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**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
STEERING COMMITTEE**

AGENDA

**Thursday, June 8, 1995, 9:30 AM -3:30 PM
New York**

	<u>Supporting Documents</u>	<u>Tab</u>	
I. Master Schedule Control		1	MLM
II. Minutes		2	VFL
III. Assignments		3	VFL
IV. CIJE Update			ADH
V. Regional Training Capacity	The Structure of Jewish Education	6b	W. Ackerman
	Building the Profession: In-Service Training	6c	
	Reforming Jewish Education	6d	
VI. Evaluation Institute	Draft Proposal: CIJE Evaluation Institute	6a	AGI
VII. Committee Chairs and Staff Meet			
VIII. Guidelines for CIJE Affiliated Communities		6e	GZD



Chair
Morton Mandel

October 9, 1995

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Seymour Fox
Mandel Institute
PO Box 4556
Jerusalem 91044 ISRAEL

Honorary Chair
Max Fisher

Dear Seymour,

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

On November 1, 1995, CIJE will hold its third Jewish Education Seminar for board members and invited guests. Dr. Arthur Green, Philip W. Lown Professor of Jewish Thought at Brandeis University, will speak on "In Quest of a Future: The Jewish Seeker on the North American Landscape."

Dr. Green will talk about the current hour in Jewish history and the search for new directions that seems to occupy the spiritual lives of many Jews. What are the sources of this widespread quest for meaning? Both American and Western as well as specifically Jewish contexts of this quest will be discussed.

Bringing together his work as a historian of religion and as an authority on Jewish mysticism and theology, Dr. Green will reflect on the inner lives of American Jews and their relationship to the Jewish community in this challenging time.

The seminar will take place on the evening of Wednesday, November 1 at UJA/Federation of Jewish Philanthropies, 130 East 59 St., New York. We will gather for conversation and dessert at 7:30 p.m.; the program will begin promptly at 8:00 p.m.

I am delighted to include a copy of "A Great Awakening," the talk delivered by Jonathan Sarna at the previous CIJE Jewish Education Seminar in April. Dr. Sarna's fascinating retrieval of the Jewish awakening at the turn of the century has powerful implications for our own revitalization today.

Executive Director
Alan Hoffmann

I hope you will be able to join us at the seminar. Please complete and return the enclosed reply form.

With best wishes for the year ahead.

MORTON L. MANDEL -- Chair

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Seminar with Dr. Arthur Green

- ☐ Yes, I plan to attend the seminar with Dr. Arthur Green at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street on Wednesday, November 1, gathering at 7:30 pm; seminar promptly at 8:00 pm.

- ☐ I plan to bring a guest to the seminar. _____

Name

- ☐ Sorry, I am unable to attend.

Name (please print)

Address

City

State/Province

Zip

Phone

Fax

Please return this form by fax to (212) 532-2646 or by mail to:

CIJE
15 East 26th Street
New York, NY 10010-1579

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Chair
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October 9, 1995

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Ann Kaufman
Matthew Maryles
Maynard Wishner

Annette Hochstein
Mandel Institute
PO Box 4556
Jerusalem 91044 ISRAEL

Honorary Chair
Max Fisher

Dear Annette,

Board
David Arnov
Daniel Bader
Mandell Berman
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John Colman
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Executive Director
Alan Hoffmann

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With best wishes for the year ahead.

MORTON L. MANDEL -- Chair

Chair

Morton Mandel

Vice Chairs

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Melvin Merians

Lester Pollack

Charles Ratner

Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

May 26, 1995

Annette Hochstein
Mandel Institute
15 Graetz Street
93111 Jerusalem, Israel

Dear Annette:

I hope you shared my pleasure at the very positive tone of our Board meeting last month. Since that time, we have continued to progress, with a focus on plans for summer projects. We look forward to sharing this with you at the next meeting of the Steering Committee, at the CIJE office in New York on Thursday, June 8, 9:30 a.m. to 3:30 p.m.

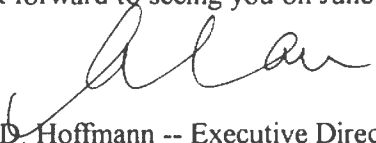
Enclosed you will find the agenda for our Steering Committee meeting, together with the following supporting documents for your review:

1. Draft Proposal: CIJE Evaluation Institute
2. Three papers by Walter Ackerman relating to training capacity
 - a. The Structure of Jewish Education
 - b. Building the Profession: In-Service Training
 - c. Reforming Jewish Education (To be read in concert with a, above)

In addition, a new draft of Guidelines for CIJE Affiliated Communities will be faxed to you prior to the meeting.

Please confirm your attendance plans by calling Ginny Levi at 216-391-1852.

I look forward to seeing you on June 8 and send warm regards.


Alan D. Hoffmann -- Executive Director

DRAFT PROPOSAL

CIJE EVALUATION INSTITUTE

PURPOSE

A guiding principle of the CIJE has been that initiatives in Jewish education need to be accompanied by evaluation. In this context, evaluation has three basic purposes: (1) to assist efforts to implement ongoing programs more effectively; (2) to determine, after an appropriate period of time, whether a program is sufficiently successful to warrant further effort and resources; and (3) to provide knowledge about what works and how, so that successful programs can be replicated in new places.

CIJE has tried to foster an "evaluation-minded" approach to educational improvement in its Lead Communities. In this effort we have seen some success. Federation staff at least pay lip service to the need to evaluate any new programs that are under consideration. More concretely, budgets for evaluation are being included in new programs. Most important, key staff and lay leaders in all three communities recognize the value of basing decisions on substantive information; as a case in point, they are using the findings of the CIJE Study of Educators as a basis for decision-making.

Our experience in the Lead Communities has made it clear that as in other areas, community agencies lack the capacity to carry out external evaluations of programs. One theory, put forth by a CIJE board member, is that agency staff simply do not know what to do. Another theory, suggested by MEF researchers, is that agency staff avoid evaluation for the usual reasons: (1) They are too busy running programs to carry out evaluation; (2) Evaluation often brings conflict, and avoiding conflict is a high priority for agency staff. Yet a third barrier to evaluation, experienced in Cleveland, is that it is difficult to find qualified outsiders to carry out an evaluation that is knowledgeable, informative, and fair.

The proposed CIJE Evaluation Institute would address each of these problems. It would provide knowledge and motivation for evaluation by sharing expertise with a carefully chosen set of individuals from the communities with which CIJE is working.

