



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.

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Box  
71

Folder  
13

Early Mandel – CIJE work, 1988-1990.

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

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July 20, 1989

Totally Confidential  
all references to people are irrelevant.

# The Commission on Jewish Education in North America

## Towards a Final Report

### Research Design

#### I. Introduction

In this document, we will attempt to do the following:

- A. Review key questions that will be addressed in the final report.
- B. Identify what research should be undertaken in order to answer these questions.
- C. Assess the feasibility of undertaking such research for the report.
- D. Recommend how to deal with this question and offer a list of suggested possible research papers to be commissioned now.

#### II. Key Questions

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in a preliminary form, because of time constraints. Others yet are too broad — or the data is too scarce — to be completed for the final report. These questions will form the basis for a broader research agenda to be included in the recommendations on research of the final report. This research agenda should be dealt with by the Commission or its successor mechanism.

① Hanan Alexander TB  
 ② Schiff [agonizing, private, separate, mixed] Relationship between questions  
 ③ Angel David standards & norms  
 ④ Isa. (+ Josh) - professionals & lay people distrust - address it. perhaps research  
 Emphasize in Report

~~note focusing out schools of education Professional development Preparation of professional~~

e.g. pods candidates types of learning (set up task force)

Add: \*the issue of Professional/Lay adversarial relationships  
 \*look at CJF & JWB & see how leadership dev. there was done / used for governance, finance, professional  
 \*The Rabbi as ~~also~~ player

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.
2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.

C. *Feasibility*: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education- Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. *Recommendations*:

R1<sup>2</sup>

**Draft a brief statement disclosing the underlying assumption (that there is a link between Jewish education and Jewish continuity) and defining the questions that this assumption raises.**

Q2

A. *The Question*: What are the conditions that warrant the creation of a Commission and what makes *this* Commission timely?

B. *Research needed*: The question could be answered in the following way:

1. A brief statement on public commissions as tools for change.
2. A brief statement summarizing the current opportunities.

*case - methodological or historical Flexner - what else*

C. *Feasibility*: Highly feasible.

D. *Recommendations*:

R2

**The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HLZ's paper on the community.**

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2 · R = Recommendation

- R3**            **The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.**

## 2. THE STATE OF THE FIELD

- Q3**    A. *The Question:* What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?
- B. *Research Needed:* In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

At the same time the statement should illustrate positive trends. For example:

Increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more. The quantitative data could include: 1) general enrolment data for all types of Jewish education; 2) institutional data – the number of institutions for the various forms of education; 3) general data on personnel (personnel numbers in various settings, overall number of personnel in terms of employment – salaries and benefits).

Optimally, empirical research about the effectiveness of various programs should be reported on or undertaken. Qualitative data would be offered as regards the outcomes of educational programs.

- C. *Feasibility:* It is possible to offer at this time a general summary picture – mostly quantitative – about the state of the field. We have a preliminary basis in the data report prepared for the first Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's ~~main~~ assessment of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, etc.

D. *Recommendations:*

- R4** Draft a descriptive essay that will incorporate the existing data and offer an overview of the state of the field. Data from commissioned papers – such as the paper being prepared by J. Reimer should be incorporated when relevant. The data should be analyzed in a way that will highlight both the problems and the opportunities. (Isa Aron)
- R5** Identify the research questions that are not being addressed within the framework of this chapter. (Research staff).

## 3. THE COMMUNITY

*use*  
"governance" as *Levin*

- Q4** A. *The Question:* What can be done to improve the climate in the community as regards Jewish education – in order to bring more outstanding leaders to deal with education and to increase funding for education?


It is claimed that the climate in the community is often skeptical at best as regards the quality and potential of Jewish education. Most outstanding leaders do not choose to deal with education; the organizational structures—local and national—are often fragmented and divided; some are obsolete. At the same time there are clear signs of change, as expressed by the coming into existence of this commission, the coming into existence of a number of local commissions on Jewish continuity, and other facts.

There is a shortage of funding for Jewish education (for both personnel and programs). This shortage affects good and outstanding programs as well as programs that answer clear needs or demand.

Can these problems be assessed and can recommendations be made for improvement?

- B. *Research needed:* The following research could help identify possible points of intervention—
1. **Organizational/Institutional analysis:** Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.): who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource

In the pages below we are dealing with the following topics:

1. Why the Commission? 
2. The State of the Field
3. The Community
4. The Relationship Between the Community and the Denominations
5. The Shortage of Qualified Personnel
6. Training Needs
7. Jewish Education as a Profession
8. Recruitment and Retention
9. The Cost of Change
10. Best Practice and Vision
11. A Roadmap for Programmatic Options
12. Community Action Sites and Mechanism for Implementation

### III. The Questions Detailed

#### 1. WHY THE COMMISSION?

Q1<sup>1</sup> A. *The Question.*: The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

B. *Research needed*: Optimally, the following should be undertaken in order to deal with this question:

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1 Q = Question

*Ady Shatz*

allocation. Point out conflicts and problems as well as trends and opportunities.

*S. Halberstam*  
*Leadership Jewish Learning*  
*stabilizing zone*

- 2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.
- 3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education – including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.

C. *Feasibility*: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. *Recommendations*:

**R6** In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).

**R7** Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).

**R8** Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could – if the survey is successful – yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey – which can be carried out in time for the final report – will be the fact that the Commission will

be visible and will seek active participation by many national and local leaders. (S.M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

Q5 A. *The Question:* Can the federations (the community) become the key convener for setting policy and for allocating resources in Jewish education?

D. *Recommendation:* In addition to the papers prepared for the questions on community the following would be useful:

R9 Case studies of those federations that are increasingly involved in Jewish education — as conveners and as funders/policy-setters. (J. Fox — expansion of his paper?)

R10 Case studies of congregations as context for Jewish education. The case studies would involve questions such as: how is educational policy set within congregations? Who decides? What is the potential for change — for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JCCs (informal education), federations (policies and resource allocation) etc. (An extensive paper on this topic is being prepared by J. Reimer.)

R11 Analysis of the conditions that would allow the federations to take on a central role while allowing the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with decision-makers and actors (perhaps within the framework of the suggested survey at the G.A.)

5. THE SHORTAGE OF QUALIFIED PERSONNEL

Q6 A. *The Question:* What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That

John's  
expand upon state of affairs in denominations  
We must get more up-to-date a informal re-state of affairs in denominations (perhaps plug into CAS design the role of denominations (maybe more relevant locally interviews)  
among denominations each one.

The Rabbi (as lay person here a competing professional)

at national meetings.

Alan Dixit: Don't denominationalize the research 7

shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

**B. *Research needs:***

1. A paper outlining what is involved in dealing with personnel—the four elements and how they are inter-related. Why they should be dealt with simultaneously.
2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators—as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs—the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

**C. *Feasibility:*** In each of the suggested categories there is some data available, however in most cases it is preliminary and rather sketchy. As with other sections, it seems unfeasible to undertake at this time the research needed to provide accurate, in-depth data. To illustrate the difficulty, some studies on the profile of educators have been undertaken. A number of such studies are in progress now (Los Angeles, Philadelphia), however it will be some time before the analysis will be available, and even then the question of whether one can generalize from this local data will have to be considered. Another example concerns the shortage of personnel: most jobs are filled by the beginning of the school year, yet anecdotal data from many sources indicates that employers settle for much less qualified personnel than they are looking for because of the unavailability of qualified people. How then is one to document the shortage? Moreover, there is no agreed-upon definition of what is a qualified Jewish educator.

**D. *Recommendations:***

**R12**

**Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)**

**R13**                    **Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.**

**6.        TRAINING NEEDS**

**Q7**    **A. *The Question:*** What are the training needs? What is the gap – in quality and in numbers – between the training currently available for personnel in Jewish education and the training needs?

**B. *Research needed:***

1. What training is currently available? In what program? How many graduates are there every year? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, Yeshivot, training programs in Israel? What pre-service and in-service training is available for the educators in the various formal and informal settings?
2. How much and what kind or kinds of training is needed? What are norms and standards for training educators? 1 GP
3. What is the gap between existing training opportunities and what is needed? Can existing programs grow and meet the need? What new programs need to be created? Is faculty available and if not what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

**C. *Feasibility:*** Research papers 1 and 3 can be prepared for the final report – provided there is agreement to undertake some assessment of existing training opportunities. The data concerning the training history of current good educators in the field does not exist and would have to be collected. It is not clear to what extent this could be done in time for the report.

The question of norms and standards for training Jewish educators for the 21st century has not been addressed systematically or extensively. This major question should be placed on the longer-term research agenda.

**D. Recommendations:**

- R14** Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15** Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16** Gather data concerning background and training history of current good educators (possibly Isa Aron).
- R17** Assess existing training programs. (To be decided)
- R18** Draft a summary paper on training needs.

**7. JEWISH EDUCATION AS A PROFESSION?**

- Q8** A. *The Question:* Can Jewish education become a profession? Should it become a profession? Some commissioners and professionals have raised the issue that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. This raises two questions: 1. Is this indeed the case? 2. If so, what interventions are required?

**B. Research needed:**

1. A comparative analysis should be offered dealing with professions in general, and assessing the performance of Jewish education as a profession. Some of the elements that need to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, the status, networking (publications, conferences, professional associations), etc.
- C. *Feasibility:* The literature survey is a feasible assignment. The analytic paper will suffer as do all questions discussed in this paper from the lack of data. For example: there is no systematic data available on salaries and benefits. On the other hand, limited amounts of data can probably be made available or gathered.

D. *Recommendations:*

**R19** Commission a paper to assess the performance of the field of Jewish education as it regards the profession of Jewish educator. (Isa Aron)

8. **RECRUITMENT AND RETENTION**

**Q9** A. *The Question:* Are there pools of potential candidates for training and work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained in the field?

why aren't people becoming  
or remaining teachers? Ask:  
1. Administrators? Teachers  
2. Asking  
people in training

B. *Research Needed:*

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.
  2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?
  3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?
- C. *Feasibility:* Significant time and extensive market research will be needed to undertake wide-scale surveys for identifying potential pools of candidates. It will not be possible to do this in time for the Commission report.

The same is true for accurately identifying the conditions for recruitment and retention. Therefore, we will recommend that we base decisions on existing data and limited data to be collected in the coming months.

*D. Recommendation:*

- R20**            **Undertake data collection on recruitment and retention based on existing studies, literature , surveys studies from general education, and extensive interviews with knowledgeable informants in training programs and in educational institutions. Summarize this knowledge for the report. (Isa Aron)**

**9. THE COST OF CHANGE**

This topic requires further thinking—we will relate to it following the next round of consultations.

**10. BEST PRACTICE AND VISION**

- Q10**    **A. *The Question:*** What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?

What vision of Jewish education will inform and inspire the report and its recommendation.

- B. *Research Needed:*** In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

Criteria for the selection of outstanding programs

Method for canvassing the field and identifying possible candidate programs

Selection of a method of evaluation – assessment – description

Assessment and description of the program

- C. *Feasibility:*** It is not feasible to undertake the above project and complete it by the time of the Commission report. However, it is possible to select among a variety of short-cut methodologies to offer a selection of best practice in the field of Jewish education.

*D. Recommendation:*

- R21** We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.
- R22** S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

**11. A ROADMAP FOR PROGRAMMATIC OPTIONS**

- Q11** A. *The Question:* How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

*D. Recommendation:*

- R23** Expand the option papers and offer an assessment of the feasible targets for each. (Possible CAJE project—see separate memo of July 3, 1989.)
- R24** Design an umbrella mechanism for dealing with programmatic options and offer it for discussion. (See MLM's memo of April 13, 1989.)

**12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION**

- Q12** A. *The Question:* In this section we will raise the questions related to change and implementation of the Commission's recommendations.
- R25** Revised papers on these topics are being prepared by S. Fox and A. Hochstein.

### IV. Papers to be Commissioned

Most of the 25 above recommendations will be dealt with by the main author or editor of the final report with the assistance of the staff and researchers of the commission. The following list relates only to those recommendations that relate to commissioning specific papers.

**R1** The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.

*Isy Scheffler  
and Seymour  
Fox*

**R3** Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers—such as that being prepared by J. Reimer. (Possibly Isa Aron)

*Isa Aron - Data collector*

**R6** The organisational structures of Jewish education in North America. (Walter Ackerman)

*+ someone on contemporary stuff*

**R7** Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)

*Defence*

**R8** Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)

*probably  
not  
now*

**R9** Case studies of those federations that are increasingly involved in Jewish education— as conveners and as funders/policy-setters. (J. Fox— expansion of his paper?)

*Done*

**R10** Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer

*YES*

**R12** The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)

*same as  
R3*

**R14** Prepare an inventory of current training opportunities in all settings. (A. Davidson)

*YES*

**R15** Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)

*MINOR with  
R14*

**R16** Gather data concerning background and training history of current good educators (possibly I. Aron)

*probably  
not*

**R19** Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)

*YES*

**R20** Recruitment and retention: summarize existing knowledge for the report.

*see R3*

**R22** Best practice and vision—methods to be agreed upon in the coming round of consultations. (S. Fox, A. Hochstein)

## OPTION 21: TO DEVELOP CURRICULUM AND METHODS

### INTRODUCTION:

A. Curriculum is an option that is particularly complex because it is so wide-ranging. We could consider, for example, the setting or form of Jewish education, either formal or informal. That is, we could look at day schools or supplementary schools, camps or community centers, youth groups or trips to Israel and in all those cases try to determine the nature and effectiveness of the curriculum being used. In a similar way we could look at any population for Jewish education and try to examine the curriculum being used for that age group. That is, the curriculum currently available for 10 year olds and the curriculum currently available for 3 year olds or adults could each be evaluated separately. And, finally, curriculum could be discussed in relation to subject matters. The amount and quality of curriculum currently available in the area of, for example, teaching Jewish holidays may differ greatly from curriculum available in the area of teaching Israel or Hebrew.

B. And these areas do not address the issue of quality and availability. We can see some materials which are examples of effective curriculum-- they clearly help educators perform their tasks. Other materials are available, but are ineffective; they are designed as curriculum, but do not help the educator. And there is a very important, though often-overlooked, area which we could call "curriculum in potential." These are the available materials or effective programs which could be turned into curriculum, but have not yet been perceived as "curriculum". For example, the many Judaica books for adults currently in print could be seen as "curriculum in potential" for adult education; the materials exist, but we don't know how to use them for adult education in a general way (that is, there are individual talented teachers of adults that use such books, but their teaching ideas have not been organized or disseminated in a way that other teachers could use them). Another example of "curriculum in potential" is the effective programming done in camps or community centers, most of which has never been written down and therefore cannot find a wider audience.

C. Finally, none of the above addresses the crucial connection between curriculum as it is conceived and curriculum as it lives. Curriculum plans that have been developed are directly tied to the implementation of curriculum. For example, we seem to have some curriculum of quality available for the teaching of Hebrew in day schools, but we have a lack of qualified personnel to implement that curriculum. In addition we seem to have a lack of personnel who could train teachers to use these existing materials. And, in addition, in the important domain of "curriculum in potential," we may not have the talented or trained personnel who could do the job of

taking existing ideas, programs or lesson plans and transforming them into curriculum.

We could also consider the institutions that should develop curriculum. Should this come as a "top-down" process through Boards of Jewish education, research centers and curriculum publishers or should this emanate from local institutions or from the individual educators themselves?

Finally we could treat curriculum and methods together, for our conception of curriculum requires that we include the methods by which the curriculum is to be taught.

We will try to address the general picture of curriculum in Jewish education, being fully aware that the complexity of the subject does not allow for a simple or detailed analysis.

Therefore:

TARGET POPULATIONS: All age groups, settings and forms of Jewish education.

OUTCOMES: The "Improving Curriculum" option should mean:

- a) Materials should encompass the various settings and age groups of Jewish education
- b) Materials should be both effective and available
- c) Educators (teachers, informal educators, etc.) should participate in in-service education programs where they can learn how to use curriculum and methods
- d) Personnel should be trained to use, implement (train others) and create materials

DO WE KNOW IF THE TARGETS CAN BE ACHIEVED:

We do know a good deal about our abilities to create materials for school age populations and settings; we assume, based on that fact (and perhaps incorrectly), a good deal about our ability to create materials for informal settings and other ages. We know a good deal about training educators to use materials and about working with school environments in introducing new curriculum ideas (i.e. there is considerable research in the general education field, some of which is relevant to Jewish education; and there is considerable practical work, most of which is currently not written up, about the implementation of curriculum in Jewish education) and we know something about training people as curriculum writers and trainers.

WHAT ARE ALTERNATIVES FOR REACHING THESE OUTCOMES:

Some have argued that training teachers and helping them become their own "curriculum developers" might be preferable to working on curriculum materials per se or in working in larger institutions in

a "top down" fashion. (E.g. perhaps the local JCC or school or synagogue should be producing its own "materials" and these either may or may not be made available for larger dissemination.)

This alternative will require relieving talented teachers from a good part of their work and making consultants available to help them in the curriculum project.

#### DO WE HAVE THE KNOW-HOW?

In some areas, such as formal education, yes. In informal education it is unclear what such curriculum should look like and how it should be produced.

#### IS THE PERSONNEL AVAILABLE?

In most areas (including writing, producing and implementing curriculum): no.

But this differs among settings and even among the denominations-- e.g. there is a shortage of teachers who could implement Hebrew language curriculum in almost all settings; there is a shortage of youth group leaders who could implement curriculum in almost all settings; in Jewish museums there seem to be excellent personnel for implementation of programs, but little personnel for creating curriculum materials for them to implement; there is a great shortage in the non-Orthodox world of day school teachers for rabbinic literature (Talmud, Midrash, etc.); there seem to be adequate numbers in supplementary school settings for teaching Jewish holidays, but not prayer or synagogue skills, etc.

There is a shortage of personnel for creating new materials or for training others in use of materials in almost all settings. At the very top of the training ladder there are some people available in Jewish education academic settings who could train future curriculum writers and planners and there are resources in secular education schools that could be put into play here as well.

#### ARE MATERIALS AVAILABLE?

This entire option is connected to this question and as mentioned above it is almost impossible to address in great detail. But a thumbnail sketch:

a) In supplementary school arena: a good deal available both from the national organizations and through "curriculum clearing houses" such as NERC at JESNA and CAJE curriculum bank and from the commercial publishers (such as Behrman House). Some areas very strong (Jewish holidays); some areas very weak (teaching Israel); some areas materials are available but for various reasons have not been effective (teaching Hebrew).

b) In day school area: much less available here in almost all subject areas except Hebrew language. Often "curriculum" in dayschools simply means handing out a classical text for the class to study. Very little material of any seriousness, however, available to help teachers teach rabbinic literature in graded fashion, for example. Yes, there are materials in modern Hebrew; and there are literature books imported from Israel, but these tend to present problems in the non-Israeli setting. There may be greater potential here for such exchanges.

c) For informal settings: recently some materials are starting to become available in adult education domain. Otherwise very little in the way of materials, but potential based on programming experience and successes over many years (in youth groups, camps, JCCs, etc). Some materials exist for specific localities and may not be relevant beyond that setting (e.g. Jewish museums.)

d) Early childhood age: very little available, although there is potential in using/adapting children's literature.

e) Adult: yes, much material (books on history, Israel, translations and commentaries on traditional sources, etc.) for the adult student, but very little done as curriculum per se (i.e. help for the teachers of adults), plus very little written material beyond this formal domain. That is, materials for programs on adult identity, growth, etc. Even though some programs have been successful little has been preserved to help others implement such programs.

f) Family education: some material available, some programs have been successful in specific localities but have not been turned into curriculum. However, this whole area suffers from vagueness. The term is used loosely, without definition and the goals for such curriculum are unclear. Therefore it is hard at present to evaluate what exists and what can exist.

g) Computer and video materials both appropriate for children and of quality are lacking in almost all subject areas. Some video materials available for adult education, but full potential as curriculum has not yet been tapped.

PHYSICAL INFRASTRUCTURE: Not relevant

INSTITUTIONS: Yes

ANSWERS NEED: Yes

AVAILABLE FUNDS: Generally, not at present

COMMUNAL AND POLITICAL SUPPORT: Unclear; depends on setting

QUALITATIVE IMPROVEMENT: Yes

QUANTITATIVE IMPROVEMENT: Yes

COST: Wide range: This includes personnel for researching, writing and developing materials; personnel for training teachers in use of the new materials. Also costs for the actual production, testing and distribution of materials. In areas in which existing materials could serve as the basis of curriculum (e.g. adult education), cost of producing curriculum would be lower than areas in which few materials exist (e.g. early childhood). There are areas in which there is debate currently over about how to achieve our goals (Hebrew language) or even what those goals should be (family education) and planning and research in those areas would also entail additional cost.

TIME: This is an ongoing activity and some materials could be created fairly rapidly; others would take much longer. All materials would need revision and continuing update.

IS THIS A NECESSARY CONDITION: NO

IS THIS AN ENABLING CONDITION: Yes

MEMO

TO: RESEARCH GROUP  
FROM: JOSEPH REIMER 11/27/89  
RE: READINGS

I have enclosed two short readings as background to my research report on The Synagogue as a Context for Jewish Education.

The first is from David Schoem's dissertation. In this ethnographic description of the one school in its synagogue context, Schoem raises several key obstacles to cooperation that might exist in any such relationship. My question is how do some synagogues handle these obstacles to make for greater rather than lesser cooperation.

The second is from Daniel Elazar's Community and Polity and deals with the changing place of the synagogue in the larger Jewish community. My question is: are there differences in how synagogues choose to handle their options in relating to other institutions within the community? Do the differences have educational implications?

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

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November 14, 1989

Dr. Barry Holtz  
Melton Research Center  
Jewish Theological Seminary of America  
3080 Broadway  
New York, NY 10027

Dear Barry:

Thank you for agreeing to participate in the meeting of researchers for the Commission on Jewish Education in North America. The meeting will take place in Cleveland from 6:30 p.m. Monday, December 4 until 10:00 p.m. Tuesday, December 5. Enclosed is a tentative schedule for the meeting.

All participants will be staying at the Bond Court Hotel, 777 St. Clair Avenue in downtown Cleveland (216-771-7600). A reservation has been made for you for December 4-6. The hotel runs frequent shuttles from the Cleveland airport. Dinner on Monday, and lunch and dinner on Tuesday are included in the scheduled program. Breakfast may be charged to your hotel room at the Bond Court.

The meeting will include an opportunity to review and discuss research projects undertaken on behalf of the Commission. Although the order is not yet set, the projects to be reviewed include the following:

1. Isa Aron -- Professionalism as it relates to Jewish education
2. Isa Aron -- Analysis of data on the field of Jewish education
3. Aryeh Davidson -- An inventory of current training opportunities
4. Joseph Reimer -- The synagogue as a context for Jewish education

The papers will be in various stages of completion by December 4th. We will share as much as possible with you about a week before the meeting. Enclosed now are background materials from meetings the Commission on Jewish Education in North America has held to date. I would particularly draw your attention to the appendix and the background materials for the October 23, 1989 meeting, which outlines the research program of the Commission.

Please feel free to call me at (216) 391-8300 with any questions you have about the meeting or its logistics.

Sincerely,



Mark Gurvis  
Commission staff

"The team": the rabbi - educator team

Principal: lot of responsibility and little power

Principal has highest educational expertise: staffing, curriculum, teacher training, interaction w/ BJE etc

Rabbi - involved role to help principal negotiate power structure of synagogue; rabbis actually teach in school  
rabbi focuses the teaching staff and is theological resource. Rabbi finds ways to take educational vision and makes it part of synagogue

Congregation can also "educate" the rabbi

Shift? line btwn synagogue + community being renegotiated  
Jat synagogue is "fighting back" - we have the goods; you have to do education via us; a "spunky pride"

Principals meet

interdenominational / inter-synagogue activities

Schools that work - "good enough" schools

what is this paper about?

[ one corner of world  
Melton staff meeting

[ is the structure imposed from  
the ideas outside

- anonymity
- goodness
- case-material

just favored child  
staff continuity / curriculum / training

SOME GENERALIZATIONS WHICH CAN BE MADE FROM THE LOS ANGELES  
TEACHERS' CENSUS  
(and comparisons with surveys in other communities)

1) Place of Birth

Over 1/3 of Judaica teachers (38%) are foreign born (Table 1A). The percentage of foreign-born teachers is considerably higher in day schools (53%) than in supplementary schools (33%).

This is roughly one and a half times as many as the percentage of foreign-born teachers in Miami and Philadelphia (Table 4C). This difference can probably be explained by the large Israeli emigre community in L.A.

2) Other Occupations

Only 29% of teachers report that Jewish teaching is their full-time occupation (Table 1D). An additional:

20% work full time elsewhere

25% work part time elsewhere

10% are full-time students

16% identify themselves as homemakers

No comparable data is available from other communities.

3) Percentage Teaching in Day School vs. Supplementary School

The percentage of day school teachers is higher than one might expect (Table 4B):

33% in L.A.

37% in Miami

42% in San Diego

25% in Pittsburgh

with one exception:

11% in Philadelphia

4) Qualifications

A significant segment of the teaching population (40% in L.A., roughly 50% in Miami, and over 1/3 in Philadelphia) is highly qualified, in terms of college-level Judaica courses taken (Table 4J).

But a segment which is only slightly smaller (1/3 in L.A., and close to 40% in Miami) is probably very unqualified, having taken no Judaica courses on the college level at all.

Day school teachers are, as a group, considerably more qualified

than supplementary school teachers, but even in the day school there are teachers (26% in L.A., 11% in Miami) who have no college-level Judaica.

#### 5) Percentage of Career Teachers

39% of teachers in L.A. see teaching as a career (Table 1I)  
36% see teaching as a way of earning supplementary income.

The following breakdown shows how many career teachers are found in different types of schools (gleaned from Table 3G):

- 75-80% in day schools
- 40% in Conservative supplementary schools
- 20% in Reform supplementary schools

#### 6) Hours of Teaching

Half of all L.A. teachers teach under 10 hours (Table 1J). Of this group, 60% teach under 4 hours.

On the other hand, nearly 1/4 of teachers teach over 20 hours a week, and over half of these teach over 30 hours.

Tables 4E and 4F contain a breakdown by categories of the number of hours teachers teach in both day and supplementary schools in L.A., Miami, and Pittsburgh. Two generalizations which stand out:

- \* In supplementary schools L.A. has fewer teachers teaching under 10 hours per week (69%) than Miami (89%) and Pittsburgh (88%)
- \* In day schools L.A. has fewer teachers teaching over 30 hours per week (30%) than Miami (53%) or Pittsburgh.

#### 8) Teaching in More than One School

Between 17% and 20% of teachers in L.A., Philadelphia and Miami teach in more than one school, with the exception of day school teachers in Miami (11%) and supplementary school teachers in Philadelphia (28%) (Table 4D).

#### 9) Income from Teaching

In Los Angeles:

- only 14% of teachers earn over \$20,000 from Jewish teaching
- and 15% make under \$1,000

The full range of salaries can be found in Table 1K

In Miami:

23% of teachers make over \$20,000  
no percentage is given for under \$1,000

In Philadelphia:

62% of day school teachers make over \$20,000, while  
9% make under \$1,000

Remember, however, that day school teachers make up only 13% of the survey sample. The Philadelphia study does not give income ranges for supplementary school teachers.

Given the wide variation in the number of hours that teachers are employed, it would make more sense to speak of income from teaching as an annual wage per weekly hour; this, in fact, is the basis for most Bureau scales. However, only the L.A. study has analyzed the data this way (Tables 1L and 3J).

The range in L.A. is from \$120 - \$1,350. In San Diego the range is \$270 - 800. The Pittsburgh study gives the average, which is \$483.

#### 10) Turnover Rate

The turnover rate might be assessed in two different ways:

##### A: Percentage of New Teachers (reported in Table 4G)

L.A. and Miami report the percentage of teachers new to teaching in either the day or supplementary setting. In all cases it is 10% or lower.

Philadelphia and Cleveland report the percentage of teachers who are new to a particular school, which is 20% in Philadelphia and 22% in Cleveland.

One might expect the percentages in L.A. and Miami to be higher, if the question had been put in terms of being new to the particular school, but I personally see the first way as being a better measure.

