MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series D: Adam Gamoran Papers. 1991–2008. Subseries 2: CIJE Meeting and Planning Files, 1991–1999.

Box Folder 64

Minutes, correspondence, and notes. Workplan, 1997-1998.

Pages from this file are restricted and are not available online. Please contact the American Jewish Archives for more information.



Date: September 17, 1997

To: Adam Gansran

Eller Goddring

Dan Pelcarsky

Bill Robinson

Susan Stodolsky

From: Jessica Holstein

RE: materials enclosed

Enclosed are revised, reformatted materials for the September 17 meeting. FYI, I will be in touch with you on Monday regardly your hotel accommodations. (Our computers are down this afternoon.)

1/

STAFF ORIENTATION AND DEVELOPMENT

CONCEPT

Create a staff development program aimed at orienting and integrating new staff and creating opportunities for "old" staff to learn from each other about their work

OBJECTIVES: LONG TERM As CIJE grows, we need to develop a strategy for orienting new staff members

ONE YEAR

ACTIVITIES

Series of meetings (whole day, half day, two hour) on the following topics:

- (KAB)Approaches and strategies of consultation
- (GZD) Teaching and learning: TEI, what is it and what have we learned
- Videotape project as a strategy for creating new forms of professional dev
- (AG,EG) Teacher report: what is it? What did we learn? How did it inform CIJE policy?
- (AG,EG,GZD) Lead community project: what did we learn?
- (????) Time management seminar
- (EG) Ed leadership: CIJE study, what did we learn? current thinking about preparing educational leaders
- (DNP) CIJE goals project: importance of goals in Jewish ed; permutations
 of project and where we are now (Milwaukee projects -- NR and DNP)
- (SFN) Mentoring: rethinking mentoring and its potential for influencing our work
- (DB) Educational change and policy
- (NR) CIJE paper series: its assumptions and what we have learned
- Reading Group: "x" sessions in which we read and talk through some of papers that have informed our work that may not be part of other sessions

PROGRAM STAFF TEAM

Gail Dorph, Cippi Harte

SUPPORT STAFF

Jessica Holstein

BUDGET

LINKAGES WITH OTHER PROJECTS Consulting firm without walls (check out some of assumption)
JEWEL (begin to think about some CIJE modules, if appropriate)

EVALUATION

CODIFICATION **PLANS**

Bibliography of readings Lesson plans (where appropriate) and notes from meetings

EARLY CHILDHOOD FIELD SITE

CONCEPT To convene a group of leading thinkers to develop a "cutting edge" field site in Jewish

early childhood education

LONG TERM OBJECTIVE To begin to transform the ways in Jewish early childhood education is thought about (moving from school programs for children from 3-5 to programs for children and for families and children from pre-birth to second grade) and implemented

ACTIVITIES

- Create a set of questions and issues for deliberation
- Commission a background paper which explores strategies for creating
 developmentally appropriate approaches to Jewish early childhood education,
 e.g., "formal school type programs," for several kinds of settings (JCC,
 synagogues which are movement affiliated)
- One day consultation to convene a group of experts to deliberate on setting up one
 or two field

PROGRAM STAFF TEAM Gail Dorph, Alan Hoffmann, Nellie Harris with Fran Jacobs

SUPPORT STAFF Sarah Feinberg

BUDGET

LINKAGES WITH JEWEL pilot project

OTHER Field Sites

PROJECTS Professors group

EVALUATION

CODIFICATION Papers

PLANS Notes from meetings

VISION CASES

CONCEPT

Informed by the work of the Educated Jew Project and in collaboration with our colleagues at the Mandel Institute and CAPE, the development of cases, grounded in the experience of living institutions, that help get at critical issues and insights pertaining to vision-sensitive educational practice and change-efforts. Such cases can be used as teaching tools and as vehicles of deepening our own thinking concerning vision-sensitive educational practice and intervention.

OBJECTIVES: LONG TERM

The existence of a rich array of cases that can be drawn on to illustrate key points relating to vision-sensitive practice and change-efforts, that will be used to enrich our own thinking and lore, and that can serve as professional development tools with varied populations like consultants, lay leaders, principals, and teacher-educators.

ONE YEAR

Establish appropriate case-categories and format; develop and refine cases growing out Agnon, Providence, and the Lay Leadership projects; move significantly into the Steinmetz/Beit Rabban project; creation of a 3-person Professors Advisory Group to the project.

ACTIVITIES

Research concerning case-formats and uses; one or more in-house meetings devoted to the kinds of cases we should be trying to develop and how they are to be used in our work; write-ups of the Agnon, Providence, and Milwaukee projects in a form that will prove valuable; visits to Beit Rabban, interviews with Steinmetz, and write-ups of what is being learned about the development and character of Beit Rabban as a vision-driven institution.

PROGRAM STAFF TEAM

Daniel Marom --? days writing up Agnon; Alvan Kaunfer -- 5 days refining write-up of the Providence case; Nessa Rapoport - 3 days researching case-formats, 1 day-long staff meeting focused on the nature, uses and development of cases, and 30 days working with Marom. Pekarsky, Steinmetz and Kaunfer on their cases; Daniel Pekarsky -- 5 days concluding and writing up Beth Israel; one day-long staff-meeting focused on the nature, uses and development of cases; 10 days working on the Steinmetz project; Barth - 1 day-long staff meeting focused on nature, uses, and development of cases; Annette Hochstein - 1 day for consultation; 2 days of the 3-person Professors Advisory Group.

SUPPORT STAFF

5 days of miscellaneous administrative work.

BUDGET

LINKAGES WITH OTHER PROJECTS

Change-efforts associated with the Consulting Firm Without Walls and the Field-Site may provide the occasion for powerful cases, to be written up (if possible) by those in charge of these efforts. The need for cases can thus encourage codification-efforts across varied CIJE projects. The cases can be used to stimulate our own learning in CORE and in GUIDES, as well as to encourage professional development in educational leaders (in JEWEL-projects aimed at principals, the high school leaders group, and lay leaders).

EVALUATION Premature in Year 1. Down the road, efforts to ascertain quality of the cases and their

utility as a tool in our own learning, in professional development and in seeding the

culture.

CODIFICATION Codification - writing up the cases in a form that will be accessible stimulating to

PLANS varied sub-groups - is the core of this project.

1 - 5 PROJECT: A MANDEL/CIJE COLLABORATION

CONCEPT Develop a theoretical piece explaining Seymour Fox's views on "the five levels" in

> readily accessible terms, and through this clarifying the perspective on the relationship between ideas, practice and evaluation that informs and enriches CIJE's vision of

> education, its analysis of educational phenomena and its approach to educational change.

OBJECTIVES:

A well-written, accessible, publishable essay that will play an essential role in explaining LONG TERM

our perspective on education and educational change to various constituencies, and that

can be used as a professional development/training tool in our work.

ONE YEAR Short-term objective: completion of first draft of the essay.

ACTIVITIES Writing (preliminary formulation of key ideas); 2 sustained conversations with Seymour

> Fox that follow his reading of the preliminary formulations); follow-up writing, followed by 2 additional conversations with Fox, followed by new write-up. Extended discussions

with Nessa Rapoport regarding audience, form, and development of the project.

PROGRAM STAFF TEAM Pekarsky - 20 days; Fox - 5 days; Rapoport - 8 days.

SUPPORT STAFF Total of 3 day, logistical support.

BUDGET

LINKAGES WITH The completed document will become a subject of deliberation in

CORE, in GUIDES, and in the High School Leaders group; it will be used as a OTHER

PROJECTS training-resource

in our work with CFWW; and it will inform our work with change-ready institution in the

field-site.

EVALUATION

CODIFICATION This is a codification-project; whether the article is to be published - and if so in

PLANS what arena - has yet to be determined.

GOLDRIEB@ctrvax.Van, 10:33 AM 9/15/97 , Lee !!

Date: Mon, 15 Sep 1997 10:33:55 -0500 (CDT)

From: GOLDRIEB@ctrvax.Vanderbilt.Edu

Subject: Lee !!

To: gamoran@ssc.wisc.edu Cc: 74104.3335@compuserve.com

X-Vms-To: in%"gamoran@ssc.wisc.edu"

X-Vms-Cc: in%"74104.3335@compuserve.com"

Good news. I got a phone message from Lee today while I was in a meeting. It said, the vignette looks great--go ahead and include it.

E.



CIJE Evaluation Workshop September 17, 1997

In preparation for this evaluation workshop, I have gone through all the proposed projects. All together, I found five different approaches to evaluation: internal review, external review, peer review, short-term follow-up, and long-term follow-up. I have categorized the projects according to these approaches. My reason for doing so is simply to help us organize the meeting tomorrow -- I don't see this as something definitive, but it should help us get started. We should not spend any time talking about whether the projects fit into the categories, but instead should focus on the evaluation plan for each project.

Questions for the evaluation workshop:

- 1. Are the goals clear enough, and are they articulated in a way that will permit evaluation?
- 2. Will information from the evaluation provide helpful feedback to staff members?
- 3. Will information from the evaluation serve a useful external purpose (e.g., publicity, mobilization, diffusion of innovation, basic research, etc.)?
- 4. Is the evaluation manageble given available resources (particularly staff time)?

Projects by Type of Evaluation

1. INTERNAL REVIEW ONLY: This means the only planned review is for CIJE staff to reflect on whether the project achieved its goals.

--CORE

Building Research Capacity CORE Planning 1-5 Project Leadership Think Tank Vision Cases

--JEWEL

JEWEL Planning
Lay Leadership Forum Planning
Long-Term Educational Leadership Development JEWEL Pilot
Oppenheim Project
Professors Program

--Field Site

Early Childhood Field Site Planning

--Administration

Board and Chairman's Council Development Internal Communication Staff Orientation and Development 2. REVIEW BY EXTERNAL ADVISORY BOARD: This means some external body, whether convened by CIJE or not, is reviewing the project.

--CORE

Cost of Jewish Education Indicators Project

--JEWEL

Evaluation Institute Recruiting Conference

--CFWW

PEJE Consultation

3. CIJE PEER REVIEW: This means CIJE staff will serve as peer reviewers, usually by interviewing clients and providing feedback to project staff.

--CFWW

Brandeis Consultation JCCA Consultation Rabbinic Program Consultation

- 4. SHORT-TERM FOLLOW-UP OF PARTICIPANTS: This means questionnaires, interviews, or focus groups with participants to see whether they think the program was effective.
- --CORE

Education (Luncheon) Seminar Guides (Goals Group)

--JEWEL

Community Day High School Leadership Conference on Rabbinic Education Funders Network Videotape Project

--CFWW

CFWW Planning and Startup

--Administration

External Communication

- 5. LONG-TERM EVALUATION: This means participants are followed over a long period of time, and data are gathered not only to see whether the participants think the program was effective, but to provide "objective" evidence of the program's impact.
- --CORE

Synagogue Research (Change Process)
(May be premature to list this here, but we should begin thinking about it.)

--JEWEL

TEI

(Other projects that will have planning phases in 1998 are candidates for long-term evaluation, including early childhood field site, evaluation institute.)

INSTITUTIONS

	CORE	CFWW	JEWEL	FIELD SITES
SYNAGOGUES	Synagogue research and think tank	Consulting to rabbinic programs	TEI TEI Conference on rabbinic	
	A	Consulting to Synagogue 2000	education	
EARLY CHILDHOOD	Early childhood white paper			field site
YOUTH PROGRAMS		Consulting to Brandeis	7	
DAY SCHOOLS		Consulting to PEJE		
JCCs		Consulting to JCCA	3/	

LEADERSHIP

	CORE	CFWW	JEWEL	FIELD SITES
LAY			Funders network	
Professional	Building the profession research and think tank	Consulting to professional development programs	Recruiting conference Community day high schools	
Lay/Professional	Leadership research and think tank	11147	Evaluation Institute	

IDEAS

7	CORE	CFWW	JEWEL	FIELD SITES
LEADING INDICATORS	beading Indicators (and methodology			
RESEARCH	Paper on Research capacity in Jewish education	INCAR IEW	/ISH	
INSTITUTIONAL CHANGE	Institutional change study group Cases 1-5 Essay			
ECONOMICS OF JEWISH EDUCATION	Research paper on funding and cost of Jewish education		5/2/	

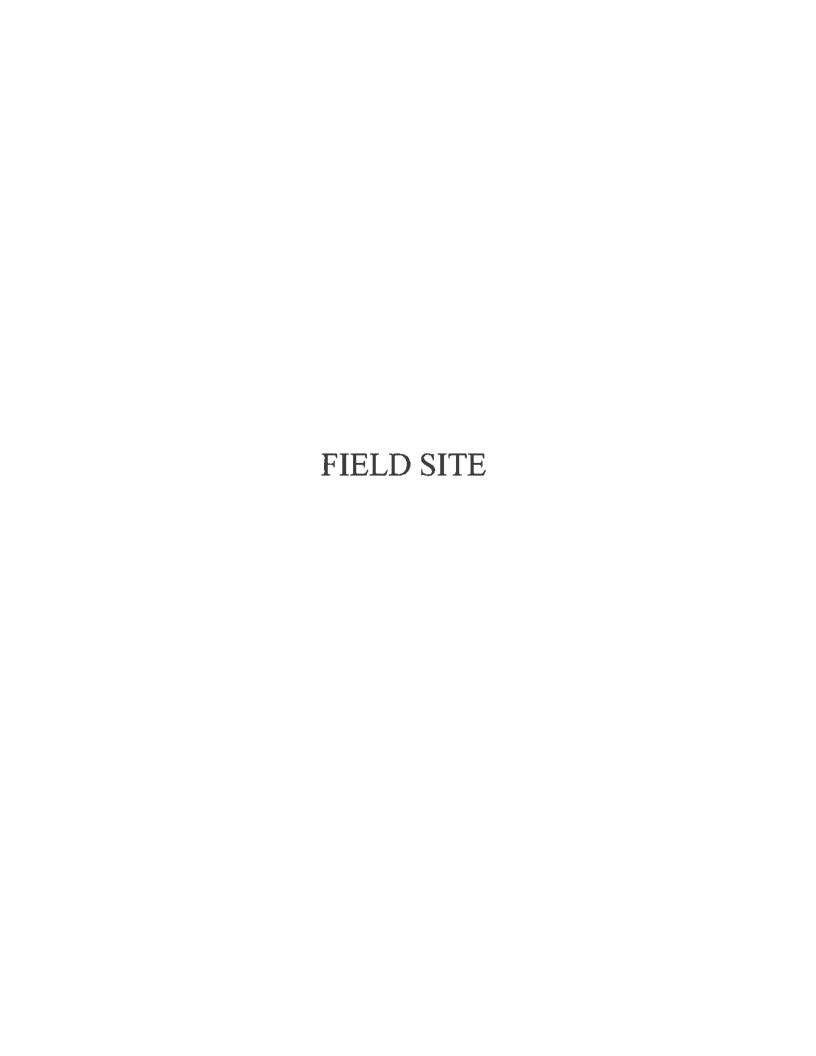
INFRASTRUCTURE

	CORE	CFWW	JEWEL	FIELD SITES
Capacity			Professors Staff development	
PLANNING	Core planning	CFWW planning and start-up	Lay Leadership Conference planning JEWEL planning JEWEL pilot planning	
Evaluation	Evaluation/feedback for all projects and overall		-0/	
LAY LEADERSHIP DEVELOPMENT	Board/Chairman's Council			
COMMUNICATION/ DISSEMINATION OF IDEAS	External Internal Luncheon Seminars			
ADMINISTRATION	Fundraising			

CORE







CORE ADMINISTRATION

CORE

Building research capacity
CIJE education luncheon seminar
CIJE indicators project
CORE planning
Cost of Jewish education
Evaluation of TEI
Guides Group
1-5 project
Leadership Think Tank
Synagogue research
Vision Cases

JEWEL

Community day high school leaders project
Conference on rabbinic education
Evaluation Institute planning process
Funders network
JEWEL planning
Lay leadership forum planning
Long term ed leadership development pilot
Oppenheim project
Professors program
Recruiting conference
TEI
Videotape project

CFWW

Brandeis
Consultation
JCCA
PEJE
Rabbinic programs
CFWW start up and planning

FIELD SITE

Early childhood field site

Core ADMINISTRATION

Board and chairman's council
External communication
Internal communication
Staff orientation and development

Internal Perneu only

COPE

B-10.ng Research (apacit)

Core Playning

1-5 Project

Leaders in P Think tank

Vision (ases

JEWEL ARCHIVES

Jewel Planning Lay leadership Form Planning Long-term & Lead Revel Jewel P. lot Oppen bein Project Professors Program

Field Site Early culded Field Site

Admin
Board & C C Devel

Internal Communic

Staff 8 mental & Devel

Peinen by Effernal Advisory Board

CORE

Cost of Jewish Ed

Ind. cators Projet

Odallow Dashite

Fralvalin Institute

Percentus Contenence

CFNW PEJE Consultabin CITT Pen Revieu

Branders (on s. 1 tation 5 (CA Cons PO Rabbinic Pros Cons Short-Term Follow-up of Participants

COPE

(Education) Cerminan

Guides (Goals Gap)

JEWILL

Community Day HS Ceaders

Continence on Rabbonic Ed

Finders Network

Videotape Project

CFUW Phy + 5 tadep

Admin External Communic Long-term Evaluation

Stundouse research (change prouss)

JEWEL TEI

> AMERICAN JEWISH ARCHIVES

1998 WORKPLAN DRAFT

CONSULTING on RABBINIC PROGRAMS

CONCEPT

Consult to UJ, HUC and other interested rabbinical schools on their core and educational goals, philosophy, curriculum, and educational approach with a particular emphasis on:

Bringing in knowledge from other fields (e.g., general education, business)

Addressing educational issues within the synagogue

Creating stronger teamwork relationship between Rabbi, Cantor and Educators

LONG TERM OBJECTIVE The development of fundamentally different models of Rabbinic training that are built on a better understanding of adult learning and the key role of mentoring and field experience and that prepare Rabbis to be leaders of vibrant centers of Jewish living and learning and

of the process of change that is needed to get there.

ONE YEAR OBJECTIVE

Build relationships at UJ and HUC, raise issues and begin to help articulate a new vision for Rabbinic education.

ACTIVITIES

Two 3-day consultations at UJ

Five 1-day consultations at HUC One trip to HUC Jerusalem

Preparation of follow-up documentation

PROGRAM STAFF TEAM

	UJ	HUC
Karen Barth	6	18
Dan Pekarsky	6	2
Gail Dorph	2	2
Barry Holtz	2	2
Sharon		
Feiman-Nemser	<u>6</u>	-
Total	22	1 6

SUPPORT STAFF

Normal typing, phone, filing

BUDGET

?

EVALUATION

Staff debrief to reflect on impact of each meeting

Interview with clients once a year to discuss impact of work

CODIFICATION

Working informal notes toward a policy brief on Rabbinic Education

177.70

PLANS

Write "business plan" and rationale

CONSULTATION TO BRANDEIS

CONCEPT Work with Brandeis to help them become a change catalyst in Jewish youth education (informal and formal).

LONG TERM OBJECTIVE

To achieve transformational change in approaches to programs for Jewish youth.

ONE YEAR OBJECTIVE

To help launch this new initiative in a way that will position it to make real change.

ACTIVITIES Consulting on:

- Strategic planning and educational ideas.

Leadership training.Set up of pilot sites.

- Development of consulting resources.

PROGRAM Karen Barth (6) STAFF TEAM Barry Holtz (3) Alan Hoffmann (3)

2

SUPPORT STAFF Minimal

LINKAGES WITH Field Site Planning

OTHER Leadership Think Tank PROJECTS BTP research/planning

Community Day High School

EVALUATION Annual "interview" by third party to evaluate role

CODIFICATION None PLANS

J:\JESSICA\ONEPAGE\DONE\BRANDEIS. September 11, 1997 (3:38pm)

CONSULTATIONS

CONCEPT

To consult on a number of professional development projects that:

- "leading edge projects," like Shearim and Wisconsin
- support national initiatives (FMAMS, TuM)
- create and support substantive local work in professional development (Machon L'Morim, Atlanta-Melton)

LONG TERM **OBJECTIVE** To bring CIJE experience and expertise to bear on the creation of these new initiatives in order to enhance their potential for success

ACTIVITIES

Shearim

Series of consultations leading to a teacher education program for teachers in day school

Wisconsin

Consult on the creation of a teacher education program which would combine teacher education -- combining Judaica and education (has potential of being a model of a university based teacher education program for Jewish teachers)

FMAMS

Support Susan Stodolsky's work in helping them think through goals, evaluation of program

Torah uMesorah

Series of consultations to set up a strategic plan for Torah uMesorah to support their educators

Machon L'Morim

- Consultative support to ongoing program and its development
- Attend meetings with Ilene Vogelstein
- Work with Paula Williams on program for yoetzot

Atlanta

Help create ongoing strategy for working with faculties of three day schools who participated in summer program sponsored by Melton Israel

TEI Consultations

Series of consultations in two to three communities where several TEI graduates and participants work in order to learn what it will take to institutionalize TEI-like strategies in institutions and communities

PROGRAM STAFF TEAM

Shearim--Gail Dorph, Nellie Harris, Elie Holzer with Deborah Ball Wisconsin--Gail Dorph, Barry Holtz, Sharon Feiman-Nemser FMAMS-Gail Dorph, Nellie Harris with Sharon Feiman-Nemser Torah uMesorah-Karen Barth, Gail Dorph, Elie Holzer Machon L'Morim-Gail Dorph, Nellie Harris Atlanta--Nellie Harris, Gail Dorph

TEI Consultations-Gail Dorph, Nellie Harris

SUPPORT STAFF

Sarah Feinberg

BUDGET

LINKAGES WITH Consulting Firm Without Walls

OTHER May connect with Field Site projects in the future

PROJECTS

EVALUATION By project

CODIFICATION Papers

PLANS Notes from meetings

CONSULTATION TO JCCA

CONCEPT Help JCCA create a strategy to develop a stronger role in supporting Jewish

education in JCC's.

OBJECTIVE Help create models of excellence that will drive transformational change in JCC's.

ACTIVITIES Lay out objectives with JCCA leadership.

Recruit or select a lead person at JCCA or outside.

Lay out a project plan. Implement the plan.

Develop a final report and recommendations.

PROGRAM Karen Barth (6) STAFF TEAM Barry Holtz (3)

19 110102

SUPPORT STAFF Minimal

LINKAGES WITH None

OTHER PROJECTS

EVALUATION Annual "interview" by third party

CODIFICATION None PLANS

CONSULTATION TO PEJE

CONCEPT Help them think about being PEJE (KAB)

Advise, consult, (some teach) in program for recipients of planning grant

OBJECTIVES:

LONG TERM

To improve quality of day school education

ONE YEAR

ACTIVITIES Series of meetings/consultations with KAB/GZD

KAB attend PEJE board meetings Consult on developing program

PROGRAM STAFF TEAM Gail Dorph, Karen Barth with Danny Pekarsky, Daniel Marom

SUPPORT STAFF

Sarah Feinberg/or Megan Ifill

BUDGET

LINKAGES WITH Goals project

OTHER JEWEL pilots

PROJECTS Consulting firm without walls

EVALUATION Tied to PEJE process

CODIFICATION minutes and notes of meetings

PLANS Protocols of seminars

Short-term Follow-p

CFWW PLANNING and START-UP

CONCEPT Develop a plan for launching and developing the Consulting Firm Without Walls (CFWW) and begin to implement the first stages of the plan. LONG TERM Develop a network of 40-50 consultants who can do high quality consultation with **OBJECTIVE** Jewish educating institutions. ONE YEAR Develop an initial design for the network including recruiting, standards, guiding **OBJECTIVES** principles, matching system, evaluation Organize a first conference to bring together people doing consulting work at a senior level in the Jewish community Invite 8-10 of the conference attendees to be the initial members of the network **ACTIVITIES** Two all-day planning meetings Conference planning and execution PROGRAM Lisa Malik (30)STAFF TEAM Karen Barth (10)Cippi Harte (10)SUPPORT STAFF (22)BUDGET Funding: Look for grants from outside of core EVALUATION Peer Review process for consultants Participant feedback from conference CODIFICATION Write up notes of conference

Write "business plan" and rationale

PLANS

VIDEOTAPE PROJECT

CONCEPT

To create a set of videotapes and support materials to be used by CIJE in the preparation of teacher educators and by teacher educators in in-service education for teachers.

LONG TERM **OBJECTIVE** To create tools to be used by teacher educators in creating new models of professional development

ONE YEAR **OBJECTIVES** To develop 3 new videotapes for use in professional development, including videos, transcripts and ancillary materials

ACTIVITIES

- Filming
- Transcribing
- Team Meetings
- Preparation of video clips
- To develop support materials for 2-3 videotapes which will enable them to be used by others (non TEI faculty) in creating professional development opportunities for teachers (remainder to be completed in '99)
- Create packaging, produce materials of one set of materials to be given to TEI graduates
- Pilot usage of one or two sets of materials in several sites (as a way of learning what needs to be part of the support materials)

PROGRAM STAFF TEAM Nellie Harris, Gail Dorph, Mark Rosenberg (plus technical supports; Deborah Ball, Ed Student Intern ???

SUPPORT STAFF

Sarah Feinberg

BUDGET

LINKAGES WITH OTHER PROJECTS

field site (does this create ripples of change in pro dev system)

Consulting firm without walls (helping them use stuff)

JEWEL pilot

EVALUATION

observation of "x" TEI participants using materials

(We're trying to learn if materials enable TEI graduates to create interactive professional development opportunities that help teachers focus on the content of

the teaching and its inherent uncertainties and dilemmas)

notes of meetings Transcripts, lesson plans, etc. CODIFICATION

PLANS

Long-term evaluation

SYNAGOGUE RESEARCH

CONCEPT

Create a second generation synagogue change process with a strong focus on the congregation as a center for Jewish learning and living, that would begin with a year of research into what is working and what is not working.

OBJECTIVES

- Beginning to create a knowledge base about synagogue change that can inform the 1. thinking of those doing this work around the country.
- Creating written materials that can be broadly distributed and used in the training 2. of rabbis, synagogue lay leaders and others in key leadership positions.
- Helping to push forward the thinking of the key people running major synagogue 3. change projects by providing them with an opportunity to learn from each other's experience and to reflect on their own experience.
- Facilitating the development of a few synagogues as models of excellence that can 4. become resources for the broader dissemination of the ideas and approaches that they have developed.

ACTIVITIES

Secure funding

Secure community commitment

Design research Hire researchers

Hold 3-4 meetings of leadership team

Recruit synagogues Develop plan for year 2

PROGRAM						
STAFF	TEAM					

Karen Barth (12)Lisa Malik (60)

Dan Pekarsky (6)Barry Holtz (20)

SUPPORT STAFF

(10)Meeting planning (10)

Documents

Change Study Group

LINKAGES WITH OTHER

Rabbinic Consulting Rabbinic Conference

TEL

EVALUATION

PROJECTS

?

?

CODIFICATION **PLANS**

Internal Review only

GUIDES (GUIDING IDEAS STUDY GROUP) -- a.k.a. "GOALS GROUP"

CONCEPT

Building on participants' work in the field, GUIDES offers CIJE consultants and staff a regular forum in which to systematically explore ideas emanating from Jewish and other traditions that have the power to illuminate and guide educational practice, with special attention to the way such ideas can be meaningfully introduced into institutional and communal efforts to develop guiding visions and to accomplish transformational change.

OBJECTIVES: LONG TERM

GUIDES is recognized by CIJE staff and consultants as an intellectually, Jewishly, and professionally stimulating context in which to reflect systematically about the relationship between ideas and educational practice, both in general and in relation to participants' projects. Through Guides a body of lore is developed which informs CIJE's work in the field and finds expression in CIJE publications.

ONE YEAR

The character and mission of GUIDES is clarified, as is its membership, and the group is convened three times for two-day seminars that include Jewish study and examination of cases emanating from our work.

ACTIVITIES

Three two-day seminars, preceded by substantial planning and followed by an effort to formulate what is being learned and accomplished. In between the seminars, GUIDES members are engaged in field work that will serve as one of the foci of the seminars. Participants will be asked to write up their work for presentation to the group.

PROGRAM STAFF TEAM As project-leader, DP will be involved in the three seminars, in the planning of and follow-up to these seminars, and in maintaining contact with participants in between sessions (about 30 days per year). NR and KB will participate in all three seminars (6 days) and in some of the planning (3 days each). At least one of the two-day seminars and one of the planning days will be attended by the rest of CIJE's program staff. Amy Gerstein will give consulting time -- 8 days, including participation in the seminars.

SUPPORT STAFF

15 days per year.

BUDGET

LINKAGES WITH OTHER PROJECTS GUIDES will serve as a forum in which to thoughtfully explore the place of guiding ideas in other CIJE projects (e.g., from out of JEWEL and the field-site), thus enriching these projects and contributing to the group's lore.

EVALUATION

At the end of each seminar, participants will fill out a written evaluation-questionnaire; one seminar session per year will focus on the group's strengths, weaknesses, and challenges, and once a year CIJE senior staff will meet to evaluate GUIDES' contribution to CIJE's work.

CODIFICATION PLANS

Careful summaries of seminar proceedings; periodic efforts to formulate major learnings in a form that will be readily accessible to CIJE staff and to other constituencies.

