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Series D: Adam Gamoran Papers, 1991–2008.

Subseries 5: General CIJE Files, 1991–2008.

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Folder
9

Professional development. Gamoran, Adam. "Professional Development for Teachers in Religious Schools: Inherent Contradiction or Realistic Policy?" Presentation. Correspondence, notes, and background material. Abstract, 1997-1998.

For more information on this collection, please see the finding aid on the American Jewish Archives website.

3101 Clifton Ave, Cincinnati, Ohio 45220
513.487.3000
AmericanJewishArchives.org

From: "AnneBert Dijkstra, Dept. of Sociology, UoG" <A.B.Dykstra@ppsw.rug.nl>
Organization: Fac. PPSW RUG
To: Adam Gamoran <gamoran@ssc.wisc.edu>
Date: Fri, 12 Sep 1997 15:58:40 GMT+0100
Subject: Re: question
Reply-To: A.B.DYKSTRA@ppsw.rug.nl
Priority: normal

mailed
9/16/97
et

> Hi Adam,

thanks for your respons. So good to hear from you again! Let me reply to your remarks below.

I can get a copy of the Bryk-Driscoll paper for you. What address should I send it to?

Please
mail the
enclosed
to

> That would be great!
> The address is: Dept of Sociology, Univ of Groningen
Grote Rozenstraat 31
9712 TG GRONINGEN -NETHERLANDS

Dr. AnneBert Dijkstra

> Thanks a lot!

Tell me more about your session on religious education. Is this to be a session at the ISA World Conference, and then the best papers from that session will be published?

> Yes and yes.

Are you the organizer of the session as well as of the journal issue?

> Yes and yes. Regarding the journal issue, I am talking with two Groningen based international education journals: Educational Research and Evaluation (with Creemers, Gretler, Hill and Slavin as main editors) and School Effectiveness and School Improvement (Reynolds and Creemers), but nothing decided yet.

>From my work on Jewish education in North America, I may have something to contribute. We have been studying the characteristics of educators and the quality of professional development, and also planning an indicator system for Jewish education in the U.S. Would something from this work fit with your theme? If so I will give it more thought.

> Yes, that would fit into the theme indeed. In case you decide to contribute, I am looking forward to such a contribution. Is the educators and professional development study done from a comparative perspective?

no

> I am quite interested in this from another perspective as well. As you know, I am involved in Reformed schooling research. Over the last year, I was raising private money for a solid and long term research program, under the umbrella of a private 'think tank' institute. Later this fall final decisions will be made, but in case this project will be realized indeed, the development of an indicator system of educational quality of Reformed schools will be a major topic. From this perspective, I am interested in your plans regarding Jewish education. I would appreciate if you are willing to send me more information about this (do you have published about these things already?). Or better, we probably can find an opportunity to talk more about this at a later point in time.

send proposal

We are well these days -- our big news right now is that we are planning to spend spring 1998 in Israel. I will be a visiting professor at Tel Aviv University, and I will work at a Jewish education policy institute in Jerusalem. We just found an apartment in Jerusalem to live in.

> Congrats! That is the fullfulling of long time planning, isn't?

Hey, do you know anyone coming to Madison for the spring semester? I need to rent out my house.

> That's funny. I am trying to arrange funding for a trip to the US next summer (nothing sure yet, but the idea is to work with Mark about a study regarding US and NL reformed schooling; if money can be arranged, both Mark and I are thinking to come to the midwest (e.g. UW-Madison) for some period, and -if possible- bring our families along). But that would be during the summer, not spring, so this won't fit (do you have an idea of dates already?).

> What I can do, however, is sent a short email message through the ICS-lines (basicly, the sociology depts in Groningen, Utrecht and Nijmegen), and mention this. In case there will be a serious reaction, I can give out your name/email address. Let me know if this sounds a good idea to you.

Greetings,
AnneBert



←
715

From: "AnneBert Dijkstra, Dept. of Sociology, UoG" <A.B.Dykstra@ppsw.rug.nl>
Organization: Fac. PPSW RUG
To: gamoran@ssc.wisc.edu
Date: Tue, 16 Sep 1997 17:09:41 GMT+0100
Subject: follow up on special issue
Reply-To: A.B.DYKSTRA@ppsw.rug.nl
Priority: normal

Hello Adam,

regarding that special issue we were talking about, I was rethinking my ideas so far these days: why don't you join me in editing such a special issue?

Here is some more information:

Educational Research and Evaluation is interested in a special issue. Such an issue will be planned for end 99 (5/4) or beginning 2000 (6/1); final decision based upon a rough outline + indication of authors. Final acceptance of the total manuscript based upon referee process by the editorial board (or, what might be a better idea, finding ways for linking our referee efforts to the regular referee process). Approx. 100 pp total, manuscript available in fall 98.

My intention is trying to interest scholars working in this field in the combination of ISA session and special issue, so that a couple of good pieces can be expected. Together with good papers from the ISA-submissions, it might be possible to get an interesting pile of work.

Besides the fact that it will be fun working together, I expect us to be a fruitfull set of editors: your contacts and overview of things going on at your side of the ocean, combined with mine, will surely lead us to a nice issue!

Let me know if you are interested and can spent some time on it,
best wishes,
AnneBert

Hello Adam,

Sorry for letting you wait for so long. Times were very hectic over the last weeks. That explains why I was postponing a reply to your emails for too long, but is no excuse, of course; sorry.

Let me give you a short update about the situation right now.

With regard to the session 'Public, Religious and Private Schools: Education Between State and Market' at the ISA conference summer 98, no final picture can be drawn at this moment. Several colleagues showed their interest in presenting a paper; they are listed below. That overview, however, is not based upon abstracts. So far, one abstract was sent to me. Because of the possibility of postal delays due to the season break, I will wait for some more days. Based on the abstracts available then, it is my intention to select the final list for the ISA-session (maximum 5), and send the full set of abstracts for your information to you as well. As far as my information is reaching right now, there are several promising proposals for a substantial session. Nevertheless, in case you know about interesting pieces for the ISA-session, please encourage people to submit (although there is not much time left).

Concerning the special issue, I added a preliminary overview (below). Because I haven't seen much abstracts yet, the overview gives only a first impression of a more final outline of how the special issue might look like later on. The editor in chief, prof Creemers, would like to receive such an overview soon, but before sending it to him, I would like to ask for your input in this. If you like, please add your remarks.

My idea is that the extended abstracts submitted for presentation at the 'Public, private and religious schools, etc' session at ISA, can be used for a first selection for the special issue as well (NB: do you know about other studies that should be included in this issue?). Based on that selection, let's ask the contributors interested in having their paper included in the special issue to send their final manuscripts for the journal to you and me by July 1 1998 at the latest. Based on these texts, we can take a final decision about inclusion in the journal. For further details, see below.

All in all, I would like to propose the following steps to get this all started:

- 1 please let me know your remarks about the preliminary overview (see draft, below) for the editor of Educational Research and Education - *asap*
- 2 I will send the overview to the editor - *asap*
- 3 I will send you copies of the extended abstracts, selected for the ISA session - (*deadline was January 1, 1998, but I will wait for some days more*)
- 4 First selection papers to be included in special issue by you and me; invitation to authors to submit full manuscripts for final selection by July 1, 1998 - (*as soon as we know all abstracts send for the ISA-session*).

Please, let me know your remarks and suggestions (e.g. I hope that the language errors aren't too bad), and let me know as well if you think that we should alter this procedure or deadlines.

Wishing you, Marla and the kids the best for the new year,

kind regards,

AnneBert

NB: please remind me of the period of time that you can't be reached in Madison.

--draft--

preliminary overview

Special Issue

Public, Religious and Private Schools: Education Between State and Market
(provisional heading)

Educational Research and Evaluation. An International Journal on Theory and Practice
Swets & Zeitlinger Publishers, Netherlands

Editors: B. Creemers (GION, University of Groningen, Netherlands)
A. Gretler (Swiss Coordination Centre for Research in Education, Switzerland)
P. Hill (University of Melbourne, Australia)
R. Slavin (John Hopkins University, USA)

Guest Editors: AnneBert Dijkstra (University of Groningen, Netherlands)
Adam Gamoran (University of Wisconsin, Madison WI USA)

c/o Dr A.B. Dijkstra
Department of Sociology, University of Groningen
Grote Rozenstraat 31
9712 TG GRONINGEN -Netherlands
Phone: (+31) 50 363 6253
Fax: (+31) 50 363 6226
Email: a.b.dykstra@ppsw.rug.nl

Contents (preliminary selection and titles, December 1997):

Elucidation of the theme: In most western societies, religious diversity and the strive for religious schools appears to be an important factor in debates around parental choice and marketization in education. For large parts, the contribution to these debates made by educational sciences is directed towards disentangling the alleged positive or negative effects of ethnic-cultural and religious diversity in education on issues like segregation, social cohesion, democratic citizenship, et cetera. In an attempt to strengthen the descriptive base for these discussions, in this special issue of Educational Research and Education the focus is on the analysis of the practical functioning of schooling of religious student groups in primary and secondary education. Based upon empirical work in five western societies, in this issue especially two groups of questions will be addressed. The first theme is *organization*, and circles around the characteristics of the arrangements by which societies adjust the diverging demands for schooling of their religious groups, and analyses the effects of several national arrangements for dealing with religious students groups (religious groups within the public system, within private sectors, as force towards privatization, etc.). The second theme can be labeled as *effects*, and is focusing on the quality and outcomes of schooling of religious groups and private religious school sectors.

Contents:

- * *Introduction. Religious Diversity between State and Market. Organization and Effects of Religious Schooling in International Perspective* (approx. 10 pp)
AnneBert Dijkstra & Adam Gamoran
- * *Public and Private Schools in Italy: towards an integrated market?*(approx. 18 pp)
Luisa Ribolzi (University of Genova, Italy)
- * *Moslem Students at Christian Private Schools in Israel* (approx. 18 pp)
Nabil Khattab & Gad Yair (Hebrew University, Jersusalem, Israel)
- * *title* (approx. 18 pp)
Adam Gamoran (University of Wisconsin, Madison WI, USA)
- * *Religious Students on Public and Private Religious Schools in the Netherlands* (approx. 18 pp)
AnneBert Dijkstra & Rene Veenstra (University of Groningen, Netherlands)

- * *Education as a community sphere of society: why schools ideal types are neither state nor market*
(approx. 18 pp)
Michael Opielka (Institut für Sozialökologie, Bonn, Germany)

Time line:

- January 1, 1998: - submission of extended abstracts to session organizer
- selection of papers to present at RC04 session 'Public, Religious and Private School, etc.' ISA World Congress (July 1998, Montreal)
- first selection contributions special issue Educational Research and Evaluation by guest-editors
- March 1, 1998: - submission of abstracts to Congress Secretariat ISA by presenters
- send copy to guest-editors special issue Educational Research and Evaluation
- July 1, 1998: - submission of full manuscripts to guest-editors special issue Educational Research and Evaluation
- final selection contributions special issue
- referee round by guest-editors special issue
- referee round by editorial board Educational Research and Evaluation
- October 1, 1998: - send final manuscripts to guest-editors special issue
- November 1, 1998: - submission of final manuscript special issue to editorial board, final acceptance
- End 1999: - special issue available (#5/4, possibly #6/1 in spring 2000)

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TEI Evaluation Base-Line Document
Charts and Tables from the
Professional Development Program Survey

Characteristics of Professional Development Opportunities: 1995-1996

Atlanta
Baltimore
Cleveland
Hartford
Milwaukee
The Five Communities

DESCRIPTIVE FINDINGS

CIJE
Research and Evaluation Team

SURVEY COVERAGE

Only Programs in Shaded Areas Included in Data

**Programs
Sponsored
By:**

Central
Agency

Individual
Schools

Central Agency	Shaded	Shaded	Shaded
Individual Schools	White	Shaded	White

**Programs
Offered To:**

Day School
Educators

Congreg.
School
Educators

Pre-school
Educators

QUESTIONS

1. Is the learning opportunity designed to **contribute** to the **Judaic content knowledge** of the educator?
2. Is the learning opportunity **designed** for the professional development of a **specific audience**, as delineated below, rather than "one size fits all?"
3. Is the learning opportunity a **series of sessions designed to address a coherent theme** rather than a "one-shot" workshop?
4. Is the learning opportunity designed for **groups of educators from an institution(s)**?
5. Is the learning opportunity designed to help educators **reflect on and apply learning to their practice**?
6. Is the learning opportunity a component of a (comprehensive) **plan**, sustained over time, for the ongoing professional development of the educator?
7. What kinds of outside **incentives** are provided to educators for participating in these learning opportunities?
8. Does the learning opportunity include a **formal evaluation process**?

