



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.

Series F: CIJE Accrual, 1981-2011, undated.

Subseries 1: Barry Holtz, 1988-2005, undated.

Box
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Folder
6

Best Practices. Day schools, 1992-1994.

For more information on this collection, please see the finding aid on the
[American Jewish Archives](http://AmericanJewishArchives.org) website.

Memo: Best Practice Project

To: Dr. Barry Holtz

From: Alisa Rubin Kurshan

I am sure you will not be surprised that I found only a handful of exciting projects written up in the Pedagogic Reporter. The programs fall into several categories:

Adolescent Education

School Tzedakah Projects

Community programming

I followed your instructions to look for outstanding programs within the framework of "one shot deals" and "umbrella programs." I hope you find this annotated list helpful.

Adolescent Education

I have included two articles which address the issues of teaching teens. I believe this is an area which lacks many success stories.

"Merkaz: The Community High School for Jewish Studies," by Shelley G. Kreiger (October 1989) is an excellent description of what seems to be a successful community wide supplementary Jewish High School Experience. It reflects an understanding of the need for large numbers to make a high school socially enticing and a commitment to maintain high academic standards. One important issue which is not addressed in the article is how the school deals with

religious issues such as Kashrut, wearing of Kipot etc.

Menachem Herman's "Teaching Teens: An Observation" (October 1989) is a provocative piece on how ethics is the key to building curricula for the teenage Jewish school. Its value lies in its distinction between meaning and relevance and its insistence in making Judaism meaningful to Jewish adolescents.

"Parent-Teen Dialogue " (May 1986) acknowledges the need to open dialogue between the Jewish parent and teenager and place teenager education under the jurisdiction of family education.

Joel Lurie Grishaver describes his Madrich program in "Effective Madrikhim Programs" (Fall 1990). His article outlines an excellent approach to using Jewish teens as role models within the Religious School while at the same time, providing them with quality Jewish education. I would be very interested to see this program in action.

School-wide Tzedakah Projects

While the following two projects are fairly straightforward and do not break new ground, they are each unique. "The Giraffe Project" (Fall 1990) is worth noting because it places the Tzedakah program in a graded curriculum. Often schools pick a worthy Tzedakah for which the entire school devotes a year of study and fundraising. This approach takes developmental issues into account.

Footsteps of Prophets (May 1987) is a nice way of blending the study of Prophets and their calls for social justice, with the

active endeavors of raising money for Tzedakah. It is worth studying the curriculum.

Community Programming

I chose three different types of programs each of which illustrates the value of working on the community level to achieve success.

1. There are always a few individuals who are interested in learning to speak Modern Hebrew. There are rarely enough in one community to establish a viable class. The Adult Summer Ulpan of St. Louis (May 1986) sounds like a simple, yet excellent plan: everyone can find a time of day, a time of week, a level suitable for him/her. It sounds very similar in nature to Rabbi Noah Golinkin's Hebrew Literacy Program run under the auspices of the Federation of Jewish Men's Clubs. (I enclosed a xerox of a description of that program.)

2. Let's use the arts! A Jewish All-City High School Chorus (May 1988) is a great idea. Does it exist? One of my most positive memories of my yeshiva education is standing on a stage with hundreds of other yeshiva students from across the metropolitan area singing in unison.

3. The communities of East Windsor and Hightstown pool resources for specific educational programming. A Children's Theatre, for example, is an excellent opportunity to bring synagogue children and their families together.

Day School - United Synagogue - November 4, 1993

Exemplary practices

alumni work
relations

School Leadership

transcript of "Pal" evening
models of leadership
CEO
lover of children

people + processes
continual improvement

stimulation for inspiration
self-renewing school

What are common places in Conserv. day school?

Recruiting students?

teachers?

The parochiality of the non-Orth day school movement

Marketing issues

Fundraising

interpreting message of school to parents and

prospective parents

Theme of parent ambivalence
Building a sense of community
involvement in the life of the community
identification w/ school

New good schools can tolerate mistakes
"Good schools are not identified w/ their worst teachers"

* Process of professionalization

Israeli teachers — religious issues: ~~socialization~~
Socialization of teachers into the culture of school
Israel
Orthodox teachers.

Salaries

Prof. develop.

status of teacher in school's community

mentoring

peer supervision

the gen. studies program

Attempt to define the child/learner
boundaries of what we can deal w/
enlarging the boundaries: LD + gifted
physically handicapped

Relationships Btw synagogues + day schools

Boards + Governing

Faculty

↓
How to foster appropriately for people an involvement in the ~~new~~ mission of school

Early adolescents

Exemplary programming for that pre/post Bar Mitzvah age; Retention in prev. years

Ind Schools lit → Pearl Kane, Sizer, etc. P.d. Spelling
ISM (Ind. School Movement)

Support from central agencies to day schools
Bringing in Indep. school experts; technology

Assessment of Judaica studies areas

Judaica studies areas

What do we do when the expertise isn't there?

How does a school renew its curriculum + sustain good educational models

Schools that are able ~~to~~ to create a spiritual climate? giving kids a sense of ownership

Integration



THE
UNITED
SYNAGOGUE OF
CONSERVATIVE
JUDAISM

The Association of
Conservative
Congregations

SSDS Day School
Association

JOEL ROSEMAN
President

Department of Education

DR. ROBERT ABRAMSON
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The United Synagogue of
Conservative Judaism

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International President

RABBI JEROME M. EPSTEIN
Executive Vice-President
Chief Executive Officer

SOLOMON SCHECHTER DAY SCHOOL ASSOCIATION
The United Synagogue Commission on Jewish Education

To: Dr. Barry Holtz
JTS

F Y I
FROM:
ROBERT ABRAMSON

September 29, 1993

Mr. Steven Chervin
13157 NW 11 Pl.
Sunrise, FL 33323

SAMPLE

Dear Steve:

Enclosed you will find a letter by Dr. Barry Holtz from the Council for Initiatives in Jewish Education. I have had some involvement with the Council having served on the Commission on Jewish Education in North America and in an advisory capacity to the Council. The work Barry is undertaking is of great importance to Jewish education in general and the day school movement in particular. Under his guidance, a body of literature is beginning to emerge that will be useful to the lead communities and to all thinking practitioners.

Barry has asked me to gather together about a dozen Solomon Schechter Day School Principals for a meeting at United Synagogue's Rapaport House, 155 Fifth Avenue, New York City on November 4th. I hope that you will participate. I would suggest that we gather for lunch at 12:30 so that we can begin when Barry gets here at 1:00. The meeting will finish at 5 PM. Barry's letter is self-explanatory. We would both appreciate it if you would fill out the enclosed response form.

With very best wishes for a *hag sameach*.

Sincerely,

Robert Abramson

RA/dmn
encl.

P.S. You may make travel arrangements with Priority Travel (1-800-346-2602, ext. 392 -- Shannon). Mention you are from United Synagogue. You will have to charge it to your own account. CIJE will reimburse you.

Went to: Steve Chervin, Elliot Prager, Dov Bard, Aaron Nussbaum, Steve Brown, Philip Dickstein, Deborah Miller, Saul Wachs, Elliot Spiegel, Harvey Shapiro, Ruth Ritterband, Mark Smiley, Joshua Elkin, Paul Schneider, Charlotte Glass, Cheryl Finkel

Rapaport House
155 Fifth Avenue
New York, NY
10010-6802
212 • 533 • 7800 Ext. 2500
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September 24, 1993

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Dear Colleague,

I am writing to ask your help with a project that I'm involved in that I think has important implications for Jewish education in America. I hope that you will be able to attend a meeting in New York on November 4th (from 1 to 5 PM) held at the offices of the United Synagogue Department of Education. At that meeting I am hoping that a group of us can discuss ways that the Best Practices in Jewish Education Project can begin to research the area of day school education.

Let me explain the idea:

I have been working with the Council for Initiatives in Jewish Education (CIJE) heading up the Best Practices Project. As you probably know, the CIJE is the small "intermediary" organization created at the conclusion of the deliberations of the Commission on Jewish Education in North America. This Commission, which met between August of 1988 and June, 1990, consisted of some of the most important names in contemporary Jewish life and included philanthropists, educators, and community leaders from across the spectrum of North American Jewry. The Commission was created by the well-known philanthropist Morton Mandel (of Cleveland) and is sometimes known as the "Mandel Commission."

In describing its "blueprint for the future," the Commission's report called for the creation of "an inventory of best educational practices in North America." The primary purpose of this inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model Lead Communities, "local laboratories for Jewish education." After an exacting national competition three Lead Communities were selected last year: Atlanta, Baltimore and Milwaukee.

As the Lead Communities begin to devise their plans of action, the Best Practices Project will offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice. One way of thinking about best practice is to say that we are trying to document the "success stories" of contemporary Jewish education.

Theoretically, in having such an index the Council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

The Best Practices initiative for Jewish education is a project with a number of interrelated dimensions, but in the short run the main focus of the project will be to help identify examples of "best" practice which can help the Lead Communities.

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the successful Hebrew School, JCC, curriculum for teaching Israel, etc. The Project has already launched initiatives in a number of different areas trying to take the first cut at this issue throughout the broad spectrum of Jewish education. Teams under my direction have been examining: the supplementary school; early childhood Jewish education; Jewish education in the world of the Jewish community centers and the college campus. So far we have published a volume on best practices in the supplementary (i.e. congregational) school and a volume on best practices in early childhood Jewish education.

The next area that we would like to work with this year is the day school and it is in this area that I would like to ask for your help.

At the meeting in November I would like to do the following things: We would begin by asking the key question of what do we mean by Best Practice in the realm of the day school? I would

share with the group some of the results of our meetings with people at JESNA, the Jim Joseph Foundation and CAJE in which we have begun outlining the areas of day school work that seem relevant to the Best Practices Project. This meeting could help us refine that work.

Once we have worked on this list of ideas or components, we would then ask: 1) What examples in real life do we know of the Best Practice in these areas? 2) How we want to see these projects written up? 3) And knowing these examples, now what would all this mean for the Lead Communities? How useful is it?

I think that this is an exciting project which has important implications for Jewish education. I'm hoping that with your help we may be able to bring some real changes into the field.

The CIJE would be happy to pay for the transportation of people coming from out of town.

Thanks so much for your help. I look forward to seeing you soon.

Best wishes,



(Dr.) Barry W. Holtz
Director, Best Practice Project

cc. Alan Hoffmann, Executive Director CIJE

May 3, 1993

Best Practice in the Day School Area
Programmatic Areas

Who does a good job of doing....

(Or what would your day school want to export in the area of....)

