opportunity to learn what are the questions they share in common with peers in Moscow or Jerusalem. This program can link with other existing programs that sponsor trips-for-dialogue; not tours alone, but encounters with youth from these countries that promote genuine cross-cultural understanding within a global Jewish community.

At its maturity this fellowship program would involve 36 selected Jewish youth from grades 9 to 11 throughout greater Baltimore. They would come from a variety of synagogues, schools and JCCs. They would represent on the one hand youth who would probably not have continued a Jewish education, but on the other, youth with enormous talent and promise. They would form a new youth community - not defined by denomination or youth group, but by a devotion to exploring common questions.

As with Wexner Heritage, this is a program designed to be replicated in other communities. After a decade 108 youth from 3 communities would be engaged in a single year. In time the impact will be felt. For when excellence is the goal and Judaism is encountered in its profundity, young people can be moved in ways we have yet to see.



INTERVIEW GUIDE

INTRODUCTION

1. (Introduce yourself and explain CIJE if necessary.)
2. (explain reason for interview even if you have already done so when setting up the interview.)

We are engaged in a planning process at CIJE and as part of that process we are speaking to people who we believe to have interesting perspectives on: (pick one)

- ◆ Vision of the future for Jews in North America
- ◆ Perspective on Jewish education in North America
- ◆ Perspective on how lessons we learn from general education might apply in the arena of Jewish education
- ◆ Perspective on the context in which the Jewish people of North America find themselves.

Today we would like to speak to you about : (pick one, two or three topics)

Your vision for a revitalized Jewish community

- ◆ Your vision for an education system of Jewish education
- ◆ What can be learned from examples of successful change in the Jewish community
- ◆ What can be learned from examples of successful change in general education
- ◆ Social trends relevant to the problem of Jewish continuity

(Plan ahead of time which topics to discuss and what order)

VISION FOR A REVITALIZED JEWISH COMMUNITY

1. If so called “continuity” efforts are successful, in what ways would you like see the Jewish community be different in 25 years.
2. If the person is having trouble with the open-ended question ask about whichever 2 or 3 themes of these seem appropriate:

- Diversity/pluralism	- Moral passion	- Leadership
- Vibrancy	- Involvement with Israel	- Innovation
- Community	- Centrality of Jewish learning	- Creative action
- Commitment	- Jewish literacy	- Jewish identity
- Jewish meaning	- Jewish values	
3. If you had to pick one thing, what would you say is the most important thing that has to change to get from here to there?
4. What do you see as the role of education in this vision of the future?

VISION OF AN EDUCATIONAL SYSTEM

1. What would it mean to have a true culture of learning in the Jewish community?
2. If you were the “Czar” of education in the community and if money were not an issue, what kind of system would you design for Jewish education.
 - Type of institutions/organization
 - Funding
 - Goals
 - Content
 - Teaching methods
 - Outcomes
3. What are the principal arenas-formal and informal, self-consciously educational or not-in which Jewish enculturation/learning is going on?
4. If “life-long Jewish learning” is the ideal, what would this look like? What constituencies are engaged in Jewish learning? What kind of learning is it? Where are the settings? What are the rewards and outcomes for the participants?
5. Who are the educators? What skills, training , experience, attitudes, qualities of heart and mind, bodies of knowledge, commitments, etc. do they bring to their work?
6. How does the role of, say “Teacher” or “Educational Director,” or “Principal” or “Rabbi”, or “Camp Counselor” differ from their roles today? What educational roles are present that are not present in our own world?
7. What informal and formal opportunities settings, incentives and settings are available to American Jews to grow into first-rate Jewish educators-- or for continuing growth once they have entered the field?
8. Relative to other fields that attract American Jews, what kinds of human rewards, remuneration, benefits, professional communities, and career-paths are available to those who choose Jewish Education as their life’s work?
9. What communal policies, resources, programs, and organizations are in place to ensure that Jewish education continues a) to be of superb quality, b) to enjoy widespread communal support and interest, c) to enable American Jews of different kinds to find the strongest and most appropriate education possible, and d) to attract, prepare, and retain the strongest possible educational leaders and educators.

10. Describe one or two education institutions or educational settings, that figure prominently in your view. Say as much as you can about who is learning (and why), about the pedagogy and content of the learning, about the background and approach of the educators, and about the outcomes of the experience.

CHANGE PROCESS IN THE JEWISH COMMUNITY

1. What are some examples you have seen of successful, transformational change within the Jewish Community?
2. Are there any lessons or rules-of-thumb that apply to creating change in the Jewish Community?
3. Where does change leadership usually come from? Can this leadership be cultivated or does it need to emerge?
4. In your experience or opinion, which are effective change methods:
 - Visioning processes
 - Top-down planning
 - Bottom-up experimentation
 - Networks of like institutions
 - Publications
 - Training programs
 - Outside change facilitators
 - Other?
5. At what level do you think changes needs to take place-e.g. communities, institution: national?
6. What is the role of lay leadership in change programs? What does it take to cultivate and motivate such leadership?
7. What are the major obstacles to change? How could these be overcome?

LESSONS LEARNED FROM GENERAL EDUCATION

1. What state-of-the-art ideas in general education should we be incorporating into our future vision for the system of Jewish education.
2. Are there important ideas we should be considering in the area of :
 - Family involvement
 - Teaching methodologies
 - Evaluation
 - Professional development
 - Use of technology

3. What can be learned from successful change programs in general education that could help us to create change in Jewish education?
4. Can you describe an example in general education where real fundamental change was achieved:
 - What was achieved?
 - Who were the change agents?
 - How did the change process work?
 - What were the obstacles? How were they overcome?
5. At what level do you think change needs to take place-e.g. communities, institution: national?
6. What role of lay leadership in change programs? What does it take to cultivate and motivate such leadership?
7. What are the major obstacles to change? What does it take to cultivate and motivate such leadership?

LESSONS LEARNED FROM GENERAL EDUCATION

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 - What was achieved?
 - Who were the change agents?
 - How did the change process work?
 - What were the obstacles? How were they overcome?

SOCIAL TRENDS RELEVANT TO THE PROBLEM OF JEWISH CONTINUITY

1. What broad social trends have undercut the vitality of Jewish communities in the modern world?
2. What are the prospects for a revitalized Jewish community.
3. What self understanding is necessary for such revitalization.
 - Religious/ethnic/national?
4. Are there specific examples of other faith/ethnic communities that have been revitalized at the micro or macro level? What levers have been used?
5. What do you see as the way back in for people who are separated from their faith communities?
6. What contemporary social trends will support efforts at revitalization.
7. In your view what would be the most important thing the American Jewish community could do to strengthen itself.
8. If you were advising the American Jewish community, how would you frame the problem and how would you approach it.

From: "Nessa Rapoport" 18-SEP-1996 17:04:30.48
To: "Adam", "Ellen"
Subj: Integrated Teachers Report

Although this publication was affected by our summer schedule, I have not forgotten it. What I need from you two is some consensus on recommended language for the cover, compared to what appears currently on the cover of the paper you have completed. If you can e-mail the components of the cover: title; subtitle; calling it a "CIJE Research Report" or not; and any other issues as you think about for the audience of both researchers and communities, I'll give you feedback if I have any; get signoff; and come back to you with a new cover design. Although I have a couple of unexpected things in the pipeline, I would still like to publish this in 1996 and get it to several audiences.

