



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 2: Dan Pekarsky, 1981-2011, undated.

Box
77

Folder
8

Jewish secondary school leadership initiative. National Jewish High School Leadership Seminar. Partnership for Excellence in Jewish Education (PEJE) seminar, 1998.

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



Teachers and school children —
precious jewels of our community
MIDRASH RABBAH, SONG OF SONGS

PEJE

Partnership for Excellence
in Jewish Education

678 Massachusetts Avenue
Suite 305
Cambridge, MA 02139-3355
617.491.9190
FAX 617.491.9282
email: info@peje.org

To: Daniel Pekarsky
From: Josh Elkin
Linda Mann Simansky
Date: October 16, 1998
26 Tishri 5759
Re: Upcoming Meeting

Enclosed please find a compilation of the answers to the questions that we posed. We will have an opportunity to further discuss these questions during our upcoming meeting.

Please feel free to call us with any questions. We look forward to seeing you on October 26, 1998.

תשובות לשאלות שהוצגו במסגרת פרויקט חינוך באמונה
המיועדות לשיחה עם הורים וצוותים חינוכיים
במסגרת פגישתנו הבאה ב-26 תשרי 1998

Partners: The Abramson Family Foundation • The AVI CHAI Foundation • The Andrea and Charles Bronfman Philanthropies
Edgar M. Bronfman • The Harold Grinspoon Foundation • The Jesselson Family • Jim Joseph • Morton Mandel
Charles and Lynn Schusterman • Michael H. Steinhardt • UJA-Federation of New York • Leslie H. Wexner

Dr. Joshua Elkin, Executive Director • Dr. Naava Frank, Senior Project Director • Linda M. Simansky, MSW, Program Officer

Responses to Questions Posed in Preparation for PEJE Jewish Day High School Consultation

We received wonderfully rich, thoughtful, and diverse responses to the questions that we posed. Below you will find a compilation of the answers that we received.

1. **What are the most pivotal learning experiences (not limited to the four walls of the school) for Jewish high school students that will have the most powerful positive impact on their current Jewish life and on their Jewish commitments in their future as adults?**
 - *The most pivotal learning experiences are never curricular—they are personal and personnel. A student's relationship with a teacher who has integrity, enthusiasm, mastery of the content matter and pedagogy—who loves the tradition and teaching it to young people—is the single most pivotal learning experience a student can have. The personal and professional are always intertwined—teachers teach who they are. Surround students with people who represent the kind of people you want the students to become.*
 - *For some individuals the pivotal moment in their education was a short conversation they had with a teacher while going from one classroom to another. Education is made up of the sum total of experiences we provide our students. We must ensure, as educators, to design programs that touch our students on a variety of ways, repeatedly, and on the many planes that we value such as the religious, academic, emotional, and social.*
 - *There is perhaps no time as full of challenges and opportunities, as exciting and compelling, as idealistic yet as selfish, and as full of transformational potential as the high school years. It is not any one specific experience or types of experiences that make the positive difference in a young person's life. Rather it is the context in which those experiences occur and how those experiences are processed and understood that makes all of the difference. A Jewish school must engage all of its students on a meaningful spiritual and emotional level and must be thoughtfully organized to demand that engagement.*
 - *Develop powerful connections between Jewish studies and the personal lives of the students. For this to happen the learning environment needs to be shaped so the student sees the relationship between general/Jewish studies.*

This requires the curriculum and related experiences to reflect a concern for Jews, Judaism, Israel and Jewish values and the connection of these to being a Jew in America, community service and personal responsibilities. A strong emphasis on spirituality and pluralism will be a major theme. The above can be actualized through:

- 1. An early (9th grade) two week experience and a later one semester (11th grade) in Israel.*
- 2. Community service projects throughout the high school. Experience in both Jewish and non-Jewish settings.*
- 3. Mentoring programs with alumni/and other professionals from various career fields.*
- 4. Journal writing throughout a student's high school experience that is monitored by faculty/peers. A variety of models are currently available.*
- 5. Portfolio development that tracks student progress throughout the four years of high school. Included in this portfolio will be sample journal entries, community service projects, major learning projects, research papers, etc. A culminating project that demonstrates student learning will be examined. Exit outcomes will be established by the school and reflect student's ability to meet the criteria for a successful graduate in Jewish/general education.*

2. What are the characteristics of the ideal Jewish day high school teacher?

- The ability to model the negotiation between the tradition and modernity, someone who continues to learn, respects young people, and whose connection to Judaism is emotional as well as cerebral.*
- A role model of engagement with Jewish life, someone who lives in two worlds and embraces the best of each. The person is a contributing member of society at large, Haham Lev, with integrity.*
- Expert teachers who are expert in their field and given to their students. Beyond that, it is important for the student to experience a vast array of personalities and teaching styles.*
- The characteristics of any good teacher is surprisingly simple. First there must be joy because without joy, the joy of learning, the joy of becoming, the joy of life, there is no meaningful motivation. Second comes a love for young people because otherwise the confusion, the emotional stress, the messiness, the disappointments, and the enormous amount of energy and hard work that are all*

inherent in the work will be overwhelming. Finally, there must be a passion for the subject being taught because otherwise the eternal fire of curiosity and learning will never be lit.

3. What should be the core values of an outstanding Jewish high school?

- *Ones embedded in Jewish tradition—a la Kaddushin's value concepts: talmud torah (scholarship), kehillah (the creation of a caring community, kedushah (approaching the world with a sense of wonder), shalom (wholeness as well as peace: the arts are critical as well as the world of conventional scholarship), kavod (honoring/respecting diversity, one's elders and one's peers), anavah (humility—there is always more to know, no one has a lock on all wisdom so our learning must come from multiple sources and is subject to change), and gevurah (courage—to take unpopular stands and difficult intellectual positions, and be prepared to back off when the evidence indicates its time to do so).*
- *Each school is unique and must convey to its constituents what that uniqueness is. What is vital, however, is that each school has a well-developed vision and be driven consistently by that vision.*
- *The core value of an outstanding Jewish high school should be kindness. After kindness, integrity, perseverance, humility, and a love of learning are important core values.*

4. Additional thoughts

A vision of not only the ideal teacher but the environmental/structural components that would enhance the potential of a more effective and dynamic Jewish high school.

- a. *A re-conceptualization of the use of "TIME" in a way to better support an interactive environment that understands "HOW" children learn. This requires the school to examine flexible scheduling models as a catalyst that encourages teachers and learners to better examine the teaching/learning environment.*
- b. *Serious efforts to develop new visions for staff development. Teachers need the opportunity to enhance their knowledge in child development, instructional strategies, alternative assessment models, cooperative learning and succeeding with students with special needs and differences in the way they learn. Special emphasis must be placed on multiple intelligences including emotional intelligence. Efforts to develop long-range strategic staff development plans that resist "ONE SHOT/ONE DAY" training.*

- c. *A restructuring of the curriculum to reflect core concepts/generative topics that best represent powerful learning. Our attempts at "covering" information must be seriously questioned based on current research conducted in the cognitive sciences. We must help our teachers change classroom practices to promote deeper understanding of learned material. This initiative can only be reached if teachers have a thorough understanding of adolescent development from a cognitive, social, emotional, and physical perspective. This will encourage teachers to develop curriculum and instruction that better meets the diverse needs of the student.*
- d. *A re-examination of how learners create their own knowledge structures rather than be dependent on just receiving information from others. Help faculty, as well as administrators utilize learning strategies that enhance the potential for remembering information (facts, concepts and abstract ideas). This includes the use of technology and collaborative learning models. Emphasis must be placed on proper use of heterogeneous and homogeneous grouping.*
- e. *Substantial funding for long-range staff development initiatives. These initiatives need to include both individual and organizational development, strategic planning to demonstrate coherency and follow-up, and the development of "teacher" experts who after significant training can become peer trainers/coaches.*
- f. *Leadership training for school administrators that reflects "best practices" in supervision and curriculum.*

PEJE
Jewish Day High School Consultation
Minutes
10-26/98

Lehman: Missing from the information is the question, in what ways do high schools develop links outside of the typical links in communities? How does a Jewish high school relate to what is going on in the outside world? How does the Jewish high school allow students to be part of the general American community? What kind of community service can engage students? These questions are often topics of criticism of Jewish high schools

The New Jewish High School is creating exchange programs with a small Catholic high school in Cambridge which is populated primarily with students of color. They have a student exchange program with this school and the schools are similar in size.

The questions that need to be asked include how to engage students in the political world? How do students develop social sensitivities? Are Jewish high schools developing students to be active citizens? Sometimes when students get to college they cloister themselves only in the Jewish community totally or they don't affiliate at all in the Jewish community.

Perry: Panim al Panim – has curriculum for day schools which integrates public policy and Jewish values.

Vogel: The Akiba School in Philadelphia works with Gerard College – a high school for orphaned kids in Philadelphia. The students work with program for two years, which allows them opportunities to get into something substantial. Get kids to identify what else is needed in life to make a difference. Prager: Related to Danny Lehmann's thoughts, are exchange programs being used to relate to the Jewish pieces?

Lehman: The exchange program is also a recruitment piece. The parents have a concern about the lack of diversity.

Ostrow: It is important to consider the reality of the time constraints that exist in a Jewish high school. How to negotiate heavy day school load?

Berman: It is important that the school has a distinct vision of what it wants to be (actual vision doesn't matter as much as that there is a vision.)

Prager: Philanthropy lays out a standard for the community and can outline certain minimums.

Elkin: There are certain critical domains for high school excellence and we would like to leave with an understanding of these domains.

Hyman: The JTS Secondary School Leadership Seminar this summer – looked at the vision and literature of many schools. All of these documents seemed the same. This underscored the point that the connection to the vision and the actual is important.

Pekarsky: Visions on paper are very similar. People know things that they should say and what to put in vision statement. Having a vision and having a vision statement are very different. You have to look at how much time and money are devoted to certain things (ex. Text study, tzedaka).

Kurshan: The process of writing a vision statement might be more important than actual vision statement. Who was involved? How much time was devoted to the writing of the statement? How much does it reflect the commitment to the school?

Ingall: It is important to delineate the realms that the vision statement has to deal with. We have to deal with implementation and programmatic (time dedicated, the place in curriculum, way the building is designed). For example, a school where the computer room is larger than room for arts. You need to think about the process of writing the vision statement and the process for implementing the vision statement.

Kaplan: The context in which things are processed is very important. What is the process for how the school works? What is the structure within the school that allows the kids to process the experience? There should be thoughtful reflection by students. What is the structure of how students process? Experiences are only meaningful when they are in context and processed. Examples of this are where kids discuss things that are meaningful to them and where real student leadership decides important things. The kids should be involved in deciding faculty, and the courses that will be taught. Kids need to be taught how to lead and be part of the decision making process. What it means to grow up – in a personal, real, and spiritual way. A good school will provide a way for those experiences to be processed in the structure of the school.

Werber: Writing a mission statement is one of the first steps—then there is the process of interpreting what it means to be a school of excellence. You have to have a structure wherein the mission can be interpreted in a collaborative way (including faculty, students, and parents, etc.) An example of something that the Long Island Schechter high school has struggled with is the issue of creating an involved student body – what does it mean to empower students? It took five years to figure out how to do this – to implement it.

Elkin: Who helps define the implementation of the vision?

Werber: This is done in house with the faculty; and some discussion with students.

Kaplan: For implementing the vision the constituency changes. It moves from the visionaries to the day to day.

Lehman: What is not on the list of domains for an excellent high school? 1: Training Jewish high school students for democracy – how they contribute to a democracy; 2: Extra-curricular – how the school deals with informal elements of education. We can learn from the Jewish camps, and the Israel experiences. The question is how to deal creatively with this.

Kurshan: Another thing that is absent is the goal of building Jewish peoplehood. Working toward a larger Am Yisrael. The focus is on the individual Jewish kids and their contribution to the American community. There is a need to recognize that Jewish American teens are part of the greater Jewish people. An Israel trip is one strategy of creating links to Jewish peoplehood. We should put this back on the radar screen.

Planning process = (additions made to Domains of Excellence document)

What does it mean for us to be successful in college preparation? Contributions to community, development in their souls in a way for us to be proud of.

Pekarsky: The vision should tell you what success is. Drift from vision to what the general world says should be successful. Process of coming up with a vision, with diverse constituency is not easy. PEJE needs to find ways to help people do this. Help people create a process that would be most likely to yield the desired results.

Kaplan: PEJE could provide a person or people who provide guidance at how to start a school. Example: Providing a baby with only pre natal care.

Ingall: Relating to Kurshan's Jewish peoplehood comment, we should see the document in context. There has been an upsurge of liberal day schools. For the Conservative movement there was a great deal of talk about Jewish peoplehood. Now these schools are dealing with things that they haven't dealt with earlier like text study and spirituality. Until recently this population only dealt with Jewish peoplehood.

Perry: "Torah" is missing from this document and this is telling absence. See Arnie Eisen's Beginning with Torah.

Prager: There are different perspectives about what these high schools will accomplish. PEJE will have to decide. You can have personal Jewishness without feeling part of a people. What will PEJE high school look like? There are pressures from different constituencies. What should PEJE be looking for particularly relating to the desires of the different constituencies?

Berman: Add to Domains Document. A systemic review process of the education that takes place in the schools. There is no mention of school's religious values and this should be included in the document.

Hyman: There is a need for a community consensus that will allow the school to survive. Critical mass.

Constituencies and their Concerns

- Why spending so much time on Judaic when they want to get into college
- University (Brandeis) uncomfortable with issues of admission into school – admission to narrowly particular relating to the student's Jewish background
- Time – how balance all time demands

Elkin: How should student be effected by their school experience?

We need to ask ourselves – what are the variables that effect what makes the school different? Example: Hyman's experience with all same vision statement allocates time, space, who is hired, characteristics of way things processed. What are the variables that differentiate the school? What are the critical ingredients?

Kushan: Look at policies that have emerged. Policy is refinement of the vision.

Kurshan: Getting from dream to reality. The policies of the school should best reflect how the vision is taken and applied to day to day life of school.

Pekarsky: The Coalition of Essential Schools asks to see budgets and parent handbooks.

Vogel: How measuring outcomes? How do they measure their vision?

Hyman: Strong schools have greater continuity which can be seen in things like the letters to parents.

Ostrow: If they (the Long Island Schechter Day School) had someone to tell them pitfalls to avoid it would have made a major difference in their school. It would be helpful to find out from recently started schools what the pitfalls are and then advise schools in planning phase about these things.

Kaplan: The accountability and emphasis should be the same for student performance on standardized tests as it is for helping kids to figure out their place in the universe. There is no discrepancy between these goals. Regarding this issue, it is important to put teachers and students on the same side.

III. Entry points that can make a substantial difference. (Chart)

Berman: There is an incredible amount of resources that is required for an excellent high school.

Lehman: The differences between the PEJE goals are, goal #1 help as many high schools as possible get off the ground. Money makes a difference for the school to start now or four years from now. Goal #2 impacts broadly Jewish education bringing it to new heights. This would result in a program where PEJE would provide a grant for schools to do programs that they wouldn't otherwise do. We want to give resources to people to do programs beyond the bare bones.

Pekarsky: Grants can be viewed as an opportunity to get new insight to wrestle with the critical questions that we have been discussing. Maybe what might come with the grant is a condition to have to commit to a process; a percentage of the grant devoted to a type of activity we (PEJE) think will impact the development of the school.

Perry: Spend grant money to increase excellence in the existing day school (particularly teachers). Teacher education.

Vogel: Take existing schools to new levels. Could help in the future of newer schools.

Hyman: The funding amounts on the document are ambiguous because of capital costs. The funding amounts might inspire people to move more quickly. Funding with expertise can make a big difference.

Longevity is crucial. Choose people with continuity. This will cost more than \$600,000.