DESIGN

The Evaluation Institute would consist of three separate but related ongoing seminars:

Seminar I: The Purpose and Possibilities of Evaluation

This seminar is intended for a federation professional and a lay leader from each community. Its purpose is to help these leaders understand the need for evaluation, as well its limits and possibilities. Participation in this seminar will provide local leadership with the "champions" for evaluation that will help ensure its role in decision-making.

Seminar II: Evaluation in the Context of Jewish Education

This seminar is intended to create an "evaluation expert" in each community. Participants should be trained in social science research at the Ph.D. level, and experienced in research on education, communities, public agencies, or related areas. The purpose of this seminar is to provide a forum for discussing specifically evaluation in Jewish education. Through this seminar, participants will become a source of expertise upon which their respective communities can draw.

There are two important reasons for including such local experts in the evaluation institute. First, and most essential, by engaging such experts in a long-term, ongoing relationship, communities can ensure continuity in their evaluation and feedback efforts, instead of one-shot projects that typically characterize evaluation when it does occur. Second, by entering into a relationship with a local expert, organized Jewish communities can exhibit their commitment to take evaluation seriously.

Seminar III: Nuts and Bolts of Evaluation in Jewish Education

This seminar is intended for the persons who will actually be carrying out the evaluation of programs in Jewish education. It will cover such topics as instruments, procedures, coding, analysis, and writing reports. Participants in the three seminars would also meet together. Evaluation research must be tailored to the political and cultural context in which it is to be conducted and interpreted. The best way to achieve this is to bring together those who "know" the context and those who "know" about evaluation. The CIJE evaluation institute could facilitate a learning process among the federation lay and professionals and the evaluation experts in which they teach one another in a structured and supportive context.

CONTENT

The content of these seminars will be drawn up by whoever is engaged to direct the evaluation institute. Instructors for the seminars will be drawn from a wide variety of fields, including both general and Jewish education. Within CIJE, we have substantial expertise in the study of personnel, including leadership, and we expect this to form a major part of the content for the first year. However, since we expect the Lead Communities to participate in the seminars, the personnel study cannot constitute the entire curriculum.

STAFF

To create this institute, it will be necessary to hire a director, who would work perhaps 12 hours per week PLUS the time spent at the seminars themselves. The institute director would be supervised by the CIJE executive director. CIJE office staff would need to provide support for the director and the seminar.



COMBINED JEWISH PHILANTHROPIES

Handwritten: "L'chayim CIJE"

26 High Street
Boston,
Massachusetts
02110

Telephone:
17-457-8500
Fax:
17-988-6262

Michael B. Rukin
Chair,
Board of Directors

Barry Shrage
President

October 26, 1995

Mr. Morton I. Mandel
Premier Industries
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort:

Mazal Tov on the publication of A Great Awakening: The Transformation that Shaped Twentieth Century American Judaism and its Implications for Today through the CIJE!

CIJE and Nessa Rapaport, your editor, did a magnificent job with this article and I can't say enough about Jonathan Sarna's wonderful conception. I wanted you to know that I've sent the pamphlet out to the CJP Board of Directors and to most key CJP leadership with a cover note that expresses my personal feeling that A Great Awakening represents a powerful metaphor for the renaissance all of us are capable of creating in our own time and in our own communities.

Mort, I don't think anyone has done more than you to make this happen, but I can tell you that the feeling of awakening, the sense of renaissance and a powerful hunger for serious Jewish learning is sweeping our Boston Jewish community and will, I believe, help us to recreate our future. We're all quite (perhaps foolishly) optimistic but with the help of CIJE and so many other interested folks on the national level, I know that we can succeed.

Mort, thanks again for your leadership, for your personal kindness to me over the years, and for producing great material like A Great Awakening. Warm regards.

Sincerely,

Barry Shrage

BS:mm

Established in 1805
First charitable federation
in the United States



United Way Agency



CIJE

Council
for
Initiatives
in
Jewish
Education

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Morton Maudei

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
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Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

9/21/95

Memo

**TO: JANICE ALPER, CHAIM BOTWINICK, STEVE CHERVIN,
RUTH COHEN, MARCI DICKMAN, INA REGOSIN**

FROM: GAIL DORPH

CC: ALAN HOFFMANN, BARRY HOLTZ, NESSA RAPOPORT

**RE: CIJE-LEAD COMMUNITY SEMINAR ON EDUCATIONAL
LEADERSHIP – OCTOBER 1, 2**

We will meet Sunday morning (10/1) at my home.
588 West End Ave. Apt. 2A. Phone Number 212-769-0725.

We'll start at 10:00 am and go through the evening, thus, we'll be having both
lunch and dinner together on Sunday.

On Monday, we will meet at the CIJE offices. We'll decide on our starting
time before we break on Sunday evening.

We'll finish on Monday by 3:00 pm

AGENDA

Sunday

Community Updates

Among the things that you report on, please focus on status of personnel
action planning process.

סניף
10/15

**Council for Initiatives
in
Jewish Education**

Fax Cover Sheet

Date sent:

Time sent:

No. of Pages (incl. cover): 14

To: Seymour Fox, Annette Hochstein

From: Robin Mencher

Organization: Mandel Institute

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:

I will also give this article to SF tomorrow when he is in our office.

AMERICAN JEWISH
ARCHIVES

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3	דיוק	4	דיוק
5	דיוק	6	דיוק

November 3, 1993

To: Seymour, Annette
From: Adam

In thinking about "evaluation in
messy situations," the attached article
may be of interest.

[Handwritten signature]

How Shall We Study Comprehensive, Collaborative Services for Children and Families?

MICHAEL S. KNAPP

Researchers and evaluators confront difficult challenges in studying comprehensive, collaborative services for children and families. (These challenges appear in the interaction of multiple professional perspectives, specification of independent and dependent variables, attribution of effects to causes, and sensitive nature of the programmatic treatment. Given limited knowledge about these complex interventions, they will best be understood through studies that are strongly conceptualized, descriptive, comparative, constructively skeptical, positioned from the bottom up, and (when appropriate) collaborative.)