Administration

Administrative practice

Governance models

Creating a vision for the school

School administrators as educational leaders

Models of implementing change

Budget and Finance practices

Recruitment of students/marketing/public relations

Developing lay leadership/Board development

Parental involvement programs

Fund raising

Student-faculty relations

Evaluation/Reporting of pupil performance

Evaluation of faculty

Support systems for a variety of students

Problem solving and self reflection

Curriculum building procedures

School atmosphere

"Jewish atmosphere"

(Including: How do Jewish values get expressed in the school-- derekh erez, kedushah, etc.?)

Pedagogy and Curriculum

Curriculum building procedures

Overall excellence of staff

Recruiting of staff

Team teaching

Computer applications-- instructional and managerial

Use of technology-- video, etc.

The Jewish studies content areas:

Texts:

Bible and Commentaries

Talmud and Mishnah

Midrash and Aggadah

Halakha and Minhagim

Siddur

Hebrew literature

Hebrew language (reading, speaking, writing, grammar, etc.)

Mitzvot

Holidays

Jewish history

Jewish philosophy

Israel and Zionism

Contemporary Jewish events

Holocaust

Unique Jewish contribution to these General studies content areas:

- English and Language Arts
- Science
- Math
- Social Studies
- Physical Ed.
- Foreign languages aside from Hebrew

Integration of various areas of Jewish studies
(e.g. Jewish history and Jewish texts, etc.)
Integration of Jewish and General studies

Experiential Learning

- Family education
- Co-curricular activities
- Trips to Israel
- Retreats and shabbatonim
- Prayer experiences
- Ritual experiences
- Integration of arts into curriculum content areas
- Mitzvot through doing-- service, tzedakah activities

Staff Development

- In-service education programs
- Extension courses/credit for outside courses
- Recruitment of personnel
- "Career ladders" for teachers
- School-based management/Teacher "empowerment"
- Supervision approaches
- Peer supervision
- Evaluation of teaching
- Group planning
- Leadership development
- New-teacher induction programs
- Mentoring or Master teacher models
- Prof. development of executive staff

Other Specialities

- Special education programs
- Enrichment and remedial programs
- Library and reading programs
- Counseling services
- Arts specialties
- English as a Second Language

Barry Holtz
Shulamith Elster

E. Speer

1. Development of School as Caring Community.
2. Development of School as Religious Community
3. Development of School as Humor/Life Sharing Community.
4. Role of Key Individuals (Age NOT issue) in building these communities.



Developing lay leadership / Bd development
Computer applications
Integratn of J + G Studies
Prayer experiences
Peer Supervision
Mentoring or Master Teacher Models
Jewish Atmosphere

Jewish atmosphere of the school

tefillah experiences

Day School as part of the community, synagogue

How school gets across its message to different constituencies

Family Education

acculturation of non-committed teachers to the goals of the school

must range of children needs

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Governance

Leadership / The Principal

Parents

Faculty

Pedagogy + Curriculum

↳ Judaic study

↳ General study

The values of the school / Ethos

School as value community

↳ Jewish purposes

Community building for kids + parents

Building a Jewish world

My 7 Areas

Josh Elkun

1. — Creating a vision + sharing it with all constituencies
2. Developing lay leadership / Board Development + parent involvement / partnerships
3. — Problem solving and self reflection
4. Atmosphere — culture / ethical values
5. Fostering overall excellence of staff - world class
Group of staff development section
6. Curriculum Development procedure
7. Integrity of learning

- Administrators
- Curriculum + Instructional ^{program} | Formal + informal
- Parent Involvement + community
- Board / Governance
- Student services
- Staff Development
- ~~Community~~

- Renewal, change

- ① - Way of Building Community + Culture
- ② - Way of Creating Professional ~~and~~ Expertise + Growth
 - Way of Teaching Children Well
 - Areas of Learning
 - ~~Way of a State of~~ ^{A Commitment to} ~~An Orientation toward~~ Continuous Improvement

(Communicating with Parents)

Chief

1. Boundaries of the type of child we can accommodate
2. Development of student leadership to ~~can~~ reflect a system of Jewish values
3. Meaningful assessment of learning in Jewish studies -
4. Encouragement of team teaching and sharing ^{accomplishment} ~~attainment~~ of goals
5. School administrators as educational leaders
6. "Jewish atmosphere" - spirituality
- 7.

Dr. S.

1. Leadership
Our leader + their need
2. The Curriculum + child
3. The Parent as client + teacher
4. The Teacher as Religious +
Intellectual leader

Schechter: ^{a better. (+general)}
To Building Jewish Community

May 3, 1993

Best Practice in the Day School Area
Programmatic Areas

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration

- Administrative practice
- Governance models
- Creating a vision for the school
- School administrators as educational leaders
- Models of implementing change
- Budget and Finance practices
- Recruitment of students/marketing/public relations
- Developing lay leadership/Board development
- Parental involvement programs
- Fund raising
- Student-faculty relations
- Evaluation/Reporting of pupil performance
- Evaluation of faculty

- 1) The child
- 2) The teacher/the staff
- 3) The parent
- 4) The material/the experience
- 5) The atmosphere/community

- ① Support systems for a variety of students
- Problem solving and self reflection
- Curriculum building procedures

- ⑤ School atmosphere
- "Jewish atmosphere"

(Including: How do Jewish values get expressed in the school-- derekh erez, kedushah, etc.?)

6) Integration of SS+AS

Pedagogy and Curriculum

- Curriculum building procedures
- Overall excellence of staff
- Recruiting of staff
- ② Team teaching
- Computer applications-- instructional and managerial
- Use of technology-- video, etc.

The Jewish studies content areas:

Texts:

- Bible and Commentaries
- Talmud and Mishnah
- Midrash and Aggadah
- Halakha and Minhagim
- Siddur
- Hebrew literature
- Hebrew language (reading, speaking, writing, grammar, etc.)
- Mitzvot
- Holidays
- Jewish history
- Jewish philosophy
- Israel and Zionism
- Contemporary Jewish events
- Holocaust

④

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233
self-critical

Unique Jewish contribution to these General studies content areas:

English and Language Arts
 Science
 Math
 Social Studies
 Physical Ed.
 Foreign languages aside from Hebrew

- ⑥ Integration of various areas of Jewish studies
 (e.g. Jewish history and Jewish texts, etc.)
- ⑥ Integration of Jewish and General studies

Experiential Learning

- Family education
- Co-curricular activities
- Trips to Israel
- ④ Retreats and shabbatonim
- Prayer experiences
- Ritual experiences
- Integration of arts into curriculum content areas
- ④ Mitzvot through doing-- service, tzedakah activities

Staff Development

- ② In-service education programs
- Extension courses/credit for outside courses
- Recruitment of personnel
- "Career ladders" for teachers
- School-based management/Teacher "empowerment"
- Supervision approaches
- Peer supervision
- Evaluation of teaching
- Group planning
- Leadership development
- New-teacher induction programs
- Mentoring or Master teacher models
- Prof. development of executive staff

Other Specialities

- ① Special education programs
- ① Enrichment and remedial programs
- Library and reading programs
- ① Counseling services
- Arts specialties
- English as a Second Language

*Send receipts to Sub. Serv.
for travel*

% JTS

Barry -

Judy, my wife, asked me to alert you to the fact that she wants to pin you down on a time to come to her class in Lexington.

Any plans to be in Boston area? She'll move dates. It's 4th year she is using your book. You're a celebrity!

Call/write.

Jody Elker

74 Park Lane

Newton, MA 02459

(617) 332-2406

332-0536

Glad I could
make it for today.

Jim

March 17, 1993

Best Practice in the Day School Area
Programmatic Areas

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration

- Administrative practice
- Governance models
- Creating a vision for the school
- School administrators as educational leaders
- Models of implementing change
- Budget and Finance practices
- Recruitment of students/marketing/public relations
- Developing lay leadership/Board development
- Parental involvement programs
- Fund raising
- Student-faculty relations
- Evaluation/Reporting of pupil performance
- Evaluation of faculty
- School atmosphere
- "Jewish atmosphere"
(Including: How do Jewish values get expressed in the school-- derekh erez, kedushah, etc.?)

support systems
for variety of
students

Problem-solving
self-reflection

curric. building
procedures

Curriculum

- The General studies content areas:
- English and Language Arts
 - Science
 - Math
 - Social Studies
 - Physical Ed.
 - Foreign languages aside from Hebrew

The Jewish studies content areas:

- Texts:
- Bible and Commentaries
 - Talmud and Mishnah
 - Midrash and Aggadah
 - Halakha and Minhagim
 - Siddur
 - Hebrew literature
 - Hebrew language (reading, speaking, writing, grammar, etc.)
 - Mitzvot
 - Holidays
 - Jewish history
 - Jewish philosophy
 - Israel and Zionism
 - Contemporary Jewish events
 - Holocaust

Unique
Jewish
Contribution

Pedagogy + Curriculum

excellence of staff
↓
Recruiting procedures

Reports by Wachs + Stern

Who are the informants?

Saul Wachs
Steve Brown
Josh Etkin

Integration of various areas of Jewish studies
(e.g. Jewish history and Jewish texts, etc.)
Integration of Jewish and General studies

Family education
Co-curricular activities

Team teaching
Computer applications-- instructional and managerial
Use of technology-- video, etc.

Experiential Learning

Trips to Israel
Retreats and shabbatonim
Prayer experiences
Ritual experiences
Integration of arts into curriculum content areas
Mitzvot through doing-- service, tzedakah activities

Staff Development

In-service education programs
Extension courses/credit for outside courses
Recruitment of personnel
"Career ladders" for teachers
School-based management/Teacher "empowerment"
Supervision approaches
Peer supervision
Evaluation of teaching
Group planning
Leadership development
New-teacher induction programs
Mentoring or Master teacher models
Prof. development of executive staff

Other Specialities

Special education programs
Enrichment and remedial programs
Library and reading programs
Counseling services
Arts specialties
English as a Second Language

Thanks to: Paul Flexner, Tim Hausdorff, Eliot Spack, Jonathan
Woocher for suggestions with this list.

Barry Holtz
Shulamith Elster

From JOSH
ELKIN

MEMO

TO: Barry -

Re: Best Practices in Day Schools

Some Areas of "goodness" that come to mind when I think of my day school - but I think that these areas warrant serious attention in some way in this aspect of the project - *regardless of who writes them up.*

Structured reflective processes

- Self-study process
- Long-range planning

Writing and using a mission statement

Board structure

Techniques for supervision and evaluation

Faculty Committees

Structure to promote teacher ownership
and empowerment

Elements for improving Middle School (Gr 6-8)
Tefillot

Middle School Student Life

Adviser System
Student Council
Co-curricular activities

Elements of a model for day school/synagogue
cooperation collaboration

Creating milestone events to mark student
achievement

Meeting the needs of Jewish parents during
Jewish education of a child

From The Desk Of

Eliot G. Spack, Ed. D.