COST OF JEWISH EDUCATION

CONCEPT Commission a piece of research that will redo our "quick & dirty" study of the costs of Jewish education in a more rigorous manner. **OBJECTIVES** Raise the awareness of and the level of discussion about issues of the costs and funding of Jewish education. **ACTIVITIES** Commission research from a leading researcher. Maintain overview of research. Hank Grin **PROGRAM** Karen (3) STAFF TEAM Ellen (1) Adam (1) SUPPORT STAFF None ? BUDGET LINKAGES WITH Luncheon Seminar Lay Leadership Conference OTHER **PROJECTS EVALUATION** Paper to be written based on research. CODIFICATION PLANS

CORE PLANNING

Conduct a series of staff meetings to "flesh out" the plan for the core of CIJE. CONCEPT **OBJECTIVE** Create a core of CIJE that will be a knowledge and idea center for CIJE's work and the work of others. **ACTIVITIES** Obtain CAPE research on think tanks. Invite speakers to talk about knowledge codification and dissemination. Discuss at winter staff retreat. Hold two 1/2 day meetings. **PROGRAM** Karen (2) STAFF TEAM Nessa (2)Barry (4) Dan (2) Adam (1) Cippi (2) SUPPORT STAFF None None LINKAGES WITH OTHER **PROJECTS** .3 there a plan? **EVALUATION** Develop written plan. CODIFICATION **PLANS**

BUILDING RESEARCH CAPACITY

CONCEPT This project will produce a memo on possible next steps for addressing one of the key

goals in A Time to Act: building a capacity for research on Jewish education in North

America.

OBJECTIVES: LONG TERM This one-year project will yield a memo on the topic.

ONE YEAR (see above)

ACTIVITIES

Adam Gamoran will reflect on the agenda and infrastructure needed to build capacity. He will write the memo, with input from Bethamie Horowitz. Ellen Goldring will also provide advice. Bill Robinson will provide background data as

needed.

PROGRAM

Adam Gamoran - 4 days (additional time contributed by the Mandel Institute)

STAFF TEAM Bethamie Horowitz - (time contributed by Mandel Institute?)

Ellen Goldring - 1 day Bill Robinson - 10 days

SUPPORT STAFF

1 day for correspondance

BUDGET

PROJECTS

LINKAGES WITH OTHER

This project may contribute new ideas for CIJE's agenda.

EVALUATION

The memo will be reviewed by CIJE and the Mandel Institute.

حاك رحم

CODIFICATION

ON This project will produce a written document.

PLANS

CODIFICATION PLANS

The project will produce several internal documents. In addition, at least one public document will be prepared (the policy brief on professional development). Other public documents, describing the impact of TEI, are under consideration.



CONCEPT

To improve the quality of teaching and learning in supplementary schools through the creation of a cadre of teacher educators

LONG TERM OBJECTIVE

To institutionalize CIJE's work in teacher education in the development of JEWEL programs, and to create the infrastructure for a professional network of teacher educators in Jewish education

ONE YEAR OBJECTIVES

ACTIVITIES Plan, design, implement final seminar of Cohort 2

Recruit participants in Cohort 3

- Deepening our interventions in selected communities
- Building on work of national change projects e.g. ECE, FMAMS

Recruit and fold in new professors to TEI work in order to create a larger faculty

Plan, design, implement first two seminars of Cohort 3

Create a plan and begin to network graduates of Cohort 1 (Contact Miriam ben Peretz about electronic network of science educators in Israel; talk with Mark Rosenberg about strategies and approaches to electronic communication, etc.)

Plan and implement first post-TEI seminar as basis for creating professional development network of teacher educators beginning with TEI graduates (3 day spring conference)

Convene advisory committee with regard to teacher educator network and cohort 3 recruitment

PROGRAM STAFF TEAM Gail Dorph, Nellie Harris

SUPPORT STAFF

Sarah Feinberg

BUDGET

LINKAGES WITH OTHER PROJECTS JEWEL planning and programs

Think Tank on BTP Field Sites

Consulting firm without walls

EVALUATION TEI evaluation (AG, EG, BR)

CODIFICATION Notes of meetings and seminars
PLANS Reports to Cummings

RECRUITING CONFERENCE

CONCEPT

An experimental conference for students from top colleges and universities, organized in partnership with Wexner, Hillel, CJF, JESNA and JCCA, designed to motivate young people to enter the fields of Jewish education and communal service.

OBJECTIVES

To interest a group of high caliber young people in careers in Jewish education who might otherwise not have seriously considered this option.

To determine whether this type of conference is an effective vehicle for increasing the number and quality of people entering Jewish education.

ACTIVITIES

Participate in planning meetings.

Attend conference.

Help fund conference.

Create 2 summer internships for conference attendees.

PROGRAM Karen Barth (5)
STAFF TEAM Nellie Harris (2)
Cippi Harte (2)
Oppenheim (2)

SUPPORT STAFF None.

BUDGET ?

EVALUATION Being handled by Wexner.

CODIFICATION Keep file on conference proceedings.
PLANS

PROFESSORS PROGRAM

CONCEPT

CIJE's Professors Program is an attempt to directly address one aspect of the shortage of "senior personnel" in Jewish education. It is long been noted that there is a severe lack of academic expertise in Jewish education. In all of North America there are only around 30 professors of Jewish education, many of whom have significant administrative responsibilities with demands on their time that take them away from teaching and doing research. (At JTS, for example, of the 8 faculty members, one is the dean of the JTS Education School, one is chair of the department with significant responsibilities for recruitment and administrative supervision of students, one directs the Melton Research Center, and one is the National Ramah director!) Jewish education desperately needs expertise, evaluation, research, etc. It is obvious that 30 education professors can only do a small portion of that work. The CIJE Professors Program therefore is a pilot project of JEWEL in so far as it is preparing senior leadership for Jewish education.

At the same time there are many Jews -- some with strong Jewish backgrounds; some with little knowledge of Judaism but with a desire to be of service to the Jewish people-- who are professors of education at some of the nation's most prestigious universities. Many of these professors have worked in research areas such as teacher education and evaluation that could be very helpful to our work in Jewish education. Through its early consultants such as Adam Gamoran, Dan Pekarsky and Ellen Goldring, CIJE recognized the potential of such individuals to help Jewish education in significant ways. Out of this recognition the CIJE Professors Program was born.

OBJECTIVES: LONG TERM

The goals of the Professors Program are:

- to increase the pool of talented individuals capable of teaching and doing research in the area of Jewish education,
- to initiate such individuals into CIJE's work and utilize their services in our various projects,
- to help prepare such individuals for other aspects of work in Jewish education which may be separate from CIJE's own projects,
- to provide the necessary background in Judaism and the nature of contemporary Jewish education and the present-day Jewish community to enable these individuals to contribute their expertise in the most effective and significant fashion possible.

ONE YEAR

Because of Barry Holtz's absence during this year, and because of a desire to consolidate the group as it currently stands, it is proposed that we limit the recruitment of new members to: a) individuals who have previously been contacted but up until now have not been able to attend; b) a few individuals whose expertise would fit in immediately with current CIJE projects. Also, it was proposed that a paper be prepared for the January 1998 staff retreat on the possible directions for the Professors Program for the future and that this discussion be an element of CIJE planning for 1999.

ACTIVITIES

In 1998 the Professors Program will meet two times for seminars: once in January for 4 days; once in the summer (June or July) for 10-12 days in Israel. The main work of the project for 1998 will be developing these two seminars. At the same time various CIJE staff members will work with the professors who have been "attached" to specific current and future projects (e.g. Sharon Feiman-Nemser with TEI, Fran Jacobs with the early childhood project).

PROGRAM STAFF TEAM Barry Holtz Gail Dorph Cippi Harte

SUPPORT STAFF

Sarah Feinberg

BUDGET

LINKAGES WITH OTHER

There is potential value added to all of CIJE's work as indicated in the concept statement above.

EVALUATION

PROJECTS

CIJE has tried to effectuate the goals above by recruiting professors to our work, developing seminars for the professors in the manner suggested above, working with the professors as they continue their connection to CIJE.

CODIFICATION PLANS

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LONG-TERM EDUCATIONAL LEADERSHIP DEVELOPMENT JEWEL PILOT

To plan a long-term professional development program for educational leadership which CONCEPT

will be a testing ground for JEWEL ideas and concepts.

To design a project that will help us learn about approaches for JEWEL while making an LONG TERM OBJECTIVE

impact on and contributions to the professional development of key leaders for the field.

ONE YEAR **OBJECTIVES**

ACTIVITIES Select target audience.

Develop goals, objectives, needs for the pilot ..

Plan program: including recruiting faculty and developing curriculum

Make logistical decisions: including, format, length of time, location, duration

Develop a business plan: including, possible funding strategies

Recruit participants: including, working with communities to garner support.

PROGRAM STAFF TEAM Gail Dorph, Ellen Goldring, Cippi Harte

SUPPORT STAFF

Jessica Holstein

BUDGET

LINKAGES WITH

Lay Leadership Forum

OTHER

Leadership Think Tank JEWEL planning

PROJECTS

Oppenheim Project

Vision Cases

Goals Study Group

EVALUATION

Completion of plan

Cohort of participants recruited

Faculty and curriculum in place

CODIFICATION

PLANS

Notes of planning meetings and decisions reached

J:/JESSICA/ONEPAGE/DONE/EDLDRDEV.WPD 9/11/97, 4:05 pm

external eval of curriland.

LAY LEADERSHIP FORUM PLANNING

13000

CONCEPT To inspire and motivate a group of lay leaders about Jewish education.

LONG TERM OBJECTIVE Mobilize lay leaders to be more active in Jewish education.

BJECTIVE To build a network of lay leaders

ACTIVITIES Data Gathering:

Series of meetings with lay leaders across the country

Create a database of potential invitees

Planning Committee

Creation of planning committee

Plan and facilitate four meetings

Public Relations

Select and hire a graphic designer

Design and prepare all materials (includes announcements, invitations, mailings,

Recruit invitees

Logistics

Site and date selection

Forum structure

Curriculum Development

 Design program, includes presenters, papers, formats, study sessions, breakout groups, etc.

.

PROGRAM STAFF TEAM

Karen Barth, Gail Dorph, Cippi Harte, Alan Hoffmann, Karen Jacobson, Dan Pekarsky,

Nessa Rapoport

SUPPORT STAFF

Jessica Holstein (plus additional support last quarter of '98)

BUDGET

LINKAGES TO Leadership Research Think Tank

OTHER Funders Network
PROJECTS Chairman's Council

EVALUATION Do we have a conference planned by the end of '98?

CODIFICATION Preliminary interview with lay leaders

PLANS Narrative summation of meeting proceedings

JEWEL PLANNING

CONCEPT Series of needs assessments and concept papers to explore issues related to JEWEL

LONG TERM OBJECTIVE A multi-faceted planning process leading to the creation of JEWEL

ONE YEAR OBJECTIVE

work in progress -- this is a three-year workplan, need to do one-year

ACTIVITIES

Needs Assessments

- What kinds of positions are there and will there be?
- What do "those in the know" think about requirements of such positions?
- What kind of programs are needed to prepare people to fill these positions?
- What currently exists and is needed with regard to recruitment, personnel planning, placement and retention?

Structural/Institutional Issues to Explore

- Clarify structural features of JEWEL
 - Place: is it an independent institution, part of an existing institution, etc.
 - Formats: weekend a month, summer block programs, year long, etc.
- Discuss the following practical questions:
 - How will faculty be recruited, managed?
 - How will we build community support and ownership for JEWEL?
 - How will it be funded?
- Develop an Advisory Board for JEWEL (discuss role of such a board as well as membership, frequency of meetings, etc.)

Develop Concept Paper for Creation of JEWEL

- Pre-1998 Development of Strawman "JEWEL"
- Review and synthesize learning from scan papers and needs assessment
- Revise the concept paper based on new information and two consultations of think tank
- To include: a written document on philosophy, concept, curriculum for JEWEL
- Draft of curriculum for JEWEL which discusses the interplay of general educational leadership and Jewish educational leadership

Develop

 Final JEWEL Concept Paper (to be written upon conclusion of studies of think tank and review of advisory board)

PROGRAM STAFF TEAM Ellen Goldring, Cippi Harte, Karen Barth, Alan Hoffmann, Gail Dorph

SUPPORT STAFF

Jessica Holstein

BUDGET

LINKAGES WITH Oppenheim Project

OTHER Lay Leadership Conference

PROJECTS JEWEL Pilot

Leadership Think Tank

Lay Leader Pilot Funders Network Consultation to PEJE

EVALUATION Distribute concept paper for input and review

Check list to ensure completion of "activities"

Is there a JEWEL plan ready for implementation in January 1999?

CODIFICATION Notes from needs assessments

PLANS Notes from meetings

Final concept paper and plan



CLJE EDUCATION (LUNCHEON) SEMINAR

CONCEPT

Four times a year, a collegial professional forum to discuss our written or published work with New York-based senior academics and policy makers in areas related to Jewish education, communal policy, and institutional change. To provide an opportunity, when appropriate, for an Israeli colleague to present his/her work at a fifth convened meeting.

OBJECTIVES: LONG TERM To develop a community of colleagues with whom to showcase, critique and disseminate our developing work and strategic approach. To demonstrate and stimulate the need for high-level publications in the field of Jewish education, policy, and change.

ONE YEAR

To plan in Fall 1997 the shift from the seminar as a context for participants to discuss and critique their colleagues' work to one that showcases the fruits of our new strategic plan as its "white papers," research and other documentation are developed.

ACTIVITIES

Meetings on Wednesday, March 18 and Tuesday, May 12 are scheduled, without speakers. February meeting for Israeli colleague not scheduled. Two meetings in Fall 1998 (late October, early December) to be scheduled in June 1998.

PROGRAM STAFF TEAM Team: Nessa, in consultation with CIJE colleagues

Attendees: Nessa

Gail Nellie Cippi Eli (?)

Karen J.: when interested Karen B.: whenever possible

Guests: When appropriate, we may be inviting additional guests. (If we present the white paper on early childhood, for example; or the policy brief on professional development.)

SUPPORT STAFF

Chava: 10 days

Jessica: 2 days for out-of-town consultants, when presenting

BUDGET

Travel: 3 out-of-town speakers; meals; xerox @ 25 pp. and postage for 75 recipients.

LINKAGES WITH OTHER PROJECTS Papers sent to board members; chairman's council?; others on expanding CIJE team in the four domains. Since presentations will now be CIJE documents, they may be sent to the professors, to ALOHA and Jewish Research Network members, to lay subcommittees, TEI attendees, etc., depending on specific subject matter and how ready the work is for public

dissemination.

EVALUATION

One-page question-and-answer survey annually. ("Is the seminar professionally useful to you? Why do you/don't you come? Do you read/use the papers, xerox them for others? What would enhance the meeting for you?" Etc.) Annual internal review about utility of the seminar to our work. (Since we will be presenting our work in pre-published form, is the seminar providing us with useful advance feedback that deepens the quality of the final documents? Is our work making an intellectual impact?)

CODIFICATION PLANS

The papers themselves, disseminated to appropriate internal and external audiences.

INTERNAL COMMUNICATION

CONCEPT

The questions of "Who needs to know what? And to what end?" will become more imperative as we expand. Since our chief asset will be a growing and complex body of knowledge about Jewish education and institutional/communal change, we will require a systematic way of learning about each other's work, one that is not so time-consuming or demanding that it will be counter-productive. This effort will minimally entail two kinds of learning: information relayed at integrated staff/consultant meetings; and information conveyed in writing.

OBJECTIVES: LONG-TERM

To grow planfully the CIJE knowledge base in a way that assures the circulation, critique, and implementation of both "lessons learned" and written results of work and projects.

ONE-YEAR

To experiment with brown-bag lunches as one technique toward beginning to accomplish the above objective. To communicate logistical information in a timely and systematic way to all staff and consultants. To disseminate in a timely and systematic way to all appropriate staff and consultants the internal and external documents that emerge from 1998 work.

ACTIVITIES

At the completion of the 1998 workplan, we will need to pull out a separate list of all meetings involving integrated time of staff and consultants. Similarly, to pull out all papers and publications expected to result from the work, so that they can be circulated in draft, when appropriate, and used when final in a planful way for curricula of CIJE initiatives and projects.

The above will result in:

- A coordinated calendar, issued monthly or bi-monthly by e-mail to all staff and consultants, listing major internal meetings and consultations and projected attendees.
- Monthly brown-bag lunches for CIJE staff and consultants, to present ongoing work/projects. Once a month, the CIJE staff meeting will take place between 10 and 12; the brown-bag lunch will take place between 12 and 1:30. NR to coordinate schedule and presenters with KJ.
- A master projected time-line for all CIJE white papers and publications.
- An up-to-date record of document dissemination among CIJE staff and consultants.

PROGRAM STAFF TEAM All

Chris Nunu, to attend our Feb. 4-5 1998 staff retreat? KAB to invite? KAB, NR, KJ to hold preliminary meeting with her in Jan. 1998?

SUPPORT STAFF

All

BUDGET

LINKAGES WITH All
OTHER
PROJECTS

Annual review of internal communication efforts, with particular attention to when matters have slipped between the cracks; or when important documents are under-utilized **EVALUATION**

Codification is the essence of this project. CODIFICATION **PLANS**

EXTERNAL COMMUNICATION

CONCEPT

To communicate in a compelling way with all external audiences relevant to our agenda and work.

OBJECTIVES: LONG-TERM

To heighten the profile and understanding of CIJE's agenda and work.

ONE-YEAR

To experiment with a range of mailings to different key constituencies; and to consult with a PR firm on our developing a long-term communications strategy.

ACTIVITIES

A. For opinion makers:

- 1. The CIJE Strategic Plan: We need a communications vehicle to keep in touch with the most interesting and influential people we interviewed for the strategic plan, as well as others on the North American scene who shape the discourse and policy of our community. As an initial and critical step, this will entail our distributing to key interviewees a version of the strategic plan that is accessible without a "camper" system. (Some interviewees have asked to see the fruit of our process.)
- 2. Bi-annual letter from KAB.
- 3. CIJE publications.
- B. For the media and for public education/communication:
 - 1. PR Firm: Strategy for public relations: We will identify an appropriate PR firm, one with expertise in both non-profit organizations and the communication of conceptual ideas, and begin an initial consulting relationship to formulate a long-term communications plan for the coming years.
 - 2. CIJE publications: Database: We have made substantial progress in growing and refining our database. In the fall of 1997 and through 1998 we will install a new database program and grow from 1000+ names to 2500-3000 names. Increasingly we will be able to target our mailings to those audiences most likely to use and be influenced by them. In 1998, this will entail:
 - a. Hiring of an outside fulfillment house for large mailings;
 - b. Inputting and maintaining data;
 - c. Tracking inventory;
 - d. Ongoing staff training.
- C: Alumni: Those who have participated in our programs and work are our most natural and effective ambassadors. They "get it" and have, it appears, almost universal enthusiasm for what we are and are doing. And the range of people affected by our work is growing. Alumni of Goals Seminars, TEI, Harvard Leadership Institutes, Professors Seminars, etc. are all in our database and are recipients of our publications, as well as mailings from individual CIJE staff members. But they are also a resource for the future (for example, in proposing names for the Communal Leadership Conference; in being a source for focus groups and evaluation surveys, etc.) and may require a distinctive and more personalized strategy. A communications challenge is the coordination and documentation of mailings and seminars held for the individual groups.

ACTIVITIES (continued)

Some of the vehicles named above (public version of the strategic plan; letter from KAB; selected CIJE publications) will be directed to this audience.

Note: Communication with communal leaders will be part of a strategy that includes the planning and development of the Leadership Conference in 1999, in coordination with CH and KAB.

PROGRAM

NR

STAFF TEAM

KJ KAB

PR Consultant

SUPPORT STAFF

CW

Temps for database entry

BUDGET

LINKAGES WITH

All

OTHER **PROJECTS**

EVALUATION

Surveys of selected readerships for impact of written publications; focus groups to learn how key constituencies acquire their information and opinions about Jewish education and policy.

mare to

CODIFICATION

The written documents themselves.

PLANS

FUNDERS NETWORK

Run a one-day program on funding of Jewish education for interested lay leaders from the CONCEPT Jewish Funder Network (Funders Network will handle logistics). Test lay leadership curriculum that can be used for JEWEL and for the lay leadership **OBJECTIVE** conference. **ACTIVITIES** Planning Meeting Development of Materials Conduct Meeting PROGRAM Karen (3) Nessa STAFF TEAM (5) Cippi (5) SUPPORT STAFF Meeting Planning (2) Documents (2) LINKAGES WITH Lay Leadership Pilot Leadership Think Tank OTHER **PROJECTS EVALUATION** Post-conference questionnaire for participants. Follow-up 6 months later with a sample of participants. CODIFICATION None

PLANS

EVALUATION INSTITUTE PLANNING PROCESS

CONCEPT

The Evaluation Institute is a program for community lay and professional leaders to learn about evaluation, and for trained evaluators to learn about the context of Jewish education. The main questions for the planning year are whether there is a market for the Institute and what the structure of the Institute would be. The concept of the Institute itself is to foster a capacity for evaluation and a culture of evaluation-mindedness in Jewish communities.

LONG TERM OBJECTIVE The objective of the planning process is to determine whether the Institute itself should go forward.

ONE YEAR OBJECTIVES

ACTIVITIES

Barbara Neufeld is visiting a variety of communities and consulting with relevant experts. Gamoran, Goldring, and Stodolsky will comment on her findings. Robinson is available for background data as well as for consultation on the structure of the Institute.

PROGRAM STAFF TEAM Barbara Neufeld - ? days Adam Gamoran - 2 days Ellen Goldring - 2 days Susan Stodolsky - 2 days Bill Robinson - 10 days

SUPPORT STAFF

BUDGET

PROJECTS

LINKAGES WITH OTHER The Evaluation Institute would serve other CIJE initiatives.

EVALUATION

This project has a separate advisory panel

CODIFICATION

PLANS

If the Institute goes forward, a written description will be needed.

LINKAGES WITH

Rabbinic Consulting

OTHER

Synagogue Change Research

PROJECTS

EVALUATION

Participant goals "research"

Participant Questionnaire and/or discussion after conference

Staff Debrief

One year follow-up?

CODIFICATION

Proceeds - Brief summaries of Presenters and notes on discussions

PLANS

Notes written based on Staff debriefing

- follow-g



COMMUNITY DAY HIGH SCHOOL LEADERS PROJECT

CONCEPT

An opportunity to contribute to Jewish education by providing the leadership of these rapidly emerging institutions a forum for systematically reflecting, at a formative stage in their development, on the mission and identity of community day high schools, with attention to powerful ideas drawn from Jewish and other arenas that illuminate challenges and possibilities.

OBJECTIVES: LONG TERM The existence of a high-quality group made up of lay and professional leaders, regularly and rewardingly engaged in serious educational thinking which in various ways enriches their individual institutions. Conceivably, participating institutions could come to form a kind of coalition of vision-driven institutions (a la Sizer).

ONE YEAR

Recruit a clientele for the group, and hold two two-day seminars that offer participants a rich sense of the potential of the seminar to be Jewishly and intellectually stimulating and to enrich their understanding of their local educational challenges and mission.

ACTIVITIES

Letters and phone calls designed to recruit a clientele for the group; planning two two-day seminars; two two-day seminars; follow-up contact with participants in between seminars.

PROGRAM STAFF TEAM DP will devote approximately 22 days to this project (3 for recruitment efforts, 8 for the planning of the two seminars, 5 for the seminars themselves, 4 days for immediate seminar follow-up activities, 2 for maintaining contact with participants in between meetings); Nellie Harris will devote approximately 8 days to this project, 4 of them as a participant/leader, and 4 of them in helping to plan seminars and to nurture the group. Ellen Goldring will devote 3 days to the project, one of them as a participant and two in a planning/conceptualizing capacity. Mike Rosenak will give two days to the project - one day in a planning capacity, and one day as a teacher. Barry Holtz will give two days - one as a planner, the other as a teacher/participant. Daniel Marom will give 4 days to the project, 2 as a participant/teacher, and 2 as a planner.

SUPPORT STAFF

About 15 days.

BUDGET

LINKAGES WITH OTHER PROJECTS In working with educational leaders, this project is intimately connected with the work of JEWEL (hence EG's involvement). It will also give rise to cases (pertaining to the development of this project and to the work of participating institutions) which will be examined in the context of GUIDES.

EVALUATION

Each seminar will include an evaluation-session, with written and oral components, and participants will be interviewed at periodic interviews by someone other than DP to ascertain their views, including their sense of the relationship between the seminar and their local challenges.

CODIFICATION PLANS

Careful summaries of the intellectual substance and process of each seminar, along with written cases developed by the leaders of participating institutions based on challenges and work in their settings.

Impact - None in your and lay bedens?)

(D) reflection on vertices of 156)

LEADERSHIP THINK TANK

CONCEPT

To convene a series of meetings between CIJE staff and selected thinkers about issues in leadership.

OBJECTIVES: LONG TERM To explore ideas of leadership in order to shape the concept and vision of JEWEL. This will be an iterative process that will provide for feedback and impact between JEWEL and the Leadership Think Tank.

ONE YEAR

work in progress -- this is a three-year workplan, need to do one-year

ACTIVITIES

Commission at least four kinds of think pieces:

- Scans: various domains and their approaches to leadership development, including education, business, other humanities (Written reports from each field to include theoretical and structural approaches)
- Interview studies: to include, leaders of existing leadership development programs
 (Jewish and other) to understand current approaches and models of lay,
 professional and joint leadership development (To include: catalog of current
 Jewish Educational Leadership programs-schools, camps, JCC, National Or.)
- Lay leadership study: research topic of preparation and development of lay leadership (to include interviews, lit review, etc.)
- Concept paper(s): how can we understand "what it means to lead Jewishly."
- Concept paper: "learning" and leading Jewishly and their implications for JEWEL curriculum.
- Milwaukee White Paper: Winter 1998

Convene 4 - 6 meetings of the leadership think tank group and experts to review findings and discuss implications of these scans, research, papers for CIJE's work (with interim meetings of core planning group: Cippi, Ellen, Gail, Karen, Alan, when possible). We will address issues, such as:

- What is a good leader? What does it take to lead change? Differences between leadership and management.
- How are leaders educated, prepared, placed, developed?
- What is the vision of a Jewish educational leader? What does such a leader need to know, to be able to do?
- What is the interplay between "Jewish" ideas and "general ideas about leadership development?
- What is "our theory of practice" with regard to implementation of ideas in a JEWEL program?

PROGRAM STAFF TEAM

Core staff team for Leadership Think Tank to include: Karen Barth, Gail Dorph, Nessa Rapoport, Dan Pekarsky, Ellen Goldring, Adam Gamoran, Elie Holzer, Cippi Harte. Additional Think Tank members: Mike Rosenak, Mike Milstein, Mark Gurvis, etc. Depending on needs for specific topics, papers, idea thinking we will invite various people to present to the Think Tank group.

SUPPORT STAFF

LINKAGES WITH

Lay Leadership Conference

OTHER

JEWEL Planning

PROJECTS

JEWEL Pilot Planning and Pilot

Oppenheim Project

Professional Development Consultation

Goals Study Group

Vision

Building the Profession-Research/Planning

Community Day High Schools

internal

EVALUATION

Received comments and feedback on papers - way not - extended to viewers

Are the Leadership Think Tank ideas evident in JEWEL and other CIJE work?

CODIFICATION **PLANS** Notes from consultations and meetings

Implementation - Do the products er it

Quality - eternal - in the new men

- toternal conversations

BOARD AND CHAIRMAN'S COUNCIL DEVELOPMENT

CONCEPT Develop the Board and Chairman's Council by adding members who can contribute

substantially and by creating opportunities for high-level involvement for Board and

Council members.

OBJECTIVES: Board of 15-20 senior lay leaders who are very committed to CIJE.

LONG TERM Chairman's Council of 30-35 senior lay teachers who are seriously involved in Jewish

education and who are interested and supportive of the work of CIJE.

ONE YEAR

ACTIVITIES 6 Board meetings

Regular meetings with Board members

2 Chairman's Council meetings

PROGRAM		Prep Board	Attend Board	Prep CC	Attend CC	Total
STAFF TEAM	KAB	12	6	-	1	19
	GZD	6	6	-	2	14
	ADH	-	3	-	2	5
	NR	12	6	2	1	21
	BWH	-	3	-	1	4
	DND	1	3	-	-	4
	EG	1	3	-	-	4
	AG	1	3	-	-	4
	EH	_	1	-	-	1
	NH	-	6	-	-	6
	SS	_	3	_	-	3
	PCH	2	6	-	_	8
	KJ	12	6	14	-	24
	LM	1	3	-	1	5

SUPPORT STAFF Preparation of Materials - 10 days

Covering and setting up meeting -3 days

BUDGET ?

LINKAGES WITH All

OTHER PROJECTS

EVALUATION Annual discussion with each member about how we are doing.

CODIFICATION Keep all meeting materials on file.

PLANS

OPPENHEIM PROJECT

CONCEPT

Contract with Oppenheim for 1/3 time of an executive recruiter to help with the recruiting piece of JEWEL

LONG TERM

To begin to experiment with and build the recruiting piece of JEWEL.

OBJECTIVE

To help complete community research for JEWEL

ONE YEAR OBJECTIVES

ACTIVITIES

Build database of current and potential Jewish educational leadership

Develop the JEWEL strategy for recruiting

Recruit for JEWEL programs

Recruit for CIJE

PROGRAM STAFF TEAM Gail Dorph (4)

Karen Barth (4)

SUPPORT STAFF

None

BUDGET

LINKAGES WITH

OTHER

PROJECTS

EVALUATION

Annual written review of progress to date

CODIFICATION

PLANS

Documentation of database, community research and strategic ideas

Sept 17 4-5:15 discission of personnel 1-page desirps , n advance - BR, AG, EG, SS Eval Workshop 0192 67 type of eval 9-12 Indicators 1-4pm circulate proposal in advance 10 min permodem 10 min z's of clariticalion Open d. scrssin Ocombent - NJPS - redo CIJFS-vrys - priorities for untapped areas

- identity

- 1. terany

- 194 feaders etc.

e-mail suggestions for DHurschhorn -6.4de - TEI - res paper - LI page - Leaders Paper - presental un au Indicators project?