Don't worry about being able to change your minds. I just want to move us one step closer to a final design.

What we already agreed on: MEF will be on the inside cover rather than the outside. You're not sure you want: "A Study of Three Communities" (although I think it's enticing); you may want "A Research Report" rather than "A CIJE Research Report" (although, note, we have on Sarna "CIJE Essay Series," even though our logo appears on the cover); and you want to list all five authors in equal typeface, with the two of you first.

In addition, please consider the following issues which you raised with me:

1. Do we want an executive summary or overview?
2. We'll need a table of contents.
3. Please send me language for crediting Blaustein. Inside front cover?
4. You said to me: "sample sizes; standard deviations; t-test should be put at the bottom of each table." I don't know what exactly you meant, but you should tell me what to do about it. (You may have been responding to my reiterated comment that we should allay in advance any criticism about the rigor of the research.)
5. I also wrote down: Contemporary Jewry; Jewish Social Science; Jewish Journal of Sociology: Were those meant to receive review copies? Let me know why you gave me that list.

I hope to be doing the final editorial work in the second half of October. The more we can work out re the above, the faster we can publish!

Thanks in advance and Shanah Tovah.

Nessa

9/18/96

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MINUTES: **CIJE STAFF TELECONFERENCE**

DATE OF MEETING: **September 25, 1996**

DATE MINUTES ISSUED: **September 26, 1996**

PARTICIPANTS: **Karen Barth, Gail Dorph, Alan Hoffmann, (via telephone)
Barry Holtz, Josie Mowlem, Daniel Pekarsky, (via telephone)
Nessa Rapoport, D'vorah Levy (secy.)**

CC: **Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring,
Joella Klinghoffer, Virginia Levi, Mort Mandel, Dalia Pollack,
Daniel Pekarsky**

I. Review of Previous Minutes

- | | | |
|------------|----|---|
| Assignment | A. | Annual Report: NR spoke with Sandy Brawarsky regarding this report, who is not available at this time. NR will speak with Avi Decter on September 26. regarding his taking on this project. |
| Assignment | B. | KAB will be meeting with Aryeh Davidson on October 21. BWH suggested that we need to determine what CIJE's relationship will be with the JTS. ADH senses we will certainly have a clearer picture after Aloha Meeting of October 20. DL should call JTS and confirm that CIJE is on agenda. |
| Assignment | C. | JM reported that as of September 20. CIJE will be using Empress Brand Travel as our travel agent. Our contact person's name is Roz Solomon. |
| Assignment | D. | NR will speak with Avi Decter on September 26. regarding his consulting on writing proposal for David Hirshhorn. KAB will also follow up with a proposal for additional funding over the next three years. |

II. Strategic Plan Update

- | | | |
|------------|----|---|
| Assignment | A. | BWH spoke to Michael Ben-Avi about summarizing literature on change in education and he is interested. BWH will follow up. DNP suggested we contact Amy Gerstein regarding same. DNP will contact. ADH suggested we use both Amy and Michael on this project. |
|------------|----|---|

III. Minutes

- | | |
|----|---|
| A. | KAB proposed minutes be reviewed by JM and DL on day of meeting. Then rough draft will be typed and distributed to staff to make any corrections. This will help expedite the distribution of minutes within 48 hours after meeting has |
|----|---|

taken place. Staff agreed.

IV. Board Meeting

3:00 PM D'var Torah will be delivered by Lee M.Hendler

- Assignment A. Gail reported that Professor Twerksy will not be teaching, as his schedule does not allow for it. GZD suggested Devorah Steinmetz and Dovid Silver as backup. GZD will contact. KAB suggested Gordon Tucker as an alternate possibility if need be. Whomever we recruit, NR must receive the topic they will be teaching in advance.
- B. KAB/ADH/MLM will discuss introduction of KAB at April Board Meeting in April.

V. Staff Learning

- A. KAB noted that while we have been advocates for others learning we have not engaged in learning ourselves. She suggested that we initiate a study session. Staff agreed and various topics were suggested. No date or time was set.

VI. Publications

- A. NR proposed to staff that we review our publications policy. She and JM need to establish guidelines for our publication policy. We are publishing more, and it is essential that we establish a logical process of managing our overhead as well as billing.
- B. NR advised the staff that we have approximately 1,000 copies of *Best Practices for JCCS* left. We originally published 5,000 copies.
- C. JM reported we received about \$ 1000 against our publication cost. This comes from copies which were sold to JCCS and other groups whom we charge for publications.
- Assignment D. ADH suggested that KAB/BWH/JM, and NR address this issue. NR will organize 1st meeting.

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CIJE ASSIGNMENTS

September 25 TELECON

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	NR will speak with Avi Decter- re: Annual Report	NR	09/25/96	
2.	KAB will be meeting with Aryeh Davidson on October 21 this meeting should determine where our relationship stands with JTS	KAB	09/25/96	
3.	DL will confirm with Aryeh Davidson that CIJE is on agenda Aloha Meeting of October 20	DL	09/25/96	
4.	NR will speak with Avi Decter- re :writing proposal for David Hirshhorn	NR	09/25/96	
5.	KAB will follow up with proposal for additional funding over next three years from David Hirshhorn	KAB	9/25/96	
6.	BWH will follow up with Michael Ben-Avi re: summarizing literature on change in education	BWH	09/25/96	
7.	DNP will speak with Amy Gerstein- re: working with Michael Ben-Avi on summarizing literature on change in education	DNP	09/25/96	
8.	GZD will contact Devora Steinmetz and Duvid Silver as backup- re: teaching at October Board Meeting. Gordon Tucker will be called if above persons decline	GZD	09/25/96	
9.	ADH sugessted KAB/BWH/JM and NR address Publications Policy issues	KAB/BWH/JM/NR		

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MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: September 16, 1996

DATE MINUTES ISSUED: September 17, 1996

PARTICIPANTS: Karen Barth, Gail Dorph, Alan Hoffmann (via telephone)
Barry Holtz, Josie Mowlem, Nessa Rapoport, D'vorah Levy
(secy.)

CC: Sheila Allenick, Adam Gamoran, Ellen Goldring, Virginia Levi,
Mort Mandel, Dalia Pollack, Daniel Pekarsky Sarah Feinberg,
Joella Klinghoffer

I. Steering Committee Agenda

Assignment A. KAB suggested we send out the 1997 Workplan in advance, to spend less time focusing on this at the meeting. GZD raised the issue as how to brief the members of the Steering Committee on workplans. GZD suggested that each person should meet with his/her lay chair prior to the meeting re: Steering Committee re: Workplans.

B. ADH asked whether Strategic Plan or Workplan should be discussed first. KAB suggested pre-lunch discussion and post-lunch discussion on the Strategic Plan.

Assignment C. BWH reminded ADH that the Steering Committee is not yet aware of Brandeis. ADH and KAB will speak to MLM re: small presentation. BWH to conceptualize and update on Brandeis planning process. Background materials to be sent to Steering Committee.