Educational Researcher, Vol. 24, No. 4, pp. 5-16

The recent burgeoning of interest and activity in the integration of education and human services should be a signal to researchers and evaluators that there is work to be done. New solutions to old problems—including newly rediscovered ones—have a way of suddenly capturing the attention of policymakers, advocates, and the public. Claims about the new solution proliferate, as do pilot versions, labels for the activity, and purported distinctions among these pilots. Along with these claims, labels, and pilot experiments comes advice to policymakers, practitioners, and funders. And all at once there is a need to do careful, probing research and hardheaded evaluation, to sort among the claims, characterize what pilot initiatives have indeed demonstrated, and discover what the sound and fury signifies.

We are at such a point once again with the integration of education and human services. Voices calling for comprehensive, collaborative services as a solution to the needs of the "high-risk" family and child have built to a crescendo across the past decade and especially the last half dozen years. A number of demonstration projects, both great and small, have been launched. And policymakers are scrambling to make comprehensive, collaborative services standard operating procedure. In so doing, all participants are reenacting a drama of several decades past, when federal initiatives set in motion a wave of interest in service integration (Agronoff, 1991). The reinvention of this programmatic thrust in the late 1980s and early 1990s has some attributes of the earlier episode, only now it is being played out on a grander scale, and with a greater sense of urgency.

This area of social endeavor poses special problems for researchers and evaluators. The purpose of this article is to explore these problems and suggest some ways they might be productively overcome. I accomplish this task by first characterizing this "new" evaluation problem and the literature that addresses it, along with several premises

about "good" research and evaluation. Following that, I identify and "unpack" five issues facing researchers and evaluators, and finally I briefly review some ways of meeting these challenges.

A "New" Problem for Research or Evaluation and an Emerging Literature

The very act of naming the target of inquiry hints at the complexity of the research task. With some trepidation, I have chosen *comprehensive, collaborative services for children and families* instead of half a dozen other phrases, knowing that any choice will leave someone feeling left out or underappreciated. I will use the simpler phrase *comprehensive, collaborative services* throughout much of the article (with apologies to educators who wish not to view what they do as a "service"). But in so doing, I include most of what is said about the integration of education and human services, school-linked services, services integration, interprofessional collaboration, coordinated services for children, and family support—once again, acknowledging that meaningful distinctions can be drawn among these terms.

The difficulty for those who wish to study comprehensive, collaborative services, however labeled, stems from their complexity and flexibility, the nature of collaborative effort, and the convergence of different disciplines. Complexity derives from the sheer number of players, stakeholders, and levels of the system, as multiple services lodged in different agency or disciplinary contexts, each operating from its own premises about good practice and the "client" or "consumer," join forces in some fashion to influence the life prospects of high-risk families and children. The extent to which their efforts are collaborative defies easy conceptualization, no less description or assessment. The boundaries of research and evaluation design stretch further to handle the idiosyncratic tailoring of effort that is frequently part of collaborative practice and the interplay among agencies or other collaborating partners. Finally, the act of studying such endeavors engages researchers from traditions that do not normally communicate with one another.

MICHAEL S. KNAPP is an Associate Professor of Educational Leadership and Policy Studies at the University of Washington, College of Education, Mail Stop DQ-12, University of Washington, Seattle, WA 98195. His areas of specialization are policy implementation, policy-to-practice connections, and the education of disenfranchised groups.

A variety of studies have been undertaken of comprehensive, collaborative services, so there are a number of examples of what might or might not be useful ways to understand it. These studies are embedded in a larger advocacy literature, which both makes the case for the integration of education and human services (e.g., Levy, Kagan, & Copple, 1992; National Association of State Boards of Education, 1991; National Commission to Prevent Infant Mortality, 1991) and offers advice on how to do so (e.g., Chynoweth & Dyer, 1991; Melaville, Blank, & Asayesh, 1993). The burgeoning of this advocacy literature lends urgency to the task of research and evaluation, because as is typical with compelling ideas about social intervention, enthusiasm outstrips evidence at a rapid rate.

Much of the research and evaluation literature related to comprehensive, collaborative services is fugitive; various attempts to capture what is there have been undertaken recently, among them several comprehensive reviews (e.g., Crowson & Boyd, 1993; Gomby, 1992), selective analyses of effective practices (e.g., Schorr, 1988), annotated bibliographies (e.g., Chaudry, Maurer, Oshinsky, & Mackie, 1992), and the activities of several technical assistance centers such as the National Center for Services Integration and the National Center for Children in Poverty.

Case descriptions and single project assessments predominate in this literature, and they are, understandably, a mixed bag (see Crowson & Boyd, 1993, for a characterization of the literature). Add to that several surveys (e.g., American Public Welfare Association, 1992; Chang, Gardner, Watahara, Brown, & Robles, 1991; Kagan, Rivera, & Lamb-Parker, 1990) and multiple-project comparative studies (e.g., Marzke, Chimerrine, Morrill, & Marks, 1992), as well as formal attempts to study statewide initiatives of several kinds (e.g., State Reorganization Commission, 1989; Wagner et al., 1994) and other demonstration projects (e.g., New Beginnings Team, 1990; Nucci & Smylie, 1991; Wehlage, Smith, & Lipman, 1992). Some of these studies employ elaborate, multiyear designs, especially those done in conjunction with the more ambitious initiatives.

The methodological literature to date is thin. Although some would argue that the existing, voluminous literatures regarding the study of social interventions are adequate to the task of studying comprehensive, collaborative services, others have begun to recognize the special methodological issues that arise. Attempts to address the methodological questions have often approached the matter straightforwardly, for example, by adapting conventional experimental methods to the evaluation task (see Gomby & Larson, 1992). Other treatments note special challenges to evaluation stemming from the complex, incomplete implementation that characterizes so many collaborative ventures (Kagan, 1991). Stemming from the family support literature, a more radical critique has put the spotlight on assumptions underlying conventional efforts and suggested a more participatory alternative framework (see Weiss & Greene, 1992). Work in this tradition argues for a new vision of evaluation and research, emphasizing a collaborative relationship between those studied and those who are carrying out research. Another alternative vision of evaluation places more emphasis on evaluation as an ongoing, developmental learning process serving both internal and external

concerns by one extensive study of a services-integration evaluation and its impact on policy and practice (Stake, 1986). In addition, several interdisciplinary meetings have begun to assemble wisdom about the evaluation task (e.g., Family Impact Seminar, 1993a; also the AERA/OERI Invitational Conference mentioned in the notes).

Some Premises About Research and Evaluation in This Area

The methodological writers have begun to pinpoint several important dimensions of the problem. But before launching into a discussion of method, it is important to be explicit about several assumptions.

