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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 5: General CIJE Files, 1991–2008.

Box
69

Folder
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Professional development. Gamoran, Adam, et al. "Towards Building a Profession: Characteristics of Contemporary Educators in American Jewish Schools." Presentation. Drafts with comments, correspondence, and overhead slides, 1997-1998.

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

To: Yisrael Rich <richyi@ashur.cc.biu.ac.il>
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: Jewish education mini-conference
Cc:
Bcc:
X-Attachments:

Dear Dr. Rich,

I am very pleased and honored to accept your invitation to present a paper at the conference in April. As a tentative title I would propose: "Towards Building a Profession: Characteristics of Contemporary Educators in Jewish Schools." My presentation will focus on the characteristics of teachers and educational leaders in Jewish schools, the implications of these findings for the present, and strategies for change in the future. It will rely heavily on empirical research carried out recently in the Jewish schools of three communities in the U.S. I will present in English.

My presentation will draw on work in progress with colleagues at the Council for Initiatives for Jewish Education. Some of the materials are being used in other documents. Thus, I will need to sort out my responsibilities for different publications, as well as my spring workload, before committing to submit a written version of the paper for the Bar Lev book. If it's ok with you, I would like to take some additional time before making a decision about the book.

As you may know, I will be living in Jerusalem during spring 1998, working at the Mandel Institute in Jerusalem and, during March, April, and May, teaching at Tel Aviv University. Beginning January 16, 1998, you can reach me at the Mandel Institute. (This also means your travel costs for my participation will be minimal!)

Thanks again for the invitation. I look forward to more details as the conference gets closer.

Adam Gamoran

At 07:08 PM 11/12/97 +0200, you wrote:

>Dear Dr. Gamoran,

>

>Prof. Mike Rosenak Of the Hebrew University and I are organizing a two-day
>mini-conference on research in Jewish religious education whose theme is,
>"Judaism, Jewish Identity, and Jewish Education". It will be held on April
>5-6, 1998 at Bar Ilan university. We anticipate that 40-50 persons will
>participate, most of whom are Israeli university professors and graduate
>students

>who specialize or take a special interest in Jewish education. A few
>additional scholars from the States and perhaps from Europe will attend.
>Sessions will be held in English and/or Hebrew.

>

>It gives us pleasure to invite you to participate in the convention and to
>present one of the major lectures. Planning is not finalized but it is
>likely that your lecture will be scheduled for about 60 minutes including
>discussion. It may also be open to a broader audience than the conference
>participants only. I am aware that the mass of your research is not in
>the area of Jewish education and this is an area of secondary interest.
>Nevertheless, I believe that your empirical approach can prove very
>beneficial. If you accept our invitation please suggest a tentative title.
>Naturally, your travel and lodging costs will be covered by Bar Ilan.

>

>In addition, Mike and I are editing a volume of studies in Jewish
>religious education that is scheduled to appear at the end of 1998. The

>book will be dedicated to the memory of Prof. Motti Bar Lev who passed
>away last year at the age of 52. He was a leading Israeli figure in
>religious education and a powerful voice of moderation and acceptance
>while maintaining intellectual integrity. The volume will be based on some
>of the invited papers to be presented at the conference as well as several
>previously submitted papers. All of the existing articles have gone
>through a careful review process as will the new submissions flowing from
>the conference. We would be honored and grateful if you would contribute a
>paper related to your conference lecture to this forthcoming book.

>
>We look forward to your positive response as soon as possible. You may
>send a fax to me at
>+972-3-6352844 (best) or respond via email. Please feel free to raise any
>questions you have by fax, email, or telephone (university:
>+972-3-5318710; or to my home +972-3-9220688).

>
>Sincerely,
>
>Yisrael Rich, Director
>Institute for Research and Advancement in Religious Education
>
>
>



Mandel Institute

מכון מנדל

Tel: 972-2-566-2832

Fax: 972-2-566-2837

FACSIMILE TRANSMISSION

To: Yisrael Rich
Institute for Religious Ed

Date: March 17

From: Adam Gamoran

Fax Number: 03 635 2844 # Pages: 2

**Towards Building a Profession:
Characteristics of Contemporary Educators in Jewish Schools**

Adam Gamoran
University of Wisconsin-Madison

Ever since Jewish education in North America encountered modern ideas about education, reformers have been talking about professionalizing Jewish education. At first glance this seems hardly realistic. After all, teaching itself is but a "semi-profession," and according to prevailing sentiment, much of Jewish teaching is avocational. Nevertheless, efforts to build a profession persist. This paper suggests that in important ways, we are closer to a profession of Jewish education in North America than might seem at first glance. Data from a study of educators in Jewish schools in three North American communities indicate that although few educators are fully trained for their roles, the degree of professional training is higher than many might think, particularly for leaders of Jewish schools. Moreover, realistic strategies may enhance the profession of Jewish education, including professional development for both teachers and leaders, and higher professional standards for future generations of Jewish educational leaders.

.....(17 MAR '98 07:40).....דוח שידור

MANDEL INSTITUTE 972 2 662837

.....(דוח אוטומטי).....

הקבצים הר"מ נמתקו

תוצאה	דפים	פקס, מס.	אפשרויות שדור	סוג הקובץ	קובץ
מאושר	02	036352844		שדור רגיל	063

.....(C) כל הזכויות לתרגום העברי שמורות לאלקטרים.....
מקרא לקודי שיבוט:

לא נוצר קשר למסוף המרוחק (4) איו תשובה (3) תפוס (2) ניתוק או שיבוש בקשר (1)

Towards Building a Profession: ^{American}
Characteristics of Contemporary Educators in Jewish Schools

Adam Gamoran
University of Wisconsin-Madison

Ever since Jewish education in North America encountered modern ideas about education, reformers have been talking about professionalizing Jewish education. At first glance this seems hardly realistic. After all, teaching itself is but a "semi-profession," and according to prevailing sentiment, much of Jewish teaching is avocational. Nevertheless, efforts to build a profession persist. This paper suggests that in important ways, we are closer to a profession of Jewish education in North America than might seem at first glance. Data from a study of educators in Jewish schools in three North American communities indicate that although few educators are fully trained for their roles, the degree of professional training is higher than many might think, particularly for leaders of Jewish schools. Moreover, realistic strategies may enhance the profession of Jewish education, including professional development for both teachers and leaders, and higher professional standards for future generations of Jewish educational leaders.

Percentage of Principals with Advanced Degrees

School Sector

TORAH U'MESORAH	88.2%
SCHECHTER	79.0%
OTHER JEWISH	73.2%
TOTAL PRIVATE	65.7%
TOTAL PUBLIC	98.2%

Source: Adapted from D. McLaughlin, C. O'Donnell, and L. Ries, *Private Schools in the United States: A Statistical Profile, 1990-91*. NCES 95-330. Washington, DC: U.S. Department of Education, 1995.

Average Number of Workshops in a Two-Year Period

<i>Setting</i>	TEACHERS	LEADERS
DAY SCHOOL	3.8	4.4
SUPPLEMENTARY SCHOOL	4.4	5.6
PRE-SCHOOL	6.2	5.4

Source: CIJE Study of Educators

Satisfaction with Salaries

Percentage Very or Somewhat Satisfied

<i>Setting</i>	TEACHERS	LEADERS
DAY SCHOOL	49%	68%
SUPPLEMENTARY SCHOOL	75%	64%
PRE-SCHOOL	37%	66%

Source: CIJE Study of Educators

Average Day School Salaries, 1990-91

<i>School Sector</i>	TEACHERS	PRINCIPALS
TORAH U'MESORAH	\$19,273	\$43,624
SCHECHTER	\$19,354	\$52,774
OTHER JEWISH	\$15,911	\$42,612
TOTAL PRIVATE	\$18,713	\$25,562
TOTAL PUBLIC	\$30,751	\$49,603

Source: Adapted from D. McLaughlin, C. O'Donnell, and L. Ries, *Private Schools in the United States: A Statistical Profile, 1990-91*. NCES 95-330. Washington, DC: U.S. Department of Education, 1995.

Experience of Principals

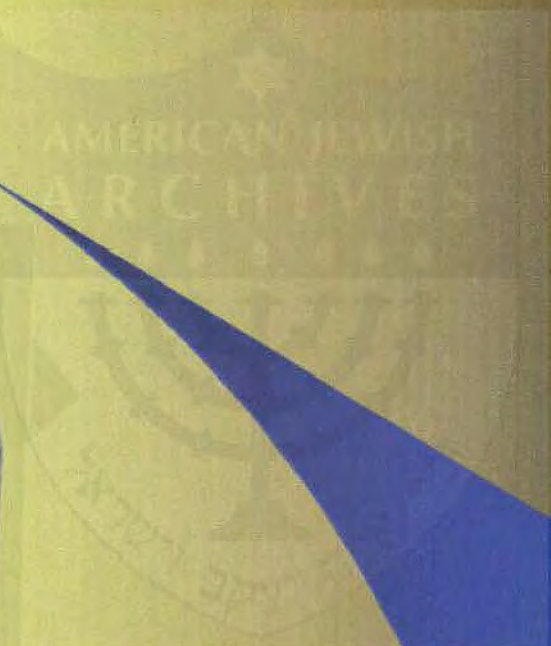
<i>School Sector</i>	YEARS TEACHING	YEARS AS PRINCIPAL CURRENT SCHOOL	OTHER SCHOOL
TORAH U'MESORAH	8.5	9.3	3.6
SCHECHTER	9.6	4.0	4.6
OTHER JEWISH	9.6	4.7	4.4
TOTAL PRIVATE	9.4	5.5	3.2
TOTAL PUBLIC	10.5	5.7	3.6

Source: Adapted from D. McLaughlin, C. O'Donnell, and L. Ries, *Private Schools in the United States: A Statistical Profile, 1990-91*. NCES 95-330. Washington, DC: U.S. Department of Education, 1995.

A Profession of Jewish Education

Dream or Reality?

My Grandfather's Story



Early Visions of Professionalism

Emanuel Gamoran, UAHC Director of Education, 1924:

“...those who are entrusted with the responsibility – of developing the Jews of tomorrow – are too often people who present no other qualification for their task than that of availability.”

Jewish Education as a Profession

- Specialized technical knowledge
- Collective control over conditions of work
- Commitment to the occupation

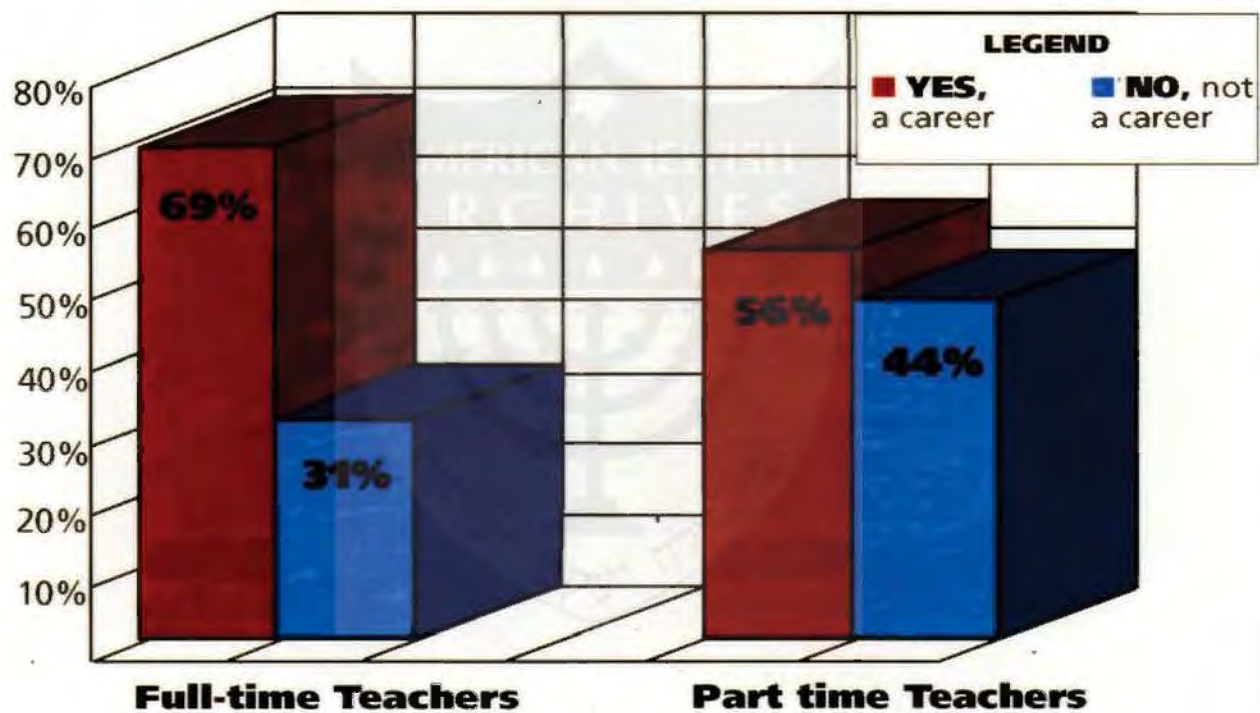
Data Sets

- The Schools and Staffing Survey (SASS)
 - 10,000 schools, including 511 Jewish day schools in 1990-91
- CIJE Study of Educators
 - 982 teachers, 77 leaders, 3 communities in 1993
- CIJE Study of Professional Development
 - 173 programs in 5 communities in 1995

A Study of Jewish Schools in Chicago

- Content focus of schools, and its relation to teachers' content knowledge
- Professional relations among educators
 - Between teachers and administrators
 - Among teachers
 - Between teachers and parents
- Context is crucial for supporting professional development

Jewish Education As A Career?



Satisfaction with Salaries

Percentage Very or Somewhat Satisfied

<i>Setting</i>	TEACHERS	LEADERS
DAY SCHOOL	49%	68%
SUPPLEMENTARY SCHOOL	75%	64%
PRE-SCHOOL	37%	66%

Source: CIJE Study of Educators

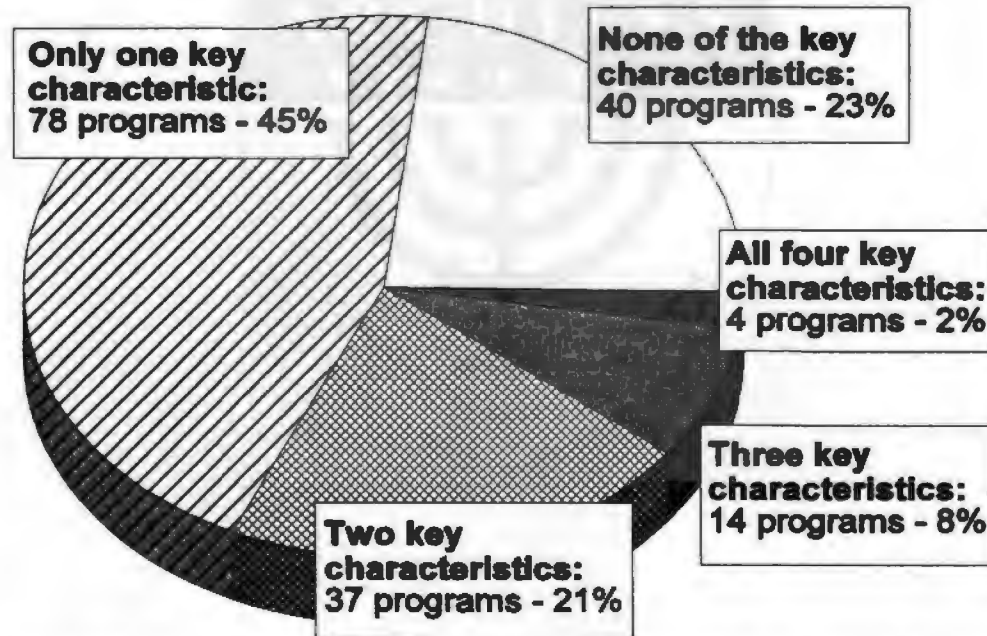
Salaries in Jewish Day Schools and other schools

Average salaries 1990-91

<i>School Sector</i>	TEACHERS	PRINCIPALS
TORAH U'MESORAH	\$19,273	\$43,624
SCHECHTER	\$19,354	\$52,774
OTHER JEWISH	\$15,911	\$42,612
ALL PRIVATE	\$18,713	\$25,562
ALL PUBLIC	\$30,751	\$49,603

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.

THE FIVE COMMUNITIES

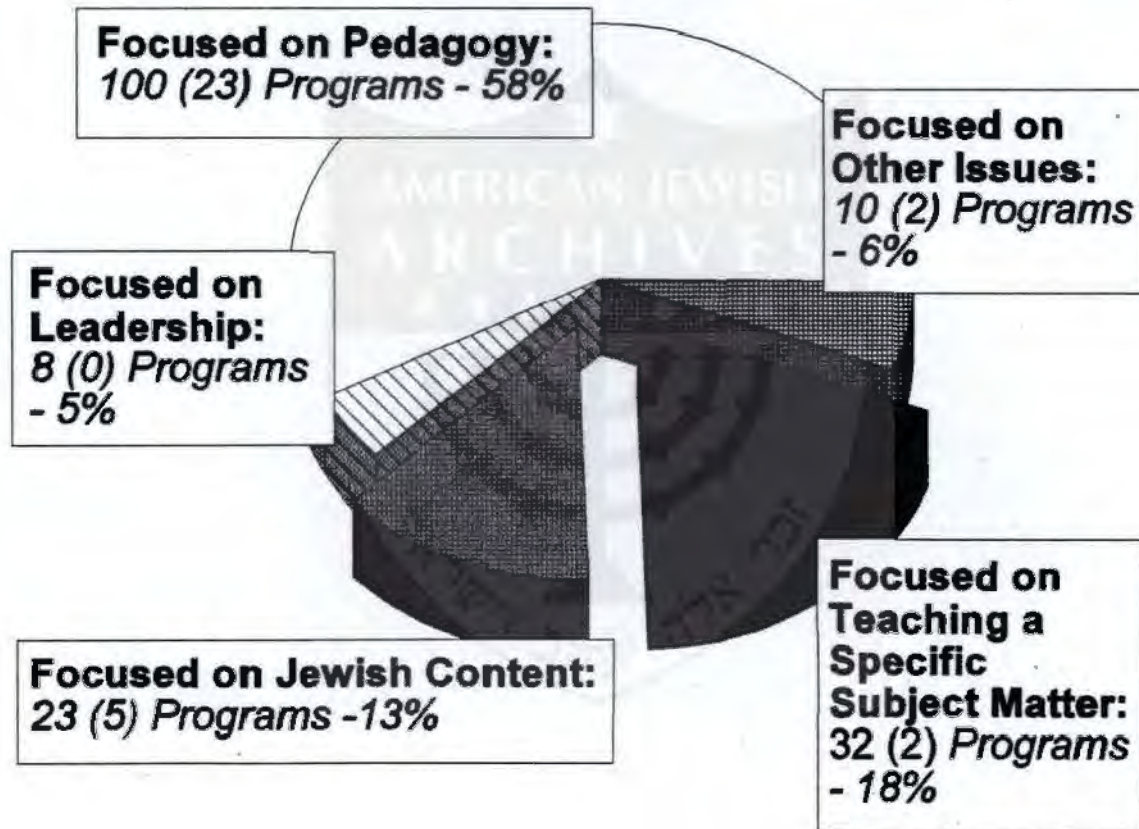
Is the learning opportunity a series of sessions designed to address a coherent theme rather than a "one-shot" workshop?

	# 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

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.