D. Steering Committee Agenda

9:30-10:15	Welcome; Minutes and Assignments
10:15-11:00	Workplan
11:00-12:30	Strategic Plan
12:30-1:00	Lunch
1:00-1:45	Strategic Plan (continued)
1:45-2:00	Review of Board Meeting
2:00-2:30	Update on Brandeis Planning Process
2:30-3:00	CIJE General Update

Assignment The Steering Committee should receive the Workplans..and background material on Brandeis. This mailing should go out during the week of September 23rd. JM will follow up.

Assignment GZD raised the issue of how to brief the members of the Steering Committee on the workplan. We decided that she would brief L.Pollack and Lee Hendler. JM will call AG to ask him to brief E.L. Ritz and Dan Bader in Milwaukee

II. Board Meeting

BWH reviewed the plan he and GZD developed. The suggested agenda is:

- ◆ 9:30 Welcome and Introductions MLM
Response by KAB
Update on CIJE ADH
- ◆ 10:15 The Power Ideas DP
- ◆ 10:30 Rabbi Isadore Twersky
- ◆ 12:15 Teaching on Jewish Values- (this section is introduced by DP)- Small group discussions. Report back from groups. DP to make concluding remarks.
- ◆ 12:30 Lunch
- ◆ 1:30 CIJE in Action

A. Milwaukee Lay Leadership Project R/Louise Stein

B. Goals Project Rabbi Daniel Gordis/DP

C. Harvard Institute Josh Elkin/GZD

- ◆ 2:15 Strategic Plan KAB
- Assignment ◆ 3:00 D'var Torah - KAB to call David Arnow

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Staff Telecon
September 16, 1996

Staff Telecon

September 16, 1996

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MINUTES: **CIJE STAFF TELECONFERENCE**

DATE OF MEETING: **September 30, 1996**

DATE MINUTES ISSUED: **October 3, 1996**

PARTICIPANTS: **Karen Barth, Gail Dorph, Alan Hoffmann, (via telephone)
Barry Holtz, Josie Mowlem, Nessa Rapoport, D'vorah Levy (secy.)**

CC: **Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring,
Joella Klinghoffer, Virginia Levi, Mort Mandel, Daniel Pekarsky,
Dalia Pollack**

I. Review of Previous Minutes

- Assignment A. Annual Report: NR spoke with Avi Decter who is interested in this assignment. NR will follow up. An abbreviated version will be prepared now, with a more detailed report planned for June.
- Assignment B. Proposal for David Hirshhorn: Avi Decter will interview the CIJE staff re: Hirshhorn and then Avi will draft a proposal based on interviews.

II. Strategic Plan Update

- Assignment A. KAB will follow up with Michael Ben-Avi and Amy Gerstein re: summarizing literature on change in education

III. Minutes

- A. ADH suggested that assignment sheets should be cumulative.

IV. Board Meeting

- A. Devora Steinmetz has agreed to teach at board meeting. GZD/DNP will review outline with Devora.

V. Publications

- Assignment A. KAB/BWH/JM/NR will meet re: Publication policy issues. After 1st meeting,
Assignment NR will present staff with a written report.

VI. Brandeis University Update

- Assignment A. BWH had productive meeting Joe Reimer. BWH to circulate most recent papers on Brandeis to staff prior to next staff telecon. ADH/BWH/Joe Reimer/S. Shevitz will have telecon on Monday, October 7 at 4:15

VII. Cape/Personal Issues re: BJE's

- A. ADH suggested we put this on the agenda for staff meeting of November 11 with Josh Elkin and Ellen Goldring in on the call
- Assignment B. KAB/ADH will meet with Annette Hochstein in January and discuss Sr.personnel issues, planning, training and placement.

VIII. Relationship with JTS

- A. ADH suggested we put JTS on agenda for our October 14 staff meeting.

IX. October 7 Staff Telecon

- Assignment A. DL to re-schedule CJF telecon of October 7 if possible. Then she will change the time for staff telecon from 10:00am to 11:00am-12:30pm (5:00pm-6:30pm Israeli.) DL will advise staff via E-mail what end results are.

X. Wexner Meeting

- A. JM advised staff that Wexner meeting is scheduled for November 7 from 2:00pm-5:00pm.

XI. New Space for CIJE

- Assignment A. KAB has negotiated for space on 18th floor of our present building. KAB advised the staff that space is available. Offices have plenty of windows, and is a large space. We have been offered six months free rent, have our own kitchen, large conference room and have control of our air conditioning. Upon receiving lease, we could move in immediately. CIJE will be responsible for painting, purchasing used furniture, partitions, phone system etc.

- Assignment B. JM will assume responsibility for the move
- C. Staff agreed when and if we make a move consultants should be used in following areas:
- a) A thorough evaluation of our current computer system is essential.
- b) Our telephone system must also be reviewed
- D. JM will take GZD/BWH/NR to 18th floor to view space we are considering.

CONFIDENTIAL**CIJE ASSIGNMENTS****SEPT 30, 1996**

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	ADH will speak with Johnny Cohen, re: Jan/Feb Luncheon seminar	ADH	9/10/96	10/14/96
2.	NR/BWH-Workshops GA	NE/BWH	9/10/96	10/7/96
3.	KAB/GZD/ADH/BWH/JM/NR-to develop 3 topic agenda for November 7 Wexner meeting	Staff	9/10/96	10/7/96
4.	ADH will speak to MLM re: small presentation of Brandeis to Steering committee	ADH	9/16/96	10/7/96
5.	BWH to prepare update on Brandeis planning process for mail to Steering committee	BWH	9/16/96	10/7/96
6.	JM to contact AG to meet with ELR and Dan Bader	JM	9/20/96	10/7/96
7.	NR will follow up with Avi Decter-re: Abridged Annual Report	NR	09/25/96	10/7/96
8.	DL will confirm with Aryeh Davidson that CIJE is on agenda of the Aloha meeting of October 20	DL	09/25/96	10/7/96
9.	KAB will set up appointment with David Hirshhorn for sometime mid November re: Hirshhorn funding	KAB	09/25/96	10/7/96
10.	KAB will follow up with Michael Ben-Avi and Amy Gerstein re: summarizing literature on change in education	KAB	09/30/96	10/7/96
11.	GZD/DNP will review with Devora Steinmetz re: teaching plan for Board meeting.	GZD/DNP	09/30/96	10/7/96
12.	NR will present to staff a written report re: Publication policy after meeting with KAB/BWH/JM.	NR	9/30/96	
13.	Avi Decter will interview CIJE staff then draft a proposal for Hirshhorn based on these interviews	AD	9/30/96	

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
14.	BWH circulate to staff most recent paper re: Brandeis. prior to next staff telecon.	BWH	9/30/96	10/7/96
15.	BWH will see if he can re-arrange his schedule to attend/HUC conference on November 10	BWH	9/30/96	
16.	KAB/ADH will meet with Annette Hochstein in Israel in January re: Cape issues.	KAB/ADH	9/30/96	
17.	DL change time slot for October 7 staff telecon from 10:00am start time to 11:00am start time. Advise staff via E-mail if time will remain same or of possible change	DL	9/30/96	
18.	KAB will continue to negotiations re: space for CIJE	KAB	9/30/96	
19.	JM will plan CIJE move and share progress with staff	JM	9/30/96	12/31/96



I N T E R

O F F I C E

MEMO

To: Gail, Alan, Barry, Nessa, Ellen, Adam, Josie, Dan ✓
From: Karen Barth
Subject: Workplan draft
Date: October 9, 1996

Please look over this latest draft of the workplan and let me know if you would like to make any changes.