Ingall: Schooling vs socialization. Use grant for socialization piece for deeper more fundamental domains.

Elkin: For a new school, in which direction will resources make a difference – ongoing expertise on site for few years will make a big difference?

Kaplan: Pay no money for capital costs, or trips to Israel. Focus on why with people involved, vision and implementation (doesn't matter if it is a new or existing school). Keep very focused. (teachers and process).

Elkin: A new school is new for a short time.

Lehman: There is no sense of partnership among the Jewish high school institutions. Create a conversation with existing schools and new schools. This would have benefits to both new and existing schools. The establishment of some kind of network.

Hyman: During the JTS Secondary School leadership seminar, trainers who were heads of schools had great opportunities to work together in a non-competitive environment.

Vogel: Through the block-scheduling project, we had six kids involved in the project. It takes time to grow these relationships. Consider something where existing schools are coupled with new schools.

Lehman: The Coalition of Essential Schools is an interesting model.

Ostrow: Get more information from existing schools on the nitty gritty so they don't have to reinvent the wheel. Produce something that is generic that all schools can use (a video, for example).

Werber: There is a need for teachers to learn, visit, and meet others. These things can not be done in a one shot format. They need to be long term and there needs to be follow-up so that the things can be implemented.

Elkin: In a grant for a new school, what are the leverage points in the implementation. What are the implementation pitfalls or places that could be impactful for vision to come alive and move forward to maximal Jewish impact?

Lehman: Resources to create quality meaningful experiences (example: a retreat for students); This could bring financial resources that schools have a hard time allocating. (For example: retreat or two weeks before school begins).

Kurshan: In planning the Long Island high school, they were frustrated because they were poor. They often felt that they could have done more with greater resources. However, there could have been a time when resources could have come at the wrong time. Not having all of the resources at once keeps the ideas rich. When was the moment when resources would have been helpful? This is separate from expertise.

Money cannot replace a slow deliberate process of refining the vision building support in the community. It is important to stay idea rich. Don't confuse this with resources.

Hyman: Issues of leadership have to come into play. Leadership development program. Try to ensure that the leadership these communities choose is developed.

Berman: In creating a grant you should take a broad approach. Say something like, these are the elements that make up an excellent school – then the school creates the design. Don't make it formulaic – give a broad outline and then the school can describe how it will implement it.

Prager: Most of this conversation applies to non-Orthodox schools. By and large, Orthodox schools are looking to attract people who would have gone to another Orthodox day school.

Lehman: This discussion applies across the board. Issues of how to take the mission and get people to talk seriously about it.

Prager: There is the perception that kids in Orthodox schools don't need to talk about the mission of the school. It is a different mindset, and the

content of the discussion is different. The dynamic and approach is different.

Berman: If the accent is on excellence there is much to talk about creating educational institutions premised on excellence.

Prager: In an Orthodox school there are not as many stakeholders. Not as many different viewpoints. There is more consensus going in about the issues the schools will face.

Pekarsky: Vision will only emerge during implementation. The implementation process is another phase in creating the vision.

Lehman: Sometimes there is the lack of ability for the institution to devote the time to think through issues with the right people.

Kurshan: Is there a universal will to dedicate time and energy to do this? Not sure.

What are the venues?

New teacher seminars – what is the philosophy? What does the education look like? Ask kids what should high schools look like.

Prager: The money should be earmarked in ways that Danny Lehman talked about. Because all the measures are not in place.

Berman: Give to a newly developing school.

Kaplan: How will we impact a school? First start relationship and create proposal with the school based on their needs. Don't have them come up just with words.

Berman: Once there is a core commitment that a high school must be established, then the school can say identify the key things they will achieve.

Partnership for Excellence in Jewish Education
High School Consultation
October 26, 1998 – 6 Heshvan 5759
Participants

Rabbi Scot Berman 1-973-669-8000
Principal, Kushner Yeshiva High School
110 So. Orange Ave.
Livingston, NJ 07039

Dr. James Hyman 1-212-678-8873
Project Director
Secondary School Leadership Training Institute
The Jewish Theological Seminary
3080 Broadway
New York, NY 10027-4649

Dr. Carol Ingall 1-212-678-8033
Asst. Professor of Jewish Education
The Jewish Theological Seminary
3080 Broadway
New York, NY 10027-4649

Mr. Bernie Kaplan 1-516-773-1519
Principal, Great Neck North High School
35 Polo Rd.
Great Neck, NY 11023

Dr. Alisa Rubin Kurshan 1-212-836-1242
Executive Director, Jewish Continuity Commission
UJA-Federation of NY
130 East 59th St., Rm. 604
New York, NY 10022

Rabbi Danny Lehmann 1-781-642-6800
Headmaster, New Jewish High School
60 Turner St.
Waltham, MA 02154

Ms. Beth Ostrow, 1-516-334-0404
President, Solomon Schechter of Long Island
6 Highland Court
Old Westburg, NY 11568

Dr. Daniel Pekarsky
Professor, University of Wisconsin
Department of Educational Policy Studies
212 Education Bldg.
1000 Bascom Mall
Madison, WI 53706

1-608-262-1718

Ms. Sydney A. Perry
Principal, MAKOM
Jewish Federation of Greater New Haven
Director Department of Jewish Education
360 Amity Rd.
Woodbridge, CT 06525

1-860-387-2424, Ext. 302

Mr. Yossi Prager
Executive Director/North America
The AVI CHAI FOUNDATION
52 Vanerbilt Ave.
New York, NY 10017-8836

1-212-697-8836

Robert Vogel, Ed.D, Associate Professor
Department of Education
La Salle University
1900 West Olney Avenue
Philadelphia, PA 19141-1199

1-215-951-1194

Ms. Bracha Werber
Principal,
Solomon Schechter High School of Long Island
East Street
Hicksville, NY 11801

1-516-656-5500

חורים אלו מלמדי
חיינו באמונה
חוזים אלו החינוך

Teachers and school children —
precious jewels of our community
MIDRASH RABBAH, SONG OF SONGS

November 5, 1998
16 Cheshvan 5759

PEJE

Partnership for Excellence
in Jewish Education

678 Massachusetts Avenue
Suite 305
Cambridge, MA 02139-3355
617.491.9190
FAX 617.491.9282
email: info@peje.org

Dr. Daniel Pekarsky
University of Wisconsin
Madison Educational Policy Studies
212 Education Bldg.
100 Bascom Mall
Madison, WI 53706

Dear ^{Danny} Daniel,

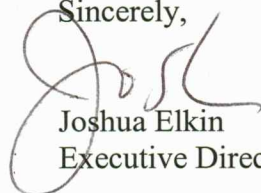
We want to express our gratitude to you for attending the PEJE consultation on a PEJE Jewish day high school grant program. We felt that the meeting was highly productive and thought provoking. We look forward to keeping you updated as we move forward in our work with Jewish day high schools and as we incorporate the multitude of ideas that were generated at the meeting.

Enclosed, for your information, is a summary of the meeting and an address and phone list of the participants.

Also, we are delighted to thank you for your time – reading, thinking, discussing, and commenting on the material. We offer the enclosed honorarium with our gratitude and esteem.

We look forward to working with you in the future.

Sincerely,


Joshua Elkin
Executive Director


Linda Mann Simansky
Program Officer

*It was good
to meet you.*

Partners: The Abramson Family Foundation • The AVI CHAI Foundation • The Andrea and Charles Bronfman Philanthropies
Edgar M. Bronfman • The Harold Grinspoon Foundation • The Jesselson Family • Jim Joseph • Morton Mandel
Charles and Lynn Schusterman • Michael H. Steinhardt • UJA-Federation of New York • Leslie H. Wexner

Dr. Joshua Elkin, Executive Director • Dr. Naava Frank, Senior Project Director • Linda M. Simansky, MSW, Program Officer

Partnership for Excellence in Jewish Education
High School Consultation
October 26, 1998 – 6 Heshvan 5759
Participants

Rabbi Scot Berman
Principal, Kushner Yeshiva High School

Dr. James Hyman
Project Director, Secondary School Leadership Training Institute, The Jewish
Theological Seminary

Dr. Carol Ingall
Asst. Professor of Jewish Education, The Jewish Theological Seminary

Mr. Bernie Kaplan
Principal, Great Neck North High School

Dr. Alisa Rubin Kurshan
Executive Director, Jewish Continuity Commission, UJA-Federation of NY

Rabbi Danny Lehmann
Headmaster, New Jewish High School

Ms. Beth Ostrow,
President, Solomon Schechter of Long Island

Dr. Daniel Pekarsky
Professor, University of Wisconsin, Department of Educational Policy Studies;
Consultant, Council for Initiatives in Jewish Education

Ms. Sydney A. Perry
Principal, MAKOM, Jewish Federation of Greater New Haven; Director Department
of Jewish Education, New Haven, Connecticut

Mr. Yossi Prager
Executive Director/North America, The AVI CHAI FOUNDATION

Robert Vogel, Ed.D, Associate Professor
Department of Education, La Salle University

Ms. Bracha Werber
Principal of Solomon Schechter High School of Long Island

PEJE Staff:

Rabbi/Dr. Joshua Elkin, Executive Director
Dr. Naava Frank, Project Director
Ms. Linda Mann Simansky, Program Officer

Handwritten notes:
-Condition of
-Eun-mark to
plan + resumes
- [Signature]

{ Implem
 { come up w/ ^{maintains} } Hand
 { vision } Help w/ this
 { growing & expand } Process
vision develops over time/interpretation.
 ↳ as it's implemented.

Evaluation

("Success") ~ vision
 Board

222 201.5 205 2.50 2220

PEJE
Jewish Day High School
Consultation

October 26, 1998
12:00 p.m. to 4:00 p.m.

UJA-Federation of New York
Rosenwald Conference Room – 2nd Floor
130 East 59th St.
New York, NY

**Tentative
Agenda
PEJE Jewish Day High School Consultation**

- I. D'var Torah

- II. Vision - The Ideal Jewish Day High School
 - A. Your answers to our questions (invite responses)
 - B. Summary of our research (confirm as accurate, add and modify)

- III. How Can PEJE Have the Most Impact on the Field
 - A. Grant Program for new schools (similar to current elementary/middle school grant program)
 - 1. Nature of the Grant Program – What the grant might look like
 - 2. Structure and implementation of an effective grant program
 - 3. How to Select Grantees
 - B. A Different Type of Grant/ Funding Program (that wouldn't necessarily fund new schools)

- IV. Next Steps (FYI and thanks)

**Domains and Indicators of Educational Excellence
For
Planning and Operating a Jewish Day High School**

Evolving Draft – 10/2/98

1. Planning Process

- ❑ Discussions and meetings take place approximately four years prior to the opening of a high school. *4 years*
- ❑ Key leaders and organizations are involved early in the planning process. *key leaders*
- ❑ The community has engaged in a needs assessment process to determine if the community desires a Jewish day high school and to determine the capacity of the community to support a Jewish high school. *Needs assess*
- ❑ The head should be in place at least one year prior to the school opening. *head*
- ❑ Key leaders in the community should be involved in the selection of the head.

2. Compelling Coherent Educational Vision

- ❑ The vision is articulated and promoted within the school.
- ❑ The school has identified the values that it hopes to impart.
- ❑ The school can answer the question: what will the children value as a result of attending this school? *be able to know/be like*
- ❑ The school's mission is definable and deliverable.
- ❑ The school can answer the question: how does the Jewish vision translate throughout the life of the school?

2(a) Defined Role for Jewish Values, Text Study, and Practice

- There is evidence that the moral and spiritual mission of the school is integrated into daily school life. *what kind? Example*
- There are clear goals for the Jewish studies program. *as evidenced by what?*
- Evidence* • The classes outside of the traditional Jewish study courses make connections to moral and spiritual issues.
- There is a vision for answering the question: how will the students act when they are outside of the school (in the mall, synagogue, etc.)? *Vague?*

2(b) School Climate

- There is evidence of, or plans for, instilling school spirit and pride. *around what?*
- Parents and children have a sense of the mission of the school. *Team?? SAT scores or basic values*

Required program of study ???

- There are defined goals for the character education and development of the students. There is a plan for translating these goals into the daily life of the school.
- There is evidence that all of the stakeholders including the secretary, teachers, parents, school nurse, and principal have a shared set of moral values that are translated to the students.
- There is a sense of community in the school. → How diff school pride / school-spirit
- The school hires teachers and administrators who can serve as role models and contribute to building a sense of community in the school.

→ Explain → what kind??

3. Effective Board Composition and Function

- The board has an entrepreneurial spirit. - what is relationship between Board & Vision?
- If the school plans to target students from area day schools, there is sufficient representation of the feeder schools on the high school board.
- Through the process of creating a mission statement, the board becomes further invested in the school.
- The board has the vision to see the need for capital investment that will pay off in the long term.
- The board is comprised of people with a variety of skill sets.
- Everyone on the board has some level of responsibility.
- Board members are solicited for donations.
- There is sound planning, decision-making and financial management by the lay and professional leadership.
- There is lay and professional collaboration.

Does the Board learn? - Does it's functioning where w/ the vision??

4. Quality/Skilled Professional Leadership: Administrative and Instructional

- There is a visionary, charismatic, entrepreneurial head of school.
- The administrative staff is in place optimally two years prior to the school opening, but no less than one year prior to the school opening.
- Teachers are connected with students as teachers, role models, and mentors.
- Teachers are invested in the whole child and have chemistry with the students.
- The faculty is outstanding and is compensated well.
- The faculty is diverse with a range of experience.
- The faculty sees themselves as co-owners of the school.

Relationship of teachers to the vision??

4(a) Professional Development

- There is evidence of Jewish study for faculty
- There is a properly funded ongoing commitment to grow faculty skills.

→ Everyone? How often?

4(b) Reflectivity

- There is a process of setting strategic annual goals, the process is documented for future learning.

How does this relate to the vision?

5. Effective Schooling Practices

- There is evidence that the students are engaged in their learning.
- There are clear priorities and goals related to the nature and amount of academic material to be covered in the school.
- Teachers use a variety of techniques to engage their students in learning. These techniques include interactive lecturing, group activities, student led activities, group discussions, and delegating responsibility to students.
- All students, regardless of academic level receive a high quality and challenging education.
- Where it is deemed effective, implementation of block scheduling and/or curriculum integration is present.
- There is evidence of student-parent-teacher relationships.

where is evaluation??

6. Cultivating and Maintaining Key Community Linkages

- The school has forged relationships with local colleges, museums, libraries, and other relevant organizations.
- The Heads of the potential feeder schools are involved in relevant areas of the planning process.
- If applicable, area day schools are involved in the planning of the high school.
- The high school plans activities for the community to learn about the school. These activities include events for potential students to learn about the school and/or meet current students or students who might be their classmates. The school also plans activities for potential parents.
- The school has plans in place for building community support for the school.
- Activities are planned in coordination with the students' youth groups and synagogues.

*6(a) Marketing/Public Relations

- The school is being marketed to both parents and students in ways that are appropriate for each individual group.
- The high school is educating the parents of children in existing day schools about the importance of sending their children to a Jewish day high school.
- Attractive marketing materials are distributed at least one year before the school opens.

***6(b) Israel**

- The school gives serious consideration to the role of study in Israel by the students.

7. Fundraising: Annual and Long Term

- Communal leaders are being educated about the importance of supporting a Jewish day high school.
- There is early evidence of strong financial support for the school.

8. Fiscal

- Fiscal planning includes: allocations for significant joint teacher planning time, extra curricular activities (uniforms, bus transportation, referees, rentals), guidance counselor services, and psychological services. Fiscal planning also provides funds for a certain percentage of the faculty to be hired full time early in the life of the school.

9. Extra curricular Activities

- There are a wide variety of extra curricular activities in place when the school opens.