- de ide atten sept 17 - Filen 6, Barbarys - over - en in dicuters low nork I continu

MEMORANDUM

TO:

4

KAREN BARTH GAIL DORPH ADAM GAMORAN ELLEN GOLDRING **NELLIE HARRIS** CIPPI HARTE ALAN HOFFMANN **BARRY HOLTZ** ELIE HOLZER KAREN JACOBSON DAN PEKARSKY NESSA RAPAPORT SUSAN STODOLSKY

FROM:

JESSICA HOLSTEIN

SUBJECT: STAFF MEETING MINUTES

DATE:

SEPTEMBER 25, 1997

CC:

SHAHRAZAD AHMED

C.C. CRUZ (FOR MEGAL IFILI)

SARAH FEINBERG CHAVA WERBER

We apologize that the attached staff meeting minutes were not issued in a timely fashion, but we have been going through major staff changes, and we expect to be back on a regular schedule from this point forward. Please note that the Assignment Sheet reflects all assignments for the entire period covered by the minutes attached (May 1 through September 4, 1997) and many of the assignments listed may already have been completed.

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: September 4, 1997

DATE MINUTES ISSUED: September 12, 1997

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Alan

Hoffmann (via telephone), Jessica Holstein (secy.), Barry Holtz

(via telephone), Karen Jacobson, Nessa Rapaport

CC: Sarah Feinberg, Adam Gamoran, Ellen Goldring, Elie Holzer,

Mort Mandel, Dan Pekarsky, Lester Pollack, Chava Werber

Introduction of New Staff

KAB welcomed new staff members Cippi Harte as of August 25 and Nellie Harris as of today, September 4, and support staff member Jessica Holstein as of September 1.

II. Staff Learning

Staff Learning was postponed. Brief discussion regarding restructuring of Staff Learning. Assignment: KJ to update Staff Learning schedule (updated schedule attached).

[II. 1998 Calendar Updates - Tentative Projections

Jan. 28: AH arrives, all materials to be ready for Board Meeting

Jan. 29 (eve.) - Feb. 1: Professors Group

Feb. 2: Board Meeting (rescheduled from Feb. 5)

Feb. 4-5: Staff Retreat

It was agreed that Staff Retreats should not be prior to Board Meetings.

March 26 (tentative): Board Meeting (rescheduled from April 4) AH, BH not attending. Assignment: KAB to finalize schedule after discussing with Kathy and Margo (LP's and MLM's

secretaries).

June 23: Board Meeting (rescheduled from June 18)

Due to long interval between March and June Board Meetings, more individual

interaction with Board Members will be needed.

Nov. 16-19: GA Jerusalem, Israel - PCH, KAB, NR will be attending.

(CFJ Calendar attached).

IV. YU/JTS Gift

CIJE asked by EG to help with thinking about the dissemination of a small fund to Jewish education. To be discussed further at next staff meeting.

V. Professors Group

Last week in June is the best time to schedule programs which require professors attendance due to their schedules. We must start planning now if group is to be expanded effectively. Seminar scheduling will be added to agenda for next staff meeting. Membership in group, content of next seminar, one-year and long-term plans need to be discussed. There was a discussion about professors meeting more than twice a year and the possibility of someone teaching the group regularly, especially in light of large concentration of professors in Michigan. The issue was posed about how to utilize professors throughout CIJE's activities.

BH, AH to discuss before September 8. Assignment:

VI. CJF/Dalia Pollack

CIJE invited to continuity/task force meeting next Tuesday, along with JESNA, Hillel, and movements. Proposal for PCH to attend. NR reported that Dalia Pollack's job definition has changed from Jewish education to continuity, but funding is still intact.

Assignment: KAB to discuss with Marty Kraar announcement of Biennial.

VII. Torah uMesorah

EH to attend September 21 Seminar on the Teaching of Talmud. Dovid Bernstein asked CIJE for speaker suggestions for seminar. Senior/Senior Strategic Seminar will be held in November with Annette Hochstein and Seymour Fox. Concept of bringing together foundations to discuss needs and priorities is on the agenda. This issue will be put back on agenda after September 21 meeting.

VIII. Resumes

KAB received several high-quality resumes (attached). Prompted discussion of creation of internship program under JEWEL.

Assignment: KAB to discuss with MLM and possibly arrange meeting with the candidates.

IX. PEJE Update

KAB to attend September 15 PEJE board meeting with MLM.

X. Board Meeting Prep

Next staff meeting scheduled for Thursday, September 11, 9:00 - 11:00 am, KAB via telephone.

Assignment:

KJ to call DP regarding availability.

Protocol for pre-Board Meeting discussions with Board members to be discussed at this meeting.

KJ reviewed assignments:

KAB - MLM, LP, Steve Hoffman, Chuck Ratner

DP - Esther Leah Ritz, Dan Bader

GZD - John Coleman, Stanley Horowitz

Preliminary Agenda for October 9 Board Meeting:

Minutes and Update (1/2 hour)

Sister Joel (45 mins.) - may be postponed to December due to Esther Leah's health

Work Plan (1 hour) - KAB:

JEWEL.

EG - overview (1/2 hour).

Mike Millstein - professional (1/2 hour)

PCH - Biennial/Lay Leadership (1/2 hour)

Internal Governance (30-45 mins.) - KAB

Steering committee to Board transition

Board Committee work ideas

Chairman's Council - first meeting proposed for February

Continued Board Meeting prep to be on agenda for next staff meeting.

XI. Staff Training September 28-29

2-day staff training program for new hires was discussed. Proposed agenda items:

Consulting - KAB

Time management - KAB may have found someone

Teaching and learning - GZD

Assignment: KAB, GZD, KJ will meet to finalize plans.

Date tentative but please keep calendars open.

XII. September 8 Budget Meeting

KJ must receive all one-pagers with budgets.

Assignment: KJ to fax or fedex one-pagers to AG, EG, SS in preparation for September 17 evaluation

meeting.

Final Budget Meeting will be held on September 23.

XIII. September 17 Meeting

Evaluation Workshop 9:00 am - 12:00 noon - AG, DP, EG, SS

Indicators Project 1:00 - 4:00 pm - AG, DP, EG, SS, Barbara Schneider

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CIJE ASSIGNMENTS

Staff Meeting of September 4, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KJ to update Staff Learning Schedule.	KJ	9/4/97	9/11/97
2.	KAB to finalize Board Meeting schedule after discussing with Kathy and Margo (LP's and MLM's secretaries).	KAB	9/4/97	9/11/97
3.	BH and AH to discuss Professors Group.	BH/AH	9/4/97	9/8/97
4.	KAB to discuss announcement of Biennial with Marty Kraar.	KAB	9/4/97	9/11/97
5.	KAB to discuss with MLM creation of internship program for high-quality resumes, pussibly arrange meeting with candidates.	KAB	9/4/97	9/11/97
6.	KJ to call DP regarding availability for September 11 staff meeting.	KJ	9/4/97	9/5/97
7.	KAB/GZD/ KJ to meet to finalize plans for Staff Training.	KAB/GZD1 KJ	9/4/97	9/11/97
8.	KJ to fax or Fedex one-pagers to AG, EG, SS in preparation for September 17 Evaluation Meeting.	<u>к</u> ј	9/4/97	9/12/97
9.	ADH and GZD to have telecon re: Melton short term programs.	GZD/ADH	5/1/97	7/9/97
10.	GZD and BWH to discuss work on the Policy Brief.	GZD/BWH	5/1/97	7/9/97
11.	KAB will write up a senior staff policy with regard to the acceptance of outside compensation.	КАВ	5/20/97	7/9/97
12.	BWH to call Ruth Pinkenson Feldman re: strategy for using the Early Childhood Best Practices.	BWH	5/20/97	7/9/97
13.	KAB to discuss Educational Leaders Report with EG and AG.	KAB/EG/ AG	5/20/97	8/1/97
14.	KAB to call Josh Elkin to discuss next steps to formalize relationship and see if CIJE could be helpful in their strategic plan.	KAB	5'20'97	7/9/97
15.	GZD to call Vicky Kelman to see if she is available for Fairmont Temple project or knows of a suitable alternative.	GZD	6/23/97	7/9/97
16.	BWH to call Alvin Kaunfer to see if she is available for this project.	GZD	6/23/97	7'9/97
17.	DNP to analyze University of Judaism curriculum.	DNP	3/17/97	5/25/97

18.	KAB to call DNP re: evaluation of University of Jerusalem curriculum.	KAB	4/1/97	6/4/97
19.	GZD to call Ken Zeichner.	GZD	5/1/97	6/4/97
20.	GZD will call Bill Firestone re: Norms and Standards piece	GZD	5/1/97	6/4/97
21.	BWH to call David Behrman re: advice on dissemination.	ВWН	5/20/97	6/4/97
22.	KAB to get the Steering Committee dates.	KAB	5′20/97	6/4/97
23.	All Staff to think through plans re: calendar preparation for June 4 th meeting.	All Staff	5/20/97	6/4/97
24.	BWH to send out details and readings for Professors.	BWH	5/20/97	6/16/97
25.	KAB will email Barbara Neufeld and ask her to email staff on ideas for Advisory Board names.	KAB	5/20/97	6'4/97

STAFF MEETING AND LEARNING LIST Addendum to 1997 CIJE Calendar

Staff Meeting Dates Projected through 1997 as of September 25, 1997

			Ι	i
9/11	Thurs.	Staff Telecon	9-11:00	Gail
9/26	Fri.	Staff Meeting 9:30-12		
9/29	Mon.	Staff Telecon	10-1:00	Nellie
9/29	Моп.	Orientation	2-5:00	
		İ		
10/6	Mon.	Staff Telecon	10-1:00	Elie
10/13	Tues.	Staff Telecon	10-1:00	Nessa
10/20	Mon.	Staff Telecon	10-1:00	Cippi
10/27	Mon.	Staff Telecon	10-1:00	Karen
11/3	Mon.	Staff Telecon	10-1:00	Gail
?11/10	Mon.	Staff Telecon	10-1:00_	Barry
11/20	Thurs.	Staff Telecon	10-1:00	KJ
11/24	Mon.	Staff Telecon	10-1:00	Elie
12/1	Mon.	Staff Telecon	10-1:00	Nellie
12/8	Mon.	Staff Telecon	10-1:00	Nessa
12/15	Mon.	Staff Telecon	10-1:00	Cippi
12/22	Mon.	Staff Telecon	10-1:00	Karen

Please note the cancellations or rescheduling of the following previously scheduled meetings:

9/8 Mon.

9/15 Mon.

9/22 Mon.

9/28 Sun.

10/14 Tues.

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NOTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING:

September 11, 1997

DATE NOTES ISSUED:

September 29, 1997

PARTICIPANTS:

Karen Barth (via telephone), Gail Dorph, Nellie Harris,

Barry Holtz (via telephone), Dan Pekarsky (via

telephone), Nessa Rapoport

CC:

Sarah Feinberg, Adam Gamoran, Ellen Goldring, Cippi Harte, Alan Hoffmann, Jessica Holstein, Elie Holzer,

Karen Jacobson, Mort Mandel, Lester Pollack, Chava

Werber



KAB suggested that we return the telecon phone.

I. Board Meeting – Meeting with Board Members

Materials to use in preparation for the meetings:

- 1. Copies of one-pagers as a base not to distribute
- 2. Summary page

Additional documents to take to meetings:

- 1. CIJE "pie" diagram of initiatives
- 2. Synergies chart
- 3. Grid page filled in by work plan

and integrate information from one-pagers in discussion.

Assignment:

KJ to distribute one-pager package to all staff by end of day 9/11.

GZD, DP will speak about protocol for meetings

II. Oppenheim

KAB met with the partners of the Phillips Oppenheim Group. All of them were very enthusiastic about the three-way partnership between CAPE, CIJE and Oppenheim. Each partner will pay one-third of a full time staff person. Objective is to use person to work with us, help in planning of JEWEL, community research and recruiting people into the field, as well as work for CAPE recruiting for them. Will work out of Oppenheim.

III. Public Relations

Lay Leadership Forum – add to agenda for September 26, 9:30-11:00. Discuss lay person to act as chair of Forum planning committee.

IV. Schedule Changes

September 29 schedule change: Regular Staff Meeting 10-1 Orientation 2-5 September 28 Orientation cancelled. BWH to participate by telephone.

V. JTS Rabbinic Program

KAB has been asked to consult on Rabbinic Program at JTS. Will update staff as events progress.

VI. YU/JTS Gift

EG's aunt has asked for advice on where to give a donation of \$60,000 to JTS and YU.

Assignment: BWH and KAB will talk and make a suggestion on options at JTS.

Assignment: BWH will call ADH to discuss.

VII. CJF Update - September 9 Meeting

PCH reported on Jewish continuity meeting hosted by CJF to think about how to serve community at grassroot and how agencies could work together. Goal of meeting was to define what umbrella organization should and could do for communities. PCH will be in contact with group to see how it will evolve, and we will consider our contribution.

VIII. GA

NR reported on the GA.

- 1. Only four sessions concerning Jewish education.
- List of people leading planning of specific sessions Community High Schools – Dalia Pollack Supplementary Schools – Paul Flexner Synagogue Transformation – Dalia Pollack PEJE – Josh Elkin

Discussion whether a CIJE person should be on any of these panels. Maybe DP on community day high school. KAB, NR, PCH will be there anyway. Maybe TEI graduate to talk about supplementary school. Decision to get a suite to hold meetings, not to hold a reception at GA this year.

Assignment: NR will call Paul and Dalia to discuss our participation and also on room arrangements.

PCH reported that Charles Bronfman will chair GA in Israel next year. Agenda will focus on Israel/Diaspora relations. This GA will take place six months before Lay Leadership Forum.

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CIJE ASSIGNMENTS

Staff Meeting Assignments as of September 11, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	BWH will call ADH to discuss YU/JTS gift.	BWH	9/11/97	
2.	KAB to discuss with MLM creation of internship program for high-quality resumes, possibly arrange meeting with candidates.	KAB	9/4/97	9/11/97
3.	ADH and GZD to have telecon re: Melton short term programs.	GZD/ADH	5/1/97	7/9/97
4.	GZD and BWH to discuss work on the Policy Brief.	GZD/BWH	5/1/97	7/9/97
5.	KAB will write up a senior staff policy with regard to the acceptance of outside compensation.	KAB	5/20/97	7/9/97
6.	BWH to call Ruth Pinkenson Feldman re: strategy for using the Early Childhood Best Practices.	BWH	5/20/97	7/9/97
7.	KAB to discuss Educational Leaders Report with EG and AG.	KAB/EG/ AG	5/20/97	8/1/97
8.	GZD will call Bill Firestone re: Norms and Standards piece	GZD	5/1/97	6/4/97
9.	BWH to call David Behrman re: advice on dissemination.	BWH	5/20/97	6/4/97

OUTLINE FOR CIJE

I.	Alverno's vision-driven philosophy and practice of education (i.e. students & their needs)
	A. Who are Alverno's students?
	B. What are the social, economic and technological changes affecting our students lives?
	C. How then shall we educate Alverno students for their present and their future?
II.	Given Alverno's student focus — how do we translate this philosophy and practice for the education of teachers?
Ш	. Question & Responses

A DEVELOPMENTAL MODEL OF TEACHER COMPETENCE

In 1979, the Education Department, in collaboration with the Office of Research and Evaluation and selected faculty across the discipline, began to work toward the development of a model of the generic abilities of the educator. A review of the literature in education competence was completed in the fall of 1979.

The Education Reconceptualization Group's aim was to identify the broad competences of the educator—across grade levels and content areas and including educating in informal settings (e.g. as practiced by a nurse or manager, as well as by a classroom teacher). Because the Alverno notions of competences as developable abilities of the person contrasts with notions in much of the research of competences as discrete behaviors, the Group began with wide-ranging discussion probing their experiences as educators and with other educators.

After four years of discussion and refining work, a developmental model of teacher competence was captured in five "maps" showing the aspects of each ability as it typically develops from beginning to developing to advanced performance. The five abilities are identified as generic skills needed in teaching:

Conceptualization

Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes.

Diagnosis

Relating observations of behavior and situations using frameworks in order to foster learning.

Coordination

Managing resources effectively to support learning goals.

Communication

Using oral, written and media modes of communication to structure and reinforce learning processes.

Integrative Interaction

Demonstrating professional responsibility in the learning environment.

The "maps" for each ability follow. The expectations of the *Beginning Teacher* characterize the expected performance of a teacher entering the field. Because the dynamic competences are further refined through experience and reflection on that experience, the expectations of the *Developing Teacher* characterize a stage of professional development usually demonstrated by teachers with several years of teaching experience. The expectations of the *Experienced Professional Teacher* are the mark of a master, demonstrating professional depth and development.

CONCEPTUALIZATION

Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes.

Expectations for the Beginning Teacher

Applying analytical skill to the integration of knowledge ase and psychological/social/philosophical foundations of ducation

Showing command of disciplines

Presenting disciplinary knowledge in conceptual context

Disciplinary knowledge bases,

e.g., math, language arts, and
pedagogical content knowledge

inking rameworks Frameworks related to learners
and learning, e.g., developmental
psychology, learning theory, motivation
theory, motivation theory, etc. and
school/relationships

Liberal arts skills
e.g., reflection, self assessment,
epistemology, inquiry approaches
etc.

Developing sensitivity to learners as individuals within the group as a whole

- Making links between learning and developmental theory and concrete individuals in order to use appropriate depth of information
- Recognizing the impact of differences (in culture, gender, learning preferences, etc.) in order to plan learning experiences that meets the needs of individuals and the group
- Planning material both to meet learners' current needs and to lead to the next level of development, e.g.,
 - preparing appropriate activities relating learning experiences to previous work

Expectations for the Developing Teacher

Building increased ability to use disciplinary knowledge as a resource in facilitating learning

Continuing to expand and develop own knowledge bases in all these areas

- Trying out ways to link disciplinary knowledge to learner experience
- Seeking to learn more about learners and the communities from which they come
- · Using varied sources of professional input

Increasing sensitivity to learners in a group and as individuals

- Trying to meet learners' perceived needs
- Recognizing and adapting to factors that impact on the individual learner's relationship to the environment, the subject matter, or other learners (e.g., culture, gender, learning difference, etc.)
- Using awareness of varied perspectives and sources of difference to create activities to meet diverse learner needs
- Trying to stretch learners to the next steps in their development
- Sensing multiple possibilities, i.e., the array of things that might happen, that one might do
- · Predicting the impacts of various strategies
- Evaluating plans in relationship to outcomes in a systematic and ongoing way
- Constantly relating information to frameworks in order to increase understanding

Refining understanding of the system

- Knowing what others have done/are doing (e.g. in previous learning experiences)
- Knowing the whole educational sequence and learners in relationship to it
- Knowing available technology resources (e.g., telecommunications, multimedia, etc.)

Expectations for the Experienced Professional Teacher

Showing commitment to a style of thinking within one's discipline

- Making explicit the impact of one's discipline knowledge on the design of instruction
- Taking responsibility for clear presentations providing for common experiences
- Finding ways to make links with learners' ongoing experiences, especially those that are different from one's own (e.g., cultural and social experiences)

Showing high ability to pick the right strategy for the right situation

- Calling forth higher-level learning
- Facilitating high-level discussion that engages learners in constructing their knowledge and critiquing it
- Figuring out the patterns in interaction to help the learner bring analytic thinking to a new level
- I lelping all learners to develop a high level of media and computer literacy

Modeling an adult learning process

- · Showing growth and reflecting on own growth
- Shaping the relationships between the concrete skill processes being focused on and learners' own lives to show the environment as transforming
- Acting with creative awareness of how to use the system to support and promote learner suscess
- Operating with autonomy, able to singlehandedly manage multiple schemes, individuals, and interactions
- Engaging in research related to teaching, learning, and assessment practices
- Copyright 1995. Alverno College Productions, Milwaukee, Wisconsin. All rights reserved under U.S., International and Universal Copyright Conventions. Reproduction in part or whole by any

CONCEPTUALIZATION

(Continued)

helping learners to relate disciplinary knowledge to "real life" experiences using structures to support learner organization of information

- _ nsing media and technology to meet learning needs
- Analyzing the effect of activities on both individuals and the group as a whole

leveloping an understanding of the system within which one vorks

- · Recognizing communication networks in the organization
- · Learning the history and philosophy of the organization
- · Becoming aware of developmental sequences in the system
- Developing awareness of varied perspectives and sources of differences
- Becoming aware of problematic issues inherent in the system

Developing an awareness of oneself as a part of the ransformational process

- · Recognizing one's own biases
- Recognizing area of needed growth and development (e.g., regarding technology)
- Taking responsibility for one's professional role
- · Reviewing professional standards

Refining sense of self within the system

- · Developing leadership roles
- · Developing intellectual linkages
- · Involving self in networks and collaborative endeavors
- Developing tolerance for ambiguity by making links between the ideal and the real
- · Monitoring professional standards

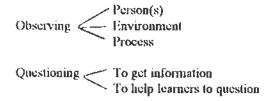
Acting as a professional

- *Using leadership roles to impact positive
- Working effectively with others to support professional growth
- Contributing to the development of professional standards
- Articulating the impact of multiple factors in the learning process, e.g.,
- how issues of diversity and justice affect the learning environment
- how media and technology have an impact on school and society, and particularly on school reform

DIAGNOSIS

Interpreting observations of behavior and situations using frameworks in order to foster learning

Expectations for the Beginning Teacher



Working inductively and experientially, with flexibility and open-mindedness

Practicing two-fold skills of observing and questioning:

- Collecting information through observation of interaction and through questioning
- Developing frameworks to understand the information coming in
 - Understanding and drawing upon already existing frameworks related to learners and to the learning process

Not distorting concrete experiences to fit frameworks Not distorting frameworks to fit experiences Rethinking information and creating new theories Designing and selecting assessment instruments appropriate to the learning outcomes Determining appropriate learning prescriptions

- Generally making this an ongoing process
 Gathering information/developing frameworks in au ongoing cycle
 Continuing to monitor aspects while prescription is in place
 Evaluating learner performance using appropriate criteria and providing focused feedback
 - Integrating awareness of learner needs into planning Identifying needs for own ongoing professional development

Expectations for the Developing Teacher

Using memory effectively

- Using accrued experience to see both Individuals Patterns of Behavior (especially as they deviate from group patterns)
- Using prior concrete experience to lead to or trigger further questions and explorations
- Practicing a developing ability to call upon memory "right then and there," building ability through experience, reading, study

Sharpening two-fold skills

Experiencing specific individuals concretely
 Observation Relating to framework, combinations of frameworks

Developing range in dealing
with data and frameworks
Beginning to recognize relativity
of frameworks and variety of data
Learning to resort data until a
solution emerges that betters fits
the actual experience

Recognizing multiplicity and working toward tolerance for ambiguity

- Beginning to sense self as a continually developing professional
- Accepting awareness that there is never a "perfect fit" between theory and concrete examples

Expectations for the Experienced Professional Teacher

Demonstrating flexibility in actively seeking information or frameworks with which to probe information

· Can give up one thing to try for something else

Showing commitment to diagnosis as an ongoing process

- Continuing to go back over the same ground, experimenting, trying different angles, creatively and eelectically hypothesizing
- Making decisions "for the time being"
 - Knowing that diagnosing continues even in implementation
- Using developing skill knowing when to let go of data and go to a framework
 - Knowing when to let go of framework(s) and go back to data
- · Recognizing multiplicity
- Linking relationships across all components even as components increase
- _ Making observations that are
- polymodal
- instantaneous
- integrated

Using effective interpersonal skills that have been honed to gather information

- Withholding judgment and decision until having sufficient evidence
- Sensitive to what is developing at the moment
- Teaching to/through what is developing at the moment

DIAGNOSIS

(Continued)

Developing awareness of ways to diagnose learner needs based on information from varied perspectives

- Understanding the role of the environment and teacher expectations in learning
- Seeking input from the local community on issues of importance in the social context to guide teaching choices and to prepare for meeting diverse learner needs
- Analyzing learning needs and prescribing strategies to enhance learning
- Developing a range of assessment strategies to support learning, e.g., simulations, performances, writing experiences, etc.

- · Avoiding dangers:
 - Making the concrete so powerful that one fails to see how the framework fits
 Being so ready with the framework that one fails to probe the actual experience
- · Promoting learners' development of self assessment

Diagnosing learner needs based on knowledge and understanding of their varied perspectives

- Incorporating aspects of issues of social concern into learning exploration
- Integrating a variety of media and technology lessons to provide for a wide range of experiences
- · Promoting critical media literacy skills for all learners

COORDINATION

Managing resources effectively to support learning goals

Expectations for the Beginning Teacher

Eveloping the use of resources toward learning goals. Helping learners to make sense out of resources for learning.

Identifying
Allocating
Organizing
Managing

varied resources, including time, space, activities, concepts, frameworks, media and technology, and community resources

structuring the learning environment

Creating a climate of acceptance and willingness to learn Shaping the environment to provide for data gathering, reflection, practice, etc.

Integrating uses of technology into daily learning Creating variety in learning activities Dealing with both individuals and groups

foliaborating with learners and others for the sake of the carners

Making links with the learners' other environments Drawing upon professional colleagues

- Coordinating the effect all members of the system bave in all the learning taking place
- Trying out new ideas with the goal of reaching all learners
- Sharing plans, problems, ideas
- Infusing diversity throughout the learning experiences

vionitoring the processes of learning

Linking practice with data base

Linking frameworks in an ongoing way to allow ongoing evaluation, adjustment, and adaptation in practice Maintaining effective records of learning, including portfolios that include examples of performance

Using appropriate technology

Teaching in a manner that supports assessment as learning

stablishing an initial confidence in self as teacher Developing skills of self-assessment Effectively drawing upon resources Flexibly dealing with change Taking initiative

Expectations for the Developing Teacher

Integrating the use of resources in focused learning experiences

- . Focusing strategies to effect movement to learning goal
- · Stimulating skill building in learners
- Initiating student involvement in managing resources.
- · Implementing media and technology resources
- Integrating multimedia and technology throughout learning experiences

Building skills in collaborating

- Developing relationships to enhance the levels/ fronts of student learning
- · Seeing the learner as self-teacher
- Seeing that all the "worlds" that learners bring with them into their relationship with you are other arenas in which learning is going on
- Establishing consistent interaction lines with other teachers
 - Actively seeking and giving feedback and sharing experiences and ideas with colleagues in same system and across systems
- _ Using media to support cooperative learning

Developing skills in monitoring student growth

 Moving back and forth easily from action to reflection to action

Acting with increased confidence in self as a tool of learning

- Practicing self assessment
- Seeing self as informed with knowledge
- · Seeing self as interacting with much experience
- · Seeing self as comfortable and flexible in action

Expectations for the Experienced Professional Teacher

Practicing as teacher within institutional framework

- Structuring environments to make effective use of institution as resource
- · Assisting learners to identify resources
- Managing and integrating varied resources toward learning goals
- Collaborating across the institution and with wider society in systematic networks
- Monitoring impacts of large and small aspects of learning environments
- Collaborating with those inside and outside the school to implement technology

Demonstrating highly-skilled adaptation to changing situations

- · Responding to needs quickly
- Handling multiple levels of interaction and understanding

Merging elements of autonomy and collaboration in working in an effective, productive style

Actively continuing one's own ongoing, experiential learning

Acting with developed professional values

- Practicing self-assessment in all aspects of the teacher role
 - Articulating a philosophy of teaching, learning, and assessment
- Committed to processes that lead to goals and seeing self as part of the process that leads to goals
- · Making choices out of professional values
- Co-creating with others to make the whole institution a learning environment

COMMUNICATION

Using oral, written, and media modes of communication to structure and reinforce learning processes

Expectations for the Beginning Teacher

Using voice and manner to create a sense of presence and involvement

- Beginning to use communication to establish the learning environment (through effective use of eye contact, voice variation, body language, movement, room arrangement, etc.)
- Recognizing the need to adapt communication for diverse groups
- Demonstrating skills in self-presentation in professional contexts

Using legible media purposefully and skillfully as a support to presentations

- Selecting/producing media to support learning goals
- · Using media and technology resources to facilitate learning

Showing internalization of content

- · Making goals of learning activities clear
- Creating presentations marked by ...
 clarity of concepts
 accuracy of information
 alternative explanations
 adaptation to audience
 effective integration of media and technology

Demonstrating professional quality in own writing and speaking

- Communicating clearly and appropriately in multiple settings
- Using appropriate language and format in written communication

Expectations for the Developing Teacher

Effectively creating a sense of presence and involvement

- Adapting in response to awareness of diverse learner needs
- Demonstrating growth in presentation skills

Refining use of media out of a growing awareness of how learners process information

- · Modeling effective teaching with technology
- Choosing, creating, using media and technology to support learning
- Integrating media and technology to convey information and to enhance presentations
- Providing numerous opportunities for learner interaction with media and technology

Increasing means of linking content and teaching strategies

- Developing a greater range of adaptation to audience needs
- Designing short explanations for concepts or procedures from many different perspectives

Refining ability to communicate effectively across a range of professional situations

- Developing adaptive skill in tailoring communication to new needs
- Rethinking routine communications and continually recasting them out of ongoing experience

Expectations for the Experienced Professional teacher

Structuring the physical/interpersonal environment as a means of communicating content

- Through sensitivity and personal presence, communicating that as a learner, one can also teach others
- Adapting the environment to support teaching/and learning for a diverse range of learners
- Reinforcing and motivating learners through effective communication

Demonstrating versatility in the creative preparation and use of varied media

- Plauning for the stimulation of many learning styles and modes, (e.g. visual, aural, kinesthetic)
- Creating presentations that have multiple levels in order to meet many learners and to move each to a new place
- Integrating the use of technology in preparing and presenting learning experiences
- Implementing learning experiences which reflect an awareness of media literacy
- Practicing growth in presentation skills
 Demonstrating understanding of content area/ discipline in both theoretical and experiential ways
- Adapting presentations that can reach out to the experience of the learners
- Translating information and experiences into multiple modes

Modeling effective communication

- Showing understanding of complex, multifaceted situations
- Communicating knowledgeably about the use of technology in education
- Communicating explicitly own philosophy of education
- · Adapting effectively as contexts change
- Searching out professional literature to support own development as professional and to integrate in presentations related to profession

INTEGRATIVE INTERACTION

Demonstrating professional responsibility in diverse learning environments

Expectations for the Beginning Teacher

Believing as a <u>director</u> of learning in the developing knowledge, understanding and abilities of learners

Perceiving and responding to basic elements of the complex of variables present in interaction, e.g., roles, developmental levels, situation, relational definitions, emotions, content, environment, etc.