LEGEND

(for Summary Tables)

Content

- pedog. - focused on pedagogy
 - leader. - focused on leadership
 - Judaic - focused on Judaic content
 - teach
 - Judaic sm - focused on teaching a specific Judaic subject matter
 - other - focused on other issues
- (if left blank in first table - program did not focus on Judaic content or teaching Judaic subject matter)

Audience

- setting - designed for educators in same institutional setting
 - affiliation - designed for educators in schools with same affiliation
 - role - designed for educators working in similar roles
 - exper. - designed for educators with similar experience
 - training - designed for educators with similar training
 - students - designed for educators working with same age of students
- (if left blank - program was not designed for any particular audience)

Groups

- school - all faculty from a single school attended
 - CA - all staff of the central agency attended
 - team - participants attended as teams from different institutions
- (if left blank - participants attended the program as individuals)

Reflect on Practice

- coaching - coaching or mentoring opportunity is available
 - report back - opportunity to experiment in the classroom and report back to the group
 - network - educator network or study group
- (if left blank - program did not provide a formal opportunity to apply learning to practice)

LEGEND

(for Summary Tables)

(cont'd)

Incentive

- stipend - stipends or salary increase offered for participation
 - release time - release time offered for participation
 - ceu - CEUs or SDUs obtained through participation
 - license - license or certification completed through participation
 - credits - academic credits obtained through participation
- (if left blank - program did not provide any incentives)

Evaluate

- form - evaluated by participants completing written form
 - document - evaluated by analyzing documents or demonstrations produced by participants
 - interview - evaluated by formal interviewing of participants
 - observe - evaluated by observing participants' practice
- (if left blank - program was not evaluated)

Characteristics of Professional Development Opportunities in the Five Communities: 1995-1996

DESCRIPTIVE FINDINGS

CIJE
Research and Evaluation Team

Sponsorship of Programs

141 programs were sponsored by the central agency for Jewish education

Which included 9 programs open only to day school educators, 13 programs open only to pre-school educators, and 3 programs open only to central agency staff

19 other programs were offered exclusively to the educators of a single, congregational school

32 programs were sponsored by twenty-nine individual congregational schools

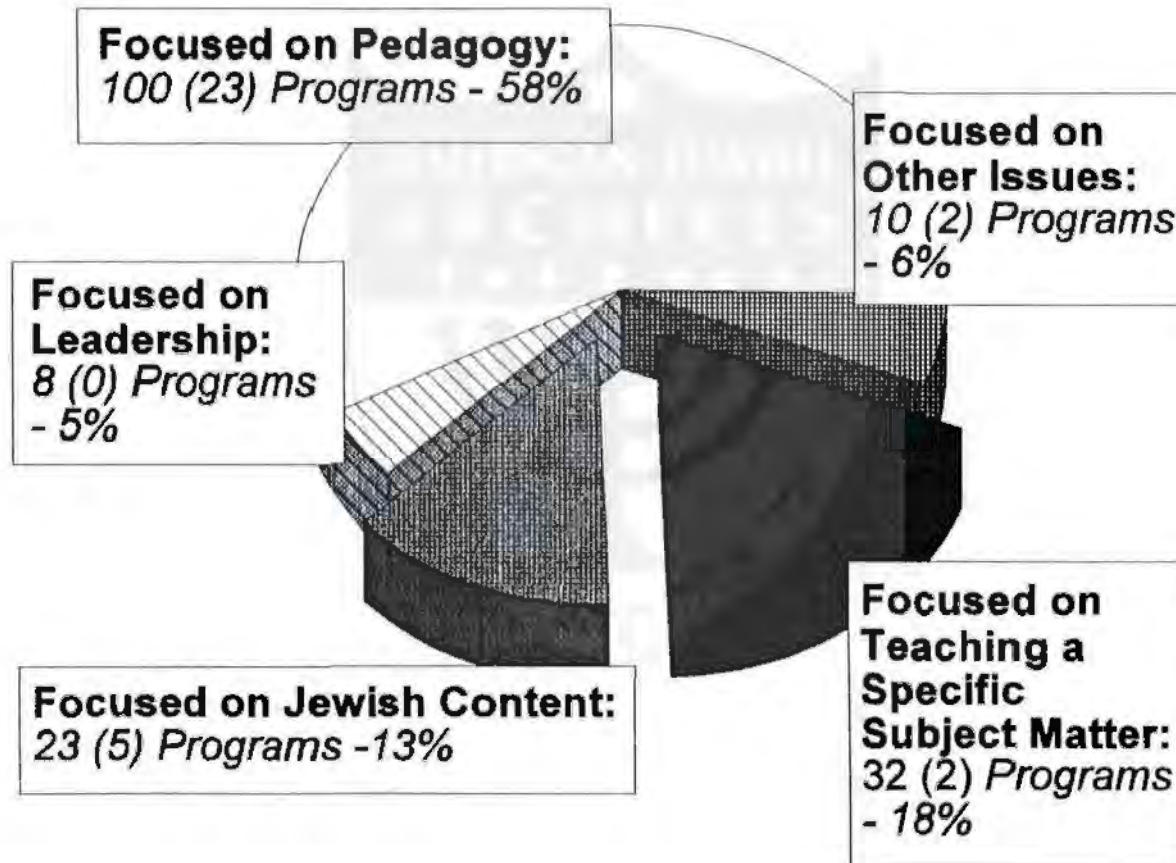
Which included programs designed (in part) by the central agencies

173 programs were offered in total

In addition, the central agencies sponsored 11 one-day conferences on a variety of topics

THE FIVE COMMUNITIES

Is the learning opportunity designed to contribute to the Judaic content knowledge of the educator?



Notes: Numbers in parentheses refer to the number of congregational school programs.

THE FIVE COMMUNITIES

Is the learning opportunity a component of a (comprehensive) plan, sustained over time, for the ongoing professional development of the educator?

27 programs (16%) were part of a plan for sustained learning over time

146 programs (84%) were "stand alone"

Note: The thirteen educator networks were considered to be "stand alone" programs.

THE FIVE COMMUNITIES

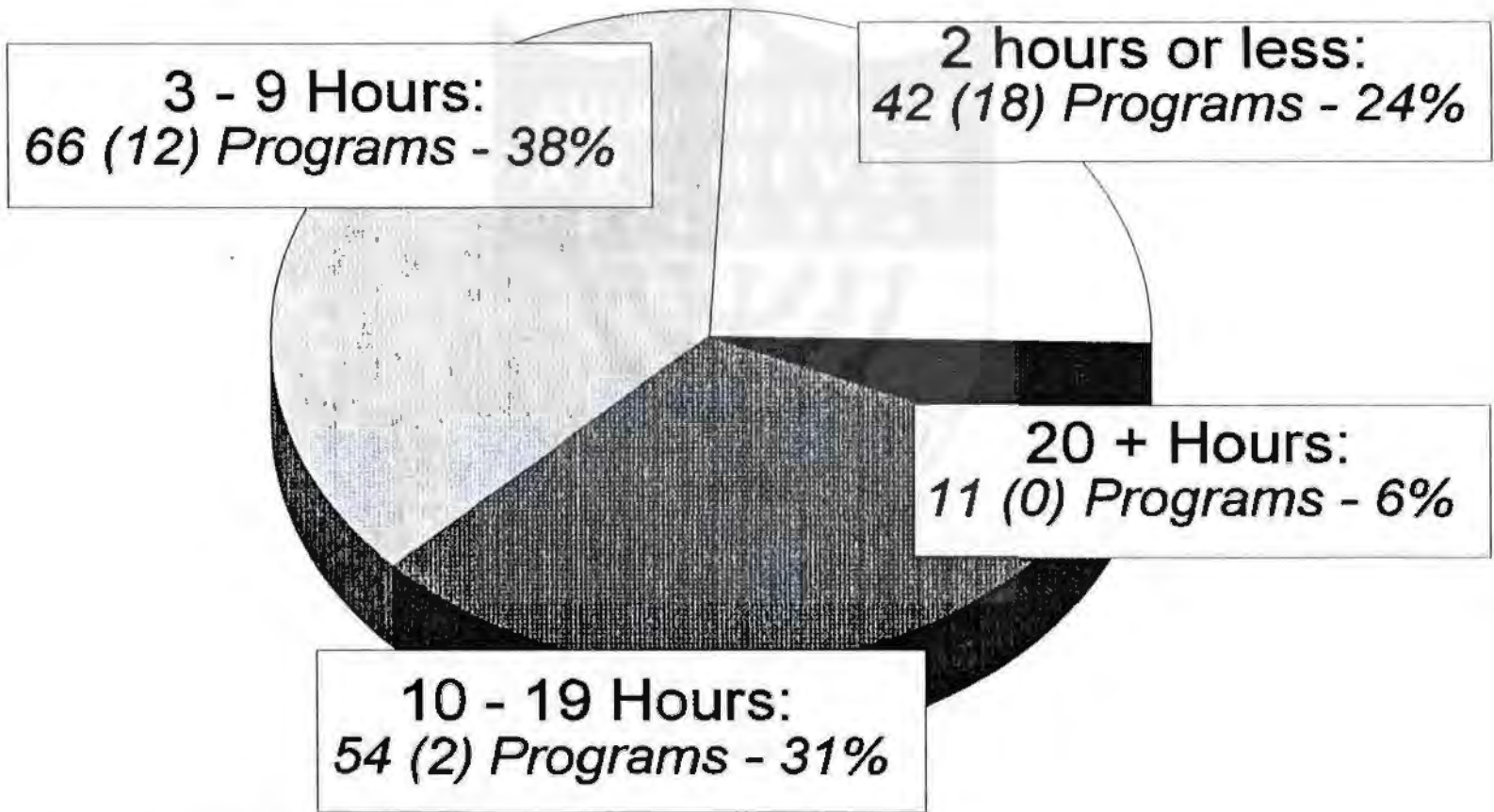
Is the learning opportunity a series of sessions designed to address a coherent theme rather than a "one-shot" workshop?

	# of programs	% of programs
1 session	63 (21)	37%
2 - 5 sessions	85 (6)	49%
6 - 9 sessions	12 (4)	7%
10 - 19 sessions	8 (1)	5%
20 or more sessions	4	2%
TOTAL	172 (32)	100%

Note: Numbers in parentheses refer to the number of congregational school programs.
The above figures do not include a seminar in Israel.

THE FIVE COMMUNITIES

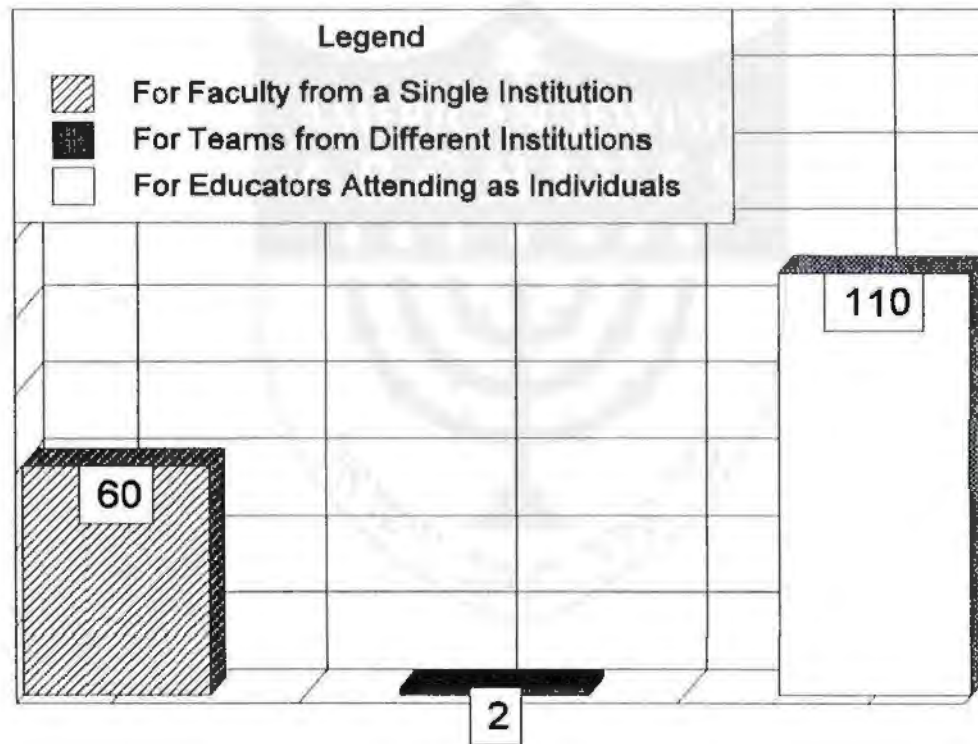
TOTAL PROGRAM HOURS
ADDRESSING A COHERENT THEME



Note: Percentages do not add to 100% due to rounding.