10. College Preparation

- There is evidence of a well-thought-out college placement and preparation process that instills confidence in the parents and promotes the school in the eyes of respected colleges. This is in place before the school has opened and once it is in operation. The program may include AP classes and college guidance programs.
- Parents are involved in the college preparation and placement process.
- Relationships are cultivated with college admission officers.

11. Facilities

- The school has access to a gym, fields, and other related athletic spaces for wellness programs, and extra-curricular activities.
- Through the setting, the students are exposed to new things. For example, the school could be located close to a university, on a JCC campus, or in a city.

12. Standards

- In keeping with the model of a college preparatory institution, there is a rigorous academic environment for both secular and Jewish studies.

- The course of study is clearly defined. This includes incorporating the needs of students with special needs and students who are gifted. For some high schools this may translate into offering AP classes and for others it may mean creating different class levels based on subject.
- In planning the high school, many leaders set the goal of creating the best high school in the city. This means creating a great high school by both Jewish educational standards and secular educational standards. Related to this, class sizes are small.

Should there
be required program
of study? How
protect against
rhetoric?

\\PFE_1\SYSTEMS\HOME\SHARED\Docs\DAYSC\COL\high schools\domains final.doc

Mission

⑤ How do goals,
priorities, Board
anchoring, school
spirit/sense of
pride/community
~ VISION?

- ① Evaluation
- ② ~ between Judaic & general
- ③ ~ Board to Vision
-- how does ds function express the vision
- ④ Pre-judge question of vision w/ emphasis re: academics

Sketch of a PEJE Jewish Day High School Grant Program
(and how it would differ from the existing PEJE Grant Program)

<u>Topic</u>	<u>Elementary/Middle</u>	<u>High School</u>	<u>Questions</u>
Grant Total	The maximum grant amount is \$300,000	The maximum grant amount would be \$600,000.	
Schedule of Disbursements	For schools that are one year away from opening, the PEJE grant is allocated as follows. Final planning year \$75,000; opening year - \$100,000; second year - \$60,000; and final year of the grant - \$40,000.	For high schools the grant allocation might be as follows: planning year - \$100,000; first year of opening - \$200,000; second year - \$200,000; last year of grant - \$100,000.	This is a large number for the last year. How to avoid dependency? Should the grant last longer?
Use of Funds	Schools are not allowed to use PEJE or matching funds for capital expenditures. Funds are to be used to augment and enhance and not to underwrite basic costs.	Schools might be allowed to use a percentage of the grant for capital expenditures. Might permit schools to use funds for some basic costs because of financial burden.	What percentage of the grant could be used for capital expenditures?
First Year Plan	In its first year, PEJE awarded four one-year pilot grants to elementary and middle schools.	PEJE would pilot two Jewish day high schools for a two year period of time.	
Matching Requirement	The match for the Challenge Grant is a one-to-one match.	The match for Jewish day high schools would be a two-to-one match. The \$600,000 grant would require \$1.2 million in matched funds. A total of \$1.8 million seems close to the financial needs of a new high school during the first 4-5 years.	
When does Funding Begin?	Based upon the last grant cycle, PEJE has funded schools that are one year away from opening, and in some cases, has funded schools that will open soon after the grant is awarded. Ideally, PEJE would like to fund schools that are two years away from opening.		When in the planning process and at what funding level should PEJE become involved with a school?

Topic

Elementary/Middle

High School

Questions

Specific Program Requirements

“The Judaic curriculum should include at least one Jewish subject aside from Hebrew language. Grant recipients will be expected, furthermore, to encourage daily prayer, to practice Kashrut at public events, and to promote love for the Jewish people and the State of Israel.” (from PEJE RFP)

Other Judaic or educational requirements?
Late entry track? Text study? Arts? Israel?

Eligibility

Only new schools are eligible for the Challenge Grant. A new school is defined as a school that does not yet have students attending in the targeted grades.

The Jewish day high school grant would be based on the same eligibility criteria. Using these guidelines, an existing K-8 school would be eligible if they were planning to continue into the high school grades.

Evaluation

Portrait of Excellence
Strategic Objectives
Site Visits
Developing benchmarks for school and for PEJE

Use similar resources.

Are there other strategies for evaluation specific to high schools (e.g. use students themselves to assess certain aspects of school’s performance)?

PARTNERSHIP FOR EXCELLENCE IN JEWISH EDUCATION

678 Massachusetts Ave.

Suite 305

Cambridge, MA 02139

(617) 491-9190

FAX (617) 491-9282

To: Daniel Pekarsky

From: Joshua Elkin
Linda Mann Simansky

RE: High School Consultation Documents

Date: October 2, 1998

We are looking forward to seeing you at the PEJE Jewish day high school consultation meeting. As a reminder, the meeting will take place on **October 26, 1998, from 12:00 p.m. to 4:00 p.m. in the UJA-Federation of New York building located at 130 East 59th Street between Lexington and Park in New York City.** We will be meeting in the **Rosenwald conference** room located on the 2nd floor and we will serve a light lunch.

Enclosed you will find several documents for your review prior to the meeting. These documents will form the basis for our discussions on the 26th. We have also enclosed a tentative meeting agenda. We are waiting for a few more responses to the questions that we posed in our first letter. Once we receive the rest of the answers, we will synthesize the information and forward a summary document to you.

If you have any questions please feel free to contact us. In advance, thank you for your time and input.

חורים אלו מלמדי
 חינוכים באמונה
 חרוזים אלו החינוכים

Teachers and school children —
 precious jewels of our community
 MIDRASH RABBAH, SONG OF SONGS

PEJE

Partnership for Excellence
 in Jewish Education

678 Massachusetts Avenue
 Suite 305
 Cambridge, MA 02139-3355
 617.491.9190
 FAX 617.491.9282
 email: info@peje.org

Goals for PEJE Jewish Day High School Consultation

Overarching Goals

- PEJE wants to impact the Jewish day high school field.
- What does this look like?
- How do we get there?

Goals for the Consultation

- Refine and Validate a Vision of the Ideal Jewish Day High School
- Develop a Picture of an Effective Grant Program to Support Jewish Day High Schools
- Discuss Leveraging PEJE's impact on the field.

① How
 we
 stand
 for
 us
 ② Elements
 Bottom
 line.

Similar
 visions
 ① Needs to
 be understood
 ② Real commitments

Activities

Naburp
 Balance

Partners: The Abramson Family Foundation • The AVI CHAI Foundation • The Andrea and Charles Bronfman Philanthropies
 Edgar M. Bronfman • The Harold Grinspoon Foundation • The Jesselson Family • Jim Joseph • Morton Mandel
 Charles and Lynn Schusterman • Michael H. Steinhardt • UJA-Federation of New York • Leslie H. Wexner

Joshua Elkin, Executive Director • Dr. Naava Frank, Senior Project Director • Linda M. Simansky, MSW, Program Officer

Partnership for Excellence in Jewish Education

PORTRAIT OF EDUCATIONAL EXCELLENCE

July, 1998

By: Joshua Elkin and Naava Frank

Outline

1	Compelling, Coherent, Educational Vision	2
1(a)	Defined Role for Jewish Values, Text Study and Practice	3
1(b)	School Climate	3
2	Effective Board Composition and Function.....	4
2(a)	Sound Planning, Decision-Making and Financial Management by the Lay and Professional Leadership	4
2(b)	Lay and Professional Collaboration	5
3	Skilled Professional Staff: Administrative and Instructional.....	5
3(a)	Professional Development.....	6
3(b)	Ongoing Reflection and Self-Evaluation.....	6
4	Effective Schooling Practices	6
5	Cultivating and Maintaining Key Community Linkages.....	7
5(a)	Marketing/Public Relations/Recruitment.....	7
6	Fundraising: Annual and Long Term.....	8
7	Special Middle School Features: Meeting Adolescent Needs.....	8

Domains of Excellence for Jewish Day Schools

Building an excellent school is an art that requires not only expertise but also tremendous imagination and creativity. The portrait below is intended to be a guide for a process that continues to evolve over the life of the school.

1. **Compelling, Coherent, Educational Vision**

A vision is a picture of the future—of the school, graduates and greater community. The vision should attend to such topics as: the ideal graduate, the role of Jewish text and learning, the place of theology and Jewish practice, the place of Hebrew language, a philosophy of learning, the role of parents, connections to synagogue and community, a relationship to American life and Israel, and a view of the future of Jewish life. The vision should be compelling, bold, exciting, something people want to be a part of and help create. A powerful Jewish vision is important for maximizing the schools impact on the Jewish future of its students. All members of the school community should be brought into sharing the vision so

→ Too much of a laundry-list

How does this help a local school?

that together they can work toward realizing it. A vision should guide and inform all the details of the school. It should shape everything from the overall curriculum to staff hiring, from scheduling to school displays, from food to how people interact with one another. The lack of a powerful vision limits the school's ability to reach for lofty goals, achieve high standards and provide meaning. The lack of its implementation leaves the school without unity and integrity. A vision does not dictate behaviors but establishes values that guide the school. [In order to foster the growth of powerful visions there is a need for think tanks – intellectuals, theologians and leaders thinking together about bold new visions for Jewish day schools and thereby about new visions for the Jewish future.]

At local level, how do you do it?

Indicators of the presence of vision

- a. Clear process in place to articulate the vision.
- b. Writing of the vision.
- c. Publishing the vision.
- d. Testing the vision. - Explain
- e. The vision is reflected in the daily life of school.
- f. Ongoing implementation of and reflection upon the vision.
- g. Promoting ownership of the vision by all stakeholders (parents, teachers, and layleaders).
- h. Progressive tuning of the vision in response to views of stakeholders and changing circumstances.

or develop?

1(a) Defined Role for Jewish Values, Text Study and Practice

The Jewish character of the school should flow from the vision and should imbue all activities, meetings, events, facilities, and school practices. The school's Jewish values should be clearly articulated and modeled. Jewish texts and learning should find a prominent place throughout the life of the school – in the classroom, the boardroom and the lunchroom.

vs other document

and should reflect the vision!

Indicators/Characteristics of Success

- a. Text study incorporated into the curriculum, staff meetings, parent gatherings, and Board and key committee meetings.
- b. Text is seen as the foundation of Jewish life
- c. Ongoing text study which leads to action.
- d. There is a strong presence of Judaic culture in multiple forms (literature, language, visual arts, music, and dance).
- e. The school has articulated a clear statement of its Jewish observance pattern.
- f. Jewish values are clearly expressed within the school's culture and daily routines.
- g. The Head, Jewish studies staff, and all other staff members actively promote Jewish values, text study, and practice.
- h. The school has a strong commitment to Jewish family education.

to V??

1(b) School Climate

School climate reflects how people treat each other in the school and what values are reflected in the interpersonal interactions in the school, such as respect and having high expectations from all students.

A positive school climate is an outcome of a school that has given a great deal of thought to vision and to implementation of the vision.

what is it? Need to emphasize it to vision!!

Indicators/Characteristics of Success

- a. Regular activity and reinforcement in being a *mentsch*.
- b. Regular behaviors that are based on *derech erez*, *tzedakah*, *gemilut hasadim*, and *tikkun olam* (applies to students, teachers, parents and administrators alike).
- c. High expectations for students and teachers.
- d. Opportunities for display of student work and attention to student accomplishments in all realms.

- e. Use of Hebrew in the public life of the school.
- f. Incorporation of Jewish value concepts and symbols in emerging school tradition and ceremonies.

2. Effective Board Composition and Function

The board guides the school and supports the Head. An effective board does not micro-manage but rather sets board policies, does long-term planning, raises funds, and performs financial oversight. A strong working relationship between board and Head is a critical indicator of success. Guiding a school requires a great deal of expertise; therefore, a board must acquire knowledge, proficiency and expertise to function effectively. Members must represent a diversity of expertise including, but not limited to, law, financial management, education, public relations, fund raising, and human resources management. The board also needs to function effectively as a group; therefore, a strong board has members who have extensive experience serving on other boards and know about effective board process. The ongoing growth of the skills of the board via board training is critical as the school evolves.

Indicators/Characteristics of Success

- a. Board supports the broad vision and the specific mission of the school.
- b. Board is profiled to meet the needs of the school with a diversity of expertise and appropriate representation.
- c. Board has the optimal range of committees and appropriate committee structures.
- d. Board commits to develop the skills of its members.
- e. Board is operating according to an adopted set of by-laws that are periodically reviewed.
- f. Board maintains an active year-round nominating committee.
- g. Board maintains an active human resource development effort focused on cultivating future lay leadership.
- h. Board reflects on its own process.
- i. Board plans occasional retreats as needed.
- j. Board evaluates itself and the Head annually.

How is the vision reflected in the Board's working?

2(a) Sound Planning, Decision-Making and Financial Management by the Lay and Professional Leadership

Individuals who are establishing a new school should not engage in minimalist thinking, but rather should recognize what it will take to run a quality school. They must possess the capacity to set bold, yet realistic financial goals and make well-researched and carefully considered decisions. Board training and strategic planning are key to careful planning and decision-making.

Indicators/Characteristics of Success

- a. Board is working off an updated strategic plan.
- b. Board decisions are based on solid demographic research that is accepted by all stakeholders.
- k. Board oversees accurate and comprehensive minute-taking of all meetings to be distributed for correction and formal adoption so that important decisions are carefully documented.
- l. Board designates a central location for records to simplify sharing information.
- c. Board has a clear understanding of the role of resource development and is actively involved in the area.
- d. Board manages resources soundly.
- e. The institution is financially viable with adequate cash flow, reserves, appropriate internal controls, board oversight, long term financial plan tied to strategic plan, and annual budgets that emerge from the long-term financial plan.
- f. A budget committee that meets regularly.
- g. Clear articulation of a budget development process that allows for: input from faculty and parents, the head's collaboration with Board committees, and final approval resting with the Board.
- h. Clearly articulated tuition policy and financial aid policy and structure.

How does it reflect the vision?

2(b) Lay and Professional Collaboration

Effective school functioning is tied to the quality of the collaboration between the lay and professional leadership. The relationship should be supportive and mutually enriching. Lay and professional leadership should reflect upon, refine and evaluate the way they are working together in order to maximize their collaborative potential.

Indicators/Characteristics of Success

- a. Effective collaboration between the lay and professional leadership based on a confluence of vision and shared commitment.
- b. Open and on-going communication.
- c. Clarity of roles including who makes which decisions.
- d. Clear lines of authority between the lay and professional leadership, and clear procedures for discussing and resolving issues of jurisdiction as they inevitably arise.
- e. Board understands its role not as managers but in providing oversight.
- f. Board supports and nurtures the Head.
- g. Demarcation of what is policy and what is operations.

3. Skilled Professional Staff: Administrative and Instructional

The human resources of the school are a critical key to its achieving excellence. The school Head needs to be a strong visionary leader with expertise and experience in the complex tasks of running and growing a school. The teachers need to be experienced and trained. All of the staff needs to be exposed to ongoing development of their skills in order for the school to grow. There should be a collegial relationship among teachers and opportunities for them to discuss and reflect on their educational practice.

Indicators/Characteristics of Success

- a. Strong visionary leadership by Head which permeates the entire school.
- b. A collegial environment where professional staff discuss the key issues within their practice and participate meaningfully in educational decision making.
- c. An appropriate compensation scale that can draw excellent teachers into the school.
- d. Active involvement of teachers in curriculum planning, implementation, review, and refinement.
- e. Clear structure and delineation of responsibilities for educational and administrative staff.
- f. Lay and professional collaboration.
- g. Appropriate supervision and support of teachers.

3(a) Professional Development

A school's growth and excellence is tied to the growth of its professional staff. (80% of schools' budgets are composed of salary costs). Professional development can be done in-house, city-wide (at Bureaus), regionally, nationally or internationally.