##### B: Likelihood of Remaining in the Field Five Years Hence (reported in table 4H)

One must approach this data with some amount of skepticism, since people can change a great deal in five years. That said, there are big differences between the three communities, with Miami having the highest percentage of those very likely to stay (94% for day school and 81% for supplementary school), Philadelphia next (72% for day school and 56% for supplementary school), and L.A. last (57% in day school and 41% in supplementary school)

### 11) Differentiation between Types of Teachers

Given the large variations in the number of hours taught, income, and other factors as well, Bruce Phillips and I tried, in our analysis, to segment the teacher population, into a number of discreet groups. After trying various characteristics, including age, gender, place of birth, setting, perception, and other occupations, we settled on a combination of a few of these as defining groups which were most different from one another. We settled on seven categories, which are defined in table 3A.

Note that one group, the students who intend to remain in Jewish education five years hence, is quite small, consisting of only 20 students, or 3% of the sample. We segmented out this group because they are different from the other full-time students in a number of significant ways. The fact that this group is so small, relative to the entire sample, lay to rest one of our concerns regarding the difference between L.A. and other communities, namely the presence of U.J. and HUC. Since some of the students in this group of 20 are still in college, it is clear the graduate training institutions contribute a very small number of teachers to the pool.

### 12) Career Teachers who are Foreign Born

This groups (which divides roughly as 2/3 Israeli born and 1/3 other) stands out as being different in a number of ways:

- they have a significantly higher percentage (55% compared to 18-33%) of teachers aged 40 or older (Table 3B)
- they are 95% female, a much higher proportion than other groups, which range between 59-84% (Table 3C)
- they are much more likely to teach in 2 or more schools (the other groups range from 8-21%)
- they have the highest percentage receiving benefits of all types but one (conference allowance) (Tables 3K and 3L)
- they have a much lower percentage holding other jobs, either full-time (3%) or part-time (5%) (in contrast, 17% of Orthodox teachers and 36% of career teachers born in the U.S. work elsewhere) (Table 3P)
- with the exception of the students who don't intend to stay in Jewish education, they have the lowest rate of synagogue attendance on Shabbat (Table 3R) and membership in Jewish organizations (Table 3S)

### 13) Career and Orthodox Teachers Compared to Others

- career and Orthodox teachers are nearly twice as likely to be the most qualified in Judaica, and only half as likely to be unqualified (Table 3m)
- teachers who do not see teaching as a career are more likely to find the rate of pay appealing (Table 3T); interestingly,

however, at least 1/4 of all groups, and as many as 65% of some find the rate of pay appealing.

- career and Orthodox teachers are twice as likely to be planning to remain in the field (Table 3EE)

14) Areas in which the Groups Should be Treated Differently, but are not

Common sense would dictate that these different groups might require different treatment, in terms of curriculum and other guidance. This turns out not to be the case. As Tables 3CC and 3DD show, roughly half of teachers in each group are not given a curriculum; the one exception is career teachers born in the U.S. (40% don't receive a curriculum)

10-15% of teachers in all groups do not even receive a textbook or curricular guidance from the principal. In a separate question, 20-30% in all categories do not receive any guidance from their principals.

Los Angeles Jewish Teacher Census  
Dr. Isa Aron and Dr. Bruce Phillips  
HUC - JIR  
3077 University Ave.  
Los Angeles, CA 90007

LIST OF TABLES

Section 1: Basic Profile of All Judaica Teachers

- 1A: Place of Birth
- 1B: Gender
- 1C: Age
- 1D: Other Occupations
- 1E: Marital Status
- 1F: Percentage of Teachers who Teach in More than One School
- 1G: Type of School
- 1H: Number of College-Level Courses Taken in Judaica, Hebrew and Education
- 1I: How Teachers See Jewish Teaching
- 1J: Total Hours of Teaching per Week
- 1K: Total Income from Jewish Teaching
- 1L: Salary per Annual Weekly Hour
- 1M: Degree of Satisfaction with Teaching
- 1N: Likelihood of Remaining in Jewish Education Five Years Hence

Section 2: School-Specific Information

- 2A: Hours Taught
- 2B: Salary Per Annual Weekly Hour
- 2C: Years of Experience in Supplementary School
- 2D: Years of Experience in Day School
- 2E: Curricular Assistance Teachers Receive
- 2F: Guidance from Principals
- 2G: Extent of Input into School Policy
- 2H: Satisfaction with Jewish Teaching
- 2I: Likelihood of Remaining in Jewish Education Five Years Hence

Section 3: Delineation of Teacher Types

- 3A: Definition of Types of Teachers and Percentages of Teachers in Each Type
- 3B: Age
- 3C: Gender
- 3D: Place of Birth
- 3E: Percentage of Teachers Teaching in More than One School
- 3F: Total Number of Hours Taught
- 3G: Percentage of Teacher Types in Different Settings
- 3H: Grade Levels Taught
- 3I: Combined Income from Jewish Teaching
- 3J: Salary Per Annual Hour
- 3K: Percentage of Teaching Slots which Carry Medical,

- Pension and Disability Benefits
- 3L: Percentage of Teaching Slots which Carry Other Benefits
  - 3M: Number of College-Level Judaica Courses Taken
  - 3N: Number of College-Level Hebrew Courses Taken
  - 3O: Number of College-Level Education Courses Taken
  - 3P: Other Employment
  - 3Q: Importance of Income Earned by Jewish Teaching
  - 3R: Jewish Observance
  - 3S: Degree of Communal Affiliation
  - 3T: How Appealing is the Rate of Pay
  - 3U: How Appealing is the Benefits "Package"
  - 3V: How Appealing is the Part-Time Nature of Employment
  - 3W: How Appealing is the Opportunity to Work with Children
  - 3X: How Appealing is the Opportunity to Teach about Judaism
  - 3Y: How Appealing is the Recognition You Get as a Jewish Teacher
  - 3Z: How Appealing are the Opportunities for Career Advancement
  - 3AA: How Appealing are the Attitudes of Students to Jewish Studies
  - 3BB: How Appealing is the Opportunity to Make a Contribution to the Jewish Community
  - 3CC: Curricular Assistance Teachers Receive
  - 3DD: Percentage of Teachers Receiving Guidance from Principal
  - 3EE: Likelihood of Remaining in Jewish Education Five Years Hence

Table 1A  
PLACE OF BIRTH

U.S. and Canada	62%
Israel	25%
Other	13%
TOTAL	<u>100%</u>

N=638 (11 missing cases)

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Table 1B  
GENDER

Male	23%
Female	77%
TOTAL	<u>100%</u>

N=641 (8 missing cases)

---

Table 1C  
AGE

17-24	16%
25-29	19%
30-34	19%
35-39	18%
40+	28%
TOTAL	<u>100%</u>

N=601 (48 missing cases)

Table 1D  
OTHER OCCUPATIONS

Other Full-Time Work	20%
Other Part-Time Work	25%
Full-Time Student	10%
Homemaker	16%
"Jewish Education is my Full-Time Occupation"	29%
TOTAL	<u>100%</u>

N=636

Table 1E  
MARITAL STATUS

Never Married	27%
Married	63%
Separated	2%
Divorced	6%
Widowed	2%
TOTAL	<u>100%</u>

N=629

Table 1F  
PERCENTAGE OF TEACHERS WHO TEACH IN MORE THAN ONE SCHOOL

One School Only	83%
Two or More Schools	17%
TOTAL	<u>100%</u>

N=608

Table 1G  
TYPE OF SCHOOL\*

Reform Day School	5%
Reform Supplementary School	38%
Conservative Day School	8%
Conservative Supplementary School	27%
Orthodox Day School	14%
Orthodox Supplementary School	1%
Community Day School	6%
TOTAL	99%**

\*by teacher slot (N=691; data missing for 27 slots)

\*\*Totals of 99% or 101% are due to rounding.

Table 1H  
NUMBER OF COLLEGE-LEVEL COURSES (% IN EACH CATEGORY) TAKEN IN  
JUDAICA, HEBREW AND EDUCATION

	Judaica	Hebrew	Education
0	30	43	29
1-3	17	17	14
3-7	13	14	11
Over 7	40	26	47
TOTAL	100%	100%	101%*

N=649

\*Totals of 99% or 101% are due to rounding.

Los Angeles Jewish Teacher Census  
Dr. Isa Aron and Dr. Bruce Phillips  
December, 1989  
Not for Reproduction or Publication

Table 1I  
 HOW TEACHERS SEE JEWISH TEACHING  
 (% IN EACH CATEGORY)

"My Career"	39%
"A Way of Earning Supplementary Income"	36%
"Something I Do Because it Gives me Satisfaction"	25%
TOTAL	100%

N=629

---

Table 1J  
 TOTAL HOURS OF TEACHING PER WEEK  
 (% IN EACH CATEGORY)

1-4	31%
5-9	23%
10-14	16%
15-19	7%
20-24	7%
25-29	3%
30-34	5%
35-39	5%
40+	3%
TOTAL	100%

N=586

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 December, 1989  
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Table 1K  
 TOTAL INCOME FROM JEWISH TEACHING  
 (% IN EACH CATEGORY)

\$500-999	15%
\$1,000-2,999	26%
\$3,000-9,999	28%
\$10,000-14,999	12%
\$15,000-19,999	5%
\$20,000+	14%
TOTAL	100%

N=587

Table 1L  
 SALARY PER ANNUAL WEEKLY HOUR (% IN EACH CATEGORY)\*

\$12-299	20%
\$300-570	19%
\$571-694	21%
\$695-999	18%
\$1,000-1,350	22%
TOTAL	100%

\* by teacher slot (N=651)

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 Dr. Isa Aron and Dr. Bruce Phillips  
 December, 1989  
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Table 1M  
 DEGREE OF SATISFACTION WITH TEACHING

"Satisfactions far outweigh dissatisfactions"	27%
"More satisfactions than dissatisfactions"	48%
"As many satisfactions as dissatisfactions"	19%
"More dissatisfactions than satisfactions"	5%
"Dissatisfactions far outweigh satisfactions"	1%
TOTAL	<u>100%</u>

N=623

Table 1N  
 LIKLIHOOD OF REMAINING IN JEWISH EDUCATION FIVE YEARS HENCE

Very likely	46%
Somewhat likely	35%
Not likely	17%
Not at all likely	3%
TOTAL	<u>101%*</u>

N=607

\*Totals of 99% or 101% are due to rounding.

Table 2A  
HOURS TAUGHT\* (% IN EACH CATEGORY) BY SCHOOL TYPE

	1-3	4-6	7-15	16+	TOTAL
REFORM DAY SCHOOL	6	11	8	74	99%**
REFORM SUPPLEMENTARY SCHOOL	50	33	16	1	100%
CONSERVATIVE DAY SCHOOL	5	12	64	19	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	23	46	29	2	100%
ORTHODOX DAY SCHOOL	1	5	20	74	100%
ORTHODOX SUPPLEMENTARY SCHOOL	10	70	20	—	100%
COMMUNITY DAY SCHOOL	11	8	19	62	100%

\*per slot (N=672)

\*\*Totals of 99% or 101% are due to rounding.

Los Angeles Jewish Teacher Census  
Dr. Isa Aron and Dr. Bruce Phillips  
December, 1989  
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Table 2B  
SALARY PER ANNUAL WEEKLY HOUR\* (% IN EACH CATEGORY)  
BY SCHOOL TYPE

	\$12- 299	\$300- 569	\$570- 694	\$695 999	\$1,000- 1,350	TOTAL
REFORM DAY SCHOOL	13	25	9	38	16	101%**
REFORM SUPPLEMENTARY SCHOOL	28	18	23	8	23	100%
CONSERVATIVE DAY SCHOOL	16	16	11	33	25	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	20	21	24	9	26	100%
ORTHODOX DAY SCHOOL	8	16	18	45	14	101%**
ORTHODOX SUPPLEMENTARY SCHOOL	—	40	20	10	30	100%
COMMUNITY DAY SCHOOL	6	11	37	34	11	99%**

\*per teacher slot

\*\*Totals of 99% or 101% are due to rounding.

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Table 2C  
YEARS OF EXPERIENCE\* IN SUPPLEMENTARY SCHOOL  
(% IN EACH CATEGORY), BY TYPE OF SCHOOL

	None	1-3	4-9	10+	TOTAL
REFORM SUPPLEMENTARY SCHOOL	7	35	34	25	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	4	25	37	34	100%
ORTHODOX SUPPLEMENTARY SCHOOL	20	20	40	20	100%
REFORM DAY SCHOOL	34	23	14	29	100%
CONSERVATIVE DAY SCHOOL	7	18	25	51	101%**
ORTHODOX DAY SCHOOL	63	25	11	1	100%
COMMUNITY DAY SCHOOL	11	30	30	30	101%**

\*per slot (N=679)

\*\*Totals of 99% or 101% are due to rounding.

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December, 1989  
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Table 2D  
YEARS OF EXPERIENCE\* IN DAY SCHOOL  
(% IN EACH CATEGORY), BY TYPE OF SCHOOL

	None	1-3	4-9	10+	TOTAL
REFORM DAY SCHOOL	6	31	37	26	100%
CONSERVATIVE DAY SCHOOL	3	21	43	33	100%
ORTHODOX DAY SCHOOL	9	16	39	36	100%
COMMUNITY DAY SCHOOL	11	43	22	24	100%
REFORM SUPPLEMENTARY SCHOOL	75	14	8	3	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	58	15	17	11	101%**
ORTHODOX SUPPLEMENTARY SCHOOL	70	10	10	10	100%

\*per slot (N=679)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2E  
 CURRICULAR ASSISTANCE TEACHERS\* RECEIVE  
 (% IN EACH CATEGORY) BY TYPE OF SCHOOL

	Lesson Plans	Curriculum but no Lesson Plans	Textbook Only	Guidance from Principal Only	None of the Above	TOTAL
REFORM DAY SCHOOL	11	44	17	11	17	100%
REFORM SUPPLEMENTARY SCHOOL	15	43	19	14	8	99%**
CONSERVATIVE DAY SCHOOL	9	42	21	8	21	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	16	37	22	12	13	100%
ORTHODOX DAY SCHOOL	2	46	15	19	17	99%**
ORTHODOX SUPPLEMENTARY SCHOOL	12	38	—	38	12	100%
COMMUNITY DAY SCHOOL	6	61	12	9	12	100%

\*per slot (N=648)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2F  
GUIDANCE FROM PRINCIPALS\* (% IN EACH CATEGORY),  
BY TYPE OF SCHOOL

	Do Not Receive Guidance	Receive Guidance and find it:			TOTAL
		very helpful	somewhat helpful	not helpful	
REFORM DAY SCHOOL	28	42	31	—	101%**
REFORM SUPPLEMENTARY SCHOOL	20	41	37	3	101%**
CONSERVATIVE DAY SCHOOL	33	39	28	—	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	35	30	32	3	100%
ORTHODOX DAY SCHOOL	33	28	38	1	100%
ORTHODOX SUPPLEMENTARY SCHOOL	25	50	25	—	100%
COMMUNITY DAY SCHOOL	21	56	21	3	101%**

\*by teacher slot (N=655)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2G  
 EXTENT OF TEACHERS' INPUT INTO SCHOOL POLICY  
 (% IN EACH CATEGORY)\*, BY SCHOOL TYPE

	"A lot of input"	"Some input"	"Little or no input"	No answer	TOTAL
REFORM DAY SCHOOL	14	36	50	—	100%
REFORM SUPPLEMENTARY SCHOOL	10	39	50	1	100%
CONSERVATIVE DAY SCHOOL	17	36	43	3	99%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	14	37	47	2	100%
ORTHODOX DAY SCHOOL	10	52	34	4	100%
ORTHODOX SUPPLEMENTARY SCHOOL	20	50	20	10	100%
COMMUNITY DAY SCHOOL	21	34	34	11	100%

\*by teacher slot (N=691)

\*\*Totals of 99% or 101% are due to rounding.

Table 2H  
 SATISFACTION WITH JEWISH TEACHING\* (% IN EACH CATEGORY),  
 BY SCHOOL TYPE

	Satis. far outweigh diss.	More satis. than diss.	As many satis. as diss.	More diss. than satis.	Diss. far outweigh satis.	TOTAL
REFORM DAY SCHOOL	17	49	34	—	—	100%
REFORM SUPPLEMENTARY SCHOOL	28	49	16	6	2	101%**
CONSERVATIVE DAY SCHOOL	23	47	25	4	2	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	25	44	23	7	2	101%**
ORTHODOX DAY SCHOOL	28	48	15	7	1	99%**
ORTHODOX SUPPLEMENTARY SCHOOL	10	60	30	—	—	100%
COMMUNITY DAY SCHOOL	25	44	22	6	3	100%

\*per slot (N=664)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2I  
 LIKELIHOOD OF REMAINING IN JEWISH EDUCATION\* FIVE YEARS HENCE  
 (% IN EACH CATEGORY) BY SCHOOL TYPE

	Very likely	Somewhat likely	Not likely	Not at all likely	TOTAL
REFORM DAY SCHOOL	38	32	21	9	100%
REFORM SUPPLEMENTARY SCHOOL	37	39	21	4	101%**
CONSERVATIVE DAY SCHOOL	51	44	6	—	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	47	34	17	2	100%
ORTHODOX DAY SCHOOL	63	29	8	—	100%
ORTHODOX SUPPLEMENTARY SCHOOL	56	33	11	—	100%
COMMUNITY DAY SCHOOL	68	29	3	—	100%

\*per teacher slot (N=654)

\*\*Totals of 99% or 101% are due to rounding.

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Table 3A  
 DEFINITION OF TYPES OF TEACHERS  
 AND PERCENTAGES OF TEACHERS\* IN EACH TYPE

ORTHODOX	Teachers in Orthodox settings.	17%
(All remaining teachers are in Non-Orthodox settings.)		
CAREER, U.S. BORN	American-born teachers, for whom teaching is either their only occupation or their career.	12%
CAREER, FOREIGN BORN	Foreign-born teachers, for whom teaching is either their only occupation or their career.	17%
SUPPLEMENTARY INCOME	Teachers who see teaching as a way of earning supplementary income. This group includes both American and foreign-born teachers, who work elsewhere, either part-time or full-time, or as home-makers.	24%
AVOCATIONAL	Teachers who see teaching not as a career, nor as a way of earning supplementary income, but as "something I do because of the satisfaction it gives me." This group includes both American and foreign-born teachers, who work elsewhere, either part-time or full-time, or as home-makers.	20%
STUDENTS W/FUTURE IN JEWISH EDUCATION	Full-time high school, college or graduate students who indicate that it is "very likely" they will still be involved in Jewish education five years hence.	3%
STUDENTS W/OUT FUTURE IN JEWISH EDUCATION	Full-time high school, college or graduate students who indicate that it is "somewhat likely" or "not likely" that they will be involved in Jewish education five years hence.	7%
TOTAL		100%

\*N=622

27 teachers did not answer one or more of the relevant questions and, therefore, could not be assigned to a type.

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Table 3B:  
AGE (% BY CATEGORY) BY TEACHER TYPE

	17-24	25-29	30-34	35-39	40+	TOTAL
ORTHODOX	9	13	30	23	25	100%
CAREER U.S. BORN	12	30	15	25	18	100%
CAREER FOR. BORN	—	4	14	27	55	100%
SUPPL. INCOME	18	21	21	17	24	101%*
AVOCATIONAL	16	18	18	15	33	100%
STUDENT W/ FUTURE IN JEWISH ED	20	60	15	—	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	68	17	5	5	5	100%

N=583

\*Totals of 99% or 101% are due to rounding.

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TABLE 3C:  
GENDER (%), BY TEACHER TYPE

	Male	Female	TOTAL
ORTHODOX	41	59	100%
CAREER U.S. BORN	33	67	100%
CAREER FOR. BORN	5	95	100%
SUPL. INCOME	16	84	100%
AVOCATIONAL	22	78	100%
STUDENT W/ FUTURE IN JEWISH ED.	35	65	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	26	74	100%

N=618

\*Totals of 99% or 101% are due to rounding.

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Table 3D:  
PLACE OF BIRTH (%) BY TEACHER TYPE

	U.S. or Canada	Israel	Other	TOTAL
ORTHODOX	56	25	18	99%*
CAREER U.S. BORN	100	—	—	100%
CAREER FOR. BORN	—	66	34	100%
SUPPL. INCOME	76	17	7	100%
AVOCATIONAL	80	12	7	99%*
STUDENT W/ FUTURE IN JEWISH ED.	90	10	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	69	20	11	100%

N=619

\*Totals of 99% or 101% are due to rounding.

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Table 3E:  
 PERCENTAGE OF TEACHERS TEACHING IN MORE THAN ONE SCHOOL,  
 BY TEACHER TYPE

	One School Only	Two Schools or More	TOTAL
ORTHODOX	88	12	100%
CAREER U.S. BORN	79	21	100%
CAREER FOR. BORN	70	30	100%
SUPPL. INCOME	86	14	100%
AVOCATIONAL	90	10	100%
STUDENT W/ FUTURE IN JEWISH ED.	90	10	100%
STUDENT W/O FUTURE IN JEWISH ED.	92	8	100%

N=586

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Table 3F:  
TOTAL NUMBER OF HOURS TAUGHT (PERCENTAGE IN EACH CATEGORY)  
BY TEACHER TYPE

	1-3 hours	4-9 hours	10-20 hours	21+ hours	TOTAL
ORTHODOX	—	9	47	45	101%*
CAREER U.S. BORN	12	34	22	32	100%
CAREER FOR. BORN	5	14	45	36	100%
SUPPL. INCOME	34	42	23	1	100%
AVOCATIONAL	53	37	7	3	100%
STUDENT W/ FUTURE IN JEWISH ED.	37	53	11	—	101%*
STUDENT W/OUT FUTURE IN JEWISH ED.	42	42	13	3	100%

N=569

\*Totals of 99% or 101% are due to rounding.

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Table 3G:  
PERCENTAGE OF TEACHER TYPES IN DIFFERENT SETTINGS

	Orthodox	Career U.S. Born	Career Foreign Born	Suppl. Income	Avoc- ational	Student with Future..	Student without Future..	TOTAL
REFORM DAY SCHOOL	—	39	39	14	6	—	3	101%*
REFORM SUPPLEMENTARY SCHOOL	(.4)	7	13	33	31	5	11	100%
CONSERVATIVE DAY SCHOOL	—	26	50	20	4	—	—	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	3	17	20	31	19	4	6	100%
ORTHODOX DAY SCHOOL	100	—	—	—	—	—	—	100%
ORTHODOX SUPPLEMENTARY SCHOOL	100	—	—	—	—	—	—	100%
COMMUNITY DAY SCHOOL	9	26	54	9	—	—	3	101%*

N=664 (There are 54 missing cases, for a total of 718 teaching slots.)

\*Totals of 99% or 101% are due to rounding.

Table 3H:

## GRADE LEVELS TAUGHT\* (% FOR EACH CATEGORY), BY TEACHER TYPE

	Pre-K and K Only	1-6 Only	7-12 Only	K-6	1-12	K-12	TOTAL
ORTHODOX	4	46	33	1	15	2	101%**
CAREER U.S. BORN	1	46	27	6	17	3	100%
CAREER FOR. BORN	5	67	13	4	10	1	100%
SUPPL. INCOME	1	54	26	4	13	3	101%**
AVOCATIONAL	3	53	22	3	16	2	99%*
STUDENT W/ FUTURE IN JEWISH ED.	—	43	19	—	33	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	5	55	15	3	13	10	101%**

N=672

\*This calculation is by teacher slot.

\*\*Totals of 99% or 101% are due to rounding.

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Table 3I:

## COMBINED INCOME FROM JEWISH TEACHING (% IN EACH CATEGORY) BY TEACHER TYPE

	\$500- 999	\$1000- 2999	\$3000- 9999	\$10,000- 14,999	\$15,000- 18,999	\$19,000+	TOTAL
ORTHODOX	2	3	28	21	11	35	100%
CAREER U.S. BORN	7	10	32	15	10	27	101%*
CAREER FOR. BORN	7	12	28	24	9	20	100%
SUPPL. INCOME	15	41	37	7	—	1	101%*
AVOCATIONAL	40	38	18	4	—	1	101%*
STUDENT W/ FUTURE IN JEWISH ED.	5	58	32	5	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	26	50	16	—	3	5	100%

N=569

\*Totals of 99% or 101% are due to rounding.

Table 3J:  
SALARY PER ANNUAL HOUR\* (% FOR EACH CATEGORY),  
BY TEACHER TYPE

	\$12- 299	\$300- 570	\$571- 694	\$695- 999	\$1000- 1350	TOTAL
ORTHODOX	8	19	20	38	15	100%
CAREER U.S. BORN	5	20	21	23	31	100%
CAREER FOR. BORN	18	15	18	27	23	101%**
SUPPL. INCOME	18	17	29	11	25	100%
AVOCATIONAL	41	24	14	3	17	99%**
STUDENT W/ FUTURE IN JEWISH ED.	10	29	33	5	24	101%**
STUDENT W/O FUTURE IN JEWISH ED.	29	20	15	10	27	101%**

\*by slot (N=651)

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Table 3K

PERCENTAGE OF TEACHING SLOTS\* WHICH CARRY MEDICAL, PENSION AND  
DISABILITY BENEFITS, BY TEACHER TYPE

	Medical	Pension	Disability
ORTHODOX	32	13	11
CAREER U.S. BORN	22	6	18
CAREER FOR. BORN	38	27	28
SUPPL. INCOME	11	7	7
AVOCATIONAL	5	2	7
STUDENT W/ FUTURE IN JEWISH ED.	—	—	—
STUDENT W/OUT FUTURE IN JEWISH ED.	5	2	—

\*N=691

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Table 3L:  
 PERCENTAGE OF TEACHING SLOTS\* WHICH CARRY OTHER BENEFITS, BY TEACHER TYPE

	ORTHODOX	CAREER U.S. BORN	CAREER FOR.BORN	SUPL. INCOME	AVOCATIONAL	STUDENT WITH FUTURE..	STUDENT WITHOUT FUTURE..
Free or reduced tuition for children	22	12	30	22	12	2	1
Day care for children	17	6	34	32	4	6	—
Free or reduced membership in synagogue or JCC	5	12	33	30	16	3	1
Synagogue membership privileges	4	16	24	27	19	5	5
Money to attend conferences	16	17	19	22	17	5	5
Full or partial subsidy for continuing ed.	14	14	29	23	15	3	3

\*N=690

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Table 3M:

NUMBER OF COLLEGE-LEVEL JUDAICA COURSES TAKEN  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	19	10	14	58	101%*
CAREER U.S. BORN	16	11	14	59	100%
CAREER FOR. BORN	32	5	7	56	100%
SUPPL. INCOME	38	24	15	23	100%
AVOCATIONAL	32	30	12	27	101%
STUDENT W/ FUTURE IN JEWISH ED.	—	10	30	60	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	36	33	13	18	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3N:

NUMBER OF COLLEGE-LEVEL HEBREW COURSES TAKEN (% IN EACH CATEGORY)  
BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	40	18	16	25	99%*
CAREER U.S. BORN	26	19	19	36	100%
CAREER FOR. BORN	42	5	5	49	101%*
SUPPL. INCOME	45	21	15	20	101%*
AVOCATIONAL	53	20	12	15	100%
STUDENT W/ FUTURE IN JEWISH ED.	10	25	35	30	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	22	18	7	100%

N=622

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Table 30:

NUMBER OF COLLEGE-LEVEL EDUCATION COURSES TAKEN (% IN EACH CATEGORY), BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	25	13	13	50	101%*
CAREER U.S. BORN	14	14	19	53	100%
CAREER FOR. BORN	21	6	7	66	100%
SUPPL. INCOME	26	20	11	43	100%
AVOCATIONAL	40	11	8	41	100%
STUDENT W/ FUTURE IN JEWISH ED.	15	15	35	35	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	29	—	18	100%

N=622

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Table 3P  
OTHER EMPLOYMENT (% IN EACH CATEGORY),  
BY TEACHER TYPE

	Other full- time work	Other part- time work	Full- time student	Home- maker	"Jewish education is my full- time occupation"	TOTAL
ORTHODOX	5	12	1	25	57	100%
CAREER U.S. BORN	7	29	—	14	51	101%*
CAREER FOR. BORN	3	5	—	12	81	101%*
SUPPL. INCOME	40	42	—	18	—	100%
AVOCATIONAL	42	38	—	21	—	101%*
STUDENT W/ FUTURE IN JEWISH ED.	—	—	100	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	—	—	100	—	—	100%

N=619

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Table 3Q  
 IMPORTANCE OF INCOME EARNED BY JEWISH TEACHING  
 (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Main source of income	One of the main sources ...	An important addition ...	An un- important addition ...	No answer	TOTAL
ORTHODOX	39	23	27	9	2	100%
CAREER U.S. BORN	38	16	24	14	7	99%*
CAREER FOR. BORN	15	27	37	20	1	100%
SUPPL. INCOME	3	19	47	27	5	101%*
AVOCATIONAL	—	7	17	72	4	100%
STUDENT W/ FUTURE IN JEWISH ED.	20	10	50	15	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	11	20	31	31	7	100%

