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Proposal to develop and conduct evaluation of the COJC's  
programs. Program self assessments. Notes, 1992.

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ג'רמק

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND  
1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

April 28, 1992

Dr. Adam Gamoran  
Center on Organization and  
Restructuring of Schools  
University of Wisconsin-Madison  
1025 W. Johnson St.  
Madison, WI 53706

Dear Adam:

Thanks for agreeing to be a reader of the COJC program self-assessments. I know that things are particularly hectic for you at this point, and therefore appreciate your feedback when you are able to provide it. I expect that you will find reviewing these self-assessments helpful in your work with the CIJE.

This letter should help clarify our evaluation process and rationale for having outside readers. In shaping our evaluation process, we realized that self-assessments had the potential to deliver relevant information, surface issues, and clarify which questions need further examination.

There are a total of eight self-assessments:

1. Cleveland Fellows
2. In-Service Education
3. Retreat Institute/Community Youth Resource Office
4. Project Curriculum Renewal
5. Israel Incentive Savings Plan
6. Day School Salary Program
7. Congregational Enrichment Fund
8. Community Teachers (program discontinued)

Drafts of the first four are complete and enclosed. Drafts on IISP and the Day School Salary program are in process. Mark Gurvis and I have met with the writers to provide our feedback, and lay program panel meetings have been held to review and discuss the self assessments. The lay panels are considering the following six questions in reviewing the documents:

1. Is there any information in the self-assessment that needs to be clarified?

2. Are there any findings that you would like to challenge or don't necessarily agree with?
3. Are there questions that are neither covered at all nor adequately covered in the self-assessment?
4. What planning issues from the self-assessment does the panel need to discuss?
5. What information from the self-assessment should the panel disseminate back to the program committee and ultimately to the COJC?
6. What questions about the programs should be asked of program participants and other key constituencies?

Our goals through both our own review and that of the outside readers are (1) to ensure the self-assessment is an accurate and adequate view of the implementation experience, and (2) to concretize what questions we need to explore in the next phase of evaluation, which will be structuring ways to hear from program participants, parents, directors, rabbis and other key groups about their COJC experiences.

While these self-assessments are program by program, Federation staff will be developing an overall self-assessment, which should be examined in a parallel process by our lay leadership and the outside readers.

Program staff were given specific guidelines in developing the self-assessment; these are also enclosed. In your review, please consider both the questions listed above and the guidelines provided to the staff. I would like to share your feedback first with the program staff, both as a professional courtesy and to give them an opportunity to respond to any questions.

If you would like, please mark up the documents as you read them with your comments and questions. Send me a copy, and I will make sure it gets to the program staff. After this phase, we should find a way to compile your reactions for our lay leadership.

Please note that at this point, the self-assessments are only for the purpose of better understanding and implementing our own projects. These should not be distributed. At some later point, we will want to discuss how to share information on our experience with the national Jewish educational community.

Letter to Adam Gamoran  
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Thanks in advance for your time and input on this; I look forward to your reactions. In the meantime, please let me know if you have any questions.

Sincerely yours,

A handwritten signature in blue ink that reads "Dan".

Daniel S. Blain

cc: Mark Gurvis



# **The Jewish Community Federation of Cleveland**

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

December 3, 1991

## **M E M O R A N D U M**

**TO: COJC Professionals**  
**FROM: Daniel Blain**  
**RE: COJC Program Self Assessments**

We would like to move forward with the idea of developing COJC program self-assessments as part of our evaluation process. It is our hope that these self-assessments will provide a thorough description of the experience in implementing each program, documenting successes and describing challenges and issues arising in implementation. Federation will be responsible for a self-assessment of COJC, including the overall product and the ongoing implementation process.

The self-assessments should include:

- (1) an update of February 1991 progress report sections relating to the program;
- (2) refinement of the goal statements provided in the progress report;
- (3) listing of all congregations and schools where program is operating, with one sentence description of what program is doing in each setting;
- (4) assessment of strengths and weaknesses of program;
- (5) discussion of issues arising through implementation;
- (6) discussion of how and where program interacts with other COJC programs and the effects of that interaction;
- (7) discussion of what on-going evaluation processes are currently being utilized by the program;
- (8) listing of additional questions agency would like to learn about the program, but is not able to get at.

COJC Self-Assessment, page 2

At the November 13 mini-retreat additional questions were developed on four programs: Cleveland Fellows, In-Service Education, Project Curriculum Renewal and Retreat Institute. These questions will be passed on to staff doing assessments of these programs, and should be covered as much as possible in the self-assessment.

The self-assessments are due by Friday, January 31, 1992. Please limit the self-assessment to 15 pages. The self-assessment should be based on your experience in implementation and on any evaluations already conducted; please do not begin surveying constituent groups as part of this effort. Mark and I are, of course, available to review and comment on drafts prior to the due date. We do not expect that any redrafting will be necessary on your part after this stage.

Starting in February, COJC program panel meetings will be held to review and discuss the self-assessments, seek clarification, and determine what, if any, additional information is needed. The self-assessments will also be shared with some outsiders, such as Byron Burnham and Adam Gamaron, for their review and questions.

COJC will build on the self-assessments by structuring focus groups with key constituencies during the spring of 1992. The Commission will develop a list of questions to be studied through these focus groups. Focus groups will be led by someone outside the COJC process, but familiar with the nuances of Jewish education and community. Please let me know of any one we should consider for this role.

Please do not hesitate to contact me with questions about this plan. Thanks in advance for your time and effort.

cc: Executive Directors

attachments

## COJC-MANDATED SELF-ASSESSMENT OF CLEVELAND FELLOWS

February, 1992

## INTRODUCTION

In guiding the professional development of our students, the faculty of the Cleveland Fellows Program stresses that sustained professional growth and effectiveness as a Jewish educator depend on the willingness and ability to be self-correcting. This entails a commitment to serious and on-going efforts at self assessment. As will be documented below, a commitment to this kind of self-evaluation is institutionalized in the life of the Cleveland Fellows Program. Nonetheless, the request on the part of COJC for a more systematic and comprehensive self-assessment provided us with an occasion to develop some new insights and a fuller perspective on our program. To facilitate the development of this more formal self-assessment requested by the COJC, we used the following procedure. Each member of the College faculty whose principal assignment is the Cleveland Fellows Program was asked to fill in a fairly comprehensive self-assessment form (See Appendix I), after which the faculty came together for an all-day session to compare and discuss their views on the various matters addressed by that form. This all-day discussion was taped, and after it was over a precis of the major themes and recommendations at the heart of this discussion was prepared. This precis served as the basis for developing this report. The report has been further developed, refined, and qualified through feedback elicited from the Fellows. This feedback was elicited with the help of a program evaluation form (See appendix II), which the Fellows were asked to fill out. Feedback from Federation professionals who have helped guide the COJC process (Daniel Blaine, Mark Gurvis) has led to further refinements in this report. In general, our

report follows the outline recommended in Daniel Blaine's December 3 memo concerning the self-assessment.

#### 1. Update of February, 1991 Progress Report

- a. Program faculty. In addition to Professor Daniel Pekarsky, director of the program, and Professor Lifsa Schachter (who also serves as Dean of the College of Jewish Studies), Jeffrey Schein has joined the program's faculty. Professor Schein received rabbinical ordination at the Reconstructionist Rabbinical College, and he holds a doctorate in education from Temple University. He is nationally known as a leader in the area of Jewish family education. In addition to teaching and programmatic responsibilities, both within and beyond the college community, he coordinates and oversees the fieldwork component of the Cleveland Fellows Program.
- b. Recruitment. The program is currently interviewing students for admission in the fall of 1992. We hope to admit 5 new students, who will join the 5 who are already in the program. Our recruiting efforts have included advertisements in national and other publications, publicity sent to Hillel Foundations and Jewish Studies programs around the country, recruiting trips to various mid-Western campuses, inquiries in Israel (for example, at Machon Pardes in Jerusalem), and heavy reliance on personal contacts. A special effort has been made to track down promising individuals in northeastern Ohio. There have been many inquiries, as well as over 25 formal candidates.
- c. The curriculum of the program includes courses, supervised internships, and more informal educational activities that range from workshops and service-projects to an Israel experience (to take place in the summer of 1993). The curriculum emphasizes

Judaica, principles of educational theory and practice, core-educational skills, and the need to develop a personal vision of one's role as a Jewish educator. In light of the kinds of positions that graduates are expected to assume, emphasis is placed on the acquisition of understandings and skills that will contribute to the ability to engage and educate adults and inter-generational groups as well as children in both traditional and more informal educational settings. There is also an emphasis on strategies for catalyzing and introducing thoughtfully conceived innovations into an educational setting. In light of the first year experience, and in anticipation of the group of students entering next fall, curricular revisions are now being entertained. Special efforts are being made to arrive at an adequate balance between the need for common educational experiences (leading to collegiality and a shared universe of discourse) and the need for individualization.

- d. Internships. Each of the five Fellows is observing and working as an intern in a local congregational setting. In addition to the five internship sites that the program is now using, negotiations have begun with other congregations that might be desirable as internship sites next year. The program is also looking into internship-possibilities with programs like The Retreat Institute and Project Curriculum Renewal. The program is also arranging with other agencies in the community, both Jewish and secular, for short-term placements of Fellows, so that they can become familiar with a greater variety of educational tools and perspectives. For reasons that pertain to professional development, each Fellow will be moved to a new internship-site for the second year of the program.
  
- e. Relationship with other communities which might sponsor students. There has been little progress in this area beyond what was reported in the February, 1991 Progress

Report. This continues to be an important area to pursue, especially as the program matures and develops a strong reputation.

- f. Faculty involvement as resources to the community. As is discussed in the section of this report entitled "Strengths and Weaknesses", faculty of the Cleveland Fellows Program are engaged in a variety of service activities that include teaching courses, lecturing, consulting to local educators, running workshops for educators, direct educational programming in congregations and elsewhere, and helping to promote thoughtful educational planning in a number of local congregations and in the community at large.
- g. Fellows graduate positions. Graduates of the program will begin full-time work in the community in a little more than a year and a half. Although considerable thought has already been given to the character of the positions that graduates will assume, there is much that needs to be done in order to identify these positions. A deliberative body that includes but is not limited to representatives of the Cleveland Fellows Program needs to be convened very soon to make very basic decisions concerning the way positions will be determined and financially supported. (For elaboration of some of these points, see the section below entitled "Conception of the Program.")

2. Refinement of February, 1991 goal statement.

The goal of the Cleveland Fellows Program is to create a local resource for recruiting, training, placing, and retaining talented, innovative educational leadership, especially in congregational settings. To meet this objective, the College of Jewish Studies has developed a new master's level program in Jewish education incorporating evolving specialties in family education and "beyond the classroom" education. It is expected that

both the faculty and the graduates of the Cleveland Fellows Program will contribute to the upgrading of the community's educational programs by promoting more thoughtful planning and the development of more effective educational strategies and structures.

3. Congregations, schools, and agencies in which the Cleveland Fellows Program is operating.

The following congregations serve as internship-sites for the Fellows this year: B'nai Jeshurun, Beth Am, Emanu El, Fairmount, and Park. In each case, but in different ways, the Fellow is involved in classroom teaching, in other service activities, and in careful observation of the congregational community as an educational setting.

In the case of Emanu El and B'nai Jeshurun, the Cleveland Fellows Program has entered into discussions with representatives of the congregation concerning strategies for engaging in future educational planning. More preliminary discussions about the program's role in planning-efforts have taken place between the director of the Cleveland Fellows Program and the rabbi of Park Synagogue, Dov Elkins, as well as with Rabbi Michael Hecht of Beth Am.

Cleveland Fellows faculty have served Temple Emanu El in a number of additional ways - via lectures, educational consulting concerning their Hebrew program, and direct educational programming. An example of such direct programming is Professor Schein's recent work in developing and coordinating a program of family Bible study.

The Cleveland Fellows Program (the Fellows and the faculty) is involved with the JCC in developing a community-wide pre-Pesach program.

4. Strengths and weaknesses

There is more than one dimension to the Cleveland Fellows Program. As a professional development and placement program, it is designed to attract talented individuals, to prepare them for meaningful work in Jewish education, and then to participate in the process of placing them in appropriate positions. But the program is also designed to help the community upgrade the quality of its educational system in other ways -- for example, by providing local congregations and agencies with direct educational services as well as with assistance in developing their own educational programs and by contributing in various ways to the up-grading of the skill- and understanding-levels of educators at work in the community. These various dimensions of the program need to be taken into account in assessing its strengths and weaknesses.

#### QUALITY OF STUDENTS AND ISSUES OF RECRUITMENT

The students in the Cleveland Fellows Program are bright, talented, and committed to Jewish education. We think that, individually and collectively, they can make meaningful contributions to Jewish education in this community. Although most of these individuals are far from being seasoned professionals who are already steeped in a knowledge of Jewish tradition, they are rich with potential. It is our expectation that through the combination of field-work and academic study that the Cleveland Fellows Program offers they will evolve into the kinds of professionals who will help local congregational communities significantly improve their educational practices.

The rhetoric that has surrounded the Cleveland Fellows Program has led some members of the community to expect the Fellows to make significant contributions to education in Cleveland right away. Against the background of this rhetoric, some have been surprised, and others disappointed, that most of the Fellows are not yet sophisticated Jewish educators who are ready to assume positions of leadership. That our students are not further along when they enter the program could

be due to one or more of a number of possible factors, including inadequate recruiting efforts or an inadequate incentives package. We have carefully considered these possibilities and discuss them briefly below.

Although we think that in some minor respects our recruiting efforts could be improved, we believe that, in general, these efforts have been adequate, and that this is not the central problem. It does seem to us, however, that the package of incentives that the community has developed to attract talent into Cleveland is not sufficiently strong to attract from other communities more than young, entry level people of the kind we now admit. We have reason to be pleased that these individuals are more or less comparable to, and sometimes somewhat stronger than, individuals entering graduate programs in Jewish education elsewhere. To attract individuals who are "tried and true", or much further along in their professional development, would require a significantly stronger incentives package than we now offer. This particularly applies to our efforts to recruit such individuals from outside the Cleveland area. Our experience to date suggests that the program as it now exists is more likely to attract seasoned educators from the metropolitan Cleveland area than from elsewhere. It may, incidentally, also be that as the program matures and develops a strong local, regional, and national reputation, it will attract a larger and stronger pool of applicants, including perhaps candidates who are already relatively seasoned when they enter. In the meantime, we would do well to describe the Fellows in ways that suggest that it will take time before they become educational leaders and innovators. Although demands for service to the community may and should be made of the Fellows in the course of their training, their professional development requires that their identity as students be recognized and protected.

We are now in process of interviewing applicants for next year's entering class. There are among them some strong prospects, from Cleveland and from communities as far away as Nevada, New Jersey, Michigan, and Indiana.

## PROGRAM CONCEPTION

This section focuses not on strengths and weaknesses alone but also on refinements of the program's conception and on areas in which this conception needs further development. The discussion is divided into two sections, corresponding to the two (inter-related) dimensions of the program.

The Professional Development Program. Although our thinking concerning some of the latter stages of the program - for example, the Israel-component - requires refinement, in general, we believe that the program of professional development we have articulated is fundamentally sound. The program emphasizes the acquisition of skills and understandings that facilitate beyond-the-classroom learning, inter-generational programming, and the judicious introduction of innovation into educational settings. The program of preparation assumes that graduates of the program should be capable of working in more than one setting and have a rich repertoire of strategies to draw on. They should, of course, be adept at deciding the appropriateness of different settings and strategies for different populations. As a result of lengthy planning sessions, the courses in Judaica and in education, the internships, and other projects and learning experiences that are a part of the program seem to us individually worthwhile as well as well-integrated with one another. Both faculty and students have noticed and appreciated the strong program-integration. It is important to add that the program's embeddedness in the College of Jewish Studies significantly enriches the experience of its faculty and students. The culture of an academic institution like the College and the availability to the program of the College's faculty and support-personnel have been valuable in shaping the development of the program and its participants.

An important area of concern that has influenced the development of the program's conception relates to internship sites. From the standpoint of professional development, we believe that exemplary or at any rate strong field-settings for internships would be very desirable, and this is not

always or usually the case in Jewish education. Indeed, it is precisely the weaknesses of existing Jewish educational settings that have given rise to the recent reform movement in Jewish education. Without pre-judging the quality of available internship-sites in the Cleveland-area, our program has provided for the possibility that in critical respects some settings may be less than ideal by building into our program the expectation that each Fellow will be intensively mentored in his/her field-work by a faculty member of our program. This mentoring is designed to supplement the less time-intensive guidance offered by the field-based supervisor provided by each congregation. The program conception also calls for the Cleveland Fellows faculty to work directly with the field-based supervisors (who are often the educational directors of their respective congregations), with an eye towards maximizing the value of the internship experience to the Fellows. In addition to one-on-one meetings between the field-based supervisors and Fellows faculty, Professor Schein has convened a field-supervisors group that meets regularly. We believe that the work done with the field-supervisors, both individually and as a group, has the potential to contribute not only to the intern's progress, but also to the professional growth and effectiveness of the field-supervisors. Clearly, this close work with educational leaders in the field also confers a variety of benefits on Cleveland Fellows faculty, who have much to learn from the experience and insights of these individuals regarding the interns, the design of internships, and the community's educational challenges. In other words, we believe that the arrangements now in place have the potential to offer various indirect benefits to the field.

As another strategy for maximizing the potentialities of the program's field work component, we have built into the program design what we have come to call secondary or satellite internships. Satellite internships are short-term field placements in particularly interesting settings, drawn from both the Jewish and the secular educational arenas. Through placements in such settings, Fellows will grow acquainted with educational perspectives as well as a variety of other educational tools that we hope will prove invaluable to them in their work.

Another area of concern relates to the length of the program. Two years is not a long time to accomplish all that we believe would be desirable in the way of pre-service preparation. Given their backgrounds, we believe that, Judaically and otherwise, our students would profit from a period of professional preparation that is longer than two years. Since this is unrealistic, this will necessitate some difficult choices, as well as instituting--or rather, meaningfully operationalizing-- the expectation that Fellows continue in their studies after they have completed the initial two-year program of preparation. In addition to participating in an on-going seminar and in various collaborative projects, graduates will be expected to continue formal course work in Jewish Studies.

Related to this last point is our sense that the original program conception for the Cleveland Fellows Program assumed students and graduates who were further along in their professional development and level of Judaic knowledge than the students who come our way. This needs to be taken into account in developing curriculum, as well as in defining the character of internships and of positions for graduates.

The Cleveland Fellows Program as an Instrument of Educational Improvement. The Cleveland Fellows is not only a professional development program, it is also, and especially, designed to help up-grade education in the Cleveland area. Some fruitful discussions, particularly with our Review Panel, concerning the ways in which the program can be expected to contribute to improvements in the field have led to refinements in the program's conception. Below is a summary of our recent thinking concerning this matter.

It is expected that graduates of the program will come to play an important role in helping to upgrade the quality of Jewish education in Cleveland. As individuals working in different settings, they will represent high standards of professional practice; they will introduce new educational strategies designed to reach old and new target-groups more effectively; and they will help catalyze thoughtful educational planning. Equally important, graduates of the program will also, over a

period of years, make important contributions as a cohort. Indeed, one of the most exciting prospects associated with the program is that eventually the field will be populated by a cohort of individuals who, having gone through the program and continuing to share in its activities, will be united by bonds of support as well as by a shared universe of discourse. As a group they will form a critical mass that may help improve the field in a way that would be impossible for any of them alone.

This said, it is crucial to reiterate that it is unrealistic to suppose that Fellows who have just entered the program or who have just graduated are already prepared to take on significant roles as leaders and role-models. To guide them towards becoming educators of this kind is the challenge of the program.

Partly, but not exclusively, because it is unreasonable to assume that entering Fellows are, or will be in the very near future, ready to assume leadership positions, our own thinking emphasizes that the responsibility for contributing to educational improvement in Cleveland rests not only with the Fellows but also with the program as a whole, including its faculty. We anticipate a number of ways in which the program will contribute to an upgrading of the field. For example, as noted elsewhere in this document, the work that Fellows faculty do with congregation-based field-supervisors has the potential to contribute not only to their work with interns but also to other aspects of their professional activities. Second, each congregation that accepts the benefits and challenges associated with taking on an intern enters into a formal agreement to engage with the Fellows Program in a serious process of educational planning involving key lay- and professional leadership. The aim is to identify structural and programmatic areas of need against the background of congregational priorities and of visions of what might be possible. Related to this, to the extent feasible, the human resources of the program are made available to these congregations in their efforts at self-improvement. Third, it is expected that the involvement of Fellows faculty in the process through which graduate positions are articulated will encourage serious educational

planning at congregational and community-wide levels. Fourth, the Cleveland Fellows Program stands committed to the development of collegial ties among the various programs, institutions and individuals who are engaged in efforts to improve Jewish education, especially to the articulation of effective strategies for facilitating meaningful cooperation and coordination among them. Fifth, through their research activities and other vehicles, the Fellows faculty will help to put before the community not only visions of possibly promising new directions but also fundamental issues and choices with which it needs to wrestle in its effort to improve Jewish education.