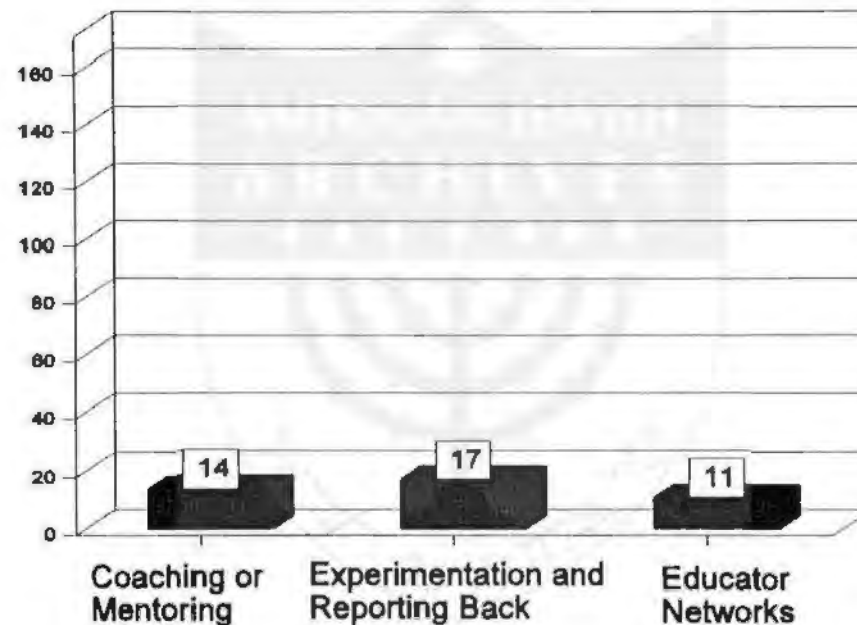
THE FIVE COMMUNITIES

Is the learning opportunity designed for groups of educators from an institution(s)?



THE FIVE COMMUNITIES

Is the learning opportunity designed to help educators reflect on and improve their practice?



Note: Seven programs offered educators both a coaching experience and the opportunity for experimentation and reporting back. A total of 138 programs (80%) did not provide a formal opportunity to apply learning to practice.

THE FIVE COMMUNITIES

Is the learning opportunity designed for the professional development of a specific audience, as delineated below, rather than "one size fits all?"

Audience Defined By:	# of programs	% of programs
Institutional Setting	66	38%
School Affiliation	5	3%
Role of Educators	10	6%
Experience of Educators	11	6%
Formal Training of Educators	0	0%
Age of Students	28 (3)	16%
Not Designed For Any Specific Audience	82 (29)	47%

Notes: "Setting" refers to programs designed exclusively for educators in day schools, congregational schools, JCCs, or the central agency.

Percentages do not add to 100% as some programs were designed for more than one audience.

THE FIVE COMMUNITIES

What kinds of outside incentives are provided to educators for participating in these learning opportunities?

Type of Incentive:	# of programs	% of programs
Stipends	99 (6)	57%
Release Time	11	6%
CEU/SDUs	71	41%
License/Certification	1	1%
Academic Credits	8	5%
NO OUTSIDE INCENTIVES	48 (25)	28%

Note: Percentages do not add to 100% as some programs offer more than one incentive.

THE FIVE COMMUNITIES

Does the learning opportunity include a formal evaluation process?

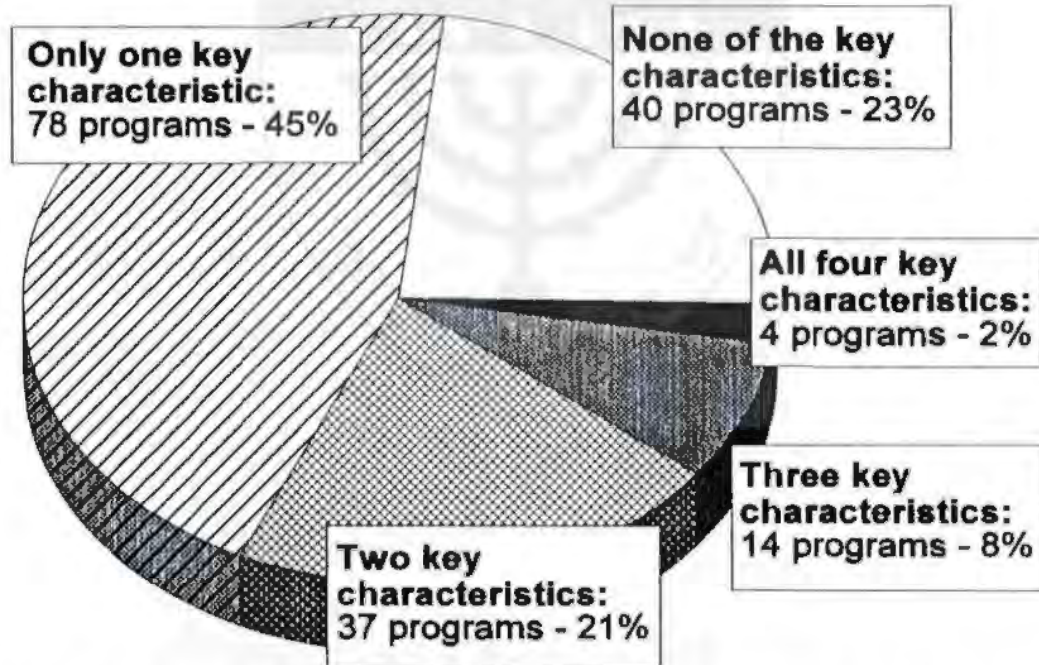
Evaluation Based on:	# of central agency programs	% of programs
Participants Completing Written Form	112	79%
Documents Produced by Participants (e.g., lesson plans, program assignments)	40	28%
Formal Interviewing of Participants	2	1%
Observation of Participants' Practice	4	3%
NOT EVALUATED	28	20%

Notes: Verbal discussion with participants is not counted as a formal evaluation.

Percentages do not add to 100% as some programs were evaluated in more than one way.

THE FIVE COMMUNITIES

Does the learning opportunity have four key characteristics:
(1) designed to contribute Judaic content knowledge;
(2) designed for a specific audience;
(3) a series of 6 or more sessions on a coherent theme; and
(4) designed to help educators reflect on their practice?

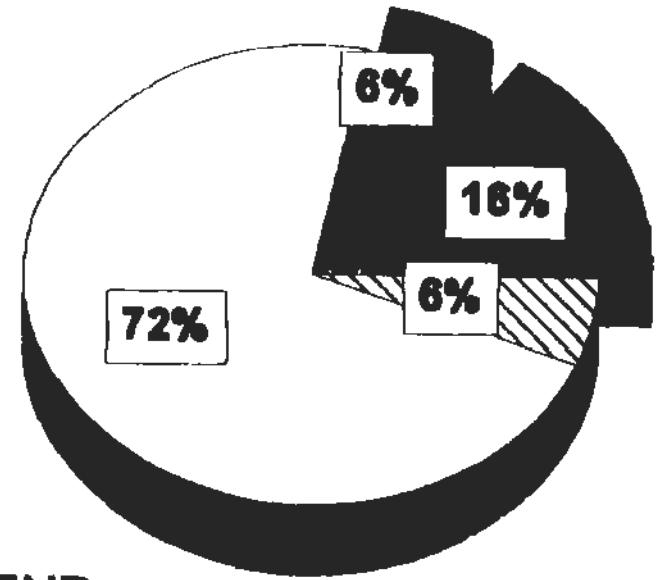
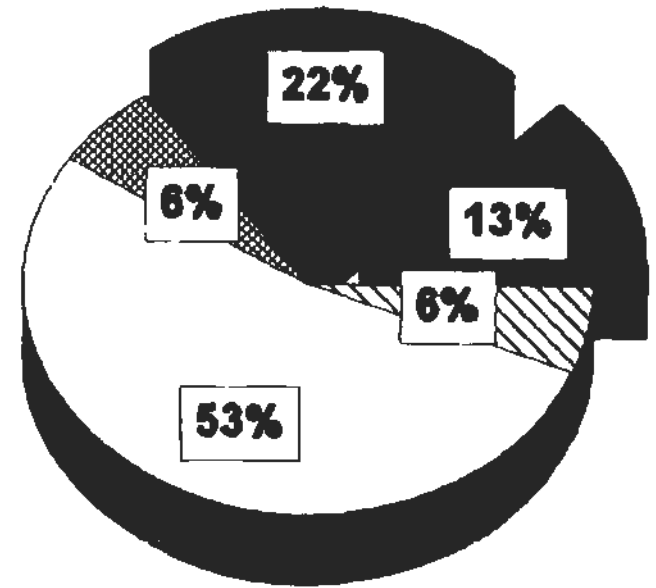


Note: Programs offered by the central agency to a specific congregational school are considered to be designed for a specific audience.

Figure 1: Emphasis on Jewish Content

Central Agency Programs for Supplementary Schools

Supplementary School Programs



LEGEND

- Focused on Jewish Content
- Focused on Teaching a Jewish Subject Matter
- Focused on Leadership
- Focused on Pedagogy
- ▨ Focused on Other Issues

FROM: Bill Robinson, [74104,3335]
TO: Adam Gamoran, AGamoran
CC: Ellen Goldring, INTERNET:ellen.goldring@vanderbilt.edu
DATE: 6/24/98 6:49 AM

Re: Pd Conf paper

Adam,

First, I'm sending you six copies of the revised two pages of the Indicators mock report.

Second, the Bank report is not on my new computer and the disks for it on back in Atlanta. I can certainly send it to you at the end of July. But, if you need it earlier, I can have my wife FedEx the disk to me.

Lastly, sorry I'm late in getting you comments on the PD Conference paper, but here are a few, mostly minor. The only substantive comment I have is as follows.

Based on observation of TEL conversations and discussions with educational leaders, I believe that one of the primary obstacles to the improvement of PD opportunities for Suppl. School teachers is the felt need to emphasize "equity" over "excellence" (my terms). The issue is -- Given limited resources (time, money, and available teacher-educators), does a CA or Suppl. school spend these resources meeting the minimal needs of many teachers (through one-shot workshops, etc.) or improve the capacities of a few teachers (through sustained PD, etc)? I've discussed this explicitly with Joanne Barrington and Sylvia Abrams who both see it as a real issue. Some of the educational leaders believe in "equity" (that is, equal treatment for all teachers). But, even for those who see the need for focusing more on "excellence" (that is, creating PD opportunities that actually result in enhanced classroom teaching and learning), they feel pressure from their lay boards (and Federation allocation committees) who believe in "equity" and/or measure success by the numbers of teachers you serve. Lastly, it is an issue of political survival. Do you invest your resources on a strategy that in the long-term MAY yield the desired results (including convincing lay people that this is the way to go)? Or, do you define and meet success in a way that fairly certain to work in the short-term?

The following are minor comments

In the first sentence of the abstract, I would insert the words "in actuality", so that the it reads "... for, in actuality, it usually consists of isolated workshops..." [Similar change to the corresponding sentence in the 1st paragraph.]

In first paragraph, 2nd to last sentence, insert "by teachers" so that it reads: "Typically, a workshop is seen as useful by teachers if it provides..."

3rd para in section entitled "Conceptions of Enhanced PD for Teachers". 2nd sentence, "assesses" should be "assess"

I would eliminate the 2nd para in section entitled "Further Details in Pd for Suppl. Schools." This para on the absence of data on day school PD is confusing and (I think) not essential.

5th para in same section, last sentence, "invote" should be "invite"

From: Bureau des congres de UdeM <congres4@BCOC.UMontreal.CA>
 To: "gamoran@ssc.wisc.edu" <gamoran@ssc.wisc.edu>
 Subject: Adam Gamoran, #2312 RECEIPT
 Date: Tue, 14 Jul 1998 18:39:53 -0400

Welcome to the 14th World Congress of Sociology. We acknowledge receipt of your registration form and it has been processed as shown below.

Montr,al, July 14, 1998
 no: 2312

File

Adam Gamoran,

Welcome to the 14th World Congress of Sociology. We acknowledge receipt of your registration form and it has been processed as shown below.

RECEIPT

A- Members - ISA (before 31-03-98): 350,00 \$

Administration fees for credit card: 12,25 \$

Total transaction:	362,25 \$	Amount received:	362,25
--------------------	-----------	------------------	--------

\$

Balance due: 0,00 \$

HOTEL RESERVATION

A single room at the cost of 125 \$ per day has been reserved for you at the:
 Le Chfteau Champlain

1, Place du Canada
 Montr,al, Qu,bec H3B 4C9
 CANADA
 Telephone (514) 878-9000 / Fax (514) 878-6761

Arrival date: July 27, 1998, 22:00

Departure date: August 2, 1998

First night guaranteed

Remarks: We changed your arrival date.