N=622

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Table 3R  
 JEWISH OBSERVANCE  
 (% ANSWERING "YES" IN EACH CATEGORY)  
 BY TEACHER TYPE

	"Light candles on Friday evening"	"Attend synagogue at least twice a month on Shabbat"	"Attend synagogue on holidays such as Sukkot, Passover, or Shabbat"
ORTHODOX	99	68	91
CAREER U.S. BORN	78	59	73
CAREER FOR. BORN	86	37	75
SUPPL. INCOME	74	37	63
AVOCATIONAL	69	39	67
STUDENT W/ FUTURE IN JEWISH ED.	85	55	85
STUDENT W/OUT FUTURE IN JEWISH ED.	56	29	60

N=622

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Table 3S  
 DEGREE OF COMMUNAL AFFILIATION  
 (% ANSWERING "YES" IN EACH CATEGORY)  
 BY TEACHER TYPE

	"Belong to Jewish organization other than a synagogue"	"Contribute to any Jewish charities last year"
ORTHODOX	41	89
CAREER U.S. BORN	51	85
CAREER FOR. BORN	32	75
SUPPL. INCOME	37	72
AVOCATIONAL	44	78
STUDENT W/ FUTURE IN JEWISH ED.	55	85
STUDENT W/OUT FUTURE IN JEWISH ED.	40	56

N=622

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Table 3T  
 HOW APPEALING IS THE RATE OF PAY (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	4	20	29	22	15	10	100%
CAREER U.S. BORN	8	26	26	21	18	1	100%
CAREER FOR. BORN	3	32	20	26	15	5	101%*
SUPPL. INCOME	12	47	23	13	4	1	100%
AVOCATIONAL	9	39	36	7	7	3	101%*
STUDENT W/ FUTURE IN JEWISH ED.	20	30	30	10	—	10	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	13	60	18	7	2	—	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3U  
 HOW APPEALING IS THE BENEFITS "PACKAGE" (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	Not applicable	No answer	TOTAL
ORTHODOX	3	6	13	13	35	22	8	100%
CAREER U.S. BORN	1	11	12	12	33	27	3	99%*
CAREER FOR. BORN	1	12	9	13	38	22	5	100%
SUPPL. INCOME	1	8	10	6	17	56	2	100%
AVOCATIONAL	—	8	19	6	16	49	3	101%*
STUDENT W/ FUTURE IN JEWISH ED.	—	—	5	10	20	60	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	2	9	16	4	9	58	2	100%

N=622

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Table 3V  
 HOW APPEALING IS THE PART-TIME NATURE OF EMPLOYMENT (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	Not applicable	No answer	TOTAL
ORTHODOX	21	17	11	9	3	24	15	100%
CAREER U.S. BORN	14	33	14	10	7	22	1	101%*
CAREER FOR. BORN	14	27	17	11	15	10	7	101%*
SUPPL. INCOME	33	45	13	3	3	3	—	100%
AVOCATIONAL	30	47	13	3	3	3	2	101%*
STUDENT W/ FUTURE IN JEWISH ED.	25	40	15	5	5	10	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	27	47	13	4	4	2	2	99%*

N=622

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Table 3W  
 HOW APPEALING IS THE OPPORTUNITY TO WORK WITH CHILDREN (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	57	33	2	1	—	8	101%*
CAREER U.S. BORN	67	32	1	—	—	—	100%
CAREER FOR. BORN	71	25	1	—	—	3	100%
SUPPL. INCOME	57	40	1	1	—	1	100%
AVOCATIONAL	72	24	1	1	1	2	101%*
STUDENT W/ FUTURE IN JEWISH ED.	80	15	5	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	56	31	9	2	—	2	100%

N=622

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Table 3X  
 HOW APPEALING IS THE OPPORTUNITY TO TEACH ABOUT JUDAISM (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	74	19	—	—	1	6	100%
CAREER U.S. BORN	82	10	3	—	—	6	101%*
CAREER FOR. BORN	69	28	—	—	—	3	100%
SUPPL. INCOME	64	31	3	1	1	1	101%*
AVOCATIONAL	72	21	3	—	1	4	101%*
STUDENT W/ FUTURE IN JEWISH ED.	95	5	—	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	31	13	2	—	—	99%*

N=622

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Table 3Y  
 HOW APPEALING IS THE RECOGNITION YOU GET AS A JEWISH TEACHER  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	14	34	24	13	5	11	101%*
CAREER U.S. BORN	22	26	29	8	8	7	100%
CAREER FOR. BORN	23	27	26	15	6	4	101%*
SUPPL. INCOME	11	37	31	12	5	5	101%
AVOCATIONAL	26	26	30	7	3	8	100%
STUDENT W/ FUTURE IN JEWISH ED.	10	40	35	10	5	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	7	47	33	4	7	2	100%

N=622

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Table 3Z  
 HOW APPEALING ARE THE OPPORTUNITIES FOR CAREER ADVANCEMENT  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	Not applicable	No answer	TOTAL
ORTHODOX	6	11	33	18	11	16	4	99%*
CAREER U.S. BORN	10	20	23	23	14	10	1	101%*
CAREER FOR. BORN	7	16	28	27	14	6	3	101%*
SUPPL. INCOME	1	19	41	9	7	21	2	100%
AVOCATIONAL	3	6	43	13	4	28	3	100%
STUDENT W/ FUTURE IN JEWISH ED.	25	25	25	15	—	10	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	2	16	47	4	11	20	—	100%

N=622

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Table 3AA  
 HOW APPEALING ARE THE ATTITUDES OF STUDENTS TO JEWISH STUDIES  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	20	39	16	12	3	10	100%
CAREER U.S. BORN	14	22	22	23	10	10	101%*
CAREER FOR. BORN	11	53	10	17	4	6	101%*
SUPPL. INCOME	5	35	28	19	9	3	99%*
AVOCATIONAL	10	37	24	19	7	3	100%
STUDENT W/ FUTURE IN JEWISH ED.	—	30	20	45	5	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	2	24	22	38	13	—	99%*

N=622

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Table 3BB  
 HOW APPEALING IS THE OPPORTUNITY TO MAKE A CONTRIBUTION TO THE JEWISH COMMUNITY  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	48	36	4	1	1	11	101%*
CAREER U.S. BORN	69	22	7	1	—	1	100%
CAREER FOR. BORN	51	44	2	2	—	2	101%*
SUPPL. INCOME	44	48	5	—	1	2	100%
AVOCATIONAL	65	28	4	—	2	2	101%*
STUDENT W/ FUTURE IN JEWISH ED.	65	35	—	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	38	42	16	2	2	—	100%

N=622

\*Totals of 99% or 101% are due to rounding.

Los Angeles Jewish Teacher Census  
 Dr. Isa Aron and Dr. Bruce Phillips  
 December, 1989  
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Table 3CC

CURRICULAR ASSISTANCE TEACHERS RECEIVE\*  
(% IN EACH CATEGORY), BY TEACHER TYPE

	Lesson Plans	Curriculum but no Lesson Plans	Textbook Only	Guidance from Principal Only	None of the Above	No Answer	TOTAL
ORTHODOX	3	40	13	19	15	11	101%**
CAREER U.S. BORN	12	28	20	21	15	4	100%
CAREER FOR. BORN	12	46	17	10	12	4	101%**
SUPPL. INCOME	16	40	16	10	10	9	101%**
AVOCATIONAL	12	44	22	9	10	4	101%**
STUDENT W/ FUTURE IN JEWISH ED.	5	43	19	29	5	—	101%**
STUDENT W/OUT FUTURE IN JEWISH ED.	12	34	22	7	15	10	100%

\*by slot (N=690)

\*\*Totals of 99% or 101% are due to rounding.

Los Angeles Jewish Teacher Census  
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December, 1989  
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Table 3DD  
 PERCENTAGE OF TEACHERS\* RECEIVING GUIDANCE FROM PRINCIPAL,  
 BY TEACHER TYPE

	Do not Receive Guidance	Receive Guidance and find it:			TOTAL
		very helpful	somewhat helpful	not helpful	
ORTHODOX	31	30	38	1	100%
CAREER U.S. BORN	19	48	31	2	100%
CAREER FOR. BORN	34	39	25	2	100%
SUPPL. INCOME	28	37	32	3	100%
AVOCATIONAL	27	39	32	2	100%
STUDENT W/ FUTURE IN JEWISH ED.	14	38	48	—	100%
STUDENT W/O FUTURE IN JEWISH ED.	28	28	43	2	101%**

\*by slot (N=653)

\*\*Totals of 99% or 101% are due to rounding.

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Table 3EE:  
 LIKELIHOOD OF REMAINING IN JEWISH EDUCATION FIVE YEARS HENCE  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very likely	Somewhat likely	Not likely	Not at all likely	No answer	TOTAL
ORTHODOX	61	26	7	—	7	101%*
CAREER U.S. BORN	55	23	14	3	6	101%*
CAREER FOR. BORN	57	29	4	1	9	100%
SUPPL. INCOME	28	45	19	3	5	100%
AVOCATIONAL	32	34	20	7	7	100%
STUDENT W/ FUTURE IN JEWISH ED.	100	—	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	—	49	44	2	4	99%*

N=622

\*Totals of 99% or 101% are due to rounding.

Los Angeles Jewish Teacher Census  
 Dr. Isa Aron and Dr. Bruce Phillips  
 December, 1989  
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Section 4: Comparisons Between Judaica Teachers in Los Angeles, Miami,  
Philadelphia and Pittsburgh

- 4A: Number of Teachers
- 4B: Type of School Taught In
- 4C: Place of Birth
- 4D: Percentage of Teachers Who Teach in More than One School
- 4E: Hours Taught in Supplementary School
- 4F: Hours Taught in Day School
- 4G: Percentage of New Teachers
- 4H: Likelihood of Remaining in Jewish Education Five Years Hence
- 4I: Percentage of Teachers Receiving Medical and Pension Benefits
- 4J: Percentage of College-Level Judaica Courses Taken

Comparisons Between Judaica Teachers  
in Los Angeles, Miami, Philadelphia and Pittsburgh

Table 4A  
NUMBER OF TEACHERS

LOS ANGELES	649	(78%)
MIAMI	272	(approx. 80%)
PHILADELPHIA	347	(approx. 54%)
PITTSBURGH	240	(approx. 90%)

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Table 4B  
TYPE OF SCHOOL TAUGHT IN (% IN EACH CATEGORY)

	<u>Day School</u>	<u>Supplementary School</u>
LOS ANGELES	33	66
MIAMI	37	63
PHILADELPHIA	11 (actual) 13 (survey sample)	89 87
PITTSBURGH	25	75

Table 4C  
PLACE OF BIRTH (% IN EACH CATEGORY)

	Native Born (U.S. or Canada)	Other	TOTAL
LOS ANGELES DAY SCHOOL	47	53	100%
LOS ANGELES SUPPLEMENTARY SCHOOL	67	33	100%
MIAMI DAY SCHOOL	61	39	100%
MIAMI SUPPLEMENTARY SCHOOL	79	21	100%

PHILADELPHIA

(Place of birth not reported directly, but from other questions, it is possible to infer the following:

32% of day school teachers were educated in Israel.

8% of synagogue supplementary school teachers are "from Israel."

15% of community supplementary school teachers are "from Israel.")

Table 4D  
PERCENTAGE OF TEACHERS WHO TEACH IN MORE THAN ONE SCHOOL

LOS ANGELES DAY AND SUPPLEMENTARY SCHOOLS	17%
MIAMI DAY SCHOOLS	11%
MIAMI SUPPLEMENTARY SCHOOLS	17%
PHILADELPHIA DAY SCHOOLS	18%
PHILADELPHIA SYNAGOGUE SUPPLEMENTARY	28%
PHILADELPHIA COMMUNAL SUPPLEMENTARY	20%

Table 4E  
HOURS TAUGHT (% IN EACH CATEGORY), IN SUPPLEMENTARY SCHOOL

	Los Angeles	Miami	Pittsburgh
1-4	38.8	56.3	67
5-9	30.6	32.3	23
10-14	20.2	3.6	8
15-19	3.3	—	—
20-24	2.7	1.8	2
25-29	1.1	—	—
30-34	.9	.6	—
35-39	1.3	—	—
40+	1.1	5.4	—
TOTAL	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 4F  
HOURS TAUGHT (% IN EACH CATEGORY), IN DAY SCHOOL

	Los Angeles	Miami	Pittsburgh
1-4	2.7	1	3
5-9	6.6	6.5	23
10-14	11.5	6.5	5
15-19	17.3	10.9	—
20-24	16.8	16.3	52
25-29	7.5	5.4	—
30-34	15.0	7.6	42
35-39	13.3	15.2	—
40+	9.3	30.4	7
TOTAL	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 4G  
% OF NEW TEACHERS

CLEVELAND	22%
LOS ANGELES DAY SCHOOL	8%
LOS ANGELES SUPPLEMENTARY SCHOOL	6%
MIAMI DAY SCHOOL	10%
MIAMI SUPPLEMENTARY SCHOOL	6%
PHILADELPHIA DAY SCHOOL	20%
PHILADELPHIA SUPPLEMENTARY SCHOOL	19%

Table 4H  
LIKELIHOOD OF REMAINING IN JEWISH EDUCATION FIVE YEARS HENCE  
( % IN EACH CATEGORY)

	<u>Very likely</u>	<u>Somewhat likely</u>
LOS ANGELES DAY SCHOOL	57	33
LOS ANGELES SUPPLEMENTARY SCHOOL	41	37
	<u>Definitely</u>	<u>Probably</u>
MIAMI DAY SCHOOL	41	53
MIAMI SUPPLEMENTARY SCHOOL	34	47
	<u>Very likely</u>	<u>Somewhat likely</u>
PHILADELPHIA DAY SCHOOL	72	18
PHILADELPHIA SUPPLEMENTARY SCHOOL	56	28

Table 4I  
PERCENTAGE OF TEACHERS RECEIVING MEDICAL AND PENSION BENEFITS

	<u>Medical</u>	<u>Pension</u>
LOS ANGELES DAY SCHOOL	42	18
LOS ANGELES SUPPLEMENTARY SCHOOL	10	8
MIAMI DAY SCHOOL	60	60
MIAMI SUPPLEMENTARY SCHOOL	13	14
PHILADELPHIA DAY SCHOOL	42	20
PHILADELPHIA SUPPLEMENTARY SCHOOL	n/a	n/a

Table 4J  
 PERCENTAGE OF COLLEGE LEVEL JUDAICA COURSES TAKEN

	None	1-3	3-7	7+	TOTAL
LOS ANGELES DAY SCHOOL	26	8	11	55	100%
LOS ANGELES SUPPLEMENTARY SCHOOL	30	20	14	36	100%

	None	1-4	5-9	Major or degree from Jewish College	TOTAL
MIAMI DAY SCHOOL	11	16	4	69	100%
MIAMI SUPPLEMENTARY SCHOOL	45	17	11	27	100%

	Holds Jewish Educational License	Holds degree in Jewish Studies
PHILADELPHIA DAY SCHOOL	57%	73%
PHILADELPHIA SUPPLEMENTARY SCHOOL	33%	34%

## TEACHER SURVEYS

CITY	YEAR	RESPONSE RATE	TYPE OF INFO GIVEN
Denver (Day School Teachers, through schools)	In process	100%(?)	Raw data only, thus far.
Cleveland (through schools)	1987-88 (now outdated)	100%	Annual wage per weekly hour; # of teachers.
Houston	In process		
Los Angeles	1987-88	78%	Extensive
Miami	1987-88	80%	Extensive
Midwest Day Schools	1981	40%	Age, place of birth, gender, experience, qualifications.
Philadelphia	1987-88	54%	Not as extensive as Los Angeles or Miami.
Pittsburgh (through schools)	1985-86	100%(?)	Education background, hours/week taught; annual wage per weekly hour (avg. only).
Syracuse	In process	39%	Used L.A. questionnaire as model.

SALARY SCALES

CITY	RECEIVED	NOT YET RECEIVED	DAY SCHOOL	SUPPL. SCHOOL	DO SCHOOLS ADHERE TO THE SCALE?
Baltimore	X		X	X	No. info.
Buffalo		X			
Chicago		X			
Los Angeles	X		X	X	Questionable. Notes from extensive interview available.
Miami		X	X		Agency-funded schools adhere. In general, all Conservative and Orthodox Community schools are funded. They represent 2/3 of all Miami Day Schools.
Montreal	X		X		Probably can assume that all schools adhere.
S. New Jersey		X		(No info.)	No info.
Providence		X		(No info.)	No info.
Toledo	X			(No info.)	No info. Scale requires extensive clarification.
Tuscon		X		X (Heb. High)	No info.

SENIOR LEVEL PERSONNEL

PLACE/ORG.	DATE	RESPONSE RATE	TYPE OF INFO. GIVEN
Cleveland	1987-88	100%	#, full-time/part time, salary ranges, benefits.
HUC Alumni Survey	1988-89	87% for full-time	Salary, benefits, crosstabulation with years of experience and size of school.
Los Angeles Report on Survey of Jewish Youth	1989	58%	Salary, benefits, median length of stay in field, "opportunity ratings" by personnel for creativity and growth.

PRE-SCHOOLS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIGURATIONS OF TEACHING
JWB 1989 Annual Survey and Report (Precise response rate unavailable.)	Data on full time (20 h.p.w. or more) directors and teachers, by size of center budget. Includes: number reporting, average, median, minimum and maximum salaries.		Information from phone interview with Dr. Edward Kagan, JWB Director of Statistics. Not hard data. Dr. Kagan believes that the turnover rate for directors is fairly low but for teachers is quite high. Must take into account local economic conditions and other demographic factors.	City/state regulated for pre-schools.	According to Dr. Kagan, JWB pre-schools have experienced a shortage of directors but not of teachers.		
LA BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale (15/70 pre-schools adhere to this schedule.)	Scale takes into account: units accumulated, hourly vs. monthly salary, degrees and credentials, and seniority. It also applies to assistants, teacher/directors and directors.			S t a t e requirements.			
THE 1988 MIAMI JEWISH EDUCATOR STUDY Early Childhood Education Summary (Response Rate: 87%, based on surveys.)	Under \$10,000-48% 10,000-24,000-44% 25,000-39,000-8% 40,000 and up-0% Average-11,900 Includes percentages of numbers of hours per week teachers are paid to work.	Medical-31% Pension-27%	Response to "probability of remaining in field in five years," and "expected position in five years."	Percentages: -highest level of education - c u r r e n t educational enrollment -measures of Jewishness (Jewish ID) - y o u t h group/camp/Israel experience -licenses -previous teaching experience	Percentages: -method of finding current position -measures of satisfaction (as perceived by teacher)	Percentages: -enrollment in CAJE workshops over past three years (83%) -other Judaic workshops (19%) -Teaching Methods courses (30%)	

ASSISTANTS/ SPECIALISTS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIG. OF TEACHING
LOS ANGELES BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale	Aides multiply scale by .8						
MIAMI JEWISH EDUCATOR STUDY (1988) Early Childhood Aides included in 87% response rate of ECE summary.	Under 10,000-86% 10,000-24,000-14% 25,000 and up-0% Average-5,800  Includes info on number of hours per week aides are paid to work.	Medical-10% Pension-7%	Info. on probability of remaining in field in five years and expected position in five years.	Percentages on: -highest level of education -current educational enrollment -measures of Jewishness (Jewish ID) -possession of license of any type (23%) -previous teaching experience	Info. on method of finding position and measures of satisfaction.	Percentages on: -enrollment in CAJE workshops in past three years (67%) -other Jewish workshops (12%) -teaching methods courses (17%)	

**Information on Communal Allocations to Schools:**

Baltimore  
Cleveland  
Hartford  
JESNA Report  
Kansas City  
Pittsburgh  
Toledo

**Community Educator Proposals:**

Boston  
Cleveland

**Community Educator Programs in Place:**

Cleveland  
Omaha

Nov. 24, 1989

Preliminary Report

The Preparation of Jewish educators in North America:  
A status report

by  
Aryeh Davidson

This research was commissioned in order to provide the Commission with an inventory and description concerning the preparation of personnel for Jewish education in North America. The study was designed to answer the following questions:

1. What institutions of higher learning are preparing personnel for Jewish education?
  - a. How many students are enrolled in these programs and who are they (student profile)?
  - b. Who are the faculty (faculty profile)?
  - c. What are the goals and structures of these programs (program profile)?
  - d. What are the costs and funding patterns for these programs?
  - e. What are the visions of these institutions with respect to the future training of Jewish educators?
2. What is the nature of in-service training for Jewish educators serving in formal and informal educational settings?
3. What are the issues and problems facing these institutions?

Each institution of higher learning in North America preparing Jewish educators was identified and then examined in the following ways:

1. Bulletins, program descriptions, courses syllabi published and unpublished reports of these institutions were gathered and reviewed.
2. Site visits were made to each institution, where feasible in order to observe classes, interview administration, faculty, persons associated with these institutions and meet with students enrolled in the education programs. A total of 68 interviews were conducted by the investigator. He also conducted group discussions with 57 students.

3. To place the issue of training within a context existing published and unpublished studies and reports in the areas of teacher education and Jewish teacher education were reviewed.

All data were collected between September 15 and November 20, 1989.

Site visits were conducted at 11 of the 15 training institutions in North America. Seventy individuals associated with these institutions were interviewed from 1/2 to 2 1/2 hours each. Group meetings were also held with students from many of these schools. A total of 73 students participated in these meetings.

What follows is an overview of the results and initial findings prior to a thorough analysis of the findings. In preparation for the

Monday

meeting, much of this document addresses the quantitative aspects of the results. The final report will also focus extensively on qualitative aspects of the results.

Inventory of Programs

Table 1 shows the distribution of students enrolled in 15 institutions of higher learning in the United States and Canada preparing persons for careers in Jewish education. These programs consist of three types: denominational, independent, and university based. Each of the denominations ( Conservative, Orthodox and Reform) sponsor schools or departments of Jewish education designed to prepared religious educators. The institutions are: Hebrew Union College ( Rhea Hirsch School of Education, Los Angeles; The School of Education, New York) Jewish Theological Seminary of America, New York ( Department of Education); University of Judaism, Los Angeles (Fingerhut School of Education); Yeshiva Univeristy ( Azrielli Graduate Institute, Isaac Breuer College, Stern College). Five Independent schools generally referred to as Hebrew teacher colleges were examined. They are: Gratz College, Philadelphia; Baltimore Hebrew University, Hebrew College, Boston; Cleveland College of Jewish Studies and Spertus College, Chicago. University-based programs that were examined include: Brandeis University, Hornstein Program for Jewish Communal Service; George Washington University, School of Education in association with the College of Jewish Studies, Washington, D.C.; York University, Department of Jewish Studies, Toronto; McGill University, Department of Judaic Studies, Montreal . In addition the Bureau of Jewish Education in Toronto sponsors a Midrasha (Teacher Training Institute) that prepares certified teachers.

1. Part-time /full-time students The majority of matriculating students in these programs are enrolled on a part-time basis (75%). Most part-timers view themselves as Jewish educators and are currently employed in Jewish schools. Depending on the community, the attainment of a degree permits one to both move up the ladder professionally and increase one's earnings. There is considerable variation among the part-timers with respect to age, national origin, and experience. ( Much of the data needed to do

a detailed analysis was unavailable.) Most part-timers enroll in the independent schools and two of the denominational schools. Overall the University-based programs and denominational schools require students to be full time students. The students in full time program students tend to be within the 25-32 age range. They come from diverse backgrounds and many view Jewish education as a career change. (Additional data is needed to develop a full profile of these students.)

2. B.A./ M.A. programs Most of the institutions are phasing out their B.A. programs in Jewish education and emphasizing their M.A. programs. This phenomenon appears to be the result of three factors: 1) there are decreasing numbers of American college-age students who choose to major in education programs. 2) B.A. programs in Jewish education tend to be dominated by Israelis, who are interested in earning a B.A. while in the United States. Training institutions tend to discourage Israelis from majoring in education on the undergraduate level , but do encourage them to enroll in Jewish studies programs 3) Since the early 1980s there is a trend among U.S. schools programs to encourage sutudents to pursue an M.A. in Jewish education versus the B.A. degree.

In contrast, Canadian schools encourage students to matriculate in B.A. level programs in education.

3. Doctoral programs The 67 students who are enrolled in doctoral programs are comprised of three types of students. Approximately 70% are pursuing a doctorate on a part-time basis while holding positions in Jewish education. These students view the doctorate as a way to develop expertise, gain a credential and move up the professional ladder. A smaller percentage (20%) view doctoral studies as a form of continuing professional education and therefore enroll in courses year after year until they are at the point of writing the dissertation. At that time many of these students become non-matriculating students. Approximately 10 % of the doctoral students in Jewish education intend to pursue careers in research and academia in Jewish education.

4. Program approaches Those programs which offer degree programs fall into three categories, those which prepare teachers, educational change agents and communal/educational professionals. Nine of the 15 programs ennumerated purport to prepare their students to assume roles as classroom teachers ( 3 programs for the day school and 7 for supplementary schools). These programs currently have an enrollment of 171 students. The second category - educational change agent, is characteristic of programs that are designed to prepare Jewish professionals who will assume educational leadership roles in the Jewish community. Of the 15 programs listed in Table 1, two, comprised of 21 students, have programs which prepare educational change agents.

Communal/educational professional, the third category is designed to prepare students for assuming either teacher or administrative roles in Jewish educational institutions and includes two departments of Jewish education comprised of 26 students. Differences among these categories are reflected primarily with respect to their course offerings, prerequisites, student populations, curricular training models, internships/practica and relationship to standards of the NBL (National Board of License). (These issues are examined in Table 3.)

5. Certification programs In addition to degree programs four programs offer a sequence of courses that will enable students to meet the requirements for NBL or local licensing agencies. The course sequence generally consists of 4-6 courses in education and an internship or student teaching experience. As indicated in Table 1, 43 students are enrolled in these programs leading towards certification. Students in certification programs are expected to have strong Judaica backgrounds and demonstrate Hebrew language proficiency.

In recent years three institutions have also introduced principal certification programs, non-degree programs that prepare experienced educators in the field. They enroll in administration and supervision courses while simultaneously completing a field experience in their current place of employment. A total of 30 student are enrolled in these programs.

Table 1

Distribution of students enrolled in degree and certificate programs at 15 teacher training institutions

	<u>B.A.</u>	<u>M.A. (p.t.)</u>	<u>M.A. (f.t.)</u>	<u>Doc.</u>	<u>T.C.</u>	<u>P.C.</u>
c	15	45		45	6	15
e	4	15		10	5	
g						
c	4	29	26	18	2	12
e	2	7	13	4		6
g	2	4	12	3	5	7
c		3				
e		2				
g		1				
c		2				
e						
g						
c	9	10				15
e						

Q						
Q		45				
Q		38				
Q		6				
Q	6	9	3			
Q	6	9				
Q	3	6				
Q	10	2				
Q						
Q				17	4	
Q				8		
Q				8		
Q						
Q				23		
Q				13		
Q				12		
Q	9	16				
Q	2	6				
Q	3	5				
Q						
Q				4		
Q				3		
Q				3		
Q						
Q		10				
Q		10				
Q						
Q						35
Q						16
Q						15
Q	15					
Q	6					
Q	6					
Total	68	171		76	67	43
						30

171  
68  
76  
315

c-current enrollment      p.t.-part-time      p.c.- principal certl.  
 e- entering class 1989      f.t.-full-time  
 g -graduating class 1989      t.c.- teacher certification

Faculty As shown in Table 2, institutions rely heavily on part-time and adjunct faculty. However, as indicated in Table 4, the use of adjuncts varies depending on the approach of the program. Among all the independent colleges there is only one full time professor. The denominational institutions have larger faculties and more full-time personnel.

All 14 of the 19 full-time faculty members have doctorates in education or an allied field. Ninety percent received their degree from a general university. Most did not write their dissertations on a topic related to Jewish education. Although there is considerable variation in the career paths of faculty, the majority have held positions in Jewish education prior to becoming faculty members.

It is a commonly held perception that the more able the faculty member, the faster s/he is pushed into assuming administrative responsibilities and consequently devotes less time to teaching and research ( a similar phenomenon exists on the school level with teachers who get pushed up.) The mean age of full and part-time faculty is in the mid-forties. Salaries vary considerably from institution to institution. However, on the whole denominational and university-based institutions have salary scales comparable to private institutions of higher learning, Independent colleges, in contrast, have salary scales considerably below comparable local private institutions.