Having listed areas and ways in which we feel our program can make a contribution to educational improvement, it is important to introduce the following as a qualification. The process of catalyzing and institutionalizing change, is, at best, a difficult task. It is a long-term effort; there are no quick fixes. It is probably important for us as well as for the institutions we work with to be mindful of this.

One critical dimension of the program's overall conception that is central to its role as an agent of improvement concerns the positions that Fellows will occupy upon graduation from the program. There are at least three unresolved issues that need to be addressed.

- a) what the positions should look like;
- b) the process for deciding where the positions should be housed and how they will be financed;
- c) how to develop an investment on the part of the community, especially the congregations, in creating and maintaining these positions, especially in a recessionary period.

With respect to a), discussions that include representatives of the program and of the Continuity Commission should begin very soon to decide on a decision-making process. With respect to b), although the present lack of clarity is to some extent a reflection of the community's uncertainty about what its needs will be two years down the road, we believe that we - the program's faculty - need to do more than we have to clarify and refine our own visions of what kinds of professional educators the field now needs. Greater clarity concerning what a full-time "family-educator" might do, for example, would be invaluable not only to local congregations who are looking for new directions but also to us as Cleveland Fellows faculty in our efforts to fine-tune our program of professional preparation.

#### DEVELOPMENT OF PROGRAM TO DATE

The Fellows have now completed their first semester of work. Each of them has been engaged in a program of study at the College, some of it individualized, as well as in an internship in a congregation.

Based on our own impressions and those of the Fellows, we believe that the courses, the projects associated with them, and the special workshops that have been developed for the Fellows have been stimulating and relevant to the professional development of the Fellows.

The Fellows receive a lot of advisement from the program's faculty and have expressed strong satisfaction with the quality of that advisement. They feel, and we concur, that this advisement has done a lot to integrate and give direction to each Fellow's program, to offer them feedback concerning their progress, as well as to give them appropriate kinds of support as they integrate themselves into the community and into the various components of the program.

As noted earlier, one of the guiding expectations of the program is that the Fellows will develop into a cohort of individuals who offer one another support and advice and who will work in a common spirit towards the improvement of Jewish education in Cleveland. Therefore, the development of the Fellows as a group is a matter of critical importance that needs to be commented on. Over a period of time, we sense the growth of a shared language of discourse among them and of a capacity to think fruitfully together about important educational issues. In view of the differences among them in age, temperament, background, and outlook, this is particularly noteworthy. We believe that the opportunity to study in, and to reflect on the workings of, a pluralistic community will be invaluable to them in their professional activities as educators who will be working with religiously and otherwise heterogeneous colleagues and clientele. The Cleveland Fellows community provides a model of pluralism at work that can enrich the field.

The internship experience is a critical component of the program, the expectation being that through this experience each Fellow will both develop professionally and make some contribution to the setting in which he or she is placed. Although there is a common core to the internship experiences of the Fellows (for example, they are all working in classroom settings in their first year), significant differences between individual Fellows and between the different internship sites make it necessary and desirable to design each internship differently. Although, thanks to the help offered by the congregations, we have been reasonably successful in this effort to define a meaningful internship position for each Fellow, the fact that for a number of reasons we got off to a late start last year in negotiating for these positions has in some cases impeded our ability to develop optimal internship positions. We don't anticipate this problem in the future.

With the help of their mentors and field-supervisors, we feel that the internship experience has proved invaluable to most of the Fellows. Not only are they developing and refining classroom-related skills, they are also, to varying degrees, involved in developing and implementing beyond-the-classroom projects for children and/or families and adults. In addition, they are engaged in

systematically studying their classrooms and congregations as educational environments, with an eye towards uncovering and analyzing problems and potentialities. We are very pleased to report that the field-supervisors working with the interns, while strapped for time, have generally been supportive, helpful, and patient.

With respect to the contributions of interns to their respective congregations, as judged by their professional leadership, the results have been uneven. Reactions have ranged from strong enthusiasm concerning the extent and quality of the Fellow's work, to general satisfaction, to concern over the Fellow's performance. Those difficulties that have arisen can be traced to the need to develop better and more timely communication between the congregation and the program; the need for greater clarity from the outset between the program, the Fellow, and the congregation concerning what may and should be expected of a Fellow in an initial internship experience, as well as a possible need on our part for more firmness in holding everyone to these expectations; and a need to be more attentive concerning the issue of "good fit" in making internship assignments. Having identified what seems to be principal sources of the problems we have encountered, we are actively addressing them, aided by the insight and good will of congregation-based professionals.

The faculty of the Cleveland Fellows Program are available and have begun to serve as resources to the community. In the College of Jewish Studies and other settings, they regularly offer courses, workshops, and lectures to audiences of educators and others. The director of the Cleveland Fellows Program is now serving as the COJC professional group's facilitator. We have offered consultations to educators in the community, as well as to COJC and to Federation on significant matters (including how to proceed with program evaluations like this one). Our faculty has organized and offered educational programs for schools and for some of the congregations with which we are involved. We have begun meeting with representatives of two congregations with an eye towards facilitating their educational planning. Because of serious ambiguities concerning who should be doing what kind of educational planning in the community, we are approaching this latter

area somewhat cautiously and with the intent of including in our efforts representatives of other agencies involved with educational planning.

The 1991-92 academic year has provided the faculty of the Fellows Program, two of whom are new to Cleveland, with a chance to get acquainted first-hand with the educational and political realities, with the educators, and with the problems and potentialities that make up the Jewish educational landscape in the Cleveland-area. We believe that our increased understanding of the community will enable us to better serve both our students and the community in the years ahead.

#### PUBLICITY

While we believe we have done a fairly good job of communicating what we are doing to the upper echelons of the community (for example, to appropriate lay-committees at Federation, to our own Review Panel, and to the COJC leadership, we feel that we have not succeeded in adequately publicizing the program to the community at large. We believe, for example, that the rank-and-file of congregations know very little about our program or about the rest of the COJC process. This is a definite weakness. It contributes to mis-understandings of the program and to ignorance concerning its very existence. We are actively working on strategies that will remedy this problem, a problem that reduces our overall effectiveness. It is worth noting that we have tried, without success, on more than one occasion to get the Cleveland Jewish News to write up some aspect of our project.

#### RESEARCH

We strongly believe that research concerning issues that bear on or grow out of our work has a lot to contribute both to our own community and to the field of Jewish education. We count our inability to date to find adequate time for such research a serious failing and one that we will work hard to

remedy. Time spent on research may seem like a frill in the short run; but it is, in the long run, invaluable to progress in our work.

Despite the absence of sufficient time for research, faculty associated with the program have succeeded in launching three projects that, if brought to fruition, could prove invaluable to the program and to the field. One of these concerns strategies for working effectively with weak internship-sites. A second concerns different visions of what a Jewish educator looks like who combines skills associated with formal and informal settings. The third is concerned with developing a tool for assessing student-progress in the program.

#### INTERNAL ORGANIZATION/DIVISION OF LABOR

The staff of the Cleveland Fellows works extraordinarily well together. An ethos of mutual respect and cooperation infuses our work together, and policy decisions generally arise out of shared deliberations. The division of labor also seems to be generally well-balanced and equitable. Our staff is, though, smaller than originally envisioned by the Continuity Commission, and we are concerned that this will affect our ability to be fully effective across all the dimensions of the program -- particularly next year when our student body doubles.

5. Issues arising through implementation.
  - a. As noted above, we need greater clarity concerning the positions the Fellows will occupy on completion of the program. This, when achieved, will enhance our effectiveness in program design and evaluation. This is a matter we are currently addressing, but it is one that will also require input from other stakeholders in the program.

- b. In the internship-setting, there is still some uncertainty concerning
- 1) the appropriate balance between professional development needs and the need to contribute to the setting, and
  - 2) what prerogatives representatives of the setting legitimately have to make demands of the Fellow who is situated there.
- c. The program and community-morale. We are concerned that the program not adversely affect the morale of other educators in the community. The fact that Fellows receive a lot more supervisory time than do others educators, that they receive stipends to study at the College (while other educators need to pay to do so), and that they are headed for positions that pay better than do most other positions in the field (including, in some cases, the positions of those currently supervising them) can give rise to resentment. So, too, can the belief that the Fellows will displace individuals now in the field.
- d. The program expects a lot of field-supervisors, but nothing is built into our budget to support their efforts. Our ability to make substantial demands on them in the future may depend on the community's ability to offer them some kind of financial incentive. Our budget-request for next year makes provision for this.
- e. Though perhaps to some extent inevitable with a genuinely new program that is supported by a variety of stakeholders, development of the program has at times been hampered by ambiguity as well as by conflicting and shifting messages in the community concerning certain critical issues - for example, the kinds of settings and the kinds of roles for which Fellows are being prepared and the kinds of settings that

are appropriate as internship-sites. This difficulty has been compounded by the absence of any clear and recognized procedure for resolving such matters. Fortunately, over a period of time, these substantive and procedural issues have moved towards fruitful resolutions.

6. Interactions with other COJC programs

Although personal relationships between our own staff and other COJC professionals have been very good, the overlaps in our mandates to help improve education in congregational settings, combined with the absence of adequate mechanisms/structures/reward systems for facilitating cooperation, have made the kind of coordinated planning and effort called for by the COJC difficult to achieve.

In spite of this difficulty, some efforts at collaboration have been made. Through the mechanism of the COJC Professionals Group, which meets monthly, the representatives of COJC programs have the opportunity to discuss both common and individual problems and concerns in an increasingly candid, mutually supportive, and helpful way. The Cleveland Fellows Program is currently collaborating with the JCC in developing a community-wide pre-Pesach program. Experimental collaboration is also beginning between the Cleveland Fellows Program and the BJE concerning how to encourage educational planning in at least two area-synagogues. As a result of recent negotiations which have resulted in a broadening of the settings in which Fellows may satisfy their internship requirements, The Cleveland Fellows Program will also be trying to arrange field-experiences for our students with programs like the JCC's Retreat Institute and the BJE's Project Curriculum Renewal. Such internships could contribute to strong, fruitful inter-program ties.

7. On-going evaluation processes.

Our program is committed to the belief that in addition to careful planning, we need to be carefully attuned to what actually happens when we put our plans into practice; otherwise we cannot be self-correcting. Special staff meetings are devoted to assessments of our program, and we have also organized forums - such as a weekly Community Meeting - that allow for regular feedback from students in our program. In addition, we have tried to communicate to institutions and individuals we work with that we are receptive to and will seriously respond to their feedback; beyond this, we have learned that it may be fruitful to be proactive in seeking out their reactions. Particularly in the early stages of program-development, such feedback can be invaluable.

In addition, we profit from the input of a number of interested committees and individuals that meet with us or with the director of the program periodically to discuss program-related issues. We have especially benefitted from the input of our Program Review panel, which has helped us articulate and address difficult questions concerning program conception and implementation.

We are exploring the feasibility of two other evaluation strategies that would bring "outsiders" into the loop to offer us insight into the strengths, weaknesses, and challenges of our program. One of these is to request Professor Walter Ackerman, who shared in conceptualizing the program, to develop an in-depth qualitative assessment of our progress via interviewing appropriate individuals and reading relevant documents. A second possibility is to hire an educational researcher to do an on-going in-depth study of the development and implementation of the program, along the way offering to us feedback that would be pertinent to our efforts. While these two proposed efforts have overlapping agendas, their emphases are very different. The Ackerman-proposal is primarily designed

to contribute to program effectiveness by identifying and helping us address critical issues and problems. The other proposal is designed as an analysis of the program's long-term development which will contribute to a Jewish education research-base that will inform future reform efforts, both in Cleveland and nationally. If Cleveland is really to play a pioneering role in Jewish education, it is crucial that its efforts be studied systematically. This is the intent of the second proposal.

8. Questions that remain to be answered include the following:

Through the internships and through various services provided by the Cleveland Fellows faculty to congregations, to agencies, and to local educators, the Cleveland Fellows Program is charged with contributing to the community (long before its graduates enter the field as full-time professionals). Our sense of how well the program is doing in this area, of how it is perceived by the agencies, educators and congregations we work with, is largely impressionistic. More data concerning this matter would be valuable to us in our efforts to serve the community.

Related to this, we are concerned, but have little significant data, about the following matter. To what extent, if at all, does the Fellows Program generate unhappiness on the part of other educators in the community -- because although they often have less experience, they may soon command higher salaries, or because they may be perceived as a threat to the positions of those now in the field, or because of the attention they get, or because of the special learning-opportunities they are offered?

APPENDIX I



MEMORANDUM

TO: Lifsa Schachter  
Jeffrey Schein

FROM: Daniel Pekarsky

DATE: November 12, 1991

RE: Self-assessment

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Before talking about the content and structure of the evaluation, I would like to give each of us a chance to jot down and then discuss our intuitive judgments along what seems like pertinent dimensions.

Below are a series of questions/areas that I would like you to address, with attention to strengths/weaknesses and challenges. Please feel free to add, subtract, or revise categories as you see fit in developing your assessment.

My suggestion is that we spend an hour working individually (away from the telephone and other distractions), and that we re-convene at 10 a.m. to begin our discussion. Based on today's discussions, I will try to draft a preliminary evaluation-document which we will jointly review in mid-January. Our report is due at the end of January.

In developing our self-assessment, assume that what is at stake is not the existence of the program, but how its strengths can be maintained and how its weaknesses remedied.

GUIDELINES FOR A PRELIMINARY SELF-ASSESSMENT

Please identify strengths, weaknesses, and, where pertinent, recommendations for improvement, along the following dimensions:

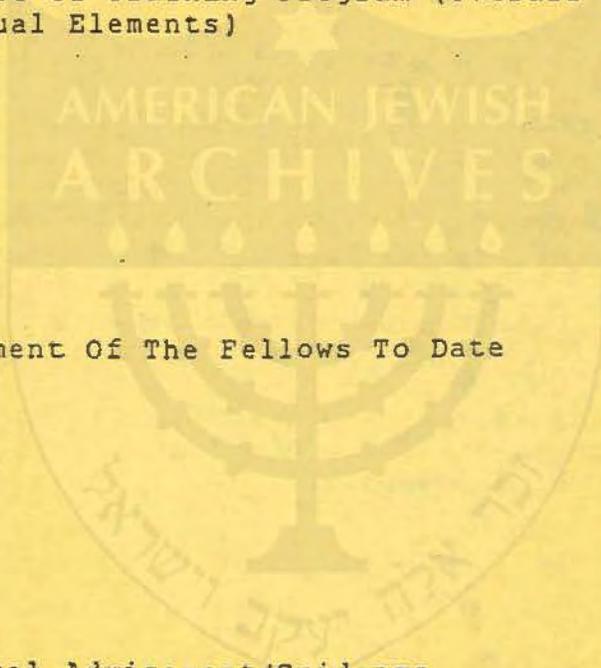
I The Cleveland Fellows As A Training Program

A. Recruitment:

B. Structure of Training-Program (Overall Coherence And Individual Elements)

C. Development Of The Fellows To Date

D. Individual Advisement/Guidance



II Cleveland Fellows as an Instrument of Educational Improvement in the community.

A. Adequacy/Clarity Of Conceptualization

B. Development Of Relationship With Internship-sites

C. Impact On Collegiality Among Education Professionals

D. Raise Consciousness Of Community Concerning Important Issues

E. Impact Of Fellows On Congregations And/or Individual Classes

F. Effect Of Program On Morale In Community

G. Positions For Graduates

III Organization/Personnel

A. Working Relationships Among Cleveland Fellows Faculty

1. Division Of Labor

2. Deliberative Style

3. Collegiality

4. Effectiveness Of Communication

B. Integration Of Program And Its Staff Into College Community

C. Sufficiency Of Staff

IV Evaluation/Mid-course Corrections

A. Openness To Negative Feedback And Willingness To Make Corrections

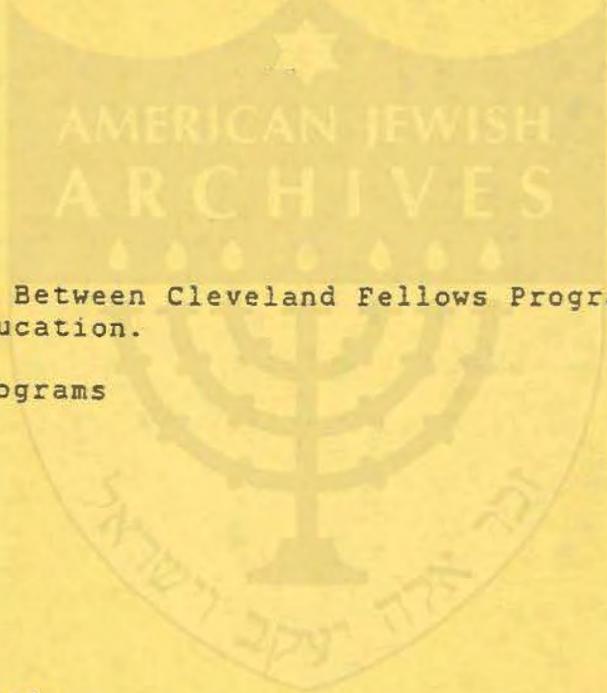
B. Presence Of Atmosphere/structures Facilitating On-going Evaluation

VI Public Relations

Adequacy Of Program's Efforts To Be Visible To Appropriate  
Constituencies

VI Research Efforts

Adequacy Of Program's Efforts To Research Its Own Work And/or To  
Contribute To General Research In Jewish Education.



VII Relationship Between Cleveland Fellows Program And Other Programs  
In Jewish Education.

A. COJC Programs

B. Congregations

C. Federation

VII Unintended Problems and Achievements



APPENDIX II



FELLOWS' ASSESSMENT OF THE CLEVELAND FELLOWS PROGRAM

JANUARY 1992

The Cleveland Fellows Program is designed as a vehicle of professional development for individuals pursuing a career in Jewish education. Since becoming a more effective Jewish educator involves growth as a person, growth as a Jew, and growth as an educator, all of these dimensions should be kept in mind in assessing the adequacy of the program.

Your perceptions of the program's strengths, weaknesses, and challenges are critical to our efforts to arrive at a balanced assessment of where we are and where we need to be going. Please use the following questions/categories as guides to your assessments. If these categories/questions fail to get at matters you consider important, there is room to remedy this at the end.

1. Adequacy of courses (you might want to consider whether they are interesting, well-organized, relevant to your professional/personal growth, pitched at a reasonable level, etc.)



2. Internship The internship has involved opportunities to teach, to develop other programs that serve the congregation, and to observe various aspects of congregational life. Supports have included field-supervision with a representative of the congregation and mentoring with a representative of The Cleveland Fellows Program. Please comment on the strengths and weaknesses of the internship experience to date, considered as a vehicle of professional growth.



3. Advisement Individuals going through the program can reasonably expect to be advised concerning their progress in the program, issues that concern the, their program of study and professional growth, etc? Please comment on the adequacy of this kind of advisement.



4. A feature of The Cleveland Fellows Program is a regular Community Meeting. It is designed to give the Fellows-community a chance to process and deliberate over matters of importance to this community, as well as to initiate and develop projects/programs of various kinds. Please comment on the usefulness of the Community Meeting format. How, if at all, does it contribute to the life of the program? How, if at all, would you modify it, etc.?



5. A program needs to be assessed not just in relation to its individual components, but also in relation to the way these components do or don't hang together. Please comment on the overall coherence/integration of The Cleveland Fellows Program.



6. Superfluities/Omissions Are any aspects of the program in your view superfluous or unnecessary? Is there anything glaringly absent from the program?



7. Other In this section discuss strengths, weaknesses, concerns, and suggestions which have not found a place in the preceding sections (or which you would especially like to emphasize).



M E M O R A N D U M

TO: Cleveland Fellows Review Panel  
FROM: Daniel Pekarsky  
DATE: March 24, 1992 *D.P.*  
RE: Our recent meeting

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I found our recent meeting (on 3/12/92) extraordinarily stimulating and thought-provoking, and I wanted to share with you some of my reactions. The first of these is the sense of excitement that I felt during and after the meeting. Our Review Panel meetings have evolved into a forum that permits serious, candid thinking (and even less formed "thinking out loud") concerning critical issues in Jewish education-- issues that may have implications not just for the Cleveland Fellows program but also for the larger project of improving Jewish education in Cleveland.