Indicators/Characteristics of Success

- h. Professional development of Head and teachers to supplement skills.
- a. Professional development programs tied to the vision/mission of the school, to its curriculum and to the supervision and support structure for teachers.
- b. Professional development is ongoing for administrators and teachers alike.
- c. Programs occur both onsite for just the school faculty and off-site in collegial settings with other faculty citywide, nationwide, and internationally.

→ How much? / How often? Are there standards?

- d. Programs provide ongoing intellectual development for faculty in general educational practice and exposure to in-depth study of Jewish texts.
- e. School facilitates sharing among the professional staff concerning professional development experiences.
- f. Head and teachers help determine their own professional development
- g. Professional development uses a broad range of reflective techniques including journal writing, videotaping and other reflective methods.
- h. The program balances individual, small-group, and faculty-wide experiences.

3(b) Ongoing Reflection and Self-Evaluation

Institutions that can adopt a reflective posture can continue to learn, evolve and improve themselves.

Indicators/Characteristics of Success

- a. Board: Use of consultant; process time at each morning meeting; annual review of Head; retreat.
- b. Board-Head collaboration: Intervals for checking in on goals.
- c. Teachers: Development of staff culture of continuous discussion and reflection on issues of teaching and learning, cultivation of self-critical attitude.
- d. Curricular work: Participation by all key staff in ongoing curricular review.
- e. Parents: Channels for communicating concerns to Head and Board.
- f. Parents: A periodic survey of parents on school's operations.
- g. Use of a "critical friend" as consultant to develop the habit of reflection.

*vision
large
goals*

4. Effective Schooling Practices

A school of excellence will be knowledgeable about the research, techniques and programs in the field of general education. Findings in cognitive research, curricula for moral education, new techniques in technology implementation, and new materials for the teaching of math are just some examples of the type of information that schools need to keep up with and learn from the general educational community. (See list below for more details.)

Indicators/Characteristics of Success

- a. The importance of addressing the presence of individual differences among students (e.g. learning disabilities, use of the multiple intelligence framework; use of left/right brain distinctions, enrichment needs, training of staff).
- b. Development of cross-disciplinary units of study (attention to the arts as an organic integrator).
- c. Constructivist, hands-on learning where students make their own discoveries and derive meaning from authentic experiences.
- d. Use is made of new assessment strategies that enable students to be more active in the assessment process.
- e. School has high expectations of all students with all levels of ability.
- f. Team teaching is recognized as an important technique.
- g. School maintains programs that deal with social and emotional development (how to be a *mentsch*) or those that explicitly incorporate an emphasis on moral, social, and emotional development in the school culture.
- h. A sophisticated understanding of the appropriate place of technological resources in the service of the curriculum and mission of the school and its integration into the curriculum.
- i. High rates of student and faculty retention.

5. Cultivating and Maintaining Key Community Linkages

A school is only a part of children's lives as Jews. To grow and enrich the total lives of Jews, there need to be linkages to other institutions and approaches to Jewish living through synagogues, youth groups and camps.

Indicators/Characteristics of Success

- a. Efforts are made to create links with home, synagogue and broader community (BJE, Federation, JCC, Israel, FSU), higher education, business and industry.
- b. Effective communication with parents and the broader community is maintained.
- c. An effective parent-school partnership is developed and maintained
- d. Coordination between formal and informal educational programs (camping, Israel, Shabbaton, youth groups).
- e. Partnership with and involvement of key rabbis within the nearby communities.
- f. Community service built into the educational program.

5(a) Marketing/Public Relations/Recruitment

Adequate enrollment is one of the most difficult and most important factors in establishing the credibility and thus the future success of a new school. Convincing parents to send their children to an untested and not yet existing school is exceedingly difficult. Therefore the marketing program for the school needs to be very carefully considered and of the highest caliber. It needs to be supported by all stakeholders of the school in order for the school to maximize its credibility in the eyes of prospective parents. It should be ongoing and well-funded.

Indicators/Characteristics of Success

- a. An appropriate budget allocation to ensure a full marketing program.
- b. A quality consultant is leading the effort (either from the board or from the outside).
- c. A well-designed and produced packet of information presents the school in a credible and attractive manner.
- d. Involvement of Board, Head and staff in contact with prospective parents.
- e. Networking with community leaders and other institutions to promote the school.
- f. Multiple methods of delivery: parlor meetings, ad campaigns, media use, and public events.
- g. A continual stream of inquiries and information requests are coming in.
- h. A substantial deposit amount (often \$500) is requested of prospective parents.
- i. As the opening date draws near there should be a reasonable number of deposits from committed parents.
- j. Use already committed parents to help draw in prospective parents.
- k. Ongoing contact to establish credibility with prospective parents from the time they express interest until the school opens and they send their child.
- l. Once the school opens, efforts are focused on already enrolled students to maximize student retention.

6. Fundraising: Annual and Long Term

Schools need to develop sophisticated fundraising plans in order to build and maintain schools of excellence.

Indicators/Characteristics of Success

- a. Fundraising plan that supports the vision and any current initiatives.
- b. Appropriate board involvement / leadership.
- c. Annual campaign as a permanent feature of school's operation, which includes broad-based giving opportunities aimed at maximizing participation.
- d. Ongoing cultivation of new donors and stewardship of existing donors.
- e. Clear roles for lay people and professionals.

- f. Establishment of links into the broader community.

7. Special Middle School Features: Meeting Adolescent Needs

Indicators/Characteristics of Success

- a. A shared vision for the middle school community (faculty, students, parents, board, and administration).
- b. Teachers who are committed to young adolescents and who are knowledgeable about their needs.
- c. An adult advocate for every student and regular time for interaction.
- d. Adequate planning time for teams of teachers.
- e. Flexible/block scheduling (allows for variety and for some elective slots).
- f. Curriculum that is challenging, integrative and exploratory.
- g. Varied teaching and learning approaches, with assessment and evaluation that promotes learning and supports success for all students.
- h. Guidance and support services, and promotion of health and safety.
- i. High quality extracurricular activities.
- j. Engagement of and partnership with families around the educational program and the learning process (includes communication, as well as meaningful defined roles).
- k. Positive connection between school and community (service projects, business partnerships, and use of community resources).
- l. Opportunities for meaningful student responsibility and decision-making.

F:\HOME\SHARED\Docs\DAYSCHOL\Grantees\Portrait of Excel grantees final.doc

PEJE

Partnership for
Excellence in
Jewish
Education

The Guide to Resources for Educational Excellence in Jewish Day Schools

חורים אלו מלמדי
חינוכות באמונה
חרוזים אלו החינוכות

Teachers and school children —

precious jewels of our community

MIDRASH RABBAH, SONG OF SONGS

The Guide to Resources for Educational Excellence in Jewish Day Schools

Partnership for Excellence in Jewish Education

The Abramson Family Foundation • The AVI CHAI Foundation
The Andrea & Charles Bronfman Philanthropies • Edgar M. Bronfman
Harold Grinspoon Foundation • The Jesselson Family • Jim Joseph
Morton L. Mandel • Charles & Lynn Schusterman • Michael H. Steinhardt
UJA-Federation of New York • Leslie H. Wexner

678 Massachusetts Avenue, Suite 305
Cambridge, MA 02139
TEL: 617-491-9190 FAX: 617-491-9282
E-MAIL: info@peje.org

◆ Table Of Contents ◆

Introduction	4
Educational Vision	5
Creating Vision And Mission Statements	5
Incorporating Jewish Texts And Values	7
School Climate	9
Effective Boards	11
Governance	11
Head Of School Search	11
Responsibilities	11
Solid Financial Management	13
Sound Decision-Making	13
Careful Planning	14
Lay And Professional Collaboration	15
Skilled Professional Leadership	16
Models Of Excellence: Teachers	16
Models Of Excellence: Administrators	17
Professional Development	19
Reflectivity	21
Evaluation	22
Effective Schooling Practices	24
Children's Needs	24
The Art Of Teaching	25
Special Needs	27
Technology	29
Curriculum And Learning Experiences	31
Combining Theory, Research And Practice	31
Curriculum Development And Implementation	32
Curriculum Evaluation	33
Curriculum Integration	33
Sample Curricula	34
Cultivating And Maintaining Community Links	36
Marketing/Public Relations	37
Fundraising	37
Special Middle School Features: Meeting Adolescent Needs	39

General Information	42
Important Organizations and Resources	42
Frequently Referred to Periodicals	43
Academic Training Institutions	43
Cross Denominational Jewish Education Organizations	44
Denominational Day School Organizations	44

Look for the Δ to find resources specifically about middle schools throughout this book.

◆ Introduction ◆

*Teachers and school children —
precious jewels of our community.*



This text from Midrash Rabbah provides insight into the goals for this guide, as well as the overall mission of PEJE. The transmission of Torah and Jewish life from generation to generation is a core mitzvah, with teachers, students and their parents at the center of the educational process. Second only to the parent-child bond, the relationship established between teachers and pupils has the most decisive impact on whether the learning and educational experiences make any long-lasting mark. The collective influence of teachers and their students can have a profound effect on the Jewish community as a whole.

We offer this guide as one resource to help support a Jewish day school which has teachers and students engaged in powerful and meaningful Jewish learning and educational experiences. These "precious jewels" deserve to be supported in their efforts by the community, and it is essential that we set high standards for all aspects of Jewish day school life.

Because the dedication of the lay leadership is integral to the creation of a thriving day school, we have designed this Guide with both professional and lay leaders in mind. Our goal in creating this publication is to help schools locate key resources that will be helpful in achieving excellence in Jewish education. We do realize that this guide is not an exhaustive source. The Guide is organized around ten domains of excellence, which were developed with the input and guidance of day school leaders. We suggest that you review the guide and then select the domains and their corresponding sections where you would like to focus.

The body of the guide contains listings of resources including books, journals, articles, web sites, and organizations. The majority of the listings are annotated to help readers decide if the resource will suit their particular needs. The resources specifically geared toward middle schools are marked with a triangle.

In the back of the guide we have created a listing of five of the most commonly referred to publications with information about how to order these publications. Readers will also find there a general listing of important organizations with contact information.

Periodically, we plan to update and revise this publication. We welcome your thoughts and feedback.

◆ Educational Vision ◆

Creating Vision and Mission Statements

Articles and Publications

△ Developing a Mission Statement for the Middle Level School. Reston: National Association of Secondary School Principals' Council on Middle Level Education, 1987.

A guide for creating functional mission statements that serve school and community well. This book also describes how to use a mission statement effectively in a school's daily life. A clear, concise guide.

Visions of Excellence: A Guide for Starting a Reform Jewish Day School. New York: The Progressive Association of Reform Day Schools, 1997.

This handbook addresses the philosophy, growth, and development of new Reform Jewish day schools. It answers frequently asked questions and includes examples of budgets, programs, bylaws, and admissions information from the movement's day schools. Also provided is a current directory of Reform Jewish day schools in North America. To order, contact: Union of American Hebrew Congregations, Education Resource Center, 838 Fifth Avenue, New York, NY 10021, TEL: (212) 650-4110, FAX: (212) 650-4129, E-MAIL: educate@UAHC.org.

Abramson, Robert. "Kedusha as an Integrative Focus: The Implementation of a Vision". Curriculum, Community, Commitment: Views on the American Jewish Day School. Daniel J. Margolis and Elliot Salo Schoenberg, editors. West Orange, NJ: Behrman House, 1992.

After defining Kedusha and its power to serve as a vision's guiding focus, Abramson describes a staff development process to help teachers understand and use Kedusha in their classrooms.

Barth, S. Roland. "Coming to a Vision." Journal of Staff Development 14 (Winter 1993): 6-11.

Barth addresses the importance of school vision, what it takes to create it, and the routes schools can take to achieve it.

Elkin, Joshua. "Developing a School Mission Statement." Jewish Education News (Spring 1993): 15-17.

Elkin provides practical advice on how to write a mission statement. To Order: Coalition for Advancement of Jewish Education (CAJE), 261 W. 35th St Floor 12A, NY, NY 10001, 212-268-4210.

Fellus, Gail Teicher. "The Rashi School Interview: Starting a Reform Day School." Compass: New Directions in Jewish Education Special Report, 1988.

An interview with some of the founders of the Rashi School concerning the issues surrounding starting a new school.

Fox, Seymour and William Novak. Vision at the Heart. Council for Initiatives in Jewish Education, 1997.

A case study of the Conservative movement's Ramah Camp network. This pamphlet explores vision's power to shape educational initiatives.

Herman, Jerry. "Site Based Management: Creating a Vision." National Association of Secondary School Principals Bulletin 73 (1989): 79-83.

Herman discusses the whys and hows of creating a vision and developing an outcome-based mission statement.

Heschel, Abraham Joshua. "Jewish Education." The Insecurity of Freedom. New York: Noonday Press, 1967.

This little-known article is a powerful example of Heschel's inspirational writing on behalf of Jewish education. Of particular note is his call for the nurturing of more "text people" as opposed to "text books".

Heschel, Abraham Joshua. "Existence and Celebration." Moral Grandeur and Spiritual Audacity. New York: Noonday Press, 1996.

Part of a recent collection of essays edited by Heschel's daughter, this piece provides a powerful resource for stimulating visionary thinking on Jewish life, Jewish study, and Jewish practice.

Pekarsky, Daniel. "The Place of Vision in Jewish Educational Reform." Journal of Jewish Education. 63.1-2 (Winter/Spring 1997): 31-40.

Pekarsky argues that an inspiring vision which informs the educational process has the highest practical value.

Rogus, Joseph "Developing a Vision Statement: Some Considerations for Principals." National Association of Secondary School Principals Bulletin 74 (February 1990): 6-11.

Rogus outlines procedures to help a principal develop a precise school vision, foster faculty ownership of this vision, communicate its meaning to concerned constituents, and develop organizational trust in its potential.

Saphier, Jon and John D'Auria. How to Bring Vision to School Improvement Through Core Outcomes, Commitments and Beliefs. Carlisle, MA: Research for Better Teaching, 1993.

A how-to booklet about unifying a school around a few core outcomes for all students.

Schiff, Alvin, "The Day School." What We Know About Jewish Education. Torah Aura Productions, Los Angeles, 1992.

A succinct overview of the Jewish day school world from the perspective of one of its key researchers.

Shrage, Barry. Building a Community of Torah and Tzedek: A New Paradigm for the Jewish Community of the 21st Century. Boston: Combined Jewish Philanthropies, 1996.

Shrage explores a new model American Jews might use to replace older paradigms which no longer function. To order, contact: Combined Jewish Philanthropies, 126 High St., Boston, MA 02110-2700, TEL: 617-457-8500, FAX: 617-988-6262.

Zeldin, Michael. "Right from the Start: Creating a Reform Jewish Day School." Central Conference of American Rabbis (CCAR) Journal: A Reform Jewish Quarterly, Winter 1998.

A successful school articulates its vision of an educated graduate and the Jewish future it hopes to create from its very start. A case study illustrates the difficulties of changing a school's direction after a few years have passed.

Web Sites

www.smocoe.k12.ca.us/besd/fes/vision.html

Example of a vision statement.

www.sd271.k12.id.us/chs/vision.html

Example of a vision statement.

www.nwrel.org/scpd/

This site includes examples of vision statements, a discussion of the need for school goals, suggestions for implementation methods, an evaluation tool-kit, and a resource and reference list.

Incorporating Jewish Texts and Values

Insuring a defined role for Jewish text, study and practice is a goal central to the mission of PEJE. We welcome your ideas and expertise, and look forward to expanding our range of informational sources on this important subject.

Articles and Publications

Holtz, Barry, ed. Back to the Sources. New York: Summit Books, 1984.

Holtz provides a readable and thorough introduction to the major traditional texts of Jewish life. The authors included discuss the Bible, the Talmud, the Prayer Book, the Midrash, and key codes of Jewish law. Each chapter concludes with a guided bibliography.