Table 2  
Full-time, part-time and adjunct faculty  
teaching in departments of Jewish education

Full-time	13 * (6)
part-time	22 **
adjunct	44 ***

- \* denotes faculty who assume full-time teaching responsibilities  
 Six faculty members listed as full-time devote at least 2/5ths of their time to administrative or other responsibilities
- \*\* denotes faculty who teach at least 2/5th of a full teaching load
- \*\*\* denotes faculty are generally employed by another institution and teach only one course per year.

Funding The data in Table 3 speak for themselves. Denominational schools receive little or no funding from community federations. They rely primarily on fund raising for balancing their budgets. Independent schools to a large extent are dependent on community funding. However, in recent years there is a tendency among these schools seek outside funds and become less dependent and also less accountable to the federations. Additional data is required in this area to do a complete analysis.

Table 3

Percentage of budget covered by various funding sources for independent and denominational schools

	<u>Federation</u>	<u>Tuition</u>	<u>Other</u>
Independent schools	50-80	15-30	10-20
Denominational schools		15-25	85-75

Tuition costs The Jewish educational institutions of higher learning examined in this study have been subject to many of the same fiscal realities confronting general institutions of higher learning. These realities are reflected in the soaring tuition cost in the past twenty years. In 1967, Walter Ackerman noted that fees in most Hebrew Teachers College were nominal, "... it is safe to say that no student will be denied the opportunity of studying because of his inability to pay the required tuition." (p. 51) (From: The Education of American Jewish Teachers, D. Janowsky, (Ed.) New York: Beacon Press, 1967.) The current situation is quite different.

In the denomination and university-based schools tuition ranges between \$200-325 per credit or between \$5400-7800 (24 credits) per year for full-time study. The independent colleges charges vary from \$80- 150 per credit. Clearly, living expenses vary from community to community. However, I did not encounter a single student who did not have to earn substantial income in order to attend school on a full-time basis.

A few of the denominational schools have fellowships available to students. Among independent schools their are scholarships and subventions available through the Federation and BJE's. The final report will further examine the fiscal realities of becoming a Jewish educator and discuss the resulting implications.

Approaches to training Programs that focus on teacher training tend to be independent or denominationally based schools which view as their mission preparing teachers for local Jewish communities or movement schools. These programs to a large extent, follow the criteria for teacher standards set by the NBL,

or other regional licensing agencies. The standards require a strong Judaica background, proficiency in Hebrew language, and a liberal arts background (at the graduate level). They tend to attract students who either have fairly strong Judaica training or who are willing to devote considerable time to study in these areas prior to taking graduate work. Although programs included in this category differ substantially in their specific educational approaches and course offerings, they all emphasize three types of courses: the practical (methods and teaching courses), Judaica and foundation courses (philosophy of education, educational psychology, history of education). Each of these programs have practica which are linked to the student's place of employment (these students teach in afternoon schools),

The practicum generally is one semester in duration and involves supervision by college personnel. From the perspective of students interviewed in these programs the practicum does not assume a large role in the context of the overall program. These programs tend to rely on a few core faculty and several as adjunct faculty to instruct in their particular areas of expertise. From the perspective of students, these programs do not reflect a clear orientation. Rather than being guided by a strong vision of education, these programs are guided by courses individual faculty and the general climate of the school. (A situation not dissimilar to what exists in many university based teacher training programs in general education.)

In contrast, those schools which are preparing change agents tend to have small programs that are based on a highly personal approach to change. Students and faculty have a high degree of contact on an ongoing basis. Students are expected over the duration of the program to develop a keen sense of self, their strengths and weaknesses, how they relate to the Jewish community and its needs. Consistent with this approach is considerable emphasis on developing a sense of belonging to a community. Program experiences are designed to meet these goals. Both from the perspective of faculty and students the practicum experience plays a very large role in their graduate training. Depending on the particular institution the role of Judaica courses varies. Given the personalistic philosophies of these programs the number of adjunct faculty is kept to a minimum to ensure that core faculty interact extensively with students.

Students in these programs tend to be slightly older than those in category 1 programs. They also come from a variety of backgrounds and professions. They view the opportunity to study leading to a different career. With respect to national standards, programs in this category tend to view the NBL as irrelevant to their mission in producing change agents in Jewish education.

Category three, education/administration programs also place emphasis on the field placement. In fact students enroll in two practica. One in teaching and one in administration. However, in most other

respects these programs corresponds to category 1. This program also attracts many individuals from different walks of life who view the program as a means to making some impact on the Jewish educational community. Students in this program have considerable course work in Judaica and intensive Hebrew learning experiences including a summer Ulpan.

A significant issue not reflected in the table relates to the role and vision of religious education in the program. Denominational schools tend to be open about their mission to produce religious educators. Yet, interviews and an examination of their literature does not clearly articulate their vision of a religious educator. Independent colleges, on the other hand, reflect rather ambivalent attitudes towards religious education. Often religious is confused with denominational. The relationship between ideology, religious education and category of program will be discussed at length in the final report.

Table 4

Typology of approaches to preparation programs in Jewish education

	teacher training	educational change agent	educator/administrative
pre-requisites	maximum Judaica Hebrew liberal arts	minimal Judaica mod. Hebrew liberal arts	mod. Judaica mod. Hebrew liberal arts
course offerings	5 Judaica 3 methods 2 Foundations	2 Judaica 2 Foundations sociology	4 Judaica 4 methods 2 admin.
training models	academic/method	academic/group	academic/methods
practicum/intern	minimal school	extensive institution	extensive school/inst
Student goals	teachers	change agents	teach/admin
Faculty	full/pt/adj.	full	full/adj
NBL	important	irrelevant	varies

Programs for avocational teachers In recent years several programs have been initiated by local communities - BJE/Federation to address the teaching shortage of qualified

teachers for Sunday and afternoon school programs. These programs are designed to attract Jewishly committed adults, living in the community who enjoy working with children but have gaps in content and skill areas with respect to their Jewish education. These programs generally consist of courses and modules intended to provide those skills and knowledge necessary for teaching in the supplementary school setting. In some programs each participant is also linked to a mentor or master teacher. Other programs have retreats and intensive workshops. There are probably less than a dozen such program functioning today which produce between 30-70 teachers per year. The final report will further describe these programs and discuss their implications within the total context of teacher preparation.

In-service programming There are extensive programs for in-service education in almost every community where there is a Bureau of Jewish Education. The final report will provide an overview of the types of programs that are emerging and their relationship to the training institutions. The implications of in-service programs for professional Jewish educators will also be discussed.

Informal education Currently, there are no training programs specifically designed to prepare personnel for roles in informal Jewish education ( e.g., camping, youth work, JCC, adult education). Many of those involved with the training institutions noted the need to establish programs in these areas. However, depending on the ideology of the institution the need and programatic response are viewed very differently. This issue will be addressed more extensively in the final report.

Interviews with JCC and JWB personnel indicate that within the "center world" a great deal of training is occurring. Much of this in-service training focuses on maximizing Jewish content within informal education settings. Most of programming in this area has been done in conjunction with Israel education programs, including extended study session in Israel. Relatively little has been done to make use of the resources within the training institutions for puposes of maximizing Jewish education in the "center world." This area will be further examined in the final report.

*very ambitious list:*

### Issues and Topics

In addition to answering the research questions which led to this study, the final research report will address several issues and questions that are emerging from a detailed analysis of the data.

1. In 1967, Alvin Schiff reported that 1740 students were studying in 9 of the 15 institutions examined in this study. Of those approximately 500 planned a career in Jewish education. Hochstein reported in 1986 that only 65 individuals were being prepared by institutions of Jewish higher learning for positions

as senior personnel. The present study reports a student population of approximately 350. What do these differences among the various studies reflect? Aside from differences in methodology what can be said to explain the variance? Is there a net increase or decline in the number of students? The interview data suggests that there is increased interest in Jewish education as a profession. In numbers reflect differences in sampling technique, methodology and a variety of other issues which will be addressed. Do the findings of this study suggest renewed interest in Jewish education?

2. With the exception of two Hebrew teacher colleges all 11 have survived, since their inception in the early part of this century. Most have adapted to the changing times by modifying their visions and addressing the needs of the communities they serve. What are the implications of their changing roles for Jewish education?

3. The analysis of the interview data suggest that there are substantial differences among the various training institutions with respect to their goals and visions of Jewish education. Can they work together? Should they work together? The independent and denominational institutions have very different views on these issues. However, all agree that recruitment may be an area where institutions can together in a collaborative fashion.

4. All the institutions cite teacher salaries as a major disincentive to entering the field of Jewish education. Issues of faculty personnel and standards are viewed as of secondary importance.

5. Several of those interviewed noted a tension between the pressure to admit students to their training programs and the maintenance of high professional standards. How might these tensions be addressed?

7. The Iggud for several years served as a vehicle for insuring standards and professionalism in the training institutions. Can the Association now fulfill this role?

8. The data on teacher preparation indicate a recurrent paradox emerges in training institutions. Those students who are preparing from the least senior positions (B.A., certification programs) have stronger Judaica backgrounds than those preparing for more senior positions (M.A.). Those students entering graduate level programs often have weak Judaica backgrounds.

9. Where can students lacking Judaica and Hebrew language proficiency acquire skills and knowledge?

10. Although there is a growing need for day school teachers, and a proliferation of day schools, training programs are not responding to this need. What are the conditions needed to

enable programs to meet this need?

11. Research is perceived as a need in the field by the denominational and university based institutions, it is not a priority for the independent schools. What implications does this finding have for cooperative work among institutions?

12. There are several new types of programs emerging for training avocational teachers ( Chicago, Providence, Philadelphia, New York, Pittsburgh, Washington, D.C.). Those establishing these programs often see no need to involve existing training institutions. Are there ways to utilize the talents of these institutions in the development of new programs? Are their model programs that successfully use the resources of the training institution?

13. Many of those interviewed were ambivalent about the role Israel should play in training. Some saw it as an unsuccessful way to provide students with requisite skills and knowledge. Others viewed places like the Melton Center at the Hebrew University as a resource that was valuable but unfeasible because of funding issues. There are numerous issues that emerged from the data regarding the role of Israel in training.

14. In-service education programs for Jewish educators are booming. Many of those interviewed maintained that this is the population training institutions should attend to more extensively. How effective is in-service?

15. There is a good deal of short-term and extended in-service education conducted for JCC and JWB personnel, However, little or none of these in-service programs make use of the teacher preparation institutions. Moreover, there is little communication among those in informal education and the training institutions.

16. Good personnel in Jewish education tend to be pushed into administration and are less able to devote time to teaching and research.

17. Although some of the programs examined purport to train for religious education, there do not exist among these institutions an articulation of what it means to be a religious Jewish education.

18. Many of those interviewed mentioned the need to develop closed ties and joint programs with general schools and programs of education. On the other hand there were those who indicated that little could be gain by such associations. What are those factors that make for a good and mutually beneficial relationship among Jewish and general departments of education?

Introduction the purpose of the research, the purpose of the Commission

Tour

Setting and context

I've read and heard a good deal about \_\_\_\_\_. Before we focus on education I'd to get a general sense of \_\_\_\_\_. Within an historical context what is the current direction and status of \_\_\_\_? What lies ahead for \_\_\_\_\_ Let's focus a bit on the current structure of the institution: relationship to other institutions e.g., Federation, universities, BJE...

Students

Who are the students attending the institution? Have there been recent changes in the profiles of your students? How are students recruited? What type of students would you like to attract in the future to \_\_\_\_\_? What implications does this have for the curriculum, structure, etc.?

Faculty

In examining your bulletin I noticed that you list faculty for \_\_\_\_\_ schools or departments, would you please tell me about the the school's faculty, the department's faculty? What constitutes a full-time faculty load? Who are your full-time faculty? Who are the part-time and adjunct faculty? What challenges do you see, from your perspective, with respect to education faculty? Please describe the tenure process in your institution. What does research have in the lives of faculty? Who are the faculty in education? What are their responsibilities?

Salaries We're going to move on now to another area salaries. How do you describe the salaries of your faculty? How do faculty salaries in your institution compare to those of other institutions? (locally, nationally) What fringe benefits do faculty receive?

education programs

As I indicated to you earlier in our discussion I'm primarily interested in the education programs you offer. Before we speak specifically about teacher training would you please describe any programs you feel fall under the rubric of education? What programs does \_\_\_\_\_ offer that ostensibly prepares or trains educators? How do you view the purpose of training Jewish educators? What are the needs of the education programs?

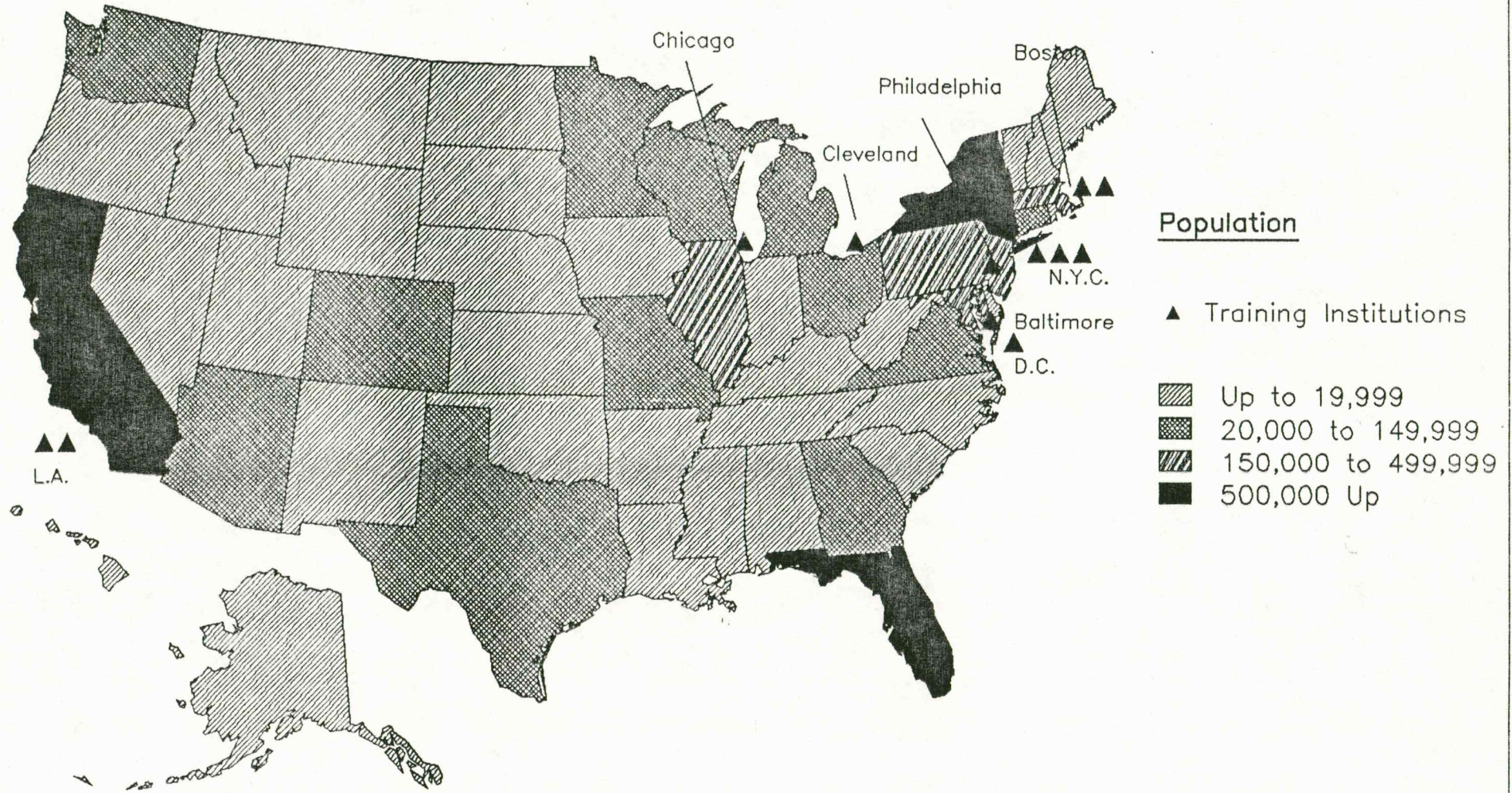
Visions and dreams If major funding became available in the near future specifically earmarked for education projects what would be your wish list?

Wish list of institutions of higher learning

<u>Need</u>	<u>Frequency</u>
school of education	1
funding for students	5
joint research projects	2
research center(s)	3
faculty retreats	1
funding for risky ventures	2
curriculum development	1
prog. for working together with lay and prof. leaders	2
synagogue/federation relations	1
informal education	2
continuing education for graduates of program	2
recruitment efforts	7
work on improving profile of J.e. within the community	6
honoring those in J.e. who are doing the job	1
additional faculty	8
Mandel as an advocate for teacher salaries	3
funds for teacher sabbaticals to study at	
institutions of higher learning	2
good practices study	2
monies for study in Israel	2
developing model programs that are replicable	4
funds for faculty sabbaticals and leaves	3
adult education preparation	2
visiting faculty	1
professionalization of the field	5
development of national standards	2

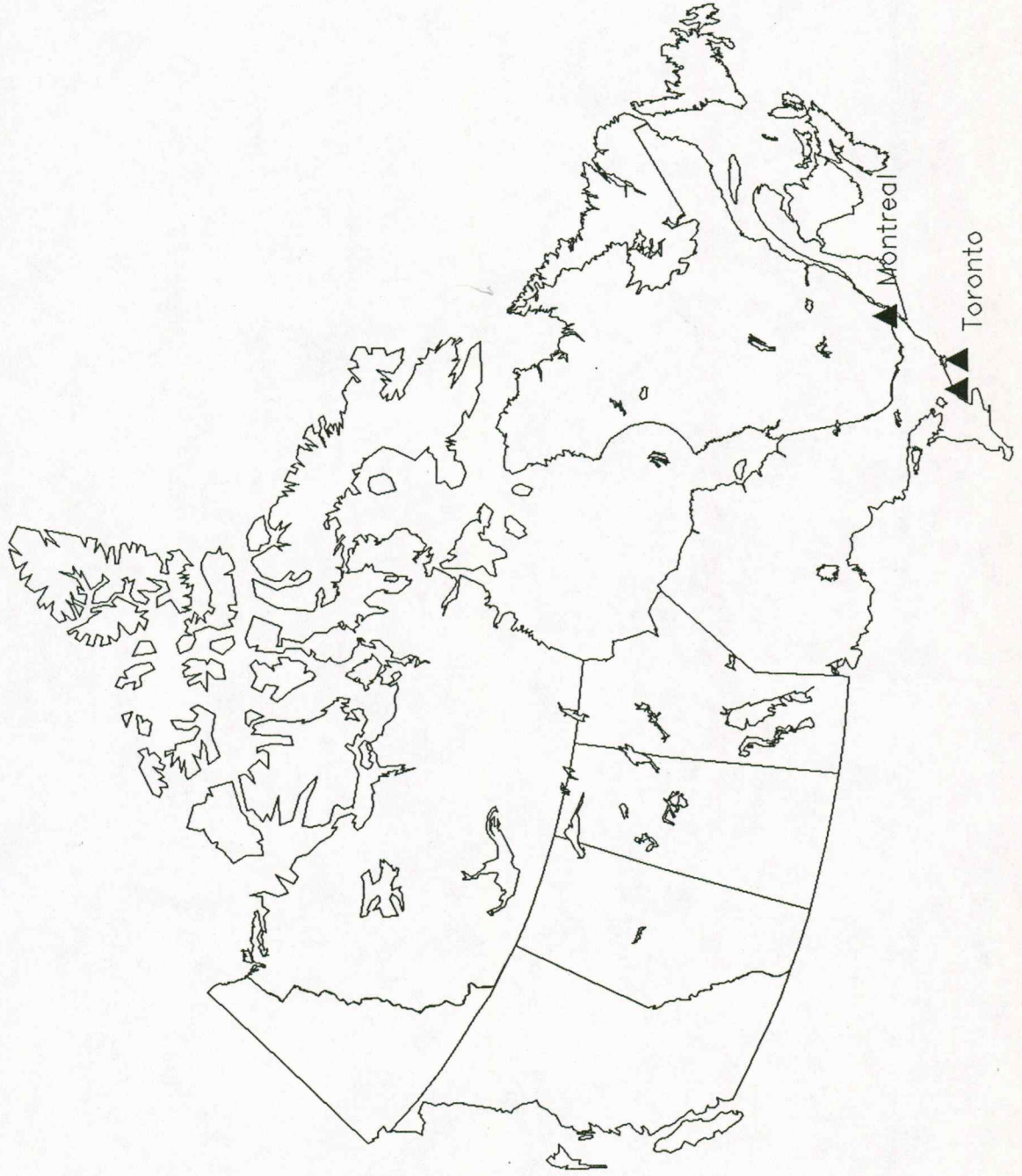
*Frequency refers to the number of schools that mentioned this particular need.*

# Training Institutions in the United States & Estimated Jewish Population 1987



Source for Population: *American Jewish Yearbook, 1988*

Training Institutions in Canada  
Total Population 1986 = 310,000



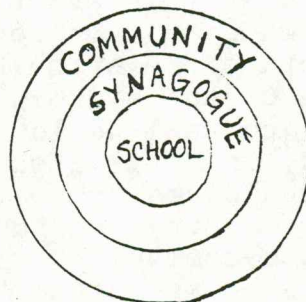
THE SYNAGOGUE AS A CONTEXT FOR JEWISH EDUCATION

Introduction

The following is an interim report on the research project I am conducting on "The Synagogue as a Context for Jewish Education". The research was commissioned by The Mandel Associated Foundations of Cleveland to serve as background to the writing of the final report for The Commission on Jewish Education in North America. A first draft report on this research will be submitted by the first week of January, 1990. The purpose of this interim report is to elicit critical feedback to my thinking as it is evolving. The focus here is more on a conceptual scheme on System and Subsystem than on an analysis of data.

The Jews of North America are accustomed to hearing bad news about the supplementary school in their local synagogue. Not only do lay people often report having had bad or indifferent experiences in these schools, but recent research reports (such as BJE, 1988; Schoem, 1979) have also added doubt as to the ability of these schools to reach even minimal goals in educating young Jews. It has reached a point where serious people are questioning if the community ought to invest further in trying to improve supplementary education or whether it would be wiser to invest in other forms of Jewish education - such as day schools, informal education, the Israel experience, media - to offset the weakness of the supplementary school experience.

This research begins from a different perspective. It is an inquiry into systems and subsystems. It begins from the following diagram:



A vast majority of supplementary schools are "located within" synagogues. But what is the nature of that location within? Is the school housed within? Is it supported by the synagogue? Is it a department within an agency or more a member of a family? Is it, to borrow a metaphor, a viable entity in its own right, or is it so bound to the host environment that it cannot be thought of except as part of that environment?

However these questions are answered, they point to the importance of carefully considering the relationship between school and synagogue. They further imply that to focus on the supplementary school in its own right may involve a conceptual error. It may be that the concern for the viability of these schools is best reformulated as a concern for the host environment, the synagogue, and its capacity to host or carry the school into the future.

The synagogue is "located within" the community, but in a different sense than the school is "located within" the congregation. The boundaries of this relationship are less clearly defined and hence more fluid. Yet, how the local synagogue "fits into" the larger picture of the local Jewish community (as well as "into" other local and national communities) may be an integral part of the conceptual work we need to be doing in thinking about the viability of the school "within" the synagogue. This perspective invites us to consider how interactions between the synagogue and the community affect the place of the school "within" the congregation. For example, when help or support for educational programming is offered from without, how does the congregation mobilize to draw upon or resist that offer? When population shifts occur, how does the congregation mobilize to deal with those changes in the community?

### On Differences

The language of "system, subsystem" is appealing insofar as it invites consideration of the interactive nature of the relationship of "parts" and "wholes". In considering the school-synagogue-community network of relationships, it is important to stress the dynamic nature of the systems involved. While there are structural constants and real-world constraints on how these relationships are defined, there is also much room for latitude of definition, for how synagogues "choose" to relate to the school "within" and the community "without." So, too, there is room for the school and the community (represented by its institutions and individual members) to "choose" how to relate to the synagogue.

What the systems perspective concretely translates into in the case of this research is a set of observations on differences in how congregations, even within the same community and denomination, have set up these relationships. They host the school within differently and greet communal changes and initiatives differently; and these differences seem to be related to differences in the quality of the educational programs offered.

Consistent with a systems perspective, this research avoids identifying synagogue variables that may impact the supplementary educational programs. Rather, it attempts to describe the elements of a relationship to highlight how, when the elements are handled differently, the relationship evolves differently.

#### On Goodness

Lightfoot's The Good High School (1983) is appealing to this descriptive effort in its use of "portraits of character and culture" and its willingness to talk of "goodness" in relation to schools.

The description in the literature of the congregational school (is this not a preferred label?) has been so negative that it may be time to highlight "goodness": schools within congregations that seem to stand out in terms of their quality. The problem is that the judgment of goodness - as in Lightfoot's case - is clinical, based on the eye of the seasoned observer, and not on objective criteria.

#### On Methodology

This is a qualitative study of three synagogues and their schools within the Boston area. It relies on observations and interviews. It will attempt to yield a portrait of the synagogue-school relationship within this Jewish community and highlight how differences in constructing that relationship relate to the goodness of the congregational school.

## References

1. Board of Jewish Education of Greater New York, Jewish Supplementary Schooling: An Educational System in Need of Change. New York, 1988.
2. Lightfoot, Sara Lawrence. The Good High School: Portraits of Character and Culture. New York; Basic Books, 1983.
3. Schoem, David L. Ethnic Survival in America: An Ethnography of a Jewish Afternoon School. Unpublished Doctoral Dissertation, University of California, Berkeley, 1979.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MEETING OF RESEARCHERS

Cleveland -- December 4 and 5, 1989

SCHEDULE

Monday, Dec. 4

Meetings at Jewish Community Federation  
1750 Euclid Avenue -- 216/566-9200

6:00 - 7:00 p.m.	Dinner (with the educators of the programmatic agenda)	Room B. Van from hotel at 6 p.m.
7:00 - 10:00 p.m.	Session I:  * Introduction and status report on research  * Dr. Isa Aron: Issues of Professionalism in Jewish Teaching	Room A     Van to hotel at 10 p.m.

Tuesday, Dec. 5

9:00 - 12 Noon	Session II:  * Dr. Aryeh Davidson: The preparation of Jewish educators in North America	Room A
12 Noon - 1:00 p.m.	* Lunch	Room B
1:00 - 4:00 p.m.	Session III:  * Dr. Joseph Reimer: the Synagogue as context for Jewish education	Room A
4:00 p.m.	Break	Van to hotel at 4:00 p.m.
7:00 p.m.	Dinner	Bond Court - Rockefeller Room

over...

7:30 p.m.

Session IV:

Bond Court -  
VanSweringen  
Room

\* Dr. Isa Aron: Analysis  
of Los Angeles teacher census  
data

\* The state of the field:  
data on Jewish education in  
North America

/jaog0858:1

Research Meeting Schedule

Monday, Dec. 4

Jewish Community Federation  
1750 Euclid Avenue

6:30 p.m.

Dinner

7:00-10:00 p.m.

Research presentation #1

Tuesday, Dec. 5

Jewish Community Center  
26001 So. Woodland Road

9:00-12 noon

Research presentation #2

12 noon-1:00 p.m.

Lunch break

1:00-4:00 p.m.

Research presentation #3

4:00 p.m.

Break

6:30-7:00 p.m.

Dinner - Bond Court Hotel

7:00-10:00 p.m.

Research presentation #4  
Bond Court Hotel

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
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Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
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Seymour Martin Lipset  
Haskel Lookstein  
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Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isaiah Zeldin

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Annette Hochstein  
Stephen H. Hoffman  
Martin S. Kraar  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

TO: Barry Holtz  
FROM: Mark Gurvis  
DATE: 11/22/89

-----  
I look forward to seeing you in Cleveland next week for the research meeting for the Commission on Jewish Education in North America. Enclosed is a copy of Isa Aron's paper on "Issues of Professionalism in Jewish Education." Material from Aryeh Davidson and Joe Reimer will be coming to you in the next few days. Additional material that Isa has prepared on the state of the field of personnel will be shared at the meeting in Cleveland.

If you have not yet shared your travel arrangements with me, please do so as soon as possible so that we can coordinate transportation in and around Cleveland.