Average number of workshops in a two-year period

Number of workshops

<i>Setting</i>	TEACHERS	LEADERS
DAY SCHOOL	3.8	4.4
SUPPLEMENTARY	4.4	5.6
PRE-SCHOOL	6.2	5.4

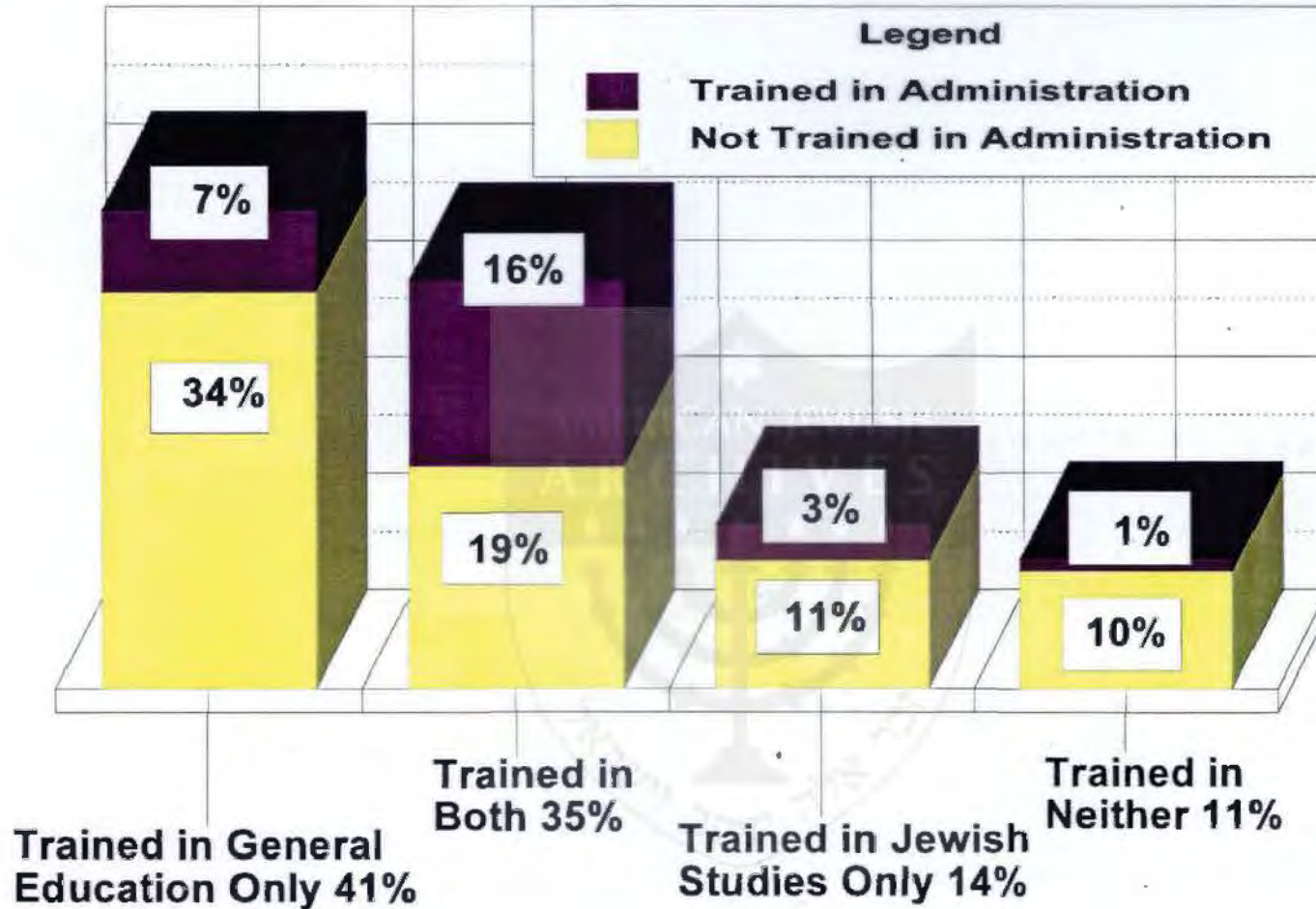


Figure 3: Extent of Professional Training in General Education, Jewish Studies, and Administration

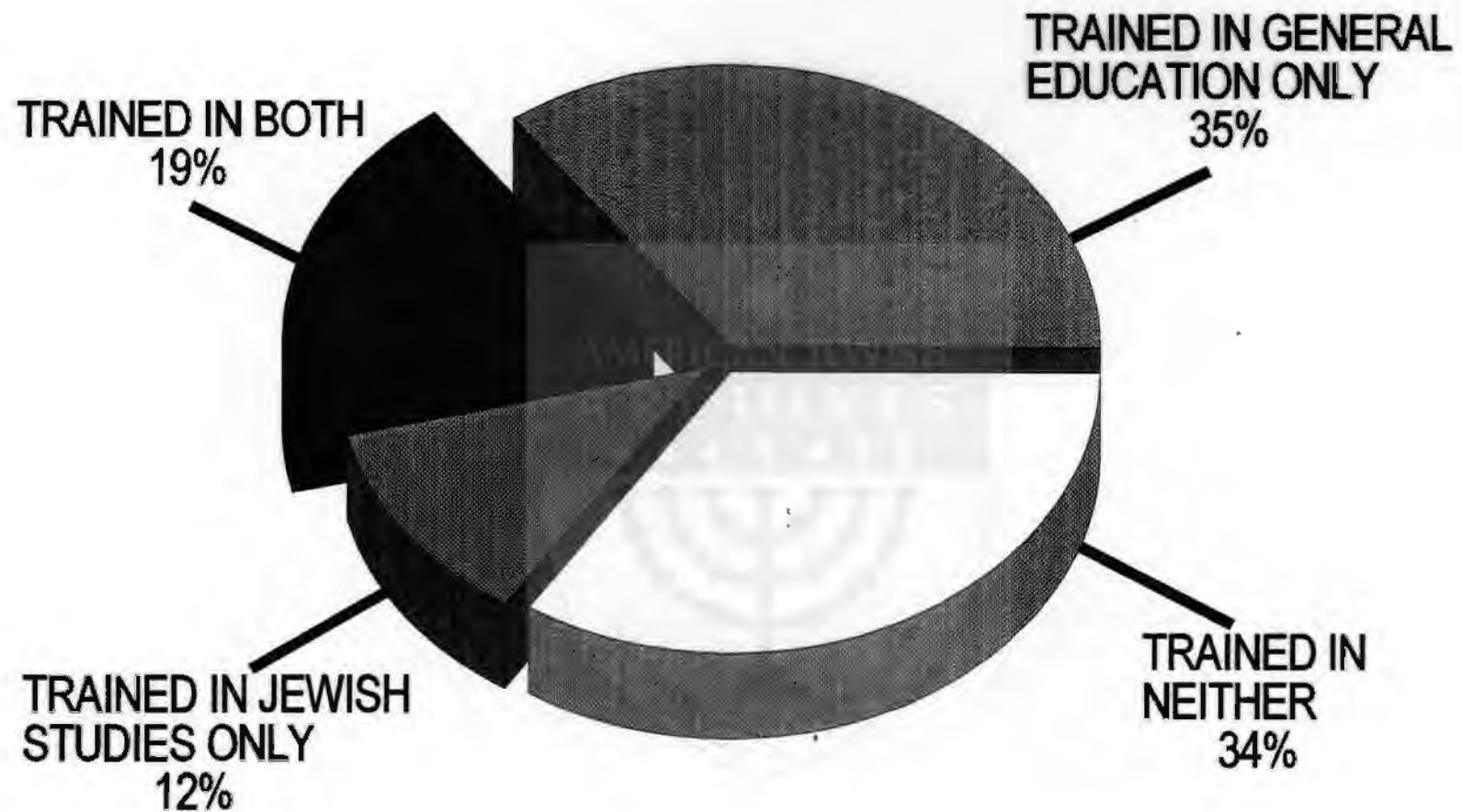


Figure 1: Teachers' Preparation in Education and Jewish Studies

Source: CIJE Study of Educators

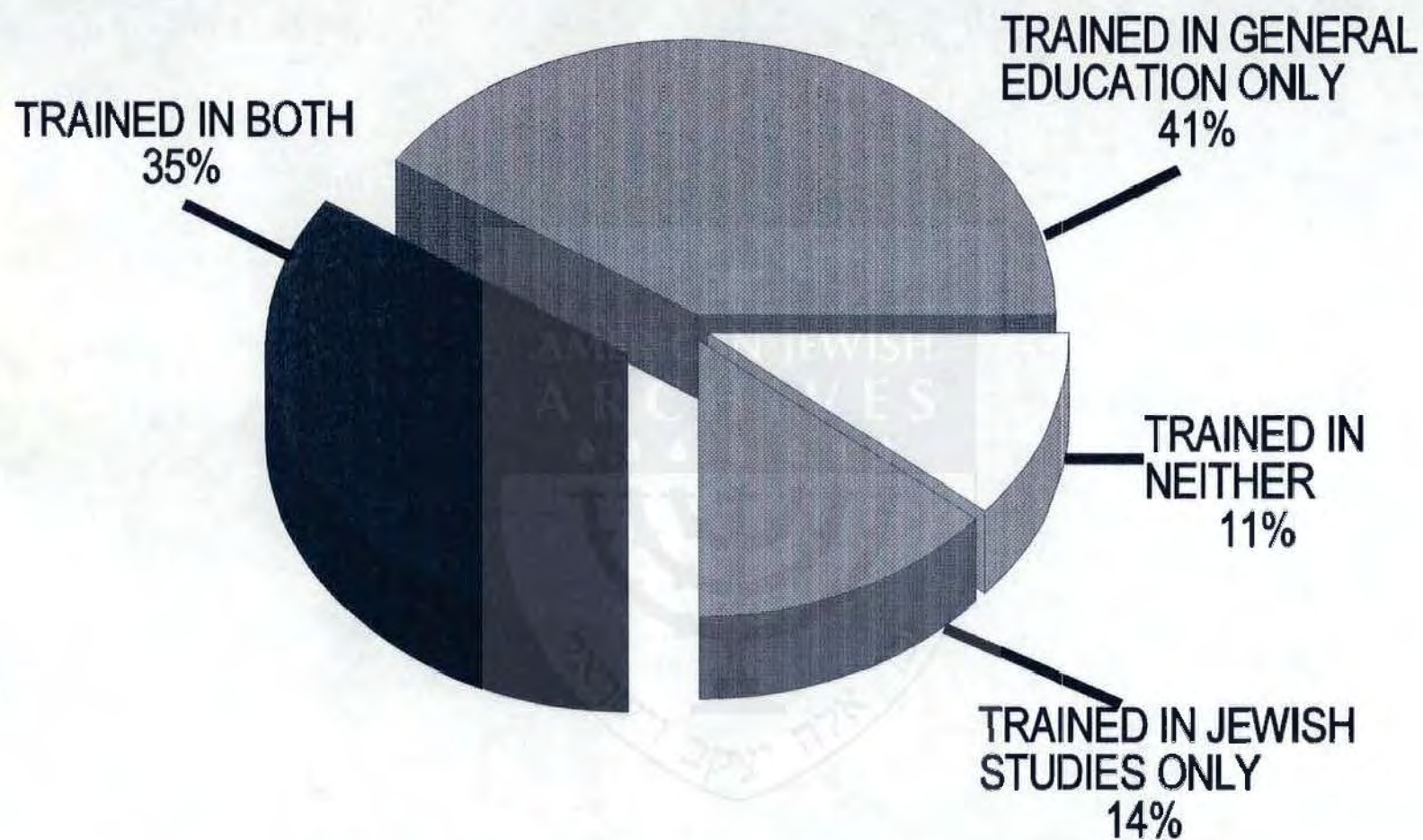


Figure 2: Educational Leaders' Preparation in Education and Jewish Studies

Source: CIJE Study of Educators

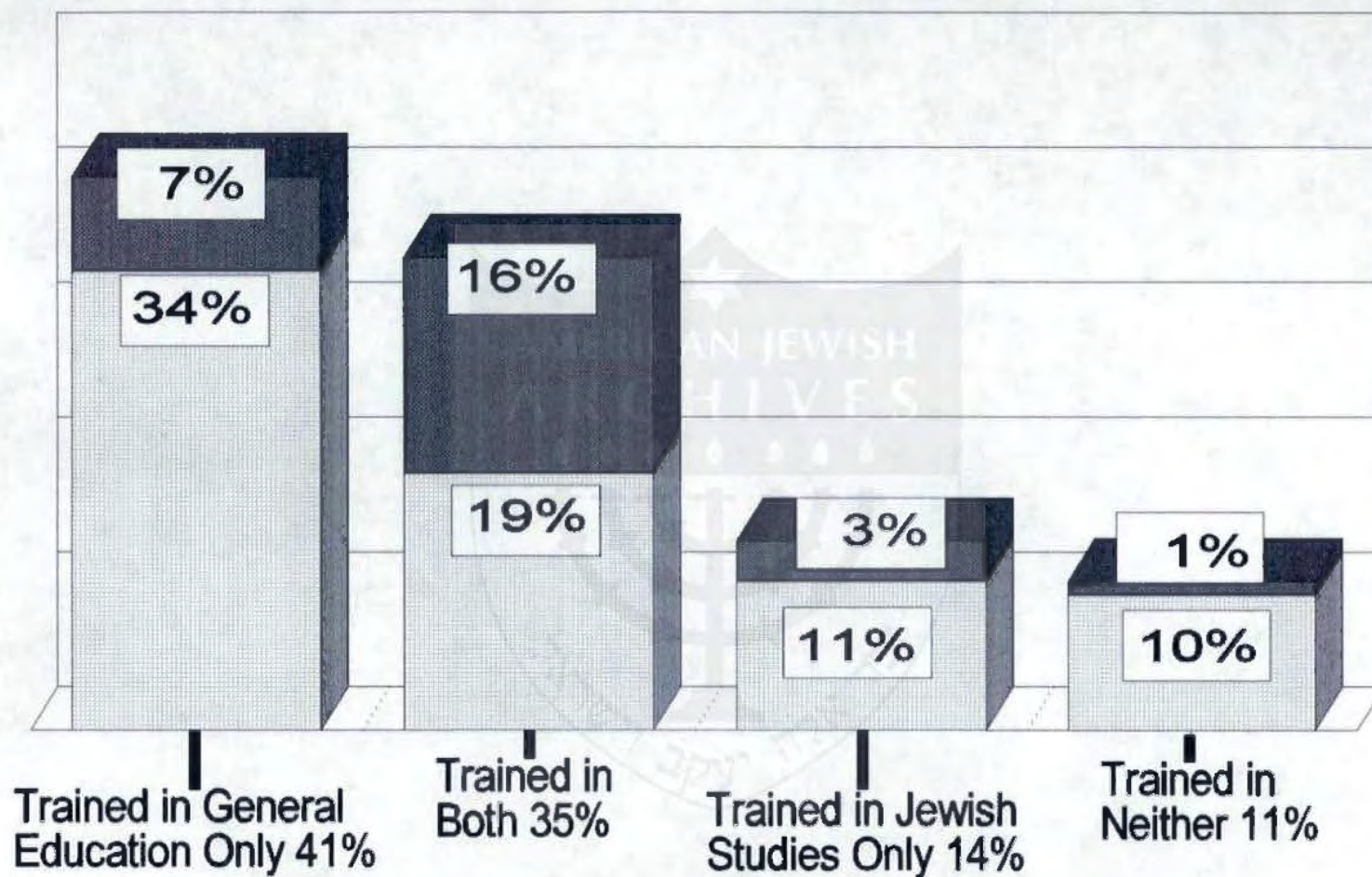


Figure 3: Educational Leaders' Preparation in Administration

Source: CIJE Study of Educators

FROM: "Goldring, Ellen B", INTERNET:ellen.b.goldring@vanderbilt.edu
TO: Adam Gamoran, AGamoran
DATE: 5/5/98 10:27 AM

Re: Re: paper as attachment

Sender: ellen.b.goldring@vanderbilt.edu

Received: from mailer1.mail.vanderbilt.edu (mailer1.mail.Vanderbilt.Edu [129.59.1.211])
by dub-img-9.compuserve.com (8.8.6/8.8.6/2.10) with ESMTP id KAA27825
for <AGamoran@compuserve.com>; Tue, 5 May 1998 10:27:52 -0400 (EDT)

Received: from goldrieb.ctrvax.vanderbilt.edu (A176208.N1.Vanderbilt.Edu [129.59.176.208])
by mailer1.mail.vanderbilt.edu (8.8.7/8.8.7/VU2.2) with SMTP id JAA11949
for <AGamoran@compuserve.com>; Tue, 5 May 1998 09:23:30 -0500 (CDT)

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>

Sender: goldrieb@vanderbilt.edu

To: Adam Gamoran <AGamoran@compuserve.com>

Subject: Re: paper as attachment

In-Reply-To: <199804230313_MC2-3AC1-20D1@compuserve.com>

Message-ID: <SIMEON.9805050929.B@goldrieb.ctrvax.vanderbilt.edu>

Date: Tue, 5 May 1998 09:31:29 -0700 (Pacific Daylight Time)

Priority: NORMAL

X-Mailer: Simeon for Win32 Version 4.1.1 Build (17)

X-Authentication: none

MIME-Version: 1.0

Content-Type: TEXT/PLAIN; CHARSET=US-ASCII

Hi Adam,

Here are some comments on the paper. At this point, I will list the comments and then we should decide if you agree and then I can do some of the writing for the changes.

1. In the introductory section, I think a paragraph or two needs to be added about why professionalization is important and that this "dream" has taken on new meaning because of the current research in general ed that has suggested that better trained teachers and "more professional" teachers are more effective in the classroom. In other words, we need to make the case about WHY building a profession is important.

2. Did you omit data from other studies (LA, Boston, etc) on purpose, or should we mention these as well (like we did in the teacher report. It may just make the case a bit stronger.

3. I think in the section on Jewish Education as a Profession a few paragraphs need to be added about the "avocational" argument. This can be taken from the

Religious Education issue. This idea should be discussed in relation to the profession idea.

4. I'm pretty sure we can add a section about autonomy and satisfaction of leaders. We asked a bunch of questions on the leaders survey about decision making and influence using similar simple Likert type scales. I will check on that.

5. I think Bill should be third author because the analyses, are ones that he worked on in the previous papers.

A minor point, I don't think we should list our affiliation as CIJE, but should definitely somehow note this as well as the research was conducted with the generous support of.... we may need to check with Karen/nessa on this because it came up at a board meeting, about the type of recognition/press CIJE was getting.

let me know what you think and which parts you want me to work on and I'll check the leaders survey. I'm pretty sure we have those analyses done from the first long version of the leaders report where we included all that stuff.

Ellen

PS Can you send me hanna's e-mail.