Margolis, Daniel J. and Elliot Salo Schoenberg, editors. Curriculum, Community, Commitment: Views on the American Jewish Day School. West Orange, NJ: Behrman House, 1992.

This memorial tribute to noted educator Bennett Solomon presents discussions of Jewish day schools by many leaders within the field. The compendium blends the practical and the theoretical with Solomon's valuable writings interspersed throughout.

Rosenak, Michael. Commandments and Concerns: Jewish Religious Education in Secular Society. Philadelphia: Jewish Publication Society of America, 1987.

Rosenak illustrates how the two fundamental orientations of educational theory, normative-ideational and deliberative-inductive, are analogous to the two basic religious ways of understanding, explicit and implicit religion. He believes educational theory must be both normative and deliberative, and that a theology of education that doesn't incorporate explicit and implicit religiosity will lead to partial understandings of religious tradition.

Rosenak, Michael. Roads to the Palace: Jewish Texts and Teaching. Providence, RI: Bergham Books, 1995.

Rosenak takes his reader on an excursion into the world of Jewish tradition in order to discover models of the educated human being within it. In the process, the reader discovers dialogues between Western philosophy and Talmudic Midrash and is offered a fresh view of culture, faith and identity.

"Three Models to Inspire the Objectives of Torah Instruction in the Modern Orthodox Day School." Ten Da'at 7 (Fall 1993) 10-13. To order, contact: Torah Education Network, Editorial Office, c/o Torah Education Department/WZO, 110 East 59th St., New York, NY 10022

Zeldin, Michael. "What Makes Reform Day School Distinctive? A Question of Practice and Purpose." Curriculum, Community, Commitment: Views on the American Jewish Day School. Daniel J. Margolis and Elliot Salo Schoenberg, eds. West Orange, NJ: Behrman House, 1992.

Zeldin provides valuable insight into the distinctive characteristics of a Reform day school. He is one of the most articulate spokespersons for Reform Jewish day school education and has been involved most recently in "Day Schools for the Twenty-First Century" which is designed to bring vision and reflection into Reform day school education.

**** Professional Development, pages 20-21, details
more opportunities for Jewish text study. ****

Organizations

Center for Leadership and Learning (CLAL)
440 Park Ave. South, 4th Floor, New York, NY 10016-8012
TEL: 212-779-3300 FAX: 212-779-3300
Holds Judaic seminars and retreats.

Shalom Hartman Institute
P.O. Box 8029, Jerusalem, Israel 93113
FAX: 972-2-5611913

The Shalom Hartman Institute is a leader in exploring how traditional Jewish texts relate to challenging contemporary issues. Their faculty and scholars work with all denominations and are involved in a variety of key activities including publications, training Judaica teachers for the non-dati Israeli school system, and providing serious Jewish study for religious leaders from around the world.

Israel Book Shop
Att: Risa Rosenbaum Krohn , Hakol LaMoreh
410 Harvard St., Brookline, MA 02146
TEL: 617-566-7113

The Teacher Resource Center, directed by Risa Krohn, is a readily available setting for consulting, examining and making informed choices about Judaica texts and their suitability for a particular program.

The Joseph Lookstein Center for Jewish Education in the Diaspora
School of Education, Bar Ilan University, Ramat Gan, Israel

The Center's operations include the following areas: educational research; organizing local training and workshops programs for teachers from around the world; school evaluation, curriculum design and consultation; and outreach initiatives for Jewish community.

Hiddush: Renewal and Innovation in Jewish Culture and Education
P.O. Box 10086, Jerusalem, Israel
TEL: (02) 652-3106

Hiddush is a young partnership, initiating and developing projects in Jewish education and culture. It strives to provide a pluralistic approach to Jewish culture. Hiddush's services include: instruction for school principals and teachers, integrative educational materials, workshops on the "Beit Midrash" method, study materials for discussions of current issues, and seminars and conferences.

Web Sites

www.jesna.org/resource/rsc/jer.htm#sect_1

Jewish education resources, including links to large directories of Jewish web sites, educational organizations and schools, on-line learning, reviews of Jewish software, on-line libraries, and much more.

www.slip.net/~bjesf/BATTAT_CENTER/battat.html

The Battat Educational Resource Center aims to support Jewish educators, both in San Francisco (where it is physically located) and throughout the country through this web site. Much of the site is a catalog of their books, videos, curricular materials that educators in San Francisco can borrow.

School Climate

Articles and Publications

Educational Leadership 56.1 (September 1998). [entire issue]

Henry, Mary E. School Cultures: Universes of Meaning in Private Schools. Norwood, NJ: Ablex Publishing, 1993.

A study of two schools in the same community and how their cultures differ, although they serve the same target groups.

Hoffman, Henry A. Developing a Character Education Program: One School District's Experience. Alexandria: Association for Supervision and Curriculum Development, 1994.

Hoffman's all-embracing approach to character education highlights the moral impact of every decision a school district makes. Board members, faculty, administrators, staff, parents and students all play key roles in developing a district-wide ethos that supports core ethical values.

Johnston, Howard J. "Climate: Building a Culture of Achievement," Schools in the Middle (November/December 1995): 10-15.

According to Johnson, a school's culture is more powerful than its policies, practices, and programs. While skillful leaders can shape a culture, it must be done subtly rather than by edict. Creating student "heroes", a reward system which encourages achievement, and ceremonies that display the core values of the school are just some of the ways leaders can build a positive climate.

Kelley, Edgar A. "Auditing School Climate." Educational Leadership (December 1981): 180-183.

Kelley defines how to audit school climate, and provides general principles for planning climate assessment and development.

◆ Effective Boards ◆

Governance

Carver, John and Miriam Mayhew Carver. Reinventing Your Board: A Step-by-Step Guide to Implementing Policy Governance. San Francisco: Jossey-Bass, 1997.

This book outlines the three phases of making policy governance work: preparing for change, crafting policies, and "ready, steady, go!"

Taylor, Barbara E., Richard P. Chait, and Thomas P. Holland. "The New Work of Non-Profit Boards." Harvard Business Review (September - October 1996): 4-11.

Claiming that effective governance by a Non-Profit board is rare, this article details the characteristics of truly productive boards: concern for crucial issues essential to institutional success, result-driven planning linked to defined timetables, clear measures of success, and involvement with the organization's internal and external constituencies.

The Trustee's Letter.

Written in a question and answer format, the periodical is intended as a guide for board members, addressing a range of topics from fundraising to head of school assessment. To subscribe, contact: Educational Directions Incorporated, PO Box 768, Portsmouth, Rhode Island, 02871, TEL: 800-647-2794 (Subscription: \$47).

Head of School Search

Gilvar, Barbara, editor. The Search Handbook: A Step-by-Step Guide to Selecting the Right Leader for Your School. Washington, D.C.: National Association of Independent Schools, 1997.

A collection full of expert advice on the process of choosing a leader in an efficient, ethical, and effective way.

Responsibilities

Ingram, Richard T. Ten Basic Responsibilities of Non-Profit Boards. Washington D.C.: National Center for Non-Profit Boards, 1988.

Ingram clarifies a board's obligations as a corporate, collective entity as well as the duties of its individual members.

Stanton, Barbara Hadley. Trustee Handbook. Washington, D.C.: National Association of Independent Schools, 1989.

This widely circulated book offers wisdom accumulated over the course of many years from hundreds of North American independent schools. Discussing responsibilities of school trustees, Hadley places a special emphasis on the working relationship between board chair and head.

The 'Strategic' Board of Trustees: A Compendium of Ideas and Perspectives Articles.
Wilmington, DE: Independent School Management, 1997.

Bringing together the best of ISM's current thinking on board structure and function, this collection covers four broad categories: the board as strategic entity, board-head relationships and annual cycles, stability markers, and board building.

Wright, George B. Beyond Nominating: A Guide to Gaining and Sustaining Successful Not-for-Profit Boards. Portland, OR: C3 Publications, 1996.

Wright helps organizations manage the process of gaining and sustaining board leadership. The book discusses topics like preparation, strategies, and recruitment action, and includes worksheets, forms, and guidelines.

Organizations and Catalogs

The Association of Governing Boards of Universities and Colleges
AGB Publications, One Dupont Circle, Suite 400, Washington, D.C. 20036
TEL: 800-356-6317 or 202-296-8400 (In Washington D.C. or Abroad)
FAX: 202-223-7053

National Center for Non-Profit Boards
Publications Department, P.O. Box 92294
Washington, D.C. 20090-2294
TEL: 202-452-6262 or 800-883-6262 FAX: 202-452-6922
E-MAIL: service@ncnb.org WEB: www.ncnc.org
Offers a catalogue of books relevant to board members.

The American School Board
P.O. Box 1815, Merrifield, VA 22116-8015

The National Association of Independent Schools
Attn. Order Department, NAIS
1620 L. St. N.W., Suite 1100, Washington, D.C. 20036
TEL: 202-973-9700 FAX: 202-973-9790

Independent School Management
1316 North Union Street, Wilmington, Delaware 19806-2594
TEL: 302-656-4944 FAX: 302-656-0647

Solid Financial Management

Articles and Publications

Aitken, H. Peter. Access and Affordability: Strategic Financial Perspectives for Independent Schools. Washington, D.C.: National Association of Independent Schools, 1994.

Aitken explores how independent schools can remain both excellent and affordable, covering topics like financial assistance, mission and marketing, class size, and financial management.

Business Management for Independent Schools. Washington, D.C.: National Association of Independent Schools, 1987.

A solid manual dealing with accounting and financial reporting, financial and physical plant management, and administrative issues.

Schick, Marvin and Jeremy Dauber. The Financing of Jewish Day Schools. New York: Commissioned by the AVI CHAI Foundation, 1997.

Schick and Dauber provide a statistical and sociological analysis of Jewish day school finances. After examining budgets, tuitions, fundraising incomes, and Federation allocations, they conclude that day schools are severely underfunded. To order, contact: Rabbi Jacob Joseph School, 350 Broadway, NY, NY, 10013, TEL: 212-334-9285, FAX: 212-334-9146 (\$10).

Organizations

School and Student Service for Financial Aid
P.O. Box 6662, Princeton, NJ 08541-6662
TEL: 609-771-7713

Sound Decision-Making

Langer, George Mohlman and Amy Bernstein Colton. "Reflective Decision-Making: The Cornerstone of School Reform." Journal of Staff Development 15 (Winter 1994): 2-7.

This article presents a framework for developing reflective thinking. It also describes activities for staff development initiatives that promote reflection.

Zoll, Allen A. "A Matter of Choice: An Exercise in Determining When and How to Involve Others in the Decision -Making Process." Explorations in Managing. Reading: Addison-Wesley Reading, 1974.

Zoll discusses how to identify when others should be involved in decision making processes, and then offers 10 practice situations to evaluate along with an analysis of their answers. This work is based on business settings.

Careful Planning

Stone, Susan C. Shaping Strategy: Independent School Planning in the '90s. Washington, D.C.: National Association of Independent Schools, 1997.

Stone shows how school leaders can craft a vision for the future and then create an implementation program to make that vision a reality.

To the Point 4.1 (March 1988). [entire issue]

Helps lay and professional school leaders deal with the wide range of issues they face. The short articles are often helpful in decision making and planning.

Published by Independent School Management.

Organizations

Independent School Management

1316 North Union St., Wilmington, DE 19806-2594

TEL: 302-656-4944 FAX: 302-656-0647 E-MAIL: ism@isminc.com

◆ Lay and Professional Collaboration ◆

Articles and Publications

Bubis, Gerald B. and Jack Dauber. "The Delicate Balance: Board-Staff Relations." Journal of Jewish Communal Service 63 (Spring 1987): 187-196.

This article examines several significant factors affecting lay and professional collaboration including: shared and disparate values, skills and knowledge, role expectations in the formulating policy, and the nature of organizational functioning.

Chait, Richard. How to Help Your Board Govern More and Manage Less. Washington D.C.: National Center for Non-Profit Boards, 1994.

A best seller by one of the most respected voices in non-profit governance, this booklet helps board members distinguish between shaping policy and hands-on management. It also includes specific procedures to help strengthen a board's capacity to govern.

Elkin, Joshua. "Lay - Professional Collaboration in the Jewish School." Curriculum, Community, Commitment: Views on the American Jewish Day School. Daniel J. Margolis and Elliot Salo Schoenberg, eds. West Orange, NJ: Behrman House, 1992.

Synthesizing the best practices in lay-professional collaboration from both the Jewish community and the independent school world, Elkin discusses how to foster better partnerships. He draws special attention to the key relationship between board chair and school principal.

Johnson, Eric W. Evaluating the Performance of Trustees and School Head. Washington, D.C.: National Association of Independent Schools, 1986.

A guide to evaluation as a bridge to effective Board-Head relations and to showing people how to perform at their best.

Kahn, William "On Working With the Agency Board: A Sometimes Neglected Skill." Journal of Jewish Communal Service (1978).

Kahn, a prominent executive in the Jewish Community Center world, shares his hard-earned wisdom on what makes for successful lay-professional collaboration.

Kurshan, Alisa Rubin. "Vocation and Avocation: A Case Study of the Relationship Between Jewish Professionals and Volunteer Leaders in Jewish Education." Diss. Jewish Theological Seminary of America, 1996.

This doctoral study examines the relationship between professionals and volunteer leaders in a Jewish day school. Kurshan finds, through both theoretical research and a useful case study, that commitment to the institution, clarity of roles, confluence of vision, and communication are keys to success.

Lynes, David and Leonard E. Opdycke. Notes on Trusteeship. Washington, D.C.: National Association of Independent Schools.

Lynes and Opdycke discuss the concerns that arise in schools where parents constitute the corporation and board of trustees, and offer advice on developing cooperative working relationships.

◆ Skilled Professional Leadership ◆

Models of Excellence: Teachers

Articles and Publications

Ingall, Michael. "Teacher Remembered." Melton Journal 23 (Spring 1990): p. 19.
A memoir of the author's fifth grade teacher and the difference that teacher made in his life.

Levy, Steven. Starting From Scratch: One Classroom Builds its Own Curriculum. Heineman, 1996.

A detailed description of the thinking and planning which led Levy to develop a variety of original projects with his elementary students. Projects range from environmental inquiries to an imaginative look at the qualities of number.

Lieberman, Ann and Lynne Miller. Teachers, Their World and Their Work: Implications for School Improvement. Alexandria: Association for Supervision and Curriculum Development, 1984.

Lieberman and Miller address how teachers can enable their own development through a better understanding of their work lives.

Saphier, Jon and Robert Gower. The Skillful Teacher. Carlisle: Research for Better Teaching, 1997.

This book is a tool for self-improvement, staff development, supervision, and teacher evaluation. Specific teaching behaviors and practical examples of situations are abundant. It addresses issues like: getting students' attention, keeping a topic's momentum going, setting up classroom space, establishing routines, maintaining discipline, and models of teaching.

Sergiovanni, Thomas J. Leadership for the Schoolhouse: How is it Different? Why is it Important? San Francisco: Jossey-Bass Publishers, 1996

Written by one of the most influential and prolific writers on educational leadership, this book underscores the importance of sharing leadership in the educational setting, and the vital leadership role played by teachers as they work collaboratively with each other and with the administration.

Models of Excellence: Administrators

Articles and Publications

Heifetz, Ronald A. Leadership Without Easy Answers. Cambridge: Belknap Press, 1994.
Heifetz outlines a practical philosophy of leadership, and provides an orienting set of questions and options for confronting the hardest problems.

Barth, Roland S. Run School Run. Cambridge: Harvard University P, 1980.
A nuts-and-bolts study, written by the Harvard Principals' Center's founder, of one school's rocky but ultimately successful transition toward pluralistic education.