Barry,

Here are some names and some
additions to your list.

1. N. S. S. S. S.

6/14

JAN 12 1993

January 6, 1993

To: Paul Flexner, Tim Hausdorff, Eliot Spack
From: Barry Holtz
Re: Best Practice in the Day School area

Dear Friends,

When we met way back in the fall, we spoke about ways that the Best Practices Project could deal with the area of day schools. Everyone at our meeting was in agreement: the way to do it was to look at "programmatically areas" of excellence (not "a best day schools" list). Our plan was to approach a group of "wise people" who know the field as well as sending out a letter to many day schools asking for self-nomination ("what do you do in your school that could be exported....").

I am enclosing a list of programmatic areas that Shulamith and I worked on. We'd like to know if this looks right to you. Are there things you'd add or things you'd take off?

In addition, I'd like your suggestions of the right, well-connected, well-traveled people in the field who you think could help us locate places that might do well in one or more of these programmatic areas.

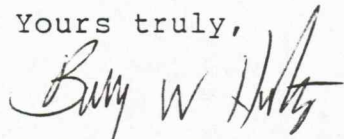
If you could this some thought in the next short while, I'd very much want to talk to you about your ideas. I'll be in touch soon.

Thanks so much for your help.

Garl Fellus - UAHC 249 0100
Shelly Meltzer United Syn.
Jay Stern
Naphtali Rothenberg - W20 339-6080
Sawil Wachs - Gratz
Tova Shimon
Bob Hirt - T.U.

cc. Shulamith Elster
Jonathan Woocher

Yours truly,


Barry W. Holtz

December 23, 1992
Holtz and Elster

Day Schools
Programmatic Areas

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration

Administrative practice
Budget and Finance practices
Recruitment of students/marketing/public relations
Developing lay leadership/Board development
Parental involvement programs
Fund raising
School atmosphere

Student-faculty relationships *Evaluation/Reporting of pupil performance*

Curriculum

The General studies content areas:

English and Language Arts; *Foreign language (?)*
Science
Math
Social Studies
Physical Ed.

The Jewish studies content areas:

Contemporary Jewish events
Hebrew language
Holidays
Holocaust
Israel
Jewish history
Texts:
Bible and Commentaries
Hebrew literature
Jewish philosophical texts
Talmud and Mishnah
Midrash and Aggadah
Halakha and Minhagim
Siddur

Guidance and counseling services; psychological/diagnostic services

Family education

Co-curricular activities

Enrichment and remediation programs

* Integration of Jewish and general studies

*How does the "Jewish" element pervade the school?
(Are Jewish values - kedusha, derech eretz, mitzvot, etc. -
being nurtured?)*

Experiential Learning


Trips to Israel
Retreats and shabbatonim
Prayer experiences
Ritual experiences

Staff Development

In-service education programs
Extension courses/credit for outside courses
Recruitment of personnel
"Career ladders" for teachers
School-based management/Teacher "empowerment"
Supervision approaches
Peer supervision
Evaluation of teaching
Group planning
Leadership development

Other Specialities

Special education programs
Library and reading programs
Child psychology
Computer applications - instructional and managerial
Use of technology (video, CD ROM)

 **MELTON
RESEARCH
CENTER**
for Jewish Education

January 6, 1993

To: Paul Flexner, Tim Hausdorff, Eliot Spack
From: Barry Holtz
Re: Best Practice in the Day School area

Dear Friends,

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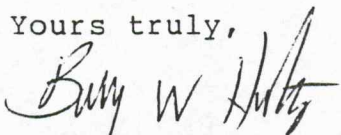
I am enclosing a list of programmatic areas that Shulamith and I worked on. We'd like to know if this looks right to you. Are there things you'd add or things you'd take off?

In addition, I'd like your suggestions of the right, well-connected, well-traveled people in the field who you think could help us locate places that might do well in one or more of these programmatic areas.

If you could think some thought in the next short while, I'd very much want to talk to you about your ideas. I'll be in touch soon.

Thanks so much for your help.

Yours truly,



Barry W. Holtz

cc. Shulamith Elster
Jonathan Woocher

December 23, 1992
Holtz and Elster

Day Schools Programmatic Areas

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration

- Administrative practice
- Budget and Finance practices
- Recruitment of students/marketing/public relations
- Developing lay leadership/Board development
- Parental involvement programs
- Fund raising
- School atmosphere

*Governance
modules
Circles of
coll. ed.
comm.
vision committees*

*Establishing a vision for the school
Administrators as School Leaders
Models of School Change / Revenue
Accountability
School Improvement*

Curriculum

The General studies content areas:

- English and Language Arts
- Science
- Math
- Social Studies
- Physical Ed.

*Evaluation
of students &
family
Admin*

*Integrated approaches in Social
Sciences (General and Judaic)
(also other areas)
Is breaking curriculum into content
areas the best (only) way to
explore the topic? Are we
teaching content/subject or are
we teaching children? Knowledge
advancement vs a way of thinking
and behaving - values, etc??*

The Jewish studies content areas:

- Contemporary Jewish events
- Hebrew language
- Holidays
- Holocaust
- Israel
- Jewish history
- Texts:
 - Bible and Commentaries
 - Hebrew literature
 - Jewish philosophical texts
 - Talmud and Mishnah
 - Midrash and Aggadah
 - Halakha and Minhagim
 - Siddur

Arts & music

- Family education
- Co-curricular activities

*Does this include
P. 21165N 2115N
? P. 21165N
Social
Action*

*Critical Thinking
Analysis of information
Life skills (Jewish and General)
Values education
Relationship of learner to siblings,
Family and community*

Integration of Jewish and general studies

*Use of
technology
of teaching*

Experiential Learning

Trips to Israel
Retreats and shabbatonim
Prayer experiences
Ritual experiences

Staff Development

In-service education programs
Extension courses/credit for outside courses
Recruitment of personnel
"Career ladders" for teachers
School-based management/Teacher "empowerment"
Supervision approaches
Peer supervision
Evaluation of teaching
Group planning
Leadership development

Other Specialities

Special education programs
Library and reading programs
Child psychology

*New Teacher Induction Programs
Models of Mentoring and/or
coaching of Teachers
Team Teaching
Prof. Dev. For Executive Staff*

Guidance

Arts!

"Religious Education in the Conservative Day School"

What can we do to improve the quality of the day school as an institution that does religious education?

Not talking abt a lot of things that could be done to improve the day school in and of itself: styles of teaching; integration of J + general curricula; peer supervision etc.

This other question is even more fundamental: It really touches upon the whole issue of why we have Jewish day schools at all.

I want to make a few suggestions for areas that need to be addressed. These are not simple solutions for tough questions, but I hope I can raise some topics and make some headway toward addressing the big issues of day school education.

I think there are 4 areas that help us cut into the problem of religious J education:

The Text, Prayer, The Teacher, The Goals of J Ed.

① The Text

What does it mean to teach J texts in a way that affects the soul of the student?

That really is our question. We know a good deal abt teaching min, teaching the facts but what does it mean to teach J texts in a way that touch the lives of children

a) One way is that texts need to be presented in a intellectually exciting way. [Fox's comment about why Melton started w/ Bible -- so kids wouldn't think the Bible was silly! -] we have a similar challenge even now]

Can we begin to think abt the challenges (and "dangers") of a secular world and find ways to address that in our schools [e.g. the evolution issue, the multicultural issues etc]

b) Another way is to find ways of teaching texts in a more "immediate" + experiential way -- "living in the text"

Examples: Hand make Midrash
Levich / Posnioks

Writing from the inside of a text
(new ending, pt of view of Bib character, etc.)

* Use of the arts -- the New Melton Project!

② Prayer

We often teach prayer as either:

Hebrew Lesson

Text Analysis

Skills of Praying (shukling, standing, etc.)
and Geography of the Service

All that is fine, but often no connection at all between study and the tefillah that happens in the school

How can we make the link?

Begin to experiment w/ making prayer in school a ~~is~~ spiritual experience -- thru "exercises", thru participation of adults, connected rabbis etc.

Take from the best of Ramah here
["religious environmentalism"]

③ The Teacher

"We only teach who we are"

Need to work on the religious lives of teachers -- origins of Melton
Teacher Retreat Program: why we did it

Our Arts Project as both curriculum and ~~is~~ teacher education

④ Goals of J Ed

Need to constantly ask the big questions abt goals.

What is the school of our dreams?

What does the graduate of the school look like?

How do we move the school from where it is to where we want it to be

Rabbis need to be engaged actively and in an ongoing way w/ these questions to keep the school honest [schools don't have time to deal w/ these matters w/o someone else pushing them]

December 23, 1992
Holtz and Elster

Day Schools
Programmatic Areas

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration

Administrative practice
Budget and Finance practices
Recruitment of students/marketing/public relations
Developing lay leadership/Board development
Parental involvement programs
Fund raising
School atmosphere

Curriculum

The General studies content areas:

English and Language Arts
Science
Math
Social Studies
Physical Ed.

The Jewish studies content areas:

Contemporary Jewish events
Hebrew language
Holidays
Holocaust
Israel
Jewish history
Texts:
Bible and Commentaries
Hebrew literature
Jewish philosophical texts
Talmud and Mishnah
Midrash and Aggadah
Halakha and Minhagim
Siddur

Family education
Co-curricular activities

Integration of Jewish and general studies

Experiential Learning

Trips to Israel
Retreats and shabbatonim
Prayer experiences
Ritual experiences

Staff Development

In-service education programs
Extension courses/credit for outside courses
Recruitment of personnel
"Career ladders" for teachers
School-based management/Teacher "empowerment"
Supervision approaches
Peer supervision
Evaluation of teaching
Group planning
Leadership development

Other Specialities

Special education programs
Library and reading programs
Child psychology

Post-It™ brand fax transmittal memo 7671		# of pages ▶ 1
To <i>Barry Holtz</i>	From <i>Clutter</i>	
Co. <i>Walter</i>	Co. <i>ASE</i>	
Dept.	Phone # <i>212-532-1961</i>	
Fax # <i>749-9085</i>	Fax # <i>212-213-4078</i>	

*Good article in Pedagogic Reporter
Fall, 1977*

*"The Day School in the
Light of Research"
by Dr. Pollak*

*also: Bernard Lazerwitz article
"Religious Identification"
in Social Forces 52 (Dec. 1973)
pp. 214-220*

*also: Alvin Schiff's article
"Jewish Day Schools in America:
1962-1977" in Pedagogic Reporter
Fall, 1977
pp. 2-7.*