Please feel free to call me with any questions (216-391-8300 X2398).

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

Commissioners

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Joseph Reimer

November 8, 1989

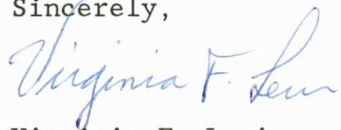
Dr. Barry Holtz  
Melton Research Center  
The Jewish Theological Seminary  
3080 Broadway  
New York, NY 10027

Dear Dr. Holtz:

Seymour Fox and Annette Hochstein thought you might be interested in receiving the enclosed copy of the most recent progress report of the Commission on Jewish Education in North America.

At its meeting on October 23, the Commission discussed a plan of action for implementing the findings of the Commission. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.

Sincerely,



Virginia F. Levi  
Commission staff

Enclosure

July 20, 1989

Totally Confidential

all references to people are irrelevant

# The Commission on Jewish Education in North America

## Towards a Final Report

### Research Design

#### I. Introduction

In this document, we will attempt to do the following:

- A. Review key questions that will be addressed in the final report.
- B. Identify what research should be undertaken in order to answer these questions.
- C. Assess the feasibility of undertaking such research for the report.
- D. Recommend how to deal with this question and offer a list of suggested possible research papers to be commissioned now.

#### II. Key Questions

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in a preliminary form, because of time constraints. Others yet are too broad — or the data is too scarce — to be completed for the final report. These questions will form the basis for a broader research agenda to be included in the recommendations on research of the final report. This research agenda should be dealt with by the Commission or its successor mechanism.

① Hman Alexander  
 ② Schiff [organizing principle? Despondent then...]  
 pas pige → Ca difference  
 ⑤ Angelo Relationship between questions

③ Ayleh Davido standards & norms

④ Isa (+ Josh)  
 - Professionals & Lay people distrust - address it. perhaps research  
 Emphasize in Report

~~note focusing out schools of education Professional development Preparation of professional~~

e.g. pods of candidates. Typing lesson (set up table)

Add: \*the issue of Professional/Lay adversarial relationship  
 \*look at CJF & JWB & see how leadership dev. there was done / used for governance, finance, professional  
 \*The Rabbi as ~~also~~ player

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.
2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.

C. *Feasibility*: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education- Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. *Recommendations*:

R1<sup>2</sup>

**Draft a brief statement disclosing the underlying assumption (that there is a link between Jewish education and Jewish continuity) and defining the questions that this assumption raises.**

Q2

A. *The Question*: What are the conditions that warrant the creation of a Commission and what makes *this* Commission timely?

B. *Research needed*: The question could be answered in the following way:

1. A brief statement on public commissions as tools for change.
2. A brief statement summarizing the current opportunities.

*case - methodological or historical Flexner - what else*

C. *Feasibility*: Highly feasible.

D. *Recommendations*:

R2

**The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HLZ's paper on the community.**

---

2 · R = Recommendation

- R3**            **The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.**

**2. THE STATE OF THE FIELD**

- Q3**    **A. *The Question:*** What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?

- B. *Research Needed:*** In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

At the same time the statement should illustrate positive trends. For example:

Increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more. The quantitative data could include: 1) general enrolment data for all types of Jewish education; 2) institutional data – the number of institutions for the various forms of education; 3) general data on personnel (personnel numbers in various settings, overall number of personnel in terms of employment – salaries and benefits).

Optimally, empirical research about the effectiveness of various programs should be reported on or undertaken. Qualitative data would be offered as regards the outcomes of educational programs.

- C. *Feasibility:*** It is possible to offer at this time a general summary picture – mostly quantitative – about the state of the field. We have a preliminary basis in the data report prepared for the first Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's ~~main~~ assessment of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, etc.

D. *Recommendations:*

- R4** Draft a descriptive essay that will incorporate the existing data and offer an overview of the state of the field. Data from commissioned papers – such as the paper being prepared by J. Reimer should be incorporated when relevant. The data should be analyzed in a way that will highlight both the problems and the opportunities. (Isa Aron)
- R5** Identify the research questions that are not being addressed within the framework of this chapter. (Research staff).

## 3. THE COMMUNITY

*use*  
"governance" as *tepan*

- Q4** A. *The Question:* What can be done to improve the climate in the community as regards Jewish education – in order to bring more outstanding leaders to deal with education and to increase funding for education?


It is claimed that the climate in the community is often skeptical at best as regards the quality and potential of Jewish education. Most outstanding leaders do not choose to deal with education; the organizational structures – local and national – are often fragmented and divided; some are obsolete. At the same time there are clear signs of change, as expressed by the coming into existence of this commission, the coming into existence of a number of local commissions on Jewish continuity, and other facts.

There is a shortage of funding for Jewish education (for both personnel and programs). This shortage affects good and outstanding programs as well as programs that answer clear needs or demand.

Can these problems be assessed and can recommendations be made for improvement?

- B. *Research needed:* The following research could help identify possible points of intervention –
1. **Organizational/Institutional analysis:** Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.): who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource

In the pages below we are dealing with the following topics:

1. Why the Commission? 
2. The State of the Field
3. The Community
4. The Relationship Between the Community and the Denominations
5. The Shortage of Qualified Personnel
6. Training Needs
7. Jewish Education as a Profession
8. Recruitment and Retention
9. The Cost of Change
10. Best Practice and Vision
11. A Roadmap for Programmatic Options
12. Community Action Sites and Mechanism for Implementation

### III. The Questions Detailed

#### 1. WHY THE COMMISSION?

Q1<sup>1</sup> A. *The Question.*: The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

B. *Research needed*: Optimally, the following should be undertaken in order to deal with this question:

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1 Q = Question

*[Handwritten signature]*

allocation. Point out conflicts and problems as well as trends and opportunities.

*S. Halberstam*  
*Leadership Jewish Learning*  
*stakeholder*

- 2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.
- 3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education – including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.

C. *Feasibility*: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. *Recommendations*:

**R6** In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).

**R7** Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).

**R8** Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could –if the survey is successful –yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey –which can be carried out in time for the final report –will be the fact that the Commission will

be visible and will seek active participation by many national and local leaders. (S.M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

Q5 A. *The Question:* Can the federations (the community) become the key convener for setting policy and for allocating resources in Jewish education?

D. *Recommendation:* In addition to the papers prepared for the questions on community the following would be useful:

R9 Case studies of those federations that are increasingly involved in Jewish education — as conveners and as funders/policy-setters. (J. Fox — expansion of his paper?)

R10 Case studies of congregations as context for Jewish education. The case studies would involve questions such as: how is educational policy set within congregations? Who decides? What is the potential for change — for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JCCs (informal education), federations (policies and resource allocation) etc. (An extensive paper on this topic is being prepared by J. Reimer.)

R11 Analysis of the conditions that would allow the federations to take on a central role while allowing the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with decision-makers and actors (perhaps within the framework of the suggested survey at the G.A.)

Josh's expand upon state of affairs in denominations. We must get more up-to-date a informal re-dated affairs in denominations (perhaps plug into CAS doing the role of denominations (maybe more relevant locally interviews) appearing in each one.

5. THE SHORTAGE OF QUALIFIED PERSONNEL

Q6 A. *The Question:* What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That

The Rabbi (as lay person here a competing professional)

at national meetings.

Alan Dixit: Don't denominationalize the research 7

shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

*B. Research needs:*

1. A paper outlining what is involved in dealing with personnel—the four elements and how they are inter-related. Why they should be dealt with simultaneously.
2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators—as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs—the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

*C. Feasibility:* In each of the suggested categories there is some data available, however in most cases it is preliminary and rather sketchy. As with other sections, it seems unfeasible to undertake at this time the research needed to provide accurate, in-depth data. To illustrate the difficulty, some studies on the profile of educators have been undertaken. A number of such studies are in progress now (Los Angeles, Philadelphia), however it will be some time before the analysis will be available, and even then the question of whether one can generalize from this local data will have to be considered. Another example concerns the shortage of personnel: most jobs are filled by the beginning of the school year, yet anecdotal data from many sources indicates that employers settle for much less qualified personnel than they are looking for because of the unavailability of qualified people. How then is one to document the shortage? Moreover, there is no agreed-upon definition of what is a qualified Jewish educator.

*D. Recommendations:*

**R12**

**Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)**

**R13**                    **Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.**

**6.        TRAINING NEEDS**

**Q7**    **A. *The Question:*** What are the training needs? What is the gap – in quality and in numbers – between the training currently available for personnel in Jewish education and the training needs?

**B. *Research needed:***

1. What training is currently available? In what program? How many graduates are there every year? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, Yeshivot, training programs in Israel? What pre-service and in-service training is available for the educators in the various formal and informal settings?
2. How much and what kind or kinds of training is needed? What are norms and standards for training educators? 1 GP
3. What is the gap between existing training opportunities and what is needed? Can existing programs grow and meet the need? What new programs need to be created? Is faculty available and if not what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

**C. *Feasibility:*** Research papers 1 and 3 can be prepared for the final report – provided there is agreement to undertake some assessment of existing training opportunities. The data concerning the training history of current good educators in the field does not exist and would have to be collected. It is not clear to what extent this could be done in time for the report.

The question of norms and standards for training Jewish educators for the 21st century has not been addressed systematically or extensively. This major question should be placed on the longer-term research agenda.

*D. Recommendations:*

- R14** Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15** Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16** Gather data concerning background and training history of current good educators (possibly Isa Aron).
- R17** Assess existing training programs. (To be decided)
- R18** Draft a summary paper on training needs.

**7. JEWISH EDUCATION AS A PROFESSION?**

- Q8** A. *The Question:* Can Jewish education become a profession? Should it become a profession? Some commissioners and professionals have raised the issue that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. This raises two questions: 1. Is this indeed the case? 2. If so, what interventions are required?

*B. Research needed:*

1. A comparative analysis should be offered dealing with professions in general, and assessing the performance of Jewish education as a profession. Some of the elements that need to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, the status, networking (publications, conferences, professional associations), etc.

- C. *Feasibility:* The literature survey is a feasible assignment. The analytic paper will suffer as do all questions discussed in this paper from the lack of data. For example: there is no systematic data available on salaries and benefits. On the other hand, limited amounts of data can probably be made available or gathered.

D. *Recommendations:*

**R19** Commission a paper to assess the performance of the field of Jewish education as it regards the profession of Jewish educator. (Isa Aron)

8. **RECRUITMENT AND RETENTION**

**Q9** A. *The Question:* Are there pools of potential candidates for training and work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained in the field?

why aren't people becoming  
or remaining teachers? Ask:  
1. Administrators? Teachers  
2. Asking  
people in train

B. *Research Needed:*

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.
2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?
3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?

C. *Feasibility:* Significant time and extensive market research will be needed to undertake wide-scale surveys for identifying potential pools of candidates. It will not be possible to do this in time for the Commission report.

The same is true for accurately identifying the conditions for recruitment and retention. Therefore, we will recommend that we base decisions on existing data and limited data to be collected in the coming months.

D. *Recommendation:*

- R20** Undertake data collection on recruitment and retention based on existing studies, literature, surveys studies from general education, and extensive interviews with knowledgeable informants in training programs and in educational institutions. Summarize this knowledge for the report. (Isa Aron)

9. **THE COST OF CHANGE**

This topic requires further thinking—we will relate to it following the next round of consultations.

10. **BEST PRACTICE AND VISION**

- Q10** A. *The Question:* What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?

What vision of Jewish education will inform and inspire the report and its recommendation.

- B. *Research Needed:* In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

Criteria for the selection of outstanding programs

Method for canvassing the field and identifying possible candidate programs

Selection of a method of evaluation—assessment—description

Assessment and description of the program

- C. *Feasibility:* It is not feasible to undertake the above project and complete it by the time of the Commission report. However, it is possible to select among a variety of short-cut methodologies to offer a selection of best practice in the field of Jewish education.

*D. Recommendation:*

- R21** We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.
- R22** S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

**11. A ROADMAP FOR PROGRAMMATIC OPTIONS**

- Q11** A. *The Question:* How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

*D. Recommendation:*

- R23** Expand the option papers and offer an assessment of the feasible targets for each. (Possible CAJE project – see separate memo of July 3, 1989.)
- R24** Design an umbrella mechanism for dealing with programmatic options and offer it for discussion. (See MLM's memo of April 13, 1989.)

**12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION**

- Q12** A. *The Question:* In this section we will raise the questions related to change and implementation of the Commission's recommendations.
- R25** Revised papers on these topics are being prepared by S. Fox and A. Hochstein.

### IV. Papers to be Commissioned

Most of the 25 above recommendations will be dealt with by the main author or editor of the final report with the assistance of the staff and researchers of the commission. The following list relates only to those recommendations that relate to commissioning specific papers.

**R1** The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.

*Isy Scheffler  
and Seymour  
Fox*

**R3** Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers—such as that being prepared by J. Reimer. (Possibly Isa Aron)

*Isa Aron - Data collector*

**R6** The organisational structures of Jewish education in North America. (Walter Ackerman)

*+ someone on contemporary stuff*

**R7** Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)

*Defence*

**R8** Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)

*probably  
not  
now*

**R9** Case studies of those federations that are increasingly involved in Jewish education— as conveners and as funders/policy-setters. (J. Fox—expansion of his paper?)

*Done*

**R10** Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer

*YES*

**R12** The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)

*same as  
R3*

**R14** Prepare an inventory of current training opportunities in all settings. (A. Davidson)

*YES*

**R15** Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)

*MINOR with  
R14*

**R16** Gather data concerning background and training history of current good educators (possibly I. Aron)

*probably  
not*

**R19** Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)

*YES*

**R20** Recruitment and retention: summarize existing knowledge for the report.

*see R3*

**R22** Best practice and vision—methods to be agreed upon in the coming round of consultations. (S. Fox, A. Hochstein)

November 17 version  
Barry Holtz

## OPTION 21: TO DEVELOP CURRICULUM AND METHODS

### INTRODUCTION:

A. Curriculum is an option that is particularly complex because it is so wide-ranging. We could consider, for example, the setting or form of Jewish education, either formal or informal. That is, we could look at day schools or supplementary schools, camps or community centers, youth groups or trips to Israel and in all those cases try to determine the nature and effectiveness of the curriculum being used. In a similar way we could look at any population for Jewish education and try to examine the curriculum being used for that age group. That is, the curriculum currently available for 10 year olds and the curriculum currently available for 3 year olds or adults could each be evaluated separately. And, finally, curriculum could be discussed in relation to subject matters. The amount and quality of curriculum currently available in the area of, for example, teaching Jewish holidays may differ greatly from curriculum available in the area of teaching Israel or Hebrew.

B. And these areas do not address the issue of quality and availability. We can see some materials which are examples of effective curriculum-- they clearly help educators perform their tasks. Other materials are available, but are ineffective; they are designed as curriculum, but do not help the educator. And there is a very important, though often-overlooked, area which we could call "curriculum in potential." These are the available materials or effective programs which could be turned into curriculum, but have not yet been perceived as "curriculum". For example, the many Judaica books for adults currently in print could be seen as "curriculum in potential" for adult education; the materials exist, but we don't know how to use them for adult education in a general way (that is, there are individual talented teachers of adults that use such books, but their teaching ideas have not been organized or disseminated in a way that other teachers could use them). Another example of "curriculum in potential" is the effective programming done in camps or community centers, most of which has never been written down and therefore cannot find a wider audience.

C. Finally, none of the above addresses the crucial connection between curriculum as it is conceived and curriculum as it lives. Curriculum plans that have been developed are directly tied to the implementation of curriculum. For example, we seem to have some curriculum of quality available for the teaching of Hebrew in day schools, but we have a lack of qualified personnel to implement that curriculum. In addition we seem to have a lack of personnel who could train teachers to use these existing materials. And, in addition, in the important domain of "curriculum in potential," we may not have the talented or trained personnel who could do the job of

taking existing ideas, programs or lesson plans and transforming them into curriculum.

We could also consider the institutions that should develop curriculum. Should this come as a "top-down" process through Boards of Jewish education, research centers and curriculum publishers or should this emanate from local institutions or from the individual educators themselves?

Finally we could treat curriculum and methods together, for our conception of curriculum requires that we include the methods by which the curriculum is to be taught.

We will try to address the general picture of curriculum in Jewish education, being fully aware that the complexity of the subject does not allow for a simple or detailed analysis.

Therefore:

**TARGET POPULATIONS:** All age groups, settings and forms of Jewish education.

**OUTCOMES:** The "Improving Curriculum" option should mean:

- a) Materials should encompass the various settings and age groups of Jewish education
- b) Materials should be both effective and available
- c) Educators (teachers, informal educators, etc.) should participate in in-service education programs where they can learn how to use curriculum and methods
- d) Personnel should be trained to use, implement (train others) and create materials

**DO WE KNOW IF THE TARGETS CAN BE ACHIEVED:**

We do know a good deal about our abilities to create materials for school age populations and settings; we assume, based on that fact (and perhaps incorrectly), a good deal about our ability to create materials for informal settings and other ages. We know a good deal about training educators to use materials and about working with school environments in introducing new curriculum ideas (i.e. there is considerable research in the general education field, some of which is relevant to Jewish education; and there is considerable practical work, most of which is currently not written up, about the implementation of curriculum in Jewish education) and we know something about training people as curriculum writers and trainers.

**WHAT ARE ALTERNATIVES FOR REACHING THESE OUTCOMES:**

Some have argued that training teachers and helping them become their own "curriculum developers" might be preferable to working on curriculum materials per se or in working in larger institutions in

a "top down" fashion. (E.g. perhaps the local JCC or school or synagogue should be producing its own "materials" and these either may or may not be made available for larger dissemination.)

This alternative will require relieving talented teachers from a good part of their work and making consultants available to help them in the curriculum project.

#### DO WE HAVE THE KNOW-HOW?

In some areas, such as formal education, yes. In informal education it is unclear what such curriculum should look like and how it should be produced.

#### IS THE PERSONNEL AVAILABLE?

In most areas (including writing, producing and implementing curriculum): no.

But this differs among settings and even among the denominations-- e.g. there is a shortage of teachers who could implement Hebrew language curriculum in almost all settings; there is a shortage of youth group leaders who could implement curriculum in almost all settings; in Jewish museums there seem to be excellent personnel for implementation of programs, but little personnel for creating curriculum materials for them to implement; there is a great shortage in the non-Orthodox world of day school teachers for rabbinic literature (Talmud, Midrash, etc.); there seem to be adequate numbers in supplementary school settings for teaching Jewish holidays, but not prayer or synagogue skills, etc.

There is a shortage of personnel for creating new materials or for training others in use of materials in almost all settings. At the very top of the training ladder there are some people available in Jewish education academic settings who could train future curriculum writers and planners and there are resources in secular education schools that could be put into play here as well.

#### ARE MATERIALS AVAILABLE?

This entire option is connected to this question and as mentioned above it is almost impossible to address in great detail. But a thumbnail sketch:

a) In supplementary school arena: a good deal available both from the national organizations and through "curriculum clearing houses" such as NERC at JESNA and CAJE curriculum bank and from the commercial publishers (such as Behrman House). Some areas very strong (Jewish holidays); some areas very weak (teaching Israel); some areas materials are available but for various reasons have not been effective (teaching Hebrew).

b) In day school area: much less available here in almost all subject areas except Hebrew language. Often "curriculum" in dayschools simply means handing out a classical text for the class to study. Very little material of any seriousness, however, available to help teachers teach rabbinic literature in graded fashion, for example. Yes, there are materials in modern Hebrew; and there are literature books imported from Israel, but these tend to present problems in the non-Israeli setting. There may be greater potential here for such exchanges.

c) For informal settings: recently some materials are starting to become available in adult education domain. Otherwise very little in the way of materials, but potential based on programming experience and successes over many years (in youth groups, camps, JCCs, etc). Some materials exist for specific localities and may not be relevant beyond that setting (e.g. Jewish museums.)

d) Early childhood age: very little available, although there is potential in using/adapting children's literature.

e) Adult: yes, much material (books on history, Israel, translations and commentaries on traditional sources, etc.) for the adult student, but very little done as curriculum per se (i.e. help for the teachers of adults), plus very little written material beyond this formal domain. That is, materials for programs on adult identity, growth, etc. Even though some programs have been successful little has been preserved to help others implement such programs.

f) Family education: some material available, some programs have been successful in specific localities but have not been turned into curriculum. However, this whole area suffers from vagueness. The term is used loosely, without definition and the goals for such curriculum are unclear. Therefore it is hard at present to evaluate what exists and what can exist.

g) Computer and video materials both appropriate for children and of quality are lacking in almost all subject areas. Some video materials available for adult education, but full potential as curriculum has not yet been tapped.

PHYSICAL INFRASTRUCTURE: Not relevant

INSTITUTIONS: Yes

ANSWERS NEED: Yes

AVAILABLE FUNDS: Generally, not at present

COMMUNAL AND POLITICAL SUPPORT: Unclear: depends on setting

QUALITATIVE IMPROVEMENT: Yes

QUANTITATIVE IMPROVEMENT: Yes

COST: Wide range: This includes personnel for researching, writing and developing materials; personnel for training teachers in use of the new materials. Also costs for the actual production, testing and distribution of materials. In areas in which existing materials could serve as the basis of curriculum (e.g. adult education), cost of producing curriculum would be lower than areas in which few materials exist (e.g. early childhood). There are areas in which there is debate currently over about how to achieve our goals (Hebrew language) or even what those goals should be (family education) and planning and research in those areas would also entail additional cost.

TIME: This is an ongoing activity and some materials could be created fairly rapidly; others would take much longer. All materials would need revision and continuing update.

IS THIS A NECESSARY CONDITION: NO

IS THIS AN ENABLING CONDITION: Yes

MEMO

TO: RESEARCH GROUP  
FROM: JOSEPH REIMER 11/27/89  
RE: READINGS

I have enclosed two short readings as background to my research report on The Synagogue as a Context for Jewish Education.

The first is from David Schoem's dissertation. In this ethnographic description of the one school in its synagogue context, Schoem raises several key obstacles to cooperation that might exist in any such relationship. My question is how do some synagogues handle these obstacles to make for greater rather than lesser cooperation.

The second is from Daniel Elazar's Community and Polity and deals with the changing place of the synagogue in the larger Jewish community. My question is: are there differences in how synagogues choose to handle their options in relating to other institutions within the community? Do the differences have educational implications?

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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November 14, 1989

Dr. Barry Holtz  
Melton Research Center  
Jewish Theological Seminary of America  
3080 Broadway  
New York, NY 10027

Dear Barry:

Thank you for agreeing to participate in the meeting of researchers for the Commission on Jewish Education in North America. The meeting will take place in Cleveland from 6:30 p.m. Monday, December 4 until 10:00 p.m. Tuesday, December 5. Enclosed is a tentative schedule for the meeting.

All participants will be staying at the Bond Court Hotel, 777 St. Clair Avenue in downtown Cleveland (216-771-7600). A reservation has been made for you for December 4-6. The hotel runs frequent shuttles from the Cleveland airport. Dinner on Monday, and lunch and dinner on Tuesday are included in the scheduled program. Breakfast may be charged to your hotel room at the Bond Court.

The meeting will include an opportunity to review and discuss research projects undertaken on behalf of the Commission. Although the order is not yet set, the projects to be reviewed include the following:

1. Isa Aron -- Professionalism as it relates to Jewish education
2. Isa Aron -- Analysis of data on the field of Jewish education
3. Aryeh Davidson -- An inventory of current training opportunities
4. Joseph Reimer -- The synagogue as a context for Jewish education

The papers will be in various stages of completion by December 4th. We will share as much as possible with you about a week before the meeting. Enclosed now are background materials from meetings the Commission on Jewish Education in North America has held to date. I would particularly draw your attention to the appendix and the background materials for the October 23, 1989 meeting, which outlines the research program of the Commission.

Please feel free to call me at (216) 391-8300 with any questions you have about the meeting or its logistics.

Sincerely,



Mark Gurvis  
Commission staff

"The team": the rabbi - educator team

Principal: lot of responsibility and little power

Principal has highest educational expertise: staffing, curriculum, teacher training, interaction w/ BJE etc

Rabbi - involved role to help principal negotiate power structure of synagogue; rabbis actually teach in school  
rabbi focuses the teaching staff and is theological resource. Rabbi finds ways to take educational vision and makes it part of synagogue

Congregation can also "educate" the rabbi

Shift? line btwn synagogue + community being renegotiated  
but synagogue is "fighting back" - we have the goods; you have to do education via us; a "spunky pride"

Principals meet  
interdenominational / inter-synagogue activities

Schools that work - "good enough" schools

what is this paper about?

[ one corner of world  
Melton staff meeting

[ is the structure imposed from  
the ideas outside

- anonymity
- goodness
- case-material

just favored child  
staff continuity / curriculum / training

SOME GENERALIZATIONS WHICH CAN BE MADE FROM THE LOS ANGELES  
TEACHERS' CENSUS  
(and comparisons with surveys in other communities)

1) Place of Birth

Over 1/3 of Judaica teachers (38%) are foreign born (Table 1A). The percentage of foreign-born teachers is considerably higher in day schools (53%) than in supplementary schools (33%).

This is roughly one and a half times as many as the percentage of foreign-born teachers in Miami and Philadelphia (Table 4C). This difference can probably be explained by the large Israeli emigre community in L.A.

2) Other Occupations

Only 29% of teachers report that Jewish teaching is their full-time occupation (Table 1D). An additional:

20% work full time elsewhere

25% work part time elsewhere

10% are full-time students

16% identify themselves as homemakers

No comparable data is available from other communities.

3) Percentage Teaching in Day School vs. Supplementary School

The percentage of day school teachers is higher than one might expect (Table 4B):

33% in L.A.

37% in Miami

42% in San Diego

25% in Pittsburgh

with one exception:

11% in Philadelphia

4) Qualifications

A significant segment of the teaching population (40% in L.A., roughly 50% in Miami, and over 1/3 in Philadelphia) is highly qualified, in terms of college-level Judaica courses taken (Table 4J).

But a segment which is only slightly smaller (1/3 in L.A., and close to 40% in Miami) is probably very unqualified, having taken no Judaica courses on the college level at all.

Day school teachers are, as a group, considerably more qualified

than supplementary school teachers, but even in the day school there are teachers (26% in L.A., 11% in Miami) who have no college-level Judaica.

#### 5) Percentage of Career Teachers

39% of teachers in L.A. see teaching as a career (Table 1I)  
36% see teaching as a way of earning supplementary income.

The following breakdown shows how many career teachers are found in different types of schools (gleaned from Table 3G):

- 75-80% in day schools
- 40% in Conservative supplementary schools
- 20% in Reform supplementary schools

#### 6) Hours of Teaching

Half of all L.A. teachers teach under 10 hours (Table 1J). Of this group, 60% teach under 4 hours.

On the other hand, nearly 1/4 of teachers teach over 20 hours a week, and over half of these teach over 30 hours.

Tables 4E and 4F contain a breakdown by categories of the number of hours teachers teach in both day and supplementary schools in L.A., Miami, and Pittsburgh. Two generalizations which stand out:

- \* In supplementary schools L.A. has fewer teachers teaching under 10 hours per week (69%) than Miami (89%) and Pittsburgh (88%)
- \* In day schools L.A. has fewer teachers teaching over 30 hours per week (30%) than Miami (53%) or Pittsburgh.

#### 8) Teaching in More than One School

Between 17% and 20% of teachers in L.A., Philadelphia and Miami teach in more than one school, with the exception of day school teachers in Miami (11%) and supplementary school teachers in Philadelphia (28%) (Table 4D).

#### 9) Income from Teaching

In Los Angeles:

- only 14% of teachers earn over \$20,000 from Jewish teaching
- and 15% make under \$1,000

The full range of salaries can be found in Table 1K

In Miami:

23% of teachers make over \$20,000  
no percentage is given for under \$1,000

In Philadelphia:

62% of day school teachers make over \$20,000, while  
9% make under \$1,000

Remember, however, that day school teachers make up only 13% of the survey sample. The Philadelphia study does not give income ranges for supplementary school teachers.

Given the wide variation in the number of hours that teachers are employed, it would make more sense to speak of income from teaching as an annual wage per weekly hour; this, in fact, is the basis for most Bureau scales. However, only the L.A. study has analyzed the data this way (Tables 1L and 3J).

The range in L.A. is from \$120 - \$1,350. In San Diego the range is \$270 - 800. The Pittsburgh study gives the average, which is \$483.