Bolman, Lee G. and Terrence E. Deal. Reframing Organizations: Artistry, Choice and Leadership. San Francisco: Jossey-Bass, 1991.

Intended for managers and future managers, this book explains important elements of organization theory and research. Lee and Deal illustrate how each situation in an organization can be viewed from four directions: structural, human resource, political, and symbolic. Each perspective yields valuable insights for leaders.

Educational Leadership 39. 5 (February 1982). [entire issue]
This issue's topic is "developing leadership."

Educational Leadership 49 (February 1992). [entire issue]
This issue's topic is "transforming leadership."

Educational Leadership 55. 7 (April 1998). [entire issue]
This issue's topic is "reshaping school leadership."

The Head's Letter.

This periodical contains articles written by and for heads of school. To subscribe, contact: Educational Directions Incorporated, PO Box 768, Portsmouth, Rhode Island, 02871, TEL: 800-647-2794 (Subscription: \$47).

Heller, Gary S. "Teacher Empowerment-Sharing the Challenge: A Guide to Implementation and Success." National Association of Secondary School Principals Bulletin 77 (February 1993): 94-103.

Heller believes that principals advocating the benefits of collaborative decision making must show tolerance and encourage a wide variety of management, problem-solving, and decision-making abilities. He explains how staff development can aid the site-based management process.

Kuhlmann, Jim. "Hiring the Right Teacher: Focus on the Interview." Schools in the Middle 2 (Winter 1992): 19-21.

Kuhlmann asserts that the most important factor in hiring teachers is their ability to understand and relate to developing adolescents; however administrators often focus only on factors like teaching strategy or teamwork potential. He emphasizes that the most effective teachers guide students toward a sense of responsibility, are empathetic, listen well, and are confident, consistent and fair.

Kotter, John P. "What Leaders Really Do." Harvard Business Review 90 (May-June 1990): 103-112.

This article examines the differences between leadership and management. To order, contact: Harvard Business Review Publications, Operations Dept., Harvard Business School, Boston, MA 02163.

Senge, Peter. "The Leader's New Work: Building Learning Organizations." MIT Sloan Management Review 32 (Fall 1990).

Senge's article, based on his book The Fifth Discipline: The Art and Practice of Learning Organizations, describes new roles, skills and tools for leaders who wish to develop learning organizations. It discusses how to build organizations in which continuous learning occurs, and how to determine which people will best lead them.

Organizations and Catalogs

Leadership Resources for Non-Profit Professionals

Jossey-Bass Publishers

350 Sansome St., San Francisco, CA 94104

TEL: 800-965-7739 FAX: 800-605-2665

WEB: www.josseybass.com

The International Network of Principals' Centers

Harvard Graduate School of Education,

6 Appian Way, 336 Gutman Library, Cambridge, MA 02138

TEL: 617-495-9812

E-MAIL: Inpec@hugse1.harvard.edu

Web Sites

SCHOOLS-ADMIN-L

A newsgroup dealing with school management and administration issues. To subscribe, address an e-mail in the following way:

to: MAILSERV@ECC.TASED.EDU.AU

SUBSCRIBE SCHOOLS-ADMIN-L

firstname lastname

Professional Development

Articles and Publications

Anderson, Stephen, Carol Rolheiser and Kim Gordon. "Preparing Teachers to Be Leaders." Educational Leadership 55.5 (February 1998): 59-61.

This article details a teacher education pilot program which incorporated a school improvement project into beginning teacher preparation.

Barth, Roland S. The Principal Learner: A Work in Progress. Cambridge: International Network of Principals' Center, 1995.

Adapted from Roland Barth's remarks at Princeton University in 1995, this booklet enumerates eighteen conditions which promote learning on the part of principals. They include recognition, risk taking, collegiality and role models.

Darling-Hammond, Linda. "The Quiet Revolution: Rethinking Teacher Development." Educational Leadership 53.6 (March 1996): 4-10.

Darling-Hammond provides suggestions for creating a highly qualified and committed teaching force through teacher preparation, staff development, and greater teacher autonomy.

Darling-Hammond, Linda. "Teacher Learning that Supports Student Learning." Educational Leadership 55.5 (February 1998): 6-11.

This article explains what teachers need to know in order to keep up with today's standards, and the kinds of preservice training and ongoing professional development that can help ensure their success.

Δ Gullatt, David E. "Effective Leadership in the Middle School Classroom," a paper presented at the National Middle School Association Conference, November 1-4, 1995.

Gullatt identifies teacher leadership traits crucial for the middle school level and how staff development training can enhance these skills. He also explores the history of junior high and middle school movements.

Halford, Joan Montgomery. "Easing the Way for New Teachers." Educational Leadership 55.5 (February 1998): 33-36.

Halford tells how schools can support novice educators so that they not only survive but thrive.

Kay, Richard S. "A Definition for Developing Self-Reliance." Mentoring: Developing Successful New Teachers. Eds Theresa M. Bey and C. Thomas Holmes. Reston: Association of Teacher Educators.

Kay offers a workable definition of mentoring, and articulates a set of guidelines that will encourage and support productive mentoring activities and relationships.

Shevitz, Susan L. and Susanne A. Shavelson. Professional Growth and Communal Change: Proceedings of the Consultation on Professional Development for Jewish Educational Leaders. Waltham: Benjamin S. Hornstein Program in Jewish Communal Service, 1997.

A publication examining the issue of continued professional education for Jewish educational leaders.

Tovey, Roberta, ed. Professional Development. Harvard Education Letter Focus Series 4. Cambridge, MA: Harvard University Press, 1998.

This pamphlet contains articles from the Harvard Education Letter that deal with aspects of professional development. Topics include teacher networks, peer review, and practitioner research.

Wollman-Bonilla, Julie E. "Mentoring as a Two-Way Street." Journal of Staff Development 18 (Summer 1997): 50-52.

Wollman-Bonilla explores how mentors also benefit from their experience through a boost in self-esteem, a reduced feeling of isolation, the chance to reflect on their own practice, and the knowledge they gain from their protégés.

Zeldin, Michael, and Sara Lee, editors. Touching the Future: Mentoring and the Jewish Professional. Los Angeles: Hebrew Union College, 1995.

A compendium of some of the best material on mentoring from the Jewish community. Its articles address the challenges of educating leaders as well as the enormous potential mentoring offers. They also discuss the trust, honesty, and willingness to reflect which are so essential to the mentoring process.

Summer Institutes

Kekst Family Summer Institute
Education Department, The Jewish Museum
1109 Fifth Ave., New York, NY 10128
TEL: 212-423-3231 FAX: 212-423-3232
WEB: www.thejewishmuseum.org
A teacher-training institute.

The Principals' Center Summer Institute
Harvard Graduate School of Education
336 Gutman Library, 6 Appian Way, Cambridge, MA 02138
TEL: 617-495-1825 FAX: 617-495-5900

Independent School Management Summer Institute
1316 North Union St., Wilmington, DE 19806-2594
TEL: 302-656-4944 FAX: 302-656-0647
E-MAIL: ism@isminc.com

Summer Institute for Jewish Educators
University of Judaism, Jill Lasker, Registrar
15600 Mulholland Dr., Bel Air, CA 90077
TEL: 310-476-977, ext. 296 FAX: 310-471-3657

Organizations

The Klingenstein Visiting Fellows Program
Teachers College, Columbia University
Carolyn Finegold - Program Coordinator
TEL: 212-678-3449
E-MAIL: jrj9@columbia.edu

The Cleveland College of Jewish Studies
TEL: 888-336-2257
WEB: www.ccjs.edu

Offers masters and continuing education programs through video conference distance learning technology. Programs are for educators and those involved in the Jewish community. The College has access to over 300 video conference sites throughout the nation.

The Distance Learning Project
att: Michael Starr, Jewish Theological Seminary
3080 Broadway, NY, NY 10027
WEB: www.jtsa.edu/melton/courses

This project offers courses designed and taught by JTS faculty via the Internet. Courses cover topics like, "Teaching Jewish Theology," and "A Jewish Educator's Guide to the Internet."

Ha' Shaar (Judaic Teacher Training Program)
131 West 86th St., New York, NY 10024
TEL: 212-595-0307 FAX: 212-595-0679

Teacher Educator Institute
Council for Initiatives in Jewish Education
15 E. 26th Street, #1817, New York, NY 10010
TEL: 212-532-2360 FAX: 212-532-2646

Secondary School Leadership Training Institute
Dr. James Hyman, The Jewish Theological Seminary
3080 Broadway, New York, NY 10027-4649
TEL: 212-678-8873

Reflectivity

Articles and Publications

Ash, Tom. Reflective Teaching. U.S. Department of Education Strategies Series no. 11. Washington: Saskatchewan Instructional Development and Research Unit and Professional Development Unit, 1993.

This booklet shows teachers how to plan a self-guided examination of their practice.

Education Leadership 48.6 (March 1991). [entire issue]
Discusses Donald Schon's The Reflective Educator.

Hall, Irene, Carolyn H. Campbell and Edward J. Miech, editors. Class Acts: Teachers Reflect on Their Own Classroom Practice. Harvard Educational Reprint series no. 29. Cambridge: Harvard University Press, 1997.

A collection of articles by primary and secondary school teachers, all of whom demonstrate how, "inquiry into the world of the classroom over time can blur traditional dichotomies between...teaching and learning..." These classrooms become communities in which teacher and students are individuals who learn together and from one another.

Mars, Alvin. "The Day School Principal and Reflective Practice." Curriculum, Community, Commitment: Views on the American Jewish Day School. Daniel J. Margolis and Elliot Salo Schoenberg, eds. West Orange, NJ: Behrman House, 1992.

This article applies the thinking of Schon's The Reflective Practitioner to the realities of Jewish day school practice.

Schon, Donald. The Reflective Practitioner. New York: Basic Books, 1983.

Donald Schon's pioneering study describes the manner in which successful professionals work, and how reflective action fosters creativity.

Zeldin, Michael. Collaborative Reflective Practice: School Improvement in a Jewish Day School. Conference of the Research Network in Jewish Education, 1992.

When administrators discovered that students were not internalizing the school's most cherished values, they strove to understand the situation by studying the children's daily lives. Zeldin illustrates how research and action merged into collaborative reflective practice at this large Jewish day school. To order, contact: Hebrew Union College, 3077 University Avenue, Los Angeles, CA 90007, TEL: 213-749-3424.

Evaluation

Articles and Publications

Chervin, Steven, et al. Evaluating School Leadership: A Handbook for School Committees on Searching, Interviewing and Evaluating Principals. Boston: Bureau of Jewish Education of Greater Boston, 1991.

This book supplies guidelines for a school committee's evaluation of their principal, as well as for the principal's and the committee's own self-evaluations.

Johnson, Eric W. Evaluating the Performance of Trustees and School Head. Washington, D.C.: National Association of Independent Schools, 1986.

Johnson shows how evaluation can be both a bridge to effective Board-Head relations and a tool help people perform at their best.

Leithwood, Kenneth and Robert Aitken. Making Schools Smarter: A System for Monitoring School and District Progress. Thousand Oaks: Corwin, 1995.

A technical handbook for developing a system of collaborative assessment, strategic planning, and accountability in individual schools as well as school districts. Guidelines are provided for using the data produced to make practical improvements.

Manual for School Evaluation. Bedford: New England Association of Schools and Colleges, 1994.

This manual is used by the New England accreditation association. It discusses achieving the three goals of institutional accreditation: school improvement, quality assurance, and school self-evaluation.

Margolis, Daniel. "Evaluating Schools." The Jewish Family Book. Sharon Strassfeld and Kathy Green, editors. New York: Bantam Book, 1981.

A guide for parents choosing a child's school, this article is also useful to those attempting to interest families in their own school. Topics addressed include: atmospherics, people, daily program, relationships between staff and students, theory and practice, philosophic principles, and curriculum design.

△ National Study of School Evaluation: Evaluative Criteria for Middle Level Schools. Falls Church, VA: The National Study, 1990.

This three-step assessment plan follows a school's self-evaluation, the visiting committee's review, and the implementation of suggestions. The book includes detailed evaluation forms on subjects like philosophy, curriculum design, and student activities. These questions could also help in planning a new school.

Organizations

National Evaluation Institute Center for Research on
Educational Accountability and Teacher Evaluation
The Evaluation Center, Western Michigan University
Kalamazoo, MI 49008-5178

◆ Effective Schooling Practices ◆

Children's Needs

Articles and Publications

Chapman, Anne. A Great Balancing Act: Equitable Education for Girls and Boys. Washington, D.C.: National Association of Independent Schools, 1997.

Chapman presents recent research on educationally relevant gender based differences. She offers practical, classroom-tested suggestions on how to avoid trammeling either girls or boys, overcome negative aspects of gender stereotyping, and maximize learning potential for both sexes.

Charney, Ruth Sidney. Habits of Goodness: Case Studies in the Social Curriculum. Greenfield, MA: Northeast Foundation for Children, 1997.

Six case studies by elementary teachers about teaching their students the habits of goodness.

Hallowell, Edward and Michael G. Thompson. Finding the Heart of the Child: Essays on Children, Families, and Schools. Braintree, MA: Association of Independent Schools in New England, 1993.

This collection of essays by two psychiatric professionals helps all adults gain a better understanding of children, adolescents and themselves. Topics include: "On Childhood and Adolescence," "Disorders and Traumas," and "To Teachers and Other Adults."

Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed Ability Classrooms. Alexandria: Association for Supervision and Curriculum Development, 1995.

Tomlinson helps teachers determine what differentiated instruction is, why it is appropriate for all learners, and how to make it work in the classroom.

△ Vogel, Robert. The Flexible Scheduling Alternatives Project. Merion Station, PA: Akiba Hebrew Academy.

The culminating report from a year-long investigation into intensive block scheduling by the Akiba Hebrew Academy faculty. It includes: the team's findings, descriptions of staff development workshops, a discussion of special needs students in the context of block scheduling, and a full bibliography. To order, contact The Center For Educational Initiatives, Akiba Hebrew Academy, P.O. Box 173, Merion Station, PA, 19066 (\$55/copy).

Web Sites

www.indiana.edu/~eric_rec/ieo/bibs/multiple.html

Abstracts of books and articles on multiple intelligences and links to other multiple intelligences pages.

www.d.umn.edu/student/loon/acad/strat/lrnsty.html

Lists many sources on learning styles as well as a learning style inventory.

The Art of Teaching

Articles and Publications

Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

Danielson describes the interrelated aspects of a teacher's role that improve student learning like planning and preparation, classroom environment, and professional responsibilities. Her book grew out of experiences training assessors for the Educational Testing Services' PRAXIS program to certify new teachers.

Δ Egan, Kieran. Imagination in Teaching and Learning: The Middle School Years. Chicago: U of Chicago P, 1992.

Egan discusses characteristics of the typical student's imaginative life, and how teachers can plan lessons to engage this side of their students.

Feden, Preston D. "About Instruction: Powerful New Strategies Worth Knowing." Educational Horizons (Fall 1994). 18-24.

Feden argues that while there is more to education than cognition, cognitive science can drive progress and help teachers make decisions that promote their students' educational well being. He covers key cognitive science concepts and then translates them into instructional practice. Strategies discussed include: core concepts, interactive lecturing, and attention to learning styles.

The Harvard Education Letter 13 (July/August 1997). [entire issue]

Includes articles on language rich home and school environments, activities to develop oral language skills, and California's initiative to reduce class size.

Henderson, Nan and Mike M. Milstein. Resiliency in Schools: Making It Happen for Students and Educators. Thousand Oaks: Corwin P, 1996.

Henderson and Milstein show us how caring educators can foster resiliency in themselves, the classroom, and among individual children. They discuss activities used in school and community settings, and provide tools to help evaluate the process of enhancing protective factors in schools for both students and teachers.