- Welcoming and celebrating diversity
- Listening/connecting/providing different perspectives in response to learner activity
- · Giving satisfactory answers to learner's questions/comments
- · Stimulating learners to question and respond
- · Guiding interlearner discussion
- Modeling learning by making explicit what one is doing
- Encouraging individual participation while effectively directing group activity
- Using feedback to assist learners to become self-starting learners
- Nurturing learner development

Demonstrating awareness of the limitations inherent in the situation, the learners, and self

- Showing respect for varied learner perspectives
- Demonstrating an adequate understanding of individual differences, especially cultural, gender and psychological differences
- Dealing with individuals in a way that recognizes their personal qualities
- Making connections between/among different cultural proups
- Designing learning to best relate to the characteristics of the group and individuals within it
- · Reflecting an awareness of the effect of media on learning

Taking for diagnosis and assessment (and sharing both with learner) for intervention by designing effective strategies for growth

 Dealing with a range of classroom situations with confidence and calm

Expectations for the Developing Teacher

Believing as a <u>colleague</u> with learners in sharing responsibility for learning

Demonstrating growing awareness of the complex of variables present in interaction

- Recognizing how aspects of interaction affect the teacher and the teacher's strategies
- Adapting possible responses out of increased experience
- · Enlarging one's repertoire of interaction skills
- Differentiating responses in interacting one-on-one and with the group

Extending ability to assist learners to become more independent

- Providing structures within which learners can create their own perspectives
- Providing other perspectives for learners to test their knowledge
- Providing a wide range of media and technology options to engage learners with multiple perspectives and global issues

Taking responsibility for increasing professionalism

- · Developing identification as a professional
- Acting on professional values
- · Relating effectively with peers and superiors
- · Relating to systems and institutions
- Seeking opportunities to develop new skills/knowledge Integrating other skills;

Expectations for the Experienced Professional Teacher

Believing as an <u>advocate</u> of learning in motivating, in relating to the learner, in sharing judgment

Demonstrating sophisticated awareness of the complex of variables present in interaction, their mutual impact, and their ongoing negotiation by the interactants

- Constantly making adjustments in activities, not out of a pre-planned program, but in response to relevance of learners' experience and knowledge and the reality of the broader societal sphere of influence on their lives
- Using nonverbal cues to test out ways in which the responsibility /activity for learning can be shifted to the learner

Assisting learners in the habit of taking multiple perspectives

- Showing commitment to the process of going from experience to conceptualization
- Encouraging learners to seek out and explore multiple perspectives

Taking responsibility for and to the state of education

- · Identifying as a professional
- Acting out of an explicit philosophy of education
- · Working with local/broader spheres of influence
- Promoting others to become technology supporters
- Advocating for the use of technology in education
- Facilitating curriculum reform through the integration of media and technology

INTEGRATIVE INTERACTION

(Continued)

Integrating other skills:

Diagnosis - Observing, questioning, gathering information, monitoring aspects while in progress

Communication - Using presentation as a stimulus and a focus for interaction

Conceptualization - Developing an understanding of the system, recognizing developmental expectations

Coordination - Collaborating with learners and others

Integrating other skills:

Diagnosis

- Using memory to see patterns in order to trigger further questions and experiences
- · Experiencing concrete behavior of individuals

Communication

- Focusing presentations to capitalize on learners' experiences
- Designing presentations to stimulate learners' interaction/questioning in new directions

Conceptualization - Showing multi-faceted awareness of learners refining understanding of the system Coordination - Collaborating, establishing interaction with other teachers

Integrating other skills:

Diagnosis - Practicing diagnosis as an ongoing process

Communication – Shaping presentations to teach to higher level outcomes

Conceptualization - Overcoming lack of common knowledge through attention to both breadth and depth

Showing refined sensitivity to the learner

Interacting effectively with systems across the entire field of education

Coordination - Acting with developed professional values



MEMO

To:

Board Members

From:

Nessa Rapoport

Date:

September 29, 1997

Re:

Report on CIJE Publications and Dissemination

Publications and Dissemination

New CIJE Expanded Brochure

As you know, we are preparing a new CIJE brochure to explain our mission and activities. This brochure, to be published later this fall, is designed for board and staff members to give out to both lay and professional audiences. The brochure is formulated to be concise and graphically attractive, with full photos on each facing page of text.

We would now like to share the text with you for your comments. Please feel free to mark your suggestions or questions on the pages and fax them to my attention (212-532-2646); or to bring the pages to the board meeting on October 9. Phone calls are also welcome (212-532-2360, ext. 17).

"Educational Leaders as Teacher Educators: The Teacher Educator Institute—A Case From Jewish Education," by Barry W. Holtz, Gail Zaiman Dorph, Ellen B. Goldring

One of the early dreams of CIJE was that our work in professional development make a contribution to Jewish education and also to the field of general education. The enclosed article appeared in a recent issue of the prestigious educational journal, the *Peabody Journal of Education*, devoted to the topic of educational leadership. As an initiative designed to develop a cadre of educational leaders prepared to create professional development opportunities for teachers, TEI has implications for such programs in general education.

"The Place of Vision in Jewish Educational Reform," by Daniel Pekarsky.

Rooted in the pioneering work of Seymour Fox and the Mandel Institute's "Educated Jew Project," this recently published paper in the *Journal of Jewish Education* explores the practical value of profound, inspiring Jewish educational visions in institutional transformation. The paper offers an overview of the issue of vision in Jewish education and explores the intersection of educational philosophy and Jewish meaning on which the Mandel Institute-CIJE Goals Project is based.

Bibliography: "Ahout Our Work"

Attached is a list of articles about CIJE's work that have appeared in books and journals of Jewish and general education since 1992. This list will be included in the kits we distribute and will be augmented as our expanding work is documented in the coming years.

The Best Practices Project

In consultation with Dr. Ruth Pinkenson Feldman, Early Childhood Education Consultant to the JCCA, CIJE is distributing the reissued **Best Practices: Early Childhood Education** to a range of Jewish early childhood networks. This fall, we are sending the volume to: Bureau of Jewish Education early childhood coordinators; the CAJE early childhood network; JCCA early childhood directors at workshops led by Dr. Pinkenson Feldman; UAHC early childhood educators; and United Synagogue early childhood educators. Other networks are pending.

The three reissued Best Practices volumes have already been distributed to a range of Jewish educational leaders, lay and professional; researchers; and policy makers in the Jewish community.

Vision and Jewish Education: The 1997 CAJE Conference

At the conference, which took place at Stanford University in August, Gail Dorph gave a keynote address for educational leaders, "The Art and Craft of Educational Leadership: A Case for the Role of Vision." There was also a two-day mini-conference held for lay leaders. Led by Gail, "The Role of Vision in Jewish Education: A Seminar for Lay Leaders," was the culminating session, exploring the role of vision in building institutions. Leaders, grouped by institutional types (synagogues, communal agencies, schools), worked on the implications for their activities of the Mandel Institute-CIJE publication, *Vision at the Heart* by Seymour Fox with William Novak. 100 copies of the publication were distributed at the conference.

"Research in Jewish Education as a Policy Tool"

On October 8, Adam Gamoran will speak on this topic to the Judaic Studies Faculty at the University of Connecticut. He will tell the story of the *CIJE Study of Educators* and its impact; describe CIJE's current study of professional development (TEI); and engage in a discussion of the faculty's ideas about how research can aid in decision-making for Jewish education.

Forthcoming

The TEI Video Project

Attached is an item in a synagogue bulletin describing the filming of classes for the TEI Video Project, a project designed to prepare videotapes as a strategy to develop innovative, interactive professional development opportunities. The first videotape will be distributed to TEI participants in January for use in pilot settings. The TEI Video Project is funded in part by the Nathan Cummings Foundation.

"The Role of Community and Philanthropy," by Morton L. Mandel

This essay is one of three selected to be included in a volume to be published on November 15, *Communities of Learning: A Vision for the Jewish Future* (Hebrew Union College-Jewish Institute of Religion-Rhea Hirsch School of Education). The book is based on the Hirsch Colloquium on "Jewish Schooling and the Jewish Future," held in Washington, D.C., in May 1996. The other essays included in the volume are by the religious studies professor Arnold Eisen and the educator and MacArthur Fellow Deborah Meier.

We look forward to sending you a copy of the volume upon its publication.



MEMORANDUM

Date: September 30, 1997

To: CIJE Board of Directors

From: Karen A. Barth

Re: Board meeting of October 9, 1997

This is to confirm that the next meeting of the CIJE Board of Directors is scheduled to take place from 9:30 am to 4:00 pm on Thursday, October 9th at 15 East 26 Street, in the 10th floor conference room.

Enclosed are four items for your review prior to the meeting:

1. Minutes.

The minutes from the August 7, 1997 special Board meeting and Steering Committee meeting are attached.

2. The 1998 workplan.

This spiral bound document contains a summary of the projects contained in the 1998 workplan, followed by a one-page detailed description of each project.

3. Lay Leadership Forum.

Enclosed are a list of questions for your review in preparation for our discussion on the Forum at the meeting.

4. A publications update.

Please call Chava Werber at 212-532-2360, Ext. 11, to indicate your attendance plans.

We look forward to an interesting discussion.

LAY LEADERSHIP FORUM: Questions for Board Meeting

- 1. What should be objectives for the Forum?
 - · What would success look like?
- 2. Should this be a lay or lay/professional conference?
- 3. What should be our strategy for planning the Forum?
 - Who should be involved in the planning?
 - Who do we want to attend?
 - How will we motivate these people to attend?
 - · Who are the partners we want to invite?
- 4. What characteristics should this event have to impact lay leadership support and involvement in Jewish education?
 - Are there any models of conferences with these characteristics?
- 5. What kind of papers and research should we commission for the Forum?
 - Should we do a piece of research on lay leaders to present at the Forum?
- 6. How should the Forum be announced?
 - · What message?
 - · What media?
 - To whom should it be announced?

1998 WORKPLAN

OCTOBER 9, 1997

MAJOR and SMALLER PROJECTS - 1998

	Major Projects	SMALLER PROJECTS	
CORE	Synagogue Change Indicators Project Vision Cases	 Early Childhood Planning Paper on Research in Jewish Education Change Study Group Luncheon Seminars Core Planning Professional Development Policy Brief 	
JEWEL	Leadership Forum Conference on Rabbinic Ed. TEI/TEI Video Professors Group JEWEL Planning	 Funder's Network Seminar Community Day High School Leaders Recruiting Conference Evaluation Institute planning Evaluation of 762 	
CFWW	Consulting to Rabbinic programs Consulting to professional development programs	egrams PEJE Sulting to professional JCCA	
FIELD SITES			
CORE – Administration	Board and Chairman's Council Evaluation Fundraising	External Communications Internal Communications Staff Development	



CORE MAJOR PROJECTS

SYNAGOGUE CHANGE

CONCEPT

Create a second generation synagogue change process with a strong focus on the congregation as a center for Jewish learning and living, that would begin with a year of research into what is working and what is not working.

OBJECTIVES

- 1. Beginning to create a knowledge base about synagogue change that can inform the thinking of those doing this work around the country.
- 2. Creating written materials that can be broadly distributed and used in the training of rabbis, synagogue lay leaders and others in key leadership positions.
- 3. Helping to push forward the thinking of the key people running major synagogue change projects by providing them with an opportunity to learn from each other's experience and to reflect on their own experience.
- 4. Facilitating the development of a few synagogues as models of excellence that can become resources for the broader dissemination of the ideas and approaches that they have developed.

ACTIVITIES

Secure funding

Secure community commitment

Design research Hire researchers

Hold 3-4 meetings of leadership team

Recruit synagogues Develop plan for year 2

PROGRAM STAFF TEAM Karen Barth (12)

Lisa Malik (60) Dan Pekarsky (6)

Dan Pekarsky (6) Barry Holtz (20)

SUPPORT STAFF

Meeting planning (10)

Documents (10)

LINKAGES WITH OTHER

Change Study Group Rabbinic Consulting

Rabbinic Conference

TEI

EVALUATION

PROJECTS

Implementation: Completion of research

• Quality: Peer review

CODIFICATION PLANS

The research will be written-up as a report

CLJE INDICATORS PROJECT

CONCEPT

This project gathers information on the state of Jewish education and Jewish life in North America. It includes both national/continental and community-level data. It is intended to gather repeated data over time.

LONG TERM OBJECTIVE

The purpose of the Indicators Project is to assess the impact of Jewish education, and "continuity" programs, on commitment to Jewish life.

- Coordinate and integrate available information;
- Identify needs for information that is not currently being collected;
- Collect new information;
- Articulate a theory of change for which the Indicators data are relevant.

ONE YEAR OBJECTIVE

Goals for 1998 are:

- Compile existing data from selected communities into a coherent data base.
- Consult with lay leadership to build awareness of and support for the project.
- Participate in the planning process for the NJPS of 2000
- Articulate CIJE's theory of change.
- Prioritize among different ideas for new data collection.
- Develop a plan that can be tested in 1999.

ACTIVITIES

Bill Robinson will visit several communities to obtain data. Under the supervision of senior staff, he will assess the quality of the data and, where appropriate, he will compile it into a data bank. Gamoran, Goldring, and Schneider will speak with lay leaders to explain the importance of the project to get their input, and in some cases to raise funds. Gamoran, Goldring, Schneider, and Robinson will outline the connections between CIJE's theory of change and specific indicators. This will help both to explain the importance of the project and to prioritize among various possible indicators. A member of the team will participate in the planning process for the NJPS. The group will meet to lay out a plan for this project to begin in 1999.

PROGRAM STAFF TEAM

Adam Gamoran – 10 days Ellen Goldring – 8 days Barbara Schneider – 10 days

Bill Robinson - 40 - 100 days, depending on whether new data are collected in 1998

SUPPORT STAFF

20 days for correspondence, preparation of materials, coordinating meetings

LINKAGES WITH OTHER PROJECTS

The Indicators Project is a response to a need identified by the strategic plan: How will we know whether CIJE's goals are being accomplished, broadly speaking? The Indicators will signal what changes in Jewish edcuation (and Jewish life?) in North America are taking place.

EVALUATION

- Implementation: We will look at whether all tasks were completed.
- Quality: There will be a review by an advisory panel.

CODIFICATION PLANS

The Indicators Project will produce written reports to disseminate information

VISION CASES

CONCEPT

Informed by the work of the Educated Jew Project and in collaboration with our colleagues at the Mandel Institute and CAPE, the development of cases, grounded in the experience of living institutions, that help get at critical issues and insights pertaining to vision-sensitive educational practice and change-efforts. Such cases can be used as teaching tools and as vehicles of deepening our own thinking concerning vision-sensitive educational practice and intervention.

OBJECTIVES: LONG TERM

The existence of a rich array of cases that can be drawn on to illustrate key points relating to vision-sensitive practice and change-efforts, that will be used to enrich our own thinking and lore, and that can serve as professional development tools with varied populations like consultants, lay leaders, principals, and teacher-educators.

ONE YEAR

Establish appropriate case-categories and format; develop and refine cases growing out Agnon, Providence, and the Lay Leadership projects; move significantly into the Steinmetz/Beit Rabban project; creation of a 3-person Professors Advisory Group to the project.

ACTIVITIES

Research concerning case-formats and uses; one or more in-house meetings devoted to the kinds of cases we should be trying to develop and how they are to be used in our work; write-ups of the Agnon, Providence, and Milwaukee projects in a form that will prove valuable; visits to Beit Rabban, interviews with Steinmetz, and write-ups of what is being learned about the development and character of Beit Rabban as a vision-driven institution.

PROGRAM STAFF TEAM

Daniel Marom --? days writing up Agnon; Alvan Kaunfer -- 5 days refining write-up of the Providence case; Nessa Rapoport - 3 days researching case-formats, 1 day-long staff meeting focused on the nature, uses and development of cases, and 30 days working with Marom, Pekarsky, Steinmetz and Kaunfer on their cases; Daniel Pekarsky -- 5 days concluding and writing up Beth Israel; one day-long staff-meeting focused on the nature, uses and development of cases; 10 days working on the Steinmetz project; Barth - 1 day-long staff meeting focused on nature, uses, and development of cases; Annette Hochstein - 1 day for consultation; 2 days of the 3-person Professors Advisory Group.

SUPPORT STAFF

5 days of miscellaneous administrative work.

LINKAGES WITH OTHER PROJECTS

Change-efforts associated with the Consulting Firm Without Walls and the Field-Site may provide the occasion for powerful cases, to be written up (if possible) by those in charge of these efforts. The need for cases can thus encourage codification-efforts across varied CIJE projects. The cases can be used to stimulate our own learning in CORE and in GUIDES, as well as to encourage professional development in educational leaders (in JEWEL-projects aimed at principals, the high school leaders group, and lay leaders).

EVALUATION

- Implementation: Was the work completed?
- · Quality: Peer review

CODIFICATION PLAN

Codification - writing up the cases in a form that will be accessible stimulating to varied sub-groups - is the core of this project.

CORE

SMALLER PROJECTS

EARLY CHILDHOOD PLANNING PROJECT

CONCEPT To convene a group of leading thinkers to develop a "cutting edge" field site in Jewish early childhood education LONG TERM To begin to transform the ways in Jewish early childhood education is thought about and OBJECTIVE implemented ACTIVITIES Create a set of questions and issues for deliberation Commission a background paper which explores strategies for creating developmentally appropriate approaches to Jewish early childhood education, e.g., "formal school type programs," for several kinds of settings (JCC, synagogues which are movement affiliated) One day consultation to convene a group of experts to deliberate on setting up on or two field sites Gail Dorph, Alan Hoffmann, Nellie Harris with Fran Jacobs PROGRAM STAFF TEAM SUPPORT STAFF Sarah Feinberg LINKAGES JEWEL pilot project WITH OTHER Field Sites **PROJECT** Professors group Peer review of page **EVALUATION**

PLANS Notes from meetings

PAPER ON RESEARCH IN JEWISH EDUCATION

This project will produce a memo on possible next steps for addressing one of the key goals CONCEPT in A Time to Act: building a capacity for research on Jewish education in North America. LONG TERM This one-year project will yield a memo on the topic. OBJECTIVE ONE YEAR (see above) OBJECTIVE Adam Gamoran will reflect on the agenda and infrastructure needed to build capacity. He ACTIVITIES will write the memo, with input from Bethamie Horowitz. Ellen Goldring will also provide advice. Bill Robinson will provide background data as needed. PROGRAM Adam Gamoran - 4 days (additional time contributed by Mandel Institute Bethamie Horowitz - (time contributed by Mandel Institute?) STAFF TEAM Ellen Goldring – 1 day Bill Robinson - 10 days 1 day for correspondence SUPPORT STAFF This project may contribute new ideas for CIJE's agenda. LINKAGES WITH OTHER PROJECTS The memo will be reviewed by CIJE and the Mandel Institute. EVALUATION This project will produce a written document. CODIFICATION

PLANS

CHANGE STUDY GROUP

CONCEPT

Building on participants' work in the field, this study group will offer CIJE consultants and staff a regular forum through which to systematically explore ideas emanating from Jewish and other traditions that have the power to illuminate and guide educational practice, with special attention to the way such ideas can be meaningfully introduced into institutional and communal efforts to develop guiding visions and to accomplish transformational change.

LONG TERM OBJECTIVE

The Change Study Group is recognized by CIJE staff and consultants as an intellectually, Jewishly, and professionally stimulating context in which to reflect systematically about the relationship between ideas and educational practice, both in general and in relation to participants' projects. A body of lore is developed which informs CIJE's work in the field and finds expression in CIJE publications.

ONE YEAR OBJECTIVES

The character and mission of this group is clarified, as is its membership, and the group is convened for two seminars that include opportunities to examine powerful Jewish ideas with attention to their relationship to our work, as well as inquiries into the place of guiding ideas in cases emanating from our work.

ACTIVITIES

Two seminars, at least one of them a two-day program, preceded by substantial planning and followed by an effort to formulate what is being learned and accomplished. The planning process will include consultation with those working in different CIJE domains aimed at identifying pertinent themes, issues, and cases; and appropriate cases will be written up in preparation for the seminars.

PROGRAM STAFF TEAM

Daniel Pekarsky and Barry Holtz will coordinate this effort, giving 10 days each. In addition to participating in the seminars, NR will be involved in planning (for a total of 7 days). Other senior program staff and consultants (KAB, GZD, NH, TH, AG, and EG) will give 4 days each – 3 days for seminar participation and 1 day for both seminar planning and preparation. Alvan Kaunfer will give 8 consulting days to this project; Amy Gerstein will give 4 consulting days to this project; David Purpel will give 3 consulting days to this project.

SUPPORT STAFF

15 days per year.

LINKAGES WITH OTHER PROJECTS

This will serve as a forum in which to thoughtfully explore the place of guiding ideas in other CIJE projects (e.g., from out of JEWEL and the field-site), thus enriching these projects and contributing to the group's lore.

EVALUATION

At the end of each seminar, participants will fill out a written evaluation-questionnaire and/or hold a serious discussion of the seminar's strengths, weaknesses, and contributions to our work. Once per year, CIJE senior staff will step back to consider whether this group is adequately configured to meet our need to connect our day-to-day work to powerful Jewish and other ideas.

CODIFICATION PLANS

Careful summaries of seminar proceedings; periodic efforts to formulate major learnings in a form that will be readily accessible to CIJE staff and to other constituencies.

CLJE EDUCATION (LUNCHEON) SEMINAR

CONCEPT

Four times a year, a collegial professional forum to discuss our written or published work with New York-based senior academics and policy makers in areas related to Jewish education, communal policy, and institutional change. To provide an opportunity, when appropriate, for an Israeli colleague to present his/her work at a fifth convened meeting.

LONG TERM OBJECTIVE

To develop a community of colleagues with whom to showcase, critique and disseminate our developing work and strategic approach and to discuss the work of colleagues that is relevant to our work. To demonstrate and stimulate the need for high-level publications in the field of Jewish education, policy, and change.

ONE YEAR OBJECTIVE

To plan in Fall 1997 the shift from the seminar as a context for participants to discuss and critique their colleagues' work to one that showcases the fruits of our new strategic plan as its "white papers," research and other documentation are developed and highlights the work of others that closely relates to our strategic plan.

ACTIVITIES

- Schedule meetings
- Invite speakers
- Send invitations and materials

PROGRAM STAFF TEAM

Team: Nessa, in consultation with CIJE colleagues. Attendees: Nessa; Gail; Nellie; Cippi; Eli (?); Karen J.: when interested; Karen B.: whenever possible. Guests: When appropriate, we may be inviting additional guests. (If we present the white paper on early childhood, for example; or the policy brief on professional development.)

SUPPORT STAFF

Chava: 10 days; Jessica: 2 days for out-of-town consultants, when presenting.

LINKAGES WITH OTHER PROJECTS

Papers sent to board members; chairman's council; others on expanding CIJE team in the four domains. Since presentations will now be CIJE documents, they may be sent to the professors, to ALOHA and Jewish Research Network members, to lay subcommittees, TEI attendees, etc., depending on specific subject matter and how ready the work is for public dissemination.

EVALUATION

One-page question-and-answer survey annually. ("Is the seminar professionally useful to you? Why do you/don't you come? Do you read/use the papers, xerox them for others? What would enhance the meeting for you?" Etc.) Annual internal review about utility of the seminar to our work. (Since we will be presenting our work in pre-published form, is the seminar providing us with useful advance feedback that deepens the quality of the final documents? Is our work making an intellectual impact?)

CODIFICATION PLANS

The papers themselves, disseminated to appropriate internal and external audiences.

CORE PLANNING

CONCEPT Conduct a series of staff meetings to "flesh out" the plan for the core of CIJE. Create a core of CIJE that will be a knowledge and idea center for CIJE's work and the **OBJECTIVE** work of others. Obtain CAPE research on think tanks. **ACTIVITIES** Invite speakers to talk about knowledge codification and dissemination. Discuss at winter staff retreat. Hold two 1/2 day meetings. PROGRAM Karen (2) **STAFF TEAM** Nessa (2) Вагту (4) Dan (2) Adam (1) Cippi (2) SUPPORT STAFF None LINKAGES None WITH OTHER **PROJECTS** Implementation: Did we complete the plan? EVALUATION

Develop written plan

CODIFICATION

PLANS

PROFESSIONAL DEVELOPMENT POLICY BRIEF

CONCEPT Print and disseminate policy brief being written in 1997

OBJECTIVES Complete printing and disseminate broadly

ACTIVITIES Design

Printing Mailing

PROGRAM Nessa Rapoport

STAFF TEAM

SUPPORT STAFF 15 days per year.

EVALUATION Survey of publication recipients

JEWEL

MAJOR PROJECTS

LAY LEADERSHIP FORUM PLANNING

CONCEPT To inspire and motivate a group of lay leaders about Jewish education.

LONG TERM Mobilize lay leaders to be more active in Jewisb education.

OBJECTIVE To build a network of lay leaders.

ACTIVITIES Data Gathering:

- Series of meetings with lay leaders across the country
- Create a database of potential invitees

Planning Committee

- Creation of a planning committee
- Plan and facilitate four meetings

Public Relations

- Select and hire a graphic designer
- Design and prpare all materials (includes announcements, invitations, mailings, etc.)
- Recruit invitees

Logistics

- Site and date selection
- Forum structure

Curriculum Development

 Design program, includes presenters, papers, formats, study sessions, breakout groups, etc.

PROGRAM Karen Barth, Gail Dorph, Cippi Harte, Alan Hoffmann, Karen Jacobson, Dan Pekarsky, STAFF TEAM Nessa Rapoport, Barry Holtz

SUPPORT STAFF Jessica Holstein (plus additional support last quarter of '98)

LINKAGES Leadership Research Think Tank
WITH OTHER
PROJECTS Funders Network
Chairman's Council

EVALUATION Do we have a conference planned by the end of '98?

CODIFICATION Preliminary interview with lay leaders
PLANS Narrative summation of meeting proceedings

CONFERENCE ON RABBINIC EDUCATION

CONCEPT

Bring together the senior leaders of the world's rabbinic education programs in a setting conducive to round table discussions. The group will be a small one in order to encourage interchange of ideas during the formal program and also during the informal parts of the conference. Facilitators will help ensure that the conversation stays focused. Presenters will offer new ways of thinking that would seed the deliberations with new ideas

LONG TERM OBJECTIVES

Stimulate an ongoing process of reform in the way that Rabbis (and possibly also Educators and Cantors) are trained in North America, that recognizes the importance of the role of the rabbi as leader, as change agent and as educator.

ONE YEAR OBJECTIVE

Hold a conference that will bring together the leaders of rabbinic education programs from around the world. The objectives of the conference will be four-fold:

- Reflection: To provide the leadership of rabbinic education programs with an
 opportunity to step outside their daily environment and reflect upon the changes
 happening in rabbinic roles and the implication of these changes for rabbinic
 education.
- 2. Idea Sharing: To provide a forum in which ideas can be shared and leaders can learn from each other.
- 3. New Perspectives: To present and discuss ideas from related fields of endeavor such as: business, general education, political science, and the training of leadership, that might stimulate new thinking about rabbinic education.
- 4. **Discussion of Ongoing Needs:** To encourage these leaders to think about whether they might benefit from meeting or working together in an ongoing way, and, if so, in what context this might take place.

ACTIVITIES

Planning Meeting

Conference

Pulling together notes and proceeds

PROGRAM STAFF TEAM Karen Barth (7 days)
Cippi Harte (21 days)
Dan Pekarsky (5 days)
Alan Hoffmann (5 days)
Gail Dorph (5 days)
Elie Holzer (5 days)
(Taking of notes?) (days)

SUPPORT STAFF

Jessica Holstein

(14 days)

LINKAGES WITH OTHER PROJECTS Rabbinic Consulting

Synagogue Change Research

EVALUATION

Participant Questionnaire and/or discussion after conference

Staff Debrief

One year follow-up interviews

CODIFICATION

Proceeds - Brief summaries of Presenters and notes on discussions

PLANS Notes written based on Staff debriefing

CONCEPT

To improve the quality of teaching and learning in supplementary schools through the creation of a cadre of teacher educators

LONG TERM OBJECTIVE To institutionalize CIJE's work in teacher education in the development of JEWEL programs, and to create the infrastructure for a professional network of teacher educators in Jewish education

ONE YEAR OBJECTIVES

ACTIVITIES Plan, design, implement final seminar of Cohort 2

Recruit participants in Cohort 3

Deepening our interventions in selected communities

Building on work of national change projects e.g. ECE, FMAMS

Recruit and fold new professors into TEI work in order to create a larger faculty

Plan, design, implement first two seminars of Cohort 3

Create a plan and begin to network graduates of Cohort 1

Plan and implement first post-TEI seminar as basis for creating professional development network of teacher educators beginning with TEI graduates (3 day spring conference)

Convene advisory committee with regard to teacher educator network and cohort 3 recruitment

Write a description of TEI for wider distribution

PROGRAM STAFF TEAM

Gail Dorph, Nellie Harris

SUPPORT STAFF Sarah Feinberg

LINKAGES

JEWEL planning and programs

WITH OTHER Think Tank on BTP

PROJECTS Field Sites

Consulting firm without walls

EVALUATION TEI evaluation (AG, EG, BR)

CODIFICATION Notes of meetings and seminars

PLANS Reports to Cummings

VIDEOTAPE PROJECT

CONCEPT

To create a set of videotapes and support materials to be used by CIJE in the preparation of teacher educators and by teacher educators in in-service education for teachers.