Second, an important point to emerge for me from the meeting is that in our efforts to underscore areas that deserve attention in the first year of a new program, we may have understated our achievements and sense of progress. This is especially true in two areas:

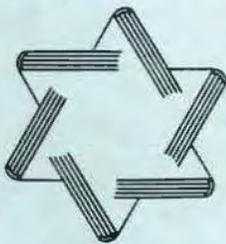
- a) The extent of our faculty's contributions to the local community; and
- b) the strong contribution that can be expected from the Fellows themselves. With respect to this last point, in emphasizing the fact that graduates of our program might not be immediately ready for super-star status out in the field, we may have under-emphasized both in the meeting and in the document the contributions that, individually and as a cohort, the Fellows will be capable of making with two years of serious study and preparation under their belts. With such preparation and with the continuing support of the Fellows Program, graduates of the program will be well-situated to make important contributions in the settings in which they will be placed. Both these matters need to be emphasized in the re-draft of the self-assessment.

Third, I felt that in the course of the meeting a first draft of what might be a more comprehensive community approach to leadership development began to emerge, an approach which builds on but goes beyond what is already in place in Cleveland. This 4-tiered approach emphasized:

- 1) An effort to attract into Cleveland "Senior Fellows"--educators who would work in the community and the program and who have already established themselves as skilled, energetic, creative, responsible educational leaders. They would assume senior positions in the community and would be strongly linked to the College's existing Fellows program, serving as mentors to our students, engaging together in Jewish study, and participating in serious discussions -- both theoretical and practice-oriented -- concerning the improvement of Jewish education.
- 2) Sustained intensive work with educational leaders already in place aimed at offering them opportunities to up-grade their skills and to develop their understandings of their work as educators. This might include partial Sabbatical support for study either locally or, in exceptional cases, in programs like "the Senior Educators Program" in Jerusalem.
- 3) Developing a cadre of strong educators--the backbone of the system--who will slowly introduce new strategies into the field and from among whom new leaders will emerge. We will identify and nurture exceptionally promising local, regional, and national talent via a carefully designed graduate program and placement process. This is the Cleveland Fellows Program as it now exists. The Fellows faculty would actively work with the institutions/agencies in which Fellows are placed with an eye towards educational improvement.
- 4) A program designed to bring along very raw talent that may not be ready for the Cleveland Fellows Program. Such individuals might be offered a tuition-free program of study at the college as well as very entry-level positions in Jewish education locally. The most promising might eventually be steered into the Fellows Program (see #3).

In connection with these matters, particularly with the "Senior Fellows" option, two points seem to me worthy of mention. The first, noted at the meeting, is that there is not agreement among us concerning the existence/availability of the kinds of "Senior Fellows" described in this four-tiered system: at best, it may prove extremely difficult and time-consuming to identify and attract such individuals; at worst, they may not be out there to be found. Under these circumstances, what might make sense, should we decide to try the "Senior Fellows" route as part of a larger program of action, is to initiate a search for one or more such individuals, but without assuming in advance (and building policy on this assumption) that such individuals will be found. The second point, not made at the meeting but certainly equally important, is that even if such individuals can be found and attracted, we must still be careful not to expect miracles from them. Put differently, the problem with some of the rhetoric that has surrounded the Fellows is not just that the Fellows we have attracted are not yet able to live up to it, but that it ascribes to the educator more power than even a "Senior Fellow" can be expected to have. It may be, that is, that our rhetoric needs to be toned down (quite apart from whether we go after and find more senior people).

I look forward to any further reactions you may have to these ideas and to the self-assessment. Thank you for your past and future in-put concerning these matters.



# BJE

CLEVELAND BUREAU OF JEWISH EDUCATION

2030 SOUTH TAYLOR ROAD, CLEVELAND HEIGHTS, OHIO 44118 (216) 371-0446

COJC-EVALUATION CONDUCTED BY STAFF OF  
PROJECT CURRICULUM RENEWAL (PCR)

MARCH, 1992

**I. INTRODUCTION: PCR HISTORY**

Project Curriculum Renewal (PCR), now in its sixth year, is the Cleveland Jewish community's answer to the extensive curriculum needs of its 26 schools. Patterned on the curriculum work of Dr. Allan Glatthorn, PCR is a school-based approach to curriculum change that relies on PCR staff and resources to guide the change process and oversee its efficacy. PCR is the direct result of the Cleveland Bureau of Jewish Education's 1984 Study of Cleveland Jewish School Curriculum which revealed the dismal state of curriculum in Cleveland's Jewish schools:

1. Few of the 26 schools had adequate written curricula. The majority of schools submitted textbook lists as their curricula;
2. Few school directors or teachers had any formal training in curriculum conceptualization or development;
3. Few school directors were satisfied with their schools' overall curriculum design or the quality of grade-level curricula in use at their schools;
4. While school professional staffs rated the need for better curriculum "very necessary," school lay leaders rated it only "of average need";
5. While only two school directors thought they had the time, resources and skills to meet their schools' needs, all of the schools surveyed defined curriculum development as a job responsibility of their directors;
6. Most revealing was the fact that only 10% of the schools had current statements of philosophy and goals.

The composite picture that developed was one of uncontrolled curriculum change over the previous 15 years. The typical school changed its curriculum and programs piece by piece with no overall planning structure. Most of the curriculum changes that were made were the result of personnel change. Schools felt compelled to change course offerings when they could not find qualified personnel to teach what the school wanted to offer. Over time, the original course was forgotten and the new course replaced it. Likewise, every time schools changed directors, they changed their educational programs to reflect the interests and views of the new directors. The annual teacher changeover rate in 1984 was 30% and many schools had changed directors several times in the previous five years.

When searching for a curriculum development model which would help Cleveland's Jewish schools improve their curricula, numerous models were examined from which Glatthorn's "Curriculum Renewal" approach was chosen because it:

- A. Recognized that curriculum development is as much a process as a finished product. As a process, it must include a role for all key stakeholders in the educational endeavor;
- B. Recognized the distinction between writing a quality curriculum and successfully implementing it;
- C. Involved teachers in the development of curricula they would be expected to use;
- D. Enabled schools to institutionalize curriculum development policies to guide their ongoing curriculum improvement.

PCR was initiated by the Bureau in 1987 as a pilot study supported by a meager budget and staffed by only one half-time individual. One day school and one weekend religious school participated in the three-year pilot study. The results of this study contributed enormously to the final design of the PCR process now in operation in six schools.

## **II. PHILOSOPHY OF PCR**

An understanding of the following PCR beliefs about the role of curriculum in education is an essential prerequisite to the evaluation of PCR.

- A. Written curriculum offers an effective means of improving and shaping Jewish education;
- B. Creative and qualitative written curriculum improves the effectiveness of the educational experience in and beyond the classroom;
- C. Curriculum development is a school-based cooperative process with roles for lay leaders, parents, rabbis, teachers, school director and PCR curriculum specialists;
- D. The written curriculum must be usable by the Jewish educator assigned to implement it;
- E. The written curriculum must grow out of the school's goals, relate to the reasons why the curriculum is being taught, offer a wide selection of teaching/learning methodologies and include all the print, media and other resources teachers, students and parents will need;
- F. Effective curriculum implementation requires training in the use of the curriculum and in-class support for teachers.

## **III. THE PCR FORMATIVE EVALUATION PROCESS**

Built into PCR is an on-going, formative evaluation process based on the "Multiple Method" approach to educational evaluation. This model was chosen by PCR staff (with Committee approval) following extensive research and discussion with nationally recognized educational evaluators and participation in a national institute on evaluation sponsored by the Association for Supervision and Curriculum Development (ASCD).

The "Multiple Method" approach is designed to reduce evaluation bias by gathering data from a variety of sources through multiple methods. In the case of PCR, data derive from school lay leaders, teachers,

school directors, subject area specialists and PCR staff. To a lesser extent, students provide feedback as well. Data are collected in a variety of ways including personal interviews, group meetings, teacher and school director evaluation forms and anecdotal reports to PCR staff.

It is not unusual for different participants to express different views about what is important and what is, or is not, working. Sometimes the discrepancies in data are explainable and sometimes they require further exploration. For example, two out of three teachers may report a particular activity was highly successful while one teacher may report the same activity was a complete failure. In such a case, PCR staff would discuss the findings with the school director who may explain the negative response as an indicator of the respondent's weakness rather than the activity's weakness. On the other hand, the director may have no explanation in which case PCR staff meets with the teachers to explore what happened.

Each phase of PCR's intensive curriculum work is evaluated twice each year with an eye to improvement. Each evaluation considers three broadly phrased questions: What is working? What are we doing that can be improved? What is not working and needs to be changed or eliminated?

#### **IV. ASSESSING THE ATTAINMENT OF PCR GOALS**

PCR was designed primarily to help schools articulate their educational goals, identify areas of curriculum need and adapt/develop and implement new curriculum. The PCR approach calls for the participation of key stakeholders in the school and seeks to impart the minimal skills necessary for a school to continue to develop curriculum under its own initiative.

Over the past three years, PCR has also become a curriculum resource for the larger community as well. PCR staff has influenced the quality of community educational programs by acting as program consultants and providing quality resource materials.

An evaluation of the degree to which PCR has progressed toward achieving these two major functions is detailed below.

A. Assessment of Three-Year Intensive Project

**Goal 1: Admit two schools each year into the PCR intensive project with a maximum of six schools participating at any one time.**

**Assessment:** PCR attracted 18 schools to volunteer for admittance into the three-year project. PCR has succeeded in admitting two schools each year, with six schools presently engaged in the intensive project and two schools having participated in the pilot study phase.

**Goal 2: Assist participating schools to articulate and write statements of philosophy and goals to guide their school's curriculum development.**

**Assessment:** PCR has assisted all eight schools to date in writing or rewriting their philosophy and goals statements. Furthermore, this part of the PCR process has been a vehicle for identifying other problems--curricular, organizational, etc. --confronting each school.

**Goal 3: Analyze school curriculum for consistency with school goals and internal organizational appropriateness and adopt or create curriculum designs.**

**Assessment:** PCR's use of numerous instruments to analyze each school's written and taught curricula has successfully demonstrated school weaknesses and strengths. PCR staff has significantly helped to redesign each school's overall educational program based on an analysis of the school's curriculum and goals, principles of child development and sound pedagogic practices. This achievement requires further explanation because it encompasses an enormous amount of work and stretches staff's skills. Each school that participates in the three-year intensive project brings to the process curriculum and school programs that are fraught with problems which typically include:

- The same subjects being taught in the same way at multiple grade levels. (For example, unplanned repetitive teaching of Jewish holidays, especially in the primary grades);
- Biblical stories taught in grades K-3 with virtually no attention to Tanach or other traditional texts in later grades;
- Overloaded school programs that attempt to teach every facet of Jewish life and history in three hours of instruction per week;
- Courses that are at inappropriate grade levels or totally unrelated to a school's primary educational goals;
- History courses that lack meaning or relevance and often attempt to cover thousands of years in a single course;

When a school decides which area of curriculum it wants to develop during its participation in PCR, PCR staff immediately begin to help redesign the school program to accommodate the new curriculum. For example, work at one school involved changing its confirmation class from Monday evening to Sunday morning both for parental convenience and to increase interaction between confirmation students and other students.

**Goal 4: Train selected school staff in developing creative and effective lesson plans.**

**Assessment:** Each year, PCR staff conducts between 40-60 hours of in-service education for all participating teachers in PCR schools. At least half of this time is used for lesson planning with some 80% of the participants actually using their training. Although only a relatively small number of teachers have enough knowledge of Judaism or pedagogy to develop creative lessons, the PCR lesson-planning approach makes it much easier for capable teachers to achieve greater creativity and lesson continuity.

Unlike traditional lesson planning formats, the PCR approach views lesson planning and learning as a process of discovering and creating meaning. The PCR approach stipulates that every program or lesson must include continuity among lesson objectives, resources and teaching activities. However,

teachers are encouraged to begin their planning through any of the three components, so long as all are adequately addressed. Unlike traditional approaches that require teachers first to identify objectives, the PCR approach does not limit which component may serve as the catalyst for the lesson.

**Goal 5: Help schools institutionalize curriculum improvement policies and procedures through school boards and curriculum oversight committees.**

**Assessment:** Each participating school has formed curriculum oversight committees which include lay leaders, directors, parents and rabbis. While these committees are very active in their first year, their activity and frequency of meetings decreases throughout the three-year process.

**Conclusions:** The three-year intensive project is the oldest part of PCR (its pilot study dates back to 1987) and represents most of the work of PCR staff. To date, PCR has succeeded in achieving most of its goals.

**B. Assessment of PCR Curriculum-Materials Development**

While PCR emphasizes the importance of the curriculum process, the process is only a means for achieving the greater goal, i.e., the development of creative and effective written curriculum in each school.

**Goal 1: Adapt/develop creative curriculum including clear learning objectives, varied teaching activities, resources and supplementary information needed for teaching the curriculum.**

**Assessment:** PCR staff has worked with participating teachers, subject-area specialists and research assistants to develop six full curricula. (Two schools are working cooperatively on one curriculum while another school is just beginning to identify the content area to be developed.) Each curriculum includes a statement of student learning objectives, multiple teaching activities and all necessary resources. These are in various stages of completion.

The following is a brief description of the curricula developed through the three-year program.

a. Tefillah Curriculum for Conservative Students

Developed during the pilot study with B'nai Jeshurun, this curriculum is for students in grades 3-9. It was designed to complement (not repeat) the tefillah studies of the same students who attended Beth Torah Hebrew School.

This was the first PCR curriculum and it is in need of extensive revision, editing and professional layout before it can be used effectively in other schools. Because B'nai Jeshurun classes are conducted on Shabbat, the curriculum includes only those teaching activities halachically permissible in Conservative Judaism. Additional activities must be added to make the curriculum effective for non-Shabbat teaching.

b. The New Primary Curriculum

Temple Emanu El Religious School, now in its final year of PCR participation has created:

- 1) a new primary curriculum design and
- 2) approximately 50 of the 75 lesson plans required to implement the design.

The primary curriculum design was developed by PCR and Temple Emanu El staffs to eliminate the redundant teaching of holidays and thus to make the most effective use of instructional opportunities in the primary grades while at the same time being consonant with the Union of American Hebrew Congregations' *William and Frances Schuster Curriculum Guidelines*.

The curriculum design specifies a basic theme at each grade level: Kindergarten, *Ani Yehudi* (I am a Jew); Grade one, *Limud Torah* (To Learn Torah); and Grade Two, *Klal Yisrael* (The Community of Israel). A special feature of the curriculum design is the inclusion of "Family Days," four or five of which are designed into each primary grade. On one of these days,

members of the family are invited to school to participate in experiential, educational activities with their children. During this time they jointly create craft items, use these items to review the essence of the curriculum topic under study (usually a Jewish holiday or value) and with these craft items sit for an instant family photo which becomes part of a Family Day Photo Album. The purposes of the Family Days are to:

1. educate parents about the Jewish holiday, value or concept;
2. build Jewish family experiences which will be remembered and cherished by both children and adults;
3. promote positive feelings about being Jewish and;
4. promote Jewish identity.

c. The Experiential Israel Curriculum

Developed with Park Synagogue teachers, this curriculum is an entirely experiential curriculum for grades 3 and 6. Originally, grade 9 curriculum was also scheduled to be developed. Due to the complexity of developing grades 3 and 6 and in-service scheduling difficulties, it was impossible to work on the ninth grade component.

By far, this curriculum is the most inventive and ambitious curriculum PCR staff has developed. Students construct stage sets of Israeli banks, shopping malls, food stores and restaurants. They stock them with appropriate articles that have been purchased and/or brought back from Israel. Students also conduct their own Zionist Congress to determine whether to accept a temporary homeland in Uganda and play a simulation game of the 1967 Six Day War that is set on the moon in the year 2067. The curriculum is now being implemented and evaluated. Though several changes are necessary, the curriculum is proving very successful according to the teachers using it. Because so much of the curriculum consists of "non-print" resources, staff is still seeking a

way of duplicating the curriculum for use in other schools.

d. An Inquiry-Based *Chumash* Curriculum

PCR efforts at Beth Torah are focused on creating a *Chumash* curriculum design and supporting lesson plans for grades 5, 6 and 7 (*gimel, daled* and *hey*). The design and lessons are being adapted from materials created over the past twenty years by the Melton Research Center for Jewish Education of the Jewish Theological Seminary. The Melton Method of teaching *Chumash* is inquiry based, i.e., a method in which students learn to question the meanings of what they read. However, because the Melton materials were developed for schools with three one-hour *Chumash* classes per week and because Beth Torah offers only two forty-minute classes per week, the Melton curriculum design and lesson plans must be revised and adapted to the Beth Torah schedule.

PCR and Beth Torah staffs have made excellent progress toward the development of the *Chumash* curriculum, including:

- 1) Creating the new curriculum design which specifies the content to be taught at each grade level. The curriculum design includes intensive study of portions of *B'reishit* and *Shmot* in grades 5 and 6 and, in grade 7, a study of issues and broad questions which are based on the content of the last three books of the *Chumash*.
- 2) Teaching teachers the Melton method for guiding student learning in *Chumash*. In learning the Melton method, teachers have observed a demonstration lesson and, in turn, some have prepared and demonstrated their own original lessons based on the Melton model.

The curriculum work of PCR with Beth Torah encompasses two class sessions per week for three grade levels, i.e. approximately 180 class periods.

e. Contemporary Issues and Jewish Values

This is a three-year curriculum whose development began at Suburban Temple and is now being continued by teachers at Beth Am as well at Suburban Temple. The curriculum, intended for students in grades 7-9, is designed to be taught simultaneously in all grades. This means, for example, that all students study about medical ethics or family relationships at the same time. This arrangement enables school directors to combine classes for increased student interaction, special programs and parent participation sessions. Because of the simultaneous use, the curriculum must include a three-year cycle of lessons.

The curriculum includes contemporary issues that confront students as Jews and as American teenagers. Issues include such topics as family relationships, terrorism, anti-Semitism, mercy-killing and environmentalism. Each issue includes the study of such traditional Jewish texts as the Bible, *Mishnah*, *Gemorah*, *Pesach Haggadah* and *Siddur*. Not only do students become familiar with the Written and Oral Traditions of Judaism, but they come to understand that what appear to be "their" issues are really the same issues that have confronted every generation of Jews.

The adaption and implementation of this curriculum at Beth Am has proven successful enough to warrant its continued dissemination to additional schools.

PCR staff has also produced several monographs on curriculum and "specialty" teaching guides on subjects of common interest, such as:

- A *tzedakah* curriculum guide with learning activities for students in grades K-7;
- A 10-page monograph on the culture and history of Iraqi Jews for high school students and adults;

--A variety of retreat program activities integrating the study of Jewish environmental principles and the experience of nature for students in grades 6-10.

**Conclusions:** The adaptability and effectiveness of PCR-developed curricula are being demonstrated in the schools in which they are being used. Additionally, PCR curricula have now been requested by several local schools and by BJE's in other communities.

**Goal 2:** Integrate family and beyond-the-classroom experiences into classroom curriculum.

**Assessment:** All PCR curricula include a component called, "Home Learning Activities." These activities are part of the actual curriculum, serving in place of "homework." They include discussions, interviews and surveys which students and parents or family members complete. Home learning activities have begun to prove effective at involving parents more in their children's education. Students and parents have responded enthusiastically to Home Learning Activities as reported to PCR staff by school directors and teachers.

Additionally, the Contemporary Issues and Jewish Values curriculum for students in grades 7-9 includes several joint class sessions for parents and students. In-school family programs are largely sponsored by the participating school and have focused on such issues as drug abuse, anti-Semitism and Jewish medical ethics. Typically these programs include a large group presentation by a guest speaker which is followed by small discussion groups. Some schools have integrated parent-student discussion groups while other schools have separate groups for parents and students. More parent/student family programs are planned for future units of this curriculum.

**Goal 3:** Produce well-designed curricula employing a standardized format.

PCR staff tries to include all the key components of effective curriculum: standardized format that

enables teachers to find what they are looking for quickly and easily; graphics to enliven and better communicate information; colorful hand-outs for students and parents; a layout which makes it easy for teachers to reproduce handouts; and a loose-leaf format to accommodate revisions and expansions.

Publishing quality curriculum materials, however, is very time-consuming and was not considered in the original PCR design. Consequently, only a few of the PCR curricula are published at the necessary level of quality.

**Conclusions:** PCR is producing high quality curriculum materials that are being received very well by the majority of teachers using them. The curricula are "resource rich," meaning they include everything necessary for teaching the curriculum. However, only if PCR staff is increased can it, in a timely fashion, publish and disseminate materials of the same high quality and thus have the greatest impact on improving the curriculum of Cleveland's Jewish schools.

C. Assessment of Quality and Effectiveness of PCR Curricula

A comprehensive critique of a curriculum includes up to 30 different items. For this evaluation, only the six most important components of curriculum were examined:

1. Accuracy of Content

All PCR curricula are written in their final draft by PCR staff. The final draft is reviewed by the Bureau's Executive Vice President, a subject area specialist and a professional editor outside of the Bureau. PCR curricula are highly accurate.

2. Relationship between Goals and Teaching Activities

All PCR curricula identify student learning goals which serve as the guidelines for selection of teaching activities. All teaching activities are focused on the accomplishment of

the specified goals. Of all curricula PCR staff has reviewed, PCR curricula demonstrate the closest relationship between goals and teaching activities.