Miller, Edward and Roberta Tovey, eds. Motivation, Achievement, and Testing. Harvard Education Letter Focus Series 2. Cambridge, MA: Harvard University Press, 1996.

This booklet contains articles that summarize and clarify recent research on the complex and interrelated issues of motivation, achievement and testing.

Rottier, Jerry. "The Principal and Teaming: Unleashing the Power of Collaboration." Schools in the Middle 5 (May-June 1996): 31-36.

Rottier addresses the principal's role in nurturing effective team teaching. Strategies discussed include hiring new teachers with teaming in mind, evaluating teachers on teams, team training as part of staff development, team leaders, getting feedback from students, and visiting team meetings.

Shulman, Lee. Communities of Learners and Communities of Teachers. Jerusalem: The Mandel Institute, 1997.

Shulman's important 1995 public address discusses developing communities of teachers to promote learner communities. He praises the use of case methods which allow teachers to reflect on real experiences, and concludes that, "An effective school is an institution that is as educative for its teachers as it is for its students. It creates the same kinds of conditions for both."

Δ Stavro, Sophie. "Bringing It All Together." Middle School Journal 24 (Nov. 1992): 67-69.

Cooperative learning helps avert potential conflict in middle school classrooms, and functions as a positive alternative to tracking, remediation, and special education. Stavro asserts that both the experience of individual team members and the total productivity of the group are enhanced through teamwork.

Organizations and Catalogs

Association for Supervision and Curriculum Development (ASCD)

1703 North Beauregard St., Alexandria, VA 22311-1714

TEL: 703-578-9600 FAX: 703-575-5400

WEB: www.ascd.org E-MAIL: member@ascd.org

Quality Education: The Effective Schools Program

McRel: The Mid-Continent Regional Educational Laboratory

4709 Belleview Ave., Kansas City, MO 64112

The Responsive Classroom

Northeast Foundation for Children

71 Montague City Road, Greenfield, MA 01301

TEL: 800-360-6332

Provides strategies to help increase academic performance and social skills. The foundation also runs workshops which introduce participants to techniques like managing "morning meetings" and "establishing rules and logical consequences."

Rethinking Schools: Resources for Equity and Social Justice

1001 E. Keefe Ave., Milwaukee, WI 53212-9805

TEL: 800-669-4192 FAX: 414-964-7220

E-MAIL: RSBusiness@aol.com WEB: www.rethinkingschools.org

Web Sites

glcf.org/universal/learnlive/book/eresources/educators.html

The George Lucas Educational Foundation site provides this annotated and alphabetized list of links for educators. The links range from curricula to multiple intelligence to music teachers' resources and beyond.

Special Needs

Articles and Publications

Byrd, Dona E. "Peer Tutoring with the Learning Disabled: A Critical Review." Journal of Educational Research 84 (Nov/Dec 1990): 115-118.

Byrd discusses peer tutoring different techniques, and provides suggestions for implementing peer-tutoring programs.

Levine, Mel. All Kinds of Minds: A Young Student's Book About Learning Abilities and Learning Disorders. Cambridge, MA: Educators Publishing Service, 1993.

Levine addresses the topics of attention deficit, reading disorders, memory problems, language disorders, social skills problems, and motor skills problems.

Levine, Mel. Keeping A Head in School: A Students' Book About Learning Abilities and Learning Disorders. Cambridge, MA: Educators Publishing Service, 1997.

This book empowers students with learning disorders to advocate for themselves, use adults as resources, and see themselves as strong, resilient individuals. Written for pre-adolescents/adolescents to read and then discuss with a parent, teacher, or clinician. Topics include: specific learning disorders and their causes, language skills, and how students' social lives are affected.

Levine, Mel. Educational Care: A System for Understanding and Helping Children with Learning Problems at Home and in School. Cambridge, MA: Educators Publishing Service, 1997.

Levine favors observation and description instead of labeling for learning and behavior disorders. He presents detailed explanations of clearly identifiable problems like weak attention controls, chronic misunderstanding, delayed skill acquisition, and poor adaptation. He stresses the recognition, understanding, and management of these problems over trying to determine their causes.

Inclusion and Special Education. Harvard Education Letter Focus Series 1. Cambridge: Harvard University Press, 1996

This report contains articles that summarize and clarify recent findings on special education as well as listing the best sources for more information.

The Jewish Special Educator.

A periodical published by the Board of Jewish Education of Greater New York

Ten Da'at 7 (Fall 1993). [entire issue]

Web Sites

www.jesna.org/networks/spced/spedres.htm

Provides extensive on-line links and in-print curricular resources (with order information) for Jewish oriented special education.

www.slip.net/~bjesf/BATTAT_CENTER/PRINT/print.specialed.html

Provides a bibliographic list of special education materials, some of which are specifically Jewish.

www.Idonline.org

Interactive guide to learning disabilities for parents, teachers, and children.

www.hood.edu/seri

A collection of Internet accessible information resources of interest to those involved in special education.

Organizations

All Kinds of Minds

P.O. Box 3580, Chapel Hill, North Carolina 27515

TEL: 919-933-8082

WEB: www.AllKindsOfMinds.org

Board of Jewish Education of Greater Washington

Special Needs Department

4829 Wyaconda Road, Rockville, MD 20852

TEL: 301-984-4455 FAX: 301-230-0267

Etta Israel Center

8846 West Pico Blvd., Los Angeles, CA 90035

TEL: 310-285-0909 FAX: 310-288-3099

E-MAIL: etta613@aol.com

Dedicated to serving youth with special needs.

Keshet

3210 Dundee Rd., Northbrook, IL 60062

TEL: 847-205-1234 FAX: 847-205-1530

E-MAIL: keshet2@aol.com WEB: www.keshet.org

Keshet provides educational and recreational programs for Jewish children with special needs, and gives them the opportunity to participate in the mainstream of their community.

Technology

Articles and Publications

Brunner, Cornelia. "Opening Technology to Girls: The Approach Computer-using Teachers Take May Make the Difference." Electronic Learning (February 1997): 55.

Brunner discusses the classroom impact of the different ways males and females feel about technology.

Hawkins, Jan. "Dilemmas." Education and Technology: Reflections on Computing in Classrooms. Charles Fisher et al, editors. San Francisco: Jossey-Bass, 1996.

Hawkins discusses the disappointments of past educational reform efforts, and explores how technology could be a key to meeting new challenges.

"Judging Student Multimedia: Fifteen Criteria Teachers Need to Effectively Assess Kids' Projects." Electronic Learning (May/June 1996): 14-15.

This article suggests some benchmarks teachers should look for in their students' multimedia projects.

Levine, Caren N. "Jewish Education and the Media of Jewish Learning." Agenda: Jewish Education 1 (Winter 1993): 24-28.

Levine reviews a variety of concepts related to communications media and Jewish education including Jewish uses of media and technology in the past, and current education initiatives. This journal is published by and available from JESNA.

Miller, Edward, ed. Technology and Schools. Harvard Education Letter Focus Series 3. Cambridge, MA: Harvard University Press, 1997.

This booklet contains articles that summarize and clarify recent research about technology in schools and provides resources for further investigation.

O'Neil, John. "On Technology Schools: A Conversation with Chris Dede." Educational Leadership 53 (October 1995): 6-12.

In this interview, Chris Dede reviews why "the graveyard of school reform is littered with technological innovations that failed to live up to their advance billing." Dede believes the problem arises from grafting technological solutions onto antiquated structures and traditional learning approaches.

Phillips, Melissa. "Beyond the "Best CDs" List: Helping Teachers Learn to Evaluate Multimedia for Themselves." Electronic Learning (May/June 1996) 16.

This article provides a checklist to evaluate multimedia.

Organizations

New Laboratory for Teaching and Learning
The Dalton School
108 East 89th St., New York, NY 10128
TEL: 212-423-5381 FAX: 212-423-5372
WEB: www.dalton.org/departments/nltl/

The Laboratory was established at Dalton to explore how computers and advanced information technologies can help build the schools of tomorrow.

Web Sites

www.us.net/e-rate/

E-Rate, the Universal Service Fund, was created in 1996 by the FCC Telecommunications act and is designed to help schools and libraries decrease the costs of getting "hooked-up" to the internet. This site describes the program and provides a link to an on-line application.

INTER-JED

An internet and Jewish education list. To subscribe, address an e-mail in the following way:

to: listserv@shamash.org

sub: inter-jed First Name Last Name

For information about current list direction and different types of Net and Web based projects in Jewish education, send to the same e-mail address with the following messages:

welcome inter-jed

info inter-jed

www.jesna.org/resource/rsc/bib.htm

This site provides a list of books and other bibliographic resources for educational technology.

www.jewishsf.com/bk960315/etarom.htm

Information on the new interactive Pesach seder CD-Rom for kids (\$50). To order call: 1-800-871-0694 .

♦ Curriculum and Learning ♦ Experiences

Combining Theory, Research and Practice

Articles and Publications

△ Alexander, William M. and Paul S. George. The Exemplary Middle School. Fort Worth: Harcourt Brace Jovanovich, 1993.

Experts in how to meet middle school students needs, these authors relate theory and research to every day teaching. The book includes topics like classroom instruction and management, teachers as advisors, time and space organization, and interdisciplinary team teaching. Each strategy discussed includes a helpful detailed analysis of both its positive aspects and typical problems.

Creating an Environment That Transforms Jewish Lives: A Programmatic Resource Book. New York: The AVI CHAI Foundation, 1994.

This book contains the keynote address and program models on the topics of Torah, avodah and gemilut chasidim presented at the 1994 Los Angeles conference "Creating an Environment That Transforms Jewish Lives."

△ Irvin, Judith L., editor. What Current Research Says to the Middle Level Practitioner. Columbus, OH: National Middle School Association, 1997.

A collection of articles synthesizing current middle-level educational research in an easy to follow prose format. Topics include interdisciplinary team organization, exploratory curricula, and home-school partnerships. Articles are useful for administrators as well as for public relations committees who can use these expert sources to substantiate a school's educational practice.

Lemlech, Johanna Kasin. Curriculum and Instructional Methods for the Elementary and Middle School. New York: Macmillan, 1994.

Lemlech's text targets both prospective and experienced teachers and provides a mix of theory and practical examples. It includes sections on American education history, elementary and middle school curricula, and the teacher as a professional. Diagrams, examples, charts, and brief research summaries are included.

Schwab, Joseph. "The Religiously-Oriented School in the United States: A Memorandum on Policy." Conservative Judaism (Spring 1964): 1-15.

A lesser known work by Schwab, this was originally commissioned by the Melton Research Center as a policy paper on the afternoon religious school. Schwab develops very effectively the importance of peerage, lineage, and linkage in the education of early adolescence.

Organizations

Education Development Center
55 Chapel St., Newton, MA 02158-1060
TEL: 617-969-7100
WEB: www.edc.org

Curriculum Development and Implementation

Articles and Publications

△ Achieving Excellence Through the Middle Level Curriculum. Reston, VA: National Association of Secondary School Principals' Council on Middle Level Education, 1993.
This short volume helps teachers define and implement curricular agendas. The authors focus on providing for middle school students' varying needs and levels of readiness. While the significance of how students are taught (including strategies like team teaching and block scheduling) is recognized, the curriculum itself is deemed vitally important.

Fitzpatrick, Kathleen. Indicators of Quality Information Technology Systems in K-12 Schools. Schaumburg, IL: National Study of School Evaluation, 1996.
Fitzpatrick shows how schools can apply technology as a teaching tool and provide students with technological skills they'll need for future careers. The publication consists mainly of annotated goal lists, ranging from basic student performance to staff development to financial planning. Also included is a planning framework to help schools incorporate new advances in information technology.

Glatthorn, Allan A. Developing a Quality Curriculum. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
A how-to book that details procedures for understanding and effectively practicing the curriculum development process.

Levy, Steven. Starting From Scratch: One Classroom Builds Its Own Curriculum. Portsmouth, NH: Heinemann, 1996.
This book includes reflections on teaching, discipline and character building techniques and project examples.

Manning, Maryann Murphy, Gary Manning and Roberta Long. Theme Immersion: Inquiry-Based Curriculum In Elementary and Middle Schools. Portsmouth: Heinemann, 1994.
Theme Immersion is the extensive study of a single topic, issue, or question. Teachers guide students as together they search resources, decide direction and determine how to share their knowledge. Specific unit examples, implementation and evaluation are all discussed. Also contains excellent resources including an annotated bibliography and helpful organizations to contact for information.

Morrison, George S. Contemporary Curriculum K-8. Boston: Allyn and Bacon, 1993.
Morrison presents the latest curricular and instructional strategies as well as examples of implementations. Written for teachers in training, this book is also a good reference for seasoned professionals. Chapters address issues like curriculum theory and development, evaluating curriculum, and special needs students.

Δ Williamson, R. Scheduling the Middle Level School to Meet Early Adolescent Needs. Reston: National Association of Secondary School Principals, 1993.
A handbook for administrators planning a master schedule, this book deals with both philosophy and implementation. Topics include development and implementation, suggestions for flexible block scheduling, team teaching programs, staffing concerns, and determining scheduling priorities.

Curriculum Evaluation

Articles and Publications

Clem, Stephen C. and Z. Vance Wilson. Paths to New Curriculum. Washington D.C.: National Association of Independent Schools, 1991.
Provides "a model process for the evaluation and review of curriculum."

Curriculum Integration

Articles and Publications

Educational Leadership 48 (October 1991). [entire issue]
An issue devoted to integrating curriculums.

Fogarty, Robin. The Mindful School: How to Integrate the Curricula. Palatine: IRI/Skylight Training and Publishing, 1991.
This book discusses ten models of integrated curriculum: fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked.

Fogarty, Robin. "The Integrated Curriculum." Instructor (October 1992): 34-35.
This article introduces ten models for integrating the curricula, including what each one means and how each one works.

△ Lounsbury, John H., editor. Connecting the Curriculum Through Interdisciplinary Instruction. Columbus: National Middle School Association, 1992.

Lounsbury argues that despite much praise for interdisciplinary teaching, most schools are not fully implementing this practice. He then provides a guide to theory and practice for middle-level administrators and teachers "to install truly integrated education" while avoiding pitfalls of team teaching. Topics include team organization, planning, and assessing team development.

Solomon, Bennett. "Curricular Integration in the Jewish All-Day School in the United States." Diss. Harvard University, 1979.

A pioneering work by this late talented educator in which he outlines different conceptions of integration and proposes new directions for day schools. These ideas also appear in Curriculum, Community, Commitment (see Incorporating Jewish Values and Texts, p.7.)

Sample Curricula

Articles and Publications

Christ, George M. "Curriculums with Real-World Connections." Educational Leadership 52 (May 1995): 32-35.

Christ provides explanations and examples of activities from Real World Connections, a program dealing with the relationship between a course's content and the world of work.

A Curriculum on Jewish Unity. New York: Coalition for the Advancement of Jewish Education, 1997.

A collection of essays by Rabbis Bradley Artson, Richard Levy, David Wolpe, Nina Cardin, and David Hartman and accompanying texts and questions for discussion. To order, contact the CAJE curriculum bank (see listing below), or read on-line at www.caje.org/unity.htm.

Wachs, Saul P. Solomon Schechter Day School Teacher's Manual: Tefillah Curriculum for Gan and Alef Classes. New York: United Synagogue of Conservative Judaism Commission on Jewish Education, 1997.

This curriculum is focuses on the goal of introducing children to tefillah and nurturing spirituality in preschool, kindergarten, and first grade.

Organizations

Coalition for the Advancement of Jewish Education (CAJE) Curriculum Bank

c/o University of Judaism

15600 Mulholland Dr., Los Angeles, CA 90077

TEL: 800-225-3372 FAX: 310-471-1278

WEB: E-MAIL: caje@uj.edu

The Curriculum Bank collects educational materials of all types, including sample curricula on a variety of topics. Their web site contains an excellent searchable data base of their collection.