First, discussion of method includes considerations of paradigm, that is, the assumptions we make about how the world works and what constitutes evidence and knowledge about it. Although there are fundamental differences at issue, this article assumes that alternative paradigms can support complementary examinations of a phenomenon, especially one of this complexity. In particular, paradigms supporting qualitative and quantitative studies are necessary both to make sense of comprehensive, collaborative services and to respond to the many audiences who wish to understand these social interventions.

Second, I am assuming that good conceptualization of what is to be (or what has been) studied is essential to research and evaluation. Underconceptualization plagues much research: empirical "fishing" expeditions unguided by a sense of what concepts are relevant and what relationships are likely to yield little of value. Being clear about what one is studying is half the battle. Much of what is talked about as a problem of measurement boils down to the task of constructing and operationalizing theories of social needs and the means for addressing these needs.

Third, I am making few distinctions in this case between *research* and *evaluation*. For this topic of study, both are concerned with systematic learning about the design, conduct, and impacts of a form of social intervention aimed at a broad range of human needs. To be sure, studies commissioned as evaluations are overtly political—that is, more directly constrained by stakeholder interests and expectations—and pursue a more explicitly value-laden set of purposes than research by any other name. However, in the realm of popular social interventions, all research has political and evaluative overtones, and, regardless of intention, may be enlisted in the debates regarding the merits of one or another initiative. The terms *research* and *evaluation* will therefore be used somewhat interchangeably in this article, though doing so obscures some important subtleties.

A few further comments will define how the term *evaluation* is used in this article. Drawing on work by authors such as Scriven (1974), Cronbach and Associates (1980), and Patton (1978), among others, the term is broadly construed to include a wide range of systematic attempts to make sense of social interventions for broad stakeholder audiences and policy communities. In particular, I am not restricting the term to investigations aimed at figuring out whether initially stated program goals are achieved and to what degree; such designs typically pay too little attention to the evolution of intentions over time and to the unanticipated facets of implementation or effects that crop up along the way. Nor am I assuming that randomized, ex-

nction between formative and summative evaluation purposes, or process versus impact studies. In other words, I am assuming that all evaluations are in a fundamental sense formative (see Cronbach & Associates, 1980) and that proper attributions of impact to cause can only be made by understanding the process that produced the impacts (see Patton, 1978).

Issues Confronting Research and Evaluation

Five sets of issues confront researchers and evaluators wishing to make sense of comprehensive, collaborative services for children and families. These issues are present to some degree in studying many complex interventions, but they are demonstrably acute in this case.

1. *Engaging divergent participants' perspectives:* For whom and with whom are we undertaking research on comprehensive, collaborative services? How should the perspectives of different research and service disciplines, professionals and consumers, and diverse agencies be reflected in the design, conduct, and interpretation of studies?

2. *Characterizing (and measuring) the elusive independent variable:* What exactly is it that we are studying?

3. *Locating (and measuring) the bottom line:* What would indicate that delivering human services in a comprehensive, collaborative form had achieved some desirable ends? What ends would be included in a such an evaluation—health, education, welfare, the reform of human service systems, or all of the above?

4. *Attributing results to influences:* Given so many possible influences, what is to be taken as the result of what?

5. *Studying sensitive processes and outcomes:* How do we capture what is going on without intruding on the subtle (and often confidential) interaction between service providers and consumers of services?

These issues have been framed using conventional causal terms—*independent and dependent variables*—not to imply that a particular research paradigm is more appropriate, but rather to use a language that is most widely understood by members of the research and evaluation community.

Engaging Divergent Perspectives: Can We Speak Everyone's Language?

Comprehensive, collaborative services efforts—and attempts to study them—inevitably involve the perspectives of different stakeholders and participants. Almost by definition, more than one professional discipline and the traditions of research that are typically used to study these activities are implicated. In addition, the perspectives of clients or consumers are relevant to understanding what is going on and even to framing questions and research designs. Finally, because a given initiative usually involves more than service delivery, the perspectives of different agency leaders and policymaking or sponsoring groups are central to understanding comprehensive, collaborative services as a systems phenomenon.

How should all these perspectives be represented in the design, conduct, and interpretation of research? There is no easy answer, and the answer always reflects the political

research traditions. In approaching an intervention involving school-based health and mental health clinics, for example, investigators steeped in educational evaluation, social work research, or health research are likely to zero in on different facets of the intervention, measure different things, and construct accounts of the program's effectiveness on different bases. All three perspectives would be helpful in framing and carrying out a research strategy. To arrive at such a strategy means communicating across disciplinary boundaries about assumptions, focus, productive measures, acceptable evidence, and so on. At the least, results may need "simultaneous translation" (as at the United Nations) to make sure that different research communities understand each other (e.g., this article may need to be translated into terms that would scan to individuals primarily engaged in public health research or social work research).

Although the language problem just described can be and often is addressed in a given study (e.g., through multidisciplinary teams of researchers), a more difficult language gap yawns between those who carry out research and those who are studied. Some researchers seek to close this gap by engaging the consumers of collaborative services as collaborators in the act of studying these services (e.g., Weiss & Greene, 1992). Although there are obvious advantages to the researcher (and the consumer) in doing so—among them, increased access to participants, the prospect of better quality data, and more accurate rendering of the participants' perspectives and experiences—there are also possible trade-offs in time, complexity, analytical distance, and the sophistication of research designs.

Evaluative studies carried out in the public eye add a third set of perspectives that must be engaged and accommodated—those of powerful stakeholders who are involved in the initiative under study, have an interest in its outcomes, or sponsor the evaluation. If nothing else, this fact reduces the researcher's room for maneuvering, necessitating compromises that may "buy" an audience's support while weakening the study's evidence base or design logic.

Characterizing (and Measuring) the Elusive Independent Variable: Is There One?