3. Age-Appropriateness of Lessons

The greatest value teachers provide to the PCR process is ensuring that activities are age-appropriate. When teachers implement PCR curricula in their classrooms, they continue to monitor the appropriateness of activities for their students.

All PCR curricula are revised after their first year of implementation in accordance with teachers' and students' experiences. PCR curricula evaluated by teachers, directors and PCR staff are as age-appropriate as is possible.

4. Content Quality

Probably the greatest strength of PCR curricula is the quality and comprehensiveness of their content. All PCR curricula include teaching activities and support materials culled from the widest variety and highest quality of resources. PCR curricula are "resource rich," providing everything teachers need to use the curricula effectively and successfully.

5. Curriculum Usability

Jewish educational history is filled with quality curricula that failed to be usable by teachers. PCR curricula are easily usable because they:

- a. Clearly present the relationship between goals and teaching/learning activities;
- b. Offer a wide variety of resources and activities from which teachers may make selections;
- c. Incorporate teacher experiences;
- d. Offer ongoing implementation support.

Several PCR curricula are being used successfully in different schools and different

educational settings such as family education programs, weekend retreats and Jewish summer camps. The Issues and Values curriculum under development with Suburban Temple teachers is now being implemented at Beth Am Religious School. Though Suburban is a Reform Jewish congregation and Beth Am a Conservative one, the curriculum is being adapted with little difficulty. These examples demonstrate the usability and adaptability of PCR curricula.

#### 6. Impact on Student Learning

One of the most important questions to answer in assessing curriculum effectiveness is about its impact on student learning (and, ultimately, on student behavior). PCR has been unable to answer this question for lack of data and appropriate testing measures. The only data available so far come from anecdotal information supplied by teachers, directors and students. Most teachers report improved student interest and participation. Directors report increased parental interest and involvement in their children's education. And a majority of middle school students when asked to comment on the Contemporary Issues and Jewish Values curriculum noted how "much more real and interesting" the curriculum is than other materials they have used.

PCR staff is working with local and national Jewish researchers to develop an effective approach to determining the impact of PCR curriculum on student learning.

#### D. Assessment of Curriculum Resource Collection

There are numerous curricula and other education resources presently available to, but not easily accessible by, individual schools. As a community curriculum resource, PCR is beginning to collect these curricula and resources. Curriculum and resources are purchased jointly by PCR and Bureau library staff. All resources purchased by PCR are cataloged and accessible through the Bureau's system.

**Goal 1: Obtain high quality curricula from national Jewish educational organizations.**

**Assessment:** PCR staff has conducted regular and thorough national curriculum searches. PCR staff annually visits the CAJE and JESNA curriculum banks. Special requests are mailed directly to central education agencies throughout North America. PCR has collected over 100 curriculum resources. (See Appendix A.)

The newest additions to the PCR collection are research reports in areas of Jewish education. PCR staff will continue to build its research collection for use in its own work and for use by other local educators.

**Goal 2: Collect resource materials to extend the classroom and for use in beyond-the-classroom settings.**

**Assessment:** PCR has collected a variety of unusual and creative teaching resources, including: Israeli realia; kits for making animal tracks used in the study of *kosher* animals; telescopes for use in *Rosh Chodesh* programs; fossils for use in the study of the creation of the world; *mezuzot*, *siddurim*, *tefillin* and other Jewish ritual objects. These resources are used by a variety of Jewish educators, including teachers, summer camp directors, Jewish Big Brothers/Sisters and JCC staff.

Most recently, PCR staff has begun to collect retreat and *Shabbatonim* programs and resources from national sources to meet the increasing local demand for these materials.

**Conclusions:** Overall, PCR is succeeding in collecting a wide variety of curricula and other educational resources for use in schools and other educational settings. PCR staff has established national contacts and regularly reviews published offerings. Staff continues to work on getting its resources into area schools and educational programs.

**E. Assessment of Curriculum Service to the Community**

**Goal 1: As a community resource, offer guidance about curriculum and educational programming to community organizations.**

**Goal 2: Avoid wasteful duplication in which each agency has to search for curriculum resources on its own.**

**Assessment:** PCR staff has provided resources and/or staffing for a number of COJC projects and community education programs, including:

- Cleveland Fellows (conducted portion of orientation retreat focused on Jewish educational opportunities beyond-the-classroom)
- Special Education Consortium (workshop for teachers in the PCR process of lesson planning)
- Jewish Big Brothers/Sisters (resource materials and participation in retreat focused on Judaism and nature)
- JCC Ecology Conference (presentation on Judaism and ecology)
- Federation Social Action Task Force (materials, presentations and consultations on Judaism/ecology issues and programs)
- Congregation/family education programs (resource materials, consultation).

**Conclusions:** PCR has succeeded in developing the community's awareness of the importance of sound curriculum. Each year since its inception, PCR staff has been increasingly called on to assist community agencies by providing them with curricula and assisting them in developing educational programs.

**V. SCHOOL DIRECTORS' ASSESSMENT OF PCR**

Six directors are currently working with PCR through the intensive three-year process. The following conclusions derive from verbal and written information from these directors:

- A. Schools have better overall planning directions and clearer curriculum goals;

- B. All directors whose schools are using PCR curricula are very satisfied with the quality and creativity of the materials;
- C. All the directors have expressed frustration, at some point, at the length of the process and the uncertainty of what it would show;
- D. All the directors want more PCR curricula but understand the need to focus on curriculum skills development as well as written curriculum;
- E. Four directors have emphasized how usable and creative the materials are, noting especially the ease with which substitute teachers can use PCR materials;
- F. Two directors expressed dissatisfaction with sharing decision-making power with their teachers and lay leaders. They believe that only they and their rabbis should have this authority.
- G. Two directors (and one prospective director) have expressed the value of sharing curriculum decisions with their lay leaders and staff, noting the tendency of schools to change directors.

**Conclusions:** Most of the directors agree that the process required a lot of time and personal attention on their part. The overwhelming majority also believe that participating in PCR has been a valuable experience for their schools and in helping them to accomplish the development of curricula they could not develop on their own.

## **VI. TEACHERS' ASSESSMENT OF PCR**

PCR staff continually monitors the reaction of teachers and their success and failure with PCR materials. PCR staff meets with teachers monthly throughout the year. Teachers also react through lesson evaluation sheets and debriefing sessions with their directors. The following observations derive from those sources:

- A. Virtually all of the teachers agree that writing coherent, creative, organized and substantial curriculum is hard work;
- B. Most of the teachers introduced to the PCR approach of lesson planning say it is exciting and invigorating. Most of them also recognize that the more they understand about Judaism and about teaching, the more creative and effective their lessons will be;
- C. Several teachers criticized the early format designs of PCR curriculum, expressing the need for clearer student learning objectives and teacher preparation needs. Appropriate changes were made in newer curriculum designs resulting in a much higher level of teacher satisfaction;
- D. Most of the teachers who participated in adapting/developing curriculum believe they have made significant contributions toward the final product and its effectiveness;
- E. Teachers expressed the need for more integration of media resources into PCR curriculum;
- F. Teachers expressed the need for PCR materials to be more colorful and attractive, particularly student and parent handout sheets;
- G. Teachers want to know what teachers in other schools who are using the same curriculum are doing in their classrooms.

**Conclusions:** The overwhelming majority of teachers value PCR curriculum and are trying to use PCR materials in the most effective ways. Nevertheless, teachers believe PCR curricula should contain more media sources and be published in a more attractive manner.

## **VII. ASSESSMENT OF PCR IMPACT ON CURRICULUM DEVELOPMENT**

While it is still impossible to assess the impact of PCR curriculum on student learning, it is possible to assess the impact PCR has had on the community's

view of curriculum and the way schools are beginning to view it.

PCR has succeeded in demonstrating that curriculum development is a complex process. Not only has curriculum become one of the COJC's major projects, but it has also become a part of the community's understanding and conception of Jewish education as evidenced by the increasing requests PCR receives for materials and consultation from community agencies and organizations.

Less obvious, though no less dramatic, are the changes PCR is bringing to the curriculum planning and development process. The following are some of the more notable changes PCR has initiated:

A. Cooperative Planning Process

When PCR was first proposed, its plan to involve all of the key stakeholders and professional staff of a school in a cooperative planning process, was called into question by local Jewish professionals. Today, the PCR approach and the need for involving lay leaders and professionals in educational planning is recognized locally and nationally as the preferable planning approach.

B. Units of Study

Most supplementary school curricula consist of individual lessons for each week with a new topic addressed every week or two. PCR curricula are organized into units. Each unit encompasses four to six weeks of lessons on the same topic, allowing enough time for creative, participatory learning and ensuring that more time is spent on each topic of study. What limited educational research exists indicates that students remember and value school experiences that lasted over several weeks far more than those that took place during a single session.

C. "More on Less" or "Less is More"

This PCR motto means that more time should be devoted to fewer topics in school curriculum. PCR has encouraged several schools to focus more time on fewer course offerings. In one school, classes were lengthened from 30 minutes to 55 minutes.

D. A New Lesson Planning Model

The PCR approach encourages both creativity and thoughtfulness by allowing teachers more freedom in their planning and more accountability in their reporting (see Page 7 for description).

E. Introduction of Home Learning Activities

This is a pedagogically sound alternative to traditionally conceived homework. All Home Learning Activity Sheets are designed for immediate copy and use, requiring no preparation on the part of teachers (see page 13 for description).

F. Innovations in Middle School Studies

The Issues and Values curriculum is designed and implemented for simultaneous use in grades 7, 8 and 9. This design allows directors to combine middle school classes for special programs and speakers to achieve a greater variety of experiences for students. PCR staff is unaware of any other curriculum designed for simultaneous use in three grade levels. This approach will be considered in the development of future curricula (see pages 11-12 for description).

**Conclusions:** PCR staff has made a significant impact on the community's understanding of the importance of sound curriculum and the conceptualization of curriculum as the relationship between course content and instruction. PCR has successfully introduced changes in homework practices and grade-level structure as well as the need to spend more educational time studying fewer topics.

## VIII. DETAILED DESCRIPTION OF PCR INTERACTION WITH COJC PROJECTS

All COJC project staffs have a responsibility to seek effective ways of interacting with and supporting other COJC projects. PCR staff has made a concerted effort to work closely with other project staffs, not a particularly easy task because interactive mechanisms are not built into the process and no plans were made for staff time to achieve this goal.

### A. JESP

PCR's most direct interaction with another COJC project is with the Bureau's JESP teacher in-service program which is partially supported by COJC. All PCR curriculum workshops are sponsored and promoted through JESP staff. Because of the high number of PCR courses, almost 30% of JESP teacher stipends are used for PCR teachers. This percentage will continue to increase if stipend levels hold constant.

### B. Retreat Institute

PCR and Retreat Institute staff cooperated in planning and conducting a beyond-the-classroom conference for area educators in 1990. Since then, PCR has had little interaction with the Retreat Institute.

### C. Cleveland Fellows

PCR has had very limited contact with the Cleveland Fellows staff and minimal involvement with the program. The PCR Director spent most of a day helping orient Cleveland Fellows interns toward Jewish educational opportunities that present themselves in nature settings.

One intern is a middle school teacher participating in the implementation of the PCR curriculum, Issues and Values. This person is receiving training in lesson planning and curriculum implementation procedures from PCR staff.

Another intern is using portions of the Conservative T'filla Curriculum as a source of ideas and activities for planning family Shabbat programs in the school. This intern reports that the material has been very helpful and successful.

PCR and CFP staffs have met several times to explore ways the programs can interact.

D. Israel Incentive Savings Program (IISP)

IISP has been administered largely as an investment program with little educational programming or curriculum usage. PCR has had virtually no interaction with IISP. However, meetings among Bureau program staffs have resulted in plans to add both an educational and curriculum feature to IISP. PCR staff will consult with IISP staff on an Israel-focused newsletter for families participating in IISP as well as other Israel resources for home learning.

**Conclusions:** The COJC process has no built-in mechanisms for project interactions. PCR staff first identified the inter-connection of PCR and other COJC projects in 1989. Since then, PCR staff has cooperatively developed only one project with the Retreat Institute staff and worked minimally with Cleveland Fellows staff and interns. PCR maintains a close working relationship with JESP. It is the assessment of PCR staff that interaction of COJC projects is insufficient and should be dramatically increased in order to attain optimal impact from COJC-sponsored programs.

**IX. DESCRIPTION OF NATIONAL CURRICULUM EFFORTS**

PCR is acquiring a national reputation and PCR staff members are being recognized as Jewish curriculum specialists, as evidenced by the following:

- A. PCR staff has been asked by Isa Aron to consult on a proposal for national Jewish educational research to be submitted to the CIJE. The proposal's original statements about the state

of curriculum have been removed or revised based on PCR staff input.

- B. The PCR Director serves on the Board of Trustees of *Shomrei Adamah* (Guardians of the Earth), the only national Jewish environmental organization developing curriculum for Jewish schools.
- C. PCR staff makes presentations on PCR and curriculum themes at the national Jewish Educator's Assembly Conventions (JEA) and CAJE conferences.
- D. PCR staff consults with Bureau staff and lay leaders in other communities about their curriculum needs and ways of achieving them. Staff has provided guidance to Jewish educators in: Akron, Ohio; Houston, Texas; Des Moines, Iowa; several New Jersey Jewish communities; and St. Louis, Missouri.
- E. PCR staff is working in cooperation with the national staff of the UAHC on revisions to the UAHC curriculum, To See the World Through Jewish Eyes, at the primary level.

#### X. SUMMARY OF PROBLEMS REQUIRING MORE ATTENTION

The following is a compendium and summary of the problems PCR staff faces. Some of the problems are being addressed and some require additional staff or other resources to resolve.

- A. While teachers, in general, continue to lack the necessary Judaic and pedagogic knowledge and skills to enable them to develop creative and effective curriculum, they can, however learn how to adapt existing materials and how to use curriculum in their classes. This necessitates, however, that the bulk of curriculum writing must be done by PCR staff.
- B. While many teachers are able and willing to adapt new curriculum, some teachers require professional guidance. PCR staff has placed a request for "curriculum coaches" with JESP.

These are people who can assist teachers in the initial implementation of new curriculum.

- C. Producing high quality, well-designed and attractive curriculum is essential to the dissemination of new curriculum to our schools. The original PCR design and funding does not anticipate the professional staff time required for this task. At present staffing levels, PCR cannot bring to publication in a timely manner the large amount of curriculum materials now under development. This activity is, however, essential if PCR curriculum is to be disseminated. Many units, yet in their preliminary drafts, need considerable revision in order to bring them up to the quality level necessary for publication.
- D. In 1987, PCR identified the importance of enhancing school curriculum and programs with a wide variety of beyond-the-classroom (BTC) educational and social activities. To date, very few types of BTC opportunities are being offered through the Retreat Institute and what is offered has little or no connection to a school's curriculum or grade level goals. Consequently, PCR staff is much more involved in identifying BTC resources and helping schools develop BTC programs than was ever anticipated. Nevertheless, staff's efforts fall short of what is necessary or possible through community resources.
- E. While lay leaders play an important role in the first phase of the three-year intensive program, their participation gradually diminishes over the next two years. PCR staff needs to analyze further the reasons for this phenomenon.
- F. Though PCR and JESP have a totally integrated relationship, PCR has little interaction with other COJC projects. There are no interactive mechanisms built into the design and little synergistic effects resulting from the projects.

## XI. ISSUES FOR FURTHER CONSIDERATION

A. PCR was designed to improve school curriculum and has a waiting list of schools wanting to participate in the three-year program. However, there are other groups developing curriculum who could benefit from PCR and who want to participate in the three-year program. Very recently it became clear that the Special Education Consortium of special education teachers from eight schools is attempting to develop curriculum that can be shared by all the teachers. To date, the Consortium's curriculum efforts have been minimally successful. It is struggling to develop the curriculum it needs and has expressed a need for PCR staff intervention in its work. PCR staffing limitations preclude working with the Consortium unless it is brought into PCR in lieu of a school.

B. Quality curriculum and school programs should include a regular series of beyond-the-classroom educational/social experiences for students off all grade levels. PCR staff views BTC experiences as a direct extension and expansion of school curriculum, goals and grade level objectives. For example, as part of the third and sixth grade Israel curriculum students visit The Temple-Tifereth Israel museum to learn about archaeology and to prepare to construct their own museums.

After two years of operational projects, it is now clear that on-going integration of BTC experiences into the curriculum must be accomplished by PCR staff. Achieving this will require additional staff time or a change in PCR program goal priorities.

C. PCR staff is exploring the feasibility of offering a "curriculum enhancement" service to schools and central agencies nationally. Through this service, PCR staff will take written curricula and develop a complete array of support resources to supplement and enhance them, including: instructional games, references from traditional Jewish texts, participatory learning activities and videos to use in the curriculum.

The fee for this service will have to be determined and definitely could help fund additional PCR staff.

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**COJC SELF - ASSESSEMENT:**

**The Retreat Institute and  
The Community Youth Resource Office**

**March, 1992**

## *Rationale*

### **The Search for Spiritual Renewal: Individuals and Institutions**

Increasing numbers of American Jews are searching for ways to experience the relevance of Jewish tradition to their own lives and the lives of their children. There is a lack of effective opportunities, however, for youth, young adults, and families to explore the personal relevance of Judaism.

In the past, the transmission of Jewish culture was accomplished primarily through Jewish ritual and the study and writing of books. Today, however, the textual tradition is inaccessible to many Jews. Polarization and assimilation are straining the connection between the Jewish people and their heritage. Many Jews are alienated from Jewish life.

This is especially the case here in America. On one hand, American Jewish institutional life is highly developed. Most Jewish organizations, though, are not designed to support personal spiritual renewal, and lack the resources and energy to engage individuals in a search for renewed purpose and meaning.

There are fundamental challenges which new programs must address to foster spiritual renewal among American Jews.

The most central challenge in contemporary Jewish life, which cuts across denominations and organizations, concerns the problem of Jewish identity. Jewish identity is problematic because we live in two worlds - Judaism and modernity. The question which programs need to address is, "How can a Jew live in the two worlds of Judaism and modernity?" The complexity and depth of this question can not be underestimated. While Jewish philosophers and thinkers have given significant attention to this problem, educational programs have not. As the most recent studies on "Jewish Identity" and "informal Jewish education" point out (Chazan and London, 1991; Bernard Reisman, 1991), this question needs to be translated into educational terms. Such a translation requires both a conceptual understanding of Jewish identity and a psychological approach. Model programs are needed which accomplish both.

Another challenge, which follows the first, concerns the pressing need to develop programs which integrate formal and informal Jewish education. Historically, formal Jewish education, and its emphasis on content, often fails because it proves irrelevant to the lifestyle of the student; and informal Jewish education, with its stress on the personality of the student, fails because it doesn't probe the substantive content of Jewish tradition and culture. There is a great need for programs which combine formal and informal modes of Jewish exploration, and which succeed in conveying Jewish tradition and culture as a reality endowed with relevance and meaning for American Jews.

Another challenge concerns the need to involve families. We live in a historical reality in which two generations have become alienated from Jewish life at the same time. Children, youth, and young adults may all be viewed as underserved constituencies, who are critical to the future of American Jewish life. There is a need for programs which address each of these different age-groups as well as programs for families which bring their questions and discoveries into relation with one another.

Finally, perhaps the most significant challenge to the future of American Jewish life is our relationship with Israel. An intensive experience of Israel is widely acknowledged as the single most effective tool to strengthen and enrich Jewish identity. An essential aspect of Jewish identity, though, - which can not be overlooked - is Jewish spirituality. Most Israel experiences are oriented toward generating philanthropy, ideological affiliation, and other goals. Yet Israel is also a phenomenal resource for addressing the search and need for spirituality among American Jews.

We must, therefore, also consider how an intensive experience of Israel can inform the Jewish spiritual life of an individual - whether during a trip to Israel or back in America. There is a need for year-round programs in both America and Israel, which draw on Israeli culture as an essential resource, which explore tensions within Israeli society that are fundamental to the creative and spiritual life of the Jewish people today - both in Israel and the diaspora.

New opportunities for American Jews are needed which allow them to participate in the creative and spiritual life of Jewish culture, to explore its relevance and complexity, and to become active in revitalizing Jewish life in their own families and communities. New models of Jewish education need to be applied to the challenges of fostering spiritual renewal in American Jewish life.

## New Resources -

### *The Retreat Institute, The Community Youth Resource Office, and the Judaica Department of the JCC of Cleveland*

The development during the past three years of a Retreat Institute and Community Youth Resource Office within the Cleveland JCC's new Department of Judaica has created a new resource in Cleveland for supporting the search for Jewish spiritual renewal among both individuals and institutions.

The JCC's new Department of Judaica was incorporated to fulfill the 1988 Jewish Education Task Force Report which called for "model programs which exemplify the very best of Jewish cultural creativity in the United States and Israel."