Thanks

October 9, 1996

1997 Work Plan Draft

CIJE

For Discussion October 13, 1996

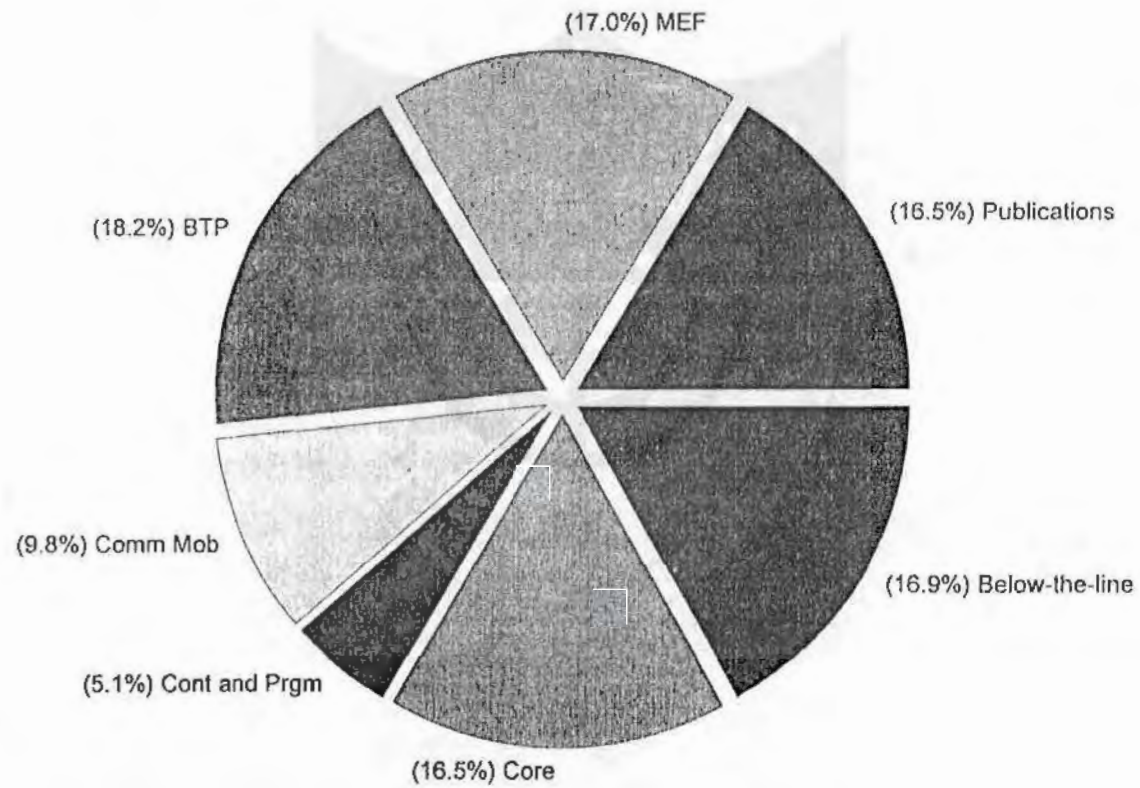
WORK PLAN HIGHLIGHTS

- Complete a five-year strategic plan for CIJE
- Continue to build and refine our training pilots for teacher educators and principals
- Expand the Goals Project and conduct several pilots
- Create an extensive array of publications designed to:
 - Tell the CIJE story
 - Seed the culture with powerful ideas
 - Support policy-making with research
 - Provide tools for change
- Continue to support our lead communities while preparing for a major new initiative in Community Mobilization (to be defined as part of the Strategic Planning process)
- Disseminate and utilize our Best Practice work
- Continue to expand capacity by adding to staff and by creating a cadre of General Education professors to help with our work
- Cut back on time devoted to core activities
- Do intensive planning for 1998 initiatives in:
 - Early Childhood
 - Senior Educational Leadership
 - Research and Development
 - Governance Structure

WORK PLAN SUMMARY BY DOMAIN

DOMAIN	SUMMARY AND APPROACH
Building the Profession	Continue to refine and expand pilot training programs for teacher educators and principals; solidify the professors group; plan major initiatives for 1998
Community Mobilization	Maintain on-going relationships with lead communities, national organizations, and key lay leaders; Broadly rethink our strategy in this area
Content and Programs	Run several pilots of the goals project, while undertaking a planning effort in this area; Disseminate Best Practice materials and integrate them into our training institutes and programs
Monitoring, Evaluation, and Feedback	Continue rigorous monitoring and evaluation of TEl; use data from prior surveys to develop policy briefs; begin serious planning for building research and evaluation capacity
Publications	Develop an extensive array of publications; create a long term publications strategy; develop a database to support dissemination
Core	Complete a five-year strategic plan; rethink board strategy

Staff Time Allocations



BUDGET BY DOMAIN

DOMAIN: BUILDING THE PROFESSION

Category	Description	Objective
TEI	Run 5 seminars for cohorts 1 and 2 Start Cohort 3 Set up a network of TEI participants Create 4 video packages Write the TEI story Complete 1st phase of TEI evaluation (community map)	Continue to refine and expand pilot project in teacher education while creating a cadre of teacher educators for congregational schools
Lay/Professional Leadership Seminar	2 short lay/professional leadership seminars	Experiment with cooperative lay/professional leadership development
Leadership Seminar for Principals	1 five-day professional leadership seminar	Continue to refine pilot project in Educational Leadership
Build Capacity/Professors	3 day seminar in January *5-day spring seminar ¹ *Recruit new professors *Fold professors into CIJE work	Continue to grow the group and to solidify their relationship with CIJE and their interest in Jewish education
Planning	*National Center for Jewish Educational Leadership (JEWEL) *Senior Personnel Planning *Norms and Standards *Early Childhood	Develop plans for initiatives to be implemented beginning in 1998

¹*Below the line

Consultations	Consultations on Professional development with: Brandeis, Torah Umesorah, Day School Training Initiative, Florence Melton Adult Mini-School, Melton Israel Short term program, Orthodox day school principals	Support the creation of new models in Professional Development
Professional Development Policy Brief	Combine what we've learned about Professional Development in General Education with what we know about Professional Development in Jewish Education to create a policy brief	Develop policies that can be adopted by communities to markedly improve Professional Development of teachers and educational leaders

DOMAIN: COMMUNITY MOBILIZATION

Category	Description	Objective
Community Consultations	<p>Work on development of personnel action plans</p> <p>Support pilot projects in lead communities e.g. Milwaukee leadership, Beth Israel, Atlanta-early childhood</p> <p>Support evaluation efforts with lead communities</p>	Experiment with mobilizing communities around the importance of professional development, goals and evaluation
Relationships with National Organizations	Continue to meet with and maintain relationship with key national organizations (e.g. movements, federations, JESNA)	Build the reputation of CIJE and maintain relationships that enable us to work in partnership with others
Luncheon Seminars	Offer six luncheon seminars presenting "big ideas"	Build a community of academics and policy makers in Jewish education/continuity in the New York area
Board/Steering Committee Board Seminar	<p>Rethink how we use our Board meetings as a vehicle for community mobilization</p> <p>Touch base in a meaningful way with all of our Board members</p>	More effectively stimulate and energize lay and professional leaders to be informed advocates of Jewish education