Draft 11-2-92

Attachment 1

AREAS OF EXPERTISE

Post-It™ brand fax transmittal memo 7671 # of pages ▶ 1

To	SHULAMITH ELSTER	From	JO ANN SHAFER
Co.	C/O BARRELY HOLTZ	Co.	
Dept.		Phone #	
Fax #		Fax #	

(A)
Client Expertise

(B)
Professional Subject/Skills and Expertise

Settings of agency and institutional clients	Community Clients (life-span)	Educational Personnel-Clients	Curriculum and Instruction (formal and informal)	Administration and Management	Methods/Skills
Adult residences Camps Central agency College campus College of Jewish Studies Community Supplementary Schools Congregational Schools Federation Israel Programs Libraries Synagogues Youth Groups JCC	<u>Infants-Pre School</u> Early Childhood (N-K) <u>School age (6-18)</u> <u>College age Young Adults/Singles</u> <u>Parents with young children</u> <u>Empty Nesters</u> <u>Mature Adults</u> <u>Senior Citizens</u> Immigrants Mixed Marrieds	Bureau of central agency staff <u>Camp Directors and Staff</u> Center Directors, Program Directors and staff <u>Principles Rabbis</u> <u>Social Workers</u> <u>Specialists</u> <u>Teachers</u>	The Arts Bible Hebrew language Hebrew literature Holidays Holocaust Jewish History Israel Prayer theology Text: Traditional Sources Yiddish Jewish literature Jewish Philosophy Rabbinic literature Mideast Affairs	Administrative Practice Budget Finance Development Facilities Personnel Planning Public Relations Research and Evaluation Systems Development Board Development Demographic Analysis Fund-raising	Curriculum Development Staff Development Leadership Development Program Design Questionnaires School Organization Child Psychology Peer Supervision School atmosphere

Filter:
Eliot Sparr
Tim Hausdorf
Paul Flexner

Day School
Lara Isaacs
Saeb & Jim

9/30/92

Don't go for the "best" list:
keep it anonymous
Go for programmatic areas

Recruitment
lay leadership
"marketing"
parental
co-curricular
special ed.

Heating

The wise people
plus
"self-nomination"
via
Arbit list

Over 600 day schools

Moshe Tassick
Bob Hirt
[Mandy Besser]
Bob Abramson
Saul Weiss
Carl Teicher-Fellis
Art Vernon - Ravsek
Barbara Steinberg
Alvin Schiff
Moshe Sitalov; Natfali

Michael Zeldin
Lenny Matenky ATT-Chicago
Raymink Bloom - Miami
Rabbi Spiegelman - NY BJE
Harold Malitsky - Toronto
Tova Shimon
Lifsa Schachter
Cerile Jordan
Carol Inyall
Jack Breler

Disserations
Rotherberg
Torah Ed. Dept.

Natl Association Independent Schools - Paul
Linda Gibbs

To: CIJE staff
From: Barry Holtz

Enclosed is a letter from me that Bob Abramson is sending out to a group of day school people from the Conservative movement for a best practices meeting in early November. To: Cheryl Finkel (Atlanta); Charlotte Glass (Chicago); Paul Schneider (Baltimore); Josh Elkin (Boston); Mark Smiley (Detroit); Steve Brown (Philadelphia); Aaron Nussbaum (Toronto); Debby Miller (NJ); Phil Dickstein (Nassau county, NY); Ruth Ritterband (NJ); Eliot Prager (Washington DC); Dov Bard (St Louis); Harvey Shapiro (Boston Hebrew College); Steve Chevrin (Stanford grad student; formerly Miami); Elliot Spiegel (Westchester NY); Saul Wachs (Gratz College, Philadelphia).

Sept. 22

~~April 8, 1993~~

Dr. Robert Abramson
United Synagogue Education Department
155 Fifth Avenue
New York, NY 10010
Fax: 353-9439

Dear Bob,

As we discussed yesterday I would appreciate your help in organizing a small meeting of some time soon from around 12 to 5 PM on your premises for a discussion of launching the Best Practices Project in the area of the day school, particularly in Conservative settings. The CIJE would be pleased to pay for the costs of lunch, if your office could arrange it, as well as the costs of transportation for out of town participants. If transportation requirements would necessitate any participants to stay overnight, we would also take care of that, although obviously we would prefer it if people could come and go on the same day.

When you and I spoke, you said you would come up with some names to suggest to me as well as a date that seems appropriate.

Here is the letter of introduction that could be used for the meeting. Perhaps the easier thing would be if I send a copy to you on CIJE stationery and you would just send it out with a cover letter from you to the individuals:

Dear Colleague,

I am writing to ask your help with a project that I'm involved in that I think has important implications for Jewish education in America. Let me explain the idea:

I have been working with the Council for Initiatives in Jewish Education (CIJE) heading up a project known as the Best Practices in Jewish Education Project. As you may know, the CIJE is the small "intermediary" organization created at the conclusion of the deliberations of the Commission on Jewish Education in North America. This Commission, which met between August of 1988 and June, 1990, consisted of some of the most important names in contemporary Jewish life and included philanthropists, educators, and community leaders from across the spectrum of North American Jewry. The Commission was created by the well-known philanthropist Morton Mandel (of Cleveland) and is sometimes known as the "Mandel Commission.

In describing its "blueprint for the future," the Commission's report called for the creation of "an inventory of best educational practices in North America." The primary purpose of this

inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model Lead Communities, "local laboratories for Jewish education." After an exacting national competition three Lead Communities were selected early last fall: Atlanta, Baltimore and Milwaukee.

As the Lead Communities begin to devise their plans of action, the Best Practices Project will offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice. One way of thinking about best practice is to say that we are trying to document the "success stories" of contemporary Jewish education.

Theoretically, in having such an index the Council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

The Best Practices initiative for Jewish education is a project with a number of interrelated dimensions, but in the short run the main focus of the project will be to help identify examples of "best" practice which can help the Lead Communities.

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the successful Hebrew School, JCC, curriculum for teaching Israel, etc. The Project has already launched initiatives in a number of different areas trying to take the first cut at this issue throughout the broad spectrum of Jewish education. Teams under my direction have been examining: the supplementary school; early childhood Jewish education; Jewish education in the world of the Jewish community centers and the college campus. So far we have published a volume on best practices in the supplementary (i.e. congregational) school and a volume on best practices in early childhood Jewish education.

The next area that we would like to work with this year is the day school and it is in this area that I would like to ask for your help.

At the meeting in May I would like to do the following things: We would begin by asking the key question of what do we mean by Best Practice in the realm of the day school? I would share with the group some of the results of our meetings with people at JESNA, the Jim Joseph Foundation and CAJE in which we have begun outlining the areas of day school work that seem relevant to the Best Practices Project. This meeting could help us refine that work.

Once we have worked on this list of ideas or components, we would then ask: 1) What examples in real life do we know of the Best Practice in these areas? 2) How we want to see these projects written up? 3) And knowing these examples, now what would all this mean for the Lead Communities? How useful is it?

I think that this is an exciting project which has important implications for Jewish education. I'm hoping that with your help we may be able to bring some real changes into the field.

The CIJE would be happy to pay for the transportation of people coming from out of town and for lunch for the group.

Thanks so much for your help. I look forward to seeing you soon.

Best wishes,

(Dr.) Barry W. Holtz
Director, Best Practice Project

cc. Alan Hoffmann, Executive Director CIJE

Best Practice - Milwaukee

Introduce me

I. "A Time to Act" (Mandel Comm.) called for creating of BP inventory (and CIFE)

Purpose → to aid CIFE in its work w/ the 3 Lead Communities ("local laboratories for J ed")
[L. C → what could happen if the full energy of a community could be brought to bear in improving J education: through systemic change, intensive planning and commitment, across the board coalition of partners, increased financing, new ideas, outside expertise]

BP -- aside from being an effort to help the LC's -- is also an attempt to make an important contrib to knowledge base abt North Am J ed. We know very little, especially abt "what works."

II. What do we mean by "Best Practice"

The term does have some problems, but it communicates an important idea nonetheless. Still, we are not seeking perfection -- not possible in education.

We are looking for:

good
"models of excellence"

"success stories of J ed"

Institutions putting effort into themselves (tend to be self-referential)

III. What could be done w/ the BP ~~Inter~~ Results?

- ① ~~Pro~~ Existence Proofs -- good practices does exist out there
- ② models that could provide programmatic assistance that could be adapted to LC

↓
 But adapting from one place to another is a complex matter. ["translation"]

No quick fix, no magic injection
 [→ Using BP is something I'll come back to later]

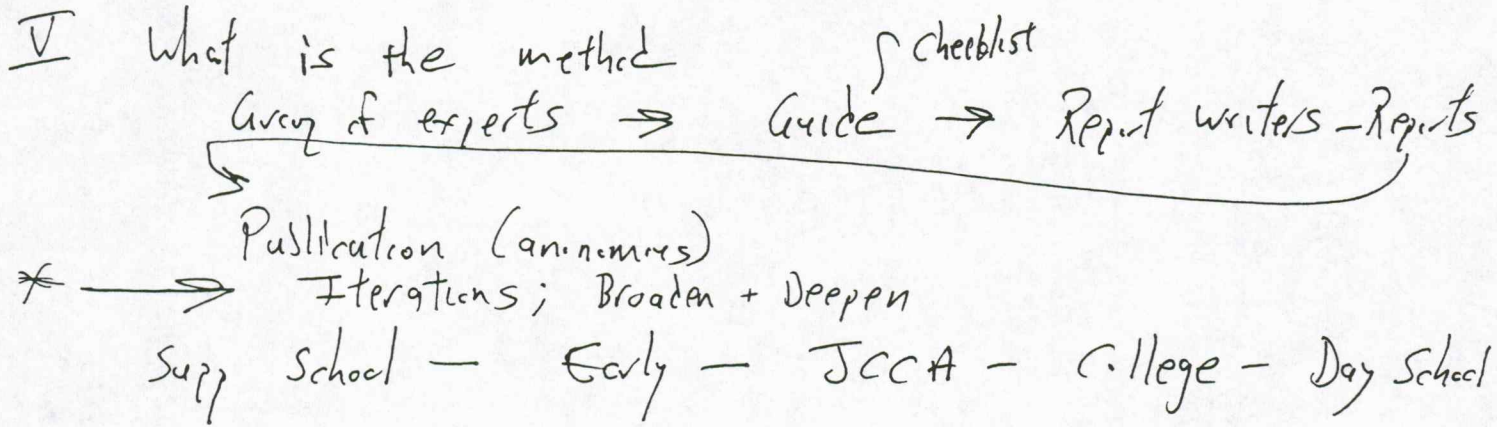
IV How is the Project being done → (Certainly not every example

— Deciding on the areas → we chose the venues in which J ed is conducted :

[Could have chosen ~~are~~ population groups or subject areas)

- | | |
|-----------------|-------------------|
| Supp School | Youth/ Camping |
| Early childhood | Adult Ed |
| Day Schools | JCCs |
| College Campus | Israel Experience |
| | Community-wide |

Certain areas are singled out
 Others could have been separate but are handled under the same
 (like family pt)



VI Helping the LCS

- ① Existence Proofs (ubeles stiy est old age home)
- ② "Curriculum for change"
 - study reports to analyze what makes for success
 - (my overview also)
 - use the Guides
 - Meet Researchers
 - Meet Educators
 - Visit Sites

Process = Analysis, Adaptation, Adopting, Revising, Evaluation

VII Best Practice is not enough → new Practice.