The support of the Joint Congregational Plenum Commission on Jewish Continuity has enabled the Department to develop a community-wide approach to "informal" Jewish education which emphasizes the development of both model programs and strengthening the Jewish educational enterprise of institutions.

This dual emphasis, on pioneering new approaches and enhancing the work of existing institutions, is what characterizes the work of the Department of Judaica and its COJC funded projects. This dual emphasis identifies a tension which is perhaps the project's greatest strength as well as its inevitable weakness.

In fact, this dual emphasis is inherent in the original COJC mandate for the Retreat Institute and Community Youth Resource Office - to increase both the quality and quantity of informal Jewish educational programming throughout the community.

As the work has developed, there has been a dynamic interplay between serving as a laboratory for innovation and expanding the quantity of programs. As demand for support and services by The Retreat Institute and Community Youth Resource Office have increased, the growth of the enterprise has been inhibited by limited time and resources. The desire to continue innovating new and more effective programs of "informal" Jewish education must be balanced with the need to provide established services to different congregations throughout the community. The expansion of the "quality" of the work, in other words, is complementary to and in tension with expanding the "quantity" of the work.

In summarizing the work of The Retreat Institute and Community Youth Resource Office during the past two and a half years, this self-assessment will focus on how this dual emphasis on developing innovative projects and expanding service-delivery to existing institutions has been managed so far, and what are the challenges and implications of this approach for the future.

## Goals and Priorities

The central goal of the Retreat Institute and the Community Youth Resource Office is to provide young people and adults throughout the Cleveland Jewish Community with a wide range of opportunities to explore the relevance of Judaism to their personal lives.

The Retreat Institute and the Community Youth Resource Office provide a central resource for expanding the quality and quantity of "informal" Jewish education throughout the community, working with schools, youth groups, congregations, and other Jewish educational settings and organizations.

The initial goal of "The Retreat Institute," as its given name made clear, was primarily to support the development of retreat programs. The initial goal of the Community Youth Resource Office was primarily to provide support services to youth group organizations. A much wider range of services and programs has been developed by The Retreat Institute and The Community Youth Resource Office, however, to address critical areas of concern in the environment of informal Jewish education throughout the community. The current scope of these activities, in fact, prompted one of the COJC co-chairs to suggest that the combined enterprise be renamed "An Institute for Informal Jewish Education."

The work of The Retreat Institute and the Community Youth Resource Office has been prioritized to address four critical areas of Jewish life in Cleveland. Many of the programs developed by The Retreat Institute and The Community Youth Resource Office address more than one of these priority areas.

1) Congregations and supplementary schools have been the focus of efforts to broaden the educational experiences and resources within these institutions. Specifically, congregations are viewed as excellent sites for locating activities which: integrate school activities with "beyond-the-classroom" and home experiences; engage families in shared exploration of Jewish tradition; and, offer innovative programs to individuals throughout the life-span, keeping them involved in synagogue life.

Services provided to congregations and synagogues have included: all aspects of retreat planning, from basic logistical and facility support to intensive development and implementation of model programs; development of Jewish parenting education and family programs; and, young adult leadership programs.

2) Youth programming and relevant support services have addressed significant challenges and opportunities which affect the Jewish involvement of young people, particularly teenagers. Teenagers are viewed as an underserved and critical constituency, for whom relevant programming is needed to: engage young people in challenging and personally meaningful exploration of Jewish life; promote and follow-up on experiences in Israel; recruit and successfully involve unaffiliated youth; provide community-wide opportunities to interact with peers from diverse backgrounds; and, support and enhance the professional leadership of adults working with youth.

Programming in this area has included: an on-going series of programs which promote Israel trips and provide follow-up experiences, a six-day cross-cultural winter retreat program for teens, a new Israel-focused student leadership group, a public affairs and Jewish values program in Washington, D.C., and on-going training workshops for youth group advisors.

3) Family and Jewish Parent Education Programs have addressed the challenge of involving families in exploring how Judaism can enrich their lives together. Families need opportunities to learn how to create together positive Jewish experiences, and to translate activities which take place in the synagogue or school with experiences that take place in the home.

Programming for families has included: a series of model family retreat programs with groups of families from congregational and day- schools, Jewish parent education workshops in synagogues, and community-wide hands-on holiday celebrations.

4) Israeli Cultural Programs have also been a priority area because Israel experiences are a powerful tool for enriching the spiritual search of American Jews. Specifically, the living diversity of Israel offers a wealth of human and cultural resources for American Jews to create a rich Jewish culture of our own.

Israeli Cultural Programs have included: an on-going Visiting Israeli Artists and Educators program, on-going promotion of diverse Israel trips and Israeli culture, relevant follow-up experiences for Israel trip returnees, and, a leadership program in Israel for teens. In the future, The Retreat Institute plans to develop year-round programming in Cleveland and Israel for other age groups.

## *A Model*

To address these priority areas of Jewish life, The Retreat Institute and Community Youth Resource Office draws upon of model of Jewish education which combines three ways of exploring Jewish culture.

These ways are: study of Jewish texts, arts and cultural experiences, and group process. In addition, Israel, an intense laboratory of Jewish cultural diversity, has been an essential educational resource to many aspects of the work.

We believe this approach is invaluable in encouraging individuals to explore the relevance of Judaism to their personal lives, and in enabling groups and organizations to become more effective in the transmission of Jewish heritage.

Moreover, this model directly addresses some of the fundamental challenges to renewing Jewish life in America: engaging individuals in questioning their Jewish identity; integrating formal and informal Jewish educational experiences; creating dynamic and positive Jewish experiences for families; and, fully realizing Israel experiences as a resource for spiritual growth.

A brief description of the model and the use of Israel as an essential educational resource provides a useful background to many of the programs which The Retreat Institute and Community Youth Resource Office have conducted during the past two and a half years.

### *Study of Jewish Texts*

Throughout Jewish history, Jews have differed in their interpretations of how they should think and act. The act of studying together, however, has always been a commitment which Jews shared and which enabled them to appreciate their differences in light of a common history and heritage. Our approach views the study of Jewish texts as central to both personal exploration and the development of Jewish culture.

### *The Arts*

The arts provide a unique means for individuals to express and deepen their personal relationship with Jewish tradition and culture. The arts provide a challenging and dialogic means for individuals to engage in interpreting and responding to many different dimensions of Jewish and Israeli existence. Artistic experience is inherently both personal and communal; art encourages personal interpretation and response to others.

The arts are, therefore, a highly effective means of fostering empathy among diverse Jews and their respective practices and beliefs. The arts also provide a dynamic means of linking the search for a modern Jewish identity to personal exploration.

Our experience in conducting programs has repeatedly demonstrated that arts and cultural experiences - both participatory and interpretative - are effective whether or not participants have a prior background in the arts.

### *The Group*

The group is a microcosm of the larger culture we are seeking to invigorate and with which we are seeking to develop a personal relationship. The group itself, therefore, must be nurtured and addressed in ways that allow participants to experience the meaning of both individuality and community in Jewish life.

Finding a balance, though between being an individual and a member of the community, between independence and belonging, is not easy in Jewish nor personal life. Yet it is critical to both individual development and the development of the Jewish people.

Our work therefore encourages groups to explore and reflect upon their own qualities of change, diversity, and shared values and expression. Different activities provide opportunities for individuals, on one hand, to shape and direct their experience as a group and, on the other, to share how they are affected by different aspects of the experience.

### *Israel - An Essential Resource*

The work of The Retreat Institute and Community Youth Resource Office also assumes that the physical and cultural landscapes of Israel possess the richest context for exploring the diversity and vitality of the Jewish people. Israel, an intense laboratory of Jewish cultural diversity and pluralism, is an essential resource for spiritual renewal in American Jewish life.

Whether in Israel or America, the best of Jewish creativity is experienced through intimate encounters with exceptionally talented and giving people -- individuals whose life-projects are dedicated to invigorating Jewish life, who are open to questioning and comparing their visions of a vital Jewish culture, and who can communicate with empathy and candor. Our programs draw on a network of such individuals from both Israel and North America.

## The Programs

### *Overview*

During the second and third year of implementation, between September 1990 and June 1992, the Department of Judaica will have produced over 115 events and programs, involving over 6,000 young people and adults affiliated with 30 different synagogues, schools, youth groups, and other community organizations and agencies.

Whereas during the first year of implementation there were 12 retreats, during the third and current year a total of 20 retreat programs are taking place, involving 728 participants. Whereas during the first year there were 7 Visiting Artists and Educators programs, during the current year a total of 27 events are taking place, with 7 different visiting artists and educators, involving a total of 2,110 participants. (See Appendix I for current-year supporting data on "Retreat Programming," "Visiting Artists and Educators Programs," and "CYRO Programs and Activities.")

Also during the current operating year, The Retreat Institute began two-year processes with four synagogues (Fairmont, Emanu El, Bethaynu, and Park), and is working with six other synagogues on a range of visiting artist and/or retreat programs and services (Beth Am, B'nai Jeshurun, The Temple, Suburban Temple, Taylor Road Synagogue, and West Temple). In addition, two other schools have also been provided Retreat program services (Cleveland Hebrew Schools and Beth Torah).

The Judaica Department and The Retreat Institute has also provided support to various departments and activities within the JCC, including Jewish enrichment programming for the early childhood programs, training workshops for early childhood teachers, a series of community-wide "Hands-On Holidays" programs for families, and on-going leadership seminars for staff, lay leaders, and community educators.

The Retreat Institute and Community Resource Office also conducts "Netivot," a six-day winter retreat program for teens from throughout the community.

During the current operating year, activities conducted by The Community Youth Resource Office include: two "Back to Israel" Programs for teen returnees from various Israel trips, three "Journeys to Israel" programs which combine exploration of Israeli culture with peer promotion of diverse Israel trips, the "Panim El Panim" youth seminar in Washington, D.C., a series of events with the recently formed "Student Forum on Israel (SFI)," and six workshops for advisors of youth groups.

Many of these and other programs have been co-sponsored with other agencies, including: The Bureau of Jewish Education, The Cleveland Fellows Program, The College of Jewish Studies, and Hillels at Case Western and Oberlin.

*Partners, Programs, Strengths and Weaknesses - The Retreat Institute*

*Four Key Synagogues*

In four synagogues which The Retreat Institute agreed to work intensively with over a two-year period, an evaluation of the informal educational needs of each was developed, involving the Rabbi, professional staff, and key lay persons. This assessment was then followed by staff training and co-production of programs.

This long-term, intensive approach has, in most cases, been successful in allowing a genuine collaborative process to develop over time, producing many more qualified staff and more invested lay people. While a goal of this approach is to develop indigenous resources and commitment to "informal" Jewish education within each of the targeted congregations, it remains to be seen whether congregations will increase their share of funding and personnel resources invested in each project as the relationships continue.

A major obstacle to the development of The Retreat Institute is the lack of a suitable year-round retreat facility. The absence of such a facility severely taxes the fiscal and personnel resources of the enterprise, and comprises the implementation of many different kinds of programs, especially retreats.

On-going challenges of this work have also included: the difficulty of maintaining consistent participation of families and continuity of relationships in events scheduled throughout the year; the constant challenge of expanding the number and role of dedicated lay people within each organization, so that commitment to the enterprise of informal Jewish education continues to grow within each agency; and, finding the necessary time to complete written educational materials and summaries about each project, which could be utilized by other organizations.

*Fairmount Temple*

Work with Fairmount, during the current and next operating year, is focused on Israeli cultural and family retreat programming. In the fall, a series of Israeli puppet show programs for grades K-2 were produced with Visiting Israeli arts educator Farryl Hadari; and, a musical sermon program, featuring Israeli musician Miguel Herstein, was conducted, entitled "The Walls of Jericho." In response to Fairmount's frustration at past efforts to produce family retreat programs, The Retreat Institute helped form and has staffed a lay committee for retreat programming, co-hired and trained a lay leader to serve as a liaison and "coordinator" between The Retreat Institute and the synagogue, and will implement a Family Retreat Program in May '92 together with synagogue professionals and lay leaders.

*Emanu El*

Work with Emanu El has focused on producing a year-long series of Jewish family programs, which have included: a family puppet Bible workshop series, two family workshops on "The Spirit of Pesach" and "The Spirit of Shabbat," and a family retreat called "The Wonder of it All," on Judaism, Nature and Spirituality.

### *Bethaynu*

The focus of work with Bethaynu has been incorporating retreats into the regular school curriculum. Three major retreat programs have been conducted this year: one for junior high school students to begin a new school year with an emphasis on Torah text study and a positive social experience; another for first-grade families to inaugurate a shabbat curriculum; and, a sixth grade retreat on Shabbat.

### *Park Synagogue*

The focus of work with Park has been on addressing the needs of young parents and families through Visiting Artists and Educators Programs and Family Retreat Experiences. Two Visiting Artist programs were conducted this year with the "New Generation" group at Park, and a Family Retreat Program on Purim, initiated by the Rabbi, and the Park Synagogue Confirmation Retreat were also provided educational and financial support.

### *Other Partners and Projects - The Retreat Institute*

A major project of The Retreat Institute during the past two years has been the six-day winter retreat for young people "who have been or may be going to Israel" called "Netivot" ("pathways"). This program, which this past year involved 35 participants - including a visiting Israeli educator and Israeli teenager and several Soviet Jewish youth now living in our own community - is a model of cross-cultural programming which combines study of Jewish texts, outdoor adventure, arts and cultural experiences, and celebration of Shabbat.

The West Temple worked with The Judaica Department last summer to conduct a one-day retreat for its board members. Hillel organizations at Case Western Reserve and Oberlin worked with The Retreat Institute to sponsor Visiting Artists and Educators Programs on "Effective Communications" and "The Music of Miguel Herstein." Case also received support to develop a retreat program for college students.

B'nai Jeshurun, after beginning a retreat training program last year, received support for its confirmation and eighth grade retreats, and also was the site for the community-wide "Journeys to Israel" program this past year.

Taylor Road Synagogue received support for its junior high retreat. Beth Torah, where the Retreat Institute worked intensively during its first two years, received support for its continuation of its sixth grade retreat program. BBYO received logistic and financial support for its annual regional retreat. The Agnon School received support for its elementary school retreat. Beth Am received educational and financial support for its junior high retreat. Cleveland Hebrew Schools received extensive educational and financial support for its new eighth grade retreat program. Suburban Temple received support for its new fifth and sixth grade retreat.

*Partners, Programs, Strengths and Weaknesses -  
The Community Youth Resource Office*

The overarching goals of The Community Youth Resource Office (CYRO) are to elevate the standard of youth leadership and youth programming in Cleveland by: 1) Providing opportunities for young people to explore Jewish identity in a serious and personally meaningful way; 2) Creating an inter-movement network of Jewish teenagers and youth groups; 3) Supporting and enriching existing youth groups and their programs; and, 4) Offering meaningful hands-on community service and educational projects. Many of the current CYRO programs fulfill one or more of these goals.

Nearly a year ago, last May, the most important priority identified for the development of the CYRO was to enhance access and working relations with existing youth group organizations, their youth leaders, and adult advisors.

Two program initiatives were conceived to achieve this goal. An on-going youth group advisors workshop series, in which participants receive honoraria, was viewed as necessary for increasing the professional skills of youth group advisors while also bringing them together into a collaborative professional group. A "Community Youth Council" was proposed as a valuable means of increasing access to youth group organizations, their youth leaders, and adult advisors in order to produce meaningful and challenging opportunities for Jewish youth to explore and share their relationship with Jewish tradition.

This plan emerged from attempts at working with existing youth groups in which programs marketed directly to teens were often more successful in galvanizing teen involvement in Jewish life than those which depended upon the participation and support of youth group advisors. The "Back to Israel" and "Panim El Panim" programs, for example, both illustrated the effectiveness of direct marketing to teens. Moreover, these programs made clear the potential for bringing together young people from across the denominational spectrum when programs are focused on particular concerns which many young people have in common, like Israeli culture and United States - Israel relations.

Several factors seemed to account for the difficulty of involving youth group advisors in cooperative and collaborative efforts. These factors include the varying organizational structure of different youth group organizations, in which some are supervised regionally and others by the congregations in which they operate; the extreme ranges of commitment, skill, and compensation among youth group advisors; the fact that many advisors are already overburdened with various programmatic obligations; and, a basic competitiveness among adults who work with youth concerning how "spread thin" their own key youth participants become at the expense of involvement in their own programs.

Through the Youth Advisors Workshops Series, a program which will meet a total of 6 times this year, and has drawn together 13 advisors from the five major youth group organizations (BBYO, NCSY, NELFTY, USY, and B'nei Akiva), there has been a fundamental shift in the willingness of youth group advisors to share their concerns and learn from one another. This program has been very successful for those who are participating, providing a unique opportunity for youth group workers to relate across denomination boundaries and see

themselves as part of a common enterprise. It is unfortunate that more advisors have not participated.

Through the "Student Forum on Israel" (SFI), the Community Youth Resource Office has created a community-wide leadership group of teens which is stimulating outreach to less affiliated young people and a range of innovative programs, both within existing organizations and cooperatively. SFI now boasts 75 teen members and a 30 member governing board representing virtually every youth group, congregation, public and private school in the community. The purpose of SFI is: 1) to promote political involvement in American Jewish issues, and 2) to encourage learning about Israeli history, culture, and social values, helping each member foster a personal relationship with Israel.

The student leaders and members of SFI represent a mix of young people who continue to be involved in leading various youth group organizations as well as others who have been marginally or not at all involved. The student President and one of the original founders of the group, for example, was an inactive member of BBYO when he participated in "Panim El Panim" and became excited about the potential for high school students to become involved in Jewish public affairs.

The interaction of teen leaders in SFI has produced a new level of community-wide programming for Jewish youth. Programs organized by SFI this year include: a Pro-Israel rally, which took place on the eve of the Madrid Peace Talks; a community membership campaign; recruitment for and participation in an AIPAC leadership conference at Cornell University; and, a community-awareness campaign on the plight of Syrian Jewry. Members are also editing and disseminating an Israel-news anthology called "Israel in the News." These projects have been widely supported by youth group advisors because they have been viewed as primarily initiated and conducted by their youth members. SFI is the first AIPAC-sponsored high school group in the United States., and has been invited to participate in the National Policy Conference in April.

The increased access to youth group organizations, youth leaders, and adult advisors is also manifest in many other events and projects. For example, the Coordinator of the Community Youth Resource Office was invited to lead a workshop at a NELFTY regional event; a special Passover Seder program is being organized by the CYRO with Workman's Circle Soviet youth group and a chapter of USY; various consultations and logistical support services have been provided to numerous youth groups; and, a cross-section of teens are involved in planning the community-wide celebration of Yom HaShoah.

CYRO is now focusing on providing support for integrating Soviet teens into Cleveland's Jewish teen community. This past February, CYRO worked with the Workman's Circle youth group, the JCC Acculturation Department, NCSY regional board and YABI, to offer Soviet teens from throughout the community a special pilot workshop on the theme of "Homecoming" with Israeli Visiting Artist Avi Hadari. Over 70 Soviet young people came to this program, suggesting a real desire among them for opportunities to explore Judaism and Israel in terms which they find personally meaningful. The CYRO envisions a series of programs for Soviet Jewish youth which would provide them with a Jewish

"beginning" in our community that then leads them to choose among various existing organizational options for Jewish youth.

This year the Community Youth Resource Office continued its focus on promoting Israel trips among Jewish youth by conducting three "Journeys to Israel" programs. These programs were co-sponsored by the Bureau of Jewish Education. The programs which served indigenous constituencies at Akiva High School (with Park Synagogue students also attending) and at The Temple were very successful, combining talks by Professor Noam Zion and State Senator Eric Fingerhut with workshops led by youth and program leaders on various Israel trips. The morning educational program at B'nai Jeshurun which involved Chai Five, B'nai Jeshurun, Beth Am, Bethaynu, Taylor Road Synagogue, Shaarey Tikvah, and Agudath B'nai Israel of Lorain suffered from the late arrival of an out-of-town speaker. The afternoon community-wide Israel fair at B'nai Jeshurun failed to attract a significant number of young people and parents. It has been suggested that the promotion of Israel trips should itself be the focus of a Sunday morning program for teens and parents.

The Community Youth Resource Office has succeeded during the past two years in becoming a viable and vital resource which has invigorated the enterprise of Jewish youth programming. The office must continue, though, to face the challenge of involving greater numbers of youth advisors in its services. And, the office must continue to identify opportunities and effective methods for elevating the standard of youth leadership and youth programming throughout the community.



**Emerging Issues -*****The Retreat Institute and Community Youth Resource Office***

A dramatic increase in both the quality and quantity of "informal" Jewish educational programs in the community has been accomplished. Congregations, in particular, have become exceptionally involved in these activities, as clients of services, as sites for innovative programming, and, most importantly, as real working partners in the revitalization of Jewish life in Cleveland.