#### 10) Turnover Rate

The turnover rate might be assessed in two different ways:

##### A: Percentage of New Teachers (reported in Table 4G)

L.A. and Miami report the percentage of teachers new to teaching in either the day or supplementary setting. In all cases it is 10% or lower.

Philadelphia and Cleveland report the percentage of teachers who are new to a particular school, which is 20% in Philadelphia and 22% in Cleveland.

One might expect the percentages in L.A. and Miami to be higher, if the question had been put in terms of being new to the particular school, but I personally see the first way as being a better measure.

##### B: Likelihood of Remaining in the Field Five Years Hence (reported in table 4H)

One must approach this data with some amount of skepticism, since people can change a great deal in five years. That said, there are big differences between the three communities, with Miami having the highest percentage of those very likely to stay (94% for day school and 81% for supplementary school), Philadelphia next (72% for day school and 56% for supplementary school), and L.A. last (57% in day school and 41% in supplementary school)

### 11) Differentiation between Types of Teachers

Given the large variations in the number of hours taught, income, and other factors as well, Bruce Phillips and I tried, in our analysis, to segment the teacher population, into a number of discreet groups. After trying various characteristics, including age, gender, place of birth, setting, perception, and other occupations, we settled on a combination of a few of these as defining groups which were most different from one another. We settled on seven categories, which are defined in table 3A.

Note that one group, the students who intend to remain in Jewish education five years hence, is quite small, consisting of only 20 students, or 3% of the sample. We segmented out this group because they are different from the other full-time students in a number of significant ways. The fact that this group is so small, relative to the entire sample, lay to rest one of our concerns regarding the difference between L.A. and other communities, namely the presence of U.J. and HUC. Since some of the students in this group of 20 are still in college, it is clear the graduate training institutions contribute a very small number of teachers to the pool.

### 12) Career Teachers who are Foreign Born

This groups (which divides roughly as 2/3 Israeli born and 1/3 other) stands out as being different in a number of ways:

- they have a significantly higher percentage (55% compared to 18-33%) of teachers aged 40 or older (Table 3B)
- they are 95% female, a much higher proportion than other groups, which range between 59-84% (Table 3C)
- they are much more likely to teach in 2 or more schools (the other groups range from 8-21%)
- they have the highest percentage receiving benefits of all types but one (conference allowance) (Tables 3K and 3L)
- they have a much lower percentage holding other jobs, either full-time (3%) or part-time (5%) (in contrast, 17% of Orthodox teachers and 36% of career teachers born in the U.S. work elsewhere) (Table 3P)
- with the exception of the students who don't intend to stay in Jewish education, they have the lowest rate of synagogue attendance on Shabbat (Table 3R) and membership in Jewish organizations (Table 3S)

### 13) Career and Orthodox Teachers Compared to Others

- career and Orthodox teachers are nearly twice as likely to be the most qualified in Judaica, and only half as likely to be unqualified (Table 3m)
- teachers who do not see teaching as a career are more likely to find the rate of pay appealing (Table 3T); interestingly,

however, at least 1/4 of all groups, and as many as 65% of some find the rate of pay appealing.

-- career and Orthodox teachers are twice as likely to be planning to remain in the field (Table 3EE)

14) Areas in which the Groups Should be Treated Differently, but are not

Common sense would dictate that these different groups might require different treatment, in terms of curriculum and other guidance. This turns out not to be the case. As Tables 3CC and 3DD show, roughly half of teachers in each group are not given a curriculum; the one exception is career teachers born in the U.S. (40% don't receive a curriculum)

10-15% of teachers in all groups do not even receive a textbook or curricular guidance from the principal. In a separate question, 20-30% in all categories do not receive any guidance from their principals.

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Dr. Isa Aron and Dr. Bruce Phillips  
HUC - JIR  
3077 University Ave.  
Los Angeles, CA 90007

LIST OF TABLES

Section 1: Basic Profile of All Judaica Teachers

- 1A: Place of Birth
- 1B: Gender
- 1C: Age
- 1D: Other Occupations
- 1E: Marital Status
- 1F: Percentage of Teachers who Teach in More than One School
- 1G: Type of School
- 1H: Number of College-Level Courses Taken in Judaica, Hebrew and Education
- 1I: How Teachers See Jewish Teaching
- 1J: Total Hours of Teaching per Week
- 1K: Total Income from Jewish Teaching
- 1L: Salary per Annual Weekly Hour
- 1M: Degree of Satisfaction with Teaching
- 1N: Likelihood of Remaining in Jewish Education Five Years Hence

Section 2: School-Specific Information

- 2A: Hours Taught
- 2B: Salary Per Annual Weekly Hour
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Section 3: Delineation of Teacher Types

- 3A: Definition of Types of Teachers and Percentages of Teachers in Each Type
- 3B: Age
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- 3E: Percentage of Teachers Teaching in More than One School
- 3F: Total Number of Hours Taught
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- 3H: Grade Levels Taught
- 3I: Combined Income from Jewish Teaching
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- 3K: Percentage of Teaching Slots which Carry Medical,

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- 3L: Percentage of Teaching Slots which Carry Other Benefits
- 3M: Number of College-Level Judaica Courses Taken
- 3N: Number of College-Level Hebrew Courses Taken
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- 3P: Other Employment
- 3Q: Importance of Income Earned by Jewish Teaching
- 3R: Jewish Observance
- 3S: Degree of Communal Affiliation
- 3T: How Appealing is the Rate of Pay
- 3U: How Appealing is the Benefits "Package"
- 3V: How Appealing is the Part-Time Nature of Employment
- 3W: How Appealing is the Opportunity to Work with Children
- 3X: How Appealing is the Opportunity to Teach about Judaism
- 3Y: How Appealing is the Recognition You Get as a Jewish Teacher
- 3Z: How Appealing are the Opportunities for Career Advancement
- 3AA: How Appealing are the Attitudes of Students to Jewish Studies
- 3BB: How Appealing is the Opportunity to Make a Contribution to the Jewish Community
- 3CC: Curricular Assistance Teachers Receive
- 3DD: Percentage of Teachers Receiving Guidance from Principal
- 3EE: Likelihood of Remaining in Jewish Education Five Years Hence

Table 1A  
PLACE OF BIRTH

U.S. and Canada	62%
Israel	25%
Other	13%
TOTAL	<u>100%</u>

N=638 (11 missing cases)

---

Table 1B  
GENDER

Male	23%
Female	77%
TOTAL	<u>100%</u>

N=641 (8 missing cases)

---

Table 1C  
AGE

17-24	16%
25-29	19%
30-34	19%
35-39	18%
40+	28%
TOTAL	<u>100%</u>

N=601 (48 missing cases)

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Table 1D  
OTHER OCCUPATIONS

Other Full-Time Work	20%
Other Part-Time Work	25%
Full-Time Student	10%
Homemaker	16%
"Jewish Education is my Full-Time Occupation"	29%
TOTAL	<u>100%</u>

N=636

Table 1E  
MARITAL STATUS

Never Married	27%
Married	63%
Separated	2%
Divorced	6%
Widowed	2%
TOTAL	<u>100%</u>

N=629

Table 1F  
PERCENTAGE OF TEACHERS WHO TEACH IN MORE THAN ONE SCHOOL

One School Only	83%
Two or More Schools	17%
TOTAL	<u>100%</u>

N=608

Table 1G  
TYPE OF SCHOOL\*

Reform Day School	5%
Reform Supplementary School	38%
Conservative Day School	8%
Conservative Supplementary School	27%
Orthodox Day School	14%
Orthodox Supplementary School	1%
Community Day School	6%
TOTAL	99%**

\*by teacher slot (N=691; data missing for 27 slots)

\*\*Totals of 99% or 101% are due to rounding.

Table 1H  
NUMBER OF COLLEGE-LEVEL COURSES (% IN EACH CATEGORY) TAKEN IN  
JUDAICA, HEBREW AND EDUCATION

	Judaica	Hebrew	Education
0	30	43	29
1-3	17	17	14
3-7	13	14	11
Over 7	40	26	47
TOTAL	100%	100%	101%*

N=649

\*Totals of 99% or 101% are due to rounding.

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Table 1I  
 HOW TEACHERS SEE JEWISH TEACHING  
 (% IN EACH CATEGORY)

"My Career"	39%
"A Way of Earning Supplementary Income"	36%
"Something I Do Because it Gives me Satisfaction"	25%
TOTAL	100%

N=629

---

Table 1J  
 TOTAL HOURS OF TEACHING PER WEEK  
 (% IN EACH CATEGORY)

1-4	31%
5-9	23%
10-14	16%
15-19	7%
20-24	7%
25-29	3%
30-34	5%
35-39	5%
40+	3%
TOTAL	100%

N=586

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Table 1K  
 TOTAL INCOME FROM JEWISH TEACHING  
 (% IN EACH CATEGORY)

\$500-999	15%
\$1,000-2,999	26%
\$3,000-9,999	28%
\$10,000-14,999	12%
\$15,000-19,999	5%
\$20,000+	14%
TOTAL	100%

N=587

Table 1L  
 SALARY PER ANNUAL WEEKLY HOUR (% IN EACH CATEGORY)\*

\$12-299	20%
\$300-570	19%
\$571-694	21%
\$695-999	18%
\$1,000-1,350	22%
TOTAL	100%

\* by teacher slot (N=651)

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Table 1M  
DEGREE OF SATISFACTION WITH TEACHING

"Satisfactions far outweigh dissatisfactions"	27%
"More satisfactions than dissatisfactions"	48%
"As many satisfactions as dissatisfactions"	19%
"More dissatisfactions than satisfactions"	5%
"Dissatisfactions far outweigh satisfactions"	1%
TOTAL	<u>100%</u>

N=623

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Table 1N  
LIKLIHOOD OF REMAINING IN JEWISH EDUCATION FIVE YEARS HENCE

Very likely	46%
Somewhat likely	35%
Not likely	17%
Not at all likely	3%
TOTAL	<u>101%*</u>

N=607

\*Totals of 99% or 101% are due to rounding.

Table 2A  
HOURS TAUGHT\* (% IN EACH CATEGORY) BY SCHOOL TYPE

	1-3	4-6	7-15	16+	TOTAL
REFORM DAY SCHOOL	6	11	8	74	99%**
REFORM SUPPLEMENTARY SCHOOL	50	33	16	1	100%
CONSERVATIVE DAY SCHOOL	5	12	64	19	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	23	46	29	2	100%
ORTHODOX DAY SCHOOL	1	5	20	74	100%
ORTHODOX SUPPLEMENTARY SCHOOL	10	70	20	—	100%
COMMUNITY DAY SCHOOL	11	8	19	62	100%

\*per slot (N=672)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2B  
SALARY PER ANNUAL WEEKLY HOUR\* (% IN EACH CATEGORY)  
BY SCHOOL TYPE

	\$12- 299	\$300- 569	\$570- 694	\$695 999	\$1,000- 1,350	TOTAL
REFORM DAY SCHOOL	13	25	9	38	16	101%**
REFORM SUPPLEMENTARY SCHOOL	28	18	23	8	23	100%
CONSERVATIVE DAY SCHOOL	16	16	11	33	25	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	20	21	24	9	26	100%
ORTHODOX DAY SCHOOL	8	16	18	45	14	101%**
ORTHODOX SUPPLEMENTARY SCHOOL	—	40	20	10	30	100%
COMMUNITY DAY SCHOOL	6	11	37	34	11	99%**

\*per teacher slot

\*\*Totals of 99% or 101% are due to rounding.

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Table 2C  
YEARS OF EXPERIENCE\* IN SUPPLEMENTARY SCHOOL  
(% IN EACH CATEGORY), BY TYPE OF SCHOOL

	None	1-3	4-9	10+	TOTAL
REFORM SUPPLEMENTARY SCHOOL	7	35	34	25	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	4	25	37	34	100%
ORTHODOX SUPPLEMENTARY SCHOOL	20	20	40	20	100%
REFORM DAY SCHOOL	34	23	14	29	100%
CONSERVATIVE DAY SCHOOL	7	18	25	51	101%**
ORTHODOX DAY SCHOOL	63	25	11	1	100%
COMMUNITY DAY SCHOOL	11	30	30	30	101%**

\*per slot (N=679)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2D  
 YEARS OF EXPERIENCE\* IN DAY SCHOOL  
 (% IN EACH CATEGORY), BY TYPE OF SCHOOL

	None	1-3	4-9	10+	TOTAL
REFORM DAY SCHOOL	6	31	37	26	100%
CONSERVATIVE DAY SCHOOL	3	21	43	33	100%
ORTHODOX DAY SCHOOL	9	16	39	36	100%
COMMUNITY DAY SCHOOL	11	43	22	24	100%
REFORM SUPPLEMENTARY SCHOOL	75	14	8	3	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	58	15	17	11	101%**
ORTHODOX SUPPLEMENTARY SCHOOL	70	10	10	10	100%

\*per slot (N=679)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2E  
 CURRICULAR ASSISTANCE TEACHERS\* RECEIVE  
 (% IN EACH CATEGORY) BY TYPE OF SCHOOL

	Lesson Plans	Curriculum but no Lesson Plans	Textbook Only	Guidance from Principal Only	None of the Above	TOTAL
REFORM DAY SCHOOL	11	44	17	11	17	100%
REFORM SUPPLEMENTARY SCHOOL	15	43	19	14	8	99%**
CONSERVATIVE DAY SCHOOL	9	42	21	8	21	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	16	37	22	12	13	100%
ORTHODOX DAY SCHOOL	2	46	15	19	17	99%**
ORTHODOX SUPPLEMENTARY SCHOOL	12	38	—	38	12	100%
COMMUNITY DAY SCHOOL	6	61	12	9	12	100%

\*per slot (N=648)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2F  
 GUIDANCE FROM PRINCIPALS\* (% IN EACH CATEGORY),  
 BY TYPE OF SCHOOL

	Do Not Receive Guidance	Receive Guidance and find it:			TOTAL
		very helpful	somewhat helpful	not helpful	
REFORM DAY SCHOOL	28	42	31	—	101%**
REFORM SUPPLEMENTARY SCHOOL	20	41	37	3	101%**
CONSERVATIVE DAY SCHOOL	33	39	28	—	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	35	30	32	3	100%
ORTHODOX DAY SCHOOL	33	28	38	1	100%
ORTHODOX SUPPLEMENTARY SCHOOL	25	50	25	—	100%
COMMUNITY DAY SCHOOL	21	56	21	3	101%**

\*by teacher slot (N=655)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2G  
 EXTENT OF TEACHERS' INPUT INTO SCHOOL POLICY  
 (% IN EACH CATEGORY)\*, BY SCHOOL TYPE

	"A lot of input"	"Some input"	"Little or no input"	No answer	TOTAL
REFORM DAY SCHOOL	14	36	50	—	100%
REFORM SUPPLEMENTARY SCHOOL	10	39	50	1	100%
CONSERVATIVE DAY SCHOOL	17	36	43	3	99%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	14	37	47	2	100%
ORTHODOX DAY SCHOOL	10	52	34	4	100%
ORTHODOX SUPPLEMENTARY SCHOOL	20	50	20	10	100%
COMMUNITY DAY SCHOOL	21	34	34	11	100%

\*by teacher slot (N=691)

\*\*Totals of 99% or 101% are due to rounding.

Table 2H  
 SATISFACTION WITH JEWISH TEACHING\* (% IN EACH CATEGORY),  
 BY SCHOOL TYPE

	Satis. far outweigh diss.	More satis. than diss.	As many satis. as diss.	More diss. than satis.	Diss. far outweigh satis.	TOTAL
REFORM DAY SCHOOL	17	49	34	—	—	100%
REFORM SUPPLEMENTARY SCHOOL	28	49	16	6	2	101%**
CONSERVATIVE DAY SCHOOL	23	47	25	4	2	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	25	44	23	7	2	101%**
ORTHODOX DAY SCHOOL	28	48	15	7	1	99%**
ORTHODOX SUPPLEMENTARY SCHOOL	10	60	30	—	—	100%
COMMUNITY DAY SCHOOL	25	44	22	6	3	100%

\*per slot (N=664)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2I  
 LIKELIHOOD OF REMAINING IN JEWISH EDUCATION\* FIVE YEARS HENCE  
 (% IN EACH CATEGORY) BY SCHOOL TYPE

	Very likely	Somewhat likely	Not likely	Not at all likely	TOTAL
REFORM DAY SCHOOL	38	32	21	9	100%
REFORM SUPPLEMENTARY SCHOOL	37	39	21	4	101%**
CONSERVATIVE DAY SCHOOL	51	44	6	—	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	47	34	17	2	100%
ORTHODOX DAY SCHOOL	63	29	8	—	100%
ORTHODOX SUPPLEMENTARY SCHOOL	56	33	11	—	100%
COMMUNITY DAY SCHOOL	68	29	3	—	100%

\*per teacher slot (N=654)

\*\*Totals of 99% or 101% are due to rounding.

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Table 3A  
 DEFINITION OF TYPES OF TEACHERS  
 AND PERCENTAGES OF TEACHERS\* IN EACH TYPE

ORTHODOX	Teachers in Orthodox settings.	17%
(All remaining teachers are in Non-Orthodox settings.)		
CAREER, U.S. BORN	American-born teachers, for whom teaching is either their only occupation or their career.	12%
CAREER, FOREIGN BORN	Foreign-born teachers, for whom teaching is either their only occupation or their career.	17%
SUPPLEMENTARY INCOME	Teachers who see teaching as a way of earning supplementary income. This group includes both American and foreign-born teachers, who work elsewhere, either part-time or full-time, or as home-makers.	24%
AVOCATIONAL	Teachers who see teaching not as a career, nor as a way of earning supplementary income, but as "something I do because of the satisfaction it gives me." This group includes both American and foreign-born teachers, who work elsewhere, either part-time or full-time, or as home-makers.	20%
STUDENTS W/FUTURE IN JEWISH EDUCATION	Full-time high school, college or graduate students who indicate that it is "very likely" they will still be involved in Jewish education five years hence.	3%
STUDENTS W/OUT FUTURE IN JEWISH EDUCATION	Full-time high school, college or graduate students who indicate that it is "somewhat likely" or "not likely" that they will be involved in Jewish education five years hence.	7%
TOTAL		100%

\*N=622

27 teachers did not answer one or more of the relevant questions and, therefore, could not be assigned to a type.

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Table 3B:  
AGE (% BY CATEGORY) BY TEACHER TYPE

	17-24	25-29	30-34	35-39	40+	TOTAL
ORTHODOX	9	13	30	23	25	100%
CAREER U.S. BORN	12	30	15	25	18	100%
CAREER FOR. BORN	—	4	14	27	55	100%
SUPPL. INCOME	18	21	21	17	24	101%*
AVOCATIONAL	16	18	18	15	33	100%
STUDENT W/ FUTURE IN JEWISH ED	20	60	15	—	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	68	17	5	5	5	100%

N=583

\*Totals of 99% or 101% are due to rounding.

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TABLE 3C:  
GENDER (%), BY TEACHER TYPE

	Male	Female	TOTAL
ORTHODOX	41	59	100%
CAREER U.S. BORN	33	67	100%
CAREER FOR. BORN	5	95	100%
SUPL. INCOME	16	84	100%
AVOCATIONAL	22	78	100%
STUDENT W/ FUTURE IN JEWISH ED.	35	65	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	26	74	100%

N=618

\*Totals of 99% or 101% are due to rounding.

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Table 3D:  
PLACE OF BIRTH (%) BY TEACHER TYPE

	U.S. or Canada	Israel	Other	TOTAL
ORTHODOX	56	25	18	99%*
CAREER U.S. BORN	100	—	—	100%
CAREER FOR. BORN	—	66	34	100%
SUPPL. INCOME	76	17	7	100%
AVOCATIONAL	80	12	7	99%*
STUDENT W/ FUTURE IN JEWISH ED.	90	10	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	69	20	11	100%

N=619

\*Totals of 99% or 101% are due to rounding.

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Table 3E:  
 PERCENTAGE OF TEACHERS TEACHING IN MORE THAN ONE SCHOOL,  
 BY TEACHER TYPE

	One School Only	Two Schools or More	TOTAL
ORTHODOX	88	12	100%
CAREER U.S. BORN	79	21	100%
CAREER FOR. BORN	70	30	100%
SUPPL. INCOME	86	14	100%
AVOCATIONAL	90	10	100%
STUDENT W/ FUTURE IN JEWISH ED.	90	10	100%
STUDENT W/O FUTURE IN JEWISH ED.	92	8	100%

N=586

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Table 3F:  
TOTAL NUMBER OF HOURS TAUGHT (PERCENTAGE IN EACH CATEGORY)  
BY TEACHER TYPE

	1-3 hours	4-9 hours	10-20 hours	21+ hours	TOTAL
ORTHODOX	—	9	47	45	101%*
CAREER U.S. BORN	12	34	22	32	100%
CAREER FOR. BORN	5	14	45	36	100%
SUPPL. INCOME	34	42	23	1	100%
AVOCATIONAL	53	37	7	3	100%
STUDENT W/ FUTURE IN JEWISH ED.	37	53	11	—	101%*
STUDENT W/OUT FUTURE IN JEWISH ED.	42	42	13	3	100%

N=569

\*Totals of 99% or 101% are due to rounding.

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Table 3G:  
PERCENTAGE OF TEACHER TYPES IN DIFFERENT SETTINGS

	Orthodox	Career U.S. Born	Career Foreign Born	Suppl. Income	Avoc- ational	Student with Future..	Student without Future..	TOTAL
REFORM DAY SCHOOL	—	39	39	14	6	—	3	101%*
REFORM SUPPLEMENTARY SCHOOL	(.4)	7	13	33	31	5	11	100%
CONSERVATIVE DAY SCHOOL	—	26	50	20	4	—	—	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	3	17	20	31	19	4	6	100%
ORTHODOX DAY SCHOOL	100	—	—	—	—	—	—	100%
ORTHODOX SUPPLEMENTARY SCHOOL	100	—	—	—	—	—	—	100%
COMMUNITY DAY SCHOOL	9	26	54	9	—	—	3	101%*

N=664 (There are 54 missing cases, for a total of 718 teaching slots.)

\*Totals of 99% or 101% are due to rounding.

Table 3H:

## GRADE LEVELS TAUGHT\* (% FOR EACH CATEGORY), BY TEACHER TYPE

	Pre-K and K Only	1-6 Only	7-12 Only	K-6	1-12	K-12	TOTAL
ORTHODOX	4	46	33	1	15	2	101%**
CAREER U.S. BORN	1	46	27	6	17	3	100%
CAREER FOR. BORN	5	67	13	4	10	1	100%
SUPPL. INCOME	1	54	26	4	13	3	101%**
AVOCATIONAL	3	53	22	3	16	2	99%*
STUDENT W/ FUTURE IN JEWISH ED.	—	43	19	—	33	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	5	55	15	3	13	10	101%**

N=672

\*This calculation is by teacher slot.

\*\*Totals of 99% or 101% are due to rounding.

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Table 3I:

## COMBINED INCOME FROM JEWISH TEACHING (% IN EACH CATEGORY) BY TEACHER TYPE

	\$500- 999	\$1000- 2999	\$3000- 9999	\$10,000- 14,999	\$15,000- 18,999	\$19,000+	TOTAL
ORTHODOX	2	3	28	21	11	35	100%
CAREER U.S. BORN	7	10	32	15	10	27	101%*
CAREER FOR. BORN	7	12	28	24	9	20	100%
SUPPL. INCOME	15	41	37	7	—	1	101%*
AVOCATIONAL	40	38	18	4	—	1	101%*
STUDENT W/ FUTURE IN JEWISH ED.	5	58	32	5	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	26	50	16	—	3	5	100%

N=569

\*Totals of 99% or 101% are due to rounding.

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Table 3J:  
SALARY PER ANNUAL HOUR\* (% FOR EACH CATEGORY),  
BY TEACHER TYPE

	\$12- 299	\$300- 570	\$571- 694	\$695- 999	\$1000- 1350	TOTAL
ORTHODOX	8	19	20	38	15	100%
CAREER U.S. BORN	5	20	21	23	31	100%
CAREER FOR. BORN	18	15	18	27	23	101%**
SUPPL. INCOME	18	17	29	11	25	100%
AVOCATIONAL	41	24	14	3	17	99%**
STUDENT W/ FUTURE IN JEWISH ED.	10	29	33	5	24	101%**
STUDENT W/O FUTURE IN JEWISH ED.	29	20	15	10	27	101%**

\*by slot (N=651)

\*\*Totals of 99% or 101% are due to rounding.

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Table 3K

PERCENTAGE OF TEACHING SLOTS\* WHICH CARRY MEDICAL, PENSION AND  
DISABILITY BENEFITS, BY TEACHER TYPE

	Medical	Pension	Disability
ORTHODOX	32	13	11
CAREER U.S. BORN	22	6	18
CAREER FOR. BORN	38	27	28
SUPPL. INCOME	11	7	7
AVOCATIONAL	5	2	7
STUDENT W/ FUTURE IN JEWISH ED.	—	—	—
STUDENT W/OUT FUTURE IN JEWISH ED.	5	2	—

\*N=691

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Table 3L:  
 PERCENTAGE OF TEACHING SLOTS\* WHICH CARRY OTHER BENEFITS, BY TEACHER TYPE

	ORTHODOX	CAREER U.S. BORN	CAREER FOR.BORN	SUPL. INCOME	AVOCATIONAL	STUDENT WITH FUTURE..	STUDENT WITHOUT FUTURE..
Free or reduced tuition for children	22	12	30	22	12	2	1
Day care for children	17	6	34	32	4	6	—
Free or reduced membership in synagogue or JCC	5	12	33	30	16	3	1
Synagogue membership privileges	4	16	24	27	19	5	5
Money to attend conferences	16	17	19	22	17	5	5
Full or partial subsidy for continuing ed.	14	14	29	23	15	3	3

\*N=690

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Table 3M:

NUMBER OF COLLEGE-LEVEL JUDAICA COURSES TAKEN  
(% IN EACH CATEGORY), BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	19	10	14	58	101%*
CAREER U.S. BORN	16	11	14	59	100%
CAREER FOR. BORN	32	5	7	56	100%
SUPPL. INCOME	38	24	15	23	100%
AVOCATIONAL	32	30	12	27	101%
STUDENT W/ FUTURE IN JEWISH ED.	—	10	30	60	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	36	33	13	18	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3N:

NUMBER OF COLLEGE-LEVEL HEBREW COURSES TAKEN (% IN EACH CATEGORY)  
BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	40	18	16	25	99%*
CAREER U.S. BORN	26	19	19	36	100%
CAREER FOR. BORN	42	5	5	49	101%*
SUPPL. INCOME	45	21	15	20	101%*
AVOCATIONAL	53	20	12	15	100%
STUDENT W/ FUTURE IN JEWISH ED.	10	25	35	30	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	22	18	7	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 30:

NUMBER OF COLLEGE-LEVEL EDUCATION COURSES TAKEN (% IN EACH CATEGORY), BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	25	13	13	50	101%*
CAREER U.S. BORN	14	14	19	53	100%
CAREER FOR. BORN	21	6	7	66	100%
SUPPL. INCOME	26	20	11	43	100%
AVOCATIONAL	40	11	8	41	100%
STUDENT W/ FUTURE IN JEWISH ED.	15	15	35	35	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	29	—	18	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3P  
OTHER EMPLOYMENT (% IN EACH CATEGORY),  
BY TEACHER TYPE

	Other full- time work	Other part- time work	Full- time student	Home- maker	"Jewish education is my full- time occupation"	TOTAL
ORTHODOX	5	12	1	25	57	100%
CAREER U.S. BORN	7	29	—	14	51	101%*
CAREER FOR. BORN	3	5	—	12	81	101%*
SUPPL. INCOME	40	42	—	18	—	100%
AVOCATIONAL	42	38	—	21	—	101%*
STUDENT W/ FUTURE IN JEWISH ED.	—	—	100	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	—	—	100	—	—	100%

N=619

\*Totals of 99% or 101% are due to rounding.