On Thu, 23 Apr 1998 03:13:14 -0400 Adam Gamoran
<AGamoran@compuserve.com> wrote:

> Here's the paper, attached as a WP file. I've sent rough versions of the
> figures and tables by fax. I just received a letter saying the deadline
> for the paper is May 20, so that gives us some time.
>
> Adam

Ellen Goldring
Associate Dean and
Professor, Educational Leadership
Peabody College
Vanderbilt University
Email: ellen.goldring@Vanderbilt.Edu

can't / to send to J ed as prot. n/

	J ed	Gen ed
SPEC KNOWL	Partial not spec Partial formality Limited pd	Formal try Limited pd

CONTRL OVER
WORK CONDITS

~~Entry~~
~~No res. in entry~~
~~Prot ofss do~~
~~not res. in entry~~
High level
A-Team action
Mod level of int'l
over the job
unsatisfactory

Entry reg. / b
state, but not
much cross
H. level
C / s in a-tn
mod level of int'l
over the job
not satisfactory

intrins. re. most
sail

intrins. re.
most sail

limited fringe benefit

basic + b. qual

low + spec pre
+ 7p min. sales

higher + sales
+ 7p min. sales

can't to J ed
as career

can't to J ed
as career

26/10/1971

26/10/1971

FROM: "Goldring, Ellen B". INTERNET:ellen.b.goldring@vanderbilt.edu
TO: Adam Gamoran. AGamoran
DATE: 5/11/98 10:31 PM

Re: Re: URGENT -- paper on building a profession

Sender: ellen.b.goldring@vanderbilt.edu

Received: from mailer1.mail.vanderbilt.edu (mailer1.mail.Vanderbilt.Edu [129.59.1.211])
by hil-img-2.compuserve.com (8.8.6/8.8.6/2.10) with ESMTP id PAA15470
for <AGamoran@compuserve.com>; Mon, 11 May 1998 15:31:01 -0400 (EDT)

Received: from PC_129_59_194_8 ([129.59.194.8])
by mailer1.mail.vanderbilt.edu (8.8.7/8.8.7/VU2.2) with SMTP id OAA11721
for <AGamoran@compuserve.com>; Mon, 11 May 1998 14:26:31 -0500 (CDT)

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>

To: Adam Gamoran <AGamoran@compuserve.com>

Subject: Re: URGENT -- paper on building a profession

In-Reply-To: <199805110936_MC2-3C92-5ACE@compuserve.com>

Message-ID: <SIMEON.9805111418.F@PC_129_59_194_8.vanderbilt.edu>

Date: Mon, 11 May 1998 14:30:18 -0400 (EDT)

Priority: NORMAL

X-Mailer: Simeon for Windows Version 4.1.4 Build (40)

X-Authentication: none

MIME-Version: 1.0

Content-Type: TEXT/PLAIN; CHARSET=US-ASCII

Adam,

The reference in Ed WEEK is called Links to Good Teaching
(in Research Notes section) no author; Ed. Week, April 8,
1998, p. 28, Vol. 17, (30). The authors of the study are
David Cohen and Heather Hill.

E.

On Mon, 11 May 1998 09:35:30 -0400 Adam Gamoran
<AGamoran@compuserve.com> wrote:

- > Bill,
- >
- > Please confirm receipt of this message.
- >
- > As you know I presented some of our research at a conference a few weeks
- > ago. I've finished a draft of the paper and will send it in the next
- > message. I'd welcome your comments and suggestions, which I would need by
- > the end of your day Thursday, May 14, so I can work on the paper on Friday,
- > May 15. I am supposed to submit the paper to the editors of a book by May
- > 20.
- >
- > I am faxing you the tables and figures. I am preparing the tables myself
- > but I need your help with the figures. There are three, and they are
- > simply our famous pie chart for teachers, the same pie chart for leaders.

FROM: "Goldring, Ellen B", INTERNET:ellen.b.goldring@vanderbilt.edu
TO: (unknown), AGamoran
DATE: 5/11/98 9:10 PM

Re: Inserts

Sender: ellen.b.goldring@vanderbilt.edu

Received: from mailer1.mail.vanderbilt.edu (mailer1.mail.Vanderbilt.Edu [129.59.1.211])
by dub-img-4.compuserve.com (8.8.6/8.8.6/2.10) with ESMTP id OAA12851
for <AGamoran@compuserve.com>; Mon, 11 May 1998 14:10:07 -0400 (EDT)

Received: from goldrieb.ctrvax.vanderbilt.edu (A186087.N1.Vanderbilt.Edu [129.59.186.87])
by mailer1.mail.vanderbilt.edu (8.8.7/8.8.7/VU2.2) with SMTP id NAA03023
for <AGamoran@compuserve.com>; Mon, 11 May 1998 13:05:33 -0500 (CDT)

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>

Sender: goldrieb@vanderbilt.edu

To: AGamoran@compuserve.com

Subject: Inserts

Message-ID: <SIMEON.9805111355.C@goldrieb.ctrvax.vanderbilt.edu>

Date: Mon, 11 May 1998 13:13:55 -0700 (Pacific Daylight Time)

Priority: NORMAL

X-Mailer: Simeon for Win32 Version 4.1.1 Build (17)

X-Authentication: none

MIME-Version: 1.0

Content-Type: TEXT/PLAIN; CHARSET=US-ASCII

Adam,

Here are the inserts in the e-mail in case you cannot read
the attachments.

Ellen

~~It should be noted that~~ Some scholars suggest that pursuing Jewish education as a profession will not bear sufficient fruit in recruiting and developing a teaching force for Jewish education. Aron (1988) argued that Jewish schools, especially afternoon, supplementary schools, could not pin their hopes on recruiting and training a professional core of teachers, and therefore, suggested we begin focusing on teaching as an 'avocation' rather than a profession. The term avocation refers to "a quasi-religious calling and a task one does for love, rather than for the necessity of earning a living" (Aron, 1997, p. 434). In practice, the idea of avocational teaching often refers to recruiting congregants, often parent volunteers, to teach in the religious school because they have shared values and commitments with the religious school. These values and commitments are then supplemented with specific training to prepare avocational teachers (see Feiman-Nemser, 1997) to work in the classroom. As Dorph and Feiman-Nemser (1997) pointed out, in the context of parent volunteers with limited time and limited background in Jewish content or education, "the distinction between preservice and inservice teacher education made no sense." The volunteers' 'training' "... needed to be situated in the context of their ongoing work with students" (p. 460).

An avocational teacher model suggests that a recruitment and preparation of teachers is primarily local.

6-4 - further analysis of T as not s-s
→ v-d profile art. major goal

Bib:

Aron, Isa (1997). Avocational Teaching: the Genesis and Diffusion of an Idea. Religious Education, 92(4). 430-439.

Aron, Isa (1988). From where will the next generation of Jewish teachers come? Journal of Reform Judaism 35, 51-66.

Feiman-Nemser, Sharon (1997). Teach them diligently to your children: An experiment in avocational teaching (same Religious Ed. Issue as Aron) 440-457.

Dorph, G. and Feiman-Nemser, Sharon (1997). Beyond prepared materials: fostering teacher learning in the Service of children's Learning (same Religious Ed. Issue 459-478)

The importance of professionalizing Jewish education takes on renewed importance today as recent initiatives and subsequent research in general education has linked teacher training and professional development with improved student learning (ADAM I will e-mail you a reference, this was in a recent Ed Week piece that reviewed a study by DAVID COHEN. I can only reference the ed week article because I don't have the Cohen work). A changing paradigm in education that is focusing on 'teaching for understanding' (Cohen, McLaughlin, & Talbert, 1993) as compared to 'teaching for the transmission of knowledge' is providing the impetus for the widespread redesign of both preservice teacher preparation programs and ongoing professional development work with teachers (National Foundation for the Improvement of Education, 1996). These initiatives are reinforcing the importance of professional educators with knowledge, skills and commitments to implement critical changes in education.

BIB:

Cohen, D. K., McLaughlin, M. W. & Talbert, (1993) (Eds.). Teaching for understanding. San Francisco: Jossey-Bass.

National Foundation for the Improvement of Education. (1996). Teachers take charge of their learning: Transforming professional development for student success. Washington, DC:

ADD TO CONTROL OVER WORK SECTION

Educational leaders across all settings in the CIJE study were generally very satisfied with the amount of time they spend on different types of educational activities. For example, 63% of the educational leaders reported that they were satisfied with the amount of time they spend on curricular issues. Educational leaders were equally satisfied with the amount of time they had to spend on school administrative issues (fund raising, marketing, etc). Interestingly, they were the

most dissatisfied with the time they spent on training staff. Forty-nine percent of all educational leaders indicated dissatisfaction with the amount of time they spend on training staff. Although we can not be certain about the interpretation of this finding, it stands to reason that given the limited background and training of their teachers, educational leaders would like to have much more time working with teachers.

ADD TO SECTION ON ENTRY for LEADERS

Most educational leaders in the CIJE study have had prior teaching experience. In fact, interviews suggested they entered the field of Jewish education because of their commitment to teaching. As one educational director commented, "I entered Jewish education because I felt that I wanted to develop the children's souls. My number one priority is to develop their love for who they are Jewishly". Eighty-one percent of the educational leaders taught in a Jewish day, supplementary or pre-school and 61% have worked in general education before assuming their leadership positions in Jewish education.

Ellen Goldring
Associate Dean and
Professor, Educational Leadership
Peabody College
Vanderbilt University
Email: ellen.goldring@Vanderbilt.Edu





SPEC KNOWL

Gen ed
Formal prep
Weak tech knowl

J ed
Partial formal prep
Weak tech knowl

CTRL OVER
WORK CONDITS

Entry req'd by st
but not by prof/govt
Autism w/in classes

No req'd of entry
Autism w/in classes

DEVELOPMENT

Can't to ed-y
as a ~~teach~~ career

Can't to ed-y
as a ~~teach~~ career

FROM: Bill Robinson, [74104,3335]
TO: Adam Gamoran, AGamoran
DATE: 5/12/98 11:47 PM

Re: Paper

Adam,

I'm faxing you the three figures. I liked the paper, especially the policy implications!

Some comments on the paper:

1. The major concern I have with the paper is that there's too much information and I began to lose the point during the discussion of salary satisfaction. To address this, I suggest that:

X a. Add a sub-heading of "Boundaries to Entrance" following the heading "Control over Working Conditions". If you require a sentence between the two, then add a sentence or two summarizing the situation as (like their general education counterparts) there are no boundaries to entering the field of Jewish education and tremendous autonomy for individual teachers in their classrooms.

✓ b. Either eliminate the paragraph on satisfaction that begins with "The SASS also permits comparison..." or state that satisfaction is being used as an indicator of control (one of Isa's three criteria). SAME FOR ENTIRE "REWARDS FROM WORK IN JEWISH EDUCATION" SECTION: Eliminate or state clearly what the items indicate and why.

c. In the "Career Commitment" section, I suggest discussing the teachers' response to the career question and THEN discuss the part-time nature of the occupation in light of the continued sense of it being a career among part-time educators. (This would keep the text more in line with Isa's three criteria.)

Other suggestions:

X 2. The phrase "Commision's manifesto" sounds like "Communist manifesto." If you don't want it to, I'd substitute a word for manifesto.

✓ 3. Change the last sentence before Figure 1 to read: "At the same time, 34% of the teachers did not have formal preparation in either field of knowledge." [The use of "both" in this sentence and the preceding seems confusing.]

X 4. Scan the document to make sure all "full-time" have a hyphen, as they don't as is.

X 5. I believe "principals' group" is correct, with the apostrophe after the s. [This is done twice in one sentence.]

6. While "years of planning and preparation are normally necessary to obtain a teaching job" in public schools, this is not so much the case in private schools (See SASS?) -- You may want to note this.

✓ 7. In the "autonomy and satisfaction" subsection, 3rd paragraph, 1st sentence: The word "satisfaction" should be eliminated as the paragraph does not talk about satisfaction. Thus, the sentence would read: "The pattern of findings on control is both ironic and promising."

- ✓ 8. In the summary section, paragraph beginning with "given this evidence", 3rd to last sentence, should be two sentences. Instead of "... schools and it encourages. " write "... schools. It also encourages. "
- ✓ 9. Following paragraph, in last sentence (A) insert a comma after "isolated workshops" and (B) change "emphasize" to "rich in" so that the verb structure is correct

That's it.

Bill



ב"ה, כט' אייר תשנ"ח
25.5.98

סגור
רמי צוק
17/5/98

Prof. Adam Gamoran,

We thank you for submitting your article for publication in the edited volume on Jewish Education. Your article will undergo the usual review process by the Editorial Committee and independent readers. We will inform you of the decision as soon as possible.

Sincerely yours,

Prof. Y. Rich

Director



רמי
שלום! אצא סגור
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יכולים



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from Gail

TOWARDS BUILDING A PROFESSION:
CHARACTERISTICS OF CONTEMPORARY EDUCATORS IN
AMERICAN JEWISH SCHOOLS

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May 1998

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TOWARDS BUILDING A PROFESSION: CHARACTERISTICS OF CONTEMPORARY EDUCATORS IN AMERICAN JEWISH SCHOOLS

Ever since Jewish education confronted modernity on the shores of North America early in the twentieth century, reformers have dreamed of a "profession" of Jewish education. One advocate of change was Emanuel Gamoran, a student of John Dewey at Teachers College, Columbia University, and the first director of education for the Union of American Hebrew Congregations, the Reform Movement in the U.S. In his first year on the job he wrote (1924, p.5).

Very few people today would think of entrusting their legal affairs to anyone but a lawyer who had received special training entitling him to engage in his professional activities. Still less would people permit anyone who had not received a long and arduous course of training followed by a period of practice in medicine to minister to their physical ailments. Yet those who are entrusted with the responsibility of molding the character of the young -- of developing the Jews of tomorrow -- are too often people who present no other qualification for their task than that of availability.

The dream of professionalizing Jewish education has been expressed repeatedly over the years (e.g., Chipkin, 1936, Schoolman, 1966 [1960]; Pilch, 1969, Aron, 1990). This long-sought ideal gains renewed importance in today's educational arena, as recent initiatives and research in general education have linked teacher training and professional development with improved student learning (e.g., McLaughlin and Oberman, 1996). A changing paradigm in education that is focusing on "teaching for understanding" in contrast to "teaching for the transmission of knowledge" provides the impetus for the widespread redesign of both preservice teacher

preparation programs and ongoing professional development work with teachers (Cohen, Talbert, and McLaughlin, 1993; National Foundation for the Improvement of Education, 1996). These initiatives are reinforcing the importance of staffing schools with professional educators who possess knowledge, skills and commitments to implement critical changes in education

In 1991, the Commission on Jewish Education in North America declared that building the profession of Jewish education is essential for improving Jewish education in North America. The Commission's manifesto, *A Time to Act*, envisioned strategies for building the profession, including better recruitment, expanded training facilities, intensive in-service, improved working conditions and career opportunities, and empowerment for educators. How should we prioritize among these strategies? Which efforts are most likely to bear fruit? To reach effective decisions, we need to answer three questions. (1) What do we mean by "building the profession"? (2) What are the professional characteristics of teachers and leaders in the Jewish schools of today? (3) Which strategies offer the best chance of building the profession?

We respond to these questions with evidence from research on Jewish educators in the United States. One source of data is a survey of 77 educational leaders and 982 teachers carried out by the Council for Initiatives in Jewish Education, the successor to the Commission, in collaboration with three communities: Atlanta, Baltimore, and Milwaukee. In 1993, all educational administrators and all teachers of Jewish subjects in the day schools, supplementary schools, and pre-schools in these communities were targets of the survey. Response rates were 77% for educational leaders and 82% for teachers. As a supplement to the surveys, 125 educators in the three communities responded to in-depth interviews. Gamoran et al. (1998) and

Goldring, Gamoran, and Robinson (forthcoming) provide more information about the CIJE Study of Educators, and many of the computations in this paper are drawn from those reports.

The second source of evidence is the Schools and Staffing Survey (SASS) of 1990-91, carried out by the U.S. Department of Education. This national survey of public and private schools included teachers and principals in three categories of Jewish day schools: Torah U'Mesorah schools, Solomon Schechter schools, and "other Jewish" schools (schools sponsored by communities and other movements). Response rates for SASS were over 80%. Our tabulations for this paper are compiled from published data reported in *Private Schools in the United States: A Statistical Profile, 1990-91* (McLaughlin, O'Donnell, and Reis, 1995).

Jewish Education as a Profession

After considering an extensive academic literature on professionalization, Aron (1990) argued that three criteria are essential for thinking about Jewish education as a profession. These criteria of a profession are

- (1) Specialized technical knowledge: that is, knowledge held exclusively by members of the occupational group, formally transmitted through training institutions.
- (2) Collective control over conditions of work: the ability to regulate the boundaries of the occupational group, and to determine collectively the structure of tasks, rewards, advancement, and so on.
- (3) Commitment to the occupation: the view of the occupation as a "calling," that is, a career to which one is devoted over the long term.

Although many writers argue that Jewish education does not meet these criteria, the most interesting starting point is to recognize the weak degree to which education *in general* meets

these criteria. Despite the formal preparation of educators, which is nearly universal in the United States (Choy et al., 1993), education in general and teaching in particular has a weak base of specialized knowledge. When teachers talk with one another, they rarely use specific technical language (Jackson, 1968). A non-educator sitting in the teacher's lounge would have little trouble following the conversation. Contrast that situation with the resident's room of a hospital, where an outsider would have difficulty keeping up with the medical talk. The field of medicine provides another sharp contrast in the area of occupational control: unlike the certification of doctors, which is regulated by a medical board, educators have relatively little role in certifying teachers or principals. Entry into educational occupations is controlled by the state, not by educational practitioners. However, the degree of control at the work site is very high in education, insofar as teachers have substantial autonomy within their classrooms (Gamoran, Porter, and Gahng, 1995). Finally, educators tend to exhibit occupational commitment. Although "burnout" is often cited as an important problem, and educational administrators change jobs with regularity, turnover tends to be within the field of education, not an exit from the occupation. Overall, the weak links between education and the criteria of professionalization, at least compared to occupations such as law and medicine, have led some writers to refer to education as a "semi-profession" rather than a full-fledged profession (Etzioni, 1969).

All of the limitations of education as a profession are evident for Jewish education as well. Still, our analysis of data on Jewish educators will show that the differences between Jewish and general education relative to the criteria of professionalization are differences of degree, not of kind. That is, like general education, Jewish education is not a full-fledged profession -- but it has many important aspects of professionalization which should not be ignored. To make this case, it

is useful to reflect on the features of Jewish education which are usually considered to be distinctive aspects in contrast with general education. First, Jewish education lacks a centralized authority structure (Aron, 1990; Ackerman, 1990). Schools are typically attached to congregations or communities; many day schools are affiliated with national organizations, but the governance of each school is localized at the school site. Yet public education in the United States is also highly decentralized; not as decentralized as Jewish education, but principals and teachers have substantial autonomy within their spheres of work, and federal and state authorities provide broad latitude for diversity within their regulatory functions (Borman et al., 1996).

Second, Jewish education lacks a base of technical knowledge. As noted above, however, weak technical knowledge is a pervasive feature of education in general. Third, one would not find a consensus on goals within Jewish education, particularly when comparing across the various constituencies of Jewish education. Yet the same is often said about education in general: competing and even conflicting goals are an endemic feature of education (Cuban, 1990). Fourth, most Jewish educators work part-time in the field, whereas general education usually involves full-time work. Nonetheless, there are reasons to see the difference in hours of work as one of degree rather than kind. Even full-time educators do not usually work *year round*. Although the proportion of teachers who work part time in general education is small, it is growing (Choy et al., 1993). Moreover, our evidence will show that a sizeable number of Jewish educators work full time during the school year, particularly in day schools, and among educational administrators in all types of settings.

In contrast to this list of similarities, there is one way in which Jewish education differs dramatically from general education: the absence of regulation over entry into the occupation. In

Jewish education, "availability" is still a chief criterion, as Gamoran (1924) noted long ago, but in public education, state certification is almost always required. When we consider the implications of the evidence for building the profession of Jewish education, we will need to keep in mind this crucial distinction from general education

Some scholars claim that efforts to build Jewish education as a profession cannot bear sufficient fruit in recruiting and developing a teaching force for Jewish education. Aron (1988) argued that Jewish schools, especially supplementary schools, could not pin their hopes on recruiting and training a professional core of teachers. Aron recommended that policies should focus on Jewish teaching as an "avocation" rather than a profession. The term avocation refers to "a quasi-religious calling and a task one does for love, rather than for the necessity of earning a living" (Aron, 1997, p. 434). In practice, the idea of avocational teaching commonly refers to recruiting congregants, often parent volunteers, to teach in the religious school because they have shared values and commitments with the religious school. These values and commitments are then supplemented with specific training to prepare avocational teachers to work in the classroom (see Feiman-Nemser, 1997). As Dorph and Feiman-Nemser (1997) pointed out, for parent volunteers with limited time and limited background in Jewish content or education, "the distinction between preservice and inservice teacher education made no sense." The volunteers' 'training' "...needed to be situated in the context of their ongoing work with students" (p. 460). An avocational teacher model suggests that a recruitment and preparation of teachers is primarily a local matter.