How do we sustain these accomplishments, and where do we go from here? These questions are particularly acute in that we have now reached a point where demand for services has exceeded the available human and fiscal resources.

We must now begin to choose carefully how much human and fiscal resources can and should be devoted to continuing to innovate new "models" of quality programming and how much effort and funding should be expended on simply involving more constituencies in these programs.

A fundamental criteria for determining the right "balance" ought to involve whether or not programs are succeeding in sustaining positive change in the environment of informal Jewish education, both within institutions and throughout the community. We need to determine what are the most effective "entry points" for producing enduring positive change: Should we focus projects within single institutions or through cooperative projects? Should we be insisting on the involvement of lay people at all levels of our work within organizations or is it sufficient to begin with professionals? Are our limited time and fiscal resources best expended on programs for children or adults or families.

Another criteria, and source of leverage, for the development of the enterprise may be the ability of an organization to contribute increasing levels of its own human and fiscal resources, both from operating funds as well as Congregational Endowment Funds. The liability of this approach alone, however, is that the rich will get richer, while the less able and less stable organizations will go without the support they so much require, yet are often unable to be true partners in delivering.

It seems fair, though, to argue that the best efforts at true organizational change must be made where there are the greatest chances for success. The difficulty of maintaining constancy in professional relationships when working with synagogues and Jewish schools argues for sticking with incremental progress where there is increasing professional and lay investment.

At the same time, however, community-wide change must also be pursued through "model" community-wide initiatives in which several organizations collaborate with one another. We are now considering, for example, training programs which bring together professional staff and lay leaders from several schools of common denominational background. Instead of working with one school at a time, which has thus far proven exceptionally time consuming, we propose to bring together 2 or 3 schools with like-minded retreat plans, which send their staff and lay people on a shabbat retreat program which provides a first-hand experience of some of the issues involved in planning a shabbat retreat.

Similarly, the difficulty and importance of developing leadership skills and Jewish commitment among young adults also leads us to consider developing a community-wide program for a select group of young couples, from different synagogues, who commit to an exceptional enrichment program which takes place, perhaps, over the course of two years, and combines monthly study sessions and encounters with diverse personalities with retreat experiences and a program in Israel.

Another concern is the difficulty of attracting families to retreat programs which, without a winterized facility, are very expensive to implement. This issue argues for connecting a retreat experience to anticipatory and follow-up programs in a congregation. But, again, the effort required to maintain interpersonal and programmatic continuity in this area can be enormous. A partial solution may be to develop a series of related program events which a select number of adults and families from specific organizations would be invited to commit to in advance. The hope of such an approach is that individuals who are provided with an exceptional experience will want to share it with others, and may become the best "sales" people to their peers and organizations.

The same principles apply for the development of teen leadership programs. There ought to be a formal structure which provides exceptional teens with exceptional at-large opportunities that obligate them to go back to their organizations and share what they have gained. We have proposed, for example, offering a special leadership program for a cadre of young people enrolled in Chai Five, which would link a year of study, a retreat experience and participation in an approved leadership program in Israel with follow-up study, work, and service activities upon their return.

Another emerging issue concerns the value of bringing individuals from diverse backgrounds and affiliations into common experiences. We have sensed the power of this approach with teens, yet have rarely explored it with adults. Is there a communal need as well as an educational value to such programs? If so, how do we institutionalize extended leadership programs along these lines, fully respecting denominational differences and ties?

## **Interaction with other COJC Programs**

Last year, the Retreat Institute and Community Youth Resource Office collaborated with Project Curriculum Renewal on an all-day retreat for Jewish educators called: "Reaching Inside through the Outside: Art and Nature in Jewish Learning." We also have worked with the Bureau on the "Journeys to Israel" programs, and have begun to coordinate requests for informal Jewish education programs to the Congregational Enrichment Fund. The Cleveland Fellows Program has been working with The Judaica Department and Retreat Institute on a Hands-On Passover Holiday Program.

We recognize and will pursue enhanced coordination between our efforts and those of other agencies, particularly in the areas of requests to the Congregational Enrichment Fund, integrating Shabbat retreat experiences with curriculum planning, and, hopefully, involving the Fellows in leading informal Jewish education programs within specific settings.

At the same time, though, in the changing, uncertain environment in which these new programs are taking shape, it is simply not enough for the professionals involved to want to work collaboratively with one another. Agency interests sometimes mitigate against the best interests of the community as a whole. Until there is a professional educator fully mandated to study areas of common and related endeavors, with the power to study and advocate for what is in the best interest of the community, we fear that efforts at coordination among the professionals themselves will continue to be, at best, well-intentioned. More often, they will be at the expense of simply getting the work done as expeditiously and effectively as possible.

## **Evaluation**

To date, evaluation of programs conducted by The Retreat Institute and The Community Youth Resource Office have been implemented through interviews and questionnaires administered to participants in programs and extensive follow-up discussions among relevant staff and participants.

We have sensed from these measures outstanding success in many different programs, most consistently in the impact of the Shabbat retreat programs. Many children and adults have described these experiences as being among their most positive Jewish experiences. Sixth-graders have talked about how their families would be different if they celebrated shabbat; individual children have blossomed in these experiences, expressing themselves with both adults and peers in ways that have been unprecedented for them. Parents have described the joy of becoming closer to their own children and other families through celebrating Shabbat together. Evaluation and letters have also indicated, however, significant frustration in utilization of the Treuhaft Conference Center as the primary site for retreat programs.

In the future, we propose to develop a pre and post-program instrument which will begin to assess the qualitative impact of retreat programs on the Jewish values and understanding of youth and adult participants.

The focus on Israel in youth programming has also been very successful, according to both teens and youth group advisors. In the words of one youth group advisor, "who would have thought you would be so successful in bringing teens together to focus on Israel?"

One frustration of evaluation efforts, to date, has been the lack of time to develop "ethnographic" articles about many of the different programs conducted by The Retreat Institute and The Community Youth Resource Office. In the future, time permitting, we would like to build into specific projects the collection of anecdotes and their dissemination in articles

### Questions for the Future

Many of the questions we are asking about our work are those which only time, and more careful observation, will begin to tell. In general, we would like to know what aspects of our programs are producing significant change - in individuals and organizations.

With respect to individuals, we want to know:

- How are particular experiences affecting participants' desire to continue their exploration of Judaism and Israel?
- How much knowledge is transmitted in these programs? What kind of knowledge is retained?
- Do programs cause participants to change their attitudes and feelings toward fundamental ideas in Jewish life?
- Does the leadership and participation of diverse Jews in these programs affect the desire of participants to become more willing to learn from and communicate with Jews different from themselves?

With respect to organizations, we want to know:

- Is our work with organizations affecting their programmatic and/or ideological goals?
- To what extent and in what ways are professionals and lay leaders in the community coming to view us as a resource for the development of their work?
- Are institutions in whom we have invested significant human and fiscal resources taking more initiative in developing new programs? If so, what skills are they using that they think they learned from us?
- How is our involvement with institutions affecting how organizations define their work vis a vis other institutions? Do they see themselves as part of larger Jewish community, with which they are positively inclined to collaborate? Or, do they see themselves becoming more self-sufficient and independent?

Retreat Programming, 1991 - 1992

NAME OF PROGRAM	Participants	Number of Days
<b>A. 20 RETREATS:</b>		
West Temple Retreat	30	1
CWRU Hillel Retreat	15	3
The Temple School Retreat	62	2
Park Synagogue Family Retreat	60	2
Park Synagogue Confirmation Retreat	20	2
B'nai Jeshurun Confirmation Retreat	20	2
Taylor Road Synagogue School Retreat	25	2
Bethaynu Junior High School Retreat	36	2
Bethaynu Family Retreat	60	2
Bethaynu 6th Grade Retreat	25	2
BBYO Retreat	45	2
Netivot Retreat	35	6
Beth Torah Retreat	45	2
Agnon Retreat	20	2
Beth Am Junior High Retreat	25	2
Bnai Jeshurun 8th Grade Retreat	20	2
Cleveland Hebrew Schools Retreat	40	2
Fairmount Temple Family Retreat	60	2
Suburban Temple 5th & 6th Grade Retreat	25	2
Temple Emanu El Family Retreat	60	2
	<b>728</b>	<b>44 days</b>

## Visiting Artists and Educators Programs, 1991-1992

NAME OF PROGRAM	Participants	Number of Events
<u>Avi Hadari Programs:</u> at Park, Bnai Jeshurun, Beth Am, BJE, Akiva High School, CYRO, Case Hillel, JCC	430	9 events
<u>Farryl Hadari Programs:</u> at Fairmont, Emanu El, Taylor Road, BJE, JCC	385	6 events
<u>Miquel Hersteln Programs:</u> Fairmont, Oberlin, CYRO, JCC	460	4 events
<u>Leah Shakdiel Programs:</u> Park, CYRO, JCC, Rabbis Penum, CCJS	360	5 events
<u>Letty Cottin Pogrebln Program:</u> co-sponsored with: Beth Am, Bnai Jeshurun, The Temple, Fairmont, AJC, Hadassah, Naamat, B'nai Brith Women	175	1 event
<u>Donniel Hartman Programs:</u> "Journeys to Israel" co-sponsored with Chai-5, Park Synagogue, Beth Am, B'nai Jeshurun, Shaarey Tikvah, Bethaynu, Temple Emaunel, Workmen's Circle, & Bureau of Jewish Education. Additional event with CCJS.	300	2 events
<hr/>		
	<b>2,110</b>	<b>27 events</b>

## CYRO Programs and Activities, 1991-1992

Name of Program	Youth Participants	Number of Events
<b><u>Back to Israel Series</u></b>		
-- w/ Miguel Herstein & Avi Hadari	52	1 event
-- w/ Leah Shakdiel	30	1 event
-- Netivot	35	1 event / six days
<b><u>Youth Advisors Workshops</u></b>	15 adults	6 events
six workshops		
<b><u>Student Forum on Israel</u></b>	65	8 events / see below*
<b><u>Journeys to Israel</u></b>		
-- Mini-conference at Akiva High School	150	1 event
--Mini-conference at The Temple Branch	100	1 event
-- Mini-conference & Programs Fair at B'nai Jeshurun	300	2 events
All Journeys to Israel programs are co-sponsored with the Bureau of Jewish Education		
<b><u>Panim el Panim</u></b>	40	1 event / 4 days
<b><u>Yom HaShoah event</u></b>	120	1 event
<b><u>Supervision of CYRO "Fellowships"</u></b>	6	
<b><u>Maintenance of Youth Data Base</u></b>	450	
Computer Data bank and formatting of Educational Materials		
Misc. Logistics and Administrative Support		
Liaison to Community Organizations:		
Jewish Educators Council, Yom Ha'Atzmaut		
<hr/>		
	1,333	23 events

\* SFI events for this year include: (1) letter writing campaign in support of U.S. loan guarantees to Israel; (2) Pro-Israel rally during Madrid peace talks; (3) event for all of Cleveland's youth group presidents; (4) participation in the AIPAC at Cornell University Conference; (5) participation in AIPAC's Policy Conference; (6) development of a teen newsletter; (7) co-sponsorship of Panim el Panim and (8) co-sponsorship of Journeys to Israel at B'nai Jeshurun.



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March 1992  
Adar II 5752

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**PLANNING FOR IN-SERVICE EDUCATION**

**SELF STUDY OF IN-SERVICE EDUCATION PROGRAMS  
OF THE BUREAU OF JEWISH EDUCATION  
AND THE COLLEGE OF JEWISH STUDIES  
FUNDED BY THE COJC**

Both the Bureau and the College have a wide variety of in-service programs which predate and are independent of the work of the Continuity Commission. Each of these programs has its own rationale, assessment approaches and systems of accountability. This present self-study is limited to those aspects of in-service education which are funded by COJC.

**I. UPDATING THE PROGRESS REPORT**

**A. Goal statement - Revision**

The goal is to increase professional and community expectations about what Jewish educators need to know and learn; to provide additional opportunities for their continuing education and professional growth; and to increase their effectiveness in the work setting.

**B. Implementation tasks - progress report as of December 31, 1991.**

**1. Develop new process of coordination and joint planning in the area of teacher education --**

The Bureau and College have increased coordination and planning for educators' development in the community. Bureau Assistant Director Sylvia F. Abrams and College Dean Lifsa Schachter meet regularly to determine the appropriate division of responsibility, to coordinate in-service education, to plan future opportunities, and to assess program developments.

Some programs are jointly implemented by the Bureau and College while others are implemented separately. Since discussions regarding structures for Jewish education in Cleveland began, and with the establishment of the Jewish Education Structure Review Committee, joint planning has focused only on implementation and evaluations of existing programs. Unfortunately, the

uncertainties created by the structures discussions interfere with planning new initiatives.

2. Develop Personal Growth Plan (PGP) program to involve 50 teachers from different settings who have long-term potential in the Jewish education field.

PGP (Professional Growth Plan) is a teacher-based goal-oriented program leading to accreditation, degrees, or other appropriate goals. These goals are developed in conjunction with the participant's supervisor. PGP is jointly sponsored by the Bureau of Jewish Education and the College of Jewish Studies.

Both recruitment and progress in the program have been slower than anticipated. A total of 36 teachers started the PGP process; 29 remain actively engaged in the program. Of these, 17 are seeking degrees and 12 are seeking licenses. Nine participants have completed one phase of a personal growth plan and one has completed her plan entirely.

Participants have been sponsored by 15 different schools in the community: 9 congregational schools, 3 day schools, and 3 communal supplementary schools (see table).

The seven participants who dropped out of the PGP process did so because of loss of employment, move from the community, or family concerns.

In the third year, PGP is concentrating on counseling teachers in the program to complete their plans where possible. In addition, recruitment efforts are directed to teachers who showed interest in personal growth either through enrollment in more than one JESP mini-course, completion of the Melton Adult Minischool, the Teacher Corps or courses at the College. Thirty-nine teachers received personal letters inviting them to apply to the PGP. Five additional teachers were recruited through this effort; a few were recruited by word of mouth. Few referrals to the program now come from school directors.

An assessment of the impact of PGP as an incentive for study indicates that the program continues to be most attractive to the day school teacher whose salary is linked to degrees and credentials. It remains difficult to attract the part-time teacher who works fewer than four hours a week. In addition, study demands made on

teachers involved with PCR and/or Retreat planning deter some from committing to a PGP and slow down the progress of others toward PGP goals.

We had hoped that the PGP would provide a framework for counseling individuals and encouraging long-term planning about their study. However, only a limited number of directors have invested in directing teachers to PGP. We believe that PGP remains one way to overcome on an individual basis the tendency to choose courses only with short-term benefit. In order for PGP's potential to work, we remain challenged to find ways to include directors in the career paths of their faculties.

3. Review licensing standards to update the standards utilized in the community in conformance with the national review process

The Cleveland Board of License, administered by the Bureau, completed its work on introducing new local standards, including the development of a life experience equivalence. The national review of standards is not yet complete, impeding the work of the Cleveland Board.

Since July 1989 the Cleveland Board of License has issued 21 credentials, a higher level of activity than in the previous decade. Of these, 19 are national credentials and two are local credentials. The Board reviewed the credentials of five additional applicants and counseled them about how to obtain licenses.

The Board of License's current tasks include: communicating the new standards to educators, encouraging teachers to obtain a license and promoting the value of licensure. Currently, the incentive for licensure is mainly in the day schools whose teachers need this credential in order to teach at one of the funded schools. The salary differential between licensed/unlicensed teacher in the supplementary system is insufficient to serve as an incentive for working towards obtaining a license.

4. Develop a mentoring program to support new teachers

Developed through the joint planning process, mentoring continues to be offered in conjunction with the BJE's Jewish Educator Services Program (JESP) "Introduction to

Jewish Teaching" course. Combining this course with a mentoring component initiates the novice teacher into a professional culture that promotes study and the examination of teaching practice as a norm for the profession.

After experimenting with volunteer mentors in 1989/90, paid mentors were introduced in 1990/91. Starting in 1991/92 one mentor is identified as the coordinator of this project. In addition to mentoring a number of the teachers in the program, she attended all sessions of the "Introduction to Jewish Teaching" course and facilitated a series of group follow-up meetings which included the novice teachers and the other mentor. In 1991/92, two paid mentors are assisting seven novice teachers from four congregations. A total of 18 novice teachers has been mentored since 1989/90.

School directors are referring increasing numbers of teachers to this program. Its participants request additional mentoring and courses of study. These are signs of its perceived usefulness to school directors and beginning teachers.

##### 5. Increasing field coaching opportunities

Field coaching is a means for educators to practice skills, learned through in-service courses, with the guidance of a fellow educator.

The number of educators coached annually has increased from 10 to 40. However, because of the thorough integration of the programs, it is not possible to identify the numbers coached through COJC alone. The following figures, therefore, include total numbers coached.

1988/89	-	10
1989/90	-	20
1990/91	-	31
1991/92	-	36 (in progress)

The funds for the coaching program come from a COJC allocation and the Bureau operating budget. The Bureau budget provides coaching stipends for teachers and coaches' salaries for Teacher Corps, Special Education, and selected JESP mini-courses. The coach's salary for CCJS courses also comes from the Bureau budget.

New approaches to coaching have been introduced. These

include a peer coaching project, coaching in the use of media and coaching in small groups of teachers who face similar issues.

Currently, eighteen senior educators coach in existing projects. Additional coaches need to be identified and trained because the intensity of the guidance process and the limited hours available for classroom observations require that coaches work with no more than two to three educators.

6. Training field coaches

Successful coaching requires the coach to have subject matter expertise, knowledge of a wide variety of methodologies and the ability to work with various personality types and backgrounds. The need to train additional field coaches and to further the development of the current cohort remains intense. A projected additional 10 teachers will be coached next year. Budget for this has been requested of COJC for 92/93. The program to train field coaches is being planned.

7. Israel Educators' Seminar

An annual Israel Seminar for local Jewish educators was developed through the joint planning process. Two highly successful travel seminars to Israel have been conducted, the first led by Dr. Sylvia Abrams and the second by Dr. Lifsa Schachter. The first trip, which took place in the weeks immediately before the Gulf War, had seven educator participants. The second trip had eleven educators. The trips combine pre-trip seminars, travel and study in Israel, and post-trip seminars.

Extensive evaluations reveal many positive aspects of this program: Participants experience the continuous connection between the Jewish people and the land of Israel; become acquainted in personal and live ways with contemporary problems of the Jewish state - including the Jewishness of the Jewish state, Arab Jewish issues, the absorption of new immigrants, and Jewish identity; study the Israeli educational system and learn how to use Israel as an educational resource.

Our follow-up experiences with the first group show an increased commitment to the Jewish community through teaching and other services and an increased commitment to personal study. Examples include leadership in the recent mini-CAJE, volunteering to create Israel related

programs for their schools and many expressions of the personal impact on their Jewish identity and their teaching. (See attached documents.)

8. Reinstate and expand stipends for study by Jewish educators through the BJE and CCJS - - Stipend levels have been established at \$60 per course for 10-hour JESP courses (course fees are \$35), and at two-thirds of course fees for CCJS courses up to 2 courses per semester. (Course fees were \$100/credit until the fall of 1991 when they were raised to \$118/credit. Courses are for either two or three credits.)

Enrollment (including pre-school educators) to December 31, 1991 is as follows:

A. Bureau of Jewish Education

1988-89 JESP -- 193 educators took a total of 319 courses.

1989-90 JESP -- 219 educators took a total of 349 courses. Of these, 264 earned completion stipends. (COJC target for the year was 200.) The number of teachers completing courses for Continuing Education Units (CEU) credit through the Ohio Department of Education doubled.

1990/91 JESP -- 243 educators took a total of 443 courses. Of these, 360 earned completion stipends. (COJC target for the year was 250.) 287 CEUs were earned, a 33% increase over 1989/90.

1991/92 JESP -- As of December 31, 1991, 198 educators have enrolled in 300 courses. Of these, 191 have completed programs and earned completion stipends. This activity does not include the Mini-CAJE conference which attracted 673 participants of whom 150 earned CEUs.

Analysis of the profiles of JESP participants indicates that the program is beginning to attract the less experienced teacher to in-service education. Since 1985/86, from the inception of JESP, there has been a steady increase in the participation of teachers with fewer than seven years' experience in Jewish education. The reinstatement and expansion of stipends has not affected how schools underwrite the costs of in-service education. Approximately 75% of JESP participants indicate that their schools pay their fees.

Availability of completion stipends and CEUs has increased both enrollment and completion of JESP requirements. Furthermore, the institutional stipend encouraged directors to increase their promotion of JESP and other in-service education.

#### B. College of Jewish Studies

1988/89 CCJS - - information not available

1989/90 CCJS - - 59 educators took a total of 127 courses. 115 courses were completed. 108 completion stipends were awarded.

1990/91 CCJS - - 71 educators took a total of 168 courses. Completion stipends were extended to school directors and educators working in JCC settings. 152 courses have been completed. 142 completion stipends were awarded for courses. 36 educators took courses for the first time.