Like other broad domains of social reform (e.g., school restructuring), the integration of education and human services takes many forms and has different meanings. This makes for an independent variable—the programmatic factors presumed to bring about results for individuals or systems—of some complexity. In many manifestations of comprehensive, collaborative services, the notion of the independent variable itself ceases to be a *fixed treatment*, as conventionally assumed by experimental research designs, and becomes instead a *menu of possibilities* accompanied by a series of supports that facilitate consumers' interaction with these possibilities.¹

The meanings of comprehensive, collaborative services range from relatively low-intensity efforts to coordinate the work of different professionals to intensive, highly integrated arrangements; some writers reserve the term *coordination* for the least intensive end of this continuum and

- *Enhanced referral* of children or families for professional help of one kind or another (e.g., as in community-based programs described in Marzke et al., 1992).
- *Coordinated management* of "cases," as when children or families require more than one specialized human service (see James, Smith, & Mann, 1991).
- *Colocation of services*, such as health or mental health professionals in a school building—a key feature of "full-service schools" (Dryfoos, 1994)—or various specialists in a community multiservice center (see Marzke et al., 1992).
- *Enhanced communication and information sharing* among providers of different human services through joint databases, liaison activity, and agreements (e.g., regarding confidentiality) that encourage information sharing, argued by some to be essential to family-centered, coordinated services (e.g., see Coulton, 1992).
- *Sharing of resources*, as in discussions of fiscal strategies supporting coordinated services, the commingling of funds originally intended for separate services, or the pooling of nonfiscal resources (see Cutler, 1994; Farrow & Joe, 1992; Garvin & Young, 1993; Kirst, 1994).
- *Reconceptualization of human services*, by altering the conceptions of existing professional roles (e.g., subsuming a kind of counseling function in the teaching role), developing new roles such as "integrated services specialist" (see Wilson, Karasoff, & Nolan, 1993) or even rethinking the relationship between professionals and consumers, as in the conceptions of family-centered, client-responsive service (Weiss & Greene, 1992) or "consumer-guided" schools (Hooper-Briar & Lawson, 1994).
- *Joint planning and execution of services*, for example, in various teaming arrangements, where different professionals (and others, such as parents) pool ideas, orchestrate a plan for helping children or families that draws on the expertise of more than one discipline, and in varying degrees carry out the plan through joint effort (see Robison, 1993; Hooper-Briar & Lawson, 1994).

Comprehensive, collaborative services may involve one or virtually any combination of these meanings. In addition, such initiatives often take place on multiple levels of the human service system and may be designed to change the way that system functions (Agranoff, 1991; General Accounting Office, 1992). Nearly all intend to integrate efforts at the service delivery level, but that often requires some integration one level up, among individuals and organizations providing the first layer of management support to direct service providers—school principals, clinic directors, field supervisors for outreach workers—and at the policymaking level as well, among school districts, regional or state social service agencies, and so on. Indeed, efforts to mount comprehensive, collaborative services may target changes in the actual services available to families and children (e.g., Philliber Research Associates, 1994), the service-providing system (e.g., White, 1993), or both (e.g., Wohlgelade et al., 1992).

The fact that so many kinds of arrangements share the same generic label cries out for ways to conceptualize the differences in terms of common dimensions, and there

Boyd, 1993; Kagan, 1991; Golden, 1991; Morrill, Reisner, Chimerine, & Marks, 1991; Schorr & Both, 1991). At a minimum, the following dimensions of difference are involved. First, as noted previously, comprehensive, collaborative services initiatives may address system reform primarily, the actual services provided to particular families and children, or both. Second, the arrangements differ in the extent to which distinct services are actually changed or redefined through collaborative effort, or simply relocated or made more accessible. Third, the degree to which resources, control, and power are shared among the collaborating partners varies. Fourth, the scale and scope of arrangements vary enormously, from local arrangements involving only two service sectors to massive statewide initiatives that bring together many sectors. Finally, arrangements differ in what might be termed the flexibility or mutability of treatment—that is, the degree to which the services provided to any given child or family are individually tailored, and even changeable over time.

The last dimension generates some of the biggest puzzles for researchers. If each consumer accesses the human service system in a different way, or in a way that changes over time, then there may be no programmatic independent variable to study. Or put another way, it is extremely difficult to characterize what comprises collaborative service over a given period of time. One researcher discussing collaborative arrangements for young children put it as follows:

Since collaborations are designed to be flexible and meet changing needs, their implementation is never complete. No precise definition of implementation exists because it is a highly idiosyncratic and mutable condition. Indeed, the strength of collaborations is that they are tailored to meet changing local circumstances. For example, it is not uncommon to find collaborations that deem themselves well implemented one day and fledgling the next. Such changes are predictable and underscore the evaluation dilemma; while implementation flux is a practical necessity, it remains an empirical nightmare. (Kagan, 1991, p. 74)

Because the independent variable has many meanings, both across and within collaborative services arrangements, researchers and evaluators may often be talking past each other, and not talking about the same thing, even within the same study. Beyond the question of figuring out what is being studied and regardless of which conception of collaborative services we employ, the intervention is almost always going to comprise multiple, often separate components. Simply multiplying the number of independent variables (as in multivariate correlational designs) is no real answer; one rapidly runs out of analytic capacity to handle and interpret the many discrete variables that come to mind, and one misses the "glue" that may bind these elements together into a more integrated whole.

The researcher is left with difficult questions: How to describe the independent variable(s) under study? What are its conceptual boundaries? What isn't part of the independent variable(s)? What are the most meaningful units (and levels) of analysis? What indicators most efficiently capture the presence and mutability of the independent variable(s)?

As varied as the independent variable(s) may be in studies of comprehensive, collaborative services, so may the dependent variable(s) be. In part a reflection of the differences in perspective and paradigms held by the different services that are integrated, the initiatives under study can aim at remarkably different outcomes, among them the academic achievement and attainment of children, their social adjustment or health status, family welfare, and so on. The temptation to which ambitious collaborative services efforts often succumb is to say, in effect, "all of the above."

Whatever the stated goals of a collaborative services arrangement, the researcher's attempts to pinpoint outcomes face three issues: (a) the large number of possible outcomes, (b) the interdependence among them (including developmental interdependence over time), and (c) the range of abstraction from discrete, modest outcomes (e.g., children immunized by age 2) to those that are more global and complex (e.g., children adequately educated for further education and work roles). Consider the following child and youth outcomes, offered by one group of researchers as a core list around which outcome accountability might be developed (adapted from Schorr, 1994). The outcomes are conceptualized as higher rates of:

- Healthy births (as indicated by decreases in low birth-weight babies and births to school-age mothers; high utilization of prenatal care).
- 2-year-olds immunized.
- Children ready for school (as indicated by completion of immunizations, detection and remediation of preventable health problems, no signs of abuse or neglect, or school readiness measures as identified by preschool or kindergarten).
- Children succeeding in elementary, middle, and high school (as indicated by academic achievement measures and lower rates of truancy, retention in grade, suspensions from school, dropping out, or placement in special education).
- Youngsters avoiding problematic behaviors (as indicated by lower rates of school-age pregnancy, substance abuse, sexually transmitted diseases, or involvement in violence either as victim or perpetrator).
- Young adults who are self-sufficient.
- Children in families with incomes over the poverty line.