Facing History and Ourselves

16 Hurd Rd., Brookline, MA 02146-6919

TEL: 617-232-1595 FAX: 617-232-0281

A national organization devoted to teaching about the dangers of indifference and the value of civility by helping students and teachers confront the complexities of history. It provides a course of study for middle and high school classes focusing on events that led to the Holocaust and the results of genocidal policies.

Web Sites

www.clp.berkeley.edu/CLP/CLP_Curriculum/curriculum.html

The Computer as Learning Partner site provides, in addition to other resources, a 12-week lab-based energy curriculum. It includes full descriptions of activities and helps students understand, rather than simply memorize, scientific concepts.

www.clp.berkeley.edu/KIE/curriculum/curriculumlibrary.html

The Knowledge Integration Environment site includes this curriculum library of class projects and tips for teacher use. Project titles include "Houses in the Desert," "How Far Does Light Go," and "Dinosaur Extinction."

www.ccet.ua.edu/

The Center for Communication and Educational Technology provides distance learning technology. Among their many projects is an integrated science curriculum for middle schools.

www.israelives.org

Provides resources for curriculum on Israel and links to other Jewish Education site.

◆ Cultivating and Maintaining ◆ Community Links

PEJE is interested in growing a literature on developing links among day school, home, synagogue, broader Jewish community, and Israel. Unfortunately, the resources available on this subject are few in number. We welcome your recommendations, comments and experiences.

Abbott, John. "Children Need Communities-Communities Need Children." Educational Leadership 52 (May 1995): 6-10.

Abbott claims we must replace the Industrial Revolution era educational model that molds students into cogs for the working world. To ensure that today's students are capable of the higher order thinking skills the modern world demands, we must make sure that learning and community are interconnected.

Educational Leadership 52 (May 1995). [entire issue]

Elkind, David. "School and Family in the Postmodern World." Phi Delta Kappan (September 1995): 8-14.

The postmodern school adapts in response to families and the larger society instead of transforming through a conscious pursuit of education reform. Elkind traces how the today's schools are gradually assuming more parental functions, mirroring changes in family and community.

Jurkowski, Martha. "Alliance for Achievement at Kingston School." School Community Journal 1 (Spring-Summer 1991): 43-46.

Jurkowski describes how a principal bridged the gap between school and home.

Δ McPherson, Kate. "Service Learning: Making a Difference in the Community." Schools in the Middle 6 (Jan.-Feb. 1997): 9-15.

Service learning programs can help students develop positive self concept— an essential key for academic success. McPherson describes sample programs and implementation plans for integrating the benefits of service learning into school life. Also contains an annotated list of organizations.

Thompson, Scott. "The Community as Classroom." Educational Leadership 52 (May 1995): 17-21.

Thompson explores how six schools sustained community partnerships through a nationwide service learning project. He details the elements that made these projects work and how they enriched students' lives.

Warner, Carolyn. Everybody's House-The Schoolhouse: Best Techniques for Connecting Home, School and Community. Thousand Oaks: Corwin P, 1997.

Warner provides practical, tactical and strategic assistance for leaders who want to involve their constituencies in the education process.

◆ Marketing and Public Relations ◆

Articles and Publications

Rick Cowan, ed. The Next Marketing Handbook for Independent Schools. Washington, D.C.: National Association of Independent Schools, 1997.

A how-to resource book featuring the combined expertise of eighteen independent school marketing specialists.

Organizations

Independent School Management Summer Institute

1316 North Union St., Wilmington, DE 19806-2594

TEL: 302-656-4944 FAX: 302-656-0647

E-MAIL: ism@isminc.com

The Independent School Management's Summer Institute sponsors a six day seminar entitled "Marketing Your School: Student Recruitment and Retention". Contact Independent School Management for updated seminar information.

◆ Fundraising ◆

Articles and Publications

Bauer, David. Educator's Internet Funding Guide: Classroom Connect's Reference Guide for Technology Funding. Lancaster: Wentworth Worldwide Media, 1997.

This book and CD-Rom provide strategies for seeking technology program and internet access funding. Bauer's experience running an educational grant consulting firm leads to high quality examples, charts, and quizzes to guide schools through this process. Also includes an appendix of internet resources.

Bauer, David. The Principal's Guide to Grant Success. New York: Scholastic, 1994.

A practical "how-to" book on grant seeking and fostering cooperative relationships between teachers, parents, and community members. Charts, forms, and checklists help provide a step-by-step path through the grant seeking process.

Colson, Helen A. Philanthropy at Independent Schools. Washington, D.C.: National Association of Independent Schools, 1996.

A guide to running successful fund-raising campaigns, Colson's book covers a range of topics from starting a development office to seeking major capitol gifts. A top selling book in the independent school world.

Ideas and Perspectives 21 (November 11, 1996). [entire issue]

Organizations

Council for Advancement and Support of Education (CASE)
Suite 400, 11 Dupont Circle, Washington, DC 20036-1261
TEL: 202-325-5900 FAX 202-387-4973
E-MAIL: membership@ns.case.org

Research Grant Guides, Inc.
P.O. Box 1214, Loxahatchee, FL 33470
TEL: 561-795-6129 FAX: 561-795-7794

Grants for School Districts Hotline
23 Drydock Ave., Boston, MA 02210-2387
TEL: 800-229-2084 FAX: 800-539-8839

The Grantsmanship Center Magazine
1125 W. Sixth St., Fifth Floor, P.O. Box 17220
Los Angeles, CA 90017
TEL: 213-482-9860 FAX: 213-482-9863

The Fund Raising School
Indiana University Center on Philanthropy
550 West North St., Suite 301, Indianapolis, IN 46202-3162
TEL: 800-962-6692 FAX: 317-684-8937
Offers courses to help you fund raise.

Web Sites

glef.org/universal/grants/grants.html#website
The George Lucas Educational Foundation site provides an annotated list of web sites with grant information. Many entries include contact information as well as web site links.

www.morriscatholic.org/grants.html
Provides links to private and government organizations that give educational grants.

fdncenter.org/onlib/orient/intro1.html
The Foundation Center's online orientation course for grantseeking.

◆ Special Middle School Features: ◆ Meeting Adolescent Needs

Articles and Publications

Allen, Harvey A., Fred L. Splittgerber and M. Lee Manning. Teaching and Learning in the Middle Level School. New York: Macmillan, 1993.

Written as a text for teacher education students, this book is useful for all educators. It advocates addressing adolescent's personal, social, and academic needs holistically. Topics include: curriculum integration, school links with family and community, and guidance systems. Charts and case studies illustrate the information's applications. Includes a list of mid-level education organizations.

Beane, James A. and Richard P. Lipka. When the Kids Come First: Enhancing Self Esteem. Columbus: National Middle School Association, 1987.

Beane and Lipka argue that while many schools purport to develop students' positive self-concepts, daily interactions, curriculum and classroom management trump any concerns for self-esteem. They propose that schools must actively boost self-esteem rather than assume it is a good school's natural by-product.

Capelluti, Jody and Donald Stokes. Middle Level Education: Policies, Programs, and Practices. Reston: National Association of Secondary School Principals, 1991.

Leaders in the field address middle-level education issues. Topics include how to meet student and staff needs, easing the transition to high school, student groupings, leadership qualities, and guidance counseling programs.

Georgiady, Nicholas P. and Louis G. Romano. Successful Characteristics of a Middle School. East Lansing: Michigan Association of Middle School Educators, 1992.

This booklet details characteristics of successful middle school programs. Topics include: personalized student evaluation, independent study, community relations, social experiences, physical education, and multi-media approaches. To order: Michigan Association of Middle School Educators, Michigan State University, College of Education, 419 Ericson Hall, East Lansing, MI 48824-1034, TEL: 517-355-1855, FAX: 517-353-6393.

Finks, Harry. Middle School Handbook. Washington, D.C.: National Association of Independent Schools, 1990.

Fink, an experienced middle school head, provides viable guidance with an excellent blend of theory and practice.

Forte, Imogena and Shurr, Sandra, ed. The Definitive Middle School Guide: A Handbook for Success. Incentive Publications, Nashville, 1993.

Comprehensive and accessible, this guide is organized into independent modules for easy use in workshops and in-service programs. It covers topics like interdisciplinary teaming, student advising, cooperative learning, critical learning skills, and assessment, as well as the nuts and bolts of a successful middle school administration.

Muth, K. Denise and Donna E. Alverman. Teaching and Learning in the Middle Grades. Boston: Allyn and Bacon, 1992.

Muth and Alverman address how teachers can best meet adolescents' physical, social, and emotional needs. Topics include alternative curricula, effective planning, choosing teaching strategies, and managing classrooms. Examples, case studies, and charts illustrate the concepts and strategies discussed.

Middle School Journal.

A quarterly periodical published by the National Middle School Association/Midwest Middle School Association. (See organizations below for listing.)

Steinberg, Adria. Adolescents and Schools: Improving the Fit. Cambridge: Harvard University Press, 1993.

A collection of articles from The Harvard Education Letter. Authors included deal with research on why young adolescents often do not like school and explore innovative methods teachers use to get students interested. Articles cover subjects like "The Seventh-Grade Slump and How to Avoid it," "When Bright Kids Get Bad Grades," and "The Tracking Wars: Is Anyone Winning?"

Totten, Samuel, et al. Middle Level Education: An Annotated Bibliography. Westport: Greenwood P, 1996.

An annotated list of over 1,700 references to resources on middle level education in the US. Entries are organized in topical chapters including administration, core subjects, integrated curricula, and social issues, and also contains an extensive subject/author index.

Turning Points: Preparing American Youth for the 21st Century. Carnegie Council on Adolescent Development, Carnegie Corporation of New York, 1989.

This often cited report asserts that middle schools rarely meet the intellectual and emotional needs of adolescents. Therefore large numbers of students fall behind or begin high-risk behaviors like drug use. The report details recommendations like: small classroom communities with cooperative learning, elimination of tracking, more teacher control, involving parents, and connecting schools with communities.

Wavering, Michael James. Educating Young Adolescents: Life in the Middle. New York: Garland P., 1995.

A thick book including sections on the physical, social, and emotional characteristics of young adolescents, administrative concerns, curricular issues and affective teaching strategies. Each section is written by an expert in the field and includes a reference guide.

Organizations

National Middle School Association
2600 Corporate Exchange Drive, Suite 370, Columbus, OH 43231
TEL: 800-528-6672 FAX: 614-895-4750
WEB: www.nmsa.org

National Alliance of Middle Level Schools
P.O. Box 3250, Reston, VA 20195-1250
TEL: 800-253-7746 FAX: 703-476-5432

Web Sites

www.middleschool.com
This is a general Web site for middle schools.

◆ General Information ◆

Important Organizations and Resources

Association for Supervision and Curriculum Development (ASCD)

1703 North Beauregard St., Alexandria, VA 22311-1714

TEL: 703-578-9600 FAX: 703-575-5400

WEB: www.ascd.org E-MAIL: member@ascd.org

Independent School Management

1316 North Union St., Wilmington, DE 19806-2594

TEL: 302-656-4944 FAX: 302-656-0647

E-MAIL: ism@isminc.com

The International Network of Principals' Centers

Harvard Graduate School of Education,

6 Appian Way, 336 Gutman Library, Cambridge, MA 02138

TEL: 617-495-9812 E-MAIL: Inpec@hugsel.harvard.edu

The National Catholic Educational Association (NCEA)

1077 30th Street, NW, Suite 100, Washington, DC 20007-3852

TEL: 202-337-6232 FAX: 202-333-6706

The National Association for the Education of Young Children (NAEYC)

1509 16th St., NW, Washington, DC 20036-1426

TEL: 800-424-2460 FAX: 202-328-1846

E-MAIL: naeyc@naeyc.org

National Association of Independent Schools

Attn. Order Department, NAIS

1620 L. St. N.W., Suite 1100, Washington, D.C. 20036

TEL: 202-973-9700 FAX: 202-973-9790

WEB: www.nais.org

Publications include the useful general resource, Principles of Good Practice for Member Schools.

National Center for Non-Profit Boards

Publications Department, P.O. Box 92294

Washington, D.C. 20090-2294

TEL: 202-452-6262 or 800-883-6262 FAX: 202-452-6922

E-MAIL: service@ncnb.org WEB: www.ncnb.org

National Association of Secondary School Principals (NASSP)

1904 Association Drive, Reston, Virginia 20191

TEL: 703-860-0200 FAX: 703-476-5432

E-MAIL: nassp@nassp.org WEB: www.nassp.org

Frequently Referred to Periodicals

Educational Leadership *Monthly* Published by the Association for Supervision and Curriculum Development. (See organizations for order information.)

Harvard Education Letter *Bi-monthly* To subscribe, contact:
Harvard Education Publishing Group
Gutman Library Suite 349, 6 Appian Way, Cambridge, MA 02138
TEL: 1-800-513-0763 FAX: 617-496-3584

Journal of Staff Development *Quarterly* To subscribe, contact:
NSDC Business Office
P.O. Box 240, Oxford, OH 45056
TEL: 800-727-7288 FAX: 513/523-0638

Journal of Jewish Communal Service *Quarterly* To subscribe, contact:
Jewish Communal Service Association
3084 State Highway 27, Suite 9, Kendell Park, NJ 08824.

Schools in the Middle *Quarterly*

National Association of Secondary School Principals Bulletin *Monthly*

Both periodicals are published by the National Association of Secondary School Principals.
(See organizations for order information.)

Academic Training Institutions

William Davidson School of Education
Jewish Theological Seminary of America
3080 Broadway, New York, N.Y. 10027

Rhea Hirsch School of Education
3077 University Avenue, Los Angeles, CA 90007-3796

Hebrew Union College — Jewish Institute of Religion
School of Education
1 West 4th Street, New York, NY 10012

Yeshiva University — Azrieli Graduate School
245 Lexington Ave, NY, NY 10016

Reconstructionist Rabbinical College
1299 Church Road, Wyncote, PA 19095
RRC offers a masters program in education through the Rabbinical College.

Cross Denominational Jewish Education Organizations

Jewish Education Service of North America (JESNA)

111 Eighth Ave., 11th Floor, New York, NY 10011-5201

TEL: 212-284-6950

WEB: www.jesna.org

Council for Initiatives in Jewish Education (CIJE)

15 East 26th Street, Suite 1817, New York, NY 10010

TEL: 212-532-2360 FAX: 212-532-2646

Coalition for the Advancement of Jewish Education (CAJE)

261 West 35th Street, Floor 12A, New York, NY 10001

TEL: 212-268-4210

E-MAIL: 500-a447@mcimail.com

Denominational Day School Organizations

DATI *Orthodox*

Ms. Marsha Werbin, International Director

1451 W. Cypress Creek Rd., Suite 317, Ft. Lauderdale, FL 33309

TEL: 954-489-2765 FAX: 954-489-6447

Pardes *Reform*

Ms. Lenore Kipper, Judaic Studies Director

Beth Am Day School of Miami

5950 North Kendall Drive, Miami, FL 33156

TEL: 305-667-6667

Ravsak *Community*

Ms. Ada R. Michaels, Administrative Coordinator

Jewish Community Day School Network

255 College Cross, Unit 61, Norfolk, VA 23510

TEL: 757-623-2619 FAX: (757) 623-6653

Solomon Schechter *Conservative*

Dr. Robert Abramson, Director, Dept. of Education

The United Synagogue of Conservative Judaism

155 5th Avenue, New York, NY 10010

TEL: 212-260-8450 FAX: 212-353-9439

Torah Umesorah *Orthodox*

Rabbi Joshua Fishman, Exec. V.P.

160 Broadway, New York, NY 10038

TEL: 212-227-1000 FAX: 212-406-6934