Covenant Foundation
 EP in the making

What's the Hiddush?

- ① Ideas to work with — site visits
- ② Outside expertise at national level
- ③ Spotlight

Yu, uAHC
uachit symposium

- Education becomes high priority for lay people
- Chance at systemic, long term change
- Spotlight = financing

uN'ic i'ess ic p/c

What opportunities would you like to have
How would your ed. institution benefit

- Harvard idea
- Israel idea
- Adminis issue

 **MELTON
RESEARCH
CENTER**
for Jewish Education

September 9, 1992

To:
Tim Hausdorff
The Jim Joseph Foundation

Eliot Spack
CAJE

David Shluker
JESNA

Dear Tim, Eliot, David,

I want to confirm a meeting for the four of us (plus Shulamith Elster) at 3:00 PM on September 30th here at the Melton Research Center, first floor of the Unterberg building at JTS.

I am asking you to join me to help think through in a "private" session the best way I might move forward into the area of day schools for the Best Practices project of the CIJE. As you know, in dealing with other areas (such as early childhood programs and the supplementary school) I have convened a meeting of experts who then went out to do reports and observations of specific sites. I'm not sure that this is the best route to go with day schools. What would happen with schools that don't make it onto our "list"? Are there too many political agendas here? Are there ways that we could single out specific elements of schools rather than schools as a whole? Are there ways that we can bring in comparisons with non-Jewish schools, who might be doing things in education that our day schools are not? Who are the experts and who should write reports? Should there be self-nomination in this case? These are some of the issues I want to talk to you about before I bring in other voices. I very appreciate your time and thank you in advance for your help.

See you on the 30th.

Yours truly,



Barry W. Holtz

cc. Shulamith Elster
CIJE

C I J E

Lenny Rybin
Who is coming
What he's told them

Early Childhood

Day Schools 201-599-0674
Tim Hausdorf
Margaret Besser
Sheril Fintel

SPT
Hausdorf
~~XXXXXXXXXX~~
Spack
Woocher

~~Oct 5th~~
Sept. 30th
lunch
here

268-4210 529 2000

Tim Hausdorf
Sept 30th after 2:30
Oct 6th morning

Eliot Spack David Shluter
September 30th
after 2:30

January 6, 1993

To: Paul Flexner, Tim Hausdorff, Eliot Spack
From: Barry Holtz
Re: Best Practice in the Day School area

Dear Friends,

When we met way back in the fall, we spoke about ways that the Best Practices Project could deal with the area of day schools. Everyone at our meeting was in agreement: the way to do it was to look at "programmatic areas" of excellence (not "a best day schools" list). Our plan was to approach a group of "wise people" who know the field as well as sending out a letter to many day schools asking for self-nomination ("what do you do in your school that could be exported....").

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If you could this some thought in the next short while, I'd very much want to talk to you about your ideas. I'll be in touch soon.

Thanks so much for your help.

Yours truly,

Barry W. Holtz

cc. Shulamith Elster
Jonathan Woocher



THE ABRAHAM JOSHUA HESCHEL SCHOOL

270 West 89th Street • New York City 10024 • 212 595-7087 • Fax: 212 595-7252

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David L. Katsky, Esq.
Counsel

February 3, 1992

Dr. Seymour Fox
c/o Virginia Levi
Premier Industrial Corp.
4500 Euclid Avenue
Cleveland, Ohio 44103

Roanna Shorofsky
Director

Peter A. Geffen
*Associate Director
& Founder*

Dear Dr. Fox:

During your recent visit to the Abraham Joshua Heschel School you posed two intriguing questions: 1.) What could we offer the CIJE were we to act as a Consulting School, and 2.) What would we do with sufficient funds to augment and expand our program to its maximum potential? Your request gave me the opportunity to reflect on what we feel is unique at Heschel, and upon the direction we would like the school to take in the future. I am delighted to share these thoughts with you.

The Abraham Joshua Heschel School represents a successful new approach in Jewish education. Organized to meet the need for a school which is not only intensely committed to Jewish learning and experiences, but also respects the diversity that exists within the Jewish community, the Heschel School by design is a place where people of diverse background and practice can be comfortable; where learning about diversity is a norm; and where children's awareness of differences among families or between family and school is met with sensitivity.

The Heschel School offers an educational environment which prepares children to become the concerned Jews of the twenty-first century, devoted to the perpetuation of Judaism, and to meeting the manifold needs of the Jewish community and the community-at-large. In keeping with the teachings of Rabbi Abraham Joshua Heschel, our young people are made aware that they have a responsibility to participate in the work of *tikkun olam*. Heschel students are taught

human values as diligently as they are taught mathematics, Bible or history, in an atmosphere which encourages pluralism, welcomes diversity and maintains high academic standards.

I believe that the Heschel School represents a critical model for Jewish life in this country, one which invests our children with profound respect for themselves and others. The School accomplishes this within the framework of a comprehensive and rigorous Jewish and general studies program. The Heschel School honors the memory of Rabbi Heschel with a curriculum which embodies his commitment to Jewish scholarship and to social justice. (A copy of our educational and religious policy is enclosed.)

I. The Heschel School as a Consulting Institution to the CIJE

In the Lead Communities (and certainly in other communities), new day schools will be emerging which will be looking for pluralistic models. As an institutional consultant to the CIJE, the Abraham Joshua Heschel School could be an on-site resource allowing communities to study how we function, experience us in action, and work with our senior administrative staff in developing programs of their own. Our methodology, which has evolved through nearly a decade of thoughtful review by both educators and laypeople, can be replicated, as can our teaching model. We would offer consulting services in curriculum development, program design, community outreach and staffing issues. We would serve as an advocate to those who embark upon the creation of independent schools. We would also train staff who would then become key forces in developing new schools.

With regard to schools already in existence, we would offer expertise in those aspects of their program that are concerned with outreach to interdenominational and unaffiliated populations. We would also help them to address questions about the degree to which an institution can be pluralistic and maintain its own integrity of purpose.

The Heschel School would also be willing to explore the possibility of serving as a laboratory school for CIJE for the testing of new ideas in Jewish education.

III. Programming for Heschel Graduates

(available and open to other interested teenagers as well)

A. Afterschool

As the Heschel School begins to graduate dozens of students from its eighth grade, the need for a supplementary High School program is apparent. The Heschel School would develop a formal and informal program in an educational setting reflecting the values and priorities of the Heschel School. This school would be open not only to our own graduates, but also to other teenagers.

B. Israel Summer Program

The Heschel School would like to develop a nine-or ten-week intensive Israel High School summer program involving students throughout all or some of the years they are in high school. Students who attend all four summers of their high school years would have concluded up to forty weeks of intensive Jewish education by the time they graduate from high school.

Based in Israel, this summer high school would have a significant level of experiential programming. The program would contain the best elements of formal and informal education, while allowing significant exposure to text study, language study, traditional and emerging Jewish thought and practice, and Zionism both historical and future-oriented.

C. High School

The next phase of Heschel's growth would be a high school. Before we can open a high school, we have to develop a conceptual framework, best accomplished by bringing together appropriate people to identify the priorities and determine the curriculum, identify the characteristics of ideal teaching models and design the appropriate physical space. Further, we would have to solidify the financial base necessary to provide a secure, endowed High School education.

IV. Family Education

The Heschel School is committed to developing a family education program to further support all of our families, particularly those who are unaffiliated or those with marginal knowledge and involvement in Jewish practices. Whereas some interesting and innovative work

orientation to American culture and values, a program of Shabbat and holiday celebration with other families in the school, assistance in preparation for and active job-seeking and the services of a social worker who could coordinate these programs and serve as a personal link to the families. We also would like to develop a course for the American children in the school on understanding of and sensitivity to the immigrant experience, which could be replicated in other schools serving immigrant populations. This would enhance and concretize the respect for diversity which is already a basis for values teaching as Heschel.

VI. Jewish Education in Eastern European Countries

As a school and community we at Heschel have been moved by the reemergence of Jewish life in Eastern Europe. We would, therefore, welcome the opportunity to establish relationships with new and/or existing Jewish schools in Eastern European countries. These relationships might involve the training of teachers, preparation and translation of materials, supervision for implementation of curricular projects, teacher exchanges, as well as family and student exchanges. We believe that the Heschel School represents the best model for the development and enhancement of Jewish life in Eastern European countries, because it breaks down the stereotypes that divide the Jewish people, and seeks to enhance those values which unite us.

VII. Development of a Human Growth and Behavior Curriculum

The Heschel School believes that children's personal commitment to ethical behavior can be enhanced greatly by devoting time in the regular classroom to the issues of personal awareness, interpersonal relationships, human development, and social problem solving. We currently have a program which begins to address these issues. However, we would like to develop a Kindergarten through Eighth Grade "Human Growth and Behavior" curriculum which is informed by the wisdom of Jewish texts as well as by current psychological understanding. No such comprehensive program currently exists, and we would like to be the venue for its development and piloting. We could then use our experience to disseminate the program to other Jewish schools and to train school staff in how to use it.

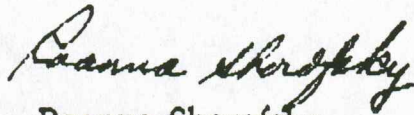
From : PHONE NO. FEB. 10 1992 4:43AM

VIII. Long-term Planning

The Heschel School would like to validate that the education we are offering does allow our children to develop a positive Jewish identity and maintain that identity in their adult lives. To that end, we would be interested in participating in research that will help us to understand the effective development of positive Jewish identity and defines how this should be determined and measured. Further, we would be prepared to embark on a professionally-driven strategic planning effort to examine our own mission, standards and programs. We would design this process to evaluate our program, validate its efficacy, assess the needs of the community and plan for the future.

I hope that the thoughts and specific programmatic ideas I have outlined above give you a clearer sense of the Heschel School's purpose, hopes and aspirations. I would welcome the opportunity to explore these ideas with you at your convenience. Once again, I thank you for your interest and concern.