The items in this list are only a selection from among the many possible outcomes that may be relevant to a given comprehensive, collaborative services arrangement. To be sure, a more discrete subset of these outcomes might be the focus of inquiry, as in one evaluation (Philliber Research Associates, 1994) of a school-community partnership aiming at children's (a) persistence and safety in the home (indicated by rates of abuse, children's removal from the home by social services), (b) noninvolvement in the juvenile justice system, and (c) persistence and performance in school (indicated by students' absences, work habits, social-emotional growth, and academic performance). But studies are just as likely to attend to diverse facets of child and family welfare, as in a current study one state's

- Basic family needs: access to food, clothing, transportation, and child care.
- Employment: jobs for parents and young adults (for those seeking employment).
- Health care use: participation in public health services, incidence of injury or illness, and access to medical and dental care.
- Emotional health: self-reported depression, suicidal thoughts, and problems with hostility and anger.
- Youth behaviors: rates of sexual activity and teen pregnancy.
- School performance: students' grades and classroom behaviors.

The outcome puzzle is especially troubling when a collaborative services initiative encourages different arrangements across sites, as in the case just cited, or when services are individualized for each consumer. In such cases, researchers must attend to a wide range of possible outcomes, though not necessarily for whole populations. Furthermore, if the outcomes represent a developmental progression over time, as in the first list presented previously, then later outcomes are dependent on earlier ones, and the ultimate impact of the collaborative services arrangement will have to be tracked over long periods.

The outcomes described previously apply to individuals and groups, and despite some difficulties in measurement, are relatively discrete and clear. System outcomes are generally not as discrete or clear as those that apply to individuals. Take for example, the challenges involved in capturing the following kinds of system outcomes: penetration of services into communities or the "community embeddedness" of service systems (Bruner, 1994), agency restructuring and shared authority needed to realize more integrated forms of service organization and funding (General Accounting Office, 1992), "consumer-guided and consumer-driven schooling" (Hooper-Briar & Lawson, 1994), or "deep-structure systems changes" related to professional behavior, administrative "scripts," and transaction costs (Crowson & Boyd, 1994). As these varied discussions of system outcomes hint, the more human service systems are organized and operate in fully collaborative and integrative ways, the more complex and elusive the outcomes become. For example, it is one thing to capture change in referral rates or utilization of existing services when these are colocated to render them more accessible, because referral and utilization are relatively easy to measure. It is another to capture the slowly emerging views of collaborative practice that might come about as the colocated professionals have greater access to one another and more immediate reasons for interacting with one another.

So the researcher confronts a fundamental question of ends for which the integration of services is presumably the means. What ends (including, but not limited to, stated program goals) *might* come about as a result of the integration of services? How many can be meaningfully considered and at what level (individual, system)? What outcomes conceptually represent steps taken towards more ultimate ends?

About Change?

The complexity and mutability of the independent variable(s), combined with the large number and interrelation among dependent variables, generate an attribution task of the first magnitude. To what do we attribute the state of children and families who participate in integrated forms of education and human service? Put another way, how do we account for the level of any of the child and youth variables noted previously?

The director of a study evaluating a statewide integrated services initiative described the problem this way:

If we measure benefits for kids and families, what do we say contributed to it? Their individual services? The "program" as it existed in the 3 months they were involved? . . . The program in one month is not the same as the next (a new partner joins the collaborative, changing the mix of staff, the number of services, the level of trust or conflict in the collaborative, etc.). . . . There is so much going on out there, so much flux that even if we can document change or improvement, we have little idea what to attribute it to. We have one school in the study that is an integrated early childhood program site, site of a Blue Cross managed-care experiment, a new charter school, the recipient of a state restructuring grant, and in a neighborhood that is the recipient of family preservation funds. If we measure improvement in health indicators for the children, is it the early childhood program or the managed-care experiment? If there are educational benefits, is it the peer tutoring program in the early childhood program or the restructuring grant or the "charter schoolness"? (M. Wagner, personal communication, September 1994)

Researchers who study complex social interventions are used to this problem in one sense: They commonly acknowledge that many outcomes worth studying have multiple causes. But the number and elusiveness of the relevant independent variables make this situation especially challenging. Add to the attribution task the difficulty of explaining why certain children fail at school, or why disenfranchised families experience multiple problems with which they are not able to cope (e.g., see Dym, 1988, regarding ecological views of the family; Knapp & Woolverson, 1995, for a discussion of the role of social class in schooling; or Hooper-Briar & Lawson, 1994, regarding "root causes" of children's problems in learning and development). Clearly, the availability or nature of human services—attempts at ameliorating school failure or families' problems—is only one contributor to such predicaments. Pervasive social conditions place individuals and groups in a disenfranchised position; human services have only a limited capacity to address questions of social position.

In other words, researchers studying comprehensive, collaborative services face a familiar challenge, that of constructing conceptual maps that link one thing to another. But as they do so, they know the many influences that might bring about results may not "stand still" long enough to permit confident claims about a particular initiative.

Studying Sensitive Processes and Outcomes: How Do We See What's Really Happening?

A final research issue has to do with measurement, intrusion, and the relationship between researchers or evalua-

tors and participants in a program under study. Many of the programmatic events that lie at the core of comprehensive, collaborative services are private matters—for example, between a social worker and a troubled family, or a member of the family and a substance abuse counselor—and as such are not readily open to inspection by someone gathering data. This creates a double problem for those who would study the integration of education and human services: Not only is the nature of service blocked from view, but also the connections among services. The issue is compounded by the potential addition of data gatherers to the cadre of professionals with whom troubled families must interact outside of the context of direct service provision; understandably, many consumers are unwilling to cooperate with research requests, as are the social workers, counselors, or others who work most closely with them.

Though not insurmountable, this matter makes an already difficult task more so, precisely because the target of integrated services is likely to find research an intrusion and because the nature of integration is likely to involve more than one hard-to-inspect service. The situation is among the ones that lead the call for a more participatory conception of research or evaluation (Weiss & Greene, 1992).