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Table 3Q  
 IMPORTANCE OF INCOME EARNED BY JEWISH TEACHING  
 (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Main source of income	One of the main sources ...	An important addition ...	An un- important addition ...	No answer	TOTAL
ORTHODOX	39	23	27	9	2	100%
CAREER U.S. BORN	38	16	24	14	7	99%*
CAREER FOR. BORN	15	27	37	20	1	100%
SUPPL. INCOME	3	19	47	27	5	101%*
AVOCATIONAL	—	7	17	72	4	100%
STUDENT W/ FUTURE IN JEWISH ED.	20	10	50	15	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	11	20	31	31	7	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3R  
 JEWISH OBSERVANCE  
 (% ANSWERING "YES" IN EACH CATEGORY)  
 BY TEACHER TYPE

	"Light candles on Friday evening"	"Attend synagogue at least twice a month on Shabbat"	"Attend synagogue on holidays such as Sukkot, Passover, or Shabbat"
ORTHODOX	99	68	91
CAREER U.S. BORN	78	59	73
CAREER FOR. BORN	86	37	75
SUPPL. INCOME	74	37	63
AVOCATIONAL	69	39	67
STUDENT W/ FUTURE IN JEWISH ED.	85	55	85
STUDENT W/OUT FUTURE IN JEWISH ED.	56	29	60

N=622

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Table 3S  
 DEGREE OF COMMUNAL AFFILIATION  
 (% ANSWERING "YES" IN EACH CATEGORY)  
 BY TEACHER TYPE

	"Belong to Jewish organization other than a synagogue"	"Contribute to any Jewish charities last year"
ORTHODOX	41	89
CAREER U.S. BORN	51	85
CAREER FOR. BORN	32	75
SUPPL. INCOME	37	72
AVOCATIONAL	44	78
STUDENT W/ FUTURE IN JEWISH ED.	55	85
STUDENT W/OUT FUTURE IN JEWISH ED.	40	56

N=622

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Table 3T  
HOW APPEALING IS THE RATE OF PAY (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	4	20	29	22	15	10	100%
CAREER U.S. BORN	8	26	26	21	18	1	100%
CAREER FOR. BORN	3	32	20	26	15	5	101%*
SUPPL. INCOME	12	47	23	13	4	1	100%
AVOCATIONAL	9	39	36	7	7	3	101%*
STUDENT W/ FUTURE IN JEWISH ED.	20	30	30	10	—	10	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	13	60	18	7	2	—	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3U  
 HOW APPEALING IS THE BENEFITS "PACKAGE" (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	Not applicable	No answer	TOTAL
ORTHODOX	3	6	13	13	35	22	8	100%
CAREER U.S. BORN	1	11	12	12	33	27	3	99%*
CAREER FOR. BORN	1	12	9	13	38	22	5	100%
SUPPL. INCOME	1	8	10	6	17	56	2	100%
AVOCATIONAL	—	8	19	6	16	49	3	101%*
STUDENT W/ FUTURE IN JEWISH ED.	—	—	5	10	20	60	5	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	2	9	16	4	9	58	2	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3V  
 HOW APPEALING IS THE PART-TIME NATURE OF EMPLOYMENT (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	Not applicable	No answer	TOTAL
ORTHODOX	21	17	11	9	3	24	15	100%
CAREER U.S. BORN	14	33	14	10	7	22	1	101%*
CAREER FOR. BORN	14	27	17	11	15	10	7	101%*
SUPPL. INCOME	33	45	13	3	3	3	—	100%
AVOCATIONAL	30	47	13	3	3	3	2	101%*
STUDENT W/ FUTURE IN JEWISH ED.	25	40	15	5	5	10	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	27	47	13	4	4	2	2	99%*

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3W  
 HOW APPEALING IS THE OPPORTUNITY TO WORK WITH CHILDREN (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	57	33	2	1	—	8	101%*
CAREER U.S. BORN	67	32	1	—	—	—	100%
CAREER FOR. BORN	71	25	1	—	—	3	100%
SUPPL. INCOME	57	40	1	1	—	1	100%
AVOCATIONAL	72	24	1	1	1	2	101%*
STUDENT W/ FUTURE IN JEWISH ED.	80	15	5	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	56	31	9	2	—	2	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3X  
 HOW APPEALING IS THE OPPORTUNITY TO TEACH ABOUT JUDAISM (% IN EACH CATEGORY)  
 BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	74	19	—	—	1	6	100%
CAREER U.S. BORN	82	10	3	—	—	6	101%*
CAREER FOR. BORN	69	28	—	—	—	3	100%
SUPPL. INCOME	64	31	3	1	1	1	101%*
AVOCATIONAL	72	21	3	—	1	4	101%*
STUDENT W/ FUTURE IN JEWISH ED.	95	5	—	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	31	13	2	—	—	99%*

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3Y  
 HOW APPEALING IS THE RECOGNITION YOU GET AS A JEWISH TEACHER  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	14	34	24	13	5	11	101%*
CAREER U.S. BORN	22	26	29	8	8	7	100%
CAREER FOR. BORN	23	27	26	15	6	4	101%*
SUPPL. INCOME	11	37	31	12	5	5	101%
AVOCATIONAL	26	26	30	7	3	8	100%
STUDENT W/ FUTURE IN JEWISH ED.	10	40	35	10	5	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	7	47	33	4	7	2	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3Z  
 HOW APPEALING ARE THE OPPORTUNITIES FOR CAREER ADVANCEMENT  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	Not applicable	No answer	TOTAL
ORTHODOX	6	11	33	18	11	16	4	99%*
CAREER U.S. BORN	10	20	23	23	14	10	1	101%*
CAREER FOR. BORN	7	16	28	27	14	6	3	101%*
SUPPL. INCOME	1	19	41	9	7	21	2	100%
AVOCATIONAL	3	6	43	13	4	28	3	100%
STUDENT W/ FUTURE IN JEWISH ED.	25	25	25	15	—	10	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	2	16	47	4	11	20	—	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3AA  
 HOW APPEALING ARE THE ATTITUDES OF STUDENTS TO JEWISH STUDIES  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	20	39	16	12	3	10	100%
CAREER U.S. BORN	14	22	22	23	10	10	101%*
CAREER FOR. BORN	11	53	10	17	4	6	101%*
SUPPL. INCOME	5	35	28	19	9	3	99%*
AVOCATIONAL	10	37	24	19	7	3	100%
STUDENT W/ FUTURE IN JEWISH ED.	—	30	20	45	5	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	2	24	22	38	13	—	99%*

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3BB  
 HOW APPEALING IS THE OPPORTUNITY TO MAKE A CONTRIBUTION TO THE JEWISH COMMUNITY  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very appealing	Appealing	Neither appealing nor unappealing	Unappealing	Very unappealing	No answer	TOTAL
ORTHODOX	48	36	4	1	1	11	101%*
CAREER U.S. BORN	69	22	7	1	—	1	100%
CAREER FOR. BORN	51	44	2	2	—	2	101%*
SUPPL. INCOME	44	48	5	—	1	2	100%
AVOCATIONAL	65	28	4	—	2	2	101%*
STUDENT W/ FUTURE IN JEWISH ED.	65	35	—	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	38	42	16	2	2	—	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 3CC

CURRICULAR ASSISTANCE TEACHERS RECEIVE\*  
(% IN EACH CATEGORY), BY TEACHER TYPE

	Lesson Plans	Curriculum but no Lesson Plans	Textbook Only	Guidance from Principal Only	None of the Above	No Answer	TOTAL
ORTHODOX	3	40	13	19	15	11	101%**
CAREER U.S. BORN	12	28	20	21	15	4	100%
CAREER FOR. BORN	12	46	17	10	12	4	101%**
SUPPL. INCOME	16	40	16	10	10	9	101%**
AVOCATIONAL	12	44	22	9	10	4	101%**
STUDENT W/ FUTURE IN JEWISH ED.	5	43	19	29	5	—	101%**
STUDENT W/OUT FUTURE IN JEWISH ED.	12	34	22	7	15	10	100%

\*by slot (N=690)

\*\*Totals of 99% or 101% are due to rounding.

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Table 3DD  
 PERCENTAGE OF TEACHERS\* RECEIVING GUIDANCE FROM PRINCIPAL,  
 BY TEACHER TYPE

	Do not Receive Guidance	Receive Guidance and find it:			TOTAL
		very helpful	somewhat helpful	not helpful	
ORTHODOX	31	30	38	1	100%
CAREER U.S. BORN	19	48	31	2	100%
CAREER FOR. BORN	34	39	25	2	100%
SUPPL. INCOME	28	37	32	3	100%
AVOCATIONAL	27	39	32	2	100%
STUDENT W/ FUTURE IN JEWISH ED.	14	38	48	—	100%
STUDENT W/O FUTURE IN JEWISH ED.	28	28	43	2	101%**

\*by slot (N=653)

\*\*Totals of 99% or 101% are due to rounding.

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Table 3EE:  
 LIKELIHOOD OF REMAINING IN JEWISH EDUCATION FIVE YEARS HENCE  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	Very likely	Somewhat likely	Not likely	Not at all likely	No answer	TOTAL
ORTHODOX	61	26	7	—	7	101%*
CAREER U.S. BORN	55	23	14	3	6	101%*
CAREER FOR. BORN	57	29	4	1	9	100%
SUPPL. INCOME	28	45	19	3	5	100%
AVOCATIONAL	32	34	20	7	7	100%
STUDENT W/ FUTURE IN JEWISH ED.	100	—	—	—	—	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	—	49	44	2	4	99%*

N=622

\*Totals of 99% or 101% are due to rounding.

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Section 4: Comparisons Between Judaica Teachers in Los Angeles, Miami,  
Philadelphia and Pittsburgh

- 4A: Number of Teachers
- 4B: Type of School Taught In
- 4C: Place of Birth
- 4D: Percentage of Teachers Who Teach in More than One School
- 4E: Hours Taught in Supplementary School
- 4F: Hours Taught in Day School
- 4G: Percentage of New Teachers
- 4H: Likelihood of Remaining in Jewish Education Five Years Hence
- 4I: Percentage of Teachers Receiving Medical and Pension Benefits
- 4J: Percentage of College-Level Judaica Courses Taken

Comparisons Between Judaica Teachers  
in Los Angeles, Miami, Philadelphia and Pittsburgh

Table 4A  
NUMBER OF TEACHERS

LOS ANGELES	649	(78%)
MIAMI	272	(approx. 80%)
PHILADELPHIA	347	(approx. 54%)
PITTSBURGH	240	(approx. 90%)

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Table 4B  
TYPE OF SCHOOL TAUGHT IN (% IN EACH CATEGORY)

	<u>Day School</u>	<u>Supplementary School</u>
LOS ANGELES	33	66
MIAMI	37	63
PHILADELPHIA	11 (actual) 13 (survey sample)	89 87
PITTSBURGH	25	75

Table 4C  
PLACE OF BIRTH (% IN EACH CATEGORY)

	Native Born (U.S. or Canada)	Other	TOTAL
LOS ANGELES DAY SCHOOL	47	53	100%
LOS ANGELES SUPPLEMENTARY SCHOOL	67	33	100%
MIAMI DAY SCHOOL	61	39	100%
MIAMI SUPPLEMENTARY SCHOOL	79	21	100%

PHILADELPHIA

(Place of birth not reported directly, but from other questions, it is possible to infer the following:

32% of day school teachers were educated in Israel.

8% of synagogue supplementary school teachers are "from Israel."

15% of community supplementary school teachers are "from Israel.")

Table 4D  
PERCENTAGE OF TEACHERS WHO TEACH IN MORE THAN ONE SCHOOL

LOS ANGELES DAY AND SUPPLEMENTARY SCHOOLS	17%
MIAMI DAY SCHOOLS	11%
MIAMI SUPPLEMENTARY SCHOOLS	17%
PHILADELPHIA DAY SCHOOLS	18%
PHILADELPHIA SYNAGOGUE SUPPLEMENTARY	28%
PHILADELPHIA COMMUNAL SUPPLEMENTARY	20%

Table 4E  
HOURS TAUGHT (% IN EACH CATEGORY), IN SUPPLEMENTARY SCHOOL

	Los Angeles	Miami	Pittsburgh
1-4	38.8	56.3	67
5-9	30.6	32.3	23
10-14	20.2	3.6	8
15-19	3.3	—	—
20-24	2.7	1.8	2
25-29	1.1	—	—
30-34	.9	.6	—
35-39	1.3	—	—
40+	1.1	5.4	—
TOTAL	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 4F  
HOURS TAUGHT (% IN EACH CATEGORY), IN DAY SCHOOL

	Los Angeles	Miami	Pittsburgh
1-4	2.7	1	3
5-9	6.6	6.5	23
10-14	11.5	6.5	5
15-19	17.3	10.9	—
20-24	16.8	16.3	52
25-29	7.5	5.4	—
30-34	15.0	7.6	42
35-39	13.3	15.2	—
40+	9.3	30.4	7
TOTAL	<u>100%</u>	<u>100%</u>	<u>100%</u>

Table 4G  
% OF NEW TEACHERS

CLEVELAND	22%
LOS ANGELES DAY SCHOOL	8%
LOS ANGELES SUPPLEMENTARY SCHOOL	6%
MIAMI DAY SCHOOL	10%
MIAMI SUPPLEMENTARY SCHOOL	6%
PHILADELPHIA DAY SCHOOL	20%
PHILADELPHIA SUPPLEMENTARY SCHOOL	19%

Table 4H  
LIKELIHOOD OF REMAINING IN JEWISH EDUCATION FIVE YEARS HENCE  
( % IN EACH CATEGORY)

	<u>Very likely</u>	<u>Somewhat likely</u>
LOS ANGELES DAY SCHOOL	57	33
LOS ANGELES SUPPLEMENTARY SCHOOL	41	37
	<u>Definitely</u>	<u>Probably</u>
MIAMI DAY SCHOOL	41	53
MIAMI SUPPLEMENTARY SCHOOL	34	47
	<u>Very likely</u>	<u>Somewhat likely</u>
PHILADELPHIA DAY SCHOOL	72	18
PHILADELPHIA SUPPLEMENTARY SCHOOL	56	28

Table 4I  
PERCENTAGE OF TEACHERS RECEIVING MEDICAL AND PENSION BENEFITS

	<u>Medical</u>	<u>Pension</u>
LOS ANGELES DAY SCHOOL	42	18
LOS ANGELES SUPPLEMENTARY SCHOOL	10	8
MIAMI DAY SCHOOL	60	60
MIAMI SUPPLEMENTARY SCHOOL	13	14
PHILADELPHIA DAY SCHOOL	42	20
PHILADELPHIA SUPPLEMENTARY SCHOOL	n/a	n/a

Table 4J  
 PERCENTAGE OF COLLEGE LEVEL JUDAICA COURSES TAKEN

	None	1-3	3-7	7+	TOTAL
LOS ANGELES DAY SCHOOL	26	8	11	55	100%
LOS ANGELES SUPPLEMENTARY SCHOOL	30	20	14	36	100%

	None	1-4	5-9	Major or degree from Jewish College	TOTAL
MIAMI DAY SCHOOL	11	16	4	69	100%
MIAMI SUPPLEMENTARY SCHOOL	45	17	11	27	100%

	Holds Jewish Educational License	Holds degree in Jewish Studies
PHILADELPHIA DAY SCHOOL	57%	73%
PHILADELPHIA SUPPLEMENTARY SCHOOL	33%	34%

## TEACHER SURVEYS

CITY	YEAR	RESPONSE RATE	TYPE OF INFO GIVEN
Denver (Day School Teachers, through schools)	In process	100%(?)	Raw data only, thus far.
Cleveland (through schools)	1987-88 (now outdated)	100%	Annual wage per weekly hour; # of teachers.
Houston	In process		
Los Angeles	1987-88	78%	Extensive
Miami	1987-88	80%	Extensive
Midwest Day Schools	1981	40%	Age, place of birth, gender, experience, qualifications.
Philadelphia	1987-88	54%	Not as extensive as Los Angeles or Miami.
Pittsburgh (through schools)	1985-86	100%(?)	Education background, hours/week taught; annual wage per weekly hour (avg. only).
Syracuse	In process	39%	Used L.A. questionnaire as model.

SALARY SCALES

CITY	RECEIVED	NOT YET RECEIVED	DAY SCHOOL	SUPPL. SCHOOL	DO SCHOOLS ADHERE TO THE SCALE?
Baltimore	X		X	X	No. info.
Buffalo		X			
Chicago		X			
Los Angeles	X		X	X	Questionable. Notes from extensive interview available.
Miami		X	X		Agency-funded schools adhere. In general, all Conservative and Orthodox Community schools are funded. They represent 2/3 of all Miami Day Schools.
Montreal	X		X		Probably can assume that all schools adhere.
S. New Jersey		X		(No info.)	No info.
Providence		X		(No info.)	No info.
Toledo	X			(No info.)	No info. Scale requires extensive clarification.
Tuscon		X		X (Heb. High)	No info.

SENIOR LEVEL PERSONNEL

PLACE/ORG.	DATE	RESPONSE RATE	TYPE OF INFO. GIVEN
Cleveland	1987-88	100%	#, full-time/part time, salary ranges, benefits.
HUC Alumni Survey	1988-89	87% for full-time	Salary, benefits, crosstabulation with years of experience and size of school.
Los Angeles Report on Survey of Jewish Youth	1989	58%	Salary, benefits, median length of stay in field, "opportunity ratings" by personnel for creativity and growth.

PRE-SCHOOLS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIGURATIONS OF TEACHING
JWB 1989 Annual Survey and Report (Precise response rate unavailable.)	Data on full time (20 h.p.w. or more) directors and teachers, by size of center budget. Includes: number reporting, average, median, minimum and maximum salaries.		Information from phone interview with Dr. Edward Kagan, JWB Director of Statistics. Not hard data. Dr. Kagan believes that the turnover rate for directors is fairly low but for teachers is quite high. Must take into account local economic conditions and other demographic factors.	City/state regulated for pre-schools.	According to Dr. Kagan, JWB pre-schools have experienced a shortage of directors but not of teachers.		
LA BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale (15/70 pre-schools adhere to this schedule.)	Scale takes into account: units accumulated, hourly vs. monthly salary, degrees and credentials, and seniority. It also applies to assistants, teacher/directors and directors.			S t a t e requirements.			
THE 1988 MIAMI JEWISH EDUCATOR STUDY Early Childhood Education Summary (Response Rate: 87%, based on surveys.)	Under \$10,000-48% 10,000-24,000-44% 25,000-39,000-8% 40,000 and up-0% Average-11,900 Includes percentages of numbers of hours per week teachers are paid to work.	Medical-31% Pension-27%	Response to "probability of remaining in field in five years," and "expected position in five years."	Percentages: -highest level of education - c u r r e n t e d u c a t i o n a l enrollment -measures of Jewishness (Jewish ID) - y o u t h group/camp/Israel experience -licenses -previous teaching experience	Percentages: -method of finding current position -measures of satisfaction (as perceived by teacher)	Percentages: -enrollment in CAJE workshops over past three years (83%) -other Judaic workshops (19%) -Teaching Methods courses (30%)	

ASSISTANTS/ SPECIALISTS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIG. OF TEACHING
LOS ANGELES BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale	Aides multiply scale by .8						
MIAMI JEWISH EDUCATOR STUDY (1988) Early Childhood Aides included in 87% response rate of ECE summary.	Under 10,000-86% 10,000-24,000-14% 25,000 and up-0% Average-5,800  Includes info on number of hours per week aides are paid to work.	Medical-10% Pension-7%	Info. on probability of remaining in field in five years and expected position in five years.	Percentages on: -highest level of education -current educational enrollment -measures of Jewishness (Jewish ID) -possession of license of any type (23%) -previous teaching experience	Info. on method of finding position and measures of satisfaction.	Percentages on: -enrollment in CAJE workshops in past three years (67%) -other Jewish workshops (12%) -teaching methods courses (17%)	

**Information on Communal Allocations to Schools:**

Baltimore  
Cleveland  
Hartford  
JESNA Report  
Kansas City  
Pittsburgh  
Toledo

**Community Educator Proposals:**

Boston  
Cleveland

**Community Educator Programs in Place:**

Cleveland  
Omaha

Nov. 24, 1989

Preliminary Report

The Preparation of Jewish educators in North America:  
A status report

by  
Aryeh Davidson

This research was commissioned in order to provide the Commission with an inventory and description concerning the preparation of personnel for Jewish education in North America. The study was designed to answer the following questions:

1. What institutions of higher learning are preparing personnel for Jewish education?
  - a. How many students are enrolled in these programs and who are they (student profile)?
  - b. Who are the faculty (faculty profile)?
  - c. What are the goals and structures of these programs (program profile)?
  - d. What are the costs and funding patterns for these programs?
  - e. What are the visions of these institutions with respect to the future training of Jewish educators?
2. What is the nature of in-service training for Jewish educators serving in formal and informal educational settings?
3. What are the issues and problems facing these institutions?

Each institution of higher learning in North America preparing Jewish educators was identified and then examined in the following ways:

1. Bulletins, program descriptions, courses syllabi published and unpublished reports of these institutions were gathered and reviewed.
2. Site visits were made to each institution, where feasible in order to observe classes, interview administration, faculty, persons associated with these institutions and meet with students enrolled in the education programs. A total of 68 interviews were conducted by the investigator. He also conducted group discussions with 57 students.

3. To place the issue of training within a context existing published and unpublished studies and reports in the areas of teacher education and Jewish teacher education were reviewed.

All data were collected between September 15 and November 20, 1989.

Site visits were conducted at 11 of the 15 training institutions in North America. Seventy individuals associated with these institutions were interviewed from 1/2 to 2 1/2 hours each. Group meetings were also held with students from many of these schools. A total of 73 students participated in these meetings.

What follows is an overview of the results and initial findings prior to a thorough analysis of the findings. In preparation for the

Monday

meeting, much of this document addresses the quantitative aspects of the results. The final report will also focus extensively on qualitative aspects of the results.

Inventory of Programs

Table 1 shows the distribution of students enrolled in 15 institutions of higher learning in the United States and Canada preparing persons for careers in Jewish education. These programs consist of three types: denominational, independent, and university based. Each of the denominations ( Conservative, Orthodox and Reform) sponsor schools or departments of Jewish education designed to prepared religious educators. The institutions are: Hebrew Union College ( Rhea Hirsch School of Education, Los Angeles; The School of Education, New York) Jewish Theological Seminary of America, New York ( Department of Education); University of Judaism, Los Angeles (Fingerhut School of Education); Yeshiva Univeristy ( Azrielli Graduate Institute, Isaac Breuer College, Stern College). Five Independent schools generally referred to as Hebrew teacher colleges were examined. They are: Gratz College, Philadelphia; Baltimore Hebrew University, Hebrew College, Boston; Cleveland College of Jewish Studies and Spertus College, Chicago. University-based programs that were examined include: Brandeis University, Hornstein Program for Jewish Communal Service; George Washington University, School of Education in association with the College of Jewish Studies, Washington, D.C.; York University, Department of Jewish Studies, Toronto; McGill University, Department of Judaic Studies, Montreal . In addition the Bureau of Jewish Education in Toronto sponsors a Midrasha (Teacher Training Institute) that prepares certified teachers.

1. Part-time /full-time students The majority of matriculating students in these programs are enrolled on a part-time basis (75%). Most part-timers view themselves as Jewish educators and are currently employed in Jewish schools. Depending on the community, the attainment of a degree permits one to both move up the ladder professionally and increase one's earnings. There is considerable variation among the part-timers with respect to age, national origin, and experience. ( Much of the data needed to do

a detailed analysis was unavailable.) Most part-timers enroll in the independent schools and two of the denominational schools. Overall the University-based programs and denominational schools require students to be full time students. The students in full time program students tend to be within the 25-32 age range. They come from diverse backgrounds and many view Jewish education as a career change. (Additional data is needed to develop a full profile of these students.)

2. B.A./ M.A. programs Most of the institutions are phasing out their B.A. programs in Jewish education and emphasizing their M.A. programs. This phenomenon appears to be the result of three factors: 1) there are decreasing numbers of American college-age students who choose to major in education programs. 2) B.A. programs in Jewish education tend to be dominated by Israelis, who are interested in earning a B.A. while in the United States. Training institutions tend to discourage Israelis from majoring in education on the undergraduate level, but do encourage them to enroll in Jewish studies programs 3) Since the early 1980s there is a trend among U.S. schools programs to encourage students to pursue an M.A. in Jewish education versus the B.A. degree.

In contrast, Canadian schools encourage students to matriculate in B.A. level programs in education.

3. Doctoral programs The 67 students who are enrolled in doctoral programs are comprised of three types of students. Approximately 70% are pursuing a doctorate on a part-time basis while holding positions in Jewish education. These students view the doctorate as a way to develop expertise, gain a credential and move up the professional ladder. A smaller percentage (20%) view doctoral studies as a form of continuing professional education and therefore enroll in courses year after year until they are at the point of writing the dissertation. At that time many of these students become non-matriculating students. Approximately 10 % of the doctoral students in Jewish education intend to pursue careers in research and academia in Jewish education.

4. Program approaches Those programs which offer degree programs fall into three categories, those which prepare teachers, educational change agents and communal/educational professionals. Nine of the 15 programs enumerated purport to prepare their students to assume roles as classroom teachers ( 3 programs for the day school and 7 for supplementary schools). These programs currently have an enrollment of 171 students. The second category - educational change agent, is characteristic of programs that are designed to prepare Jewish professionals who will assume educational leadership roles in the Jewish community. Of the 15 programs listed in Table 1, two, comprised of 21 students, have programs which prepare educational change agents.

Communal/educational professional, the third category is designed to prepare students for assuming either teacher or administrative roles in Jewish educational institutions and includes two departments of Jewish education comprised of 26 students. Differences among these categories are reflected primarily with respect to their course offerings, prerequisites, student populations, curricular training models, internships/practica and relationship to standards of the NBL (National Board of License). (These issues are examined in Table 3.)

5. Certification programs In addition to degree programs four programs offer a sequence of courses that will enable students to meet the requirements for NBL or local licensing agencies. The course sequence generally consists of 4-6 courses in education and an internship or student teaching experience. As indicated in Table 1, 43 students are enrolled in these programs leading towards certification. Students in certification programs are expected to have strong Judaica backgrounds and demonstrate Hebrew language proficiency.

In recent years three institutions have also introduced principal certification programs, non-degree programs that prepare experienced educators in the field. They enroll in administration and supervision courses while simultaneously completing a field experience in their current place of employment. A total of 30 student are enrolled in these programs.

Table 1

Distribution of students enrolled in degree and certificate programs at 15 teacher training institutions

	<u>B.A.</u>	<u>M.A. (p.t.)</u>	<u>M.A. (f.t.)</u>	<u>Doc.</u>	<u>T.C.</u>	<u>P.C.</u>
c	15	45		45	6	15
e	4	15		10	5	
g						
c	4	29	26	18	2	12
e	2	7	13	4		6
g	2	4	12	3	5	7
c		3				
e		2				
g		1				
c		2				
e						
g						
c	9	10				15
e						

g

c

e

g

45  
38  
6

c

e

g

6 9 3  
6 9  
3 6

c

e

g

10 2

c

e

g

17 4  
8  
8

c

e

g

23  
13  
12

c

e

g

9 16  
2 6  
3 5

c

e

g

4  
3  
3

c

e

g

10  
10

c

e

g

35  
16  
15

c

e

g

15  
6  
6

Total

68 171 76 67 43 30

171  
68  
76  
315

c-current enrollment      p.t.-part-time      p.c.- principal certl.  
e- entering class 1989      f.t.-full-time  
g -graduating class 1989      t.c.- teacher certification

Faculty As shown in Table 2, institutions rely heavily on part-time and adjunct faculty. However, as indicated in Table 4, the use of adjuncts varies depending on the approach of the program. Among all the independent colleges there is only one full time professor. The denominational institutions have larger faculties and more full-time personnel.

All 14 of the 19 full-time faculty members have doctorates in education or an allied field. Ninety percent received their degree from a general university. Most did not write their dissertations on a topic related to Jewish education. Although there is considerable variation in the career paths of faculty, the majority have held positions in Jewish education prior to becoming faculty members.

It is a commonly held perception that the more able the faculty member, the faster s/he is pushed into assuming administrative responsibilities and consequently devotes less time to teaching and research ( a similar phenomenon exists on the school level with teachers who get pushed up.) The mean age of full and part-time faculty is in the mid-forties. Salaries vary considerably from institution to institution. However, on the whole denominational and university-based institutions have salary scales comparable to private institutions of higher learning, Independent colleges, in contrast, have salary scales considerably below comparable local private institutions.

Table 2  
Full-time, part-time and adjunct faculty  
teaching in departments of Jewish education

Full-time	13 * (6)
part-time	22 **
adjunct	44 ***

\* denotes faculty who assume full-time teaching responsibilities  
Six faculty members listed as full-time devote at least 2/5ths of their time to administrative or other responsibilities

\*\* denotes faculty who teach at least 2/5th of a full teaching load

\*\*\* denotes faculty are generally employed by another institution and teach only one course per year.