LONG TERM OBJECTIVE To create tools to be used by teacher educators in creating new models of professional development.

ONE YEAR OBJECTIVES

To develop three new videotapes for use in professional development, including videos, transcripts and ancillary materials.

ACTIVITIES

- Filming
- Transcribing
- Team Meetings
- Preparation of video clips
- To develop support materials for 2-3 videotapes which will enable them to be used by others (non TEI faculty) in creating professional development opportunities for teachers (remainder to be completed in '99)
- Create packaging, produce materials of one set of materials to be given to TEI graduates
- Pilot usage of one or two sets of materials in several sites (as a way of learning what needs to be part of the support materials)

PROGRAM STAFF TEAM Nellie Harris, Gail Dorph, Mark Rosenberg (plus technical supports; Deborah Ball, Ed Student Intern???

SUPPORT STAFF

Sarah Feinberg

LINKAGES WITH OTHER PROJECTS Field site (does this create ripples of change in pro dev system)

Consulting firm without walls (helping them use stuff)

JEWEL pilot

EVALUATION

Observation of "x" TEI participants using materials

(We're trying to learn if materials enable TEI graduates to create interactive professional development opportunities that help teachers focus on the content of the teaching and its

inherent uncertainties and dilemmas)

CODIFICATION PLANS

Notes of meetings

PLANS Transcripts, lesson plans, etc.

PROFESSORS PROGRAM

CONCEPT

CIJE's Professors Program is an attempt to directly address one aspect of the shortage of "senior personnel" in Jewish education. Jewish education desperately needs more capacity, expertise, evaluation, research, etc. It is obvious that 30 education professors can only do a small portion of that work. The CIJE Professors Program therefore is a pilot project of JEWEL in so far as it is preparing senior leadership for Jewish education.

There are many Jews -- some with strong Jewish backgrounds; some with little knowledge of Judaism but with a desire to be of service to the Jewish people-- who are professors of education at some of the nation's most prestigious universities. Many of these professors have worked in research areas such as teacher education and evaluation that could be very helpful to our work in Jewish education. The Professors Program brings these professors together to inspire them to work in Jewish education and facilitate their ongoing involvement.

LONG TERM OBJECTIVES

The goals of the Professors Program are:

- To increase the pool of talented individuals capable of teaching and doing research in the area of Jewish education,
- To initiate such individuals into CIJE's work and utilize their services in our various projects,
- To help prepare such individuals for other aspects of work in Jewish education which may be separate from CIJE's own projects,
- To provide the necessary background in Judaism and the nature of contemporary Jewish education and the present-day Jewish community to enable these individuals to contribute their expertise in the most effective and significant fashion possible.

ONE YEAR OBJECTIVES

- Recruit 2 new members
- Develop a plan for the future of the group

ACTIVITIES

- 2 seminars
- A paper on the future of the group
- Ongoing efforts to integrate professors into CIJE's work

PROGRAM STAFF TEAM Barry Holtz Gail Dorph Cippi Harte

SUPPORT STAFF

Sarah Feinberg

LINKAGES WITH OTHER PROJECTS There is potential value added to all of CIJE's work as indicated in the concept statement above.

EVALUATION

Interviews with professors to assess the impact on their lives and work.

CODIFICATION PLANS

JEWEL PLANNING

CONCEPT

A series of needs assessments and background papers, meetings between CIJE staff and selected thinkers about issues in leadership, and the creation of a JEWEL pilot project.

OBJECTIVES

A multi-faceted planning process leading to the creation of JEWEL

ACTIVITIES

3 Domain Scans

- Scan domains and approaches to leadership development in education and business
- Research on the preparation and development of lay leadership (to include interviews, lit review, etc.)

Interview Studies

Interview studies: to include, leaders of existing leadership development programs
(Jewish and other) to understand current approaches and models of lay, professional
and joint leadership development (To include: catalog of current Jewish Educational
Leadership programs - schools, camps, JCC, National Or.)

Needs Assessments

- What kinds of positions are there and will there be?
- What do "those in the know" think about the requirements of such positions?
- What kinds of programs are needed to prepare people to fill these positions?
- What currently exists and is needed with regard to recruitment, personnel planning, placement and retention?

Develop background papers

- Pre-1998 Development of Strawman "JEWEL"
- Milwaukee white paper
- Develop curriculum outline currently in process
- Leading Jewishly: first cut concept papers

6 Leadership Think Tank Meetings

 3 full day and 3 half day meetings to review and reflect on findings of scans, interviews and papers

JEWEL pilot planning

Includes curriculum development and faculty recruitment

PROGRAM STAFF TEAM Ellen Goldring, Cippi Harte, Karen Barth, Alan Hoffmann, Gail Dorph, Nessa Rapoport, Dan Pekarsky

SUPPORT STAFF

Jessica Holstein/Sarah Feinberg

LINKAGES WITH OTHER PROJECTS Oppenheim Project
Lay Leadership Conference
JEWEL Pilot

Leadership Think Tank Lay Leader Pilot Funders Network

Consultation to PEJE

EVALUATION Distribute concept paper for input and review

Check list to ensure completion of "activities"

Is there a JEWEL plan ready for implementation in January 1999?

CODIFICATION NO

Notes from needs assessments

PLANS Notes from meetings

Final concept paper and plan

JEWEL

SMALLER PROJECTS

FUNDER'S NETWORK

CONCEPT Run a one-day program on funding of Jewish education for interested lay leaders from the Jewish Funder Network (Funder's Network will handle logistics). OBJECTIVE Test lay leadership curriculum that can be used for JEWEL and for the lay leadership **ACTIVITIES** Planning Meeting Development of Materials Conduct Meeting PROGRAM Karen (3) STAFF TEAM Nessa (5) Cippi (5) Meeting Planning SUPPORT STAFF (2) Documents (2) Lay Leadership Pilot LINKAGES WITH OTHER Leadership Think Tank **PROJECTS EVALUATION** Post-conference questionnaire for participants.

None

CODIFICATION

PLANS

COMMUNITY DAY HIGH SCHOOL LEADERS PROJECT

CONCEPT

An opportunity to contribute to Jewish education by providing the leadership of these rapidly emerging institutions a forum for systematically reflecting, at a formative stage in their development, on the mission and identity of community day high schools, with attention to powerful ideas drawn from Jewish and other arenas that illuminate challenges and possibilities.

OBJECTIVES: LONG TERM The existence of a high-quality group made up of lay and professional leaders, regularly and rewardingly engaged in serious educational thinking which in various ways enriches their individual institutions. Conceivably, participating institutions could come to form a kind of coalition of vision-driven institutions (a la Sizer).

ONE YEAR

Recruit a clientele for the group, and hold two two-day seminars that offer participants a rich sense of the potential of the seminar to be Jewishly and intellectually stimulating and to enrich their understanding of their local educational challenges and mission.

ACTIVITIES

Letters and phone calls designed to recruit a clientele for the group; planning two two-day seminars; two two-day seminars; follow-up contact with participants in between seminars.

PROGRAM STAFF TEAM DP will devote approximately 22 days to this project (3 for recruitment efforts, 8 for the planning of the two seminars, 5 for the seminars themselves, 4 days for immediate seminar follow-up activities, 2 for maintaining contact with participants in between meetings); Nellie Harris will devote approximately 8 days to this project, 4 of them as a participant/leader, and 4 of them in helping to plan seminars and to nurture the group. Ellen Goldring will devote 3 days to the project, one of them as a participant and two in a planning/conceptualizing capacity. Mike Rosenak will give two days to the project - one day in a planning capacity, and one day as a teacher. Barry Holtz will give two days - one as a planner, the other as a teacher/participant. Daniel Marom will give 4 days to the project, 2 as a participant/teacher, and 2 as a planner.

SUPPORT STAFF

About 15 days.

LINKAGES WITH OTHER PROJECTS

In working with educational leaders, this project is intimately connected with the work of JEWEL (hence EG's involvement). It will also give rise to cases (pertaining to the development of this project and to the work of participating institutions) which will be examined in the context of GUIDES.

EVALUATION

Each seminar will include an evaluation-session, with written and oral components, and participants will be interviewed at periodic interviews by someone other than DP to ascertain their views, including their sense of the relationship between the seminar and their local challenges.

CODIFICATION PLANS Careful summaries of the intellectual substance and process of each seminar, along with written cases developed by the leaders of participating institutions based on challenges and work in their settings.

RECRUITING CONFERENCE

CONCEPT An experimental conference for students from top colleges and universities, organized in

partnership with Wexner, Hillel, CJF, JESNA and JCCA, designed to motivate young

people to enter the fields of Jewish education and communal service.

OBJECTIVES To interest a group of high caliber young people in careers in Jewish education who might

otherwise not have seriously considered this option.

To determine whether this type of conference is an effective vehicle for increasing the

number and quality of people entering Jewish education.

ACTIVITIES Participate in planning meetings.

Attend conference.

Help fund conference.

Create 2 summer internships for conference attendees.

PROGRAM Karen Barth (5) STAFF TEAM Nellie Harris (2)

Cippi Harte (2)

Oppenheimer (2)

SUPPORT STAFF None.

EVALUATION Being handled by Wexner.

CODIFICATION Keep file on conference proceedings.

PLANS

EVALUATION OF THE CIJE TEACHER-EDUCATOR INSTITUTE

CONCEPT

This project is a rigorous evaluation of the impact of TEI. It addresses two levels of analysis: Effects on the communities from which the TEI participants have come, and effects on the participants themselves.

LONG TERM OBJECTIVE

The long-term goals of this project are to indicate whether TEI is an effective approach for stimulating change in the quantity and quality of professional development in Jewish communities, and to reveal the conditions under which TEI's approach is more and less successful.

ONE YEAR OBJECTIVES

The goals for 1998 are:

- To find out whether participants in TEI Cohort II have new ideas about professional development, in line with the ideas stressed by TEI;
- To learn more about successes and challenges participants have had in putting what they learned at TEI into practice;
- To complete a policy brief on professional development for Jewish education.

ACTIVITIES

Staff and consultants will prepare a report on TEI Cohort II follow-ups. Staff will also carry out interviews of Cohort III prior to their participation in TEI and second follow-ups with members of Cohort II. In addition, during 1998 the staff will begin data collection in selected communities to examine the spread of TEI's impact beyond participants. Originally these communities were to be Baltimore and Atlanta, but that is being rethought.

PROGRAM STAFF TEAM

Gamoran, Goldring, and Zeichner serve as consultants on the projects. They supervise the work of staff researchers, e.g. Bill Robinson. Gail Dorph responds to written work and participates in the dissemination of findings.

<u>TEAM</u>	TIME ALLOCATIONS
Adam Gamoran	10 days
Ellen Goldring	6 days
Ken Zeichner	6 days
Bill Robinson and/or staff researcher	100 days
Gail Dorph	10 days

SUPPORT STAFF

6 days for correspondence and coordination of meetings

LINKAGES WITH OTHER PROJECTS

This is an evaluation of a major CIJE initiative.

EVALUATION

This evaluation project should itself be evaluated in two ways:

- CIJE staff should be asked whether the internal documents are helpful
- Dissemination of public documents should be monitored.

CODIFICATION PLANS

The project will produce several internal documents. In addition, one or more public documents may be prepared. A second paper targeted for a research audience may examine the current status of professional development for Jewish supplementary education. Other public documents, describing the impact of TEI, are under consideration.



CFWW

MAJOR PROJECTS

CONSULTING on RABBINIC PROGRAMS

CONCEPT

Consult to UJ, HUC and other interested rabbinical schools on their core and educational goals, philosophy, curriculum, and educational approach with a particular emphasis on:

Bringing in knowledge from other fields (e.g., general education, business)

Addressing educational issues within the synagogue

Creating stronger teamwork relationship between Rabbi, Cantor and Educators

LONG TERM OBJECTIVE

The development of fundamentally different models of Rabbinic training that are built on a better understanding of adult learning and the key role of mentoring and field experience and that prepare Rabbis to be leaders of vibrant centers of Jewish living and learning and of the process of change that is needed to get there.

ONE YEAR OBJECTIVE

Build relationships at UJ, HUC, and JTS, raise issues and begin to help them articulate a new vision for Rabbinic education.

ACTIVITIES

Two 2-day consultations at UJ
Five 1-day consultations at HUC
One trip to HUC Jerusalem
6 - 8 days of consultation with JTS
Preparation of follow-up documentation

PRO	GRAM
STAFF	TEAM

	UJ	HUC	JTS
Karen Barth	6	18	10
Dan Pekarsky	6	2	2
Gail Dorph	2	2	
Barry Holtz	2	2	
Sharon Feiman-Nemser 6			
Total	22	16	12

SUPPORT STAFF

Normal typing, phone, filing

EVALUATION

Staff debrief to reflect on impact of each meeting Interview with clients once a year to discuss impact of work

CODIFICATION

Working informal notes toward a policy brief on Rabbinic Education

PLANS Write "business plan" and rationale

CONSULTATIONS IN PROFESSIONAL DEVELOPMENT

CONCEPT

To consult on a number of professional development projects that:

- · "leading edge projects," like Shearim and Wisconsin
- support national initiatives (FMAMS, TuM)
- create and support substantive local work in professional development (Machon L'Morim, Atlanta-Melton)

LONG TERM OBJECTIVES

To bring CIJE experience and expertise to bear on the creation of these new initiatives in order to enhance their potential for success

ACTIVITIES

Shearim

 Series of consultations leading to a teacher education program for teachers in day school

Wisconsin

Consult on the creation of a teacher education program which would combine teacher
education – combining Judaica and education (has potential of being a model of a
university hased teacher education program for Jewish teachers)

FMAMS

 Support Susan Stodolsky's work in helping them think through goals, evaluation of program

Torah uMesorah

 Series of consultations to set up a strategic plan for Torah uMesorah to support their educators

Machon L'Morim

- Consultative support to ongoing program and its development
- Attend meetings with Ilene Vogelstein
- Work with Paula Williams on program for yoetzot

Atlanta

Help create ongoing strategy for working with faculties of three day schools who
participated in summer program sponsored by Melton Israel

TEI Consultations

 Series of consultations in two to three communities where several TEI graduates and participants work in order to learn what it will take to institutionalize TEI-like strategies in institutions and communities

Cleveland

 Help the Cleveland JECC with their strategy for professional development and evaluation

PROGRAM STAFF TEAM

Shearim – Gail Dorph, Nellie Harris, Elie Holzer with Deborah Ball Wisconsin – Gail Dorph, Barry Holtz, Sharon Feiman-Neinser FMAMS – Gail Dorph, Nellie Harris with Sharon Feiman-Nemser Torah uMesorah – Karen Barth, Gail Dorph, Elie Holzer Machon L'Morim – Gail Dorph, Nellie Harris

Atlanta – Nellie Harris, Gail Dorph TEI Consultations – Gail Dorph, Nellie Harris Cieveland – Gail Dorph, Adam Gamoran

SUPPORT STAFF Sarah Feinberg

LINKAGES Consulting Firm Without Walls

WITH OTHER May connect with Field Site projects in the future

PROJECTS

EVALUATION Annual interviews by third party

CODIFICATION Papers

PLANS Notes from meetings

CFWW

SMALLER PROJECTS

CONSULTATION TO BRANDEIS

CONCEPT Work with Brandeis to help them become a change catalyst in Jewish youth education (informal and formal).

LONG TERM OBJECTIVE To achieve transformational change in approaches to programs for Jewish youth.

ONE YEAR OBJECTIVE To help launch this new initiative in a way that will position it to make real change.

ACTIVITIES

Consulting on:

Strategic planning and educational ideas.

Leadership training.

Set up of pilot sites.

Development of consulting resources.

PROGRAM

Karen Barth (6)

STAFF TEAM Barry Holtz

(3)

Alan Hoffmann

(3)

SUPPORT STAFF Minimal

LINKAGES

Field Site Planning

WITH OTHER

Leadership Think Tank

PROJECTS BTP research/planning Community Day High School

EVALUATION

Annual "interview" by third party to evaluate role

CODIFICATION PLANS

None

CONSULTATION TO PEJE

CONCEPT Help them think about being PEJE (KAB)

Advise, consult, (some teach) in program for recipients of planning grant

LONG TERM OBJECTIVES

To improve quality of day school education

ONE YEAR OBJECTIVES

To help PEJE develop a noble strategy for creating quality day schools

ACTIVITIES

Series of meetings/consultations with KAB/GZD

KAB attend PEJE board meetings Consult on developing program

PROGRAM STAFF TEAM Gail Dorph, Karen Barth with Danny Pekarsky, Daniel Marom

SUPPORT STAFF

Sarah Feinberg/or Megan Ifill

LINKAGES WITH OTHER Goals project

WILLOTTE

JEWEL pilots

PROJECTS

Consulting firm without walls

EVALUATION

Annual interview by third party

CODIFICATION

Minutes and notes of meetings

PLANS

Protocols of seminars

CONSULTATION TO JCCA

CONCEPT Help JCCA create a strategy to develop a stronger role in supporting Jewish education in

JCC's.

OBJECTIVE Help create models of excellence that will drive transformational change in JCC's.

ACTIVITIES Lay out objectives with JCCA leadership.

Recruit or select a lead person at JCCA or outside.

Lay out a project plan. Implement the plan.

Develop a final report and recommendations.

PROGRAM Karen Barth (6) STAFF TEAM Barry Holtz (3)

SUPPORT STAFF Minimal

LINKAGES None WITH OTHER

PROJECTS

EVALUATION Annual "interview" by third party

CODIFICATION None

PLANS

CONSULTING TO SYNAGOGUE 2000

CONCEPT Provide advice and consulting on change management to the leaders of Synagogue 2000.

OBJECTIVES: • Help Synagogue 2000 to succeed as a vehicle for transformational change in synagogue

life.

Learn about synagogue change to inform all of CIJE's work.

ACTIVITIES • Attend annual Synagogue 2000 retreat.

Attend three to four meetings per year with Synagogue 2000 leadership.

PROGRAM Karen (8) STAFF TEAM

EVALUATION Third party interview with Synagogue 2000 leadership.

LINKAGES

• Arrange study group.

• Synagogue Change Project,
PROJECTS

CODIFICATION Staff discussion at staff retreat PLANS

CFWW PLANNING and START-UP

Develop a plan for launching and developing the Consulting Firm Without Walls (CFWW) CONCEPT and begin to implement the first stages of the plan. LONG TERM Develop a network of 40-50 consultants who can do high quality consultation with Jewish educating institutions. OBJECTIVE Develop an initial design for the network including recruiting, standards, guiding ONE YEAR **OBJECTIVES** principles, matching system, evaluation Organize a first conference to bring together people doing consulting work at a senior level in the Jewish community Invite 8-10 of the conference attendees to be the initial members of the network **ACTIVITIES** Two all-day planning meetings Conference planning and execution PROGRAM Lisa Malik (30)STAFF TEAM Karen Barth (10)Cippi Harte (10)Basic Support (22)SUPPORT STAFF Peer Review process for consultants EVALUATION Participant feedback from conference

Write up notes of conference

Write "business plan" and rationale

CODIFICATION

PLANS





CORE - ADMINISTRATION

CORE ADMINISTRATION

MAJOR PROJECTS

BOARD AND CHAIRMAN'S COUNCIL DEVELOPMENT

CONCEPT

Develop the Board and Chairman's Council by adding members who can contribute substantially and by creating opportunities for high-level involvement for Board and Council members

LONG TERM OBJECTIVES

Board of 15-20 senior lay leaders who are very committed to CIJE Chairman's Council of 30-35 senior lay teachers who are seriously involved in Jewish education and who are interested and supportive of the work of CIJE.

ONE YEAR OBJECTIVES

ACTIVITIES

6 Board meetings Regular meetings with Board members 2 Chairman's Council meetings

PROGRAM			
STAFF	TEAM		

	Prep Board	Attend Board	Prep CC	Total
KAB	12	6	-	19
GZD	6	6	-	14
ADH	-	3	_	5
NR	12	6	2	21
BWH	_	3	-	4
DND	1	3	-	4
EG	1	3	-	4
AG	1	3		4
EH	-	1	-	I
NH	<u>-</u>	6	-	6
SS	-	3	-	3
PCH	2	6	-	8
KJ	12	6	-	18
LM	1	3	-	5

SUPPORT STAFF

Preparation of Materials - 10 days

Covering and setting up meeting - 3 days

LINKAGES WITH OTHER PROJECTS All

EVALUATION

Annual discussion with each member about how we are doing.

CODIFICATION PLANS

Keep all meeting materials on file.

EVALUATION INSTITUTE PLANNING PROCESS

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	i jevi	LEPI	

The Evaluation Institute is a program for community lay and professional leaders to learn about evaluation, and for trained evaluators to learn about the context of Jewish education. The main questions for the planning year are whether there is a market for the Institute and what the structure of the Institute would be. The concept of the Institute itself is to foster a capacity for evaluation and culture of evaluation-mindedness in Jewish communities.

LONG TERM OBJECTIVE

The objective of the planning process is to determine whether the Institute itself should go forward.

ONE YEAR OBJECTIVES

ACTIVITIES

Barbara Neufeld is visiting a variety of communities and consulting with relevant experts. Gamoran, Goldring, and Stodolsky will comment on her findings. Robinson is available for background data as well as for consultation on the structure of the Institute.

PROGRAM STAFF TEAM

Adam Gamoran – 2 days Ellen Goldring – 2 days Susan Stodolsky – 2 days Bill Robinson – 10 days Plus Barbara Neufeld

?

SUPPORT STAFF

LINKAGES WITH OTHER PROJECTS The Evaluation Institute would serve other CUE initiatives.

EVALUATION

This project has a separate advisory panel

CODIFICATION PLANS

If the Institute goes forward, a written description will be needed.

FUNDRAISING

CONCEPT Develop our new approach involving matching large donors up with specific projects.

OBJECTIVES Find two to three major new donors in 1998.

ACTIVITIES • Id

- Identify 20-25 potential donors
- Research donor interests
- Meet with donors to better understand their interests and to tell them about our projects and ideas

PROGRAM STAFF TEAM Karen (20)

Alan (2)

Gail (2)

Adam (2)

Ellen (2)

Cippi (10)

Dev. Person (55)

EVALUATION

- Dollars raised
- Number of new funders
- Number of seriously interested funders

CODIFICATION

Careful records of all donor meetings, commitments and contributions.

CORE ADMINISTRATION

SMALLER PROJECTS

EXTERNAL COMMUNICATION

CONCEPT Communication with all external audiences relevant to our agenda and work.

LONG TERM OBJECTIVES

To heighten the profile and understanding of CIJE's agenda and work.

ONE YEAR OBJECTIVES

To experiment with a range of mailings to different key constituencies; and to consult with a PR firm on our developing a long-term communications strategy.

ACTIVITIES

A. For opinion makers:

- 1. The CLIE Strategic Plan: To create a version of the CLIE Strategic Plan to be distributed to key interviewees and North American "influentials."
- 2. Bi-annual letter from KAB.
- 3. CIJE publications.
- B. For the media and for public education/communication:
 - PR Firm: Strategy for public relations: To identify an appropriate PR
 firm, one with expertise in both non-profit organizations and the
 communication of conceptual ideas, and begin an initial consulting
 relationship to formulate a long-term communications plan for the
 coming years.
 - 2. CLJE publications: Database: a. To install a new database program and grow our base from 1000+ names to 2500-3000 names. Increasingly, we will be able to target our mailings to those audiences most likely to use and be influenced by them. In 1998, this will entail:
 - To hire an outside fulfillment house for large mailings;
 - c. To input and maintain data;
 - d. To track inventory;
 - e. To train staff (ongoing).

C: Alumni: To communicate with the growing list of our alumni in a coordinated way and to track mailings systematically.

PROGRAM STAFF TEAM NR KJ

KAB

PR Consultant

SUPPORT STAFF

CW

Temps for database entry

LINKAGES WITH OTHER PROJECTS All

EVALUATION

Surveys of selected readerships for impact of written publications.

CODIFICATION PLANS

INTERNAL COMMUNICATION

CONCEPT To learn about each other's work in a systematic and coordinated way.

OBJECTIVES: LONG TERM

To grow planfully the CIJE knowledge base in a way that assures the circulation, critique, and implementation of both "lessons learned" and written results of work and projects.

ONE YEAR

- a. To experiment with brown-bag lunches for in-staff learning.
- b. To communicate logistical information in a timely and systematic way to all staff and consultants.
- c. To disseminate in a timely and systematic way to all appropriate staff and consultants the internal and external documents that emerge from 1998 work.

ACTIVITIES

The completion of the 1998 workplan, the above will result in:

- A coordinated calendar, issued monthly or bi-monthly by e-mail to all staff and consultants listing major internal meetings and consultations with projected attendees.
- Monthly brown-bag lunch for CIJE staff and consultants, to present ongoing
 work/projects. Once a month, the CIJE staff meeting will take place between 10
 and 12; the brown-bag lunch will take place between 12 and 1:30. NR to coordinate
 schedule and presenters with KJ.
- A master projected time-line for all CIJE white papers and publications.
- An up-to-date record of document dissemination among CIJE staff and consultants.

PROGRAM STAFF TEAM

All

Chris Nounou, to attend our Feb. 4-5 1998 staff retreat? KAB to invite? KAB, NR, KJ to hold preliminary meeting with her in Jan. 1998?

SUPPORT STAFF

All

LINKAGES WITH OTHER PROJECTS All

EVALUATION

Annual review of internal communication efforts, with particular attention to when matters have slipped between the cracks; or when important documents are under-utilized

CODIFICATION PLANS

Codification is the essence of this project.

STAFF ORIENTATION AND DEVELOPMENT

	STAFF ORIENTATION AND DEVELOPMENT
CONCEPT	Create a staff development program aimed at orienting and integrating new staff and creating opportunities for "old" staff to learn from each other about their work
LONG TERM OBJECTIVES	Help staff to develop the skills and knowledge they need to succeed.
ONE YEAR OBJECTIVES	
ACTIVITIES	Series of meetings (whole day, half day, two hour) on the following topics:
	 (KAB)Approaches and strategies of consultation (GZD) Teaching and learning: TEI, what is it and what have we learned Videotape project as a strategy for creating new forms of professional development (AG,EG) Teacher report: what is it? What did we learn? How did it inform CIJE policy? (AG,EG,GZD) Lead community project: What did we learn? (????) Time management seminar (EG) Ed leadership: CIJE study, what did we learn? current thinking about preparing educational leaders (DNP) CIJE goals project: importance of goals in Jewish ed; permutations of project and where we are now (Milwaukee projects – NR and DNP) (SFN) Mentoring: rethinking mentoring and its potential for influencing our work (DB) Educational change and policy (NR) CIJE paper series: its assumptions and what we have learned Reading Group: "x" sessions in which we read and talk through some of the papers that have informed our work that may not be part of other sessions
PROGRAM STAFF TEAM	Gail Dorph, Cippi Harte
SUPPORT STAFF	Jessica Holstein
LINKAGES WITH OTHER PROJECTS	Consulting firm without walls (check out some of assumption) JEWEL (begin to think about some CIJE modules, if appropriate)
EVALUATION	Staff discussion at staff retreat

CODIFICATION

PLANS

Bibliography of readings

Lesson plans (where appropriate) and notes from meetings

35

LEADERSHIP FORUM SUMMARY NOTES Flip Charts from October 9th Meeting

1. What should objectives for forum be?

To create a national community of Jewish educational leaders

To create a shared vocabulary

To identify younger leadership and get them involved

To expose leaders to new/innovative ideas

To wrestle with ideas

To get Jewish leadership interested in Jewish education as a road to Jewish survival

To mobilize Jewish communal support for Jewish education

Who should attend? Should this be a lay or lay/professional conference?

Lay/professional leaders of high caliber Focus on "senior," "seasoned" participants Great people, opinion makers, model leaders

3. What should be our strategy for planning the forum?

Create a committee of lay and professional leaders
Create a partnership with key Jewish organizations
Create a list of invitees and figure out a strategy for doing the inviting

4. What characteristics should this event have?

Clearly articulated purposes and goals
Serious, but also celebration of success
Balanced, revealing and discussing tensions and problems
Centrality of Jewish content questions
PR opportunity for CIJE
Limited number of participants
Opportunities for networking
Leadership development to follow forum
Clearly articulated next steps to follow forum

5. Next Steps:

Select Chair

Develop planning committee

Hold individual conversations with board members to gather more data to help craft forum

Attendees, Leadership Seminar December 7-10, 1997 Community Teams

Name

Community/City

Janice	Alper	Atlanta
Berta	Becker	Atlanta
Alan	Berkowitz.	Atlanta
Roz	Cohen	Atlanta
Bob	Cook	Atlanta
Resa	Davids	Atlanta
Elana	Ellman	Atlanta
Moira	Frank	Atlanta
Steve	Grossman	Atlanta
Kate	Herring	Atlanta
Lauren	Mahady	Atlanta
Susan	Pollack	Atlanta
Wendy	Rapport	Atlanta
Israel	Robinson	Atlanta
Myma	Rubel	Atlanta
Joy	Salenfriend	Atlanta
Miriam	Seidband	Atlanta
Felicia	Weber	Atlanta
Linda	Weinroth	Atlanta
Eyal	Bor	Baltimore
Напа	Bor	Baltimore
Sandee	Lever	Baltimore
Sally	Rifkin	Baltimore
Rena	Rotenberg	Baltimore
Sandy	Vogel	Baltimore
Paula	Williams	Baltimore
Lynn	Raviv	Birmingham
Josh	Elkin	Boston
Judith	Holzer	Boston
Stephen	Simons	Boston
Judy	Weinberg	Boston
Karen	Feit	Brooklyn

Attendees, Leadership Seminar December 7-10, 1997 Community Teams

Faculty and Staff

Karen	Barth	CIJE
Gail	Dorph	CIJE
Sarah	Feinberg	CIJE
Ellen	Goldring	CIJE
Nellie	Harris	CIJE
Cippi	Harte	CIJE

Ron Heifetz Harvard University

Alan Hoffmann CIJE Elie Holzer CIJE

Barry Jentz Leadership and Learning, Inc.
Mike Milstein University of New Mexico

Mike Rosenak CIJE

StefaniaJahPERCVernonHowardPERCIsraelSchefflerPERC



October 13, 1997

David Hirschorn The Blaustein Building P.O. Box 238 Baltimore, MD 21203

Dear David:

I wanted to update you on the exciting progress we are making in the area of evaluation.