1991/92 CCJS - - As of December 31, 1991, 67 students enrolled in 95 courses. Completion stipends were extended to educators working at the Bureau of Jewish Education. 19 educators are taking courses at the College for the first time.

The stipends continue to result in a more timely completion of course work. The growth in numbers of degree students is significant among day school teachers for whom degrees are related to salary increases and employment.

Recruiting for College courses is influenced by the lower contribution that the available stipend makes toward the payment of tuition, a lower level of school participation in underwriting educator tuition at the College, and the difficulty in engaging the avocational teacher in long term study.

#### 9. Reinstate conference grants

The Educator's Conference Grants program enables educators to benefit from training opportunities not available in the Cleveland area. The individual participant is expected to share this enrichment with the community in consideration of its contribution. The program is administered by the Conference Grants Committee of the BJE.

Funds enabled educators to participate in the annual Conference on Alternatives in Jewish Education (CAJE), the national Torah U'Mesorah conference and such Israel study programs as the Bureau/College Israel Educators Seminar, and the Mizrachi Seminar for Rabbis and Educators.

In 1989/90, the Committee administered \$6,000 from the Continuity Commission and awarded twenty-seven grants. These twenty-seven educators taught in 39 different schools.

In 1990/91, the Committee again administered \$6,000 from the Continuity Commission, plus allocations of \$10,000 from the Federation Endowment Fund and \$5,000 from the Bureau Combined Fund. 82 grants, totaling \$16,030 were awarded. These 82 grantees filled 109 educational positions.

In 1991/92, the Committee administered \$7,000 from the Continuity Commission. As of December, 31 grants, representing \$4,750 have been awarded. These 31 grantees fill 49 educational positions. Grants to attend the Torah U'Mesorah conference have not yet been dispersed.

Several schools have significantly increased their educator participation in conferences through matching grants from institutional stipends.

The Conference Grants program is especially valuable for the experienced teacher and brings to the community resources not available locally.

10. Create institutional stipend to encourage and enable supplementary schools to foster participation by their faculty in teacher education programs

Institutional stipends, administered by the Bureau, are available to any supplementary school maintaining at least 75% teacher participation in at least 10 hours of professional growth per year per teacher. Funds to schools are allocated based on school enrollment, \$10 for a pupil in that school and \$5 for a pupil in two or more schools, up to a maximum of \$7,500 per school. Funds are disbursed on a reimbursement basis for school subsidy of the costs of teacher education program fees (100% of cost) and for conference and Israel seminar grants (up to 50% of cost).

The first institutional stipends were earned in 1989/90 to be disbursed in 1990/91. Eleven supplementary schools earned institutional stipends amounting to \$23,850. In 1990/91, eleven supplementary schools, including two schools which did not qualify in 1989/90, earned \$23,405 to be disbursed 1991/92.

As schools acquire more experience allocating stipends they use them more effectively. During the first year when schools were eligible for reimbursements, they did not have the data that would allow them to estimate accurately how many education fees their allocations would cover. In the second year, in addition to funding courses, schools are increasing the use of funds to reimburse educators for participating in conferences and in the Israel Educators' Seminar.

## II. Assessment of strengths and weaknesses of program

### A. Strengths

1. A climate of study as a norm for professional educators has been created. The excitement generated in teachers who are energized and revitalized by their courses, both the practical and the theoretical, is reflected in their comments.

A teacher who learned to incorporate a new method reported, "I have taught for 20 years and for the first time every child in my class is doing homework." Another experienced teacher relates, "I would have left teaching if it were not for the in-service mini courses which make me feel the community cares. When I felt that I was at the end of my repertoire and becoming stale, these courses made me stay in Jewish teaching."

2. Educational directors indicate that they see a greater variety of techniques used in classrooms. Pupils appear to be more interested in classes of teachers who took courses in small group learning, question asking, or cooperative learning.

For teachers who have taken courses with the coaching option, most particularly in the areas of lesson planning or curriculum management, both directors and teachers report that they find the students better behaved and apparently more interested in their work.

3. In some schools directors appropriately use the system of incentives to promote in-service education and address institutional or teacher needs in their planning. These directors may ask that a specific in-service program be offered. They target specific teachers, encourage them to enroll in long-term study and support this by the use of institutional stipends for course fees.
4. Principals increasingly think through which teachers should participate in the coaching option and encourage them to enroll.
5. The conference grant program encourages veteran teachers to continue to study and find enriching experiences. The resulting interaction with other colleagues in a different kind of setting helps to keep them energized.
6. Having both the Bureau and College provide educational opportunities provides participants with different entry points to professional growth, meets the different perceived needs of potential participants and provides important variety in study opportunities.

#### B. WEAKNESSES

1. Some principals do not adequately define their in-service educational goals and therefore, do not appropriately guide their teachers in course selections.
2. Some educators are overextended because they are participating in multiple in-service education opportunities, sponsored by the COJC programs.
3. Inadequate funding in support of the longer more intensive courses remains an issue.

### III. Issues arising through implementation

- A. Avocational teachers remain the least responsive to in-service education opportunities.
- B. There is a need to to measure classroom results attributed to in-service courses especially in the light of the fact that schools have not defined their own

goals and missions clearly.

- C. In-service programs have focused largely on classroom educators. There is a need to involve youth workers and other kinds of informal educators in the in-service mandate.
- D. The norm for continued study by licensed, experienced, teachers has not yet been established.
- E. There is a need for coordination of in-service efforts by the Retreat Center with those of the Bureau and College.

#### IV. The effect of interactions with other COJC programs

##### A. *Project Curriculum Renewal (PCR)*

PCR uses the JESP framework to train teachers in curriculum. PCR teacher teams are intensely involved in this work. Despite efforts to avoid having these teachers enroll also in other long-term programs, this still occurs. At the same time, there is a complimentary influence between study of educational methods, curriculum and Judaic at the College, through JESP, and through PCR.

##### B. *The Cleveland Fellows.*

Through their school placements, Fellows are involved in the school-based in-service programs, including JESP, PCR, and JCC retreat planning. Fellows participate in some courses at the College together with other community educators. Fellows faculty participate in in-service offerings.

##### C. *The Retreat Center*

Visiting scholars, brought to the community by the Retreat Center, have occasionally been made available as speakers or workshop leaders to the Bureau or the College. Some educators involved in in-service at the Bureau or the College are also involved in teacher training sessions conducted by the Retreat Center. There is no coordination of these in-service efforts.

#### V. On-going evaluation processes

A. *The College program*

The College has an internal assessment system with several components. Students evaluate each course that they take. Teachers evaluate the work of students through exams, papers and student conferences. Students are individually counseled by advisors. The College, as an accredited institution, is involved in periodic review by the North Central Association (NCA) which examines all aspects of its operations. Assessment is a major focus of NCA accreditation. The College faculty is engaged in ongoing assessment of its programs.

B. *The Bureau Program*

The Bureau has an internal, on-going, multi-faceted JESP evaluation process. Teachers and instructors evaluate each mini-course. Coaches and directors evaluate coaching immediately upon its conclusion and after six months. Novice teachers and mentors evaluate the mentoring process. School directors annually evaluate the impact of JESP.

C. *Programs implemented jointly by the College and the Bureau*

- a. The Israel Seminar participants evaluate the seminar immediately upon its conclusion and after six months. The participants are evaluated by the trip coordinator and the Israel facilitator. There is an extensive reflective assessment by the joint implementers.
- b. PGP assessment is a monitoring and counseling process. Several times each year participants confer with advisors to evaluate their progress in the program and how well they are doing in their studies. To date, there has been no attempt at assessing the changes among PGP participants.

## VI. ACTION PLAN

The implementation of the in-service programs and the joint planning process have led to the need for more information in a variety of areas. These include:

- A. Assessing the difference that involvement in study makes to a teacher's effectiveness, use of strategies,

or depth of knowledge. One way this can be done is through the development of questionnaires to be sent to principals. The questionnaires, which will be blind to the fact of the teacher's studying, will be analyzed for correlations between study and changes in teaching behaviors.

- B. Determining whether the teacher who teaches fewer than 4 hours per week is affected by the in-service effort through a survey questionnaire that will indicate:
  - 1. How many of these teachers are involved in study.
  - 2. What they are studying.
  - 3. Where they are studying.
  - 4. The impact of synagogue membership on where they teach.
  - 5. What motivates them to teach.
- C. Assessing issues of teacher satisfaction or feelings of professional growth.
  - 1. Develop focus groups among some of the teachers who have been heavily invested in study.
  - 2. Seek assistance in designing and administering a teacher questionnaire.
- D. Assessing the impact of mentoring on new teachers.

We need expert assistance to design a questionnaire or other assessment strategy and to generate a high response rate. An assessment budget needs to be developed.

## VII. REFLECTIONS ON THE JOINT IN-SERVICE PROGRAMS OF THE BUREAU AND THE COLLEGE

The wide variety of approaches to in-service education, reflected in this report, is part of a multiple model approach. The conceptions behind the Bureau's JESP follow notions articulated by Bruce Joyce and Beverly Showers. They studied the results of teacher in-service programs and noted that those teachers who were assisted in the practice of skills studied were more likely to include them in their own teaching repertoire. A challenge to this model of in-service development is the culture of teacher autonomy in general education and most particularly in the Jewish schools.

The multiple models approach also includes the idea that various time frames and calendar cycles must be available

to meet the needs of current practitioners. This is one of the reasons for the wide variety of settings for JESP and has also influenced the College to experiment with other non-traditional course frameworks. A challenge implicit in this approach lies in finding the best instructors who have an understanding of the settings from which potential enrollees come.

Multiple models has also meant that different instructors approach in-service from different vantage points and with different ideas about the best way to engage teachers in the kinds of in-service that encourage teachers to constantly grow professionally. A challenge to this approach lies in the need to review the different models used in all of the settings in order to assess which most effectively lead to healthy change in the classroom.

Support of in-service has also recognized the need for subject matter competence and the need for teachers to engage in on-going study in ways that communicate to their students the importance of study. The challenge in subject matter study lies in balancing the immediate needs of teachers for information directly related to their teaching and the need for broader frameworks for adult study.

An ongoing challenge in planning for in-service lies in the difficulty in establishing school based in-service programs. Obstacles include the turn over in school leadership, the mobility of teachers and the increased number who work in a variety of settings.

The current in-service effort is largely focussed on the current cadre of educators. It is imperative to devise ways to attract new professionals to classroom teaching. The present shortages will become more critical, especially with the expected passage of the old-line professional Hebrew teachers in our community. While this issue is addressed in our joint planning, we challenge the COJC leadership to work with us on devising meaningful solutions to this problem including adequate incentives for study and a living wage with dignified benefits for Hebrew classroom teachers.

Our in-service work has been changing individual classrooms. However, it has not been able to address the structural issues in our schools. Although family education, and many forms of informal education will deservedly become increasingly important, they will never replace the need for children to learn in more formal settings. We believe that just as congregational

leadership has become committed to the importance of addressing family needs through experimenting with new structures for family education, they need to be part of a re-examination of the fundamental assumptions around which their schools are organized.

SFA\es\cojcinsr.eva





# Cleveland COYC self-assessments

general issues (Blain let - states  
- clarify goals?  
- implicit - make explicit  
(goals struts are minimal)  
- es cleve fellows  
+ time  
COYC fac. l  
reflec prac)

all took seriously, opp for crit reflec, saw as oppo  
lack of integ - worried that wait add up to more  
lack of plans for thorough eval + num sum of plans

## Cleve Fellows

p.3 look into internship w/ Petr East - PC R  
- current - congress

stranger in contrib of fac than of fellows?  
- if so, limited?  
- how many fellows can cleve absorb?

pos assmt of ss - little evide  
(potential)

shows resp to prods - mentoring makes up for weak internships  
- trying to resp to less exper of fellows at entry

p.12 posits not establ - critical?

not really clear how well integ w/in commu  
- es news failed to write  
- field super not supptd  
- expli - ~~lack~~ <sup>d.f.c.</sup> of interac w/ other progs  
outside colleg  
- specit congress

p.18 major tension looming - status of fellows vs other eds  
wanted lots more into on probs of internships - <sup>plcmt</sup> <sub>& part</sub>

PCR

- not clear how demonstr success
  - what's proof of pudding?
  - not that none may but how see?
- claim news ~~- less~~ <sup>good</sup>
  - how ~~than~~ it better?
- definitely asking the right qs:
  - evid is slim

- seems responsive to early challenges - eg ts wanted clear obj p.19

intrigued by claim p.20 of value of unit - based curic

p.22-23 I.Hle Internac - recognized

(more fundamental q - how mpt is curic reform?)

## Retreat Institute

again, stumpy on goals

p. 12 integrated? could be - need more data <sup>cf. p. 16</sup> - resources need  
 - how well integ n / formal ed?  
 at syus

p. 12 some comm-n-side prog s  
 - supposed at Bethany

p. 14 overall - incr in quant + qual of inform prog s  
 - need evid on qual  
 - p. 16 - testimonials

## Faservice ED

more specif on goals

p. 1-2 <sup>planning</sup> structures interfere w / planning prog s!

p. 2 PGP - 29 involved - sounds good to me  
 - if these are 29 more than would otherwise be involved  
 - sponsorship by 15 schls - also good (if new)  
 - but how much progress are t's making?

p. 3 - nb compet from PCR + RI  
 — why not give credit for course / prog done?

p.4 mentors - seems off + ruining

5 In (ed) seminar - successful

6 same indic of incr enrolment of interpt's

p.9 "climate of study as the norm"

- impressive claim - would like more docum

- eg shows incr partic in in-serv

- but what is base? all, 1/2, ten, relative to total

p.10 weaknesses are not ~~the~~ <sup>the reason</sup> weaknesses

need for subls to def missions + goals

p.11 effort to avoid + partic in multp ~~pross~~!



צדקה

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND  
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July 24, 1992

Dr. Adam Gamoran  
Ctr. on Org. & Res. of Schools  
University of Wisconsin  
1025 West Johnson Street  
Madison, MI 53706

Dear Adam:

We are interested in the possibility of your involvement in developing and conducting an evaluation of the work of the Commission on Jewish Continuity. The Commission is in its fourth year of implementing a group of programs designed to strengthen the field of Jewish education, provide more "Beyond the Classroom" educational opportunities, and broaden the focus from the child to the family. A brief program-by-program description is enclosed.

For the past six months, professionals staffing the various programs have engaged in a process of self-assessment. We would now like to go beyond this phase to assess the direct and indirect effects of both individual programs and the overall initiative. We would like to learn about these things from the perspective of the people they are meant to touch -- school directors, rabbis, teachers, students and families, lay leaders, and communal professionals. We also want to analyze the wide range of data already available on these programs.

Enclosed is an inventory of questions showing the types of things we want to learn through this study of COJC. We are willing to pare this list down dramatically in order to expedite and manage the evaluation process. As stated at the top of the list, the evaluator should help us prioritize and shape questions, determine and design appropriate evaluation instruments, and assist us as needed in implementing the evaluations and analyzing the data.

As COJC was originally funded for a four-year period, the evaluation data is needed to share with potential funders to gain ongoing support for the enterprise. We also want information that will help us strengthen individual programs and the overall approach. Because of the funding cycle, the evaluations need to be conducted and analyzed by the end of October.

If you are available and interested in assisting us, I would appreciate if you could take two steps. First, please contact me by phone or mail by Friday, August 7 to indicate your interest. Second, I will need by Monday, August 17: (1) your curriculum vitae; (2) any applicable work samples; (3) three references; (4) your initial reactions about how you would approach this evaluation; and (5) a rough idea of costs. As mentioned, we are interested in finding an approach to this evaluation which can be implemented and analyzed relatively quickly.

We hope that you will consider being involved in this evaluation. Cleveland is a community at the forefront of addressing Jewish educational needs, and has been a model for similar processes around the country. If you are unable to assist us, but know of someone else who may be interested, please either share their name with us or pass on to them this letter.

We look forward to hearing from you.

Sincerely yours,

*Daniel*

Daniel S. Blain  
Planning Associate

Enclosures

C106:H

*Adrian*  
any recommended  
names? Also, still  
interested in your  
reactions to self  
assessments.  
Thanks  
*Dan*

Joint Federation/Congregational Plenum  
Commission on Jewish Continuity

Potential Evaluation Questions  
July 1992

The purpose of this document is to provide a sense of the types of questions we would want to ask different groups about the COJC initiative. The evaluation consultant will be asked to further shape and prioritize the questions (in consultation with COJC lay leadership and program professionals), develop instruments for asking them, conduct parts of the evaluation, and analyze the results.

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GROUP 1: SCHOOL DIRECTORS and RABBIS

(Some of the specific program questions may not be appropriate for all in group; it will depend on level of involvement and knowledge of specific programs)

A. General Questions:

What COJC programs is your school using? How is this decided?

Which have been the most successful? Why? Which have been the least successful? Why?

Over the past three years, what changes have occurred in your school in the following areas:

family education  
beyond the classroom education  
curriculum  
personnel

What role did COJC have in these changes? What other factors contributed to them?

What, if any, problems or difficulties have you had in utilizing COJC programs? What has been your experience being involved in several programs simultaneously?

What has been the nature of your interaction with staff from COJC programs? How helpful has staff been in helping you define and achieve educational objectives?

What are you able to do now that you could not do before participating in COJC projects?

Have any COJC projects made your work easier or more difficult? Why?

Have you seen among parents heightened awareness about the critical need for Jewish education? What do you attribute that to?

B. Day School Salary Program:  
[for current and immediate past directors  
of the three participating schools]

How has this program affected your school and teachers?

Over the past three years, are there changes in your school's turnover rates and/or your ability to attract new staff? What do you attribute these to?

Over the past three years, are your teachers involved in more in-service education? Why?

Did the change in directors affect implementation of this program? How?

C. Cleveland Fellows:

Why did your congregation choose to be involved with the Fellows program?

How do you view your school's role in the training of the Fellows intern? Do you feel this role was adequately supported by the Fellow's program?

How did the intern grow from his or her internship experience? How could this experience be more beneficial for both the intern and the congregation?

How has your school benefited through its involvement with the Fellows program?

How successful was your working relationship with the staff of the Fellows program? Were they helpful? Accessible? How could this relationship be improved?

Were you satisfied that the time you invested with the Fellows program was worth it? Did the experience justify your investment of time, staff and resources?

What would you like the Fellows program to do that it is presently not doing?

What are the difficulties you've experienced in your involvement with the Fellows program? How were these dealt with?

D. Project Curriculum Renewal:

Why did your school choose to be involved with PCR?

What changes do you see in your school since the onset of PCR that you attribute to your involvement with PCR?

How did your teachers respond to participating in the process? Did it have any effect on their:

- morale
- retention
- professionalism
- quality of teaching

Have you seen differences in the curriculum developed by PCR? How would you describe those differences?

How else has your school benefited through its involvement with PCR?

How successful was your working relationship with the PCR staff? Were they helpful? Accessible? How could this relationship be improved?

Were you satisfied that the time invested in PCR has been worth it? Did the results justify your investment of time, staff, and resources?

What would you like PCR to do that it is presently not doing?

What are the difficulties you've experienced in your involvement with PCR? How were these dealt with?

E. Retreat Institute/Community Youth Resource Office:

What components of Retreat Institute programming have you been involved in? Why did you choose to be involved with the program?

What have been the goals of these programs? Have they achieved their goals? Why or why not?

What has been the reactions of participants to these programs?

Has your school in general increased its involvement in beyond the classroom activities? What has been the role of the Retreat Institute in this development?

Have you been involved in the CYRO? What has been the nature and effect of this involvement?

How has your school benefited through its involvement with the Retreat Institute/CYRO?

How successful was your working relationship with the staff of the Retreat Institute/CYRO? Were they helpful? Accessible? How could this relationship be improved?

Were you satisfied that the time you invested with the Retreat Institute and CYRO was worth it? Did the results justify your investment of time, staff and resources?

What would you like these programs to do that they are not presently doing?

What are the difficulties you've experienced in your involvement with these programs? How have these been dealt with?

F. Israel Incentive Savings Plan:

How actively does your school recruit for IISP? What recruitment approaches are used?

How much potential do you see for reaching a greater proportion of families? What are the obstacles to doing this?

Has your school been able to integrate IISP into its Israel curriculum, learning, programs, etc. Is this a feasible goal?

G. Congregational Enrichment Fund:

What additional programming does the CEF enable you to do? Has it increased your level of activity in beyond the classroom education? Family education?

Have you used CEF funds to access or involve yourself in other COJC programs? Why or why not?

How are decisions made in your school on use of CEF funds?

H. In-Service Education

Which components of the COJC in-service programs does your school/teachers utilize? How is this determined? How aware are you of the options available in this area?

Do these programs affect teachers':

- skill
- content knowledge
- effectiveness in classroom
- morale
- retention

How does the incentive of the institutional stipend affect your involvement in these programs? How does the availability of completion stipends affect these decisions?