DOMAIN: CONTENT AND PROGRAMS

Category	Description	Objective
Dissemination of Best Practice Materials	Implement plan to further disseminate Best Practice materials	Build awareness of our work and ensure that people outside of CIJE can make use of the Best Practice work that we have done.
Use Best Practice materials in our work	Integrate learning from Best Practice work into TEI, Harvard Leadership, Milwaukee Leadership Project, and Professors project	Ensure that we are fully utilizing our Best Practice materials in all of our institutes and programs.
Goals Project	<ul style="list-style-type: none"> -Milwaukee and Beth Israel Pilots -Goals Publications -Plan for future expansion of Goals Project *-Form a network of leaders engaged in building institutions² 	Create models of change at community level; expand our understanding of the process of change; develop tools and case studies for use in change efforts, community mobilization and training

²*Below-the line

DOMAIN: PUBLICATIONS

Category	Publication/Description	Objective
Telling the CIJE Story	Current Activities Annual Report TEI story	Let others in the Jewish community and the wider community know about CIJE and its work.
Seeding the Culture with Powerful Ideas	Hartman on Covenant and Community Hoffman on Synagogue Transformation April Board Seminar	Help create the cultural changes needed for further education revitalization
Research for Policy	Professional Development Policy Brief Leaders Report Early Childhood Policy Brief *Educational Leaders Policy Brief ³	Provide the facts necessary to shape policy
Tools for Change	The Place of Vision in Jewish Educational Reform From Philosophy to Practice: Case Study of the Agnon School	Create tools for use in mobilizing communities and institutions for change, and for training professional leadership
Strategy	Develop a longer term strategy for CIJE publications	Clarify longer term approach to publications
Database	Develop dissemination database	Facilitate distribution of published material and other mailings

³Below-the line

DOMAIN: MONITORING, EVALUATION, AND FEEDBACK

Category	Description	Objective
Ongoing Evaluation of TEI	Observations and follow-up interviews Write one year report and interim case studies of communities Present to communities	Gather data that can be used to evaluate the effectiveness of the TEI pilot project and to provide evidence to support the spinoff of this project
Ongoing Community Consultations	Advise communities on evaluation issues as they arise	Continue to build evaluation into the culture of our Lead Communities
Build Research Capacity	Engage in discussions with opinion research centers about including new questions in planned research	Begin thinking about an infrastructure for Research in Jewish Education
Build Evaluation Capacity	Develop a plan for an Evaluation Institute	Create an implementable plan for building an evaluation capacity at the community and national level

DOMAIN: CORE

Category	Description	Objective
Strategic Plan	Develop a five-year strategic plan to guide our future work, planning and decision making	Take a more vision-driven, more strategic approach to our work
Staff Meeting and Internal Planning	Continue to meet regularly with core staff only Start work planning in May/June	Improve the time-efficiency of meetings and planning activities
Fundraising	Create and adhere to a rigorous fundraising schedule	Complete 1997 fundraising by October 1

TO: CIJE Staff
FROM: DP
RE: Vision of a more vital Jewish community

INTRODUCTION

At the last Strategic Planning staff meeting (Nov. 7), I was asked to do the next iteration of our "Strawman" vision for the outcomes in the North American Jewish community (p. 12 of that document). At the time, I was not confident that I could adequately complete this assignment in preparation for our Nov. 25 meeting, but I did hope that I'd be able to enrich our thinking by raising certain issues concerning the elements of the vision. My principal focus has been on "Pluralism", described in the Oct. 16 document as follows:

Many different ways exist of being and living as a committed Jew but there is a recognized core common 'language' and an atmosphere of mutual tolerance.

My sense is that for an ideal like "Pluralism" to provide us with helpful guidance, we need to characterize it more fully than this. The questions and issues I raise below are designed, if not to offer this fuller characterization, to suggest some of the critical choices. I rely heavily in this discussion on Elliot Dorph's essay, entitled "Pluralism".

WHY PLURALISM?

The case for pluralism. Pluralism can be defended on a number of different kinds of grounds -- and the way in which we choose to defend it will probably carry implications for the way we choose to operationalize our commitment to pluralism. Here are some possibilities:

1. Pluralism is expedient. We live in a Jewish community made up of a variety of different groups: none of them is about to co-opt the others; nor do we want to shrink the community by declaring certain groups inauthentic. In this context, to declare for pluralism makes good pragmatic sense. Perhaps some day it will not.

2. A commitment to Jewish pluralism is a principled position that flows from a more general commitment to liberalism. Liberalism recognizes the right of individuals and communities to define their own cultural identity without interference from a centralized authority; just as we have the right to choose Judaism over Catholicism, so, within Judaism, we have the right to choose the brand that seems most congenial to us - so long as we accord the same right to others.

3. A commitment to pluralism flows from a relativistic ethos. Not recognizing in ourselves or in any one else the right or ability to declare any particular view more authentic than others, we adopt the laissez-faire position which says, "Different people should gravitate to Jewish outlooks and practices that seem right to them."

4. A commitment to pluralism is a Jewish commitment that flows from our understanding of what Judaism is.

There are several variants of #4, and because of its special interest to us, I will take note of some of them below.

Pluralism as a Jewish value. While Judaism has not always been hospitable to pluralism, diversity has been a feature of many Jewish communities across the ages. In some cases, it's been "tolerated", in others actively affirmed. Here are a number of "takes" on pluralism as a Jewish value.

A) One of the reasons the School of Hillel is counted superior to that of Shammai is that Hillelites recognized an obligation to listen carefully to the views of their opponents and, if warranted, to reverse themselves. Implicit in this account is a view found elsewhere as well: Dispute can be a good thing! The encounter with views that differ from our own contributes to the improvement of our own position.

B) For thinkers like Ha-Rav Kook, sub-groups and movements that are radically dissimilar to each other and often at odds with each other play essential roles in hastening the coming of the Messiah; how each group contributes is at the time often unrecognized (by other groups and even by its own members).

C) Plural Jewish beliefs is a natural outcome of the fact that we have different abilities and sensibilities and thus cannot be expected to interpret the Torah in the same way.

D) We must embrace the existence of plural Jewish views as a way of acknowledging that, though we may feel that our own views are the best, our creaturely capacity for knowledge is weak in comparison with God -- so that in the end we might be wrong. "From the standpoint of piety," writes Dorph, "pluralism emerges not from relativism but from a deeply held and aptly humble monotheism."

E) While not "a value" (in the sense that it is desirable), pluralistic Jewish outlooks are tolerable and consistent with mutual recognition so long as the different groups that make up the pluralistic universe

all share in "Brit Goral", the "Covenant of Fate". As Dorph summarizes it:

"This Covenant has four components: 1) shared historical events (Jews feel they are part of everything that happens to other Jews; 2) shared suffering (the anguish and pain inflicted on other Jews I experience as mine too); 3) shared responsibility (a sense of obligation to help other Jews and a willingness to do so); 4) shared actions (activities with and for other Jews).