In this paper we take up the question of whether professionalism and part-time teachers are inherently incompatible. The avocational model points out the difficulty of recruiting trained

teachers for part-time work. Yet it is worth examining more closely the levels of preparation that currently exist among teachers, including those in supplementary schools, and it is important to examine the nature of teachers' commitment to their work. To the extent that teachers exhibit occupational commitment in the field of Jewish education, it may be possible to enhance their professionalism despite shortages of formal training.

Characteristics of Contemporary Jewish Educators

In examining the data, we focus on two issues. Whether it is reasonable to speak of Jewish education as a "profession," as defined by the criteria above, and if so, what strategies are best suited to improving the quality of Jewish education as a profession. We present the evidence organized according to the criteria of professionalism: specialized knowledge, control over working conditions, and career commitment.

Specialized Knowledge

On the one hand, educators in Jewish schools have less specialized knowledge than their counterparts in general education, at least as measured by indicators of formal training. On the other hand, a large proportion of educators have some formal training for their roles, a finding that perhaps contradicts the view of Jewish education as avocational.

Pre-service preparation. If teaching were a profession, one would expect to see specialized knowledge in two areas: pedagogy, or methods of teaching, and subject matter. According to the CIJE Study of Educators, over half of the teachers surveyed reported a degree in education, either from a university or a teacher training institute. This figure included 60% of day school teachers, 46% of supplementary school teachers, and 61% of pre-school teachers (Gamoran et al., 1998). Findings for day schools from the SASS were comparable: 64% of Torah

U'Mesorah teachers, 70% of Schechter teachers, and 52% of teachers in Other Jewish schools were certified in education (McLaughlin, O'Donnell, and Reis, 1995). (The SASS data include general studies teachers as well as Judaica teachers, whereas the CIJE data refer only to teachers of Jewish subject matter.)

In contrast to the substantial numbers of teachers trained in education, fewer have formal preparation in Jewish subject matter. According to the CIJE survey, only 31% overall are certified in Jewish education or have some sort of degree in Jewish studies, such as a college major or rabbinic ordination. About half the day school teachers had this level of training, but the figures were much lower among supplementary and especially among pre-school teachers (Gamoran et al., 1998). Figure 1 shows that overall, almost two-thirds of the teachers were formally trained in education, Jewish studies, or both, this included 19% trained in both, 35% trained in education only, and 12% trained in Jewish studies only. At the same time, 34% of the teachers did not have formal preparation in either field of knowledge.

Figure 1 about here

Figure 2 about here

Compared to teachers in Jewish schools, educational leaders had even more professional preparation in education and Jewish studies. Figure 2 shows that 35%, almost twice the proportion of teachers, had formal training in both fields, and only 11% lacked all formal training in these areas. However, professional preparation for administrators includes a third area -- administration or leadership -- and in this field, the leaders of Jewish schools are deficient. Only

27% overall have a degree or certification in administration, and as Figure 3 shows, less than half of those trained in both education and Jewish studies had a degree or certification in administration as well. Thus, the leaders of Jewish schools do not have the full extent of professional preparation, but they have many of the important components.

Figure 3 about here

If we focus only on rates of advanced degrees, the SASS data indicate that principals of Jewish schools are more professionalized than those in other private schools, but less trained than public school principals. (Whereas the CIJE Study of Educators included persons in leadership positions such as vice principals and department heads, the SASS administrator survey included only principals.) Almost all public-school principals have an advanced degree -- usually a masters degree -- the total is over 98%. Figures for Torah U'Mesorah, Schechter, and Other Jewish day schools are 88%, 79%, and 73%, respectively. This compares favorably with a figure of 66% for all private schools (McLaughlin, O'Donnell, and Reis, 1995). Like teachers, then, the principals have substantial professional training, although they have less professional preparation than their counterparts in public schools.

In-service workshops. In public education in the United States, amounts of required professional development vary widely from state to state. Some states have no specified amount for ongoing professional development, whereas other states require a specific amount of professional development to maintain a teaching and/or administrating license. For example, the State of Wisconsin requires 180 hours of workshops, or 6 college credits, over a five-year period,

for maintaining educator licenses. By this measure, Jewish schools hold low standards for professional development. Table 1 shows the average number of workshops that teachers and administrators reported for a two-year period in the CIJE Study of Educators. The figures range from a low of 3.8 workshops reported by day school teachers, to a high of 6.2 workshops reported by pre-school teachers. If we assume a typical workshop lasts three hours, that adds up to about 29 hours of workshops over five years for day school teachers, or less than one-sixth of the Wisconsin standard. Interestingly, the relatively high figure reported for pre-school teachers probably results from external requirements. Most pre-schools are certified by their states, and certification requirements often include a mandated number of hours for in-service. Gamoran et al. (1997) found higher numbers of required workshops reported by teachers in state-certified pre-schools, compared to teachers in uncertified pre-schools.

Table 1 about here

In contrast to quantity, the *quality* of professional development in Jewish education appears comparable to that in general education. As in general education, workshops in Jewish schools and communities are usually isolated events, disconnected from one another and lacking opportunities for follow-up and integration with teachers' practices (Fullan, 1991, Gamoran et al., 1998). Teachers tend to regard workshops as helpful if they offer a new tool that they can immediately apply in the classroom, but there is no conception of professional development as a long-term process of growth. Thus, in-service work in Jewish education is less extensive, but has the same limitations with regard to professionalism as in general education.

Control over Working Conditions

Jewish education, like general education, lacks an all-encompassing professional guild that regulates entry into the occupation, as in law and medicine (Aron, 1990). Also comparable to general education, there are a variety of professional organizations for Jewish educators, such as local principal's councils, the National Association of Temple Educators (the Reform movement's principal's group), the Coalition for the Advancement of Jewish Education (CAJE), and so on. These groups provide collegial networks, opportunities for sharing information, and sponsor conferences, of which the largest and most important is the annual CAJE conference, which is attended by thousands of Jewish educators from across North America (Gamoran et al., 1998).

Unlike general education, however, entry to specific jobs in Jewish education is not regulated, neither by a professional organization as in law or medicine, or by the state, as in Jewish education. Interviews from the CIJE Study of Educators revealed that teachers, in particular, often fall into their jobs almost accidentally, with little prior thought. One teacher in a supplementary school explained

Well, basically, I got recruited through a friend. I have a friend who was teaching here and she said it was fun and great and a good thing to do. She thought I might like doing that. My first reaction, of course, was, "Who am I to be teaching?" I have no formal education as a teacher and certainly not of Judaica or Hebrew. And she just said from what she knew that I knew, I had all the qualifications. I had no experience in Jewish education, but my friend persuaded me. And so just indirectly, and luckily, I became involved in Jewish education.

This entry pattern results in a total lack of preparation among some teachers, and partial lack of preparation among others. It contrasts with general education, where years of planning and preparation are normally necessary to obtain a teaching job. Still, it is interesting to observe that most teachers in Jewish schools have some relevant professional training. Although supplementary teachers, rather than teachers in day schools or pre-schools, tended to relate the "accidental" entry experience, the proportion of teachers with formal training in education was only modestly lower in supplementary schools (46%) compared to teachers in day schools and pre-schools (60% and 61%, respectively).

Autonomy of teachers. Teacher empowerment is a common theme in educational reform efforts (Gamoran, Porter, and Gahng, 1995). Generally, we find that teachers in Jewish day schools have similar or better opportunities to influence their schools and to control classroom activities as do teachers in other contexts. According to the SASS, teachers in private schools report higher levels of control and influence than teachers in public schools, and teachers in Jewish day schools fit the private-school mold. For example, on a scale of 1 - 6 with 6 as high, public school teachers rated their influence over school curriculum policy as 3.6, whereas private school teachers perceived more influence, with an average of 4.3. The comparable figures for Jewish teachers were 4.1, 4.7, and 4.3 for those in Torah U'Mesorah, Schechter, and Other Jewish day schools, respectively (McLaughlin, O'Donnell, and Reis, 1995). Supplementary teachers likely experience less influence over school policies, because they have few opportunities to participate in decision-making processes at the school level (Gamoran et al., 1998; but see Aron, 1990, for smaller differences between supplementary and day school teachers in reported influence). In any case, supplementary school teachers, like Jewish day school teachers and

teachers in other educational contexts, exercise substantial control over activities within the classroom.

The pattern of findings on control is both ironic and promising. The irony is that Jewish teachers have so much say in their working lives, yet many are poorly prepared to exercise that autonomy, particularly in terms of Jewish content knowledge. Yet the findings are also promising in that if the professional knowledge of teachers could be enhanced, they would have opportunities to put their knowledge into practice.

Rewards from work in Jewish education By considering the nature of rewards and satisfaction from work in Jewish education, and through comparisons with general education, we obtain another glimpse into the possibility of professionalism in Jewish education. The most salient rewards for Jewish educators are intrinsic, just as in general education (Gamoran et al., 1998; compare with Lortie, 1975). Jewish educators enter and remain in the field because they enjoy working with children, and because they are committed to teaching Judaism. Equally comparable to general education, some aspects of extrinsic rewards are lacking. Findings from the SASS indicate that salaries for day school teachers compare favorably with those of teachers in other private schools, but they are far below the typical public-school teaching salary. This pattern, along with the findings for autonomy noted above, is consistent with the research literature which claims that teachers in private schools trade off lower salaries for more control (Chubb and Moe, 1990). Interestingly, salaries for day school principals (in contrast to teachers) are much closer to the levels of the typical public-school principal than the average private-school principal. These results appear in Table 2.

Table 2 about here

In the CIJE Study of Educators, teachers and educational leaders were asked whether they were satisfied with their salaries. Not quite half of the day school teachers said they were somewhat or very satisfied, but over two-thirds of the day school leaders said they were (see Table 3). This pattern seems consistent with the findings from the SASS, both in the comparison to public-school salaries and in an absolute sense.

Table 3 about here

The group with the highest level of salary satisfaction was the supplementary school teachers: three-quarters said they were somewhat or very satisfied (see Table 3). By contrast, only 37% of pre-school teachers reported that level of satisfaction. Whereas levels of satisfaction among teachers differed substantially across the three settings, satisfaction levels among the leaders were roughly similar, with about two-thirds of the leaders satisfied on average in each setting.

Perhaps the sharpest departure from professional working conditions for Jewish educators is in the area of fringe benefits. Among educational leaders who work full time (i.e., 25 hours per week or more), only 73% reported that health benefits were available to them, and just 64% said they could receive pension benefits from their work in Jewish education. The failure to provide benefits is even more severe among teachers: Of those working full time, only 48% reported

access to health benefits and 45% had pension benefits available. The lack of benefits for teachers stems partly from the failure of some institutions to provide benefits to teachers who work as much as 25 hours per week, and partly because many teachers reach 25 hours of weekly work in Jewish education by combining two or more part-time jobs. Among those working less than full time, of course, a minority of leaders and very few teachers had access to health or pension benefits.

General satisfaction For teachers in Jewish day schools, the SASS provides a gauge of overall satisfaction, which we may compare with teachers in non-Jewish schools (McLaughlin, O'Donnell, and Reis, 1995). A composite scale based on three questions (do you like teaching? do you look forward to coming to school each day? does teaching have more advantages than disadvantages?) was scored 0 - 10 with 10 as high. On this scale, public school teachers averaged 7.7 and private school teachers responded with 8.4. The average scores for teachers in Jewish schools were 8.3 in Torah U'Mesorah, 8.4 for Schechter, and 8.7 for Other Jewish day schools. In relative terms, teachers in Jewish schools are more satisfied than the norm, and moreover we regard satisfaction scores of over 8 on a 10-point scale as indicating a high level of satisfaction in an absolute sense as well.

In the CIJE study, educational leaders across all settings were generally very satisfied with the amounts of time they spent on the various activities that compose their working lives. For example, 63% reported that they were satisfied with the amount of time they spent on curricular issues. Educational leaders were equally satisfied with the amount of time they had to spend on school administrative issues (fund raising, marketing, etc). Tellingly, they were least satisfied with the time they spent on training staff: forty-nine percent of all educational leaders indicated

dissatisfaction with the amount of time on this activity. Although we can not be certain about the interpretation of this finding it is most likely, given the limited background and training of teachers, that the educational leaders would prefer to spend more time working with teachers

Career Commitment

Jewish teaching is overwhelmingly a part-time occupation. In the CIJE study, 72% of the teachers worked fewer than 25 hours per week in Jewish education, this included 98% of supplementary teachers, 57% of those in pre-schools and 53% of those in day schools. For early reformers, this situation was inimical to professionalization. Rather, full-time work was the *sine qua non* of professionalism. Schoolman (1966 [1960], p. 180), for example, stated that "Jewish teaching can and must be made a full-time profession that will command life-time commitment by creative personalities." Today, however, it is no longer self-evident that part-time work and professionalism are incompatible. Many workers, particularly women and particularly in the field of education, are able to establish a professional commitment within the context of part-time work (Hochschild, 1989). Rather than assuming that a part-time occupation cannot be professionalized, it is worth enquiring about the professional commitment of Jewish educators.

In a survey of teachers in Jewish supplementary and day schools in Los Angeles, Aron and Phillips (1988) had asked respondents whether their work was best described as a career, something that provides supplementary income, or something done for satisfaction. These categories reflected an assumption that a "career" is separate and distinct from something done for supplementary income or the satisfaction of the job. But in fact the categories are not mutually exclusive, and teachers had a great deal of difficulty selecting only one response (Aron 1997). Mindful of these difficulties, the CIJE survey focused more narrowly on the question of whether

respondents saw their work in Jewish education as a career ("Do you think of your work in Jewish education as a career?") A response of "yes" to this question, we maintain, indicates a commitment to Jewish education that offers the potential for professionalism, regardless of the number of hours worked per week

Overall, 59% of teachers and 78% of educational leaders said they view their work in Jewish education as a career. Even among supplementary school teachers, of whom almost all work part time, 44% responded "yes" to the career question. Table 4 provides a breakdown of responses to this question by hours of work. Only among those working 1-4 hours per week did a minority respond affirmatively (32%). Among teachers working 5-12 hours per week, 63% responded yes. The highest proportion was among teachers working 13-24 hours per week, of whom 76% viewed their work in Jewish education as a career, the proportion was slightly lower (69%) among those working in Jewish education 25 hours per week or more

Table 4 about here

Almost all the educational leaders who responded to the CIJE survey viewed their work in Jewish education as a career. The figures for day, supplementary, and pre-school leaders were 100%, 91%, and 93%, respectively, with an overall average of 95%. These leaders have expressed a strong professional commitment, regardless of their part-time or full-time status.

Commitment to work in Jewish education also comes through in the substantial longevity of Jewish educators. Experience in the field is admittedly a double-edged sword: On the one hand, it may indicate that persons who have found their "calling" remain to continue their fine

work; but it could equally indicate that their work becomes stale and uninspired. We make no attempt to distinguish among these interpretations purely from evidence about experience. However, we contend that high levels of experience indicate a high degree of commitment to the occupation, which again offers a potential for the development of a profession. According to the CIJE study, teachers exhibit substantial experience in Jewish education, with only 6% in their first year at the time of the survey, and 38% with more than ten years' experience when they responded (Gamoran et al., 1998). Educational leaders reported even more experience in Jewish education, as 78% had been working in the field for more than 10 years. (However, only 31% had spent more than 10 years in educational leadership, and only 55% had even as much as 6 years' experience as leaders.)

Data from the SASS suggest that principals of Jewish schools have roughly similar levels of experience, both in teaching and as principals, compared to principals in public and other private schools (McLaughlin, O'Donnell, and Reis, 1995). As Table 5 shows, principals of Schechter and Other Jewish schools had slightly less experience in their current schools and slightly more experience as principals of other schools, compared to principals in non-Jewish schools, hinting perhaps at more turnover in these categories of Jewish schools. Principals of Torah U'Mesorah schools exhibited similar levels of experience in other schools and more years on average as principals in their current schools, compared to the other Jewish and non-Jewish categories.

Table 5 about here

According to the CIJE study, educational leaders in supplementary and pre-schools as well as those in day schools reported substantial prior teaching experience. Eighty-one percent of the educational leaders had taught in a Jewish day, supplementary or pre-school and 61% had worked in general education before assuming their leadership positions in Jewish education.

Findings on career orientation and experience provide evidence of professional commitment or, at a minimum, the potential to develop professional commitment. Among educational leaders, most are full-time, think of themselves as having a career in the field, and indeed have followed career paths from teaching to leadership. Among teachers, a majority are experienced and career-oriented, even among those working part time as Jewish educators.

Summary of Research Evidence

What conclusions can we draw from the research evidence? First, specialized knowledge among Jewish educators is weak, even weaker than in general education. Whereas general educators are professionally trained in pedagogy and subject matter, most teachers in Jewish schools are missing one or the other of these key ingredients, if not both. Principals are much more likely to be trained in education and Jewish content, but most lack formal preparation in educational administration. Still, professional preparation is not entirely absent, and there is much to build on, especially in the case of principals.

As in most areas of education, Jewish teachers have substantial control within their classrooms. Day school teachers influence school policies, even more so than teachers in public education. Day school salaries are low for teachers, but not for principals, compared to public education. Surveys on satisfaction point to pre-school teacher salaries as an area of special concern. In addition, many Jewish educators -- even those who work full time -- lack access to

benefits that are the norm in American society. In these aspects of working conditions, the degree of professionalization is lower in Jewish than in general education, but not fundamentally different. The one crucial distinction is in the lack of regulation over entry into the occupation of teaching.

Finally, Jewish educators show signs of professional commitment. Even though teachers are mainly part-time, many are career oriented and levels of experience are high. On the basis of these findings and in light of the partial professional preparation of almost two-thirds of the teachers, we reject the contention that the part-time, unregulated nature of Jewish teaching means there cannot be a profession of Jewish teaching (Aron, 1990). Teachers now in the field of Jewish education offer a rich base on which to build an increasingly professionalized work force, uniquely suited to Jewish education. Educational leaders show strong evidence of professional commitment, including almost universal career commitment and long years of experience in the field. These findings also suggest that a base exists on which a profession of Jewish education can be built and enhanced.

Implications for Building the Profession

To determine the essential strategies for building the profession, we begin with the facts, and consider the alternatives. We recognize the value of all the strategies listed in *A Time to Act* (recruitment, training, in-service, salaries/benefits, career tracks, and empowerment), and it is not our purpose to reject any of them. At the same time, it is crucial to establish priorities for action, and that is the policy thrust of this paper.


Implications for Teachers

What are the key facts about teachers? First, they work part time. Second, there are a great many of them -- perhaps as many as 30,000 teaching positions in Jewish day schools, supplementary schools, and pre-schools in North America.¹ Third, the professional training of most teachers ranges from partial to none, as only 19% are trained in both pedagogy and Jewish content. Fourth, teachers exhibit substantial commitment and stability in their work as Jewish educators.

Given this evidence -- part-time work, a large number of teachers, lack of content knowledge, and commitment -- what strategy should have the highest priority? The vast scope of the problem makes pre-service training of professional teachers an impractical solution for the large scale. In our view, however, this does not preclude building a profession of Jewish education that includes part-time as well as full-time teachers. The strong commitment of teachers and the partial professional training of most provides a base on which to build, a base that is stronger than many observers have previously assumed.