This will serve as a receipt. Thank you for participating to the 14th World Congress of Sociology. We hope that you will enjoy your stay in Montr,al.

Madeleine Bergevin

Coordinator

Table 1. Quantity of Professional Development

	SETTING	
	<u>Day School</u>	<u>Supplementary School</u>
Number of Workshops ^a	3.8	4.4
Course in Judaica or Hebrew ^b	32%	44%
Private Jewish Study Group	36%	49%
Number of Teachers	302	392

Notes:

a Required workshops over a two-year period. Excludes first-year teachers.

b At a university, community center, or synagogue during the past 12 months.

Source: Gamoran et al. (1994) and the CIJE Study of Educators.

Table 2. Duration of Professional Development Programs

Number of Sessions per Program

	PROGRAM SPONSOR		TOTAL
	Central Agency	Synagogue School	
1 session	32%	66%	39%
2 - 5 sessions	57%	19%	42%
6 - 9 sessions	4%	13%	6%
10 sessions or more	7%	3%	6%
Number of programs	114	32	146

Number of Hours Addressing a Coherent Theme

	PROGRAM SPONSOR		
	Central Agency	Synagogue School	TOTAL
2 hours or less	19%	56%	27%
3 - 9 hours	39%	38%	38%
10 - 19 hours	36%	6%	29%
20 hours or more	7%	0%	5%
Number of programs	114	32	146

Note: Percentages may not sum to 100% due to rounding.

Source: CIJE Study of Educators

14th WORLD CONGRESS OF SOCIOLOGY

INTERNATIONAL SOCIOLOGICAL ASSOCIATION
ASSOCIATION INTERNATIONALE DE SOCIOLOGIE

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Fax : 1-514-343-6544
E-mail : congres@bcoc.umontreal.ca

26 JULY – 1 AUGUST 1998 MONTRÉAL, QUÉBEC, CANADA

WITH THE COLLABORATION OF
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Fax : 0-1-619-695-0416
E-mail : socio@cerfnet.com

1 October 1997

Dear Colleague:

This is the eighth Congress for which **sa, inc.** and the ISA will cooperate in providing a booklet of abstracts of papers being presented at the 14th ISA World Congress to all participants, and subsequently making these abstracts a part of the **sa** database in print and electronically.

Call for abstracts

A form is enclosed for submission of your abstract, with instructions for its preparation. Note that all abstracts must be written in English. After preparing the abstract, submit it to your Session Chairperson for his/her signature and transmittal to the Montreal Congress Secretariat. Allow sufficient time for delays in mail services to deliver your abstract to the **Montreal Congress Secretariat by the deadline of 15 February 1998**, and then forwarded to **sa** for **editorial deadline of 2 March**. Abstracts that do not have the Session Chairperson's signature and do not go through the established Secretariat channel will not be published by **sa**.

SOCIOLOGY*Express

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Vice President
International Sociological Association



Miriam Chali
Executive Director
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26 JUILLET – 1 AOÛT 1998 MONTRÉAL, QUÉBEC, CANADA

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1^{er} octobre 1997

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Author: Gamoran, Adam
(Last Name—First Name—Middle Name/Initial)

Additional Authors: _____

Institutional Affiliation: University of Wisconsin, Madison, USA
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Address of Institution: Dept. of Sociology, 1180 Observatory Dr.,
(street, city, state or country, zip code)

Tel: (608)262-2921 Fax: (608)265-5389 E-mail: gamoran@ssc.wisc.edu
(including area code)

Title (including Subtitle) of Paper: Professional Development of Teachers in Religious Schools: Inherent Contradiction or Realistic Policy?

Title translation (if other than English): _____

Language of paper: English

**TYPE ABSTRACT DOUBLE SPACED BELOW
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The term "professional development" may be something of a misnomer in education, for it usually consists of isolated workshops that offer fragments of information rather than a sustained, coherent body of knowledge. Recently, a broader and deeper concept of professional development for teachers has emerged. In this vision, professional development focuses on long-term learning instead of immediate payoffs. Because it promotes collaboration and reflection about teaching and learning within a professional context, it may contribute to professional communities among teachers, and thereby enhance the practice of teaching. What are the prospects for such enhanced professional development among teachers in religious schools? This paper uses survey data collected by the Council

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for Initiatives in Jewish Education in collaboration with educational institutions in five communities in the United States, to assess the current status and future possibilities for professional development of teachers in Jewish schools. Among teachers in Jewish day schools and supplementary schools, the paper examines the extent and nature of professional development activities, including workshops, courses, and informal study. Focusing next on the least professionalized segment of the Jewish teaching force -- the supplementary school teachers -- the paper asks what opportunities are available, and whether these opportunities are of sufficient quality to help establish professional communities of educators.

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Author: Gamoran Adam
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(including area code)

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The term “professional development” may be something of a misnomer in education, for it usually consists of isolated workshops that offer fragments of information rather than a sustained, coherent body of knowledge. Recently, a broader and deeper concept of professional development for teachers has emerged. In this vision, professional development focuses on long-term learning instead of immediate payoffs. Because it promotes collaboration and reflection about teaching and learning within a professional context, it may contribute to professional communities among teachers, and thereby enhance the practice of teaching. What are the prospects for such enhanced professional development among teachers in religious schools? This paper uses survey data collected by the Council for Initiatives in Jewish education in collaboration with educational institutions in five communities in the United States, to assess the current status and future possibilities for professional development of teachers in Jewish schools. Among teachers in Jewish day schools and supplementary schools, the paper examines the extent and nature of professional development activities, including workshops, courses, and informal study. Focusing next on the least professionalized segment of the Jewish teaching force -- the supplementary school teachers -- the paper asks what opportunities are available, and whether these opportunities are of sufficient quality to help establish professional communities of educators.

~~Supplement~~

Aford, George.

Towards Shaping the agenda: A study of
Catholic Religion / Catechesis

Washington, DC: ETS, 1994.



From: "AnneBert Dijkstra, Dept. of Sociology, UoG" <A.B.Dykstra@ppsw.rug.nl>
Organization: Fac. PPSW RUG
To: gamoran@ssc.wisc.edu
Date: Thu, 11 Sep 1997 14:36:39 GMT+0100
Subject: question
Reply-To: A.B.DYKSTRA@ppsw.rug.nl
Priority: normal

Hi Adam,

How is life overthere? Almost a year ago already, when we met for the last time? Hope that all is well, with you, as well as with Marla and the kids.

Reason to send you this message is a small question -sorry for bothering you with it. I am trying to borrow a book (or research report?), but without success so far:

Bryk, A.S. & M.E. Driscoll (1988): The high school as a community: contextual influences and consequences. Madison: National Center for Effective Secondary Schools

Have you ever seen this publication? Is it available in one of the libraries in the Education or Sociology depts?

Again, sorry to bother you with this.

Best wishes,
AnneBert

NB: as you probably know, one of the sessions of the ISA Education RC next August in Montreal is devoted to private, religious and public schooling research. I am trying to organize a special issue of a good journal, in which the best papers out of that session will be published. In case you are -or one of your colleagues is- working on a piece that will fit into the topic, your contributions are welcomed.

PD in Relig Schls - ISA pres

I. Intro

→ if think abt Pub + priv in mktplace (for volume intro?)
- need think abt qual. it
- neg of ed s.s. elem of qual
- "pd" is up to impu quality

A. "Prof dev" is ed buzzword of late '90s, at least in US

- ① where "effr schls" was '80s & "restac" was early '90s, ② today one hears "pd"
- workshop, courses, study, etc.
- as key strategy to impu +

B. Yet "pd" may be a misnomer in edc,

- bec + as occup - s not fully profitz
- 10 yrs of formal trng, cert. & req
2. but lacks r. social base of tech knowl
3. lang of everyday life
4. what passes for "pd" is usually isolated workshops offering fragm knowl

C. If that char gen ed, what abt relig ed, where ^{ed less res-l} ts are less profitz

1. eg US schls - 1/2 formal trng in ed, ^{trng for daily} 1/4 splz sub matt trng
2. still Cath ~~schls~~ ^{schls} - ts not ^{EXPR} profitz
3. in contrast to publ schls (all ts certif)
- uncat ts 1/4 Cath schls 1/2 Cath schls
4. so what are prospects for using pd to enhance qual of + in relig ed?

II. To assess prospects for pd as reform, need

concept of PD

A. In place of one-shot workshops, new concepts

- 1. sustained & coherent process instead of frags
- 2. related to practice, but not a quick fix
 - a. experim, cons. it, etc
 - b. long-term growth
- 3. impct of cog. matt knowl

B. In this paper, use case of J skills

in US to examine current status of pd

- 1. How measure up to new vis. on of pd.
 - a. how much
 - b. what quality
- 2. focus on suppl skills
 - a. sustained & coher
 - b. rel to prac. in long term sense
 - c. focused on J subj matt

III. Intro to struc of J ed in US

A. Due to sep of ch + s in US, all publ (st-spp) skills are secular

B. J chln formal J ed in 2 ways:

- ↳ day
- ↳ suppl
- ↳ day skills priv funded
- a. a & b.1 w/ TUM or Sheck, or other

6. accord to SASS abt 500 ds + 117,000 SS

2. suppl schls 1, 2, or 3 x / wk - wkly or pm
 a. most offl w/ congress - cars or ref
 b. abt 1800 schls, 287,000 SS

C. JED highly deant-12

1. acctbl to sponsary, inst it (syn) + parents

2. central agencies - "Bur of JED"

a provide services - mil pd

b but no regl power

c. funded by local command org - "fed"

d. central ag acctbl to fed, not schls

IV Data + Methods

A. Data from 2 sources

1. survey of fs - 3 countries - CITE

a. almost 1000 fs out of 1100 - 82% resp

i. this paper focuses on ~700 ds, suppl
 ii. omit pre-schls fs

b. into on bly + mg, mil pd (1993)

c. suppl w/ 125 meters

2. also CITE, same 3 countries + 2 more

a. survey of mg (not fs)

b. leaders in syn schls + central ag filled at

C. shows pd avail to ts
- length, cohen, etc.

B. Meths - descrip - bcs res gs are descrip

IV. Findings

A. Features of PD

1. quantity - TABLE 1

- a. few workshops
- b. below std's
- c. some other queues, but less than pool + std's

2. inter - pd frag, not cohen

- a. no overall plan
- b. inconsistent part.
- c. ^{partial} exception - are common MCD. we pg
EXPL
- coherent struc, but frag content

3. ts value only for immed payoff

- QUOTES

- missing concept of pd as long-term growth

B. More details - what abt quality?
~~available~~ mass offered by
centr ag + syn subs (not d.s.)
— so mass avail for syn subs + s

1. 146 mass for suppl subs + s

a. 116 offered by central ag

b. 32 offered by indiv subs

c. TABLE 2

- syn - a6t 2/3 one slot
- CA - 37% one slot
- 57% 2-5 slots
- 4% 6-9
- 7% 10 or more

d. TABLE 26 - # hrs course

2. even mass that listed as being
not part of ~~compreh~~ ^{compreh} plan

- 18% of CA mass + 3% (1 mg) syn
- ess - linked series of mos,
ed request
s.w. renewal

3. reflection mac

a. 80% none - only 1 syn sub d.d

b. CA - coaching/mentoring
expir/m / rept back

c. indiv + ed request - not the same!