On this view, associated with Solveitchik and Yitz Greenberg, within the community defined by the Covenant of Fate, disagreements concerning what Judaism demands and represents can be very strong and impassioned, but the parties to the dispute are recognized as equally members of the same community. This view is to be contrasted with Simon Greenberg's view (below).

F) Simon Greenberg develops the view that God intended that we all think differently in order that we be reminded of God's grandeur: "When one sees a crowd of people, he is to say, 'Blessed is the master of mysteries,' for just as their faces are not alike, so are their thoughts not alike."

According to Greenberg, pluralism is "the ability to say that 'your ideas are spiritually and ethically as valid -- that is, as capable of being justified, supported, and defended - as mine' and yet remain firmly committed to your own ideas and practices."

Critique of pluralism. While we tend to be sympathetic to pluralistic ideals, pluralism has not been kindly regarded in many historical communities (Jewish and non-Jewish). Not only is a community featuring wide-ranging diversity in belief, values, and practice sometimes rendered incapable of decisive action which all will enthusiastically endorse, there is also a danger that such a community will dissolve -- a danger that its various sub-groups will sense little that unites them to one another and will begin approaching one another with mistrust and contempt. On an international level, we are witnessing such phenomena in various parts of the world at this very moment, and there are critics of American society (for example, Arthur Schlesinger in *THE DISUNITING OF AMERICA*) who believe we are in danger of travelling this road in our own country right now.

Critics like Schlesinger are not looking for uniformity but they urge that our endorsement of pluralism be accompanied by a searching examination of the conditions that must be in place if a pluralistic situation is to remain healthy. This means asking some critical questions, including the following:

1. How much and what kinds of things must members of a pluralistic community share if they are to be capable of living in peace with one another, organizing enthusiastically for collective action, and recognizing one another as members of a single community ("We are one!") to which they owe allegiance?

As Elliott Dorph observed, rabbinic Judaism tolerated "a wide spectrum of opinion and even of practice, but only within a community that shares a commitment to the fundamental beliefs and practices of Judaism." Thus, "The Talmud is full of fractious disputes in which virtually anything could be questioned. There are some limits, though...: When the Sanhedrin existed, rabbis could challenge decisions in debate, but in practice they had to conform to the Sanhedrin's majority ruling." The Sanhedrin effectively functioned as the Court System does in the U.S. -- an authoritative body which could determine whether homogeneous practice is required in a given domain, and if so, what kind.

Today we lack any such authoritative body that establishes shared norms of conduct that place curbs on our diversity; and there are many who are concerned that we are rapidly losing any sense of ourselves as a single community - especially now that Israel and the Holocaust occupy a less prominent place in the consciousness of American Jews. At the same time, however, note that not everyone agrees that a great deal needs to be shared by us in order for us to remain a vital community. Menachem Brinker, for example, suggests that there was always much more diversity among the Jewish People than traditional accounts admit. For him it's enough if we recognize ourselves as members of the same family and are aware of the history and fights.

What, then, if anything, must be shared among us if our pluralistic community is to be viable -- norms? beliefs? knowledge? attitudes? a language of discourse? a sense of family?

2. How ought adherents to different positions regard one another? How deep a knowledge of one another's outlook ought they to have? Is it sufficient if they "tolerate" each other's right to exist (even if in error) -- or should they be appreciative of one another's outlooks?

3. What are the limits or boundaries of membership? What kinds of groups and individuals fall within the orbit of our pluralistic community -- and which are beyond the pale? Jews for Jesus may be an easy case -- but how about the children of inter-marrieds, sub-groups that refuse to acknowledge other religious groups as representing a bona fide "Jewish" position, or that refuse to acknowledge the legitimacy of the State of Israel? More generally, what about groups who refuse to legitimize the pluralistic situation (though they may be willing to take advantage of it for their own purposes)? [Dorph suggests the need for a theory of pluralism that recognizes "Ahavat Yisrael" as a

value that transcends our differences. But this only serves to underscore the need to answer the question, "To whom is our Ahava to be directed? That is, who counts as a member of "Yisrael"?"

4. Corporate VS. Liberal Models [Develop]

How we answer such questions -- and why we answer them the way we do -- will say a lot about what we are as a Jewish community.

CENTRALITY OF LEARNING/KNOWLEDGE

Here I just want to raise a few critical questions:

1. Are we prepared to characterize the kind of learning to which we are referring?

a) At a time when there are a lot of references in Jewish and non-Jewish quarters to "informal learning", to "experiential learning", to "outdoor education," etc., do we want to stipulate that, whatever else is to be learned, text-based learning is of central importance?

b) If "text-study" is to be incorporated into our understanding of "learning", do we want to say anything about which texts should be studied? Are there any that we want to designate as essential?

c) Do we want to say anything about "Torah Li'ahmah" as an ideal?

2. There is a need to ^{clarify} "the knowledge and skills" that we think should be achieved.

3. There is a need to have a rationale for the way we choose to answer - or not to answer #s 1 and 2. This would include an account of why we think "learning" and "a minimum level of knowledge and skills" desirable. To have such an account may actually help answer the other questions.

CONFIDENTIAL

MINUTES: CIJE STEERING COMMITTEE
DATE OF MEETING: December 5, 1996
DATE MINUTES ISSUED: December 10, 1996
PARTICIPANTS: Morton L. Mandel (chair), Daniel Bader, Karen Barth, John Colman, Gail Dorph, Adam Gamoran, Ellen Goldring, Nellie Harris, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Shlomo Offer, Morris Offit, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Esther Leah Ritz, Jonathan Woocher
COPY TO: Sheila Allenick, Josh Elkin, Seymour Fox, Lee Hendler, Annette Hochstein, Dalia Pollack, Charles Ratner, Richard Shatten, Henry Zucker

I. Announcements

The Chair, Mr. Mandel welcomed all members to the meeting. He then asked Alan Hoffmann to introduce Nellie Harris, currently a Jerusalem Fellow, who arrived from Israel earlier this morning. Nellie Harris will be spending two weeks in New York becoming acquainted with CIJE in preparation for her return as a staff member working with Gail Dorph in the area of Building the Profession.

Alan Hoffmann asked Karen Barth to introduce Karen Jacobson. Karen Jacobson was hired as a transition consultant in late October, to work on three specific areas of concern: 1) Recruitment and retention of CIJE support staff; 2) Assistance in the relocation of CIJE financial operations from Cleveland to NY; 3) Assistance in the search and relocation of CIJE to new office space.

Karen will also be responsible for handling day to day operations until a replacement is hired for Josie Mowlem's position as Assistant Executive Director.

The chair welcomed Morris Offit, a new member of the Steering Committee. Mr. Offit stated that he was looking forward to offering a positive contribution to CIJE in his role as a Steering Committee member.

II. Master Schedule Control

The master schedule control for 1997 was reviewed.

III. Minutes and Assignments

The minutes and assignments of October 16 were reviewed and accepted.

IV. 1997 Workplan

Karen Barth introduced the revised workplan by delineating its highlights. Within 1997 the five year strategic plan will be completed. CIJE will continue to build and redefine training pilots for teacher educators and principals. CIJE will consult to both new and existing programs in professional development for educators, expand the Goals project and conduct several pilots. In 1997, CIJE will focus attention on creating an extensive array of quality publications designed to tell the CIJE story, seed the culture, support policy-making with research and provide tools for change. The dissemination and utilization of Best Practices will continue, as will CIJE's support of lead communities. CIJE will also be preparing a major new initiative in Community Mobilization which will be defined as part of the strategic planning process.