Sincerely,



Roanna Shorofsky

RS/me
enc.

**MELTON
RESEARCH
CENTER**
for Jewish Education

Jewish Theological Seminary
3080 Broadway
New York, NY 10027
(212) 678-8031
Fax (212) 749-9085*

To: Shulamith Elster

At FAX Number: CISE

From: BARRY HOLTZ

Date: 12-28-92

Total pages including this one: 3

RE:

Here is the day school list that I'd like to
circulate very soon to our little group.
Any reactions? →
Also: how do we get this out to the field?



*If you experience difficulty transmitting to this FAX number,
please use the JTS main FAX number as an alternate: (212) 678-8947.
Kindly indicate that this message should be forwarded to the Melton
Research Center. Thank you.

June 25, 1992

Rabbi David Bernstein
3 De Ronde Road
Monsey, New York 10952

Dear Rabbi Bernstein,

Morton Mandel has asked me to respond to your recent correspondence which included your proposal "Cry from the Classroom: Books for Our Children". As one whose career in Jewish education included many years in Jewish day schools, it was of special interest to me especially since I am very familiar with the fine materials that you produced in cooperation with Torah Umesorah.

At this time, the Council for Initiatives in Jewish Education (CIJE) is at work on several projects to fulfill the specific agenda formulated by the Commission on Jewish Education in North America. In particular, the Lead Communities Project is underway- a unique effort to establish three model communities for Jewish education. I think you will be interested in the concept and in the materials I am sending to you describing this initiative.

You are correct in identifying a very important need. Better materials will enhance instruction and improve Jewish education for young people. I assure you that your proposal will be carefully considered when the CIJE begins to undertake specific projects either in the day schools in the lead communities or as a part of another project directed at identifying Best Practices in Jewish Education directed by Dr. Barry W. Holtz. I am forwarding a copy of your proposal to Dr. Holtz for his consideration and comments.

Cordially,

Shulamith Reich Elster

6424 Needle Leaf Drive
Rockville, MD 20852

cc: ~~Morton L. Mandel~~
✓ Barry W. Holtz



Dr HOLTZ
COPY FOR YOUR
INFORMATION

Rabbi Isaac Elchanan Theological Seminary

500 West 185th Street • New York, NY 10033 • (212) 960-5263

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OFFICE OF THE
VICE PRESIDENT
FOR ADMINISTRATION
AND PROFESSIONAL
EDUCATION

April 14, 1993
23 Nisan 5753

&f1& &f2& &f3&
&f4/o&
&f5/o&
&f6/o&

Dear &f7&:

During the past several years, the Council For Initiatives In Jewish Education (CIJE), the follow-up group to the Mandel Commission, has been engaged in a series of processes to identify the "best practices" in Jewish education in a variety of settings. Dr. Barry Holtz, the director of the Best Practices project, is ready to begin his work related specifically to the day schools.

Having attended the ongoing meetings of the CIJE, I have been impressed with the thoroughness and dedication to develop an "inventory" of high quality programs that serve to enrich Jewish education generally throughout North America.

To advance this endeavor, I will be hosting an important meeting of our leading North American day school professionals to meet with Dr. Barry Holtz and Dr. Shulamith Elster, Chief Education Officer of CIJE, on Tuesday, May 4, 1993, from 12:00 to 4:00 P.M., in the Rabbi Morris H. Finer Conference Room of the Max Stern Division of Communal Services (Yeshiva University), 500 West 185th Street, Furst Hall, Room 419, New York City. The CIJE will cover all expenses for the day.

Please telephone Mrs. Sara Kessler in my office, at (212) 960-5263, by Monday, April 26, 1993, to confirm your acceptance of this invitation. Your participation can do much to advance our aspirations for yeshiva education in the community.

Enclosed is a background statement by Dr. Holtz describing the Best Practices project.

Sincerely,

Rabbi Robert S. Hirt
Vice President

RSH:sk
Enclosure

Dr. Karen Bacon
Stern College for Women
MID 102 ✓

Rabbi Summer
mordechai

Rabbi Jack Bieler
Hebrew Academy of Greater Wash. ✓
2010 Linden Lane
Silver Spring, MD 20910

Rabbi Dovid Eliach ✓
Yeshiva of Flatbush
919 East 10th Street
Brooklyn, NY 11230

Dr. Chaim Feuerman ✓
Westchester Day School
865 Orienta Avenue
Mamaroneck, NY 10543

Rabbi Yonah Fuld ✓
Slanter Akiba Riverdale Academy
655 West 254th Street
Bronx, NY 10471

Rabbi Yitzchak Handel ✓
Azrieli Graduate Institute
MID 804

I'm going to
move to closure

Rabbi Michael Myers ✓
Ida Crown Jewish Academy
2828 West Pratt Blvd.
Chicago, IL 60645

Rabbi David Shapiro ✓
Maimonides School
Philbrick Road
Brookline, MA 02146

Dr. Rita Shloush ✓
Yeshivat Rambam
6214 Pimlico Road
Baltimore, MD 21209

Dr. Alvin Schiff ✓
Azrieli Graduate Institute
MID 901

Rabbi Yitzchak Witty ✓
Board of Jewish Education
4600 Bathurst Street #232
Willowdale, Ont. M2R 3V3, CAN

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address:
163 Third Avenue #128, New York, NY 10003
Phone: (212) 532-1961 • Fax: (212) 213-4078

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Executive Director
Arthur Rotman

Chief Education Officer
Dr. Shulamith R. Elster

MEMORANDUM

TO: Dr. Karen Bacon, Rabbi Jack Bieler, Rabbi Dovid Eliach
Rabbi Yonah Fuld, Rabbi Yitzchak Handel, Rabby Michael Myers,
Rabbi David Shapiro, Dr. Rita Shloush, Dr. Alvin Schiff and
Rabbi Yitzchak Witty

FROM: Dr. Barry Holtz

DATE: April 14, 1993/23 Nisan 5753

I am writing to ask your help with a project that I'm involved in that I think has important implications for Jewish education in America. Let me explain the idea:

I have been working with the Council for Initiatives in Jewish Education (CIJE) heading up an important project known as the Best Practices in Jewish Education Project. As you may know, the CIJE is the small "intermediary" organization created at the conclusion of the deliberations of the Commission on Jewish Education in North America. This Commission, which met between August of 1988 and June, 1990, consisted of some of the most important names in contemporary Jewish life and included philanthropists, educators, and community leaders from across the spectrum of North American Jewry. The Commission was created by the well-known philanthropist Morton Mandel (of Cleveland) and is sometimes known as the "Mandel Commission."

In describing its "blueprint for the future," the Commission's report called for the creation of "an inventory of best educational practices in North America." The primary purpose of this inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model Lead Communities "local laboratories for Jewish education." After an exacting national competition three Lead Communities were selected early last fall: Atlanta, Baltimore and Milwaukee.

As the Lead Communities begin to devise their plans of action, the Best Practices Project will offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice. One way of thinking about best practice is to say that we are trying to document the "success stories" of contemporary Jewish education.

Theoretically, in having such an index the Council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

The Best Practices initiative for Jewish education is a project with a number of interrelated dimensions, but in the short run the main focus of the project will be to help identify examples of "best" practice which can help the Lead Communities.

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the successful Hebrew School, JCC, curriculum for teaching Israel, etc. The Project has already launched initiatives in a number of different areas trying to take the first cut at this issue throughout the broad spectrum of Jewish education. Teams under my direction, working closely with Dr. Shulamith Elster (the Chief Education Officer of the CIJE) have been examining: the supplementary school; early childhood Jewish education; Jewish education in the world of the Jewish community centers and the college campus.

The next area that we would like to work with this year is the day school and it is in this area that I would like to ask for your help.

At the meeting in May I would like to do the following things: We would begin by asking the key question of what do we mean by Best Practice in the realm of the day school? Dr. Elster and I would share with the group some of the results of our meetings with people at JESNA, the Jim Joseph Foundation and CAJE in which we have begun outlining the areas of day school work that seem relevant to the Best Practices Project. This meeting could help us refine that work.

Once we have worked on this list of ideas or components, we would then ask: 1) What examples in real life do we know of the Best Practice in these areas? 2) How we want to see these projects written up? 3) And knowing these examples, now what would all this mean for the Lead Communities? How useful is it?

I think that this is an exciting project which has important implications for Jewish education. I'm hoping that with your help we may be able to bring some real changes into the field.

Tom Harsdorf
Elot Spade
Paul Flezner

Day Schools -

focus on programs

Orthodox

Which areas are most important

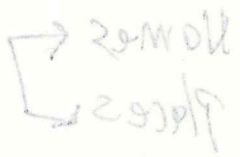
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Lamm - ~~Be~~ Bard

Schiff, Bieler - Comm
Hwt

SPA

Commitment of time



Schools as integrated
whole is greater than
phil. / goals missing?

How do you know it works

Do you need to talk abt the
process

Prioritize

Glach:
160 hours of community service
(Required for graduation)

series of pamphlets?

Principal
widdet - younger kids - it works

Names
Places

Fund raising
using local resources



Moshe ~~Ross~~ Passick
Torah / Mesora

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April 19th?