The most promising strategy for building the profession under these circumstances, we believe, is extensive, ongoing professional development for teachers who are already in the field of Jewish education. Professional development as a reform strategy turns the "accidental" entry of teachers from a weakness into a strength. It takes advantage of the diverse backgrounds of teachers in Jewish schools, including the educational training of many who had not intended to become teachers in Jewish schools. It also encourages tailoring of professional development to the particular needs of Jewish educators in the field. Whether part-time or full-time, teachers in Jewish schools are likely to respond favorably to high-quality professional development, in light of

their commitment to their work. Financial incentives for teachers and their schools are likely to enhance the favorable response (Gamoran et al., 1997). Viewed from this light, the avocational "calling" that leads many teachers to Jewish schools is not incompatible with professional commitment and standards. Indeed, our emphasis on professional development for teachers is consistent with the conclusions, if not the conceptual analysis, of the avocational model (Aron, 1997; Feiman-Nemser, 1997). In the avocational model as in our analysis, existing knowledge and commitment to Jewish teaching can serve as the foundation for enhancing teaching quality through teacher learning.

is this the idea?  In the ideal implementation of professional development as the primary strategy for enhancing Jewish teaching, each teacher would have an individualized growth plan tailored to his or her needs and constraints. At a minimum, we call for opportunities for professional development organized by schools and communities that improve on past efforts. Instead of one-shot, isolated workshops, and a fragmented approach, high-quality professional development would be coherent, sustained, focused on teachers' specific needs, and rich in Jewish content (Gamoran et al., 1994; Holtz, Dorph, and Goldring, 1997).

Implications for Educational Leaders

For principals and educational leaders, the facts are different. First, most principals work full time. Second, the total number of principals is much smaller, probably around 3,000.² Third, current levels of professional training are much higher among principals than among teachers. Almost 90% of the educational leaders in the CIJE study are formally trained in at least one essential field. Still, half lack formal preparation in Jewish studies. For both symbolic and substantive reasons, this is a glaring weakness. Of course, a principal cannot be trained in all

areas of educational subject matter. But for a Jewish school, it would seem essential that the principal carry specialized knowledge in the area of the school's primary mission. Finally, a large majority of educational leaders lack formal training in administration.

do you mean
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usually construed?

The more manageable number and relatively strong base of formal preparation, the sizeable proportion of full-time positions and the overwhelming career commitment of principals, point to a combination of recruitment and pre-service training as the primary strategy for building leadership within a profession of Jewish education. This strategy could have four main components:

- (1) Building on existing institutions that train principals for Jewish schools, the administrative component of the training curricula could be enhanced. In addition, the enrollment of these institutions could be substantially expanded, through investments in the institutions and by publicizing the demand for well-trained educational leaders.
- (2) Standards for educational leaders could be established and disseminated. These standards would recognize three essential components of formal training (education, subject matter, and administration), and would emphasize the importance of Jewish studies for the leaders of Jewish schools.

(3) Professional working conditions, including health and pension benefits, and better salaries for pre-school directors, would improve recruitment prospects and bring Jewish schools in line with the norm for professions in America.

(4) Professional development is essential for principals as it is for teachers; first as a short-term response to the lack of formal preparation among many current leaders, and

professional
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ultimately in the long-term as a component of professional growth that is central in any profession.

The goal of these reforms would be that within one generation --say, by the year 2020 -- the leaders of all Jewish schools in North America will be fully prepared for their work and engaged in on-going professional development. Because the number of leaders is not that great, and because the vast majority of leaders already have at least part if not most of this preparation, this is a realistic and manageable goal towards which future initiatives should be directed.

Notes

1. The number of teachers in Jewish schools has increased over time, but current estimates are difficult to pinpoint. In 1927, Benderly (1949 [1927]) estimated there were more than 10,000 teachers in American Jewish schools. By 1959, the estimate was 18,000 (Schoolman, 1966 [1960]), and a similar estimate was given in the late 1970s (Ackerman, 1989). The SASS of 1990-91 estimated close to 10,000 teachers in day schools, but this figure included secular as well as Jewish studies teachers. A 1987-88 census of Jewish schools in the United States estimated about 40,000 positions, but this figure also included general studies teachers in day schools. The CIJE study counted 1192 teachers of Jewish subjects in the day, supplementary, and pre-schools of Atlanta, Milwaukee, and Baltimore. Relative to the number of Jews in the populations of these communities, that figure would extrapolate to over 35,000 teachers across North America, but the estimate may be too high because the systems of Jewish education may be especially developed in those cities. Including all three types of schools (day, supplementary, and pre-schools), it is nonetheless reasonable to estimate conservatively that there are around 30,000 teaching positions in Jewish day schools, supplementary schools, and preschools in North America.

2. The SASS enumerated 511 day schools in the United States. A 1987-88 census of Jewish schools in the United States found 532 day schools, 138 preschools, and 1800 supplementary schools (JESNA, 1992). *A Time to Act* estimated a larger number of day schools (800) but a similar number of supplementary schools (1700). Even taking the higher number from each report, and allowing for expansion during the 1990s, the total number of positions for principals is probably around 3,000.

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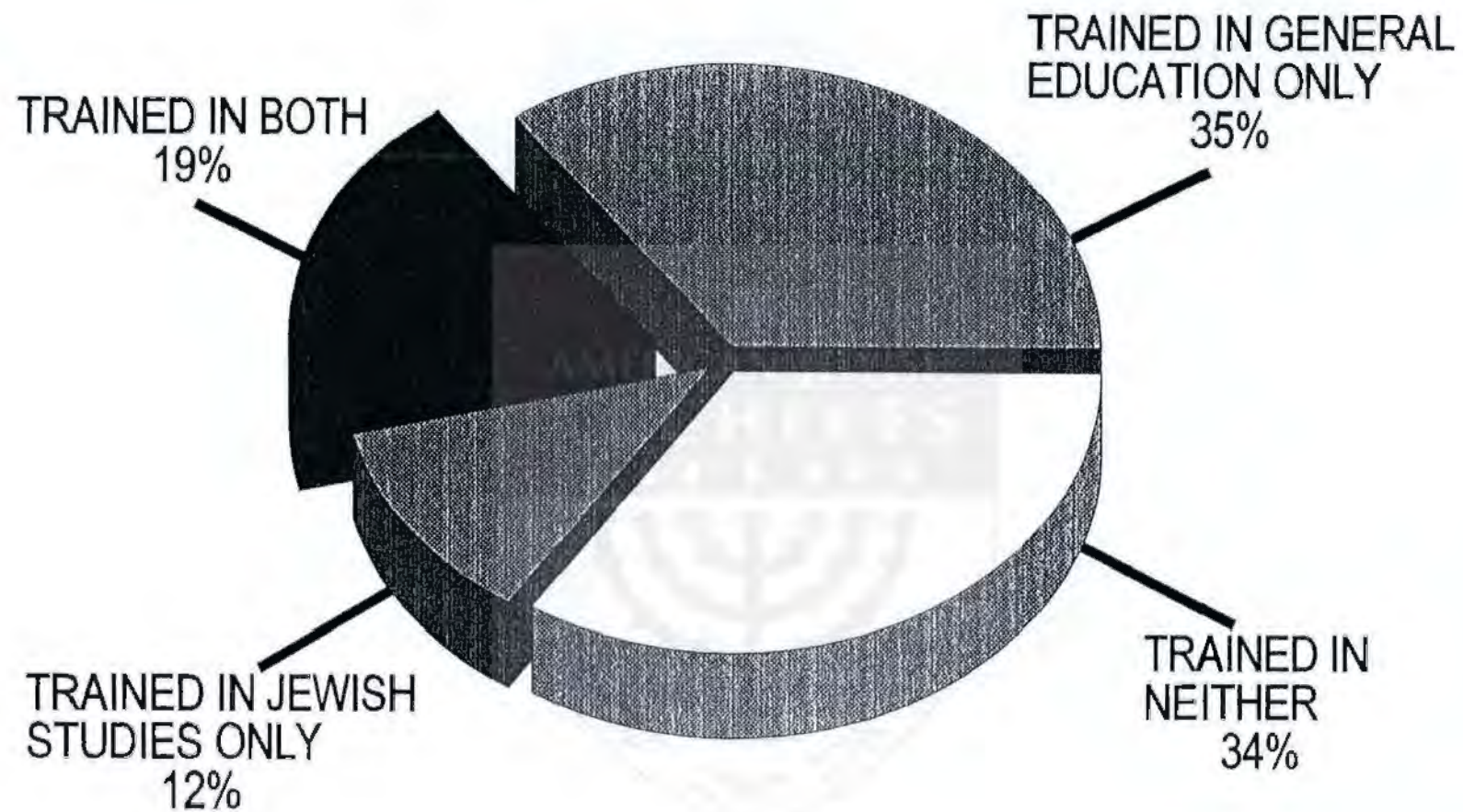


Figure 1: Teachers' Preparation in Education and Jewish Studies

Source: CIJE Study of Educators

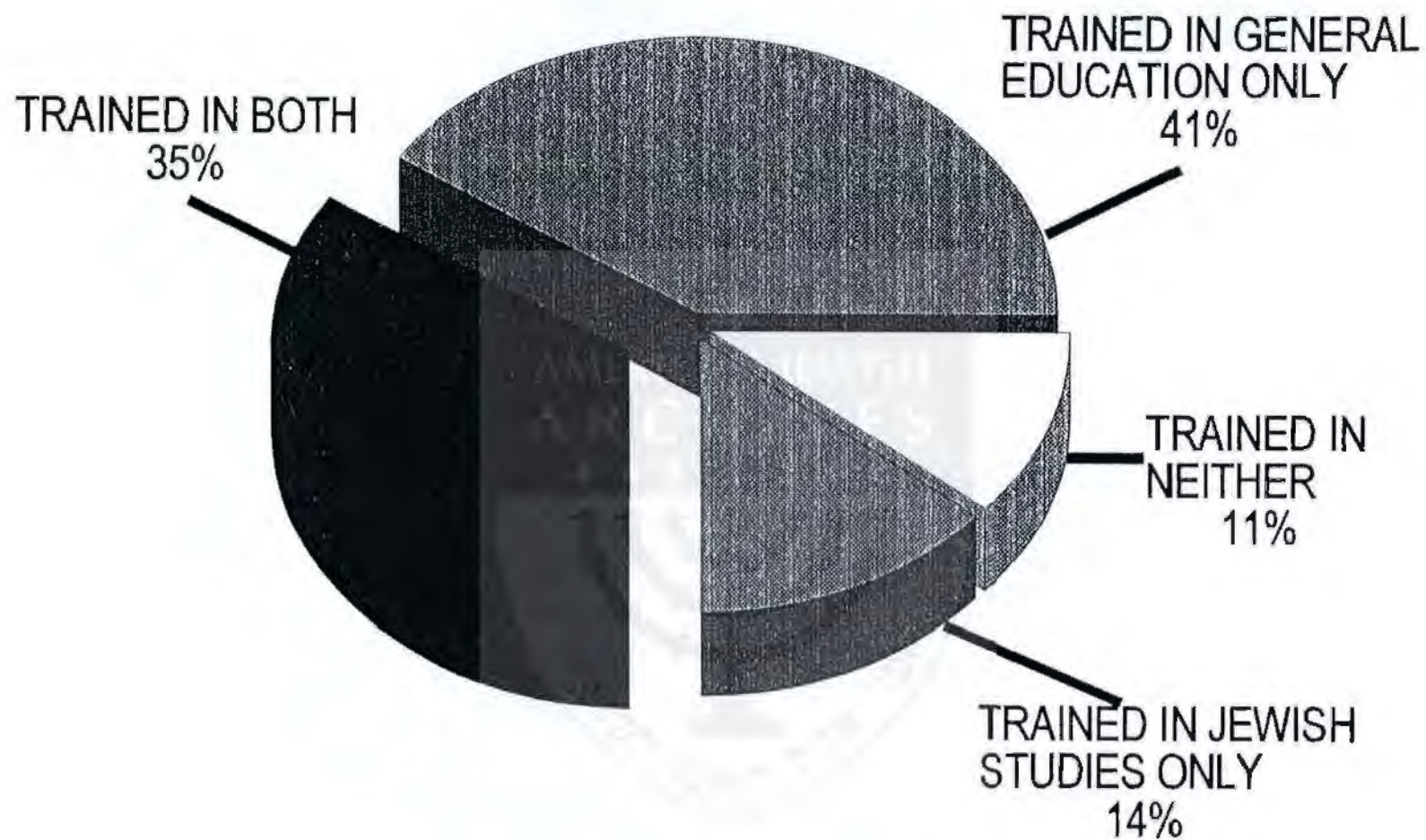


Figure 2: Educational Leaders' Preparation in Education and Jewish Studies

Source: CIJE Study of Educators

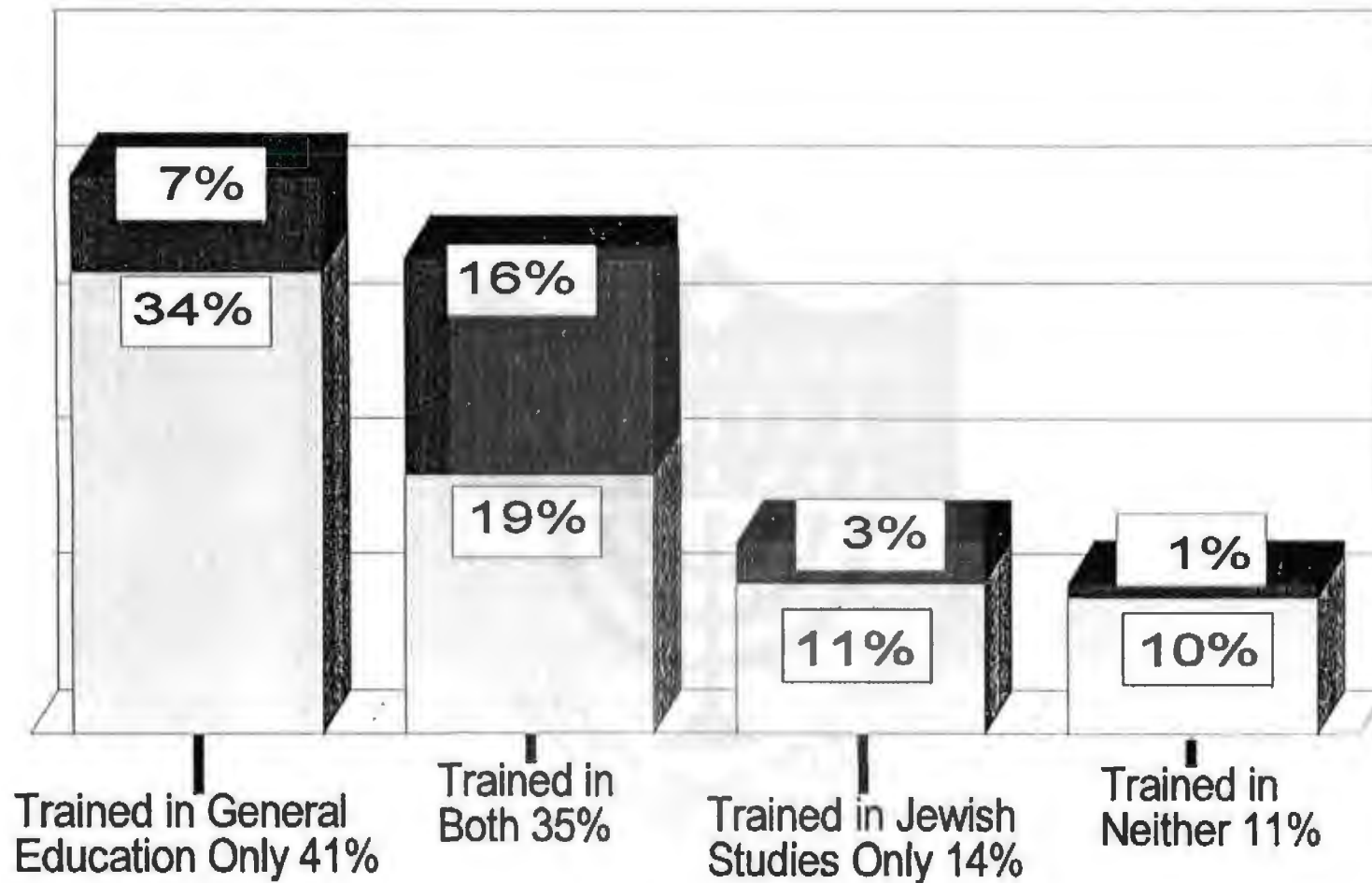


Figure 3: Educational Leaders' Preparation in Administration

Source: CIJE Study of Educators

Table 1. Average Number of Workshops in a Two-Year Period

<i>Setting</i>	NUMBER OF WORKSHOPS	
	TEACHERS	LEADERS
DAY SCHOOL	3.8	4.4
SUPPLEMENTARY SCHOOL	4.4	5.6
PRE-SCHOOL	6.2	5.4

Source: Adapted from Gamoran et al. (1994).

Table 2. Salaries in Jewish Day Schools and Other Schools

<i>School Sector</i>	Average Salaries, 1990-91	
	TEACHERS	PRINCIPALS
TORAH U'MESORAH	\$19,273	\$43,624
SCHECHTER	\$19,354	\$52,774
OTHER JEWISH	\$15,911	\$42,612
TOTAL PRIVATE	\$18,713	\$25,562
TOTAL PUBLIC	\$30,751	\$49,603

Source: Adapted from McLaughlin, O'Donnell, and Ries (1995).

Table 3. Satisfaction with Salaries

Setting	Percentage Very or Somewhat Satisfied	
	TEACHERS	LEADERS
DAY SCHOOL	49%	68%
SUPPLEMENTARY SCHOOL	75%	64%
PRE-SCHOOL	37%	66%
TOTAL	56%	64%

Source: Adapted from Gamoran et al. (1998) and Goldring, Gamoran, and Robinson (forthcoming).

Table 4. Teachers' Career Perceptions by Hours of Work

WEEKLY HOURS OF WORK IN JEWISH EDUCATION	PERCENT RESPONDING "YES," JEWISH EDUCATION IS THEIR CAREER
1 - 4 Hours	32%
5 - 12 Hours	63%
13 - 24 Hours	76%
25 Hours or More	69%
TOTAL	59%

Source: CIJE Study of Educators

Table 5. Experience of Principals

<i>School Sector</i>	YEARS TEACHING	YEARS AS PRINCIPAL	
		CURRENT SCHOOL	OTHER SCHOOL
TORAH U'MESORAH	8.5	9.3	3.6
SCHECHTER	9.6	4.0	4.6
OTHER JEWISH	9.6	4.7	4.4
TOTAL PRIVATE	9.4	5.5	3.2
TOTAL PUBLIC	10.5	5.7	3.6

Source: Adapted from McLaughlin, O'Donnell, and Ries (1995).