Karen explained that CIJE will continue to expand its capacity by adding to the staff and by building a cadre of professors in General Education to help with this work. At the same time, CIJE expects to cut back on time devoted to core administrative activities.

Also on CIJE's agenda for 1997, is intensive planning for 1998 initiatives in Early Childhood, Senior Educational Leadership and Research and Evaluation.

John Colman, suggested that an evaluation process should be part of the workplan, to determine how items like the Best Practices are being implemented and if they are affecting change. Alan Hoffmann said that currently TEI is the focal point for an extensive CIJE evaluation process. Further discussion pointed to additional areas for evaluation, including the effect of the publications on communities where they have been disseminated.

Karen Barth then reviewed the workplan by domain and noted changes.

A. Building the Profession

1. TEI

Cohort 3 will be deferred to 1998. Alan Hoffmann explained that Cohort 3 participants should be decided upon based on the focus of the strategic plan. He also noted that the funding from the Cummings Foundation is already in place, and that two seminars will take place in 1998. Three video packages will be developed instead of four. Gail Dorph will be working on writing about TEI.

2. Leadership Seminar

A seminar that joins lay leaders and professionals together will be run in

January. This program grew out of a request from the educational leaders with whom we have been working (who have participated in our previous seminars). There will be two seminars for our General education professors. Gail Dorph explained that a three day program in January will include two new professors and the one in June will include approximately five new professors. The goal is to recruit approximately 10 new people during the course of the year, and involve them in CIJE. We are searching for excellent candidates around the country to add capacity for our work in four major areas: Early Childhood, Educational Leadership, Research Evaluation and Professional Development. Gail explained that recruitment relies on recommendations.

Esther Leah Ritz suggested that the President of Alveras College, a Catholic College based in Milwaukee, be contacted as an excellent resource on innovation and change in education.

3. Planning

Karen Barth explained that major planning initiatives remain on the 1997 workplan: Building the Profession, JEWEL, Norms and Standards, and Early Childhood.

4. Consultations

Consulting work will continue with several different organizations primarily in the area of Professional Development.

5. Professional Development Policy Brief

Esther Leah Ritz challenged the members to think about how to move the process of building the community from the national to the local level; limiting what we do here in New York, and giving the local institutions the knowledge to develop these programs in their own communities.

Karen Barth stated that this is an essential issue in CIJE's strategic planning. Gail Dorph pointed to the professors program, which develops a cadre of regional professionals with the skills to help design and implement policies on a local level.

Alan Hoffmann explained that the second cohort is already working with individuals around the issues of community development and team building. He said that we are not where we would like to be ultimately, but that we are moving in the right direction.

B. Community Mobilization

American Jewish Community,” which had been revised based on the last Steering Committee discussion, two staff workshops, and additional interviews. She stressed that this vision will never be complete. We will continue refining it throughout the strategic planning process and over many years. She noted that it is good enough to move on and discuss the question of change philosophy. To begin this discussion, she asked the question “What would it take for the Jewish community to reach this vision”. This led the group to a discussion of the 13 Generic Approaches to Achieving Transformational Change.

Karen noted that the inclusion of approaches and programs on the list did not indicate an endorsement, rather that they are examples of existing change programs the discussion of which would help formulate a clearer vision of options for CIJE. Some additional examples of effective change policies, and programs were discussed. Alberto Senderay’s program in South America was noted as an interesting example. Senderay brought in talent from consulting firms and the Harvard Business School to help train change leadership. The result is a cadre of young leadership in South America. His program has been used as a pilot for other programs, and replicated throughout Europe. The question was raised as to whether these new leaders produced real change or just mandated the status quo.

The New York Continuity Commission’s approach to affecting change was discussed as a model of creating change by seeding many small experiments in the hope that some will take root and grow. A discussion followed around the pros and cons of this type of approach. The group asked for the recent Continuity Commission report. Karen Barth said she will see if she can get copies.

Karen added two additional approaches to the 13 existing on the handout. The 14th approach to change is Best Practices, which is described as identifying and replicating best practices. Item 15 is restructuring and reengineering, which includes the redefining of boundaries between institutions.

A. Strategic Game Plan

Karen Barth distributed three versions of a “strategic game board,” one for Institutions, one for People and one for Demographic Groups. Starting with Institutions, she asked the members to fill in the game board with a well known established program. ECE, the Continuity Commission, the Israel Experience, and others were chosen as the examples. The group then studied how these examples filled out the gameboard. The next step was plotting CIJE and examining its gameboard profile. There was some surprise as the profile developed. Some members felt that CIJE was too spread out across the board, others thought that CIJE was leaving areas of concentration under-represented. This vehicle was presented as a tool to open the discussion of where CIJE should

be in the future, to help define what its priorities are currently, and what change techniques will help achieve the vision.

After a brief break for lunch, the meeting resumed with a re-examination of the 13 (now 15) generic approaches to change. The strategic gameboard analysis prepared the members to examine the pros and cons of the approaches open to CIJE as change options. The discussion was captured on flip charts (copies are attached).

B. Strategic Plan Summation

Karen Barth concluded the strategic plan segment by delineating the progress that was made during the discussion. The development of a shared vocabulary for discussing strategic options, the design of a map of CIJE's current strategies and what the strategies of other institutions look like, an awareness of what tools exist to affect change and the pros and cons of each. Karen Barth said that the next meeting will focus in on what CIJE will do.

VII. CIJE Update

Due to a tight schedule, and early ending time, so that members could be home before the start of Chanukkah, Alan Hoffmann gave an abbreviated update of events.

A. GA

Alan mentioned that he, Karen Barth, Nessa Rapoport and Barry Holtz attended the GA in Seattle from November 13-15. Attendance for the GA was down from previous years. The many participants voiced disappointment that there was no forum for Jewish Education at this year's GA. Alan Hoffmann noted that he received many unsolicited comments stating that it is time to do something different focused on Jewish Education. This is another indication that there is a void that needs to be filled by CIJE. He reintroduced the concept of a bi-ennial as a timely idea.

B. TEI

Our next TEI seminar, which will take place December 15-18, is a first for two reasons. It will include members of both cohorts one and two, totaling approximately 65 people. We will have a chance to see the first of the videotape clips that we are preparing as a part of this initiative. This is a clip from a religious school classroom. It is a conversation between 6 year olds and their teacher about when, why and how Jews pray.

The evaluation of TEI is underway. The evaluation plan has three parts: creation of communal maps of professional development, interviews of participants, case studies that will follow several participants and the changes that they are trying to institute.

With regard to the mapping project, our research and evaluation team (Adam Gamoran, Ellen Goldring and Bill Robinson) has gathered data about current professional development offerings in five communities which will serve as baseline data for future monitoring of changes in the scope and content of such offerings. They are currently writing reports that can serve as the basis for communal conversations to develop more comprehensive personnel action plans.

Ken Zeichner, one of the members of our professor's group, who is an expert on teacher education, will be joining our team to help analyze the interview data and set up the case study strategy.