- 2 approaches
4. J content - FIGURE 1
- J content itself is the main focus
- e.g. selec of para in text
 - focus on + a partic J subj matt
- not abt content per se, but deep expl of content
 - Syn subs rarely had either
 - 16% content,
 - 6% teach subj matt
 - CA - one after - ~~22%~~ 22% content
 - but still almost 2/3 not
 13% J subj matt

VI Discussion

A. Survey confirms impressions

- most in durat
- not part of course plan, few offers to return prec
- most do not put J content at fore
- nb all indices found more prog
meeting new studs comp to syn subs prog

B. So what are messages? - Reg. to lack of practice, use J subs as case assess pos

- content to p d, partic if Mand. even
 - may fade vision of how ~~control~~ ^{suppl} can, team,
 but far to dec

2. infrastructure for pd is evident
 - current ^{central agencies} falls short of ^{stays} but ^{major} ^{standards} in which to build

3. ideas abt pd from gen ed entering lexicon of J ed

C. Barriers

1. time - s - ppl vs pt, many J's also
 - pt vs choice, not necess
 - so how find time for pd?
 - maybe balance ^{indiv + social} incentives

2. time as more gen case of res
 a. how alloc scarce res
 b. - invest alot in a few yrs,
 or a little in many?
 - a real dilemma
 c. - probs of losing pd if + leaves

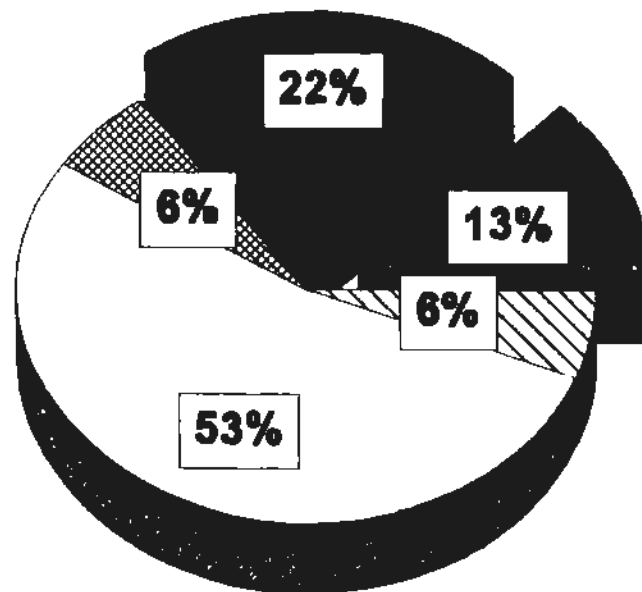
3. need for improved quality
 a. not just a matter of ^{quality} in pgs
 b. need ch a culture of pd - value + diff
 c. syn progs partic need
 - perhaps CA's + syns can work together

- 4, lack of time + weak char of pd
 → little chance re pcs in J subs
- a. common form thru network,
but ts are isolated
 - b. one-shot workshops do not cr bonds
 - c. if lack J content, then common-ness
t's would lack distinct J cha
 - d. so if pd is to transt J +, first
need to transt pd

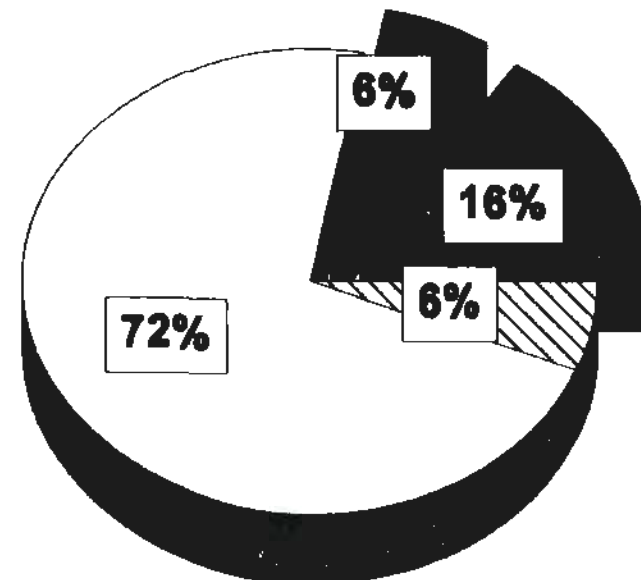
- D, Impl. for other relg sectors
1. limits of J subs ^{sinks} and other relg comm
 2. CA's make infrastr for J ed,
better pd than syn sinks
 3. other relg sectors may consider comm
as appd

Figure 1: Emphasis on Jewish Content

**Central Agency Programs for
Supplementary Schools**



**Supplementary
School Programs**



LEGEND

-  Focused on Jewish Content
-  Focused on Teaching a Jewish Subject Matter
-  Focused on Leadership
-  Focused on Pedagogy
-  Focused on Other Issues

Subject: reactions to your papers
Date: Tue, 30 Jun 98 15:05:11 -0000
X-Sender: aron@bcf.usc.edu
X-Mailer: Claris EMailer 2.0, March 15, 1997
From: Isa Aron <aron@usc.edu>
To: "Adam Gamoran" <gamoran@ssc.wisc.edu>

Hi Adam!

It feels like I spent the day with you yesterday. First, I took my newly arrived copy of the American Journal of Education to the gym, and, though I only meant to browse it, found myself reading with great interest your article on tracking and higher level thinking. Yasher koach on this wonderful, thorough, and very interesting piece of work. I believe that my kids' elementary school (which they are long out of) was one of the schools in the study -- the Open School (it seems to match the profile of the elementary school in the far west, and I remember hearing something about a study they were participating in from U of Wisconsin), so I read with extra special interest, though the elementary schools weren't really the main focus of your study.

Then your two papers arrived from Jerusalem, and I read them both. I thought "Towards building a profession" was very very good -- carefully reasoned, and well written. I found the discussion of how the state of teacher professionalism in Jewish education isn't all that different from the state of teacher professionalism in secular education very provocative. To some extent it is a question of emphasis and interpretation. We agree on the facts, but do these facts add up to a similar or different picture? I found your discussion of it quite fair, though I'm not fully persuaded.

I have only 2 points of substantive disagreement with your conclusions on p.20 and 21. I think it's important to distinguish the religious school teachers from the day school teachers. I agree that the day school teachers (whether part time or not) have a nascent professionalism that can be built upon. The same goes for some segment of the religious school teachers (the Israelis, those who teach in several different places, and perhaps the moms who have no other career), but a serious problem is that these teachers are paid by the hour, and would have to be paid for participation in more extensive staff development, or would probably boycott it. Then there is a significant portion (you have the numbers) of teachers who are college or graduate students, underemployed actors, and others who are just passing through, and who will be very resistant to extensive professional development. Finally, the avocational teachers with other careers would probably be open to some sort of "professional development," but of a very different type.

This brings me to the second point, which is that although you note somewhere that principals do not feel they are successful in staff supervision, you don't really return to this point in your conclusion. Off-site staff development is helpful, but my own reading of the public school literature (which I'm sure you know much better than I) is that site-based work with staff (writing curriculum together, team teaching, and so on) is what really leads to school improvement. To have half a chance of working with teachers in this intensive way, there must be more than one instructional leader. An important part of the school improvement strategy would be to bring on more layers other than just teachers and one administrator -- i.e., some version of the differentiated staffing I wrote about in my paper for the Mandel Commission.

I completely agreed with your recommendations for upgrading the professionalization of principals!

I also liked your research capability document very much, agreeing with your updates on the situation since my report 7 years ago, and liking your recommendations. I would, however, advocate for one additional area

for what you call "middle range" studies, and that is a study of innovations and new models, in both formal and informal education in all settings. There are now many more of these around than there used to be, and news of them is spreading, and inspiring even more experimentation. I don't think the point of the research would be to provide "existence proofs," (I agree that that's a futile endeavor), but to try to tease out in an analytic way what some of the factors are that lead to success (much as your AJE article did in the two case studies). The ultimate point would be to raise the level of the conversation, so that people wouldn't just be imitating willy-nilly, but would have some basis for understanding what factors might be needed to support a particular innovation, and what goals these innovations might reasonably achieve.

In any case, you've probably gotten more of an earful than you bargained for. Thanks for sharing your work with me -- I really enjoyed reading both pieces. By the way, any insights you have on what makes the research capability document TOP SECRET would be appreciated. I have pondered this question, but am still clueless.

I just realized that you may not even be home yet -- so whenever you read this, hope your re-entry to the US is smooth, and that you have a relaxing summer.

Take care,
Isa

Table 1. Quantity of Professional Development

	Setting	
	Day School	Supplementary School
Number of workshops ^(a)	3.8	4.4
Course in Judaica or Hebrew ^(b)	32%	44%
Private Informal Study Group Informal	0%	0%
Number of teachers	302	392

Notes: ~~As reported by teachers~~

a Required workshops over a two-year period. Excludes first-year teachers

b At a university, community center, or synagogue during the past 12 months.

Source: Gamoran et al (1994) and the CITE Study of Educators

Table 2. ~~Number of sessions per program~~
~~Duration of PP prog~~

Number of ~~sess~~ sessions per prog
 Program Sponsor

Total Central Agency Supplemental School

1 session	57 39%	35 32%	21 66%
2-5 sessions	61 42%	65 57%	6 19%
6-9 sessions	9 6%	5 4%	4 13%
10-19 sessions	6 9 6%	5 8 7%	1 3%
20+	8	32	0
TOTAL		113	101%
Number of progs	146	114	32 32 14

Note! Totals ~~does~~ ^{may} not sum to 100% due to rounding, programs restricted to those avail to S S it's.

hours addressing a coherent theme

	CA	SS	Total
2 hrs or less	21 19%	18 56%	39 27%
3-9 hrs	44 39%	12 38%	56 38%
10-19 hrs	36% 41 → 49	2 6%	43 29%
20+ hrs	7% 87	0	8 5%
Num of progs	114	32	146
Compreh plan	CA	SS	

Source! CISE study of PP progs

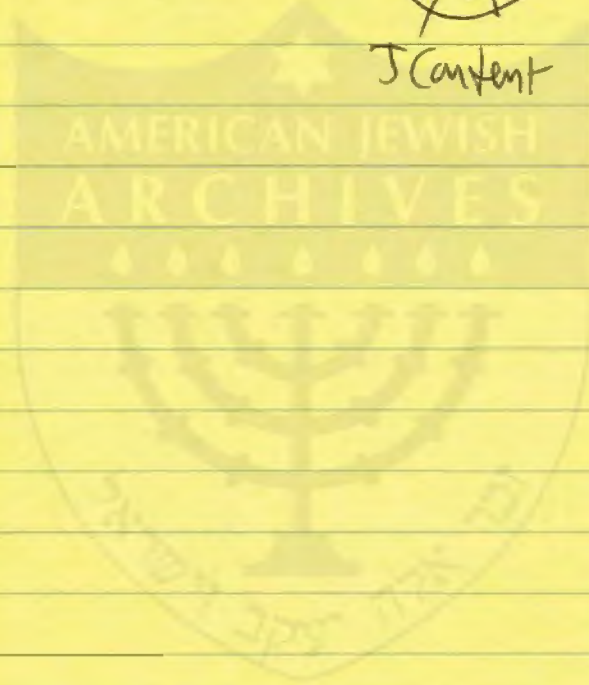
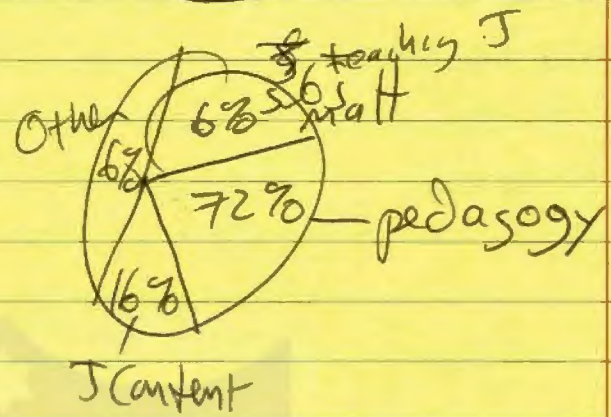
Table 3. Opportunities to Reflect on Practice

Type of Opportunity	TOTAL	Program Central Agency	Sponsor S-pplem Schel
Coaching/Mentoring			
Experiment/Report Back			
Ed Network			
No formal opp	126	95	31
	146	114	32

Figure 1. Emphasis on Judaic Content

Central Ag Progs
for S-ppl ~~S~~ Schools

S-ppl S-kl
Progs



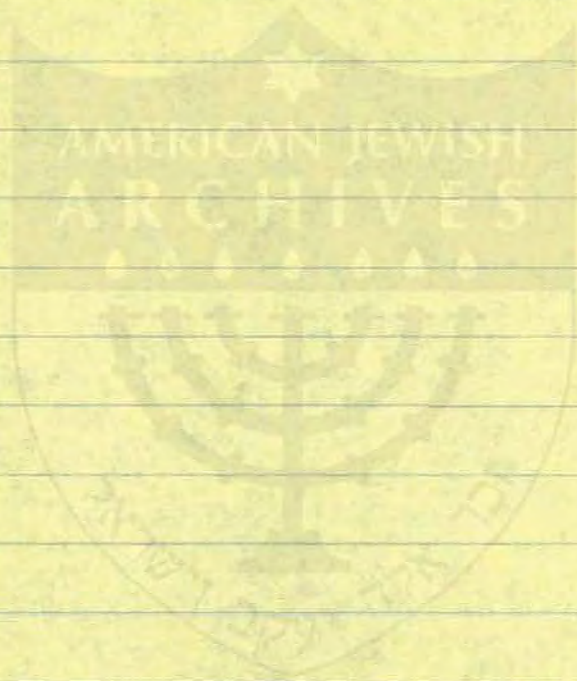
141 central ag - 26 =

- 6 day, - 17 pre, - 4 central ag

= 114 central ag

+ 32 congress

= 146 programs



Inherent contradiction of Realistic-bil
Prof Dev for the ^{T's} in Relis schls: Policy
~~A contradiction~~

teaching as a semi-profession
(tensions, contradictions)

- the case of s-ppl relig schls
 - fits schedule, sat-sf commitment
 - same w/ not trans, same not
 - need for pd as great or greater than pbl
- this res explores
 - what do s-ppl schls rpt?
 - how seen by administrators
 - what is avail in the community?

data

- ① surveys of educators in 3 communities
- ② survey of mos in 5 communities

- Typ pd - workshops where t's meet loc, maybe disc
- at best, useful if often immed use
 - not profession-building
 - fits std orgz - no technical base
 - t's isol - act in classrooms
- Recent - diff view of pd
- for long-term growth
 - reflective - promotes internal awaren
 - contrib to profess community

prospects for relig schls?