- Pathways: A Guide to Program Evaluation in Jewish Education is being published this Fall in partnership with JESNA. It will be ready in time for distribution at the GA and will be distributed nationally in a broad scale mailing in November and December. We are very pleased with the way it came out and think it is an important addition to the field. We will be sending you a prepublication copy for your review within the next few weeks.
- ¶ We have two products from our evaluation of the Teacher Educator Institute:
 - Charts and tables from the Professional Development Program Survey (enclosed) provides baseline data on the amount and quality of professional development programs in five communities. These findings have been presented to participating communities. We believe this was a real "wake-up call" for these communities to see how weak their professional programs are relative to what is broadly agreed to be good practice. This piece of work will form the basis for a policy brief to be released in 1998, which we hope will receive broad national attention.
 - An interim evaluation of participants in the Teacher Educator Institute is also complete and enclosed for your review. As you may recall, this is the first phase of our TEI evaluation, and we

are benefiting from the information as we continue to develop the TEI program. We plan to use this as a model in teaching more sophisticated evaluation techniques to others as it uses some pathbreaking evaluation methodologies.

¶ The Evaluation Institute is moving forward on three fronts:

- In September, we held the first meeting of the Evaluation Institute Advisory Board. A very interesting and productive discussion of the issues involved in setting up such an institute took place. The notes of the meeting are being edited and will be sent to you within the next few weeks.
- We are in the process of developing a questionnaire to be used in the "market research" for the Institute. We'll send you a copy as soon as it is ready and would welcome your feedback.
- In November, at the GA, we will be conducting initial "market research" with lay and professional leaders from eight communities and will send you a report on my findings.

I should note that the partnership we formed with JESNA for this project, at your suggestion, is working out extremely well.

As part of the development of the Evaluation Institute, we have launched a new and very important project. We are calling it the Indicators Project. We are designing a set of tools and indicators that can be used by individual communities to evaluate their progress in improving the quality and outcomes of Jewish education on a community-wide basis. Our hope is to build a generally recognizable set of indicators that can be used both within communities and to compare between communities. This methodology advances our agenda on improving the capacity for research on Jewish education and it will become part of the curriculum of the Evaluation Institute.

The project is still at the preliminary stages, but the potential, we believe, is substantial for making a real difference to evaluation and policy development at the communal level. We will soon have a written summary of the work-to-date to discuss with you.

David Hirschorn October 13, 1997 Page 3 of 3

I am spending most of November traveling. I look forward to discussing these developments with you by telephone before I leave and hope we can schedule some time to get together in person when I return.

Shana Tova,

Karen A. Barth Executive Director

KAB:cc

Encls.

- · Professional Development Baseline Report
- TEI Evaluation Interim Report

cc: Adam Gamoran/no encls
Ellen Goldring/no encls
Bill Robinson/no encls
Alan Hoffmann/no encls

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING:

October 6, 1997

DATE MINUTES ISSUED:

October 13, 1997

PARTICIPANTS:

Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Jessica Holstein (secy.), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC:

Shahrazad Ahmed, C.C. Cruz (for Megan Ifill),

Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie Holzer, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan

Stodolsky, Chava Werber

I. Review of Previous Minutes

September 29 Minutes were reviewed, corrected and accepted. Old

Assignments were reviewed, discussed and corrected.

Assignment: Assignment:

BWH to report on Melton short-term programs in a couple of months. KJ to put in staff manual the senior staff policy regarding the acceptance

of outside compensation.

II. Internship Program

KAB reported on discussion with MLM regarding creation of internship program for high-quality resumes CIJF has received recently. MLM

supported the idea and thinks it should be part of JFWEL.

Assignment: NR to add names of possible internship candidates to CIJE mailing list.

III. Staffing

KAB reported that we are considering hiring a full-time development person.

IV. Staff Learning

GZD led the staff learning session on *Unetaheh Tokef* prayer from High Holidays service.

V. **Professors**

KAB reported that Mike Rosenak is booked to come to the January Professors Seminar.

Assignment:

BWH to meet with Mike Rosenak.

Possible topics were discussed, including Jewel Planning projects. GZD reported that Fran Jacobs would be ready with work on early childhood. and that Bill Firestone could do piece on Norms and Standards. It was suggested that January Professors could build on Mike Rosenak's and EH's work for the "Leading Jewishly" seminar to be held in December. Composition and possible expansion of Professors Group was discussed with suggestion that up to 3 new people be added each time, e.g. Mike Millstein, Sam Meisels.

Assignment:

GZD to contact Mike Millstein, Sam Meisels.

It was proposed that June Professors Seminar be scheduled from the

evening of June 16 through 2:00 pm, June 21

Assignment: BWH to contact Professors regarding this date.

VI. Calendar Update

See attached Calendar. KAB announced plans to change fiscal year to July 1 to July 1, with a Staff Retreat in January or February to do extrahalf-year work plan to get on new cycle.

VII. Lay Leadership Research

List of candidates was compiled for consultation to develop ideas, questions and methodology for lay leadership research to be done in preparation for the Forum. It was discussed that several good thinkers across disciplines be brought together to consider whether existing research should be pulled together or new research created. Staff were assigned to contact candidates about availability for November 19, 24 and December 24.

Assignment:

Steven Cohen (PCH), Sam Heilman (BWH), Charles Kadushin (BWH), Barry Kosmin (NR), Reynold Levy (NR), Michael Paley (KAB), Jonathan Sarna (NR), Gary Tobin (GZD), Jack Wertheimer (KAB), Susan Stodolsky (PCH), Barbara Schneider (GZD), and a few CUF Board members (KAB).

Payment of consultants will be at our standard rate.

VIII. Board Meeting Agenda Recap

Agenda for Thursday's Board Meeting was reviewed, and materials still needed were mentioned:

Lay Leadership Forum

Assignment: PCH to give Lay Leadership Forum task time grid to KJ by October 7

Workplan

Assignment: KAB to give presentation on work plan to KJ today, October 6.

Lunch

Sister Joel Read

Assignment: KAB to get materials on Sister Joel to KJ by October 7.

Assignment: GZD to call DP about his tying in Sister Joel's story with CIJE's work, as

lead in to University of Wisconsin item.

• University of Wisconsin

• Updates (as discussed at September 29 Staff Meeting):

Harvard Leadership (GZD)

Jewel Planning Consultation (GZD)

Staff Development (GZD)

Annual Report (NR)

Chairman's Council (KAB)

Rabbinical Schools (KAB)

GA – announce who will go (KAB)

Assignment: KAB to inform CW of audio/visual equipment needs and set-up.

Budget will not be discussed at this Board Meeting.

IX. GA

Update was given on status of GA sessions:

Community Day High Schools – DP is not able to attend.

• Synagogue Transformation – will not take place.

 Supplementary Schools – Paul Flexner (JESNA) has not returned calls regarding having a TEI person attend.

Assignment: KAB to discuss having TEI person attend Supplementary Schools session

with Jon Woocher on Wednesday, October 8.

PCH reported that she spoke with Steve Hoffman regarding Federation

people to meet with at GA.

Assignment: PCH to get an update from CIJE staff regarding CIJE's background with

people on Steve Hoffman's list.

It was decided that individual meetings should be set up with people at the GA, including lay people from Boston, Michael Rukin, Mark Gurvis, private foundations, and Rob Torem (new head of SAMIS in Seattle).

Assignment: KAB to contact Michael Rukin.

Assignment: NR to call Mark Kramer.

(It was reported that the Jewish Funders Network has moved into office

space at JCCA.)

X. Budget Review

KAB will meet with MLM on Friday, October 10 regarding the budget.

Assignment: KJ to re-fax budget to BWH.

Assignment: Project leaders to review budgets for their programs before October 10.

Assignment: KJ to get detailed budgets from Bob Dietz and distribute to project leaders

today, October 6.

Assignment: KJ to get complete budget details to KAB today, October 6.

XI. Early Childhood Update

GZD reports that Fran Jacobs is prepared to write a short paper on early childhood which serve as the basis for a larger consultation on early childhood. The paper will include data on early childhood that is part of CIJE Study of Educators. Barbara Salmonson was suggested as a policy

person in early childhood field.

Assignment: PCH to contact Barbara Salmonson.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments as of October 6, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
L.	BWH to report on Melton short-term programs in a couple of months.	BWH	10/6/97	12/6/97
2.	KJ to put in staff manual the senior staff policy regarding the acceptance of outside compensation.	KAB	10/6/97	
3.	NR to add names of possible internship candidates to CIJE mailing list and send CIJE kits.	NR	10/6/97	
4.	BWH to meet with Mike Rosenak regarding January Professors Seminar.	BWH	10/6/97	
5.	BWH to contact Professors regarding the proposed date for the June Professors Seminar.	BWH	10/6/97	
6.	PCH to contact Steven Cohen and SS regarding availability for consultation on lay leadership research.	PCH	10/6/97	
7.	BWH to contact Sam Heilman and Charles Kadushin regarding availability for consultation on lay leadership research.	BWH	10/6/97	
8.	NR to contact Barry Kosmin, Reynold Levy, Jonathan Sarna, regarding availability for consultation on lay leadership research.	NR	10/6/97	
9.	KAB to contact Michael Paley, Jack Wertheimer and a few CIJE Board members regarding availability for consultation on lay leadership research.	КАВ	10/6/97	
10.	GZD to contact Gary Tobin, Barbara Schneider regarding availability for consultation on lay leadership research.	GZD	10/6/97	
11.	PCH to give Lay Leadership Forum task time grid to KJ.	PCH	10/6/97	10/7/97
12.	KAB to give presentation on work plan to KJ.	KAB	10/6/97	10/6/97
13.	KAB to get materials on Sister Joel to KJ.	KAB	10/6/97	10/7/97
14.	GZD to call DP about his tying in Sister Joel's story with CIJE's work, as lead in to University of Wisconsin at Board Meeting.	GZD	10/6/97	10/8/97
15.	KAB to inform CW of audio/visual equipment needs and set-up for Board Meeting.	KAB	10/6/97	10/8/97
16.	KAB to discuss with Jon Woocher having TEI person attend Supplementary Schools session at GA.	KAB	10/6/97	10/8/97

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17.	PCH to get an update from CIJE staff regarding CIJE's background with people on Steve Hoffman's list of people to see at the GA.	РСН	10/6/97	
18.	KAB to contact Michael Rukin about meeting with Boston lay leaders at GA.	KAB	10/6/97	
19.	NR to call Mark Kramer to find out who will attend GA.	NR	10/6/97	
20.	KJ to re-fax budget to BWH.	KJ	10/6/97	10/6/97
21.	Project leaders to review budgets for their programs.	All Staff	10/6/97	10/10/97
22.	KJ to get detailed budgets from Bob Dietz and distribute to project leaders.	KJ	10/6/97	10/6/97
23.	KJ to get complete budget details to KAB.	KJ	10/6/97	10/6/97
24.	PCH to contact Barbara Salmonson regarding Early Childhood project.	PCH	10/6/97	
25.	NR to call Marty Kraar about getting a meeting room at the GA.	NR	9/29/97	
26.	NR to obtain advance copy of Ma'yan study of composition of national boards coming out this fall from Pearl Beck and Bethamic Horowitz.	NR	9/29/97	
27.	NR to call Reynold Levy and Ma'yan to get names of people who have studied women in philanthropy.	NR	9/29/97	
28.	KAB and PCH to discuss consultation on research for Lay Leadership Forum.	КАВ/РСН	9/29/97	
29.	PCH to set up consultation on research for Lay Leadership Forum.	PCH	9/29/97	
30.	KAB to meet with Pearl Beck.	KAB	9/29/97	
31.	PCH to contact candidates for new staff positions to set up meetings with KAB.	PCH	9/29/97	
32.	JSH to call Sr. Joel Read regarding hotel accommodations.	JSH	9/29/97	
33.	Materials to go out ahead of Board Meeting to KJ.	All Staff	9/29/97	9/29/97
34.	PCH to revise Lay Leadership Forum questions for Board discussion.	PCH	9/29/97	
35.	NR to put together package with annual report for Board Meeting.	NR	9/29/97	
36.	GZD to call Moshe Sokolow regarding YU gift.	GZD	9/29/97	
37.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	
38.	KJ to distribute a copy of each individual budget to project group leader.	KJ	9/29/97	
39.	KAB to discuss June Professors with ADH and Annette Hochstein.	KAB	9/29/97	

STAFF MEETING AND LEARNING LIST Addendum to 1997 CIJE Calendar

Staff Meeting Dates Projected through 1997 as of October 13, 1997

10/6	Mon.	Staff Telecon	10-1:00	Gail
10/13	Mon.	Staff Telecon	10-1:00	Nessa
10/27	Моп.	Staff Telecon	10-1:00	Cippi
11/3	Mon.	Staff Telecon	10-1:00	Karen
11/10	Моп.	Staff Telecon	10-1:00	Gail
11/20	Thurs.	Staff Telecon	10-1:00	Barry
11/24	Mon.	Staff Telecon	10-1:00	KJ
				•
12/1	Mon.	Staff Telecon	10-1:00	Nellie
12/8	Mon.	Staff Telecon	10-1:00	Nessa
12/15	Mon.	Staff Telecon	10-1:00	Cippi
12/22	Mon.	Staff Telecon	10-1:00	Karen

Please note the cancellations or rescheduling of the following previously scheduled meetings:

10.14 Tues.

10/20 Mon.

CIJE Calendar of Upcoming Meetings & Events (excluding staff meetings) July 1997 - December 1997

As of October 13, 1997

DATE	EVENT	TIME	PLACE	POINT PERSON	LEAD PERSON
Oct. 29, 1997	Luncheon Seminar	11:45-1:45	JCCA - NYC	CW	NR
Nov. 14 - 19, 1997	GA		Indianapolis	_	
Dec. 3, 1997	Board Meeting	9:30-4	JCCA - NYC	CW.	KJ
Dec. 16, 1997	Luncheon Seminar	11:45-1:45	JCCA - NYC	CW	NR

CIJE Calendar of Upcoming Meetings & Events (excluding staff meetings) January - December 1998

As of October 13, 1997

DATE	EVENT	TIME	PLACE	POINT PERSON	LEAD PERSON
Jan. 29-Feb. 1, 1998	Professors Seminar				
Feb. 2	Board Meeting				
Feb. 3, 1998	Chairman's Council Breakfast	-			
Feb. 4-5, 1998	Staff Mini-Retreat				
Mar. 18, 1998	Luncheon Seminar				
Mar. 19, 1998	Board Meeting				
Apr. 1-2, 1998	Staff Retreat	All day			
May 12, 1998	Luncheon Seminar				
May 17-20, 1998	TEI Cohort II				
June 7-9, 1998	Research Conference				
June 16-21, 1998	Professors Seminar				
June 23, 1998	Chairman's Council Breakfast				
June 23, 1998	Board Meeting	-			
Aug. 10-11, 1998	Staff Retreat				
Aug. 13, 1998	Board Meeting				
Oct. 22, 1998	Chairman's Council Breakfast			_	
Oct. 22, 1998	Board Meeting		_		
Nov. 16-19, 1998	GΛ		Jerusalem		.

1998 Jewish and Secular Holidays

January 19 (Monday) Martin Luther King Day

February 16 (Monday) Presidents' Day

April 11-12 (Saturday-Sunday) April 17-18 (Friday-Saturday) Pesach

May 25 (Monday) Memorial Day

*May 31-June 1 (Sunday-Monday) Shavuot

July 4 (Saturday) Independence Day

September 7 (Monday) Labor Day

September 21-22 (Monday-Tuesday) Rosh HaShanah

*September 30 (Wednesday) Yom Kippur

*October 5-6 (Monday-Tuesday) Sukkot

October 12-13 (Monday-Tuesday) Shemini Atzeret/Simchat Torah

November 26 (Thursday) Thanksgiving

December 25 (Friday) Christmas

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^{*} CIJE Office closes early day before.

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: October 13, 1997

DATE MINUTES ISSUED: October 28, 1997

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi

Harte, Jessica Holstein (secy.), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Shahrazad Ahmed, C.C. Cruz (for Megan Ifill),

Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie Holzer, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan

Stodolsky, Chava Werber

Status of the telecon phone was discussed. It was decided that company providing our phone system should handle this.

I. Staff Learning

NR led Staff Learning on the issue of what it means to be chosen with a piece she wrote in *Beginning Anew* edited by Gail Twersky Reimer and Judith A. Kates.

II. Review of Previous Minutes

October 6 Minutes and Assignments were reviewed, corrected and accepted.

III. October 9 Board Meeting Follow-up

Sister Joel's Board Meeting presentation was discussed and reactions were given. It was suggested perhaps we might invite Sister Joel to a future meeting with staff and Professors in the mid-west.

Assignment: KAB to call Sister Joel.

Assignment: KJ to have Sister Joel's talk transcribed and distributed to internal staff.

Assignment: KJ to call Sister Joel regarding expense reimbursement.

IV. YU/JTS Gift

KAB updated on situation with gift from EG's aunt.

V. Rabbi Twersky

BWH spoke about the funeral, and gave shiva details.

Assignment: NR to draft official note from LP to Mrs. Twersky.

Assignment: NR to distribute Mrs. Twersky's name and address to CIJE board, staff.

Assignment: KAB to discuss notice in the press with ADH.

VI. Ford Foundation

KAB reported on her visit with Sister Joel and Esther Leah Ritz to the Ford Foundation. They met with the head of the new religion department, Connie Buchanan, as well as the head of Media, Culture, Education and Religion, Alison Bernstein. Ford Foundation sees religious institutions as vehicles for social change, education, etc.

Assignment: KAB to write note and send materials to Ford Foundation.

Assignment: KAB to set up another meeting for after she returns from Israel.

VII. Budget Meeting

KAB reported on meetings with MLM and LP. Budget will be finalized

before December 3 Board Meeting.

Assignment: KJ and Bob Dietz to meet with each project leader regarding individual

budget details by October 28.

Assignment: SA to contact staff today regarding schedules for these meetings.

KJ and Bob Dietz will attend part of meeting with KAB and LP on

November 24 to present 4-5 largest project budgets and sampling of other

projects.

Assignment: KJ to inform Bob Dietz about November 24 meeting.

VIII. December 3 Board Meeting

Board Meeting agenda discussed.

Indicators – Barbara Schneider was invited to attend Board Meeting.

Assignment: JSH to contact Barbara Schneider regarding arrangements.

Forum

Budget

Incorporating Jewish learning into Board Meetings was raised.

Development of Board member small working groups was discussed. Space issues for Board Meetings discussed, as we are outgrowing JCCA

meeting space.

Assignment: SA to contact Baruch College regarding renting meeting space for future

Board Meetings.

IX. GA

PCH reported that CIJE will be in Westin Hotel and that we have a suite.

X. Database

NR asked staff to please make time to meet with CW regarding database issues, as we need to move forward on this.

XI. Moment Interview

KAB was interviewed by Richard Greenberg of *Moment* magazine for a piece on philanthropy and Jewish education. He requested materials and the names of 4-5 people who have benefited from CIJE programs (TEI, Professors, consultations).

Assignment: NR to send CIJE information to Richard Greenberg.

Assignment: GZD to review TEI list for suggestions for Moment magazine of people

who have benefited from CIJE's programs.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments as of October 13, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KJ to have Sister Joel's talk transcribed and distributed to internal staff.	KJ	10/13/97	
2.	KJ to call Sister Joel regarding expense reimbursement.	KJ	10/13/97	
3.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10/13/97	
4.	NR to draft official note from LP to Rabbi Twersky's widow.	NR	10/13/97	
5.	NR to distribute name and address of Rabbi Twersky's widow to CIJE board, staff.	NR	10/13/97	
6.	KAB to discuss with ADH notice in the press about Rabbi Twersky's death.	KAB	10/13/97	
7.	KAB to write note and send materials to Ford Foundation.	KAB	10/13/97	
8.	KAB to set up meeting with Ford Foundation for after she returns from Israel.	КАВ	10/13/97	
9.	KJ and Bob Dietz to meet with each project leader regarding individual budget details by October 28.	KJ/Bob Dietz	10/13/97	10/28/97
10.	SA to contact staff regarding schedules for budget meetings with KJ and Bob Dietz.	SA	10/13/97	10/13/97
11.	KJ to inform Bob Dietz about November 24 meeting with KAB and I.P.	KJ	10 13/97	
12.	JSH to contact Barbara Schneider regarding arrangements for December 3 Board Meeting.	JSH	10/13/97	
13.	SA to contact Baruch College regarding renting meeting space for future Board Meetings.	SA	10/13/97	
14.	NR to send draft of annual report to Richard Greenberg at Moment magazine.	NR	10/13/97	
15.	GZD to review TEI list for people who have benefited from CIJE's programs for Moment magazine article.	GZD	10/13/97	
16.	BWH to report on Melton short-term programs in a couple of months.	BWH	10/6/97	12/6/97

17.	KJ to put in staff manual the senior staff policy regarding the acceptance of outside compensation.	KAB	10/6/97	
18.	NR to add names of possible internship candidates to CIJE mailing list and send CIJE kits.	NR	10/6/97	
19.	BWH to meet with Mike Rosenak regarding January Professors Seminar.	BWH	10/6/97	
20.	BWH to contact Professors regarding the proposed date for the June Professors Seminar.	BWH	10/6/97	
21.	PCH to get an update from CIJE staff regarding CIJE's background with people on Steve Hoffman's list of people to see at the GA.	РСН	10/6/97	
22.	PCH to contact Barry Shrage about meeting with Michael Rukin and other Boston lay leaders at GA.	РСН	10/6/97	
23.	NR to obtain advance copy of Ma'yan study of composition of national boards coming out this fall from Pearl Beck and Bethamie Horowitz.	NR	9/29/97	
24.	PCH to set up consultation on research for Lay Leadership Forum.	PCH	9/29/97	
25.	KAB to meet with Pearl Beck.	KAB	9/29/97	
26.	PCH to contact candidates for new staff positions to set up meetings with KAB.	PCH	9/29/97	
27.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	
28.	KAB to discuss June Professors with ADH and Annette Hochstein.	KAB	9/29/97	

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: November 24, 1997

DATE MINUTES ISSUED: December 3, 1997

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi

Harte, Jessica Holstein (secy.), Karen Jacobson,

Nessa Rapoport

CC: Shahrazad Ahmed, Sarah Feinberg, Adam

Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan

Stodolsky, Chava Werber

I. Staff Learning

KAB led staff learning on speech, examining issues of praise, lashon hara (derogatory or damaging speech), rechilut (gossip) and their implications for the way we operate as an organization. It was suggested that it might be a topic for discussion at the staff retreat and that EH and Michael Rosenak might be asked to do a piece on tochahah (rebuke) in the future. Sources brought were from Apples of Gold by Rabbi Dovid Bernstein and The Sanctity of Speech compiled by Rabbi Yisroel Kalman and Rabbi Yisroel Meir Shain.

II. Review of Previous Minutes

October 27, November 3, and November 20 Minutes and Assignments were reviewed, corrected and accepted.

III. Staffing Options

KAB reported that she and ADH had a good meeting about staffing options.

There was discussion of the possibility of hiring one full-time staff person to be In-House Evaluator and Researcher for all research projects, including Synagogue Change and Lay Leadership. KJ raised issue of support staff needs for additional full-time staff. AG to meet with Pearl Beck on December 3. All staff to meet with her. It was proposed that she

be brought in initially as a consultant. KAB to meet with her Monday, December 1.

CFWW hiring is on hold until we get funding. Peter May has our proposal and we are waiting for a response.

Oppenheim is off budget for next year and on hold till we can find staff.

Next year, EH is probably relocating to New York, working 60-70% for CIJE with rest of time working for a school or teacher-training program; we will have a lot of Michael Rosenak's time; and BWH will be back.

It was decided that we should keep a running file of good candidates for future reference.

Assignment: GZD to contact Jody Hirsch and Judy Seigel.

IV. Office Space

There was a discussion of future office space needs and options.

V. PEJE

KAB presented PEJE's new reference guide, "A Guide to Educational Excellence in Jewish Day Schools." PEJE has held its first Board meeting and has had good PR. They are looking to us for advice on how to get consultants for new day schools and on training principals.

VI. Synagogue Change

KAB reported that she met with Barry Shrage, and he would like to attend the Synagogue Change research consultation in January. We also met with Michael Rukin (senior lay leader from Boston, chair of national Hillel, JESNA board member) and Michael Bohnen (lay head of Boston Continuity Commission), and they were very enthusiastic about the project.

VII. December 3 Board Meeting

Preparations and materials for Board Meeting were discussed.

MINUTES:

Assignment: KJ to finish previous Board Meeting minutes to go out with November 28

mailing.

Assignment: KAB to approve previous Board Meeting minutes.

INDICATORS:

Assignment: KAB to call AG to follow-up on Indicators piece for Board Meeting.

UPDATES:

It was proposed and agreed that KAB lead Updates with announcement of grants received for Synagogue Change research and Conference on Rabbinic Education with grant proposals to go in Board book. Main Updates items and their corresponding materials are as follows:

- JEWEL consult agenda
- Harvard schedule and brochure
- Lay leadership consultation bios

Assignment: GZD to prepare a GZD to prepare a

GZD to prepare above materials for Updates.

ment: GZD to prepare a slide differentiating above programs.

KAB will briefly present additional Updates items with no materials, as follows:

- TEI Video Project
- Professors Seminar
- HUC Consultation

Updates to be shortened from 45 minutes to 30 minutes, and lunch will start at 12:00 noon.

LEADERSHIP FORUM:

Forum presentation was discussed, including how to focus Board discussion. It was agreed that we need to clarify and present to Board the following major issues regarding Leadership Forum:

- Size
- · Cohorts from communities vs. individuals
- Focus on one or two major issues
- Infrastructure before and after

3 Slides were developed for presentation at Board Meeting.

Assignment: PCH to draft Forum presentation slides and fax to KAB by Wednesday,

November 26.

Assignment: KAB to call Chuck Ratner regarding Forum committee.

Michael Rosenak will be in the office on Tuesday, December 2 to meet

with senior staff.

Assignment: JSH to coordinate schedule for Michael Rosenak including meetings for

Michael Rosenak with each senior staff member.

Possibility was discussed of Michael Rosenak presenting at February

Board Meeting.

Assignment: JSH to reserve hotel for Michael Rosenak for January 25 to February 5.

VIII. Chairman's Council

There was a discussion of how to encourage participation in the Chairman's Council.

Assignment: KAB to discuss Chairman's Council with LP during meeting today, November 24.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments November 24, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KJ to finish previous Board Meeting minutes to go out with November 28 mailing.	KJ	11/24/97	11/28/97
2.	KAB to approve previous Board Meeting minutes.	KAB	11/24/97	11/28/97
3.	KAB to call AG to follow-up on Indicators piece for Board Meeting.	KAB	11/24/97	
4.	GZD to prepare materials for Board Meeting Updates (JEWEL consult agenda, Harvard schedule and brochure, Leadership consultation bios).	GZD	11/24/97	12/1/97
5.	GZD to prepare slide for Board Meeting differentiating between JEWEL, Harvard and Leadership Forum.	GZD	11/24/97	12/1/97
6.	PCH to draft Forum presentation slides and fax to KAB by Wednesday, November 26.	PCH	11/24/97	11/26/97
7.	KAB to call Chuck Ratner regarding Forum committee.	KAB	11/24/97	
8.	JSH to set up meetings for Michael Rosenak with each senior staff member.	JSH	11/24/97	11/28/97
9.	JSH to reserve hotel for Michael Rosenak for January 25 to February 5.	JSH	11/24/97	
10.	AG to fax and FedEx disk with Indicators piece to KAB/MI on November 25.	AG/MI	11/20/97	11/25/97
11.	KAB to take Indicators piece with her to review when she leaves office on November 25.	KAB/MI	11/20/97	11/25/97
12.	KAB to prepare Staff Retreat agenda.	KAB	11/20/97	
13.	MI to reserve CIJE conference room and get Staff Retreat materials and agenda from KAB.	MI	11/20/97	
14.	JSH to revise meeting schedule and distribute and prepare projected 1998 Staff Meeting calendar.	JSH	11/20/97	
15.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	
16.	BWH to find out who was recruited for new Melton program.	BWH	10/27/97	
17.	All staff to come up with materials for December Board Meeting Updates.	All Staff	10/27/97	

18.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10/13/97	
19.	KAB to set up meeting with Ford Foundation for after she returns from Israel.	KAB	10/13/97	
20.	SA to contact Baruch College regarding renting meeting space for future Board Meetings.	SA	10/13/97	
21.	BWH to report on Melton short-term programs in a couple of months.	вwн	10/6/97	12/6/97
22.	BWH to contact Professors regarding the proposed date for the June Professors Seminar.	BWH	10/6/97	
23.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	

CIJE Calendar of Upcoming Meetings & Events

(including staff meetings) December 1997

As of November 24, 1997

DATE	EVENT	TIME	PLACE	POINT PERSON	LEAD PERSON
Dec. 1, 1997	Staff Meeting	10-1	CIJE	JSH	KAB
Dec. 3, 1997	Board Meeting	9:30-4	JCCA	CW	KJ
Dec. 4, 1997	All Day Staff Meeting	9-5	CIJE	MI	KAB
Dec. 7-10, 1997	Harvard	All day	Harvard	SDF	GZD
Dec. 10-11, 1998	All Day JEWEL Consultation	5pm 12/10 - 3pm 12/11	Harvard	SDF	GZD/EG
Dec. 15, 1997	Staff Meeting	10-1	CIJE	JSH	KAB
Dec. 16, 1997	Luncheon Seminar	11:45-1:45	JCCA	CW	NR
Dec. 22, 1997	Staff Meeting	10-1	CIJE	JSH	KAB
Dec. 23, 1997	JEWEL Planning Meeting	9:30-5	СІЈЕ	SDF	GZD
Dec. 24, 1997	Lay Leadership Research	9-12	JCCA	JSH	PCH .
Dec. 24, 1997	Synagogue Change Research	1-3	JCCA	JSH	РСН
Dec. 24, 1997	Indicators Project Meeting	3-4:45	JCCA	JSH	AG/EG
Dec. 29, 1997	Staff Meeting	10-1	CIJE	JSH	KAB

STAFF MEETING AND LEARNING LIST Addendum to 1997 CIJE Calendar

Staff Meeting Dates Projected through 1997 as of November 26, 1997

11/24	Mon.	Staff Telecon	10-1:00	KAB
12/1	Mon. Staff Teleco		10-11:30	
12/2	Tues.	Staff Telecon	10:30-12	GZD
12/4	Thurs.	Staff Meeting	All Day	
12/15	Mon.	Staff Telecon	10-1:00	BWH
12/23	Tues.	Staff Telecon	10-1:00	KJ
12/29	Mon.	Staff Telecon	10-1:00	NH
				NR
				РСН

Please note the cancellations or rescheduling of the following previously scheduled meetings:

12/8 Mon.