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אוניברסיטת בר-אילן
הפקולטה למדעי החברה
ביה"ס לחינוך

המכון לחקר החינוך הדתי ולקידומו
ע"ש פרופ' אליעזר שטרן

כנס מדעי:

יהדות, זהות יהודית וחינוך יהודי דתי

ט"י ניסן תשנ"ח (5-6.4.98)
אולם בק

הכנס מתקיים בחסות המרכז הבינלאומי לזהות יהודית
והפקולטה למדעי החברה
אוניברסיטת בר-אילן

סדר יום:

יום ראשון ט' בניסן תשנ"ח 5.4.98

09:00-09:30	התכנסות וקפה
09:30-10:00	ברכות: פרופ' משה קוה - נשיא אוניברסיטת בר-אילן פרופ' ישראל ריץ - מנהל המכון לחקר החינוך הדתי ולקידומו
10:00-11:00	הרצאת אורח: Samuel C. Heilman, City University of N.Y, Queens College "From T-Shirt to Peak Experience: Teens, the Israel Trip and Jewish Identity"
11:00-11:15	הפסקת קפה
11:15-12:45	מושב ראשון: החינוך היהודי כמעצב את עולמם של בוגרי בית הספר יו"ר המושב: אברהם לסלוי , ביה"ס לחינוך, אוניברסיטת בר-אילן משתתפים: תמר אלאור , המחלקה לסוציולוגיה, האוניברסיטה העברית "הדרושה למדרשות שינויים אורייניים ומגידריים בציונות הדתית" שלמה וייל , ביה"ס לחינוך, האוניברסיטה העברית "The Religiosity of Ethiopian Jewish Graduates of the Israeli Religious Educational System"
12:45-13:30	אלי שכטר , המחלקה לפסיכולוגיה, האוניברסיטה העברית "התפתחות זהות קוהרנטית במצב קונפליקטואלי: התפתחות דתית ומינית בקרב צעירים דתיים מודרניים"
13:30-15:00	הפסקת צהריים- כבוד קל מושב שני: הטקסט ומקומו בחינוך היהודי יו"ר המושב: יונתן כהן , מרכז מלטון, האוניברסיטה העברית משתתפים: בארי הולץ , מכון מנדל, ומרכז מלטון, האוניברסיטה העברית "Reading and Teaching: Goals, Aspirations and the Teaching of Jewish Texts"
15:00-15:15	מנחם היימן , ביה"ס לחינוך, אוניברסיטת בר-אילן "ההשלכות של השימוש בשיטות מחקריות בלימוד התלמוד הבבלי על העמדות האמוניות וההשקפות הדתיות של הלומד" מרלה פרנקל , ביה"ס לחינוך, האוניברסיטה העברית "דמות המורה בכתביה של נחמה ליבוביץ"
15:15-16:00	הפסקת קפה הרצאת אורח: Annette Aronowicz, Franklin and Marshall University "Emmanuel Levinas's Writings on Jewish Education"
16:00-17:45	מושב שלישי: החינוך היהודי בעידן המודרני יו"ר המושב: יעקב בליזשטיין , המחלקה להיסטוריה, אוניברסיטת בן-גוריון משתתפים: משה ארנז , ביה"ס לחינוך, אוניברסיטת בר-אילן "האידיאל הדתי החינוכי - היאה לנו בשעה זו" משה גרינברג , ביה"ס לחינוך, האוניברסיטה העברית "התפילה בעד המדינה" מיכאל רוזנק , מרכז מלטון, האוניברסיטה העברית "שפה" ו"ספרות" בחינוך הדתי"
17:45-19:00	ארוחת ערב משותפת בקפיטריה הסגל
19:00-20:00	אנדרה היידו , המחלקה למוסיקולוגיה, אוניברסיטת בר-אילן "חינוך יהודי במוסיקה"
20:00-20:30	נדין שנקר , בית-הספר לאומנות ועיצוב, בצלאל "המשכן במדבר והמשכן הפנימי"

יום שני י' בניסן תשנ"ח 6.4.98

08:45-09:00	התכנסות	
09:00-10:00	הרצאת אורח	Adam Gamoran, University of Wisconsin-Madison, "Towards Building a Profession: Characteristics of Contemporary Educators in American Jewish Schools"
10:00-10:15	הפסקת קפה	
10:15-11:45	מושב רביעי: המורה והמבוגר בחינוך הדתי היהודי יו"ר המושב: שלמה וייל, ביה"ס לחינוך, האוניברסיטה העברית	
	משתתפים:	
	סמינר הקיבוצים	
	יאיר אורון,	"זהות יהודית-ישראלית בקרב פרחי הוראה דתיים בישראל"
	נאוה מסלובטי וחיים גזיאל,	ביה"ס לחינוך, אוניברסיטת בר-אילן
	"עוצמה ומבנה של מערכת הערכים כעקרונות מנחים בחיים באוכלוסיית מורים בחינוך	
	היסודי בחינוך הממ"ד"	
	יונתן מירוס,	מרכז מלטון, האוניברסיטה העברית
	"Teaching Judaica Curriculum to Adults: The Case of The Florence Melton Adult Mini-School"	
11:45-12:00	הפסקת קפה	
12:00-13:30	מושב חמישי: מחקרים בזהות יהודית דתית משתנה יו"ר המושב: דוד רוזניק, ביה"ס לחינוך, אוניברסיטת בר-אילן	
	משתתפים:	
	צבי בקדמן ומרק סילברמן,	מרכז מלטון, האוניברסיטה העברית
	"The Risk of 'Slavery in Freedom' - Regarding Observant Jews as Opponents of Modernity: A Cultural Constructivist Perspective"	
	זהבית גרוס,	ביה"ס לחינוך, אוניברסיטת בר-אילן
	"תפקידיה של החברה הדתית לאומית בחברה הישראלית"	
	רפאל שגל,	ביה"ס לחינוך, אוניברסיטת בר-אילן
	"עקרונות חינוכיים מול חדירתה של תרבות הפנאי לעדה החרדית בירושלים"	
13:30-14:15	הפסקת צהרים, כבוד קל	
14:15-15:10	מושב שישי: גוונים של חינוך יהודי, היבטים היסטוריים עיוניים יו"ר המושב: חיים גזיאל, ביה"ס לחינוך, אוניברסיטת בר-אילן	
	משתתפים:	
	יובל דרור,	ביה"ס לחינוך, אוניברסיטת תל-אביב
	"מה ניתן ללמוד ממחקר היסטורי-קוריקולרי על 50 שנות ועדות לתגבור לימודי	
	היהדות בישראל וטיפוח תודעתה במגזר הלא-דתי?"	
	צבי צמרת,	מנהל יד בן צבי, ירושלים
	"מדוע החליטו להכיר ולתמוך בזרם אגודת ישראל?"	
15:10-15:50	מושב שביעי: פילוסופיה יהודית ותרומתה לחינוך דתי יו"ר המושב: מיכאל רוזנק, מרכז מלטון, האוניברסיטה העברית	
	משתתפים:	
	יונתן כהן,	מרכז מלטון, האוניברסיטה העברית
	"בגרות דתית לאור משנתו של ר' יהודה הלוי פרשנותם של יוליוס גוטמן ויונתן סלמן"	
	יהודע עמיר,	המחלקה למחשבת ישראל, האוניברסיטה העברית
	"חיים של התפשטות - החינוך כמעשה דתי במשנתו של א.ד. גורדון"	
15:50-16:00	הפסקת קפה	
16:00-17:30	מושב שמיני: זהות יהודית בישראל ובתמונת יו"ר המושב: שמואל היילמן, City University, N.Y.	
	משתתפים:	
	סטיבן כהן,	מרכז מלטון, האוניברסיטה העברית
	"The Fall of Ethnic Judaism in the United States"	
	דוד רוזניק,	ביה"ס לחינוך, אוניברסיטת בר-אילן
	"The Role of Heroes in Jewish Education"	
	מגיבים:	
	הרב שמואל סירט,	יו"ר ועד רבני אירופה
	ישעיהו צאלרס ליבמן,	המחלקה למדע המדינה, אוניברסיטת בר-אילן

17:30-18:20	הרצאת אורח- Alex Pomson, York University, Toronto "A Still Small Voice: Considering the Significance of Teacher Narratives in Contemporary Jewish Education"
18:20-18:50	הפסקה - כיבוד קל
18:50-20:20	ברכות: פרופ' חנוך לביא, דיקאן הפקולטה למדעי החברה דר' יעקב כץ, מנהל ביה"ס לחינוך אוניברסיטת בר-אילן
מושב לזכרו של פרופ' מרדכי בר-לב ז"ל:	
מחקר עדכני בחינוך הממלכתי דתי בישראל יו"ר המושב: מתי דגן, ראש מינהל החינוך הדתי, משרד החינוך	
משתתפים: חיים גזיאל ורות לזר, ביה"ס לחינוך, אוניברסיטת בר-אילן "בית הספר העל-יסודי הדתי המקומי לעומת בית הספר העל אזורי: יוקרתם בעיני ההורים והישגי תלמדיהם" אברהם לסלוי ומרדכי בר-לב, ביה"ס לחינוך, אוניברסיטת בר-אילן "The Long Range Influence of Religious Schooling on Religious Commitment"	
ישראל ריץ ושירה אילוז, ביה"ס לחינוך, אוניברסיטת בר-אילן "התייחסותם של סטודנטים להוראה במוסדות דתיים, לסוגיות חברתיות ולאומיות"	
20:20	דברי סיכום - מיכאל רוזנק, מרכז מלטון, האוניברסיטה העברית

~~E Gam 1924~~

~~Chiptin 36~~

~~Hunter 67/57~~

~~S. H. 66/59~~

~~P. 69~~

~~Aron 88, 90, 97~~

~~Aron Phillips 88~~

~~Fern 97~~

~~Dorphy + F - N 97~~

~~M. Laughlin + O'Brien 96~~

~~Mohr, Tab + M. Lash 93~~

~~M. F. + J. J. - ID 66~~

~~Cam 55 on J. E. + H. 91~~

~~Garnet al 97 98~~

~~Gam et al 98 (T. 91)~~

~~Gam et al 97 - 98~~

~~60, Gam + 60 + 60 (1/91)~~

~~McLash O. D. 95~~

~~Chay et al 93~~

~~Corrie 95~~

~~Jackson 68~~

~~Etzion 69~~

~~Gam P. 60 95~~

~~A. Korman 90, 99~~

~~Borman et al 91~~

~~Urban 90~~

~~William 91~~

~~W. 66 + M. 90~~

~~Holtz, D. 6 '97~~

Benderly 49

Ask 89

JESNA

d 4 brief

BRIEF DISPLAY

----- ITEM 1 (of 1)

AUTHOR Hochschild, Arlie Russell, 1940-
TITLE The second shift : working parents and the revolution at
home /
Arlie Hochschild ; with Anne Machung. -- New York, N.Y.
: Viking,
c1989.
(ALB5535)

LOCATION College Library Reserve Book Collection, 1st Floor West,
Room 1191
CALL NO. HQ536 H63 1989 (copy 201)
STATUS For circulation information, please ask staff.

LOCATION College Library Women's Collection, 3rd Floor East, Room
3250
CALL NO. HQ536 H63 1989
STATUS Not checked out.

-----DISPLAY CONTINUES (MADCAT UW-MADISON). NEXT SCREEN = ns

DISPLAY FULL: item number(s) f LIST OF HELP TOPICS: e
topics
PREVIOUS SET OF SCREENS: ret EXIT: end
NEW SEARCH: begin typing at the cursor in the upper left and press
<ENTER>

FROM: Bill Robinson. [74104.3335]
TO: Adam Gamoran. AGamoran
DATE: 6/10/98 10:45 PM

Re: SASS data question

Adam,

I had to check with Stephen Brougham at NCES...

All schools included in the category of "Hebrew Day" belong to "Torah Umesorah - National Society for Hebrew Day Schools." Schools that indicate a Jewish affiliation, but do not belong either to Solomon Schechter or Torah Umesorah (such as Reform day schools), are groupd into the "Other Jewish" category.

Bill

FROM: Isa Aron, INTERNET:aron@usc.edu
TO: "Adam Gamoran", AGamoran
DATE: 6/21/98 8:16 PM

Re: nice to hear from you

Sender: aron@almaak.usc.edu
Received: from almaak.usc.edu (almaak.usc.edu [128.125.253.166])
by hil-img-6.compuserve.com (8.8.6/8.8.6/2.12) with ESMTP id NAA10735
for <AGamoran@compuserve.com>; Sun, 21 Jun 1998 13:16:31 -0400 (EDT)
Received: from [128.125.223.11] (ppp-223-011.usc.edu [128.125.223.11])
by almaak.usc.edu (8.8.8/8.8.8/usc) with SMTP
id KAA05535 for <AGamoran@compuserve.com>; Sun, 21 Jun 1998 10:16:27 -0700 (PDT)
Message-Id: <199806211716.KAA05535@almaak.usc.edu>
Subject: nice to hear from you
Date: Sun, 21 Jun 98 09:13:36 -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" <AGamoran@compuserve.com>
Mime-Version: 1.0
Content-Type: text/plain; charset="US-ASCII"

Hi Adam!

It was great hearing from you. I would love to read your paper on teacher professionalism -- it's about time we had a serious discussion of what our expectations are of Jewish teachers. During the summer, I'm mostly at home, so send it to:
1227 S. Hi Point, LA 90035

As for the research capability paper -- now just about 7 years old (I know because I wrote it during my last sabbatical and am soon coming up to the next one) -- I always wondered what happened to it. I asked Seymour (twice) and Karen Barth (both of whom said they'd get back to me, but never did). I also asked Alan, who e-mailed back "no comment." It's hard to believe it was that political a document, but to have evoked absolutely no response from anyone at the CIJE! (Well, at least I got paid)

In any case, I'm glad you were given it, and found it somewhat useful. Haven't read it in a number of years, and I imagine some of it is outdated. I'm glad you're working on this issue, which now seems more critical than ever. In my own work with the Experiment in Congregational Education I've found that it's been nearly impossible to get a significant research budget funded.

Have a safe trip back home!

Alexander M. Dushkin & Ulan Z. Engelman, Jewish
 Education in the United States. Rpt of the Comm. on
 the Study of J in the U.S. N.Y. A J C 1959.

113 Who are the J + S? 17,483 J's

- survey 1959/219 J's in 289544

Wkly Sunday 34% female
 39% 89% US born
 70% rec btm \$15-45/mo for 2-3 hrs/wk on Sundays
 83% from Yiddish-spk home
 57% Orth parents born abroad
 57% spk Yiddish, 23.5% spk Hebrew
 68% elem I ed only - but college grad
 19.7% pedag trng in J trng sch
 35.6% + ground teachers colleges
 23% 5 teachers license
 79% aspect to remain in post
 60.6% 77%
 76.78
 94% 92%

Sunday - not main occp
 Wkly - 62% main occp, 23.4% 2nd. Wk, 14.3% 3rd. Wk
 Day - 95.4% main occp, more than 15.4%, 12.3% still
 Wkly 30% < 9 hrs, 33.4% 9-15 hrs, 13.9% 15-19 hrs, 14.9% 19 hrs more

118 - need for Wkly J's to be fully occupied in teaching
 to complete accord to the scale of salaries in the
 better publ elem schls
 - suppl by num-t actvs - full-time J's

n = 998 t's Highest TED level

120	1-Day	Wk dy	Day	2
Colles				
J College	15.8	24.2	35.9	
JT Sem	4.5	31.8	31.2	
Abroad	1.6	24.2	18.8	
Secondary				
Heb H Sch	10.9	9.4	1.6	
German extensions				
Week dy	24.9	3.6	9.7	
Sunday	8.8	0.7	—	
Ad. H Extens	12.2	3.9	3.1	
Private	12.2	2.2	4.7	
No J schooling	9.1	—	—	
TOTAL	100	100	100	

121 ~ 40% of t's in all schools rec not ped ag tng

125 137 mms 93% male

full time: 72% wkdy, 62.5% day, 20% One-day

Jed main occ: 65% 87.5% 17.1%

colles Jeduc: 86% 100% 67%

formal ped tng:

- JT license 39.2% 60% 22.9%

- teachers 42.8% 37.5% 24.2%

- mms 12.3% <1% 12.9%

126 - "only a small proportion have special tng for their tasks as sub mms"

Judah Plich + Meir Ben-Horin, eds. Judaism & the Jewish School. NY: Bloch 1966.

"The School Man's Vilept" - Samson Bendoric p. 33-42
Orig: Address delivered at XXX Canc'l, VAHC, Clev 1927.
Republ in J Educ, 20(3), Summer 1949.

- "lack of fund + is" as a pressing need
- need >10,000 \$s (in 1927!)
- probl - Finance + sol in inst. to attract

Albert P. Sulman, "The 1959 Study of J Educ" pp. 173-181
[S of J Communal Services, 37(1), Fall 1960.]

- 18,000 teachers in J schools

190 "J + can + must be made a full-time profession that will command lifetime commitment of creative personalities"

Judah Plich, ed. A Hist of J Ed in the US NY: AASE, 1969

Meir Ben-Horin, "From the turn of the century to the late thirties" p. 51-118

J. Plich, "From the early forties to the mid-sixties" pp. 119-176

- early attempts at prof'liz
- Bendoric - Bureau of J Ed - pedagogy for Tal Tots
- salary scale
- aims - prof'l leadership, professional class of J's

944 Teacher ed

124, 128 - report syn. sch. decline in Jewish Torah

140 - expansion of Jg. sch.

144 - growth of central agencies

149 The Jewish teaching profession

— in early 20th c. despite the efforts of both the theorists of European origin & those based in the USA the dream of the professionalization of J's did not come true:

— steps - Nat. Bd. of J. Ed., Placent Bury Plans, Frax. Board Plans

— but still not prof'liz in '40's

Jamansky, ed - cite ~~on~~ early attempts at prof'lz thru Heb T colleges
Samuel M. Blumfeld, "In-service T Teacher Ed"

pp. 185-195 in Jamansky

- 185 - "need for upgrading the teacher thru in-service programs"
"the compelling need for in-service ed. of T's is accentuated by the sad cond. of Am T ed which allows people untrained either in Judaic subjs or in pedag to teach in T schs. while there are no exact figs on the # of trained or disc T's it is well known that the major of T ed personnel received no systematic training before entering the profession."

- fn - 35% do, otherwise T's i.e. recognize by Nat Ed of C. E.

- exs of in-service ed - Jewish Ed (Conf of NE (JEC)

- larger communities
 - small # schs, T's
 - teachers' confs
 - Pedagogic conference

- smaller communities - even less

Leo A. Hays, Jewish Ed, Vol 28, #1 (Fall 1957) p. 54-55

"The most imp't step taken in the last 1/2-c has been the creation of a profession of T teaching"

- "the full-time teacher whose sole vocat is nurturing the relig' devel of h.s. p-p-ls"

Elazar Guelman, "Training of T's for Supplemental Educational Functions"

pp. 197-204 in Jamansky

- manpower shortages in T ed -
- challenge of part-time T's

- poss to incr T's weekly sch to 20 hrs?

- yes, w/ non-teaching work - adult ed, jr camp
- reserves, T's - desired

Alvin I. Schiff, The Tough Day Sch. in America
NY: Jewish Educ. Center Press, 1966

- 184 ^{critical} - shortage of qualified Hebrew teaching personnel
- 188 "The shortage of qualified supervisory personnel is as acute, if not more severe, than the lack of t's."

Walter I. Aderman, "Struggles to the Tradition: Ideas & constraints in Am J educ." pp 71-116 in H. Himmelstein & S. Della Pergola, JED Worldwide: X-cult perspectives. Lanham, MD: Univ Press of Amer, 1989

- 99 insuffic social & economic compensation for t's
 < 1/3 day, w/day t's were full time in late 1970s
 day school salaries 13.2% below professional t's
- 101 decline of Hebrew teachers colleges as teachers colleges
 - new prog - not + this mission
- 102 contrast - new prog for tms J admns
 - admns well qualified
- 108 need for research! not enough data

cf. IS Ch. pkin, Twenty-five yrs of T ed. in the US. AJTB, 38, 27-116 (1936).

Am Dushkin, Jewish Ed. in NYC NY: BSE, 1918.