C. Lay Professional Leadership Seminar at Harvard

CJIE's first lay-professional leadership seminar entitled: *The Power of Ideas: Leadership, Governance, and the Challenges of Jewish Education* will take place January 19 and 20. We are expecting between 20 and 25 teams (lay and educational leaders) from institutions in Atlanta, Boston, Cleveland, Hartford, Milwaukee and Montreal. Our guest faculty will include Judith Block McLaughlin, chair of the Harvard seminar for new presidents and lecturer in higher education at Harvard University; Michael Rosenak, Mandel Professor of Jewish Education at the Hebrew University; Tom Savage, former President of Rockhurst College and current head of its Continuing Education/Seminar Program and our own Karen Barth. Josh Elkin and Ellen Goldring have been instrumental in putting this program together.

D. Education Professors Seminar

We will be holding a seminar for CJIE's education professors at the end of January. Two new professors will be joining us: Bill Firestone of Rutgers University who's expertise includes the financing of education and Anna Richert of Mills College who's work is in teacher education and professional development. Moti Bar Or and Melilah Helner-Eshed, who were part of our Judaica faculty this summer will again be teaching the group. We are delighted that all of the professors who were with us this summer will be participating in this seminar.

E. Milwaukee Lay Leadership

Dan Pekarsky reported about the process of developing a curriculum for Milwaukee's Lay Leadership Development Project. He focused on the interplay between CIJE's guiding principles and local concerns and issues in the development of this curriculum. A curriculum framework is now in place. Remaining tasks include identifying one or more individuals to further specify the curriculum and to lead the seminar, as well as recruitment of an appropriate clientele. Nessa Rapoport and Dan Pekarsky noted that there is a great deal of excitement about this program among the local planning group.

F. Luncheon Seminar

On Wednesday, December 11 Barry Kosmin will be speaking on the role of Bar and Bat Mitzvah. His paper is based on his findings from a survey of nearly 1500 students and their parents--the class of 5755--from the Conservative movement.

The meeting was adjourned at 2:30 pm. Alan Hoffmann wished the members a Happy Chanukkah, and distributed a Chanukkah treat of chocolate gelt and dreidels to all.

1.	Discuss development of travelling luncheon seminars	KAB	12/5/96	TBD
2.	Obtain and distribute copies of recent Continuity Commission report	KAB	12/5/96	TBD
3.	Show TEI video tape to Steering Committee.	GZD	6/26/96	2/6/97

VISION STATEMENT - DRAFT 2

Steering Committee Meeting

December 5, 1996

DRAFT VISION FOR OUTCOMES IN THE NORTH AMERICAN JEWISH COMMUNITY

1. Centrality of Learning/Knowledge Jewish learning broadly defined (e.g., including arts, history, meditation as well as traditional types of learning) is central to the life of North American Jews. There is a recognized minimum level of knowledge and skills that most Jews achieve and a substantial group that achieves much higher levels.
2. Jewish Identity Being Jewish is at the heart of the self-image of most Jews.
3. Moral Passion Moral passion and a commitment to repairing the world is recognized as being at the heart of what it means to be Jewish.
4. Jewish Values Jews and the organized Jewish Community are actively involved in bringing Jewish values to bear on their own lives and on the problems of the wider society.
5. Pluralism Many different ways exist of being and living as a committed Jew but there is a recognized core common “language” and an atmosphere of mutual respect.
6. Involvement/Commitment Most Jews are deeply involved in one or more organizations that engage in learning, community work, cultural activities, prayer and/or other Jewish activities and that are central to their identities. These communities serve almost as extended families.
7. Intensity/Energy There is a feeling of energy in these organizations and an intensity of involvement. These organizations engage the heart and mind.
8. Relationship with Israel There is an strong, active, positive, mutual relationship with Israel.
9. Leadership There is a large, talented group of lay and professional leaders driving continuous improvement and innovation in all aspects of Jewish Life.
10. Continuous Renewal There is an ongoing process of continuous innovation and change and a built-in culture of creativity that drives this process.

THE SYSTEM OF JEWISH EDUCATION - DRAFT VISION

Institutions

- A multiplicity of high-quality institutions provide life-long learning opportunities. These include synagogues, day schools, supplementary schools, JCC's, camps, youth groups, Israel trips, Universities, early childhood programs and possibly other new institutional forms that do not exist today. Also much learning takes place outside of formal institutions (e.g., within the family) and there are programs that support these informal learning institutions.
- Institutions within the system are driven by their own clear vision of what Judaism is about and of what is an educated Jew. Every aspect of their design is geared to support this vision.

Community support

- The community strongly supports education, providing access to high-quality formal and informal Jewish educational experiences for all children and adults regardless of their financial situation or where they live. The community provides support to existing educational institutions in their continuous effort to refine their goals and improve the quality of the educational services they provide. It also funds the development of new institutional forms.

Lay leadership

- There is a substantial, highly talented group of senior lay leaders who are committed to working on the continuous development and improvement of the system of Jewish education in their own communities and across North America. There is a much larger group of more junior lay leaders who are committed to supporting individual educational institutions. There is an accepted cultural norm among lay leadership that education is a critical area of communal focus.

Professionals

- The profession of Jewish education is a high-status occupation with compensation and benefits competitive with other professional fields. It attracts many of the best and brightest.
- There is a group of committed, senior professional educators of the caliber of leaders in medicine, law, business and academia in the most important senior-level positions.
- There are mid-level professionals in key positions throughout the system including principals, central agency personnel, teacher educators and field evaluators who are Jewishly committed, Jewishly literate and well-trained in the relevant areas of educational theory and practice from the field of General Education.
- Teachers are well-qualified Jewishly and in the field of General Education and are continuously updating their skills.
- Rabbis have the skills and training to be dynamic, inspiring spiritual leaders and teachers, and they view education as central to their mission.

Content

- Jewish educational content is different in every educational setting but there is an evolving understanding of a core knowledge base that is crucial to basic Jewish literacy. The Jewish community is struggling both formally and informally to define and redefine this knowledge base.
- There are multiple connection points each with their own types of content. These might include spiritual/meditative learning, the arts, Yiddish language and culture, historical learning as well as more traditional types of text study.
- The content of Jewish learning is relevant and infused with meaning for those who participate. It is based in tradition but is presented in such a way that it captures the hearts and minds of those who engage with it at any age.

Continuous improvement/innovation

- Jewish education uses state-of-the-art teaching methodologies from general education as well as methods from the Jewish tradition. There is active ongoing development of new materials, curricula, programs and institutional forms. New technologies (e.g., CD ROM, Internet) are integrated into the Jewish system of education.

CRITICAL OUTSTANDING ISSUES

- What does pluralism really mean? What are its limits? What level of respect/tolerance/involvement is needed between different groups to achieve real pluralism?
- Where do the spiritual seekers fit into our vision? Do we have the institutional forms and people who will engage them in a meaningful way?
- Does our vision fit with the expressed needs of the “customer,” especially with those who are currently unaffiliated? If not, do we believe that the “customer” has latent needs that fit with our vision and could these latent needs be awakened?
- What new institutional forms should become part of this future vision? What new governance forms should be contemplated? What new jobs and roles need to be created?
- Where do we see marginalized groups fitting into our vision (e.g., immigrants, Jews by choice, retirees, intermarried families, gays/lesbians)?