12/22 Mon.

12/1 Mon. (shortened, continued on 12/2)

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: October 27, 1997

DATE MINUTES ISSUED: November 26, 1997

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi

Harte, Jessica Holstein (secy.), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Shahrazad Ahmed, Sarah Feinberg, Adam

Gamoran, Ellen Goldring, Alan Hoffmann, Elie

Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky,

Chava Werher

I. Staff Learning

PCH led Staff Learning with the Simchat Torah readings VeZot HaBrachah and Bereishit and an excerpt from "On Leadership" by

Gardner.

Assignment: KAB to give learning text for November 3 Staff Meeting to JSH.

II. Review of Previous Minutes

October 13 Minutes and Assignments were reviewed, corrected and accepted.

III. Sister Joel Read

Assignment: KAB to call Sister Joel Read regarding donation to Alverno College.

There was a brief about discussion about inviting Sister Joel to a possible staff retreat at an airport hotel in the Midwest and including Sharon,

Deborah, and SS.

IV. Rabbi Twersky z"l

Assignment: NR to find photo of Rabbi Twersky z"I from CIJE Board Meeting and

possibly send to his family.

V. Staffing Options

There was a major discussion of candidates for the following job openings:

- Senior Researcher
- In-House Evaluator (half-time)
- Fundraiser
- Senior Education Officer
- Researchers (4): Synagogue Change, TEI, Lay Leadership, JEWEL
- Oppenheim
- CFWW Director (no funding in budget)
- Consulting Helper (no funding in budget)

Staffing discussion to continue at next week's staff meeting in order to involve staff more in this process.

Assignment: Assignment:

BWH to find out who was recruited for new Melton program.

MI to give Summer Staff Retreat notes to JSH for names for staffing candidates list for KAB.

VI. December 3 Board Meeting

Agenda items and times as follows:

Minutes 9:30 - 10:00 am

• Indicators 10:00 - 11:15 am

Break 11:15 - 11:30 am

Updates 11:30 am - 12:15 noon

Lunch 12:15 noon - 1:00 pm

• Forum 1:00 - 2:00 pm

• Budget 2:00 - 3:00 pm

Format and scheduling of Updates was discussed, and it was suggested that there be a section in the Board book with pieces on each Update. Updates to be given will include staffing, Harvard, database, December 24 Lay Leadership Research Consultation, fundraising, Synagogue Change Project.

Assignment:

All staff to come up with written materials for December Board Meeting Updates.

There was a discussion about how to present the budget, and KAB discussed min-max budget idea. It was suggested that Board Meeting end with a preview of the next Board Meeting.

VII. GA

PCH and NR reported that at this point we do not know what hotel CIJE staff will stay in, and we do not yet have meetings set up. Sylvia Abrams of TEI will attend Paul Flexner's session, and materials should be sent to her.

VIII. Professors

BWH reported on his discussion with Mike Rosenak, who indicated that the "Leading Jewishly" piece from Harvard would not be appropriate for Professors group. GZD reported that she has sent email to Mike Milstein and Sam Meisels.

IX. Budget

Budget review meetings with BD, KJ and project administrators will be done by October 28, and BD will produce final budgets for KAB to present to Stanley in Israel.

X. Administrative/Support Staff Issues

KJ reported that we have no receptionist, but we are looking. In the meanwhile, support staff will each cover the phones for one time slot per day. Guests must be put be in reception book (i.e., appointment book at the reception desk).

KJ reported that there is now a policy that when support staff call in sick, they must call KJ and their direct supervisor. KJ will then inform SA, who will circulate a memo regarding the absence. In addition, support staff have been asked to leave a note on their desk indicating their whereabouts when they are away from their desks. Support staff must also have permission from a senior staff member to stay in the office after 5:30-6:00 pm.

KJ reported that SA will be coming around to senior staff to get information on staff member's projects as necessary. A discussion followed about how this information would be used, and if this would be an effective tool for upgrading support staff's knowledge base. It was suggested that a brown bag lunch be scheduled sooner than 1998. It was agreed that Staff Development and the 1998 brown bag lunches be on a future Staff Meeting agenda.

KJ reminded all staff that meetings need to be put on the Meeting Board and support staff informed. Support staff should keep their senior staff member's calendar. KJ requested that she be emailed regarding all meetings.

KJ reported that vacation/sick day schedules and remaining flex spending are in staff mailboxes and reminded staff to use up both by the end of the year.

KJ reminded all staff that Friday 2:00 pm early closing starts on October 31, and there was a discussion about the Friday after Thanksgiving, as the building and JCCA may be closed.

NR suggested that for reasons of security the front door should be locked after 5:30 pm or whenever anyone is alone in the office.

CIJE ASSIGNMENTS

Staff Meeting Assignments October 27, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB to give learning text for November 3 Staff Meeting to JSH.	KAB/JSH	10/27/97	10/29/97
2.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	
3.	BWH to find out who was recruited for new Melton program.	вwн	10/27/97	
4.	MI to give Summer Staff Retreat notes to JSH for names for staffing candidates list for KAB.	MI	10/27/97	10/29/97
5.	All staff to come up with "show-and-tell" piece for December Board Meeting Updates.	All Staff	10/27/97	
6.	KJ to have Sister Joel's talk transcribed and distributed to internal staff.	KJ	10/13/97	
7.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	КАВ	10/13/97	
8.	KAB to write note and send materials to Ford Foundation.	KAB	10/13/97	
9.	KAB to set up meeting with Ford Foundation for after she returns from Israel.	KAB	10/13/97	
10.	KJ and Bob Dietz to meet with each project leader regarding individual budget details by October 28.	KJ/Bob Dietz	10:13/97	10/28/97
11.	JSH to contact Barbara Schneider regarding arrangements for December 3 Board Meeting.	JSH	10/13/97	
12.	SA to contact Baruch College regarding renting meeting space for future Board Meetings.	SA	10/13/97	
13.	BWH to report on Melton short-term programs in a couple of months.	BWH	10/6.'97	12/6/97
14.	KJ to put in staff manual the senior staff policy regarding the acceptance of outside compensation.	КАВ	10/6/97	
15.	NR to add names of possible internship candidates to CIJE mailing list and send CIJE kits.	NR	10/6/97	<u> </u>
16.	BWH to contact Professors regarding the proposed date for the June Professors Seminar.	BWH	10'6/97	
17.	PCH to get an update from CIJE staff regarding CIJE's background with people on Steve Hoffman's list of people to see at the GA.	PCH	10/6/97	

18.	PCH to contact Barry Shrage about meeting with Michael Rukin and other Boston lay leaders at GA.	РСН	10/6/97	
19.	KAB to meet with Pearl Beck.	KAB	9/29/97	
20.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	
21.	KAB to discuss June Professors with ADH and Annette Hochstein.	КАВ	9/29/97	

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING:

November 3, 1997

DATE MINUTES ISSUED:

November 26, 1997

PARTICIPANTS:

Karen Barth (via telephone), Gail Dorph, Nellie Harris, Cippi Harte (via telephone), Jessica Holstein (secy.), Barry Holtz (via telephone),

Karen Jacobson, Nessa Rapoport

CC:

Shahrazad Ahmed, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie

Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky,

Chava Werber

Staff Learning and Review of October 27 Minutes postponed to next staff meeting.

I. **December 3 Board Meeting**

Agenda:

Minutes 9:30 - 10:00 am

Indicators 10:00 - 11:15 am

Break

11:15 - 11:30 am

Updates 11:30 am - 12:15 noon

Lunch

12:15 noon - 1:00 pm

Forum

1:00 - 2:00 pm

Budget

2:00 - 3:00 pm

Updates to be given will include staffing (KAB), Harvard (GZD) including seminar, JEWEL consult, and leadership consultation, December 24 Lay Leadership Research Consultation, fundraising (KAB), Synagogue Change Project (KAB). Conference on Rabbinic Education (KAB) to be added to Updates. Database (NR) to February Board Meeting Updates. Synagogue Change Project and Conference on Rabbinic Education updates to be discussed at next staff meeting.

Assignment:

KJ to do backward map of deadlines for December 3 Board Meeting

documents.

Michael Rosenak will attend and observe at December 3 Board Meeting. He will stay in Boston on December 1 and 2 to talk with staff to get up to

speed. (GZD may be in Ann Arbor on December 1.)
AG and DNP to attend December 3 Board Meeting.
ISH to revise and distribute 1998 meeting schedule.

Assignment: JSH to revise and distribute 1998 meeting schedule. Assignment: JSH to distribute December 1997 meeting schedule.

II. Indicators Project

Assignment: AG will speak to Barbara Schneider regarding Indicators.

There is an Indicators Meeting on November 19. Board meeting discussion will be on the agenda for last half hour of meeting.

Assignment: AG to do November 19 meeting preparation.

III. Leadership Forum

Leadership Forum meeting on November 19. Half hour to be allocated to Board Meeting discussion.

IV. Budget

KAB is working on a budget presentation with KJ to be given to LP and MLM. KAB will present it to staff ahead of meeting with LP and MLM. KJ reported that BD reviewed budgets with DNP, BWH, PCH, NR GZD, KAB. BD is out of the office for next 3 days.

Assignment: KJ to meet with BD when he returns.

Stanley Horowitz cannot meet with KAB in Israel, so meeting has been

scheduled for November 20 at 1:00 pm.

V. Professors

BWH sent out email to all Professors regarding June availability, and so far has received 3 responses. Sam Wineburg will still be in Israel in June and cannot come to the US. Sharon Feiman-Nemser has a potential conflict. Deborah Kerdeman is theoretically available June 16 to 20.

Assignment: BWH to meet with Michael Rosenak on November 6.

GZD reported that Mike Milstein and Sam Meisels cannot come in

January,

Assignment: SDF to contact Mike Milstein and Sam Meisels regarding June.

GZD has just contacted Marv Hoffman.

GZD reported that Bill Firestone cannot do Norms and Standards paper

for January.

Assignment: GZD to contact Bill Firestone about doing an oral piece on Norms and

Standards for January Professors.

Assignment: BWH to email Professors regarding January attendance.

Content of Professors to be discusses at next staff meeting.

VI. GA

PCH reported that we are waiting for written confirmation from the Westin Hotel. Meetings have been scheduled with Dick Spiegel, Wayne Feinstein, Alvin Schiff, and Mark Gurvis, and we are waiting to hear from others. KAB suggests calling Steve Hoffman and LP for assistance.

VII. Staff Meeting Schedule

KAB suggests we go ahead with December 4 all day staff meeting as ADH will be here and we could get his input. It was decided to invite consultants even if they cannot come. Notes will be taken and distributed to consultants if they do not attend.

Assignment: KJ to email consultants to extend invitation to December 4 staff meeting.

VIII. Yosi Prager/Avi Chai Foundation

Yosi Prager contacted KAB about setting up a chat group for Jewish educators to share ideas and curricula. Avi Chai will fund it, but asked if CIJE would run the project. It was suggested that this be referred to CAJE.

IX. Harvard

GZD reported that registration is up to 60 people. A waiting list has been started, though we cannot tell people when we will be holding next seminar.

IV. TEI

NH, GZD, and PCH to TEI in Cleveland November 9 to 12. GZD reported that 35 out of 40 people are attending this meeting. Anna Reichert will attend TEI in Cleveland for the first time. SS is attending. AG, EG, GZD and SS discussed TEI evaluation. There will be a TEI faculty meeting on Sunday morning. November 9. NH contacted TEI people about leading small group text study. TEI to be put on brown bag lunch agenda.

X. Luncheon Seminar

NR reported that Luncheon Seminar with Jerome Chanes on October 29 was a great success. The group was collegial and responsive. Luncheon Seminar is proving to be a successful venture, and attendance is good.

XI. Staffing Options

KAB interviewed Pearl Beck. She is interested in working on the Lay

Leadership Research but cannot attend meeting on December 24.

Assignment: KAB to interview Jerusalem Fellows while in Israel.

Other candidates were suggested. Pros and cons of candidates to be

discussed at next staff meeting.

Assignment: JSH to revise list of candidates.

XII. PEJE

KAB reported on her discussion with Josh Elkin and Naava Frank about helping them to develop a network of consultants and to train principals for new day schools.

XIII. Synagogue Change Project

The first meeting of the leadership team took place via teleconference on October 15. The meeting was very successful, and many issues were raised about serious work to he done which staff needs to discuss at a future staff meeting.

XIV. Peter May

KAB met with NY lay leader Peter May a few weeks ago regarding funding CFWW. He is potentially interested and asked for a proposal.

CIJE ASSIGNMENTS

Staff Meeting Assignments November 3, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	AG will speak to Barbara Schneider regarding Indicators.	AG	11/3/97	1
2.	AG to do November 19 Indicators meeting preparation.	AG	11/3/97	11/19/97
3.	KJ to do backward map of deadlines for Dec. 3 Board Meeting documents.	KJ	11/3/97	11/14/97
4.	JSH to revise and distribute 1998 meeting schedule.	JSH	11/3/97	
5.	JSH to distribute December 1997 meeting schedule.	JSH	11/3/97	11/20/97
6.	BWH to meet with Michael Rosenak regarding Professors.	BWH	11/3/97	11/6/97
7.	SDF to contact Mike Milstein and Sam Meisels regarding June Professors.	SDF	11/3/97	
8.	GZD to contact Bill Firestone about doing an oral piece on Norms and Standards for January Professors.	GZD	11/3 97	
9.	BWH to email Professors regarding January attendance.	вжн	11/3/97	
10.	KJ to email consultants to extend invitation to Dec. 4 staff meeting.	KJ	11/3/97	11/10/97
11.	KJ to meet with BD regarding budgets reviewed with DNP, BWH, PCH, NR, GZD, KAB.	KJ/BD	11/3/97	
12.	KAB to speak to ADH about interviewing Jerusalem Feliows while in Israel.	КАВ	11/3/97	
13.	ISH to revise list of prospective staff members.	JSH	11/3/97	
14.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10 27 97	
15.	BWH to find out who was recruited for new Melton program.	BWH	10/27/97	
16.	All staff to come up with "show-and-tell" piece for December Board Meeting Updates.	All Staff	10/27/97	
17.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10:13/97	

18.	KAB to set up meeting with Ford Foundation for after she returns from Israel.	KAB	10/13/97	
19.	SA to contact Baruch College regarding renting meeting space for future Board Meetings.	SA	10/13/97	
20.	BWH to report on Melton short-term programs in a couple of months.	BWH	10/6/97	12/6/97
21.	BWH to contact Professors regarding the proposed date for the June Professors Seminar.	BWH	10/6/97	
22.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: November 20, 1997

DATE MINUTES ISSUED: November 26, 1997

PARTICIPANTS: Gail Dorph, Nellie Harris, Cippi Harte, Jessica

Holstein (secy.), Karen Jacobson

CC: Shahrazad Ahmed, Karen Barth, Sarah

Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Chava

Werber

Staff Learning and Review of October 27 and November 3 Minutes postponed to next staff meeting.

December 3 Board Meeting

There was a discussion of materials needed for the Board Meeting:

- December 11 JEWEL consult agenda and list of participants with short bios of 3 lines each.
- December 24 Lay Leadership Research consultation agenda and list of participants with short bios.
- List of people KAB, PCH have talked with regarding Leadership Forum, i.e., Board members and lay and professional leaders met with at the GA with their affiliations.
- Summary of what we have learned from these discussions.
 Above pieces will go in Board book and not be sent out with preliminary materials.

Assignment: PCH, GZD to meet today, November 20 regarding which materials above

to Updates and which to Board Meeting discussion.

Assignment: PCH to prepare above materials for December 3 Board Meeting.

The deadline for all Board Meeting materials is November 24. However, the materials on the Indicators Project will not be ready until November

28.

Assignment: AG to fax and FedEx disk with Indicators piece to KAB/MI on November

25.

Assignment: KAB to take Indicators piece with her to review when she leaves office on

November 25.

All materials for Board book are due on November 26: FedEx will go out

on November 28.

Assignment: KAB, CW to prepare cover letter for Board materials by November 28.

Assignment: All materials for Board meeting due by November 24.

Assignment: PCH/JSH to email participants for December 24 Lay Leadership Research

consultation today, November 20, for 3-lines bios due November 24.

Assignment: JSH to see MI today, November 20, regarding KAB's Board documents

on staffing issues, Synagogue Change Project, Conference on Rabbinic

Education, and fundraising.

Assignment: KAB, CW to finish Board letter today, November 20, to go out with fax-

back form, preliminary agenda, and notice to watch for FedEx with Board

materials on December 1.

Michael Rosenak, Barbara Schneider, DNP, AG attending Board Meeting.

Board Meeting materials to be discussed further at November 24 Staff

Meeting.

II. Staff Retreat

KJ reported that consultants are not attending December 4 Staff Retreat.

EH will attend.

Assignment: KAB to prepare Staff Retreat agenda.

Assignment: MI to reserve CIJE conference room and get materials and agenda from

KAR

Staff Retreat to be discussed further at November 24 Staff Meeting.

III. Meeting Schedule

Meeting schedule was reviewed and corrected.

Assignment: JSH to revise meeting schedule and distribute and prepare projected 1998

Staff Meeting calendar.

CIJE ASSIGNMENTS

Staff Meeting Assignments November 20, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	PCH, GZD to meet regarding which JEWEL and Forum materials to Updates and which to Board Meeting discussion.	PCH, GZD	11/20/97	11/20/97
2.	PCH to prepare JEWEL and Forum materials for December 3 Board Meeting.	PCH	11/20/97	11/26/97
3.	AG to fax and FedEx disk with Indicators piece to KAB/MI on November 25.	AG/MI	11/20/97	11/25/97
4.	KAB to take Indicators piece with her to review when she leaves office on November 25.	KAB/MI	11/20/97	11/25/9 7
5.	KAB, CW to prepare cover letter for Board materials by November 28.	KAB/CW	11/20/97	11/28/97
6.	All materials for Board meeting due by November 24.	All Staff	11/20/97	11/24/97
7.	PCH/JSH to email participants for December 24 Lay Leadership Research consultation today, November 20, for 3-lines bios due November 24.	PCH/JSH	11/20/97	11/20/97
8.	JSH to see MI today, November 20, regarding KAB's Board documents on staffing issues, Synagogue Change Project, Conference on Rabbinic Education, and fundraising.	JSH/MI	11 '20/97	11/20/97
9.	KAB, CW to finish Board letter today, November 20, to go out with fax-back form, preliminary agenda, and notice to watch for FedEx with Board materials on December 1.	KAB/CW	11/20/97	11/20/97
10.	KAB to prepare Staff Retreat agenda.	KAB	11/20/97	
11.	MI to reserve CIJE conference room and get Staff Retreat materials and agenda from KAB.	MI	11/20/97	
12.	JSH to revise meeting schedule and distribute and prepare projected 1998 Staff Meeting calendar.	JSH	11/20/97	
13.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	
14,	BWH to find out who was recruited for new Melton program.	BWH	10/27/97	
15.	All staff to come up with "show-and-tell" piece for December Board Meeting Updates.	All Staff	10/27/97	

16.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10/13/97	
17.	KAB to set up meeting with Ford Foundation for after she returns from Israel.	KAB	10/13/97	
18.	SA to contact Baruch College regarding renting meeting space for future Board Meetings.	SA	10/13/97	
19.	BWH to report on Melton short-term programs in a couple of months.	BWH	10/6/97	12/6/97
20.	BWH to contact Professors regarding the proposed date for the June Professors Seminar.	BWH	10/6/97	
21.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: December 1, 1997

DATE MINUTES ISSUED: December 31, 1997

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi

Harte, Jessica Holstein (secy.), Barry Holtz (by telephone), Karen Jacobson, Nessa Rapoport

CC: Shahrazad Abmed, Sarah Feinberg, Adam

Gamoran, Ellen Goldring, Alan Hoffmann, Elie

Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky,

Chava Werber

I. Review of Previous Minutes

November 24 Minutes and Assignments were reviewed, corrected and accepted.

II. December 3 Board Meeting Agenda

Minutes:

Assignment: KAB, KJ to do abbreviated minutes and Chairman's notes.

Indicators:

KAB reported that we have discussion questions for Indicators Board discussion, but we still need clearer picture of what topics AG and Barbara Schneider will cover.

Updates:

Items and assignments were reviewed.

Assignment: KAB to discuss TEI Video Update item with NH, GZD.

Professors Update to be on date and numbers and Mike Rosenak's teaching on relationship between classical Jewish sources and

contemporary education.

Forum:

Assignment: KAB, GZD, PCH to discuss Forum presentation and finalize documents to

be presented.

III. Professors

There was a discussion of attendees for January Professors.

IV. Evaluation Institute

KAB reported that Barbara Neufeld will not be doing Evaluation Institute. Evaluation Institute is to be put on agenda for Staff Retreat to discuss possible candidates for this project. It was added that the Evaluation Institute was a very popular idea with people we met with at the GA.

V. Forum

Forum Committee will meet on December 3, following Board Meeting. Lee Hendler and Chuck Ratner to attend.

Assignment: PCH to call Chuck Ratner's office regarding Steve Hoffman.

VI. Database

NR requests that important contacts be entered into the CIJE database. Database Update Form was distributed, and staff was asked to please assist in keeping database current. NR emphasized that database is for people we are actively in contact with, and to whom we want to send our publications.

VII. CJF Executive Development Program

KAB reported briefly on the CJF Executive Development Program and distributed materials.

VIII. Jerusalem Fellows

KAB reported that she met with all the Jerusalem Fellows and was impressed with them.

IX. Wexner/CIJE Recruiting Conference

KAB distributed conference agenda (attached) for discussion at staff retreat. The conference will be held Motzei Shabbat, March 7 through March 8 in Boston.

Assignment: JSH to add date to CIJE calendar.

X. Shmuel Wygoda

KAB presented books published by Shmuel Wygoda to staff.

XI. Public Relations

KAB requested staff input on how CIJE could be asked more frequently for quotations by the Jewish press. NR informed staff that we would need to devote time to doing press releases on a regular basis in order to have higher profile in the press.

XII. All Day Staff Meeting

Agenda for December 4 all day staff meeting was discussed. The following agenda items were proposed: Professors, Luncheon Seminar, Brown Bag lunches, Chairman's Council, Goals Project, External Communication, and Leader's Report and AG's memo. AG, EG to participate in all day staff meeting by phone for discussion of Leader's Report and AG's memo.

Assignment:

PCH to distribute Leader's Report and AG's memo to all staff. BWH to participate by phone in Professors discussion. Discussion of all day staff meeting agenda to be continued at December 2 staff meeting.

XIII. Budget

KAB distributed budget by project and asked staff to make suggestions on how to cut \$200,000 from budget.

Assignment: All staff to suggest how to cut \$200,000 from budget.

CIJE ASSIGNMENTS

Staff Meeting Assignments December 1, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB, KJ to do abbreviated minutes and Chairman's notes.	KAB, KJ	12/1/97	12/2/97
2.	KAB to discuss TEI Video Update item with NH, GZD.	KAB, NH, GZD	12/1/97	12/2/97
3.	KAB, GZD, PCH to discuss Forum presentation and finalize documents to be presented.	KAB, GZD, PCH	12/1/97	12/1/97
4.	JSH to add recruiting conference date to CIJE calendar.	JSH	12/1/97	
5.	PCH to distribute Leader's Report and AG's memo to all staff.	РСН	12/1/97	
6.	All staff to suggest how to cut \$200,000 from budget.	All Staff	12/197	
7.	KAB to call AG to follow-up on Indicators piece for Board Meeting.	KAB	11/24/97	
8.	GZD to prepare slide for Board Meeting differentiating between JEWEL, Harvard and Leadership Forum.	GZD	11/24/97	12/1/97
9.	PCH to draft Forum presentation slides and fax to KAB by Wednesday, November 26.	PCH	11/24/97	11/26/97
10.	JSH to reserve hotel for Michael Rosenak for January 25 to February 5.	JSH	11/24/97	
11.	MI to reserve CIJE conference room and get Staff Retreat materials and agenda from KAB.	МІ	11/20/97	
12.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	
13.	BWH to find out who was recruited for new Melton program.	BWH	10/27/97	
14.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	КАВ	10/13/97	
15.	KAB to set up meeting with Ford Foundation for after she returns from Israel.	КАВ	10/13/97	
16.	BWH to report on Melton short-term programs in a couple of months.	BWH	10/6/97	12/6/97
17.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING:

December 2, 1997

DATE MINUTES ISSUED:

December 31, 1997

PARTICIPANTS:

Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Alan Hoffman, Jessica Holstein (secy.), Karen Jacobson, Nessa Rapoport, Michael

Rosenak

CC:

Shahrazad Abmed, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Barry Holtz, Elie Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky,

Chava Werber

I. December 3 Board Meeting Agenda

Chairman's Notes:

Assignment: KAB, KJ to finish Chairman's Notes and fax to LP.

There was a discussion about mentioning Twersky. It was decided to ask MLM to say a few words about Twersky and that NR will read Twersky's

vision piece at beginning of meeting.

Assignment: NR to fax to MLM Twersky's obituary from The New York Times.

Indicators:

KAB presented AG's plan for Indicators presentation to Board. Barbara Schneider's biography to be added to Board book.

Updates:

ADH suggested adding Torah U'Mesorah to updates.

Forum:

GZD gave summary of Forum presentation and presented draft slides for staff feedback. Slides were discussed and revised. KAB summarized questions to be presented to and discussed with Board:

- Focus of Forum
- Target population
- Content/theme of Forum

Budget:

There will be no budget presentation at the December 3 Board Meeting.

Assignment: KJ to cancel budget presentation with HPlus.

Discussion followed regarding Board Meeting Agenda revision. New agenda as follows:

Minutes	9:30-10:00
Indicators	10:00 - 11:30
Updates	11:30 - 12:30
Lunch	12:30 - 1:30
Board Expansion	1:30 - 2:00
Forum	2:00-3:00

Board Expansion:

KAB led discussion on expanding board. ADH reported that other organizations successfully use headhunters to recruit board members.

Assignment: KAB to write up a list of questions on board expansion to hand out at

Board Meeting.

Assignment: KAB to call LP regarding Board Expansion discussion at Board Meeting.

Learning:

Issue of Board Meeting learning was discussed. February 2 Board Meeting to focus on leadership with Mike Rosenak to do learning piece on leadership. ADH suggested we might have a *d'var Torah* at end of Board Meetings.

ADH suggested that we update on Strategic Plan at each Board Meeting.

II. Forum

 Forum Committee will meet on December 3 from 3 to 4 pm. Chuck Ratner is committee chair, Lee Hendler and Steve Hoffman have agreed to be on the committee, and John Coleman and Esther Leah Ritz will be asked. Initial discussion of how to move process forward to be discussed at Forum Committee meeting.

III. All Day Staff Meeting

The following topics to be discussed in depth on December 4:

- Synagogue Change Research
- Conference on Rabbinic Education
- Leader's Report
- Professors
- Lay Leadership Research.

Brown bag lunches to be discussed at next staff meeting. MR to lead staff learning.

Assignment: GZD to call AG regarding participation by phone.

IV. Evaluation Institute

KAB reports the Barbara Neufeld will not be able to do Evaluation Institute. There was a discussion that there is a great demand for this project, but a short supply of people to staff it. Several candidates were mentioned, and it was agreed that what is needed is a senior person who is a self-starter and manager, not just an advisor.

Assignment: KAB to call SS for suggestions for person to do Evaluation Institute.

V. Resumes

KAB reported that we continue to receive great resumes from junior and mid-career people who want to work in Jewish education but who have no background or experience in the field. ADH suggested a JEWEL initiative to bring these people into the system with one monthly session teaching Judaism and Jewish education. KAB suggested using half-time person we share with CAPE to staff such a program.

VI. Shearim

Assignment: GZD, ADH to discuss Shearim.