- entry similar, but entry stds differ
 - ↳ many do not require prof degrees
- a study of J schls in 3 countries
 - ↳ abt half had ~~degrees~~ ^{formal training in educ}
 - ↳ less than 1/4 had ~~any~~ ^{formal prep in} subj, math
- thus, may be diffie to embrace high goal pd

relig schls 2 systems

- s-ppl + full-day paroch
- s-ppl added to reg - day schls + yrs
 - ↳ have part day sec
 - ↳ part relig curric
- cath-sim effs
- J-day are more effe

here - focus on J schls

- data sources of educ-3
- survey of majors-5
for s-ppl

- qs - what partic in pd,
 - ↳ day + s-ppl
- what avail for pd
 - ↳ s-ppl

findings

- ① it's rpt few workshops
 - more informal - but this is not prob dec
 - prior training unrelated?
 - commitment related?
 - interestingly - more workshops for s-ppl than day s. w!

~~(leaders?)~~

- ② prog avail for pd.
 - vary by syn
 - common level - more - lan partic
 - no Balt incentives prog

Discussion

- Ⓐ p.d. is a real possibil
 - i. commitment of ts
 - ii. infrastructure is there
 - iii. ideas abt pd from gen ed are entering disc
- Ⓑ time avail is quest
 - i. incentives work
 - ii. need to try

~~Q~~ what type of PD do t's in J's hls experience?

- start w/ concept of "good pd"
- give survey results on key char's
- provide vignettes - get from Bill *
- a one-shot workshop
- a course at syn on BSE
- something for Hebrew t's
- Machan L'arson
- courses at inst of higher lry (left out of map)

FROM: Bill Robinson. [74104.3335]
TO: Adam Gamoran. AGamoran
DATE: 6/15/98 11:55 PM

Re: Educators Data

Adam,

The data on informal education is as follows.

Attend a course in judaica or Hebrew at a university, community center, or synagogue?

Suppl. school -- 44%

Day school -- 32%

Participate in private Judaica or Hebrew study group?

Suppl. school -- 36%

Day school -- 49%

Study Judaica or Hebrew on your own?

Suppl. school -- 65%

Day school -- 74%

Participate in some other ongoing form of Jewish study?

Suppl. school -- 27%

Day school -- 28%

PARTICIPATE IN ANY OF THE ABOVE?

Suppl. school -- 76%

Day school -- 78%

Do you want any other groupings (beyond any of the above)?

Bill

FROM: Bill Robinson. [74104,3335]
TO: Adam Gamoran, AGamoran
DATE: 6/15/98 6:26 PM

Re: Data on PD

Adam.

Here's some of the data you requested. Fax of pie charts to follow later today.

On learning from practice.

There are a total of 29 opportunities for supplementary school educators (teachers &/or leaders) to learn from their practice. Of these 28 are sponsored by a central agency and one is sponsored by an individual supplementary school. [This is different from the number I gave you, but it is the correct number.]

Of these opportunities, 14 involve experimentation and reporting back, 12 involve coaching or mentoring, and seven involve networks (The supplementary school program involves coaching, and is counted in the preceding.) NOTE: 4 programs offer both a coaching opportunity and the opportunity to experiment and report back.

Comprehensive Plan:

There are 21 central agency sponsored programs offered as part of a comprehensive plan and 1 supplementary school programs offered as part of a comprehensive plan.

Being part of a comprehensive plan could mean it is part of a two-part series, it is offered by an ongoing educator network, it is a continuation of the subject matter covered in a program offered outside of the community (i.e., TEL, Harvard), or it is part of an overall supp. school curriculum change project (for a single school).

FYI on Jewish content

	Supp	CA
Pedagogy	23	60 programs
Leadership	0	7
J. content		5 15
Teaching of SM	2	25
Other	2	7
TOTAL	32	114

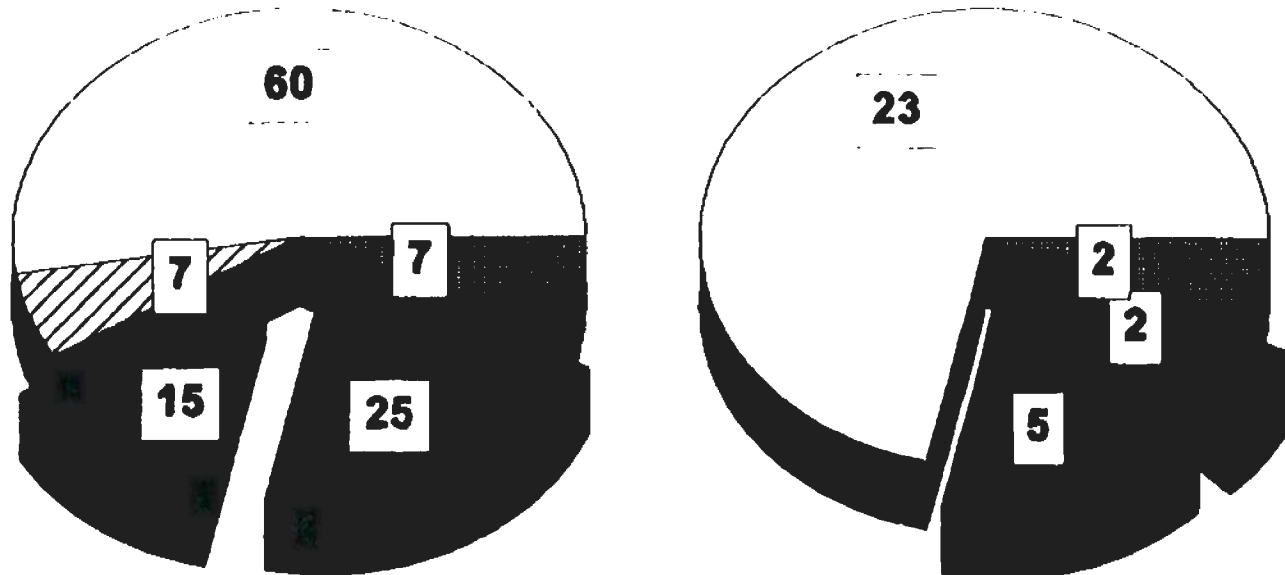
Pie charts (and educator data on informal study) to follow later.

Bill

Figure 1: Emphasis on Judaic Content

Central Agency Programs for Supplementary Schools

Supplementary School Programs



LEGEND

- Focused on Pedagogy
- ▨ Focused on Leadership
- Focused on Jewish Content
- Focused on Teaching a Specific Subject Matter
- Focused on Other Issues

PROFESSIONAL DEVELOPMENT FOR TEACHERS IN RELIGIOUS SCHOOLS: INHERENT CONTRADICTION OR REALISTIC POLICY?

Adam Gamoran
University of Wisconsin-Madison, USA

EXTENDED ABSTRACT

Introduction

As a “semi-profession” (Etzioni, 1969), the occupation of teaching is faced with inherent tensions and contradictions. Public school teachers complete years of formal training and their positions require state certification, yet the work of teaching lacks a rigorous base of technical knowledge (Dreeben, 1970, 1996). When teachers converse with one another about teaching, their language is typically that of everyday life, in contrast to the professional vocabulary one commonly hears among incumbents of other occupations (Jackson, 1968). The term “professional development” may be something of a misnomer, in that it usually consists of isolated workshops that offer fragments of information rather than a sustained, coherent body of knowledge. Typically, a workshop is seen as useful if it provides information of immediate practical value, and there are no expectations for creating or maintaining a technical knowledge base (Fullan, 1991). This approach to professional development is compatible with the organization of most schools, in which teachers work in isolation from other adults, insulated and autonomous within their classrooms.

Recently, a broader and deeper concept of professional development has emerged. In this vision, professional development consists not only of formal workshops and courses, but also informal learning opportunities such as peer coaching, research, networks, partnerships, and collaboratives (Lieberman, 1996). Because this conception focuses on long-term learning instead of immediate payoffs, and because it promotes collaboration and reflection about teaching and learning within a professional context, it may contribute to professional communities among teachers, and thereby enhance the practice of teaching (Gamoran, Secada, and Marrett, 1998).

Professional Development among Teachers in Religious Schools

What are the prospects for such enhanced professional development among teachers in religious schools? In the United States, religious schools are largely independent from governmental regulation, and standards for entry into teaching positions are often much looser. For example, a study of teachers in Jewish schools found that only about half the teachers had formal training in education, and less than a quarter had specialized subject matter training (Gamoran et al., 1994). This pattern held for religious studies teachers both in “day schools,” where students study both a

secular and a religious curriculum, and “supplementary schools,” which students attend during the afternoon, evening, or weekend in addition to attending a secular school. Levels of subject matter training were particularly low among teachers in Jewish supplementary schools. A study of Catholic schooling in the United States similarly indicated that teachers in supplementary Catholic education are generally not professionalized (Elford, 1994). Given that the professional knowledge base tends to be even weaker in religious schools than it is in secular public schools, at least in the United States, it may be particularly difficult to use professional development in a way that contributes to the growth of professional communities among teachers in religious schools.

This study examines the current status of professional development among teachers in Jewish schools, and assesses the prospects for enhancing the quality and quantity of professional growth opportunities. Among teachers in Jewish day and supplementary schools, the paper examines the extent and nature of professional development activities, including workshops, courses, and informal study. Focusing next on the least professionalized segment of the Jewish teaching force – the supplementary school teachers – the paper asks what opportunities are available, and whether these opportunities are of sufficient quality to help establish professional communities of educators.

Data and Methods

The data for this paper come from two sources. One is a survey of teachers carried out in three major Jewish communities, by local communal representatives in collaboration with the Council for Initiatives in Jewish Education, a national organization that promotes educational change (Gamoran et al., 1994). The survey covered the entire population of teachers in the Jewish schools of the three communities, and almost 1000 teachers responded out of about 1100 who were surveyed, for a response rate of 82%. For this paper, analyses focus on about 700 teachers in day and supplementary schools, omitting about 300 teachers in pre-schools. The teachers provided a wide range of information about their backgrounds and training experiences, including information about professional development. The data were collected in 1993.

The second source of data was also gathered by the Council for Initiatives in Jewish Education in collaboration with the same three communities plus two more for a total of five Jewish communities, in 1995. These data focused not on teachers, but on programs available for teachers in supplementary schools. Leaders in synagogue schools and in central community agencies for Jewish education filled out a form describing each professional development program offered by their school or agency. These data allow one to characterize the extent of professional development available to teachers. Each program can also be characterized as to its length, coherence, relation to practice, subject matter emphasis, and so on.

Because the research questions for this study are primarily descriptive, analytic methods are also descriptive, mainly frequencies and crosstabulations. The descriptive statistics on the quality of professional development rely on a coding system developed specifically for the second set of data.

Preliminary Findings and Discussion

Findings thus far indicate that teachers are required to attend few workshops. For example, religious studies teachers in day schools reported fewer than 2 required workshops per year. If each workshop lasted 3 hours, that would total about 6 hours of workshops per year. By contrast, state-certified teachers in public schools are required to attend 100 hours or more of workshops over a five year period in many states. Thus, the quantity of professional development among teachers in Jewish day schools is exceptionally low. Teachers in Jewish supplementary schools report slightly more required workshops, but still far less than is required to maintain a professional license.

The quality of professional development is more similar to what one finds in public education, consisting mainly of isolated workshops which often fail to engage seriously with subject matter and offer little opportunity for ongoing collaboration or other sustained connections to practice. As in public education, then, most "professional development" is not very "professional." The main difference in Jewish religious education is that so little of it occurs, compared to secular public education.

Despite the generally weak levels professional development among teachers in Jewish schools, the prospects for improvement are worth examining. First, teachers express substantial commitment to teaching in Jewish schools (Gamoran et al., 1994). Second, an infrastructure for professional development is present, consisting of synagogues, independent schools, and community agencies. Third, ideas about high-quality professional development are entering the field of Jewish education from secular education. Fourth, exemplary programs exist, which may serve as models for broader change.