Which programs seem to be of greatest value to your teachers? To the school?

How could these programs better serve your needs? Are there training programs not being offered which would be of value?

Were you satisfied that the time you invested in in-service education programs was worth it? Did the results justify your investment of time, staff and resources?

What are the difficulties you've experienced in your involvement in these programs? How have these been dealt with?

I. Additional Questions for Rabbis

Has the COJC been a catalyst for increased attention, energy, and resources being devoted by your school in any programmatic areas? Which ones?

Has the COJC initiative impacted on your youth and teens? How so?

Has the COJC initiative either directly or indirectly led families to participate more in Jewish study, activities, identity building, etc.? How?

What impact do you see the COJC process having on Federation - Congregation relations? How has COJC affected relations between the congregation and the communal educational agencies?

[We may want to consider talking to some congregational/school lay leadership, to get their perspective on some of the above questions]

GROUP 2: TEACHERS

[For teachers, it seems important to get some basic demographics, i.e., length of time teaching, training, hours teaching, etc. This will be helpful in analyzing data.]

Do you feel any different about teaching now than you did a few years ago? What feels different? To what do you attribute these changes?

Do you feel at all more supported in your teaching efforts? What is the nature of this support?

Do you plan on staying in Jewish education? Why or why not? If not, what would change your mind?

Have you participated in any in-service education programs? Which ones? How or why did you decide to participate? How did you hear about these programs?

Have these programs been of value to you? What did you get out of participating? Are you able to translate your training into your classroom teaching?

Have you participated in any retreats or visiting artist and educator programs sponsored by the Retreat Institute? Which ones? What effect did these programs have on you? On participants?

Have you participated in the PCR process? What effect did this have on you? Did it make you feel any different about your teaching? What was the response of students to the new curriculum?

If you participated in more than one COJC program simultaneously, what was the effect of this multiple involvement?

For Day School Teachers only:

Do you feel better supported and/or compensated than you have in the past?

Has this affected any decisions about remaining your position or the field?

Are you pursuing continuing education opportunities? Which ones? Why are you doing this?

### GROUP 3: PROGRAM PARTICIPANTS

[for participants in Retreat Center programs, users of IISP funds, and students from PCR classes. PCR students should not be expected to know that they are using PCR curriculum.]

Please describe your experience with \_\_\_\_\_ program? What were the highlights? What do you remember?

Do you think there will be any lasting effect from your involvement in this program? Please describe what this may be?

Overall, do you see any changes in the quality or nature of the Jewish education that you are receiving? What are these changes?

GROUP 4: PARENTS OF PROGRAM PARTICIPANTS

Please describe your child's experience with \_\_\_\_\_ program? What were the highlights for him/her? Did the experience seem to have any lasting effect? Please describe.

Were you able to build upon this experience in your home? Why or why not? What would help you be able to do this?

Overall, do you see any changes in the quality or nature of the Jewish education that your child is receiving? What are these changes?

GROUP 5: Lay and Professional Leadership of COJC, Federation, BJE, CCJS and JCC

[Questions to be determined]

OTHER THINGS TO FIND OUT ON OUR OWN:

Comparisons between 1988/89 & 92/93

Number and percentage of kids in system

Affiliation rates

Drop out rates

Teacher retention, turnover

Communal resources devoted to Jewish education

Changes in Program Usage

Increase in in-service use:

who (persons, schools, affiliations) is doing  
what type of program

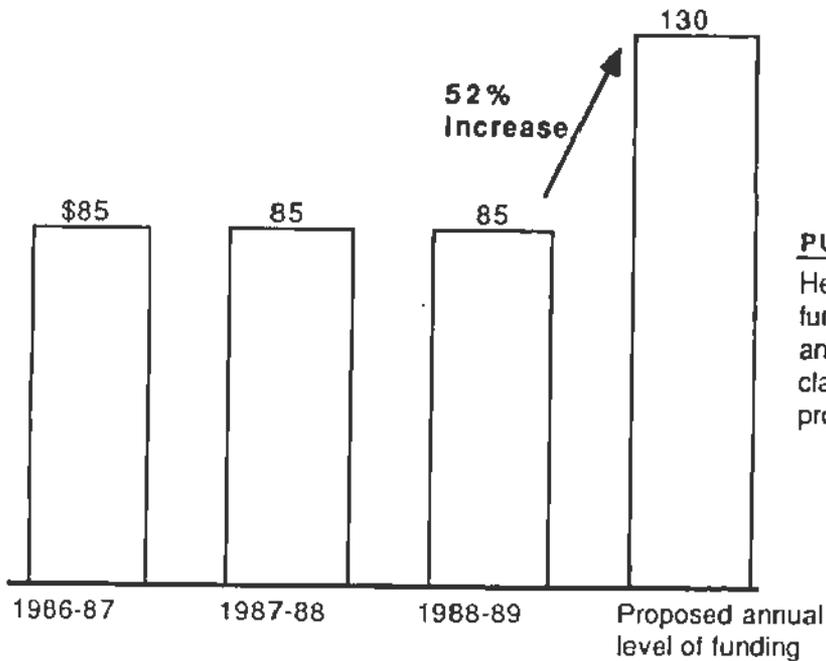
Types of things being done with CEF, Inst. stipend

IISP program use

Retreat program use

## 10. EXPAND CONGREGATIONAL ENRICHMENT FUND

\$ Thousands



### PURPOSE

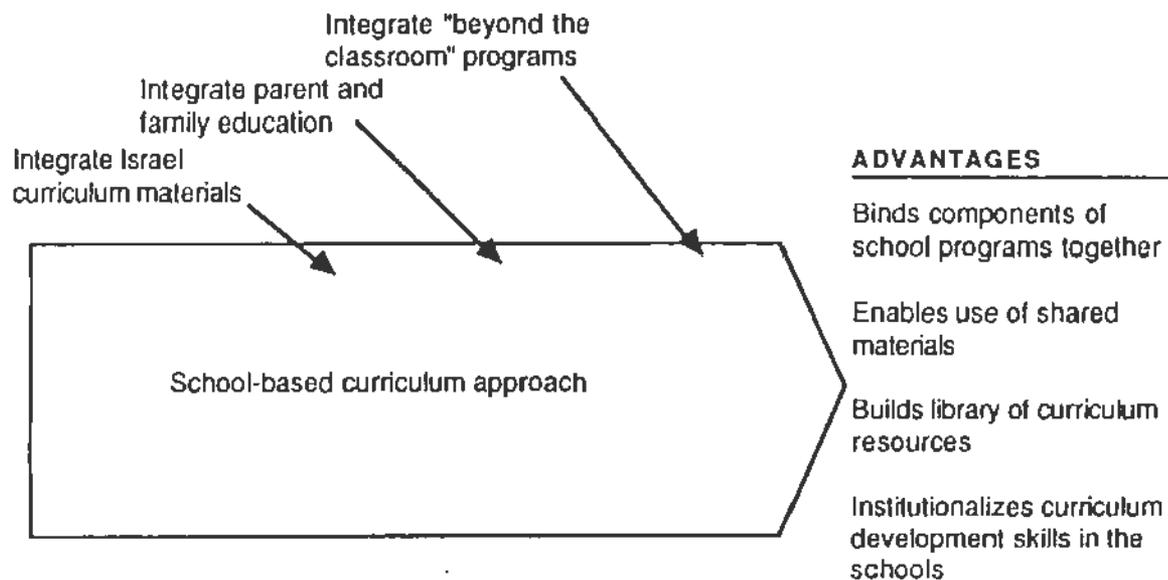
Helps congregations fund family education and "beyond the classroom" education programs

### Implementation to Date

- New guidelines for use of funds developed in 1989/90 year
- Oral presentation of all program requests now required
- Volume of program proposals doubled from 75 in 1988/89 to 149 in 1989/90
- The number of family education programs dramatically increased over 3 years
- 16 different congregations receive enrichment funds

jal/720dsb  
11/11/90

## 8. EXPAND PROJECT CURRICULUM RENEWAL



### Implementation to Date

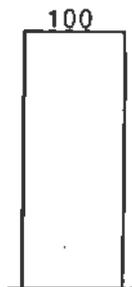
- 6 schools are engaged in intensive curriculum development process with PCR: Beth Am; Beth Israel; Beth Torah; Park Synagogue; Suburban Temple; Temple Emanu El
- Intensive curriculum developed in 5 areas: Israel; Issues and Values; Nature; Primary Education; and T'fillah
- Additional curriculum and resources developed and used by many schools on history of Jewish Cleveland and on Sephardic Jewry
- Parent and family involvement integrated into all curriculum
- Nature and other educational resources such as museums integrated into curriculum to provide "beyond the classroom" experiences
- Over 100 hours of in-service workshops conducted with 50 teachers

## 7. EXPAND ISRAEL INCENTIVE SAVINGS PLAN

### STRATEGY TO DOUBLE ENROLLMENT

New enrollments per year

CURRENT



1988-89

1. Simplify program
2. Increase shares of funding
3. Target schools for enrollment strategies
4. Work with schools to develop school-based trips

TARGET

200

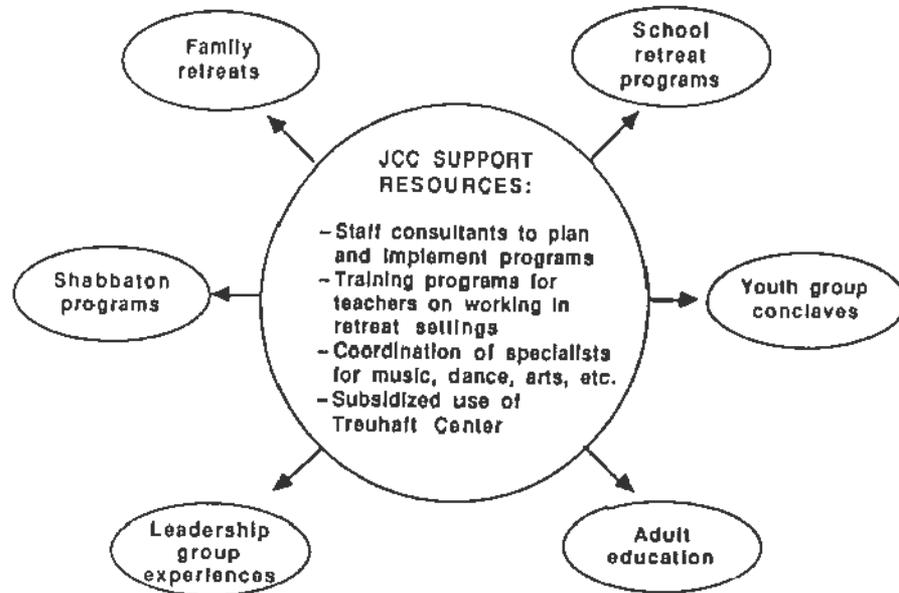


1992-93

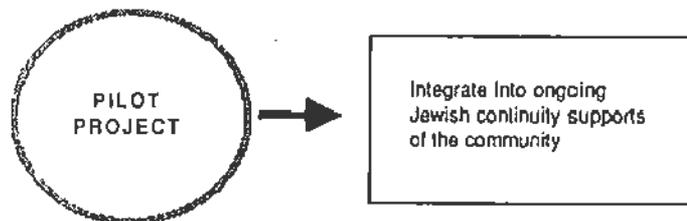
### Implementation to Date

- 1989/90 new enrollment was 194 students, with 61 participants using funds to take trips. An additional 123 students were enrolled in 1990/91
- Total enrollment now over 900 students
- Targeted enrollment efforts focusing on particular schools
- IISP committee reconstituted to support school liaisons
- Record keeping procedures improved
- Funding shares increased to \$100/year from Federation and \$175/year from the school/family

## 6. DEVELOP RETREAT INSTITUTE



## 9. INSTITUTIONALIZE COMMUNITY YOUTH RESOURCE OFFICE



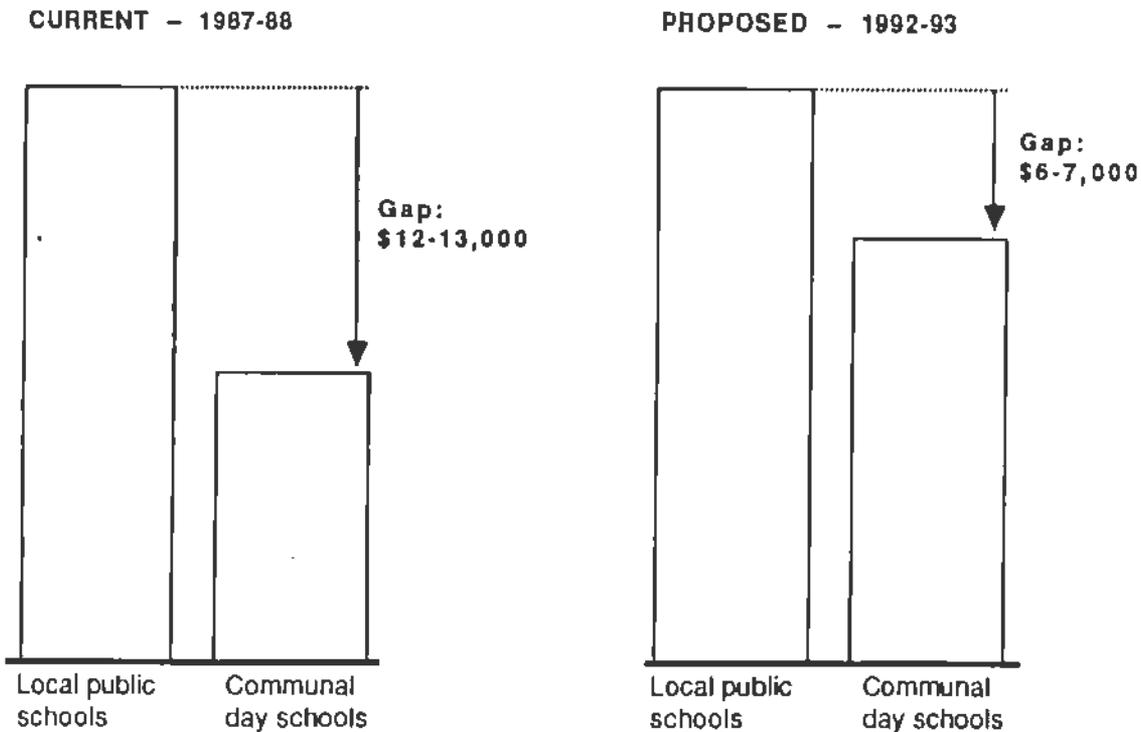
### ACTIVITIES

- Consultation on program development
- Development of outreach strategies
- Advisor recruitment, placement, training
- Coordination for youth participation in community-wide events and projects

### Implementation to Date

- The JCC Judaica Department established to include the Retreat Institute, Community Youth Resource Office, and Treuhaff Conference Center
- Central goal is to increase and improve informal Jewish education programs throughout the community
- Between 9/90 and 6/92, department produced over 115 events and programs, involving over 6,000 young people and adults. Worked with over 30 different synagogues, schools, youth groups and other community organizations and agencies
- Number of retreats has tripled from 12 in 1988-90 to approximately 36 in 1990-92; developed 4 model family retreat programs over the past year
- Working in partnership with four congregations over a two-year period in the areas of school and family retreats, Jewish parenting education, and young leadership development
- CYRO activities include advisor training program, high school leadership group focused on political action and Israel, and recruitment of local participants for Panim El Panim teen leadership program
- Department coordinates Israeli culture programming, including promotion of youth trips to Israel, follow-up workshops and retreats, and visiting Israeli artists and educators programs

#### 4. INCREASE DAY SCHOOL TEACHER SALARIES



#### Implementation to Date

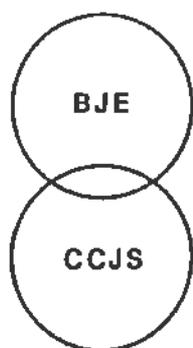
#### Agnon/Schechter

- Salaries have been increased minimum of \$8,000 over three years. Schools have met 30% funding challenge
- Program has been catalyst for schools addressing their salary structures
- Teachers are meeting continuing education requirements

#### Hebrew Academy

- Funding has been used to eliminate salary inequities among Judaic faculty and to raise general studies salaries
- School has moved to develop additional strategies to improve faculty compensation
- School has reduced transportation and tuition subsidies, and raised tuition to generate additional funding for salary needs

### 3. STRENGTHEN IN-SERVICE EDUCATION SUPPORTS



Joint venture between the BJE and College to coordinate and plan teacher education programs

#### COMPONENTS OF IN-SERVICE PACKAGE

- + Personal Growth Plan
  - + New licensure standards
  - + Mentor program for new teachers
  - + Expanded field coaching opportunities
  - + Teachers' seminar in Israel
  - + Institutional and teacher stipends for in-service study
  - + Reinstated conference and seminar grants
- 
- = **Better support for teachers in the classroom**

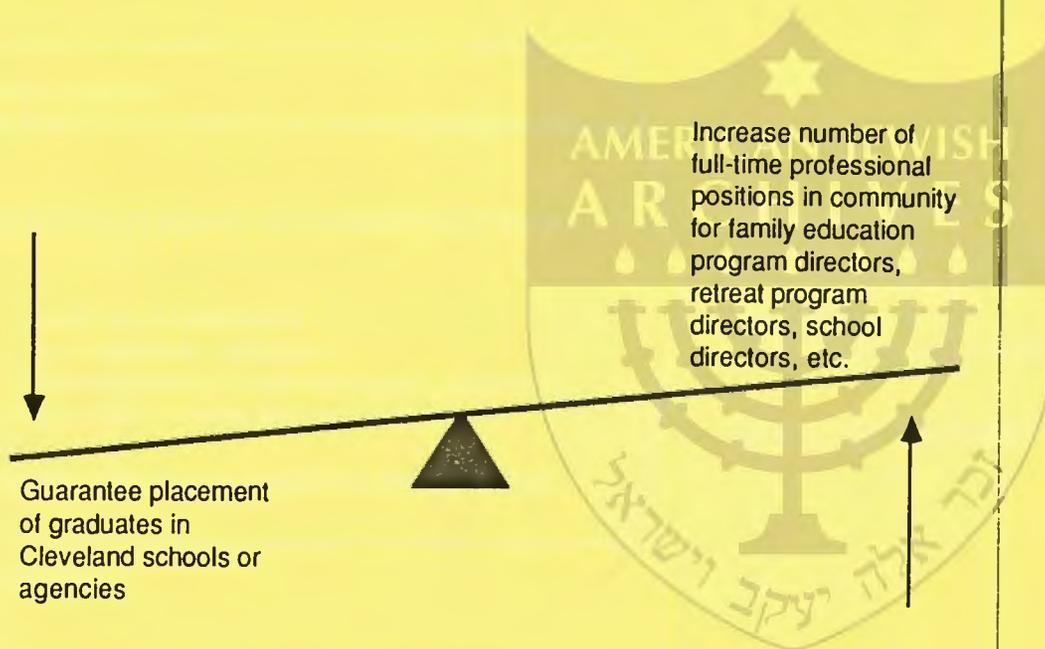
#### Implementation to Date

- Joint process for coordination and planning in place
- 31 teachers are in the Personal Growth Plan (PGP). All are working towards degrees and/or licenses
- 18 novice teachers have been or are in new mentoring program
- Field coaching opportunities have expanded by 10 slots each year
- First Israel Teachers Seminar held in December 1990 with eight participants. Second seminar being planned for December 1991
- Increased course enrollment at BJE and CCJS

	<u># Teachers</u>	<u># Courses</u>
<u>1989-90</u>		
BJE	219	349
CCJS	121	163
<u>1990-91</u>		
BJE	243	386
CCJS	136	183

- 11 schools qualified for institutional stipends by getting 75% of their teachers to take continuing education courses
- Over 100 teachers have received assistance to attend conferences

## 2. GUARANTEE PLACEMENT FOR FELLOWS GRADUATES



### Implementation to Date

- Preliminary discussions held on ways to determine community placements and role graduates will play in the community
- Placements will be developed to begin in summer 1993

COJC PROGRAMS

(Diagrams describe the original conception of each program)

1. CREATE CLEVELAND FELLOWS PROGRAM

COMPONENTS

2-year masters program in Jewish education would be offered

- 20 hours per week internships in schools
- Specialization in family education, "beyond the classroom" education
- Israel study component

Faculty to serve as consultants to schools and agencies

Create a community resource for research and development in Jewish education

IMPACT ON SCHOOLS

Student interns and faculty available to schools to teach, and develop family education and "beyond the classroom" programs

Implementation to Date

- Five students began program in Fall 1991
- Initial program focus on working with congregations
- Internships developed at Beth Am; B'nai Jeshurun; Fairmount Temple; Park Synagogue; and Temple Emanu El
- Course work includes seminars in Jewish education, classical Rabbinic texts and learning across the Jewish life cycle
- Faculty recruited and in place to teach seminars, mentor students, and play consultative roles in the community
- Recruitment efforts initiated for second year class