VII. Staff Learning

KAB led staff learning with *Bereishit 18:1-5* and discussion on how form of text (process) relates to the message (content) and how this concept could be linked to a discussion on leading change.

CIJE ASSIGNMENTS

Staff Meeting Assignments December 2, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB, KJ to finish Chairman's Notes and fax to LP.	KAB, KJ	12/2/97	12/2/97
2.	NR to fax to MLM Twersky's obituary from The New York Times.	NR	12/2/97	12/2/97
3.	KJ to cancel budget presentation with HPlus.	KJ	12/2/97	12/2/97
4.	KAB to write up a list of questions on Board expansion to hand out at Board Meeting.	KAB	12/2/97	12/2/97
5.	KAB to call LP regarding Board Expansion discussion at Board Meeting.	КАВ	12/2/97	12/2/97
6.	GZD, ADH to discuss Shearim.	GZD, ADH	12/2/97	
7.	KAB to call SS for suggestions for person to do Evaluation Institute.	KAB	12/2/97	
8.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	
9.	BWH to find out who was recruited for new Melton program.	BWH	10/27/97	
10.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10/13/97	
11.	KAB to set up meeting with Ford Foundation for after she returns from Israel.	KAB	10/13/97	
12.	BWH to report on Melton short-term programs in a couple of months.	BWH	10/6/97	12/6/97
13.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: December 15, 1997

DATE MINUTES ISSUED: January 8, 1998

PARTICIPANTS: Gail Dorph, Nellie Harris, Cippi Harte, Jessica

Holstein (secy.), Barry Holtz (via telephone), Karen

Jacobson, Nessa Rapoport

CC: Shahrazad Ahmed, Karen Bartb, Sarah Feinberg,

Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky,

Chava Werber

I. Mandel Institute

BWH reported on Mandel Institute move and gave new contact numbers.

Assignment: MI to reprogram fax machine and distribute new numbers for BWH and

ADH.

II. Policy Brief

GZD reported that AG would like to be involved in Policy Brief.

Assignment: GZD, BWH to discuss Policy Brief.

III. Admin/Support Staff Update

KJ reported that CC will handle phones and typing projects. Furman Thomas is temp-to-perm on billing/payables and phone coverage. KJ reported that all outstanding bills will be paid next week, and staff was reminded that any end

of year expenses must be submitted.

Assignment: All staff to submit end of year expenses to KJ.

IV. Harvard Seminar

GZD reported that attendance was good (70-80 people) and participants got a lot out of seminar, and then she presented ideas on what we learned from the seminar in terms of both form and content.

V. JEWEL Consultation

The first substantive JEWEL consultation was held following Harvard. There will be an all-day meeting with EG on December 23 to look at calendar and workplan to think about what will happen this year and to create structure for time line. (EG is on sabbatical next semester and will be working half-time for CIJE.)

VI. Board Meeting

KJ reminds staff that we need to discuss next Board Meeting. It was decided that meeting would focus on leadership, MR will teach, and budget will be discussed.

VII. Schedule

Calendar attached.

January 13, 14, 15 hold for all-day computer training.

Assignment: MI to ask KAB about date for computer training.

January 28 to February 5 BWH in.

Assignment: JSH to make hotel reservation for BWH

January 28 possible JEWEL consultation if DNP could come in early before

Professors.

VIII. Staff Retreat

KJ reported that we have reserved meeting space at Baruch College, and we

have Union as a back-up.

Assignment: All staff to give ideas on Staff Retreat site to KJ.

IX. Professors

Assignment: GZD, BWH to discuss January Professors.

X. Joel Paul Associates

At their requests, KJ met with representatives of Joel Paul Associates, an agency that does executive recruitment for senior staff. They are interested in working with us on training and placement in Jewish education.

XI. Brown Bag/Staff Development

The distinction between Brown Bag Lunches and Staff Development was discussed. Possible topics proposed were as follows:

- · What can we learn from TEI?
- The Forum
- Myers Briggs leadership styles.

CIJE ASSIGNMENTS

Staff Meeting Assignments December 15, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	MI to reprogram fax machine and distribute new numbers for BWH and ADH.	МІ	12/15/97	
2.	GZD, BWH to discuss Policy Brief.	GZD, BWH	12/15/97	
3.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
4.	MI to ask KAB about date for computer training.	KJ	12/15/97	
5.	JSH to make hotel reservation for BWH.	JSH	12/15/97	
6.	All staff to give ideas on Staff Retreat site to KJ.	All staff	12/15/97	12/19/97
7.	KAB to call SS for suggestions for person to do Evaluation Institute.	KAB	12/2/97	
8.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	
9.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
10.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10/13/97	_
11.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	
12.	KAB to call Bob Hirt to set up meeting.	КАВ	9/29/97	

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING:

December 16, 1997

DATE MINUTES ISSUED:

January 8, 1998

PARTICIPANTS:

Karen Barth (via telephone), Gail Dorph, Nellie Harris (via telephone), Cippi Harte, Jessica Holstein (secy.), Karen Jacobson, Nessa

Rapoport

CC:

Shahrazad Ahmed, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan

Stodolsky, Chava Werber

I. Computer training

All-day computer training session to be held on January 13 or 15.

II. PEJE

KAB reported that she sat in on Executive Committee meeting on December 15. They discussed how to set up consulting network for schools. It was raised whether this should be run by PEJE, JESNA or independent, and whether or not it should be a referral service. KAB has been asked to help PEJE think about these issues.

III. TEI

GZD reported that recruiting is about to start for the next TEI.

IV. Budget

KAB is meeting with MLM on December 21 to discuss budget and workplan.

V. CFWW

KAB reported that CFWW is a priority to start in 1998. We will hire a consultant to do planning and initial recruiting. Deborah Oppenheim will

be asked to help recruit a director. We will not hold a major conference for CFWW at this point.

VI. Chairman's Council

CIJE's work will be presented to Chairman's Council. It was agreed that strategic plan should be discussed.

VII. Staff Retreat

Suggested agenda items for February staff retreat as follows:

- Guiding Principles
- Goals Project
- Budget and workplan review

Assignment: KJ to go see Baruch College meeting space.

VIII. February 2 Board Meeting

KJ reported that backward map and deadline dates for materials are done, and she will present them at next staff meeting. EG should attend

February Board Meeting.

Assignment: PCH to contact EG, DNP regarding attendance at Professors, Board

Meeting, and Staff Retreat.

CIJE ASSIGNMENTS

Staff Meeting Assignments December 16, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	PCH to contact EG, DNP regarding attendance at Professors, Board Meeting, and Staff Retreat.	PCH	12/16/97	
2.	KJ to go see Baruch College meeting space.	KJ	12/16/97	
3.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
4.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	_
5.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
6.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10/13/97	
7.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	
8.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	

CONFERENCE ON RABBINIC EDUCATION

The American rabbinate is in flux. With synagogue transformation in the air and the baby-boomers coming into middle age, the congregational rabbi is being called upon to fulfill new roles and to carry out old roles in new ways. At the same time, more and more rabbis are moving into careers outside of congregational settings.

The leaders of the major rabbinical schools are struggling to respond to the challenge of these changing realities. Many of the major schools are in the process of looking at how to revamp their programs. They are talking about rabbis as spiritual leaders, rabbis as change agents, rabbis as educators (in the broadest sense), rabbis as community builders, rabbis as chaplains, rabbis as pastors, rabbis as outreach workers. They are trying to define what these mean in relation to educational goals, curriculum, pedagogical approaches, campus life, role models, field experience and many other aspects of their programs. At the same time they are struggling with the reality that most incoming students need an enormous amount of basic learning in language and texts.

In the course of CIJE's consulting work with some of these institutions, it has become clear that they have much to learn from each other and that they might also gain from learning about state-of-the-art thinking from outside of the Jewish world: e.g. from the field of general education in such areas as faculty training, curriculum development, mentoring programs, models of teaching and learning, goal definition, and from approaches used to train leaders in other fields.

THE OBJECTIVES OF THE CONFERENCE

We are proposing to plan and hold a conference that will bring together the leaders of rabbinic education programs from around the world. The objectives of the conference will be four-fold:

- 1) Reflection To provide the leadership of rabbinic education programs with an opportunity to step outside their daily environment and reflect upon the changes happening in rabbinic roles and the implication of these changes for rabbinic education.
- 2) <u>Idea Sharing</u> To provide a forum in which ideas can be shared and leaders can learn from each other.
- 3) New Perspectives To present and discuss ideas from related fields of endeavor such as: business, general education, political science, and the training of leadership, that might stimulate new thinking about rabbinic education.
- 4) <u>Discussion of ongoing needs</u> To encourage these leaders to think about whether they might benefit from meeting or working together in an ongoing way, and, if so, in what context this might take place.

THE CONCEPT

In the business world, conferences are occasionally organized between the top executives of an industry, bringing together corporate leaders from competitive organizations who otherwise might not ever have occasion to speak to each other. At these conferences, with the help of highly skilled facilitator, these leaders have an opportunity to discuss the big issues that the industry as a whole faces and to exchange ideas with others who are facing these same issues. Typically, such conferences include brief presentations by a select few industry analysts and thinkers. These are usually delivered in an interactive style, keeping lectures to a minimum. Senior executives find these gatherings extremely interesting and helpful, and very rarely turn down an chance to attend.

Our concept is patterned after this model. We will bring together the senior leaders of the world's rabbinic education programs in a setting conducive to roundtable discussions. The group will be a small one in order to encourage interchange of ideas during the formal program and also during the informal parts of the conference. Facilitators will help ensure that the conversation stays focused. Presenters will offer new ways of thinking that would seed the deliberations with new ideas.

THE PLANNING PROCESS

We will convene a planning meeting to which representatives of all the institutions will be invited. The international institutions and those finding it difficult to travel can join by teleconference. This planning group will decide on the agenda, the invitation list, the topics to be discussed, the presenters and the logistical arrangements. Recommendations in each of these areas will be prepared in advance of the planning meeting by CIJE staff, based on phone calls with the participants.

PROGRAM

We envision a 3-day, 2-night conference. Some of the issues that might be addressed are:

- ♦ Changes in rabbinic roles and their implications for educational goals and programs
- ♦ The development of the rabbi as a spiritual person
- ♦ Approaches to teaching and learning inside and outside the classroom
- ♦ The recruiting, training, development and ongoing management of faculty

- ♦ Improving the educational effectiveness of mentoring and field work programs
- ◆ The role of rabbinic education programs in the ongoing development of rabbis after graduation.

The program will be developed by the planning committee but will likely include some or all of the following:

- ♦ Facilitated roundtable discussions on key issues
- Brief presentations followed by discussions with leading thinkers from other relevant fields
- ♦ A panel/discussion with leading congregational rabbis
- ♦ A session devoted to sharing of specific new ideas and to discussing experiments currently underway
- ♦ Text study
- ♦ A discussion of what ongoing meetings or collaborative projects might be fruitful.

INSTITUTIONS TO BE INVITED

Our initial thoughts are that the following institutions should be invited:

- Hebrew Union College
- ♦ Jewish Theological Seminary
- University of Judaism
- ♠ Reconstructionist Rabbinical College
- ♦ Yeshiva University
- ♦ The Academy for Jewish Religion
- The Leo Baeck College
- ♦ Jews College of London

- Seminario Rabinico Latinoamericano, Argentina
- ♦ Any other major Orthodox seminaries interested in attending

The smaller institutions will be invited to send up to two people, the larger ones up to three. This would mean a group of roughly 25, plus presenters and CIJE staff.

LOGISTICS

Our initial thinking on the logistics is to hold the conference at the Chauncey Conference Center in Princeton, New Jersey. This conference center is 1½ hours from New York City and 1 hour from Newark Airport. It is a beautiful, secluded spot with rolling lawns, ponds and garden and modern, business-like meeting facilities. It is less "corporate" than most such facilities but still efficient and comfortable.

Kosher food can be brought into the facility from a nearby kosher caterer, heated and served by the Center's kitchen staff. A local *Mashgiach* would be hired to oversee the food service.

* * *

It is our firm belief that development of dynamic, inspiring leadership is the most important challenge in the revitalization of Jewish life in North America, and that the education of rabbis is an important place to start reexamining the way the Jewish community prepares people for leadership roles. This conference could become a catalyst for important change in the way rabbinic leaders are recruited, trained and developed, and could ultimately have far-reaching impact on the preparation of all types of leaders for Jewish organizations.

Harvard Attendees by Team

Atlanta-Atlanta Jewish

Federation
Steve Chervin*

Atlanta-Congregation Beth

<u>Shalom</u>

Jeanine Bekerman* Stephen Cohen

Atlanta-Davis Academy

Mollie Aczel* Beverly Kaplan

Atlanta-Epstein School

Cheryl Finkel*
Andy Kauss
Sue Sandalon

Atlanta-Greenfield Hebrew

<u>Academy</u>

Michael Plasker Richard Wagner*

Atlanta-Jewish Educational

<u>Services</u> Janice Alper* Laurie Botstein Donna Linder Jaffe*

Kevin King

Atlanta-Temple Beth Tikvah

Ellen Herold Hassia Levin*

Atlanta-Temple Sinai

Berta Becker* Elyse Zindler

Atlanta-Tichon Atlanta

Bob Cook*

David Schoenberg

Acton, MA-Congregation

Beth Elohim
Karen Coll
Lewis Mintz*
Michael Swarrtz*

Boston-Jewish Community

Dav School
Hamutal Gavish*
Arnee Winshall

Boston-Temple Israel

Eliyana Adler*

Deborah Eisenbach-Budner*

Howard Levine

Cleveland-JECC

Sylvia Abrams* Mark Gurvis* Chuck Ratner Alayne Reitman

Cleveland-Agnon School

Cheryl Adeil Ray Levi* Gary Sadler Steve Segar* Jonathan Shanes

Hartford-Yachad

Leah Chatinover Audrey Lichter*

Milwaukee-Congregation

<u>Beth Israel</u> Pamela Lager* Gayle W. Rakita

<u>Milwaukee-Milwaukee</u>

Association for Jewish

Education
Laura Harari*
Martha P. Rettig*
Karen Torem

<u>Milwaukee-Milwaukee</u>

<u>Jewish Day School</u>

Jay Beder Phillip Nadel*

<u>Milwaukee-Milwaukee</u>

Jewish Federation
Ruth Cohen*

Louise Stein

Montreal-United Talmud

Torah

Elaine Cohen*
Bev Engel*
Molly Mann

Staff/Faculty

Karen Barth
Gail Dorph
Josh Elkin
Sarah Feinberg
Ellen Goldring
Barry Holtz

Judith McLaughlin Nessa Rapoport Mike Rosenak Tom Savage

*professional leader

C VAPPS/USERS/SARAH/PROJECTS/HARVARD/LAY-



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

This is a summary of our December consultation on the creation of a National Center for Jewish Educational Leadership.

Objective

To develop a new cadre of professional and lay leadership for Jewish education who can provide the vision and the energy for the changes that are needed to revitalize Jewish life in North America through education.

To significantly upgrade existing leadership so as to make them more knowledgeable and exercise greater influence in the process of change.

Concept

An organization with four closely linked functions:

- Support <u>planning for senior personnel</u> (professional and lay) at the national and communal level by working with communities and national organizations on long-term personnel planning, evaluation of personnel and development of career paths, and by maintaining a national database to facilitate the movement of personnel between communities.
- Develop a program for <u>recruiting</u> the best and brightest as professional and lay leaders in Jewish Education -- both from the pool of especially talented young people just starting careers and from among mid-career professionals in Jewish life and other fields.
- Provide <u>in-service</u> training or programs for professional and lay leaders allowing them to combine work in the field with medium or long-term study with the goal of enhancing their leadership capabilities and the ability to act as change agents.
- Assist in the <u>placement</u> of individuals in jobs that will help them develop into highquality, senior-level leadership for Jewish Education.

Target Groups

- Senior leaders of Jewish education organizations
- Principals
- Senior lay leaders and high-potential junior lay leaders from communities and institutions
- Central Jewish educational agency executives
- Rabbis
- JCCA Executives and Education Directors
- Federation key continuity professionals
- Professors of Jewish Education
- Camp Directors
- Teacher Educators
- Early Childhood Directors
- High potential people from other fields

Key Issues to Resolve

- What form will the institution take? Will it have walls or no walls? Will it link with existing training institutions? Will it link to existing leadership development programs?
- What type of person should lead this institution and how will it be funded? How much "tuition" should be charged?
- What will be the educational philosophy? How will the curriculum be balanced between Judaica, Jewish education and leadership training? What should a graduate know and be able to do?
- What special tracks should exist (e.g. Principals of Jewish schools)?
- What should the organization look like? Who should be the faculty and administrators?
- Will professional and lay leaders study together? How will this work?
- Would degrees be granted by this institution? Would research be done?
- What is the right sequence of steps in creating such an institution.

Proposed Planning Process - Key Activities

- Needs assessment of 10-15 largest Jewish Communities and 15-20 most important national organizations. Redo Mandel Institute map of senior positions.
- Research models of leadership training institutions (e.g. Harvard Executive Education, National Leadership Training Institute) and models of programs without walls. Layout options for discussion.
- Develop Academic Advisory Committee.
- Work with Goals Project staff to outline goals of program.
- Layout personnel requirements and rough estimate of budgets.
- Layout step-by-step plan for building the institution.
- Hold several consultations in New York and Israel to hammer out answers to key issues involving Seymour Fox, Annette Hochstein, Avi Ravitsky, Michael Rosenak, Ellen Goldring, Adam Gamoran, Dan Pekarsky, Danny Marom and others.

Next Steps

- Hire a planner to do the legwork of planning.
- Form a Steering Committee for the planning process.
- Write a first iteration of planning process including time line for Steering Committee discussion.

CONFIDENTIAL - FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: December 22, 1997

DATE MINUTES ISSUED: January 30, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi

Harte, Jessica Holstein (secy.), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Shahrazad Ahmed, Sarah Feinberg, Adam

Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan

Stodolsky, Chava Werber

I. Staffing Update

Lisa Malik will be hired as of January 1 or February 1 for one year as a part-time consultant to work 2-3 days a week on the Synagogue Change Research Project. She will be relocating to New York in July. She will be here on December 23 and 24 and at the January 5 meeting in Chicago.

II. TEI Follow-Up

In the August staff retreat, we decided to recruit participants in cohort 3 of TEI who could strengthen our current work in improving the quality of supplementary schools. In addition we would recruit participants from organizations, institutions, projects that were part of a process of educational change that had the supplementary school as one of its foci. Today's discussion focused on issues of communication and "scaling up." Two suggestions were made: engaging a communications specialist to help us and TEI participants learn more about telling the TEI story; creating an application process for TEI which would require lay and rabbinic "sign off" and might include two extra seminar days which would involve lay and rabbinic participation.

III. Professors

EH, BWH and GZD met to discuss Professors. Seminar to include the following:

- Mike Rosenak 5 sessions dealing with Jewish sources and their relationship to educational ideas, including text study and *chevruta* learning with CIJE staff as leaders in *chevruta* groups.
- Shabbat experience with davening (GZD, EH), study/discussion,
 Shabbat morning learning (EH, NH).
- Jewish education sessions to orient professors to world of Jewish education, and to use gathering of professors to do real work and get their help.

We have a good model of how to integrate professors on a project-byproject basis. What does it mean to at this point to gather group together? What is most effective way to do things as a group? We should tell professors about CIJE's work like we do with the Board.

5 sessions will be as follows:

- Fran Jacobs on current thinking in the early childhood initiative.
- Barbara Schneider on the Indicators Project.
- Wally Fireburg with MR on the issue of core curriculum for Jewish literacy in context of JEWEL. (This could count as an education session or one of MR's sessions.)
- Discussion of CIJE research initiatives in Synagogue Change and Lay Leadership Research.
- Updates on recent CIJE work
 - DNP to report on January 19 Goals/Guides meeting.
 - · GZD, EG on Harvard Seminar and planning
 - Rabbinic Conference

IV. Budget

KAB discussed addressing the need for a work plan that is more focused on implementing the strategic plan. There was a discussion of projects which could be dropped if necessary or pushed off to 1999. We expect to present budget at February Board meeting.

V. CFWW

Start-up funding for CFWW is included in the budget and will be used for recruiting and creation of a business plan to be done by outside consultants. It was discussed that CFWW needs a "school of thought," and shouldn't just be a directory of consultants. Lack of attention to goals and vision has been biggest problem with projects that have not been successful.

VI. Florence Melton Adult Mini-School for Teachers

GZD gave an update on this institution, and KAB reported that director

Jonathan Mervis called KAB for advice on future planning.

Assignment: GZD to call Betsy Katz.

VII. Computer Training

Computer training is scheduled for January 13 all day. Morning session will be basics for senior staff. It was agreed that staff needed hands-on training.

Assignment: KJ to find out extent of hands-on nature of computer training.

VIII. Evaluation Institute

A teleconference will be held with AG, EG, GZD, KAB on the Evaluation Institute.

Assignment: MI to set up teleconference.

IX. Forum

There will be a Forum Committee meeting in Cleveland on January 20 from 11 am to 1 pm. Draft minutes from the last committee meeting have been sent to Chuck Ratner. There was a discussion about video-conferencing possibilities for the January 20 meeting. GZD, KAB, PCH will have a Forum meeting next week.

X. Synagogue Change

KAB has prepared materials for the December 24 research consultation. Jack Wertheimer will not be staying for the afternoon session. Lisa Malik will be attending.

Assignment: JSH to reconfirm attendance for December 24 meetings.

Assignment: GZD, PCH to review materials.

XI. Travel Agent

KJ reported on new travel agent and procedures.

XII. Chairman's Council

Presentation to Chairman's Council will be an update on CIJE's work and the strategic plan.

XIII. Board Meeting

Assignment: KJ to bring schedule of deadlines for February 2 Board Meeting planning

to January 7 staff meeting.

XIV. Wexner Recruiting Conference

Andy Koren has asked CIJE to think about learning piece for the conference. It will be 45 minutes of text study on Sunday, done in small groups with Jewish educators. Conference to be held in March, so study could be about Purim.

XV. Admin.

Assignment: All staff to submit to KJ any outstanding expense reports, etc. before end

of the fiscal year.

CIJE ASSIGNMENTS

Staff Meeting Assignments December 22, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	GZD to call Betsy Katz regarding Florence Melton Adult Mini-School for Teachers.	GZD	12/22/97	
2.	KJ to find out extent of hands-on nature of January 13 computer training.	KJ	12/22/97	
3.	MI to set up teleconference, with AG, EG, GZD, KAB on the Evaluation Institute.	МІ	12/22/97	
4.	JSH to reconfirm attendance for December 24 meetings.	1SH	12/22/97	12/23/97
5.	GZD, PCH to review December 24 Synagogue Change Research materials.	GZD, PCH	12/22/97	12/23/97
6.	KJ to bring schedule of deadlines for February 2 Board Meeting planning to January 7 staff meeting.	KJ	12/22/97	1/7/98
7.	KJ to go see Baruch College meeting space.	КЈ	12/16/97	
8.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
9.	KAB to call Sister Joel Read regarding donation to Alverno College.	KAB	10/27/97	
10.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	вwн	10/27/97	
11.	KAB to call Sister Joel regarding possible future meeting in the mid-west with staff and Professors.	KAB	10/13/97	
12.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	
13.	KAB to call Bob Hirt to set up meeting.	KAB	9/29/97	

MINUTES:

CIJE BOARD OF DIRECTORS MEETING

DATE OF MEETING:

February 2, 1998

DATE MINUTES ISSUED:

February 23, 1998 Lester Pollack (Chair), Karen Barth, Gail Dorph, Ellen

PARTICIPANTS:

Goldring, Cippi Harte, Lee Hendler, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Daniel

Pekarsky, Charles Ratner, Esther Leah Ritz, Michael Rosenak

COPY TO: Pearl Beck, John Colman, Seymour Fox, Adam Gamoran,

Nellie Harris, Annette Hochstein, Stephen Hoffman, Elie

Holzer, Lisa Malik, Morton L. Mandel, Nessa Rapoport, Susan

Stodolsky, Henry Zucker

I. Master Schedule Control

The meeting was convened at 9:30 am. Alan Hoffmann, Barry Holtz and Michael Rosenak, guests from Israel, were welcomed to the meeting.

Condolences were extended to Dan Pekarsky and his family on the death of his mother and to John Colman, who was unable to attend the meeting due to the loss of his sister. The following attendance updates were made: Nessa Rapoport has begun her maternity leave: Adam Gamoran is on sabbatical in Israel for the remainder of the year; Dan Bader has officially resigned from the Board of Directors, due to scheduling difficulties. Mort Mandel and Steve Hoffman were also unable to attend.

The Agenda and Master Schedule Control were reviewed. The next Board meeting will take place in six weeks on March 19, with a gap until June 23 for the subsequent meeting. The first meeting of the Chairman's Council will be held on February 3 in New York.

II. **Minutes**

The minutes of the December 3, 1997 meeting were reviewed, corrected, and accepted.

III. 1998 Budget

The proposed 1998 budget was presented. We are currently operating under tentative budget approval from the Chair and Founding Chair for 1998, pending Board ratification of the 1998 budget.

Three main mechanisms are in place for control and supervision of the budget: 1) the budget for individual projects will be supervised by the project manager who will receive monthly budget reports reflecting projected and actual expenditures; 2) Quarterly budgets vs. actual reports; 3) Specific events budgets to track projects and ongoing project expenditures.

After the discussion, the Board ratified the 1998 budget.

IV. JEWEL Planning

Michael Rosenak, Mandel Professor of Jewish Education at the Melton Centre at Hebrew University, led a text study session on a portion of Nevi'im (II Kings, Chapter 5). The text related to our work on "what it means to lead Jewishly." This study session is an example of the type of text learning that is part of the planning process for JEWEL.

Ellen Goldring presented the planning process for JEWEL. Its goal will be to provide an integrated approach to the recruitment, placement, and development of senior lay and professional leaders. The organization's three functions—recruitment and placement, preparation and development, and planning for personnel needs—would be closely linked. JEWEL would be geared to current and potential lay and professional leaders, bringing in leaders that are already involved and use a mentoring/assessment/training model to further develop their knowledge and skills.

Phase 1 of the planning process, which has already begun, seeks to clarify the objectives and educational philosophy of JEWEL as well as to refine our existing JEWEL pilots. In Phase 2, beginning in September 1998, a business plan for JEWEL will be developed and a flagship long-term program for senior Jewish leaders will be designed and implemented. Additional questions to be defined in the planning process are: Will JEWEL grant a degree or other academic credit? Will JEWEL programs be tailored for individuals? The discussion on the JEWEL planning process will be continued at future meetings.

V. Leadership Forum

The Forum Planning Committee members include: Chuck Ratner, Cippi Harte, Karen Barth, John Colman, Gail Dorph, Lee Hendler, Steve Hoffman, and Esther Leah Ritz.

Chuck Ratner, Chair of the Forum Planning Committee, presented a report on the work of the committee. The goals of the Forum were reviewed, and brought to the Board for feedback and approval. The best means for achieving the long-term project goal was defined as attracting those participants with the capacity to affect change in their communities. It was decided that our approach should be to attract "stars" and future stars and that representation from institutional, communal, and national spheres is paramount. The committee recommended that the forum target lay and professional leaders regardless of position, with particular focus on communal leadership from lay communities. The goal is to have 200-300 participants at the March 1999 conference. Additional groups of individuals, institutions, and foundations will

be consulted to solicit ideas and input on the planning process. These "spheres" will serve as a sounding board for the planning process. Discussion on the theme, approach, and foundation involvement are on the agenda of the upcoming committee meeting and will be brought back to the Board at a future meeting.

VI. Updates

A. Chairman's Council

The first meeting of the Chairman's Council will take place in New York on the morning of February 3, 1998. The group is comprised of key leaders who are interested in working with CIJE but do not have the time to commit to participate on the Board level. The strategic plan, CIJE's current activities and a draft of the CIJE brochure will be reviewed at the meeting. A second meeting will be held in the upcoming months.

B. Policy Brief

The Policy Brief on Professional Development will be published in the upcoming year. The Policy Brief will contain a portrait of the current state of professional development in Jewish education as compared with the state-of-the-art practices in general education. It will include the underlying assumptions, elements, structural characteristics and specific practices of good professional development, including a statement on what professional development should look like in a Jewish school as well as a plan for action-recommended strategy. The conclusions are based on research from the three lead communities as well as ideas developed from TEI.

C. National Jewish High School Leadership Seminar

Led by Dan Pekarsky with Daniel Lehmann, Headmaster of the New Jewish High School of Greater Boston, the Seminar will be an ongoing cross-denominational study group for the lay and professional leaders of Jewish High Schools from across North America. The seminar is designed as an opportunity for the leaders of these schools to wrestle with basic concepts of purpose and to examine the critical questions involved in the creation and implementation of a Jewish high school. A small meeting of Community High School leaders was held in February 1997 to gauge the interest in such a group.

The first meeting of the expanded group, including 30 lay and professional leaders from 9 different institutions, will take place in Boston on March 8 and 9, organized around issues of spirituality, especially in a pluralistic environment.

D. Leadership Seminar at Harvard

The Leadership Seminar entitled, "Leading Jewishly: Exploring the Intersection of Jewish Sources and the Practice of Educational Leadership," was held on December 7-10 at Harvard University with 72 participants in attendance from a broad range of communities. The feedback from participants was extremely positive. They described

the Seminar as a powerful experience that they would bring back to their work in their communities.

E. Recruiting Conference

Organized by The Wexner Foundation and CIJE, the conference will be held in Boston on March 7 and 8. It is designed to reach out to college students, to encourage them to consider careers in Jewish education.

F. CIJE Brochure

A black and white draft of CIJE's brochure was distributed. The brochure is scheduled for publication in the upcoming months.

The meeting was adjourned at 3:00 pm.