A major barrier to expanding professional development for religious school teachers may be the additional time needed, particularly among teachers in supplementary schools. Financial or other incentives may be necessary to induce teachers to spend time in more professional development. Of course, this will likely be worthwhile only if the professional development is of high quality.

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September 10, 1998

Dear ISA-RC04 Program Participant:

We are planning to put together a collection of papers from the July 1998 World Congress of Sociology in Montreal, Sociology of Education RC04. We hope you will send us a copy of your paper/presentation, and a computer disk copy if possible, for consideration for this volume. We will, of course, keep you informed about our efforts.

Thank you for considering our request. Please send your paper and disk by December 1, 1998.

Sincerely,

Jeanne Ballantine

Jeanne Ballantine

Prof. Reddy (HB)

K. Narsimha Reddy

JB:gb

If you are willing to have the paper reprinted, please sign below. I agree to allow my paper to be published in a collection from RC04 of the ISA should it be selected.

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DRAFT – COMMENTS WELCOME

**PROFESSIONAL DEVELOPMENT FOR TEACHERS IN RELIGIOUS SCHOOLS:
INHERENT CONTRADICTION OR REALISTIC POLICY?**

Adam Gamoran
University of Wisconsin-Madison, USA

A paper prepared for presentation at the
World Congress of Sociology
Montreal, July 1998

This paper was prepared while the author was a Mandel Fellow at the Mandel Institute, Jerusalem, Israel. The generous support of the Mandel Foundation is much appreciated. The data were collected under the auspices of the Council for Initiatives in Jewish Education (CIJE), and the research was carried out in collaboration with Gail Dorph, Ellen Goldring, Barry Holtz, and Bill Robinson of the CIJE. The author is also grateful for contributions from Julie Tammivaara and Roberta Louis Goodman at an earlier phase of the research.

PROFESSIONAL DEVELOPMENT FOR TEACHERS IN RELIGIOUS SCHOOLS: INHERENT CONTRADICTION OR REALISTIC POLICY?

ABSTRACT

The term “professional development” may be something of a misnomer in education, for it usually consists of isolated workshops that offer fragments of information rather than a sustained, coherent body of knowledge. Recently, a broader and deeper concept of professional development for teachers has emerged. In this vision, professional development focuses on long-term learning instead of immediate payoffs. Because it promotes collaboration and reflection about teaching and learning within a professional context, it may contribute to professional communities among teachers, and thereby enhance the practice of teaching. What are the prospects for such enhanced professional development among teachers in religious schools? This paper uses survey data collected by the Council for Initiatives in Jewish Education in collaboration with educational institutions in five communities in the United States, to assess the current status and future possibilities for professional development of teachers in Jewish schools. Among teachers in Jewish day schools and supplementary schools, the paper examines the extent and nature of professional development activities, including workshops, courses, and informal study. Focusing next on the least professionalized segment of the Jewish teaching force -- the supplementary school teachers -- the paper asks what opportunities are available, and whether these opportunities are of sufficient quality to help establish professional communities of educators.

PROFESSIONAL DEVELOPMENT FOR TEACHERS IN RELIGIOUS SCHOOLS: INHERENT CONTRADICTION OR REALISTIC POLICY?

As a “semi-profession” (Etzioni, 1969), the occupation of teaching is faced with inherent tensions and contradictions. Public school teachers complete years of formal training and their positions require state certification, yet the work of teaching lacks a rigorous base of technical knowledge (Dreeben, 1970, 1996). When teachers converse with one another about teaching, their language is typically that of everyday life, in contrast to the professional vocabulary one commonly hears among incumbents of other occupations (Jackson, 1968). The term “professional development” may be something of a misnomer, in that it usually consists of isolated workshops that offer fragments of information rather than a sustained, coherent body of knowledge. Typically, a workshop is seen as useful if it provides information of immediate practical value, and there are no expectations for creating or maintaining a technical knowledge base (Fullan, 1991). This approach to professional development is compatible with the organization of most schools, in which teachers work in isolation from other adults, insulated and autonomous within their classrooms.

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learning within a professional context, it may contribute to professional communities among teachers, and thereby enhance the practice of teaching (Gamoran, Secada, and Marrett, in press).

Professional Development among Teachers in Religious Schools

What are the prospects for such enhanced professional development among teachers in religious schools? In the United States, religious schools are largely independent from governmental regulation, and standards for entry into teaching positions are often much looser. For example, a study of teachers in Jewish schools found that only about half the teachers had formal training in education, and less than a quarter had specialized subject matter training (Gamoran et al., 1994). This pattern held for religious studies teachers both in “day schools,” where students study both a secular and a religious curriculum, and “supplementary schools,” which students attend during the afternoon, evening, or weekend in addition to attending a secular school. Levels of subject matter training were particularly low among teachers in Jewish supplementary schools. A study of Catholic schooling in the United States similarly indicated that teachers in supplementary Catholic education are generally not professionalized (Elford, 1994). In contrast to public schools, where virtually all teachers are certified, proportions of uncertified teachers range from one fourth in Catholic schools to around half in conservative Christian schools (Choy et al., 1993). Given that the professional knowledge base tends to be even weaker in religious schools than it is in public schools, at least for religious subject instruction in the United States (where all state-supported schools are secular and most private schools are religious), it may be particularly difficult to use professional development in a way that contributes to the growth of professional communities among teachers in religious schools.

Conceptions of Enhanced Professional Development for Teachers

In considering the possibility of enhanced professional development, one must examine issues of both quantity and quality. Generally, teachers in private schools in the United States (most of which are religious) participate less in formal professional development than teachers in public schools (National Center for Education Statistics, 1996). Moreover, private school teachers are less likely to receive incentives for participating in professional development, such as released time and professional credits, compared to teachers in public schools (National Center for Education Statistics, 1996). The quality of professional development may be similar in public and private schools in the U.S., but given the harsh criticisms of professional development for public school teachers, improving the quality of professional development also belongs on the agenda for change in private school reform.

New conceptions of high-quality professional development have emerged in the last decade or so. In place of one-shot workshops, teacher educators are calling for sustained and coherent programs in which long-term growth, rather than short-term application, is the primary goal (Goldenberg and Gallimore, 1991). According to this view, professional development must be related to practice, but not in a straightforward, "quick-fix" way. Instead, professional development is expected to be more effective if it offers opportunities for experimentation, consultation with colleagues, and repeated efforts over time (Ball, 1996). The notion that professional development should be related to practice is not new, but the emphasis on a long-term relation between ongoing learning and practice reflects new insights into the nature of teacher learning (Ball, 1996; McLaughlin and Oberman, 1996). Finally, emerging views of professional development stress the important of subject matter knowledge as the content of in-

service activities. Successful teaching is not a generic process, but is highly related to the context, particularly that of the subject matter (Stodolsky, 1988). Enhanced knowledge of subject matter - a particular weakness of teachers in religious schools -- enables teachers to find new ways of reaching their learners (McDairmid, Ball, and Anderson, 1989).

Jewish Schools as a Context for Professional Development

This study takes up the case of Jewish schools in the United States as a context for studying professional development in religious schools. We examine the current status of professional development among teachers in Jewish schools, and assesses the prospects for enhancing the quantity and quality of professional growth opportunities. Among teachers in Jewish day and supplementary schools, the paper examines the extent and nature of professional development activities, including workshops, courses, and informal study. How much professional development occurs? Focusing next on the least professionalized segment of the Jewish teaching force -- the supplementary school teachers -- the paper asks what opportunities are available, and whether these opportunities are of sufficient quality to help establish professional communities of educators. To what extent is professional development sustained and coherent, offering opportunities to reflect on practice, and focused on Jewish subject matter?

A brief introduction to the structure of Jewish education in the United States will help set the stage for the study (Ackerman, 1990). It is important to be aware that due to the separation of church and state in the United States, all public (state-supported) schools are secular. Consequently, Jewish children receive a formal Jewish education mainly in one of two ways: in a day school or a supplementary school. Jewish day schools are privately funded, i.e. they receive no state support, although students in day schools learn secular as well as religious subjects.

Many day schools are affiliated with one of two groups of day schools: Torah U'Mesorah, an association of orthodox schools, or Solomon Schechter, an association of conservative schools. In addition, a variety of schools fall under other sponsorships, including community schools, orthodox schools not allied with Torah U'Mesorah, and a small number of schools affiliated with the reform movement. The Schools and Staffing Survey of 1990-91, a nationally representative survey of schools and educators sponsored by the U.S. Department of Education, identified 170 Torah U'Mesorah schools, 52 Schechter schools, and 289 other Jewish day schools in the United States, with a total enrollment of around 114,000 students (McLaughlin, O'Donnell, and Ries, 1995). The Jewish Educational Services of North America (1992) identified a slightly higher number of day schools (532) but a much larger number of students (about 168,000).

Students who do not study in day schools but who wish to receive a formal Jewish education may study in supplementary schools, which offer lessons once, twice, or three times per week, on the weekend and/or in the afternoon, for roughly between two and ten hours of instruction weekly. The vast majority of supplementary schools are affiliated with congregations, and they are about evenly split between those affiliated with the conservative and the reform movements (Jewish Educational Services of North America, 1992). There are about 1,800 Jewish supplementary schools in the United States in which around 287,000 students are enrolled (Jewish Educational Services of North America, 1992).

Jewish education is highly decentralized in the United States (Ackerman, 1990). Each school is generally accountable only to its parents and sponsoring institution, such as a synagogue. Most Jewish communities have central agencies, often called the "Bureau of Jewish Education." These agencies have no regulatory power but they often provide services, including professional

development. Central agencies are generally funded by the local communal organization, or "federation," which coordinates local Jewish fundraising. The central agencies are usually accountable to the local federation, not to the schools they serve.

Data and Methods

The data for this paper come from two sources. One is a survey of teachers carried out in three major Jewish communities, by local communal representatives in collaboration with the Council for Initiatives in Jewish Education, a national organization that promotes educational change (Gamoran et al., 1994). The survey covered the entire population of teachers in the Jewish schools of the three communities, and almost 1000 teachers responded out of about 1100 who were surveyed, for a response rate of 82%. For this paper, analyses focus on about 700 teachers in day and supplementary schools, omitting about 300 teachers in pre-schools. The teachers provided a wide range of information about their backgrounds and training experiences, including information about professional development. The data were collected in 1993. The survey was supplemented with interviews of 125 educators, including teachers and educational leaders, in the same communities.

The second source of data was also gathered by the Council for Initiatives in Jewish Education in collaboration with the same three communities plus two more for a total of five Jewish communities, in 1996. These data focused not on teachers, but on programs available for teachers in supplementary schools. Leaders in synagogue supplementary schools and in central community agencies for Jewish education filled out a form describing each professional development program offered by their school or agency. These data allow one to characterize the

extent of professional development available to teachers. Each program can also be characterized as to its length, coherence, relation to practice, subject matter emphasis, and so on.

Because the research questions for this study are primarily descriptive, analytic methods are also descriptive, mainly frequencies and crosstabulations. The descriptive statistics on the quality of professional development rely on a coding system developed specifically for the second set of data.

Findings

Surveys and interviews carried out in 1993 provide basic information about the quantity and quality of professional development. We report on these results first. The 1996 survey went into much greater depth on the characteristics of professional development for teachers in supplementary schools. We use this evidence subsequently to flesh out the earlier findings.

Basic Features of Professional Development

The most basic finding on quantity has been reported previously (Gamoran et al., 1994): Jewish subject matter teachers in Jewish day schools reported that they were required to attend an average of 3.8 workshops over a three-year period, and teachers in supplementary workshops reported an average of 4.4 workshops. At that time the survey did not ask the number of hours the workshops lasted, but it is clear the quantity of professional development is far below standards such as that of the State of Georgia, which requires 100 hours of in-service workshops over a five-year period, or the State of Wisconsin, which requires 180 hours, for teachers wishing to maintain their teaching licenses. In addition to workshops, a number of teachers participated in courses in Jewish subject matter and in private Jewish study groups. Table 1 presents the details of these findings.

Interviews with educators indicated that professional development for day school teachers tended to be fragmented rather than coherent. No overall plan was evident, and participation was inconsistent. In-service education was equally fragmented for supplementary teachers in two of the three communities. In the third, the central agency and synagogues combined to send supplementary teachers to a series of three or four workshops over the course of a year. Both schools and individual teachers received financial incentives to encourage participation. A between-community analysis suggests that the incentive system succeeded at elevating the quantity of professional development (Gamoran et al., 1997). Even in this community, where professional development for supplementary teachers had a coherent *structure*, the *content* of programs was fragmented, as there was no special attention to substantive linkages from one workshop to the next.