OFFICE OF THE
VICE PRESIDENT
FOR ADMINISTRATION
AND PROFESSIONAL
EDUCATION

TO BARRY HOLTZ

JANUARY 14, 1993

FROM ROBERT S. HIRT

SUGGESTIONS FOR CIJE BEST PRACTICES PANELS

DAY SCHOOLS

- BACON, KAREN dean Stern College
- BIELER, JACK Washing Hebrew Academy
- ELIACH, DAVID Flatbush - ^{torah} curriculum
- FEUERMAN, CHAIM Westchester Day School
Torah mesorah
- FRANKEL, EPHRAIM Atlanta ^{curriculum} ^{connects}
Highland Park, NJ
- FULD, YONAH SAR - school as school
wide traveled
- HANDEL, YITZCHAK - ~~at~~ Azrieli
psychology of ed.
- MUSCHEL, NACHUM Muncie
element school beavre relatives
network; Torah mesorah
- SHAPIRO, DAVID - Maimonides elementary
- Schiff - Alvin -
- SHLOUSH, RITA - Maimonides Baltimore
Torah umadpa day school
- WITTY, YITZCHAK
meyeris - Ika Green
Twanta

SUMMER CAMPS

- KAMINETSKY, DAVID
- SILVERMAN, ALAN Anai Astoria
mishkava
- WARHAFTIG, ABRAHAM NY

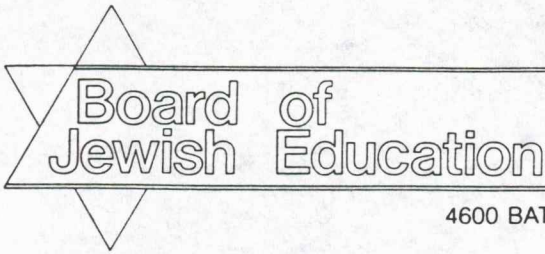
Magen
Abraham
Manhattan
Day School

Camp
Morasha

ADULT EDUCATION

- BERMAN, SAUL
- BRANDER, KENNETH Adult Ed at Lincoln Square
Boca Raton new
- LERNER, YAAKOV - Project Identity / Long Island
Great Neck
- LINZER, NORMAN - Wu ^{Family Ed. / Center} ^{wid} Y-I.
- ROSENBAUM, YITZCHAK Home Learning
AJOP (outreach Programs)
- ISRAEL EXPERIENCE Bushwald
- EHRLICH, DANIEL director Bronx NY
- HELFGOTT, NATHANIEL [Nati] Frisch School
Israel guidance
- KRUPKA, MOSHE NESY - travel
programs educate
Americans
in
Israel
- STARASHEFSKY, RICHARD
NC & Young
Israel
relig
for
synagogue
kids

Berach Hilsenrath - Hartford
Torah mesorah



מחלקת החינוך. יידישע
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Telephone: (416) 633-7770 • Fax: (416) 633-7535

MRS. SANDRA BROWN
Chairman

RABBI IRWIN E. WITTY
Executive Director

ג' ס"ג May 5, 1993

Dr. Barry Holtz
c/o Melton Research Centre
3080 Broadway
New York, N.Y. 10027

Dear Dr. Holtz:

It was a pleasure, indeed, to spend Tuesday afternoon with you and Shulamith Elster discussing the project dealing with "best practices" in Orthodox day schools.

I would hope that we will hear further about the progress of your work, and that in every way possible, all those at the meeting will be in a position to assist in furthering the success of the effort in which we are engaged.

To whatever degree I can be of help personally, especially vis-a-vis Toronto (or other Canadian) Jewish schools, feel free to call upon me.

As for the reimbursement of my travel expenses, the following is an accounting of what should be sent to me:

Taxis to and from La Guardia	\$50.00
Parking at Toronto airport	\$25.00
Flight (Canadian Funds)	\$463.43

Please note that the amount of \$2.50 offered as a tip to one of my cab drivers is not supported by a receipt. Please note also that the sum payable to me for my flight is in Canadian funds. This amount translates in US dollars to \$358.14.

In total, I should receive a remittance of \$433.14 in U.S. funds.

Your attention to this matter will be deeply appreciated.

Many thanks.

Sincerely,

Rabbi Irwin E. Witty

encl.
IEW:bs

May 3, 1993

Best Practice in the Day School Area
Programmatic Areas

Who does a good job of doing....

(Or what would your day school want to export in the area of....)

Administration

Administrative practice

Governance models

Creating a vision for the school

School administrators as educational leaders

Models of implementing change

Budget and Finance practices

Recruitment of students/marketing/public relations

Developing lay leadership/Board development

Parental involvement programs

Fund raising

Student-faculty relations

Evaluation/Reporting of pupil performance

Evaluation of faculty

Support systems for a variety of students

Problem solving and self reflection

Curriculum building procedures

School atmosphere

"Jewish atmosphere"

(Including: How do Jewish values get expressed in the school-- derekh erez, kedushah, etc.?)

Pedagogy and Curriculum

Curriculum building procedures

Overall excellence of staff

Recruiting of staff

Team teaching

Computer applications-- instructional and managerial

Use of technology-- video, etc.

The Jewish studies content areas:

Texts:

Bible and Commentaries

Talmud and Mishnah

Midrash and Aggadah

Halakha and Minhagim

Siddur

Hebrew literature

Hebrew language (reading, speaking, writing, grammar, etc.)

Mitzvot

Holidays

Jewish history

Jewish philosophy

Israel and Zionism

Contemporary Jewish events

Holocaust

Unique Jewish contribution to these General studies content areas:

English and Language Arts
Science
Math
Social Studies
Physical Ed.
Foreign languages aside from Hebrew

Integration of various areas of Jewish studies
(e.g. Jewish history and Jewish texts, etc.)
Integration of Jewish and General studies

Experiential Learning

Family education
Co-curricular activities
Trips to Israel
Retreats and shabbatonim
Prayer experiences
Ritual experiences
Integration of arts into curriculum content areas
Mitzvot through doing-- service, tzedakah activities

Staff Development

In-service education programs
Extension courses/credit for outside courses
Recruitment of personnel
"Career ladders" for teachers
School-based management/Teacher "empowerment"
Supervision approaches
Peer supervision
Evaluation of teaching
Group planning
Leadership development
New-teacher induction programs
Mentoring or Master teacher models
Prof. development of executive staff

Other Specialities

Special education programs
Enrichment and remedial programs
Library and reading programs
Counseling services
Arts specialties
English as a Second Language

Barry Holtz
Shulamith Elster

Priorities

- ① Jewish values through teaching, atmosphere, student/teacher relations
- ② Principal
- ③ Fund Raising?
- ④ Recruiting, evaluating faculty
- ⑤ Implementing change
- ⑥ Establishing affiliation
- ⑦ Text competence = "as a given"
- ⑧ Love Torah → emanates out of curriculum and teaching
- ⑨ Strategies of getting continuity for kids in learning (anti-drop out)

VISION

Best High School Contact/Involvement

Chicago-macher

May 3, 1993

Best Practice in the Day School Area Programmatic Areas

What allows it (BP) to flourish in that place

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration

- Administrative practice
- Governance models
- Creating a vision for the school
- School administrators as educational leaders
- Models of implementing change
- Budget and Finance practices
- Recruitment of students/marketing/public relations
- Developing lay leadership/Board development
- Parental involvement programs
- Fund raising
- Student-faculty relations
- Evaluation/Reporting of pupil performance
- Evaluation of faculty; admin, board
- Support systems for a variety of students
- Problem solving and self reflection
- Curriculum building procedures
- School atmosphere
- "Jewish atmosphere"

Philosophy

Research based evaluation of teaching practice

(Including: How do Jewish values get expressed in the school-- derekh eretz, kedushah, etc.?)

Pedagogy and Curriculum

- Curriculum building procedures
- Overall excellence of staff
- Recruiting of staff
- Team teaching
- Computer applications-- instructional and managerial
- Use of technology-- video, etc.

Covert Curriculum

The Jewish studies content areas:

Texts:

- Bible and Commentaries
- Talmud and Mishnah
- Midrash and Aggadah
- Halakha and Minhagim
- Siddur
- Hebrew literature
- Hebrew language (reading, speaking, writing, grammar, etc.)
- Mitzvot
- Holidays
- Jewish history
- Jewish philosophy
- Israel and Zionism
- Contemporary Jewish events
- Holocaust

Spiritual impact of teaching
Teacher's Impact on life & students

Internalization of what is being taught
attitude formation

Relationships
- w/ staff + parents (issues, complaints, etc.)
- Outreach to broader community

Teacher's Best Person

Cooperative learning
Collaborative schools
Thinking skills

Responding to crisis in the world

Unique Jewish contribution to these General studies content areas:

- English and Language Arts
- Science
- Math
- Social Studies
- Physical Ed.
- Foreign languages aside from Hebrew

Integration of various areas of Jewish studies
 (e.g. Jewish history and Jewish texts, etc.)
 Integration of Jewish and General studies

Experiential Learning

- Family education
- Co-curricular activities
- Trips to Israel
- Retreats and shabbatonim
- Prayer experiences
- Ritual experiences
- Integration of arts into curriculum content areas
- Mitzvot through doing-- service, tzedakah activities

Staff Development

- In-service education programs
- Extension courses/credit for outside courses
- Recruitment of personnel
- "Career ladders" for teachers
- School-based management/Teacher "empowerment"
- Supervision approaches
- Peer supervision
- Evaluation of teaching
- Group planning
- Leadership development
- New-teacher induction programs
- Mentoring or Master teacher models
- Prof. development of executive staff

Other Specialities

- Special education programs
- Enrichment and remedial programs
- Library and reading programs
- Counseling services
- Arts specialties
- English as a Second Language

Barry Holtz
 Shulamith Elster

General studies
 contris.
 to J
 studies

Pre-service
 Prep of
 Tchrs.

"Creating Jewish decision-
 maker"

- Who are change agents?
- What makes you, the principal, succeed?
- What are the criteria?

749-9085

Bob Hirt / Rabbi Summer

Rivka Behar - Stern College
Early Childhood

Day School

The Experts

Jewish Youth Encounter

Bergen County - Frisch School

Debby Rapps
Silvia Freyer

Yeshiva High School
kids as tutors

5/5/93

Dear Barry. 2:00,

Thanks for inviting me yesterday.

The discussion was interesting but also of course frustrating when one confronts the inventory and begins to think about the short comings not only of the institutions that one knows, but perhaps the enterprise in general. I have no specific individual(s) to recommend to you. Yet I feel that if you would speak to a group of teachers from day schools, you might get a different perspective on the nature and everyday activity in a school. As perhaps the only individual in the room who attempts to straddle administration and teaching, I feel and live out the dichotomy on a regular basis. Perhaps a number of principals could be asked to each nominate one teacher according to some group of criteria who

Could then meet and discuss the same
issues that the group yesterday did.
Similar focus groups with a body of
parents and one of students might all
add to the postiche.

Sincerely,

John J. Hill

John J. Hill

4/2/02
JCH

How do schools deal w/
kids who don't have
ability

Abramsen



Issues of kids being
swept under rug?
Homogeneous groups?

East Brunswick : Dolly Miller
* immersion program

Toronto: Richmond Hill
Bayview

Sol
Kaplinsty

Boston : Scherchter

Detroit Schechter

Singai - Akiva : Scheindlin

Philadelphia Schechter

Nassau - Dickstein

~~8/17~~
~~8/17~~

Baltimore: Chizuk Amina → text

draft
November 21, 1994

Co-Curricular

attitude of kids
if they like to what they study
if they like to learn Hebrew...

Hebrew in Day Schools A Guide

I. SCHOOL BASICS AND STRUCTURE

Describe the school: name, grade/age range, location, denominational affiliation, if any, etc.

what do you see in
Do you see anything supportive of Hebrew in the school environment? E.g. Signs in Hebrew, posters in Hebrew, Israel orientation, etc.

Number of teachers teaching Hebrew? Divided in what way (e.g. do they separate Hebrew language from "Judaica" subjects?)

What is the role of principal as advocate, supporter, supervisor of Hebrew? What is his/her background?