Funding The data in Table 3 speak for themselves. Denominational schools receive little or no funding from community federations. They rely primarily on fund raising for balancing their budgets. Independent schools to a large extent are dependent on community funding. However, in recent years there is a tendency among these schools seek outside funds and become less dependent and also less accountable to the federations. Additional data is required in this area to do a complete analysis.

Table 3

Percentage of budget covered by various funding sources for independent and denominational schools

	<u>Federation</u>	<u>Tuition</u>	<u>Other</u>
Independent schools	50-80	15-30	10-20
Denominational schools		15-25	85-75

Tuition costs The Jewish educational institutions of higher learning examined in this study have been subject to many of the same fiscal realities confronting general institutions of higher learning. These realities are reflected in the soaring tuition cost in the past twenty years. In 1967, Walter Ackerman noted that fees in most Hebrew Teachers College were nominal, "... it is safe to say that no student will be denied the opportunity of studying because of his inability to pay the required tuition." (p. 51) (From: The Education of American Jewish Teachers, D. Janowsky, (Ed.) New York: Beacon Press, 1967.) The current situation is quite different.

In the denomination and university-based schools tuition ranges between \$200-325 per credit or between \$5400-7800 (24 credits) per year for full-time study. The independent colleges charges vary from \$80- 150 per credit. Clearly, living expenses vary from community to community. However, I did not encounter a single student who did not have to earn substantial income in order to attend school on a full-time basis.

A few of the denominational schools have fellowships available to students. Among independent schools their are scholarships and subventions available through the Federation and BJE's. The final report will further examine the fiscal realities of becoming a Jewish educator and discuss the resulting implications.

Approaches to training Programs that focus on teacher training tend to be independent or denominationally based schools which view as their mission preparing teachers for local Jewish communities or movement schools. These programs to a large extent, follow the criteria for teacher standards set by the NBL,

or other regional licensing agencies. The standards require a strong Judaica background, proficiency in Hebrew language, and a liberal arts background (at the graduate level). They tend to attract students who either have fairly strong Judaica training or who are willing to devote considerable time to study in these areas prior to taking graduate work. Although programs included in this category differ substantially in their specific educational approaches and course offerings, they all emphasize three types of courses: the practical (methods and teaching courses), Judaica and foundation courses (philosophy of education, educational psychology, history of education). Each of these programs have practica which are linked to the student's place of employment (these students teach in afternoon schools),

The practicum generally is one semester in duration and involves supervision by college personnel. From the perspective of students interviewed in these programs the practicum does not assume a large role in the context of the overall program. These programs tend to rely on a few core faculty and several as adjunct faculty to instruct in their particular areas of expertise. From the perspective of students, these programs do not reflect a clear orientation. Rather than being guided by a strong vision of education, these programs are guided by courses individual faculty and the general climate of the school. (A situation not dissimilar to what exists in many university based teacher training programs in general education.)

In contrast, those schools which are preparing change agents tend to have small programs that are based on a highly personal approach to change. Students and faculty have a high degree of contact on an ongoing basis. Students are expected over the duration of the program to develop a keen sense of self, their strengths and weaknesses, how they relate to the Jewish community and its needs. Consistent with this approach is considerable emphasis on developing a sense of belonging to a community. Program experiences are designed to meet these goals. Both from the perspective of faculty and students the practicum experience plays a very large role in their graduate training. Depending on the particular institution the role of Judaica courses varies. Given the personalistic philosophies of these programs the number of adjunct faculty is kept to a minimum to ensure that core faculty interact extensively with students.

Students in these programs tend to be slightly older than those in category 1 programs. They also come from a variety of backgrounds and professions. They view the opportunity to study leading to a different career. With respect to national standards, programs in this category tend to view the NBL as irrelevant to their mission in producing change agents in Jewish education.

Category three, education/administration programs also place emphasis on the field placement. In fact students enroll in two practica. One in teaching and one in administration. However, in most other

respects these programs corresponds to category 1. This program also attracts many individuals from different walks of life who view the program as a means to making some impact on the Jewish educational community. Students in this program have considerable course work in Judaica and intensive Hebrew learning experiences including a summer Ulpan.

A significant issue not reflected in the table relates to the role and vision of religious education in the program. Denominational schools tend to be open about their mission to produce religious educators. Yet, interviews and an examination of their literature does not clearly articulate their vision of a religious educator. Independent colleges, on the other hand, reflect rather ambivalent attitudes towards religious education. Often religious is confused with denominational. The relationship between ideology, religious education and category of program will be discussed at length in the final report.

Table 4

Typology of approaches to preparation programs in Jewish education

	teacher training	educational change agent	educator/administrative
pre-requisites	maximum Judaica Hebrew liberal arts	minimal Judaica mod. Hebrew liberal arts	mod. Judaica mod. Hebrew liberal arts
course offerings	5 Judaica 3 methods 2 Foundations	2 Judaica 2 Foundations sociology	4 Judaica 4 methods 2 admin.
training models	academic/method	academic/group	academic/methods
practicum/intern	minimal school	extensive institution	extensive school/inst
Student goals	teachers	change agents	teach/admin
Faculty	full/pt/adj.	full	full/adj
NBL	important	irrelevant	varies

Programs for avocational teachers In recent years several programs have been initiated by local communities - BJE/Federation to address the teaching shortage of qualified

teachers for Sunday and afternoon school programs. These programs are designed to attract Jewishly committed adults, living in the community who enjoy working with children but have gaps in content and skill areas with respect to their Jewish education. These programs generally consist of courses and modules intended to provide those skills and knowledge necessary for teaching in the supplementary school setting. In some programs each participant is also linked to a mentor or master teacher. Other programs have retreats and intensive workshops. There are probably less than a dozen such program functioning today which produce between 30-70 teachers per year. The final report will further describe these programs and discuss their implications within the total context of teacher preparation.

In-service programming There are extensive programs for in-service education in almost every community where there is a Bureau of Jewish Education. The final report will provide an overview of the types of programs that are emerging and their relationship to the training institutions. The implications of in-service programs for professional Jewish educators will also be discussed.

Informal education Currently, there are no training programs specifically designed to prepare personnel for roles in informal Jewish education ( e.g., camping, youth work, JCC, adult education). Many of those involved with the training institutions noted the need to establish programs in these areas. However, depending on the ideology of the institution the need and programatic response are viewed very differently. This issue will be addressed more extensively in the final report.

Interviews with JCC and JWB personnel indicate that within the "center world" a great deal of training is occurring. Much of this in-service training focuses on maximizing Jewish content within informal education settings. Most of programming in this area has been done in conjunction with Israel education programs, including extended study session in Israel. Relatively little has been done to make use of the resources within the training institutions for puposes of maximizing Jewish education in the "center world." This area will be further examined in the final report.

*very ambitious list:*

### Issues and Topics

In addition to answering the research questions which led to this study, the final research report will address several issues and questions that are emerging from a detailed analysis of the data.

1. In 1967, Alvin Schiff reported that 1740 students were studying in 9 of the 15 institutions examined in this study. Of those approximately 500 planned a career in Jewish education. Hochstein reported in 1986 that only 65 individuals were being prepared by institutions of Jewish higher learning for positions

as senior personnel. The present study reports a student population of approximately 350. What do these differences among the various studies reflect? Aside from differences in methodology what can be said to explain the variance? Is there a net increase or decline in the number of students? The interview data suggests that there is increased interest in Jewish education as a profession. In numbers reflect differences in sampling technique, methodology and a variety other issues which will be addressed. Do the findings of this study suggest renewed interest in Jewish education?

2. With the exception of two Hebrew teacher colleges all 11 have survived, since their inception in the early part of this century. Most have adapted to the changing times by modifying their visions and addressing the needs of the communities they serve. What are the implications of their changing roles for Jewish education?

3. The analysis of the interview data suggest that there are substantial difference among the various training institutions with respect to their goals and visions of Jewish education. Can they work together? Should they work together? The independent and denominational institutions have very different views on these issues. However, all agree that recruitment may be an area where institutions can together in a collaborative fashion.

4. All the institutions cite teacher salaries as a major disincentive to entering the field of Jewish education. Issues of faculty personnel and standards are viewed as of secondary importance.

5. Several of those interviewed noted a tension between the pressure to admit students to their training programs and the maintenance of high professional standards. How might these tensions be addressed?

7. The Iggud for several years served as a vehicle for insuring standards and professionalism in the training institutions. Can the Association now fulfill this role?

8. The data on teacher preparation indicate a recurrent paradox emerges in training institutions. Those students who are preparing from the least senior positions ( B.A., certification programs) have stronger Judaica backgrounds than those preparing form more senior positions (M. A.). Those students entering graduate level programs often have weak Judaica backgrounds.

9. Where can students lacking Judaica and Hebrew language proficiency acquire skills and knowledge?

10. Although there is a growing need for day school teachers, and a proliferation of day schools, training programs are not responding to this need. What are the conditions needed to

enable programs to meet this need?

11. Research is perceived as a need in the field by the denominational and university based institutions, it is not a priority for the independent schools. What implications does this finding have for cooperative work among institutions?

12. There are several new types of programs emerging for training avocational teachers ( Chicago, Providence, Philadelphia, New York, Pittsburgh, Washington, D.C.). Those establishing these programs often see no need to involve existing training institutions. Are there ways to utilize the talents of these institutions in the development of new programs? Are their model programs that successfully use the resources of the training institution?

13. Many of those interviewed were ambivalent about the role Israel should play in training. Some saw it as an unsuccessful way to provide students with requisite skills and knowledge. Others viewed places like the Melton Center at the Hebrew University as a resource that was valuable but unfeasible because of funding issues. There are numerous issues that emerged from the data regarding the role of Israel in training.

14. In-service education programs for Jewish educators are booming. Many of those interviewed maintained that this is the population training institutions should attend to more extensively. How effective is in-service?

15. There is a good deal of short-term and extended in-service education conducted for JCC and JWB personnel, However, little or none of these in-service programs make use of the teacher preparation institutions. Moreover, there is little communication among those in informal education and the training institutions.

16. Good personnel in Jewish education tend to be pushed into administration and are less able to devote time to teaching and research.

17. Although some of the programs examined purport to train for religious education, there do not exist among these institutions an articulation of what it means to be a religious Jewish education.

18. Many of those interviewed mentioned the need to develop closed ties and joint programs with general schools and programs of education. On the other hand there were those who indicated that little could be gained by such associations. What are those factors that make for a good and mutually beneficial relationship among Jewish and general departments of education?

Introduction the purpose of the research, the purpose of the Commission

Tour

Setting and context

I've read and heard a good deal about \_\_\_\_\_. Before we focus on education I'd to get a general sense of \_\_\_\_\_. Within an historical context what is the current direction and status of \_\_\_\_\_? What lies ahead for \_\_\_\_\_? Let's focus a bit on the current structure of the institution: relationship to other institutions e.g., Federation, universities, BJE...

Students

Who are the students attending the institution? Have there been recent changes in the profiles of your students? How are students recruited? What type of students would you like to attract in the future to \_\_\_\_\_? What implications does this have for the curriculum, structure, etc.?

Faculty

In examining your bulletin I noticed that you list faculty for \_\_\_\_\_ schools or departments, would you please tell me about the the school's faculty, the department's faculty? What constitutes a full-time faculty load? Who are your full-time faculty? Who are the part-time and adjunct faculty? What challenges do you see, from your perspective, with respect to education faculty? Please describe the tenure process in your institution. What does research have in the lives of faculty? Who are the faculty in education? What are their responsibilities?

Salaries We're going to move on now to another area salaries. How do you describe the salaries of your faculty? How do faculty salaries in your institution compare to those of other institutions? (locally, nationally) What fringe benefits do faculty receive?

education programs

As I indicated to you earlier in our discussion I'm primarily interested in the education programs you offer. Before we speak specifically about teacher training would you please describe any programs you feel fall under the rubric of education? What programs does \_\_\_\_\_ offer that ostensibly prepares or trains educators? How do you view the purpose of training Jewish educators? What are the needs of the education programs?

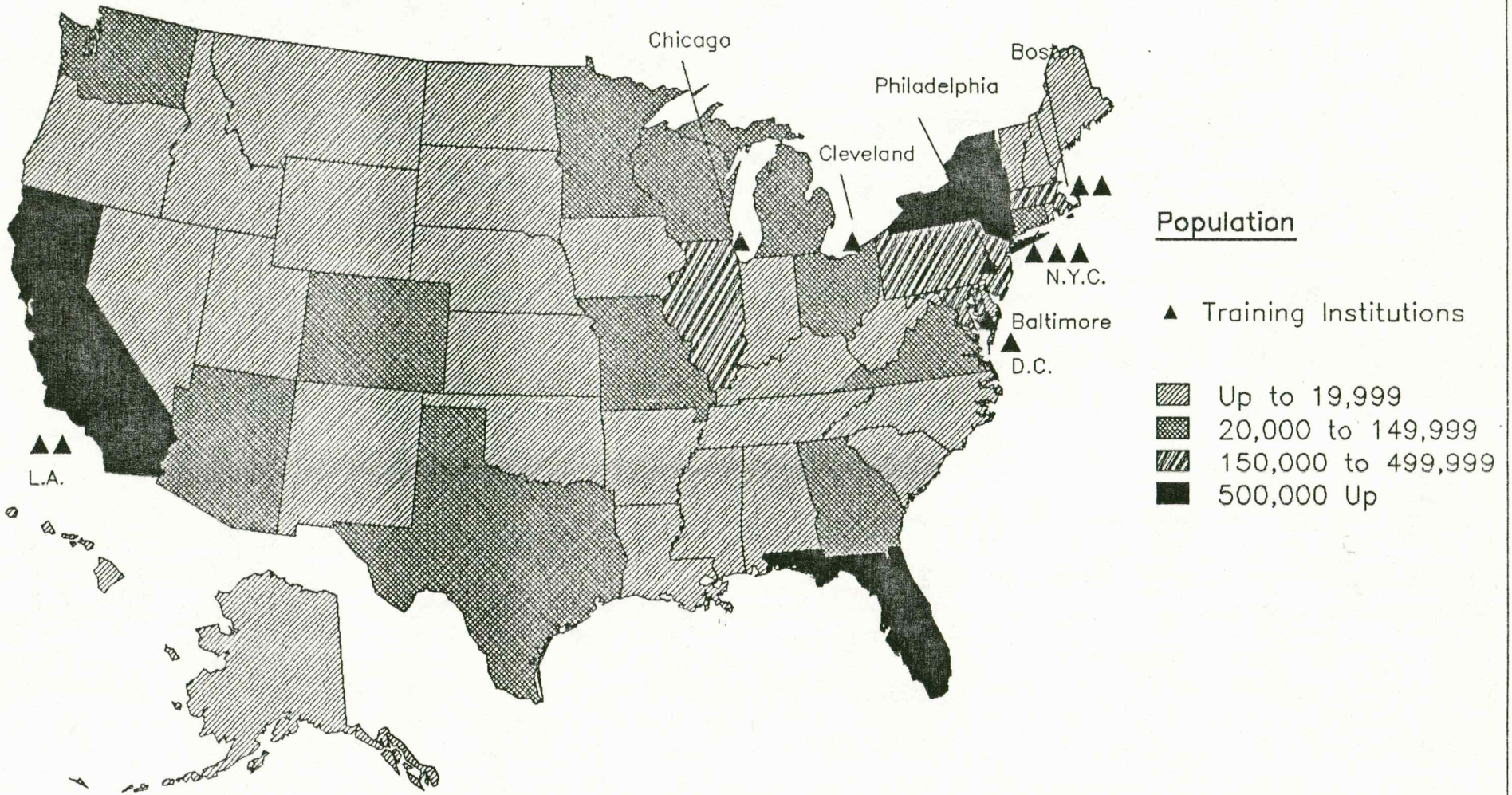
Visions and dreams If major funding became available in the near future specifically earmarked for education projects what would be your wish list?

Wish list of institutions of higher learning

<u>Need</u>	<u>Frequency</u>
school of education	1
funding for students	5
joint research projects	2
research center(s)	3
faculty retreats	1
funding for risky ventures	2
curriculum development	1
prog. for working together with lay and prof. leaders	2
synagogue/federation relations	1
informal education	2
continuing education for graduates of program	2
recruitment efforts	7
work on improving profile of J.e. within the community	6
honoring those in J.e. who are doing the job	1
additional faculty	8
Mandel as an advocate for teacher salaries	3
funds for teacher sabbaticals to study at	
institutions of higher learning	2
good practices study	2
monies for study in Israel	2
developing model programs that are replicable	4
funds for faculty sabbaticals and leaves	3
adult education preparation	2
visiting faculty	1
professionalization of the field	5
development of national standards	2

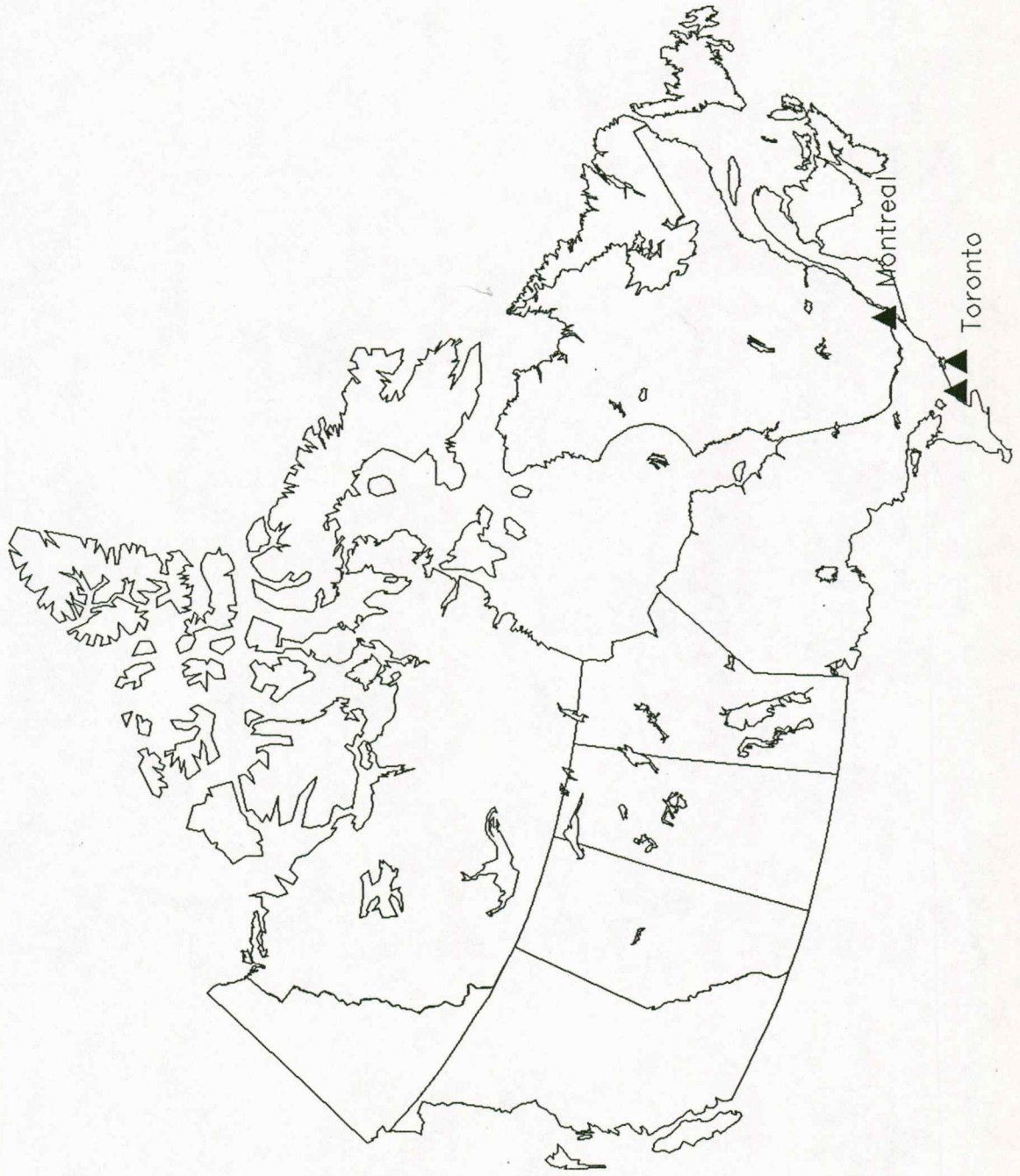
*Frequency refers to the number of schools that mentioned this particular need.*

# Training Institutions in the United States & Estimated Jewish Population 1987



Source for Population: *American Jewish Yearbook, 1988*

Training Institutions in Canada  
Total Population 1986 = 310,000



Source Population: American Jewish Yearbook, 1988

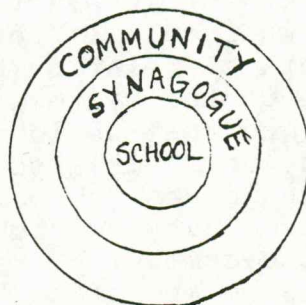
THE SYNAGOGUE AS A CONTEXT FOR JEWISH EDUCATION

Introduction

The following is an interim report on the research project I am conducting on "The Synagogue as a Context for Jewish Education". The research was commissioned by The Mandel Associated Foundations of Cleveland to serve as background to the writing of the final report for The Commission on Jewish Education in North America. A first draft report on this research will be submitted by the first week of January, 1990. The purpose of this interim report is to elicit critical feedback to my thinking as it is evolving. The focus here is more on a conceptual scheme on System and Subsystem than on an analysis of data.

The Jews of North America are accustomed to hearing bad news about the supplementary school in their local synagogue. Not only do lay people often report having had bad or indifferent experiences in these schools, but recent research reports (such as BJE, 1988; Schoem, 1979) have also added doubt as to the ability of these schools to reach even minimal goals in educating young Jews. It has reached a point where serious people are questioning if the community ought to invest further in trying to improve supplementary education or whether it would be wiser to invest in other forms of Jewish education - such as day schools, informal education, the Israel experience, media - to offset the weakness of the supplementary school experience.

This research begins from a different perspective. It is an inquiry into systems and subsystems. It begins from the following diagram:



A vast majority of supplementary schools are "located within" synagogues. But what is the nature of that location within? Is the school housed within? Is it supported by the synagogue? Is it a department within an agency or more a member of a family? Is it, to borrow a metaphor, a viable entity in its own right, or is it so bound to the host environment that it cannot be thought of except as part of that environment?

However these questions are answered, they point to the importance of carefully considering the relationship between school and synagogue. They further imply that to focus on the supplementary school in its own right may involve a conceptual error. It may be that the concern for the viability of these schools is best reformulated as a concern for the host environment, the synagogue, and its capacity to host or carry the school into the future.

The synagogue is "located within" the community, but in a different sense than the school is "located within" the congregation. The boundaries of this relationship are less clearly defined and hence more fluid. Yet, how the local synagogue "fits into" the larger picture of the local Jewish community (as well as "into" other local and national communities) may be an integral part of the conceptual work we need to be doing in thinking about the viability of the school "within" the synagogue. This perspective invites us to consider how interactions between the synagogue and the community affect the place of the school "within" the congregation. For example, when help or support for educational programming is offered from without, how does the congregation mobilize to draw upon or resist that offer? When population shifts occur, how does the congregation mobilize to deal with those changes in the community?

### On Differences

The language of "system, subsystem" is appealing insofar as it invites consideration of the interactive nature of the relationship of "parts" and "wholes". In considering the school-synagogue-community network of relationships, it is important to stress the dynamic nature of the systems involved. While there are structural constants and real-world constraints on how these relationships are defined, there is also much room for latitude of definition, for how synagogues "choose" to relate to the school "within" and the community "without." So, too, there is room for the school and the community (represented by its institutions and individual members) to "choose" how to relate to the synagogue.

What the systems perspective concretely translates into in the case of this research is a set of observations on differences in how congregations, even within the same community and denomination, have set up these relationships. They host the school within differently and greet communal changes and initiatives differently; and these differences seem to be related to differences in the quality of the educational programs offered.

Consistent with a systems perspective, this research avoids identifying synagogue variables that may impact the supplementary educational programs. Rather, it attempts to describe the elements of a relationship to highlight how, when the elements are handled differently, the relationship evolves differently.

#### On Goodness

Lightfoot's The Good High School (1983) is appealing to this descriptive effort in its use of "portraits of character and culture" and its willingness to talk of "goodness" in relation to schools.

The description in the literature of the congregational school (is this not a preferred label?) has been so negative that it may be time to highlight "goodness": schools within congregations that seem to stand out in terms of their quality. The problem is that the judgment of goodness - as in Lightfoot's case - is clinical, based on the eye of the seasoned observer, and not on objective criteria.

#### On Methodology

This is a qualitative study of three synagogues and their schools within the Boston area. It relies on observations and interviews. It will attempt to yield a portrait of the synagogue-school relationship within this Jewish community and highlight how differences in constructing that relationship relate to the goodness of the congregational school.

## References

1. Board of Jewish Education of Greater New York, Jewish Supplementary Schooling: An Educational System in Need of Change. New York, 1988.
2. Lightfoot, Sara Lawrence. The Good High School: Portraits of Character and Culture. New York; Basic Books, 1983.
3. Schoem, David L. Ethnic Survival in America: An Ethnography of a Jewish Afternoon School. Unpublished Doctoral Dissertation, University of California, Berkeley, 1979.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

MEETING OF RESEARCHERS

Cleveland -- December 4 and 5, 1989

SCHEDULE

Monday, Dec. 4

Meetings at Jewish Community Federation  
1750 Euclid Avenue -- 216/566-9200

6:00 - 7:00 p.m.	Dinner (with the educators of the programmatic agenda)	Room B. Van from hotel at 6 p.m.
7:00 - 10:00 p.m.	Session I:  * Introduction and status report on research  * Dr. Isa Aron: Issues of Professionalism in Jewish Teaching	Room A         Van to hotel at 10 p.m.

Tuesday, Dec. 5

9:00 - 12 Noon	Session II:  * Dr. Aryeh Davidson: The preparation of Jewish educators in North America	Room A
12 Noon - 1:00 p.m.	* Lunch	Room B
1:00 - 4:00 p.m.	Session III:  * Dr. Joseph Reimer: the Synagogue as context for Jewish education	Room A
4:00 p.m.	Break	Van to hotel at 4:00 p.m.
7:00 p.m.	Dinner	Bond Court - Rockefeller Room

over...

7:30 p.m.

Session IV:

Bond Court -  
VanSweringen  
Room

\* Dr. Isa Aron: Analysis  
of Los Angeles teacher census  
data

\* The state of the field:  
data on Jewish education in  
North America

/jaog0858:1

Research Meeting Schedule

Monday, Dec. 4

Jewish Community Federation  
1750 Euclid Avenue

6:30 p.m.

Dinner

7:00-10:00 p.m.

Research presentation #1

Tuesday, Dec. 5

Jewish Community Center  
26001 So. Woodland Road

9:00-12 noon

Research presentation #2

12 noon-1:00 p.m.

Lunch break

1:00-4:00 p.m.

Research presentation #3

4:00 p.m.

Break

6:30-7:00 p.m.

Dinner - Bond Court Hotel

7:00-10:00 p.m.

Research presentation #4  
Bond Court Hotel

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

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Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

TO: Barry Holtz  
FROM: Mark Gurvis  
DATE: 11/22/89

-----  
I look forward to seeing you in Cleveland next week for the research meeting for the Commission on Jewish Education in North America. Enclosed is a copy of Isa Aron's paper on "Issues of Professionalism in Jewish Education." Material from Aryeh Davidson and Joe Reimer will be coming to you in the next few days. Additional material that Isa has prepared on the state of the field of personnel will be shared at the meeting in Cleveland.

If you have not yet shared your travel arrangements with me, please do so as soon as possible so that we can coordinate transportation in and around Cleveland.

Please feel free to call me with any questions (216-391-8300 X2398).

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
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November 8, 1989

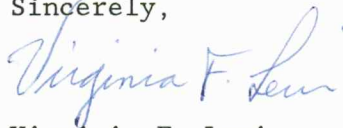
Dr. Barry Holtz  
Melton Research Center  
The Jewish Theological Seminary  
3080 Broadway  
New York, NY 10027

Dear Dr. Holtz:

Seymour Fox and Annette Hochstein thought you might be interested in receiving the enclosed copy of the most recent progress report of the Commission on Jewish Education in North America.

At its meeting on October 23, the Commission discussed a plan of action for implementing the findings of the Commission. We will keep you abreast as the work progresses and would be happy to receive your comments and reactions.

Sincerely,



Virginia F. Levi  
Commission staff

Enclosure