Ways to Address the Issues

If the preceding analysis captures essential problems in examining comprehensive, collaborative services, then how can researchers and evaluators proceed to address these issues? What forms of research and evaluation are likely to yield the most useful understandings regarding this broad class of interventions at this stage of public investment in the integration of services?

Resolving these issues in particular instances is too dependent on context, and there are too many such instances for a short article such as this to offer specific advice about research questions or study designs. But it is possible to characterize, at a more global level, attributes of research that appropriately take into account the matters just raised. It is also possible to suggest particular kinds of studies that are more and less likely to yield useful knowledge.

Desirable Attributes for Research and Evaluation on Comprehensive, Collaborative Services

To be most helpful in making sense of integrated services, studies need to be strongly conceptualized, descriptive, comparative, constructively skeptical, positioned from the bottom up, and collaborative (when appropriate).

Strongly conceptualized. The elusiveness of independent or dependent variables and the relationships among them are in part a matter of conceptualization. More than one kind of conceptual framework is relevant to comprehensive, collaborative services, and these need to be worked out with some care, both to clarify what is being studied and to illuminate assumptions on which programmatic initiatives are founded. At a minimum, researchers and evaluators need to make explicit—before and after they have collected data—the conceptual dimensions that underlie the initiatives under study. One useful framework for studying collaborations notes the following dimensions (Morrill et al., 1991):

- Composition of target groups.
- Service scope (e.g., education, health, social service, etc.).

case management, etc.).

- Location of services.
- Sponsorship and service-provider participation.
- Commitment of participating service organizations.
- Parental and community participation.

Many other ways of identifying dimensions are possible, and some promising ones have been suggested (see, for example, the references noted in discussing the elusive independent variable). The important thing is not that any one framework be selected by everyone who studies collaborative services, but rather that researchers clarify in conceptual terms what is being studied. In this way, research will begin to answer the all-important question: Of what is any instance of comprehensive, collaborative services a (conceptual) case?

But the conceptual work doesn't end there. Two further kinds of conceptual models operate within a given comprehensive, collaborative services initiative, and it is up to the researcher to make them explicit, and hence open to inspection, or to put more powerful conceptualizations in place of the ones held by participants. First, implicitly or explicitly, comprehensive, collaborative services efforts rest on assumptions about those whom integrated services are intended to serve and about the conditions that generate their need for service. Programs operating on a deficit model, for example, tend to locate the problem in the high-risk child and his or her family. There are good reasons to view such models as insufficient and unhelpful. More successful conceptualizations of the problem addressed by integrated services will consider the joint roles played by individual characteristics, family and community conditions, and the expectations or routines of serving institutions (see, for example, Dym, 1988, regarding ecological views of families; Richardson, Casanova, Placier, & Guilfoyle, 1989, regarding relational views of at-risk learners in schools).

Second, the program's "theory of action" (Patton, 1978) is involved. Given some conception of a problem to be addressed, program designers and implementors fashion an intervention strategy that directs effort at key points of leverage. To take a simple example: Consider a collaborative services arrangement that colocates a health worker and social worker in high schools. Their presence is intended to provide advice and counsel to youth who are likely to become pregnant, contract or spread sexually transmitted diseases, and engage in other destructive behaviors. The arrangement operates on the premise that the presence of these individuals will increase access to good advice and, when needed, treatment; in addition, the presence of these individuals, it is assumed, will stimulate referrals from teachers and others in the building. By spelling out this strategy, researchers (and participants) have the chance to examine the logic of intervention. Is it reasonable to presume that presence will increase access? Are there other mediating factors that influence whether the presumed relationship would hold? Ultimately, data can be gathered to test the assumptions on which this logic rests.

In constructing useful frameworks for looking at comprehensive, collaborative services, researchers will need to draw on the concepts of different social science disciplines.

forts and the sources of organizational behavior); *professional work* (to illuminate the presumptions of, and constraints on, professional roles); *multicultural interaction* (to make sense of the interface between high-risk clients and professionals, and among professionals with different professional cultures); *power and influence* (to make sense of the sharing of control over services); *policy process* (to consider the power and limits of programmatic efforts in context); *human development* (to attend to stages and conditions affecting normal and abnormal growth); *family dynamics* (to understand families as systems); and *group process* (to appreciate the evolution of collaborative groups).

Some provocative and helpful conceptual work has begun to appear in the literature. Treatments of the phenomena within overarching ecological frameworks (e.g., Dym, 1988; Mawhinney, 1993) provide a compelling account of how child development, family welfare, and family service interventions operate in community context. Discussions of professional and institutional norms (Mitchell & Scott, 1993) and the way these work at the individual level provide further theoretical grounds for understanding what supposedly collaborative professionals do and do not do. This work complements recent attempts to view the situation at an institutional level drawing on the constructs and tenets of the "new institutionalism"; see, for example, work by Crowson and Boyd (1994) that focuses on the deep-structure of norms, rules, routines, and administrative scripts operating within service-providing institutions.

Descriptive. If service integration can be so many different things, and the collaborating professional disciplines are still not sure what form(s) such integration should optimally take, then it makes sense to put a great deal of emphasis on the description of particular cases of comprehensive, collaborative services. Ideally, such descriptions should be guided by (and should inform) the strong conceptual frameworks called for previously; endless narrative and detail will not serve any useful purpose.

Qualitative "thick" descriptions (in the sense originally proposed by Geertz) are especially appropriate, though they are not the only kind of useful descriptive account. Qualitative techniques are especially helpful in illuminating what collaborative arrangements mean to participants, how such efforts differ from service-as-usual, and what the nature of collaboration is. The sensitivity of the research topic makes good qualitative description difficult in many instances, but there are ways to gain access to even the most difficult research situations. In this regard, nonevaluative research may make a greater contribution than explicitly evaluative studies, in which the stakes are higher and scrutiny by researchers can take on more negative meanings.

Careful descriptions are needed of at least the following: organizational arrangements; the interface between the consumer and service providers purporting to coordinate their efforts; the sharing of resources, ideas, and professional work; the experience of collaboration; and the extent and nature of change in the consumer's behavior, attitudes, or life circumstances.