Is there an educational administrator responsible for Hebrew (language? Judaica, etc.)
Are there specialists to help teachers with Hebrew use in classes? With integrating Hebrew language into general studies?

Tanakh, Siddur

II. HEBREW IN THE SCHOOL: YOUR INVESTIGATION

1. What are the goals of the school's Hebrew program and by what means are they articulated? Published guides and materials? Meetings? Publications?

Why Hebrew at all?
Is there any discussion or if taken for granted.

What are the outcomes that the school seeks to achieve and how does the school measure success? Focus on classical texts? Modern Hebrew literature? Speaking Hebrew, etc.

These are general, with-in them you need specifics.

2. In what way does the school communicate the goals of its approach to Hebrew with various stakeholders (such as parents, teachers, laypeople) and is it possible judge if these goals are shared by these stakeholders?

language strategies
how to learn
activities
skills
etc.

Or is the school representing a position with which the stakeholders might disagree and how are those disagreements handled?

3. What curriculum materials does the school use? Is it a written curriculum? Do they use materials published by commercial publishers? By the denominational movements? From Israel? Do they create their own materials?

what are the school's stated-projected outcomes & achievements

4. From your observations, what was your sense of the quality and level of the student's Hebrew? Weaknesses in any areas or grade levels?

In what way, if any, does the school monitor student progress? Are there standardized tests used? If so, which (from Israel? local BJE, etc.) College Board or Regents-type exams for high school ages?

5. Who are the teachers? ^{born} Israelis or North American? Does the school aim to hire only native speakers? Are there other criteria (e.g. religious view or practice) that the principal identifies as used in hiring faculty? Does faculty background, etc., differ according to age of students or subject matter?

What is their Jewish educational background and preparation?

What is the stability of the staff over time? What does the school do to help new teachers enter the school?

6. Is there a particular style of teaching that you see in the school? ^{dominant} (Discussions? Lectures? Group work? etc.) or ^{equally mixed styles}

7. Is there occasion for "practice" outside of the classroom curriculum: e.g. Hebrew in the lunchroom? school plays in Hebrew? Participation in Bible contest, etc. School newspaper or radio? Retreats/shabbatonim, etc.

8. Does the school have any family or parent education programs in the area of Hebrew or which support Hebrew?

9. Professional Growth of Hebrew Teachers

a. Does the Hebrew faculty get supervised? By whom? (principal, Hebrew language coordinator, etc.) How often and in what way?

b. Do teachers ever get to watch one another teach? How and how often?

c. Do teachers attend inservice education sessions? Does the school use outside consultants for inservice? If so, who?

Are teachers sent to inservice sessions? Do teachers study at local institutions of higher education? Does the school encourage or subsidize this?

Do the teachers study in programs in Israel? Supported/encouraged by school? How?

(no) - integration bet Heb & other subject areas

in service

Tea: Bob Spitz 516-543-5649
Elaine Schnay

HEAVY

Cutter

~~Aby~~

Vernon

~~WBAW~~

Aby: This is an issue of political will
- Jesna co-pub

St Paul Community Day School
Las Vegas [Tamar Lubin-Sapshnik]

Beit Ralban

Tova Shiman

Histarut Ivrit תוכן ת"ב publication
"evidence of achievement"

Elany Shohami - achievement data

836

1622

Terry
Camille

Tiva Shimon

Luis Rothblum

Ura Band

Rivka ~~B~~ Dori

Zeldin

Roberta Goodman

Bob Hurt

Places

SAR - Ivrit
school as whole

Ramaz elementary

Witchester Day: Fearman

Eda Crown high

Ramaz high

Hillel Torah - Chicago

Random - Balti

Hes Academy - Washington

Block Yeshiva High: St Louis

Hes Academy - Montreal

Chat - Toronto

LA: Hillel ?

Bet Sefer Mizrahi - Cleveland

Mizrahi - Brooklyn

Atlanta

Indianapolis ?

Flatbush: Eliach

People

Schiff

Bieler

Maxim Pachino (Chat)

Fearman

Witty

Peerless (Montreal) J Fellow

Brockenstein Chicago ?

Michael Meyers (Chicago)

Matanki

Moshe Bernstein

Moshe Scharov

FROM: William Cutter, INTERNET:wcutter@eis.calstate.edu

TO: barry holtz, 73321,1221

DATE: 11/15/94 10:23 AM

Re: Re: hebrew

Sender: wcutter@eis.calstate.edu

Received: from eis.calstate.edu by dub-img-2.compuserve.com (8.6.4/5.940406sam)
id KAA01157; Tue, 15 Nov 1994 10:21:18 -0500

Received: by eis.calstate.edu (4.1/KNMods2.1)
id AA23986; Tue, 15 Nov 94 07:18:20 PST

Date: Tue, 15 Nov 1994 07:18:19 -0800 (PST)

From: William Cutter <wcutter@eis.calstate.edu>

Subject: Re: hebrew

To: barry holtz <73321.1221@compuserve.com>

In-Reply-To: <941114220504_73321.1221_FHM77-1@CompuServe.COM>

Message-Id: <Pine.3.89.9411150758.A22023-0100000@eis.calstate.edu>

Mime-Version: 1.0

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

Barry. Glad to see that other internet phobes make typos (dominations is ktterrific.) It's certainly time this were³ done, but I'm in the middle of major paper on "canon" for a CCAR Kallah; not done 'til Dec. 13, and then exams to grade (over forty). This needs a phone call anyway. But the questions are more or less right. You might want to decide what each question's purpose is? For example: is supporting material on posters and walls really anywhere near the index that teacher turnover is? Or Americans s. Israeli teachers. When dcan we make a phone date? I am home on Tuesdays and Thursdays and available from 6:45-8:45. Wm. On 14 Nov 1994, barry holtz wrote:

> November 14, 1994

>

>

> Bill Cutter

> HUC-LA

>

> Hi Bill,

>

> How are you? I'm writing to see if you might be able to help me out in thinking

> about my next CIJE Best Practices Project item-- something up your alley, I

> believe. Namely, Hebrew in the Day School domain.

>

> I want to cut into the issue of day schools by looking at a number of smaller

> areas within the larger day school venue. Hebrew seems to be a good place to

> start since it is of great interest across the dominations and appears to be an

> area that good day schools do well.

>

> I have the following questions:

>

> 1) Do you know of any day schools-- inside the reform movement and outside-- in

My Copy

Best Practices Project: Hebrew in Day Schools

People:

Adinah Ofek
Ruth Z.
Miles Cohen
Alan Mintz
Jack Bieler
Alvin Schiff
Bill Cutter
Jonathan Paradise
Kathy Green?
Shira Breuer

Carol Inyall
Tamar Ben Vered
Saul Wachs

Issues:

draft
November 10, 1994

Hebrew in Day Schools A Guide

I. SCHOOL BASICS AND STRUCTURE

Describe the school: name, grade/age range, location, denominational affiliation, if any, etc.

Do you see anything supportive of Hebrew in the school environment? E.g. Signs in Hebrew, posters in Hebrew, Israel orientation, etc.

Number of teachers teaching Hebrew? Divided in what way (e.g. do they separate Hebrew language from "Judaica" subjects?)

What is the role of principal as advocate, supporter, supervisors of Hebrew? What is his/her background?

Is there an educational administrator responsible for Hebrew (language? Judaica, etc.) Are there specialists to help teachers with Hebrew use in classes? With integrating Hebrew language into general studies?

II. HEBREW IN THE SCHOOL: YOUR INVESTIGATION

1. What are the goals of the school's Hebrew program and by what means are they articulated? Published guides and materials? Meetings? Publications?

What are the outcomes that the school seeks to achieve and how does the school measure success? Focus on classical texts? Modern Hebrew literature? Speaking Hebrew, etc.

2. In what way does the schools communicate the goals of its approach to Hebrew with various stakeholders (such as parents, teachers, laypeople) and is it possible judge if these goals are shared by these stakeholders?

Or is the school representing a position with which the stakeholders might disagree and how are those disagreements handled?

3. What curriculum materials does the school use? Is it a written curriculum? Do they use materials published by commercial publishers? By the denominational movements? From Israel? Do they create their own materials?

4. From your observations, what was your sense of the quality and level of the student's Hebrew? Weaknesses in any areas or grade levels?

In what way, if any, does the school monitor student progress? Are there standardized tests used? If so, which (from Israel? local BJE, etc.) College Board or Regents-type exams for high school ages?

5. Who are the teachers? Israelis or North American? Does the school aim to hire only native speakers? Are there other criteria (e.g. religious view or practice) that the principal identifies as used in hiring faculty? Does faculty background, etc., differ according to age of students or subject matter?

What is their Jewish educational background and preparation?

What is the stability of the staff over time? What does the school do to help new teachers enter the school?

6. Is there a particular style of teaching that you see in the school? (Discussions? Lectures? Group work? etc.)

7. Is there occasion for "practice" outside of the classroom curriculum: e.g. Hebrew in the lunchroom? school plays in Hebrew? Participation in Bible contest, etc. School newspaper or radio? Retreats/shabbatonim, etc.

8. Does the school have any family or parent education programs in the area of Hebrew or which support Hebrew?

9. Professional Growth of Hebrew Teachers

a. Does the Hebrew faculty get supervised? By whom? (principal, Hebrew language coordinator, etc.) How often and in what way?

b. Do teachers ever get to watch one another teach? How and how often?

c. Do teachers attend inservice education sessions? Does the school use outside consultants for inservice? If so, who?

Are teachers sent to inservice sessions? Do teachers study at local institutions of higher education? Does the school encourage or subsidize this?

Do the teachers study in programs in Israel? Supported/encouraged by school? How?

November 10, 1994

Dr. Adinah Ofek
JTS
Education Dept.
Box 10

Dear Adinah,

I would like to set up a time in the next couple of weeks to talk about the latest volume of the CIJE Best Practices Project: Hebrew in the Day School setting. I am at the early stages of the project would appreciate your advice about the following matters:

1. Do you know any day schools that you think would represent "best practice" in the teaching/learning of Hebrew? As you may recall, I use the term "best practice" to mean best available practice, not ideal practice. The school should be a place that at least in a number of areas connected with Hebrew language instruction represents exemplary education, from which other places might learn.
2. As I've done with the other areas that the Best Practices Project has explored, I've prepared a draft of a "report writer's guide" enclosed here. I'd appreciate any reactions/suggestions.
3. Aside from yourself, are there people that you would recommend as report writers/observers for writing up specific places?

Let's try to find a time to meet. For example, Tuesday, Nov. 22nd (in the morning) or Monday Nov. 21 in the afternoon. Could you give me a call, (if you don't hear from me) at the CIJE office: 532-2360, extension 441. Thanks. I hope you can participate.

Best wishes,

Barry Holtz