Am Dushkin, "Fifty yrs of Am JED - Retrospect & Prospects." JED, 37(1/2) 4457 (1967)



אוניברסיטת בר-אילן
הפקולטה למדעי החברה
ביה"ס לחינוך

עבור: Adam Gamoran

המכון לחקר החינוך הדתי ולקידומו
ע"ש פרופ' אליעזר שטרן

כנס מדעי:

יהדות, זהות יהודית וחינוך יהודי דתי



ט"ח ניסן תשנ"ח (5-6.4.98)
אולם בק

הכנס מתקיים בחסות המרכז הבינלאומי לזהות יהודית
והפקולטה למדעי החברה
אוניברסיטת בר-אילן

סדר יום

יום ראשון ט' בניסן תשנ"ח 5.4.98

- 09:00-09:30 התבוננות וקפה
- 09:30-10:00 **ברכות:**
פרנץ' משה קוזח - נשיא אוניברסיטת בר-אילן
פרנץ' ישראל ריץ - מנהל המכון לחקר החינוך הדתי ולקידומו
- 10:00-11:00 הרצאת אורח: Samuel C. Heilman, City University of N.Y., Queens College
"From T-Shirt to Peak Experience: Teens, the Israel Trip and Jewish Identity"
- 11:00-11:15 הפסקת קפה
- 11:15-12:45 **מושב ראשון:** חזינוך היהודי במעגב את עולמם של בוגרי בית הספר
יורי המושב: אברהם לסלי, ביה"ס לחינוך, אוניברסיטת בר-אילן
- משתתפים:**
תמר אלמור, המחלקה לסוציולוגיה, האוניברסיטה העברית
"יהודים למדרשות שיעיים אוריינים ומגדריים בציונות הדתית"
שלמה וייל, ביה"ס לחינוך, האוניברסיטה העברית
"The Religiosity of Ethiopian Jewish Graduates of the Israeli Religious Educational System"
- אלי שפטר,** המחלקה לפסיכולוגיה, האוניברסיטה העברית
"התפתחות זהות קהילתית במצב קופליקטואלי: התפתחות דתית ומינית בקרב צעירים דתיים מודרניים"
- 12:45-13:30 הפסקת צהריים - כבוד קל
- 13:30-15:00 **מושב שני:** הטקסט ומקומו בחינוך היהודי
יורי המושב: יונתן כהן, מרכז מלסון, האוניברסיטה העברית
- משתתפים:**
בארי הלץ, מכון מנדל, ומרכז מלסון, האוניברסיטה העברית
"Reading and Teaching: Goals, Aspirations and the Teaching of Jewish Texts"
- פנחס היימן,** ביה"ס לחינוך, אוניברסיטת בר-אילן
"ההשלכות של השימוש בשניות מחקריות בלימוד התלמוד הבבלי על העמדות האמוניות וההשקפות הדתיות של תלמידי מרלה פרנקל, ביה"ס לחינוך, האוניברסיטה העברית
"דמות חמורה בכתביה של נחמה ליבוביץ"
- 15:00-15:15 הפסקת קפה
- 15:15-16:00 הרצאת אורח: Annette Aronowicz, Franklin and Marshall University
"Emmanuel Levinas's Writings on Jewish Education"
- 16:00-17:45 **מושב שלישי:** חזינוך היהודי במידן המודרני
יורי המושב: יעקב בלידשטיין, המחלקה לחיסטוריה, אוניברסיטת בן-גוריון
- משתתפים:**
משה ארד, ביה"ס לחינוך, אוניברסיטת בר-אילן
"האידאל הדתי והחינוכי - היא לאו שו בשעת זו"
משה גרינברג, ביה"ס לחינוך, האוניברסיטה העברית
"התפילה בעד המדינה"
מיכאל רחנק, מרכז מלסון, האוניברסיטה העברית
"שמה ויטפחות" בחינוך הדתי"
- 17:45-19:00 ארוחת ערב משותפת בקפיטריית הסגל
- 19:00-20:00 **אנדרה היידו,** המחלקה למוסיקולוגיה, אוניברסיטת בר-אילן
"חינוך יהודי במוסיקה"
- 20:00-20:30 **דין שגור,** בית-הספר לאומנות ועיצוב, בצלאל
"המשכן במדבר והמשכן העליון"

יום שני 7 בניסן תשנ"ח 6.4.98

התכנסות	08:45-09:00	
הרצאת אורח	09:00-10:00	Adam Gamoran, University of Wisconsin-Madison, "Towards Building a Profession: Characteristics of Contemporary Educators in American Jewish Schools"
הפסקת קפה	10:00-10:15	
מושב רביעי: המורה המבוגר בחינוך הדתי היהודי מייך המושב: שלמה וייל, ביה"ס לחינוך, האוניברסיטה העברית	10:15-11:45	
משתתפים: סמינר הקיבוצים, יאיר אורון, "זהות יהודית-ישראלית בקרב פרחי הוראה דתיים בישראל" נאוה מסלובטקי וזייל, ביה"ס לחינוך, אוניברסיטת בר-אילן "עצמה ומבנה של מערכת הערכים כעקרונות מנחים בחיים באוכלוסיית מורים בחינוך היסודי בחינוך חסמי" יונתן מירוש, מרכז מלטון, האוניברסיטה העברית "Teaching Judaica Curriculum to Adults: The Case of The Florence Melton Adult Mini-School"		
הפסקת קפה	11:45-12:00	
מושב חמישי: גוונים של חינוך יהודי, היבטים היסטוריים עיוניים מייך המושב: זייל, ביה"ס לחינוך, אוניברסיטת בר-אילן	12:00-13:00	
משתתפים: יובל דרוי, ביה"ס לחינוך, אוניברסיטת תל-אביב "מה ניתן ללמוד ממחקר היסטורי-קוריקולרי על 50 שנות תחילת לעבוד לימודי החזרה בישראל וטכניקת הדדוקציה במגזר הלא-דתי" צבי צמרת, מנהל יד בן צבי, ירושלים "מדוע החליטו לחזור ולתמוך בזרם אגודת ישראל"		
הפסקת צהריים, כבוד קל	13:00-13:45	
מושב שישי: מחקרים בזהות יהודית דתית משתנה מייך המושב: דוד רוזנק, ביה"ס לחינוך, אוניברסיטת בר-אילן	13:45-15:10	
משתתפים: צבי בקרמן ומרק סילברמן, מרכז מלטון, האוניברסיטה העברית "The Risk of 'Slavery in Freedom' - Regarding Observant Jews as Opponents of Modernity: A Cultural Constructivist Perspective" זהבית גרוס, ביה"ס לחינוך, אוניברסיטת בר-אילן "תפקידיה של החברה והדתות לאומית בחברה הישראלית" רפאל שגור, ביה"ס לחינוך, אוניברסיטת בר-אילן "עקרונות חינוכיים מול חידושיה של תרבות הפנאי לעדה היהודית בירושלים"		
מושב שביעי: בילדסופיה יהודית ותורמותה לחינוך דתי מייך המושב: מיכאל רחנק, מרכז מלטון, האוניברסיטה העברית	15:10-15:50	
משתתפים: יונתן כהן, מרכז מלטון, האוניברסיטה העברית "בגרות דתית לאור משנת של ר' יהודה חלי פרשנותם של מילוס גוטמן ויחנן סלמן" יהודה עמיר, המחלקה למחשבת ישראל, האוניברסיטה העברית "תהליכים של תופשנות - תהליך כמעשה דתי במשנת של א.ד. גרודוק"		
הפסקת קפה	15:50-16:00	
מושב שמיני: זהות יהודית בישראל ובתפוצות מייך המושב: שמואל היילמן, City University, N.Y.	16:00-17:30	
משתתפים: סטיבן כהן, מרכז מלטון, האוניברסיטה העברית "The Fall of Ethnic Judaism in the United States" דוד רוזנק, ביה"ס לחינוך, אוניברסיטת בר-אילן "The Role of Heroes in Jewish Education"		
מגיבים: הרב שמואל טירט, מייך ועד רבני אירופה ישיהו צאנזלס ליבמן, המחלקה למדע המדינה, אוניברסיטת בר-אילן		

Alex Pomson, York University, Toronto הרצאת אורח- 17:30-18:20
"A Still Small Voice: Considering the Significance of Teacher Narratives in Contemporary Jewish Education"

הפסקה - כיבוד קל 18:20-18:50

מושב לזכרו של פרופ' מרדכי בר-לב ז"ל:

ברכות: 18:50-20:20

פרופ' חנוך לבאי, דיקאן הפקולטה למדעי התורה
 דר' יעקב כץ, מנהל ביה"ס לחינוך אוניברסיטת בר-אילן

מחקר עדכני בחינוך הממלכתי דתי בישראל
 יריר המושב: מני דגן, ראש מינהל החינוך הדתי, משרד החינוך

משתתפים:

חיים גזיאל ורות לזר, ביה"ס לחינוך, אוניברסיטת בר-אילן
 "בית הספר העל-יסודי הדתי המקומי לעומת בית הספר העל אזורי: יוקודם
 בנייני החורים והחשגי תלמידיהם"

אברהם לסלוג ומרדכי בר-לב, ביה"ס לחינוך, אוניברסיטת בר-אילן

"The Long Range Influence of Religious Schooling on Religious Commitment"

ישראל ריץ ושירה אילנה, ביה"ס לחינוך, אוניברסיטת בר-אילן
 "התמיינותם של סטודנטים לעזרה במסדות דתיות, לסוגיות חברתיות ולאומיות"

דברי סיכום - מיכאל רחנק, מרכז מלטון, האוניברסיטה העברית 20:20

teachers

facts:

part time

many pos. ts

lack of PD training

- espec. during rambo

minimum 1d, espec. s-pl, day

Career orientat

- even p-t

Poor benefits

salaries ok for s-pl

not too bad for day, - compare to ISASS

disaster for preschool

conclus: PD for t's in T schls

- enhance not quality,
if not profiz

- enhanced profiz in context of part-time teaching

leaders

facts:

full-time - even s-pl

relatively few pos. ts - espec. day

subst ed trng

same T trng

very little admin trng

- & career path not convnt for admin

benefits - better than t's

salaries - again poor for preschool

conclus: standards + training - a manageable task

Date: Wed, 12 Nov 1997 19:08:48 +0200 (WET)
From: Yisrael Rich <richyi@ashur.cc.biu.ac.il>
To: Gamoran@ssc.wisc.edu
Subject: Jewish education mini-conference

Dear Dr. Gamoran,

Prof. Mike Rosenak Of the Hebrew University and I are organizing a two-day mini-conference on research in Jewish religious education whose theme is, "Judaism, Jewish Identity, and Jewish Education". It will be held on April 5-6, 1998 at Bar Ilan university. We anticipate that 40-50 persons will participate, most of whom are Israeli university professors and graduate students

who specialize or take a special interest in Jewish education. A few additional scholars from the States and perhaps from Europe will attend. Sessions will be held in English and/or Hebrew.

It gives us pleasure to invite you to participate in the convention and to present one of the major lectures. Planning is not finalized but it is likely that your lecture will be scheduled for about 60 minutes including discussion. It may also be open to a broader audience than the conference participants only. I am aware that the mass of your research is not in the area of Jewish education and this is an area of secondary interest. Nevertheless, I believe that your empirical approach can prove very beneficial. If you accept our invitation please suggest a tentative title. Naturally, your travel and lodging costs will be covered by Bar Ilan.

In addition, Mike and I are editing a volume of studies in Jewish religious education that is scheduled to appear at the end of 1998. The book will be dedicated to the memory of Prof. Motti Bar Lev who passed away last year at the age of 52. He was a leading Israeli figure in religious education and a powerful voice of moderation and acceptance while maintaining intellectual integrity. The volume will be based on some of the invited papers to be presented at the conference as well as several previously submitted papers. All of the existing articles have gone through a careful review process as will the new submissions flowing from the conference. We would be honored and grateful if you would contribute a paper related to your conference lecture to this forthcoming book.

We look forward to your positive response as soon as possible. You may send a fax to me at +972-3-6352844 (best) or respond via email. Please feel free to raise any questions you have by fax, email, or telephone (university: +972-3-5318710; or to my home +972-3-9220688).

Sincerely,

Yisrael Rich, Director
Institute for Research and Advancement in Religious Education

max. to $\sqrt{2}N$
p.p. public

facing $\sqrt{2}N$

turn right, walk down after stairs, walk 50 meters
under bridge to right

- under the $\sqrt{2}N$ bridge

notes on Bar Ilan talk / paper

overall thrust

- profession of T ed?

- some ways at of reach - ~~teaching itself~~ is a semi-prof
- T + is part time, vocal
- other ways closer than might think
 - leaders are full-time
 - training - many have prof bks
 - lack technical knowl that is hallmark of a prof
 - lack of infrastruc - it's - T-dan bks
 - admin's - admin expertise
- shortcoming's
 - pd
 - working condits
 - earnings,
 - benefits,
 - s-ppt (purs)

- conclusion

- teachers: pd
- purs: preserving

~~Area~~ corrected distinct features of T ed

~~that are~~

- lack of technical base } not qualit d. ft than gen ed!
- lack of author struc
- part-time work
 - not really a barrier to enhanced prof (can
 - show "career" percps
 - it's, purs

Towards Building a Profession ² Characteristics of Contemporary Educators in Tschers

- even since modz confronted + od NA
reformers have been talking abt protlz Ted
- hardly realistic
 - teaching itself is a semi-prof
 - T + is largely advocat
accord to prevailing beliefs
 - ~~what's the current state~~
 - nevertheless, ATA argued need to build a profes
 - perhaps closer than think
 - perhaps stereotypes, inaccur
 - ~~were~~ to find out
 - study of educators
 - T's + leaders in Tschers
 - this paper will show
 - invest in T's prot dev - worthwhile
 - for leaders - not only pd for current
 - set higher stds for leaders of
future gens

Teachers

trng in educ & JS

extent of PD
quality of PD
vignettes

hrs of work
+ ft/pt

earnings

-amt, satisf

benets

-avail, satisf

experience

career percepts
future plans

Leaders

trng in ed, JS, admin

extent of PD

des. in to improv skills - s. ^{help} _{ing} ^{ing} _{ing}

comparable
for total training?

hrs of work
+ ft/pt

earnings

-amt, satisf

benets

-avail, satisf

experience - in JS ed
- as leaders

career percepts
future plans (w/ note)

To: Isa Aron <aron@usc.edu>
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: reactions to your papers
Cc:
Bcc:
Attached:

Isa,

Thanks so much for your kind words and insightful comments. I will have a chance to incorporate your points when I revise the paper. As for the research capacity memo, I'm not sure if there will be a next draft, but if there is, or if it is discussed, I will take the opportunity to bring up your suggestion about research on innovations.

I don't know why it is so important to keep the latter under wraps, but apparently it still is.

Back to the professionalism topic: I wonder if we could organize some sort of symposium or "debate" on this topic for the Research Network conference next year. It might be fun.

Best,

Adam

P.S. I can't comment on your speculation about the Open School, except to say you are a good detective!

At 03:05 PM 6/30/98 -0000, you wrote:

>
>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
>
>

BAR-ILAN UNIVERSITY (RA)

SCHOOL OF EDUCATION

Institute for the Study and
Advancement of Religious Education
52900 Ramat-Gan, Israel



טלפון: 03-5318710 Phone:

פקס: 03-6352844 Fax:

אוניברסיטת בר-אילן (ע"ר)

בית הספר לחינוך

המכון לחקר החינוך הדתי ולקידומו

ע"ש פרופ' א. שטרן

רמת גן, 52900

ב"ח, ט"ז בתמוז תשנ"ח

10.7.98

Prof. Adam Gamoran
Dept. of Soc.
University of Wisconsin-Madison

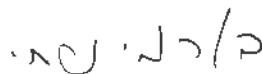
Dear Prof. Gamoran,

***Re: Your article: Towards Building a Profession: Characteristics of Contemporary
Educators in American Jewish Schools***

We are happy to inform you that the editorial committee has decided to accept your article:
***Towards Building a Profession: Characteristics of Contemporary Educators in American
Jewish Schools*** for publication in the volume tentatively titled ***Challenging Jewish Education:
Reflections and Research*** that will appear in memory of Prof. M. Bar-Lev.

Publication of the volume is scheduled for the end of 1998.

Sincerely yours,



Prof. M. Rosenak

Hebrew University



Prof. Y. Rich

Bar Ilan University

Editors

BY AIR MAIL

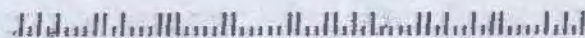


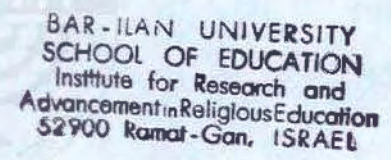
אוניברסיטת בר-אילן
BAR-ILAN UNIVERSITY

52900 Ramat-Gan, Israel 52900 רמת-גן

Prof. Adam Garmoran
Dept. of Soc.
1180 Observatory Drive
University of Wisconsin-Madison
Madison WI 53706

53706/1233





Date: Mon, 03 Aug 1998 13:39:35 +0300
From: yisrael rich <richyi@mail.biu.ac.il>
Organization: school of education
X-Mailer: Mozilla 3.01Gold (Win95; I)
To: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: paper

Adam Gamoran wrote:

>
> Yisrael,
>
> I am pleased to learn that my paper (coauthored with Ellen Goldring and
> Bill Robinson) has been accepted for publication in CHALLENGING JEWISH
> EDUCATION. Do you know who the publisher will be?
>
> As you'll recall I have a few minor changes to make in the paper. I was
> waiting to see if the editors wanted anything more, but apparently not. I
> will send you the final version by September 1. Is that time schedule ok?
> Please advise.

>
> Adam

Dear Adam,
Thanks for your note. The readers enjoyed your paper. The only comment
that I would like to pass on is the request to expand on the
implications of your results, especially in light of recommendations
flowing from other major policy studies (unrelated to Jewish education)
on the educational work force.

No problem with Sep. 1.

The publisher will be Freund and is scheduled to appear by the end of
December, 1998.

Best regards, Yisrael

--

MZL

Reply-To: <flex@jesna.org>
From: "Paul Flexner" <flex@jesna.org>
To: "Susan L. Shevitz" <shevitz@brandeis.edu>,
"Adam Gamoran" <gamoran@ssc.wisc.edu>
Cc: <nsdchirsh@aol.com>, <bjeboston@hotmail.com>, <djm5761@hotmail.com>
Subject: Conversation
Date: Thu, 26 Apr 2001 16:53:55 -0400
X-Mailer: Microsoft Outlook 8.5, Build 4.71.2173.0
Importance: Normal

OK - We are on for 5:15 EDT on Monday. I will send the call in number to you tomorrow - it will be an 800! I am also going to send the entire list of questions that are part of the working guidelines for each of the sessions as soon as I get them all from Nate Kruman so that you have the full picture of the conference format. The list of people attending includes academics, Central Agency personnel, national agency execs, lay leaders, foundation heads and a few front line educators in Day and Congregational schools. We currently have between 40 and 50 registrants.

I have spoken to Stephanie Hirsh who is keynoting the conference. After her introductory activity, she will be addressing two issues - A New Vision for Professional Development and Advancing the Profession. If either of you (Susan or Adam) wish to look at some documents which reflect some of Stephanie's thinking, you should log on to the www.NSDC.org web site and look at the materials that they publish.

More to follow.

P.

Paul A. Flexner, Ed.D.
Director of Human Resources Development
JESNA: Jewish Education Service of No. Amer.
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212-284-6879
212-284-6951 (fax)
flex@jesna.org or paf20@columbia.edu
<http://www.jesna.org>

250 persons
x-sec from ac - tists
central agency
4 Foundat's
practits
lay people

-----Original Message-----

From: Susan L. Shevitz [mailto:shevitz@brandeis.edu]
Sent: Thursday, April 26, 2001 3:42 PM
To: Adam Gamoran; flex@jesna.org
Cc: nsdchirsh@aol.com
Subject: RE: Conference on May 6

Good suggestion --to start the discussion by email! At elast lay out expectations, themes, etc.

Reply-To: <flex@jesna.org>
From: "Paul Flexner" <flex@jesna.org>
To: "'Susan L. Shevitz'" <shevitz@brandeis.edu>,
"Adam Gamoran" <gamoran@ssc.wisc.edu>
Cc: <nsdchirsh@aol.com>
Subject: RE: Conference on May 6
Date: Thu, 26 Apr 2001 17:02:49 -0400
X-Mailer: Microsoft Outlook 8.5, Build 4.71.2173.0
Importance: Normal

Here are the materials that the committee has been working from. The first two session outlines are from several months ago but are the right materials to guide us in our work. The third to fifth sessions are still in a state of some flux - particularly the 5th session. I am copying the material below so there is no chance that you won't be able to open the document. Then we can begin our conversation - on line - and talk more formally on Monday.

P.

SESSION 1 (Sunday, 3:30-4:30 p.m.)