Conversations with teachers about the nature of professional development confirmed our impression that workshops tended to be isolated events. Moreover, teachers seemed to value workshops to the extent they provided information of immediate practical value. As one teacher commented,

Some of them are really wonderful, and they really do address just the issues that you need to hear about. Very practical things like dealing with parents....I went to a wonderful one that covered several of the major Jewish holidays. She showed us some very useful things that we could take back to the classroom.

This teacher exemplifies the view that professional development is valuable if it is immediately useful, and otherwise is not worth the time. Other teachers revealed the same perspective, as illustrated by the following comment: "Some of the presenters are just terrific, and I find a direct

application to teaching. Others are just like way up in the sky, pie in the sky type of thing." What is missing from this conception is the idea that professional development can be a long-term process of growth, with benefits that emerge over time rather than in the short-term application to the classroom.

Further Details on Professional Development for Supplementary Schools

The 1993 survey provided general information on quality and quantity from the teachers' standpoint, but did not give a comprehensive picture of what opportunities are available. By focusing on opportunities for professional development for supplementary teachers, we get a richer picture of opportunities, one that is not dependent on teacher self-reports. The unit of analysis here is not the teacher but the program. Programs were quite varied, ranging from two-hour workshops to all-day meetings, courses, retreats, and so on. Information was reported by central agency staff and school directors, the two main providers of professional development opportunities for teachers.

Because central agency staff also carried out workshops for day school teachers, the data set also contains information on professional development in that sector, and it appears very similar to what we will report for supplementary schools. The data on supplementary schools is more complete because it was reported by school directors as well as agency staff, but it is unlikely the picture would change substantially if programs for day school teachers were added to the analysis.

Sustained and coherent programs. We counted 146 programs for supplementary schools across the five communities. Of these, 116 were offered by central agencies and 32 by individual synagogue schools. Table 2 shows that about two-thirds of the programs offered by synagogue

schools were one-shot workshops, that is, programs that met for one session only. Among the central agency programs, 37% were one-shot workshops, 57% lasted for 2 to 5 sessions, 4% spanned 6-9 sessions, and 7% lasted for 10 sessions or more. The total number of hours these programs lasted corresponded to the number of sessions they met. Of the programs sponsored by synagogue schools, 56% lasted two hours or less in total, 38% lasted 3-9 hours, and 6% lasted 10 hours or more. Agency programs tended to have longer durations as 34% lasted for 10 hours or more, but 19% of the programs lasted for two hours or less (see Table 2).

Even the programs that lasted over a period of time, were usually not part of a comprehensive plan for teachers' professional development. Only 21 of the central agency programs (18%) and one synagogue school program (3%) had that characteristic. Types of coordination within comprehensive plans included a linked series of programs, programs offered by an ongoing educator's network, and programs tied to national initiatives. The one synagogue program in this category was linked to a broad plan for curriculum renewal in the school.

Opportunities to reflect on practice. The survey included an open-ended question in which respondents were asked what opportunities teachers had to reflect on their practice in the context of the professional development. Most programs -- about 80% -- did not formally provide any opportunity for reflection on practice. Indeed, only one of the programs offered by a synagogue school had this character. Of course, individual teachers may have taken what they learned from any program and tried it out in their classrooms. But that approach does not carry the same benefit for establishing a community of educators, compared with programs that explicitly invite participants to reflect on their practice by sharing their experiences with others.

Among the 20% of programs that did have a formal component for reflection, three categories could be discerned: coaching or mentoring, experimentation and reporting back, and educator networks (ongoing forums for conversations among educational leaders, usually principals).

Jewish content. We found two approaches to incorporating a rich focus on content in professional development. In one, the Jewish content material itself is the main focus of the workshop. For example, participants might study a selection of sacred text, with some discussion of how the text relates to teaching or how students might understand the text. In the second approach, the main focus is on teaching a particular Jewish subject matter. In this approach the workshop is not about the content per se, but it involves deep exploration of the content in the course of learning ways of bringing the material to children.

Professional development programs sponsored by synagogue schools rarely had either of these features. As the right side of Figure 1 shows, only 16% focused explicitly on content and another 6% explored a particular subject matter in the context of learning how to teach it. Most programs (72%) emphasized pedagogic strategies without any particular relation to a specific content. Examples include discipline and management, relations with parents, storytelling, lesson-planning, and so on. These workshops are typically presented as if they are generic and can be applied to any subject matter, despite current research suggesting that the success of pedagogic strategies depends on subject matter context. Another 6% of the programs focused on other topics that did not include a major component of Jewish content.

The left side of Figure 1 provides similar information for programs sponsored by central agencies. Here the proportion emphasizing Jewish content is somewhat greater (35% including both types), but still that leaves 65% without a major Jewish content orientation.

Discussion

The survey of professional development programs confirms the impressions gleaned earlier from the surveys and interviews with educators. Most programs meet for a limited duration -- of those offered by supplementary schools, a majority lasted only one session. Few programs are part of a comprehensive plan for teacher development, and few offer formal opportunities for reflecting on practice. Most programs do not place Jewish content at the fore; this is particularly true of programs sponsored by synagogue schools. In fact, every indicator revealed substantially more programs that meet new standards for professional development among those sponsored by central agencies as compared with those sponsored by synagogues. Still, both settings have far to go if they are to embrace the new vision whole-heartedly.

What, then, are the prospects for professional development as a policy tool in religious education? In the face of the lack of professionalism among teachers in religious schools, Jewish and otherwise, our assessment is surprisingly positive. Using Jewish schools as the case in point, three conditions support the conclusion that although professional development has substantial room for improvement, it is a viable strategy. First, teachers in principle express substantial commitment to professional development, particularly when they receive an incentive for attending (Gamoran et al., 1994, 1997). This seems true even of supplementary school teachers, the least professionalized sector in Jewish education. Teachers may lack a vision of how professional development could contribute in the long term, beyond immediate classroom needs,

but they seem favorable to the idea of professional development, as evidenced by their participation and assessment.

Second, an infrastructure for professional development of teachers in Jewish schools is evident in the survey responses. The central agencies in these communities are quite active, and they have substantially supplemented the offerings provided by synagogue schools. Current professional development, though below ideal standards in many ways (but probably little different than that of public education in this regard), provides a strong foundation on which to build.

Third, ideas about professional development from general education are entering the lexicon of Jewish education (e.g., Feiman-Nemser, 1997; Holtz, Dorph, and Goldring, 1997). We may see a change over time in the quality and intensity of professional development for Jewish schools as educators come to understand and attempt to meet high standards.

Despite this optimism, there are at least two major barriers to professional development as a successful reform strategy. The first is time. Almost all teachers in supplementary schools work part-time, and so do most teachers in day schools (Gamoran et al., 1994). For many if not most of these teachers, part-time work is a matter of choice rather than necessity (Gamoran et al., in press). In that case, what are the chances of finding additional time for professional development? The experience of one community suggests that a balance of individual and school incentives can foster participation for supplementary teachers. Further experimentation along these lines seems well warranted.

Second, the quality of professional development has far to go before it will reach the highest standards. Improving quality is not simply a matter of changing the programs. For

example, if programs begin to focus more on long-term goals and subject matter content, which may lack immediate relevance to the classroom, teachers may at first object, failing to see the payoff. It appears that a shift in the culture of professional development, which includes a vision of professional growth over a long period of time instead of "quick fixes," may be necessary for a successful transition.

Programs currently offered by synagogue schools are particularly weak according to the criteria we examined. Two thirds are one-shot workshops, almost three quarters lack a focus on Jewish content, and only one of 32 programs contained a formal opportunity to reflect on practice. In contrast, the programs offered by central agencies more nearly approximate the vision of long-term improvement. Thus, a successful approach may involve central agencies and schools working together to change both the culture and the character of professional development for teachers in Jewish schools.

The lack of time, along with the current character of professional development, combine to impede the likelihood of establishing professional communities among teachers in Jewish schools. Our evidence on this situation is clearest for teachers in supplementary schools, but it may well be the case for day school teachers as well. Communities form through repeated interaction over time, but if teachers are generally isolated in their classrooms with few opportunities to collaborate, there is little chance to establish the bonds of community. Teacher workshops that consists of one or a small number of sessions, and that do not provide opportunities for reflecting with colleagues about practice, are not designed to foster professional communities. Moreover, the lack of focus on Jewish content in in-service education means that to the extent teacher communities are formed, they may lack a distinctive Jewish character. If professional

development is to transform Jewish teaching, therefore, it will need to follow a different approach as well as carve out sufficient time.

What lessons does this study offer for other religious sectors? Many of the limitations of educators in Jewish schools are also evident in other religious communities in the United States. Central agencies for Jewish education provide an infrastructure for professional development that meets relatively high standards, at least compared to programs offered by individual schools. With that finding in mind, other religious sectors may wish to consider communal organization as a mechanism for providing professional development to teachers in a number of schools.

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Table 1. Quantity of Professional Development

	SETTING	
	<u>Day School</u>	<u>Supplementary School</u>
Number of Workshops ^a	3.8	4.4
Course in Judaica or Hebrew ^b	32%	44%
Private Jewish Study Group	36%	49%
Number of Teachers	302	392

Notes:

a Required workshops over a two-year period. Excludes first-year teachers.

b At a university, community center, or synagogue during the past 12 months.

Source: Gamoran et al. (1994) and the CIJE Study of Educators.

Table 2. Duration of Professional Development Programs

	Number of Sessions per Program		
	PROGRAM SPONSOR		TOTAL
	Central Agency	Synagogue School	
1 session	32%	66%	39%
2 - 5 sessions	57%	19%	42%
6 - 9 sessions	4%	13%	6%
10 sessions or more	7%	3%	6%
Number of programs	114	32	146

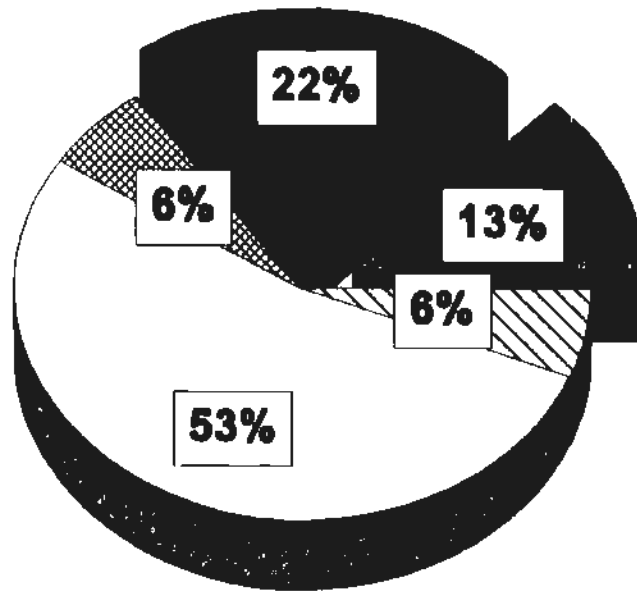
	Number of Hours Addressing a Coherent Theme		
	PROGRAM SPONSOR		TOTAL
	Central Agency	Synagogue School	
2 hours or less	19%	56%	27%
3 - 9 hours	39%	38%	38%
10 - 19 hours	36%	6%	29%
20 hours or more	7%	0%	5%
Number of programs	114	32	146

Note: Percentages may not sum to 100% due to rounding.

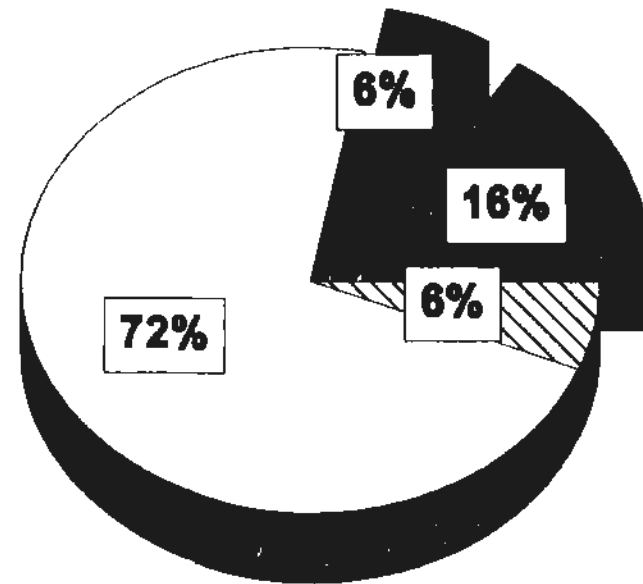
Source: CIJE Study of Educators

Figure 1: Emphasis on Jewish Content

**Central Agency Programs for
Supplementary Schools**



**Supplementary
School Programs**



LEGEND

-  Focused on Jewish Content
-  Focused on Teaching a Jewish Subject Matter
-  Focused on Leadership
-  Focused on Pedagogy
-  Focused on Other Issues