KEYNOTE:

The Value of Professionalizing Jewish Educators

FOCUS: How might the rationale for professional development in the secular word and its successes have a positive impact on Jewish education?

TOPICS FOR SUBCOMMITTEE TO CONSIDER:

1. What is the research on the link between professional development and the quality of teaching in the secular and Jewish worlds?
2. Given that it has been shown that professional development does make a difference in the quality of teaching, what is the Jewish community's commitment to it? What should it be?

SESSION 2: (Sunday, 4:30-6:00 p.m.)

Panel Response to Keynote:

Where We Are Today

FOCUS: To identify if or where professional development is succeeding in the Jewish education community and to understand why the American Jewish Community, for the most part, does not insist on the same level of preparation and expertise for its Jewish educators as it does for general educators or other professions.

TOPICS FOR SUBCOMMITTEE TO CONSIDER:

** Overhead? teachers vs leaders?*
** teachers*
Stephanie
same exercise
- challenges
new vision for staff dev
advancing professional

*incentives
ind. plans
model programs
instit. (flexner)
(distance ed.)*

1. What policies in support of professional development exist in which communities?
Who is doing what? If not, doing anything, why not and what should they do?
2. What are some of the professional development successes?
3. What are some of the significant obstacles to supporting professional development?
4. How have these policies affected the quality of Jewish education and the recruitment and retention of Jewish educators?

Sunday: 7:00 - 8:30 pm
Session III: Group Work by Role
What Can We Do?

1. Have we defined the professional development needs of the Jewish educators in our individual communities - if so, how?

If not, have we begun to take steps towards addressing this?

What issues need to be addressed by our community in order to promote this agenda - whether we've begun or not?

2. What have been our experiences in promoting and implementing the professional development of Jewish educators in our community?

What approaches have succeeded? What have failed?

What have been our experiences regarding licensing, certification or career ladders?

What alternate approaches might we consider?

3. How do we define our role(s), specifically, regarding the professional development of Jewish educators?

How can we specifically contribute to a vision of professional development for Jewish educators - what strengths do we bring e.g., in planning, resources, advocacy, etc.?

4. How do we define the roles or responsibilities of our partners in this agenda - academicians, national organizations, foundations, lay leaders, etc.?

Monday: 10 am - 12:30 pm
Session IV: Extended Community Groups
First Steps: What Are Our Objectives?

1. What have we learned since yesterday about the issues and challenges in promoting professional development?

What applies to our community?

2. What successes or failures have we had that we can build upon? (Anecdotes?)

What are our biggest challenges/obstacles?

3. Do we have any existing institutional or communal policies that can be of help? What new policies, if any, need to be created?

How do we implement these policies?

4. How can we, as an extended community, be of help to each other?

5. What role, if any, should foundations, national agencies and academic institutions play in our efforts?

6. Can we suggest any of the following for how community teams might begin:

short and long term objectives for planning a comprehensive approach to the professional development of Jewish educators

specific strategies or ideas to promote and implement increased professional development

reasonable benchmarks for success

Monday: 2:30 - 3:30 pm

Session V: Community Teams

Next Steps: Shaping Your Community's Future

1. Who will convene this group for future meetings?
2. What issues did your group identify as pertinent or helpful in advancing the professional development of Jewish educators in your community?

- a. e.
- b. f.
- c. g.
- d. h.

3. When and where will you next meet?

4. What are your goals and objectives for the next meeting?
 - a.
 - b.
 - c.
 - d.
5. Who will take responsibility for what for the next meeting?
6. What materials, resources, etc. do you need for the next meeting?
7. Who, not at the table today, should be included in your team?

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flex@jesna.org or paf20@columbia.edu
<http://www.jesna.org>

-----Original Message-----

From: Susan L. Shevitz [mailto:shevitz@brandeis.edu]
Sent: Thursday, April 26, 2001 3:42 PM
To: Adam Gamoran; flex@jesna.org
Cc: nsdchirsh@aol.com
Subject: RE: Conference on May 6

Good suggestion --to start the discussion by email! At elast lay out expectations, themes, etc.

Susan

At 10:53 AM 04/26/2001 -0500, Adam Gamoran wrote:
>Mon 4/30 at 5:30pm eastern time would be good for me. I could start at 5pm

AG

15 minutes

① what's the situation?

- amt
 - type
- } CISE studies

② what do we need to learn?

- Chicago study

- es what content do t's learn?
- what are challenges for leaders?
- how does pd relate to practice
 - specific to T context

SS

Q's abt embedded ass-mps

How do we change cultural norms?

What kinds of pd experiences may be more or less powerful?

PF

New initiative in PD for T's

- we are miles ahead of where we were 10 yrs ago

Challenges facing the T community



A Profession of Jewish Ed - Dream or Reality?

I'd like to start my talk this eve w/ a personal story:

My grandfather, EG, immigrated to the US in 1907 at the age of 12. Back in the old country he had studied Russian + with a/y/a trad. + J subj, but he spoke no Engl when he arrived in the US. So the path in 1st grad. No biling ed in those days, it was total immers! By the end of the yr he had learned to read, wr, + spk Engl, so promoted to 6th.

My grandfather went on to receive a PhD in Educ at TC, CU, studying w/ the most prominent ed of his day: JD, WHK, ELT. ~~At that time the NAAC was seeking, ~~some~~ a leader for a~~ ~~was recruited by~~ new posit charged w/ bringing J ed into the modern world. they contacted Prof Dewey who passed them on to Prof K, ~~who rec~~ ^{+ both} pres rec my grandfather for the job.

In some ways, my grandfather ch the face of J ed in Am. When he started, modern + meths were not being used. There were no textbks - only m2 based on sacred texts. ^{From the} ~~my~~

^{1920s to the 1950s} grandfather edited dozens of bks in Hebr + Engl, bringing Jewish lore to American chldn. (By the way, many written by my grandmother.)
~~In the area of comics,~~

One of my grandfather's dreams was that Jewish educ should be led by trained professionals. In 1924 he wrote,

READ QUOTE

Although successful in bringing J ed to modern in many ways, vision of professionalism remains a dream.

check T&S on # 49

Bar I can talk - Towards Bldg a Profession

I. Intro

practically ever since Ted confronted
Mod 2 in early 20th c Amer, reformers
have dreamed of "motlz" T educ

- my grand father, E Gamoran, one of "Benderly boys" who died in WWI
expressed the sentiment:

READ QUOTE

- dream of motlz contin to ~~today~~ ^{this} day (Aron)
- 1991 Commis on T ed in NA declared
bldg mot of T ed is essential bldg block
for impv T ed in N Amer

-
- to take stock - what is current sitat,
what are best strategies to impv - ?
 - is ^{building the} mot ~~is~~ a realistic goal?
 - collab w/ 3 communs - A, B, M
 - I will present results - survey of 77 mus
+ nearly 1000 t's
 - plus data from other surveys
 - plus data from US Nat survey, SASS
 - CLIF data: day, s-pl, results - other cities day & s-pl
 - SASS data: 3 catess of day schls - TV, SS, "other"

make the case abt
educ as solut to the probl.

II. What do we mean by profiz?

- A. Aron, following profiz lit, argues 3 criteria
1. speciz knowl
 2. collectively shape condits of work - e.g. ^{language} ^{medicine}
 3. prof commitment to occup - career

- B. Teaching in general does not fulfill those ^{criteria}
1. speciz knowl - espec weak - e.g. language, etc.
 2. control over work - act in class
- but little collec control over occup
- not self-reg-ll
 3. occup commitment is there - despite turnover, ^{burnout} ^{mobils}
- called a "semi-profession"

C. So what are prospects in T educ?

1. current wisdom says nowhere close
— avocat, not serious
2. I argue - diff is degree, not kind
3. To underst. consid unique features of T ed
camp to gen ed

a. lack of author struc - EXPL
- but gen ed also loosely struc!

b. lack of tech knowl in T ed
- but major probl in secular ed

c. lack of consensus on goals, partic
across ~~stages~~ ^{publics} also ^{endemic} ~~to~~ ^{to} ~~ed~~
constituencies

d. part-time work → imp t

e. irreg-ll entry → imp t

But
- (want for
cr. ter of profiz
- 5

careful, but
these reg-lls are
standards
- low prof knowl standards
formal, but standards

D. Will now pres evid on chans of ed
~~to~~ - bear in mind 2 issues:

1. How close to prof'l?
2. What strategies to impr?

~~edit~~

III. Chans of eds

A. Spec'lz knowl

→ On one hand, less than gen ed
 - on other hand, more than current used

1. Teachers - ~~2 types of spec'lz knowl~~ in 2 areas
 - pedagogy & subj matter

1990-91
 SASS:

- abt 2/3
 TU, SS certif
 - sec ts certif
 1/2 ts 97.5%
 - comp to publ-sch ts
 of

a. Over 50% trnd in edu SLIDE

b. but only around 1/4 trnd in Ted

c. only 19% both

i. note: abt 2/3 ^{most} trng one or the other
 - so substantial strde → prof'lism

ii. but imp't gaps

iii. need ped content knowl

SLIDE

SASS 1990-91
 %'s w/adv
 degrees

TU: 88.2%

SS: 79.9%

Other: 73.2%

all priv: 65.7%

all pub: 98.2%

incl all
 sorts of
 adv degrees

2. Principals - survey of leaders

a. much more prof'l trng in ed & admin SLIDE

b. but a third mgred of spec'l knowl

- administrat - how far?

- just over 1/4 SLIDE

c. combined - 16% all 3 SLIDE

d. like t's, substantial partial thing,
but a long way to go

2001

3. Prof dev

a. ^{quantity} less than gen ed - very little
i. t's - 3.8 workshops over 2 yrs in d's

SLIDE

4.4 suppl

6.2 pre-subs

can form to protl stds

ii. mus not ~~much~~ more

4.4, 5.6, 5.4

6. quality - same

- ^{summary} interviews

- one-shot, fragmented, good

Quality of PD

- limited coherence
- limited content

- limited specificity
- limited attn to practice

In 1920s, my grandfather said
- ed sys shld have
- mgmt
- protl stds sub / need to
improve!

B. (Control over) working cond'ts

1. Regulat of entry

a. no all-encamp prot guild

- comparable to gen ed

- same prot orgs - e.g. mus networks

- diff in degree, not kind, than gen ed

6. however - entry to specit jobs also

in resl - no state governance

- quotes from t, Milu prn

- results in total lack of prep
among some t's, partial among
other

2. Control over work

a. constantly hear t's lack empow

b. ^{dayschl} It's no less than others

a. SASS: more ctrl over class, sch pol in min than pbl

- T schls fit - ^{scale 1-6} _{publ: 3.6 priv: 4.3}

b. s-ppl fr mob less SASS schls: 4.1, 4.3, 4.3
- actn in class but do not partic in pol disc

c. Satisfac - from SASS 90-91

p-61	7.7
min	8.4
TU	8.3
SS	8.4
Other T	8.7

/ so high in both rel + absolute terms

3. Rewards

a. ^{educators} reward for T are intrinsic - like all
b. SASS: respect for t's rptd high - over 9 on scale of 1-10
c. extrinsic are lacking in some cases

SALARIES

Teachers

s-ppl: 75% very or somewhat satst

day: 49%

* biggest mob pre: 37% only

Prns

s-ppl
day
pre

64% very/some
66% only

* SASS SLIDE
T day schl salaries are comp to other pub
- min salaries are close to publ

* BENEFITS

Teachers: severely lacking

- even among f-t (25 hrs or more)

- 48% health

- 45% pens. m

Readers: ~~53~~ 73% health, 64% pens. m

~~farthest~~

- sharpest departure from mother's cond. its

C. Commitment

1. T ~~teaching~~ teaching is overwhelmingly P-T

- 72% in CITE study

- incl 98% of s.ppl,

57% of pre

53% of day

2. For early reformers, this was mimical to mother

- f-t was singular man of mother

- Schoolman 1966: "Jewish teaching can & must be made a f-t profession that will command life-time commitment by creative personalities."

3. b.t reasons to pause
a. even P-T think of work in J ed
as a career

% of TEACHERS who
said "yes" to career
1-4 hours -- 32%
5-12 hours -- 63%
13-24 hours -- 76%
25+ hours -- 69%
TOTAL -- 59%

59% overall
44% s-pp1

SLIDE

6. ~~even~~ great majority of Leaders
are f-t -- 78% overall, 96% by

700+ unit

SLIDE

% of LEADERS who
said "yes" to career
full-time -- 98%
part-time -- 82%

c. + career percpts of J ed overwh - 95%
incl 91% of s-pp1, 93% pre
these ~~are~~ leaders exhibit professional
commitment, regardless of f-t/pt

700+ unit

d. stability
i. teachers

SLIDE

exper comparable

4. I argue commitment

SLIDE

SLIDE

— exper is double-edged sword
— b.t unambis as indic of cntmt

4. I argue that pfl cntmt is there,
despite p-t nature of work

a. Leaders — most f-t, think of selves
b. f.c many career-oriented

D. Conclusions from res

IX Implications

A. Summary of evid

B. Implications for ts - 70

C. Implications for pros - career dev

8.

D. Conclusions from research

1. Special knowl - weak - even weaker than gen ed

a. - whereas gen ed trad in ped, s-b; math,
most t's in J schls missing are on other ^{not both}

b. pros more likely formal trad in ed & ts, b-t
lack formal prep in ed admin

c. tech knowl in J ed weak - as in ed gen b-t
more so

2. Control over wks condits

a. classm autn - like all ed

b. influ schl policies - day - yes suppl - no

c. wks condits - espec bad for preschls - just ^{like} gen ed
- benefits lacking for t-t

d. again, diff in degree more than kind

e. b-t - in regul entry - missing ^{for} hallmark
- b-t gen ed not fully ^{at} profiz either - don't control own entry

3. ProfI control

a. + largely p-t

b. b-t career - 0

c. leaders unamb. cont - exper, career

IV Implics

A. To determine strategies, look at facts
- very diff for ts & prns, so diff strategies

B. Say at outset - all strategies imp (ATA)

1. - recntmt, try, m-service, sd/ben, career trts, empn

2. but - need priorities - that's my interest

C. Ts - what are facts?

1. p-t

2. lots of them

a. - no good estims!

b. ~~1959~~ 1927: 710,000 (Benderly 1949)

c. 1959: 18,000

d. late 1970's: similar sum (Ack '89)

e. SASS 1990-91 estim ^{realy} 10,000 day sch ts,
but this incl secular

f. CISE ^{counted} 1192 ts in ABM D.S. re

= $1192/12,500 = .006192$ ts/ten would project to
36,534 ts - too h.s.!

— prob btr 15,000 - 20,000 teachers

3. lack motl knowl, but vrn work as career

4. Prof/2 cannot be acccompl thru recntmt ^{preven} ^{trng} ^{career path}

— instead, key is PD

a. - ideally, indw growth plus for each t

b. - min - common mois of PD that is

- coherent
- focused on needs
- empn of content
- sustained

D. Principals - facts are diff!

1. Largely f + t
2. Much smaller n
 - a. ATA: 800 2g schls, 1700 s-ppl schls
 - b. SASS: 511 2g schls! - some missed
 - c. even w/ pe-schls \approx 3000 schls

3. more formal prep
 - a. almost 90% tmg in at least 1 field
 - b. but half lack tmg in J studies
 - symbolically, this is very imp
 - c. large major lack formal tmg in admin

transm culture
in the leadership
spokesperson

4. primary solut: recruit + pre-service tmg
 - a. build on existing
 - ① ~~exist~~ ^{exist} gdm component
 - ② expand enrollment, make known demand
 - b. establ studs
 - ① recognize 3 components
 - ② emph impc of J studies
 - c. profile why cond.ts - benefits
 - sal - espec pre
 - d. PD
 - ① as temp solut
 - ② as long-term prot growth

5. goal - in are generat all ed leaders in
J s. ws should be fully prep, engaged in pd

el 96 on positive side of part-time

- gendered nature of the occup
- bringing in people w/ a variety of skills
- potential role models for E.D.s - like that. ds + bcs of # of it's
- emph that bcs of p-t occup, pre-sense & career trk will not work
- but p-t does not mean can't build a profession

AMERICAN JEWISH
ARCHIVES



① Training is absolutely essential for the development of adequate Jewish teachers. Very few people today would think of entrusting their legal affairs to anyone but a lawyer who had received special training entitling him to engage in his professional activities. Still less people would permit anyone who had not received a long and arduous course of training followed by a period of practice in medicine to minister to their physical ailments. Yet those who are entrusted with the responsibility of molding the character of the young—of developing the Jews of tomorrow—are too often people who present no other qualification for their task than that of availability.

read
higher

29 Well, basically, I got recruited through a friend. I have a friend who was teaching here and she said it was fun and great and a good thing to do. She thought I might like doing that. My first reaction, of course, was: "Who am I to be teaching?" I have no formal education as a teacher and certainly not of Judaica or Hebrew. And she just said from what she knew that I knew, I had all the qualifications. I had no experience in Jewish education, but my friend persuaded me. And so just indirectly, and luckily, I became involved in Jewish education.

26

I had my third child, and I was feeling like I needed to get out and do something, but I couldn't do something on a full-time basis. [Working as a Jewish educator] seemed to coincide with what I needed at the time.

2c

I have an opening for next year. I have a teacher leaving who is not Jewish. I'm interviewing three teachers, two of whom are Jewish, one of whom is not. And to be frank with you, although I would say I should hire one, as I have a choice, one of them should be Jewish. Unfortunately, of the three people I am interviewing, the non-Jewish teacher is the best teacher in terms of what she can do in the classroom. So it creates a real problem because she doesn't have the other piece.

Salaries in Jewish Day Schools and other schools

Average salaries, 1990-91

<i>School Sector</i>	TEACHERS	PRINCIPALS
TORAH U'MESORAH	\$19,273	\$43,624
SCHECHTER	\$19,354	\$52,774
OTHER JEWISH	\$15,911	\$42,612
ALL PRIVATE	\$18,713	\$25,562
ALL PUBLIC	\$30,751	\$49,603

Average number of workshops in a two-year period

Number of workshops

<i>Setting</i>	TEACHERS	LEADERS
DAY SCHOOL	3.8	4.4
SUPPLEMENTARY	4.4	5.6
PRE-SCHOOL	6.2	5.4

To: h_freund@netvision.net.il
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: message for Naomi Kingsley
Cc:
Bcc:
Attached:

On December 1, I received galleys from my chapter for the Rich and Rosenak book, Abiding Challenges, with a request to respond by November 30, one day earlier!

I have five requests for changes. Please confirm that you received this message, and let me know if you need a fax or hard copy, or wish me to return the manuscript in addition to this message:

1) Under the title, please list the authors' affiliations as follows:

Adam Gamoran, University of Wisconsin and Mandel Foundation
Ellen B. Goldring, Vanderbilt University and Mandel Foundation
Bill Robinson, Mandel Foundation

If you must use only one line instead of listing each author's affiliation separately, the affiliations should be listed as:

University of Wisconsin, Vanderbilt University, and Mandel Foundation

2) Twice in the second paragraph of the acknowledgements (p.23-24), change "and a consultant to the Council for Initiatives in Jewish Education" to "and a consultant to the Mandel Foundation." (This hold for both Gamoran and Goldring; Robinson can be left as is.)

If you are going to have a separate section for author bios, you can move this paragraph (as edited) to that section.

3) Page 3, line 7: change U'Mesorah to u'Mesorah

-- I had capitalized the "U" throughout, but I guess the copy-editor changed it to a small "u" except for this one spot. The small "u" is fine, I'm just seeking consistency.

4) P.9, caption to Figure 3

a) delete extra left parenthesis before CIJE

b) add the following note to clarify the figure:

Note: Darkened portion of each column indicates trained in administration, white portion indicates not trained in administration.

5) I did not find any errors in the references, but I was surprised to see that book titles were neither underlined nor italicized.

Adam Gamoran