Comparative. Given strong conceptualization (which permits cross-case comparison) and good description, the

maximize what can be learned from the natural laboratory of initiatives currently under way. Such studies are unlikely to offer the kind of comparisons presumed by experimental research or planned variation studies, but they can be instructive regarding the range of conditions that support or frustrate collaborative work, as well as the possible variations on the theme that make up promising practice. Whenever contrasting cases can be chosen with particular variations on key dimensions in mind, studies can offer more powerful comparative insights.

Constructively skeptical. Research needs to help audiences see through the hype, prescription, and program rhetoric, while remaining sympathetic with overall programmatic aims. A constructively skeptical stance is thus highly appropriate at this stage in our understanding of integrated services. Too few discussions in this arena acknowledge, as does Golden (1991), that

it is not obvious that collaboration always has good rather than bad effects on services for families and children. Collaboration might lead agencies to carry out their differentiated, precollaboration mission less well. . . . Collaboration might lead a program that has been effective on Schorr's criteria to become less so, if it collaborates with a more rigid bureaucratic program and its mission and culture are diluted. For example, staff in a teenage program I visited for recent research on welfare and children's services were very nervous about the emphasis on rules that their (ultimately unsuccessful) collaboration with a local welfare agency was, they thought, imposing on their services. (p. 85)

Skepticism is called for regarding many kinds of claims made on behalf of comprehensive, collaborative services, for example, regarding cost savings, mutually reinforcing effects, attribution to programmatic efforts, stability of collaborative arrangements, incentives for collaboration, and changes in approach to service, to mention only a few of the candidates. But even at the stage of conceptualizing studies, researchers and evaluators would do well to consider, as do some scholars (see Crowson & Boyd, 1994), the possibility of organizational self-protection in the face of collaborative pressures or the chance that professionals work in a less intentional and purposive way than collaboration theories seem to imply.

There are obvious complications in keeping a skeptical stance constructive in evaluative situations. Program opponents are likely to pounce on any negative evidence as ammunition in future debates about program continuation, whereas program promoters will wax defensive at the hint of criticism. In addition, the unrealistically high expectations and short attention span of most policy communities makes skepticism problematic. At the same time, there is no great virtue in prolonging the lifetime of interventions that rest on shaky logic and little evidence.

Skepticism may not be constructive if research questions, designs, and measures are inappropriately applied to the program in question, for example, by prematurely searching for impacts at a relatively early stage in the development of a complex program (regardless of pressures from certain stakeholders to do so). One extended case study of evaluation in the integrated services arena (Stake, 1986) offers a cautionary tale in this regard: In that instance, the single-minded focus of the evaluation study on

sites of the Cities-in-Schools program generated negative evidence about the program in a way that may not have represented subtle benefits to the youths involved. To guard against this possibility, researchers and evaluators need to maintain a constructively skeptical stance regarding their own capacity to ask the right questions, employ sufficiently sensitive measures, and interpret what they find appropriately.

Positioned from the bottom up. Collaborative services are ultimately integrated as they converge on individuals, groups, or populations they serve. Research and evaluation that trace backward from the experiences, behavior, perceptions, and status of service recipients will be more likely to show if and how the integration occurred and whether it achieved valuable ends. Such studies focus on the consumer and the consumption of services, but need not be restricted to activity at the street level. Many useful studies of interagency dynamics, the orchestration of resources, and other features at higher levels in the system are possible from this vantage point, but by anchoring the investigation to the consumer, researchers are less likely to be distracted by studying means and thereby lose sight of ends (following the notion advanced by Golden, 1991).

Approaching the research problem from the bottom up needs not be solely concerned with the consumer's-eye view of comprehensive, collaborative services. For example, in sketching out its evaluation strategy for the New Futures initiative, the Annie E. Casey Foundation envisioned three components to its evaluation, one of which would feature individual qualitative profiles of youth undergoing change, another assembling quantitative data related to aggregate impact on youth, and the third examining institutional effects (Center for the Study of Social Policy, 1987). The important point is that such designs prominently feature the nature and meaning of service and system benefits at the ground level, and that the evidence for such benefits reflects the specifics of particular cases in their local settings.

Collaborative (when appropriate). Because it is essential to engage divergent perspectives in studies of comprehensive, collaborative services, it is tempting to expect research to be itself collaboratively designed and implemented, either by researchers of different disciplines or by researchers and participants (service providers, consumers) in the collaborative arrangements under study. Discussions that call for a "partnership" between evaluators and program people contribute to the call for more collaborative research on collaborative services (e.g., Weiss & Greene, 1992).

There are obvious advantages of putting heads together in such a way. Collaborative approaches to research can help to draw attention to conceptual elements that one research tradition pays close attention to while others do not, identify the assumptions and perspectives with which different types of professions approach collaborative work, develop appropriate measures, and find multiple meanings in results. Collaborative research that encourages dialogue with service recipients regarding research goals, approaches, or findings can probably help researchers stay tuned to consumers' perspectives (which are often forgotten as professionals try to develop better ways of serving clients).

of integrating services—lessons that are no less applicable to research than to service delivery. Good collaboration is difficult and time-consuming (a challenge to research that must be done on a tight budget), requires a sharing of control (while the logic of many research designs calls for tight control), and may involve unproductive wrangling over paradigms.

Some Promising Kinds of Studies

What follows is not an exhaustive list, but rather several examples of kinds of investigations (or components of large-scale investigations) that embody the attributes discussed previously and are likely to yield more insight at this stage in the understanding of integrated services. Five kinds of studies spring to mind: (a) profiles of individual participation and change, (b) multiple-case, thick descriptions of collaborative service arrangements at the point of service delivery, (c) analyses of cost in both quantitative and qualitative terms, (d) single-subject (and single-system) time-series research to demonstrate impact (at both the individual and organizational level), and (e) investigations of exemplary and typical practice. A sixth type of study—analyses based on management information systems that track comprehensive, collaborative services—has promise, as well, though there are difficulties in developing and maintaining such systems.

Profiles of individual participation and change. This kind of study answers the questions: How does the individual child or family participate in collaborative services? What does participation involve? In what ways do these individual participants change? By treating the individual's participation and experience as the primary unit of analysis, investigations of this sort bypass the problem of treating the whole program as a meaningful treatment. Qualitative and quantitative data can both be part of the profile. Sampling of individuals to study (and gaining access to these individuals) becomes a major issue, depending on the size and complexity of the sample, such investigations could present a picture of comprehensive, collaborative services across the range of people within a community, or even multiple communities.

Multiple-case, thick descriptions of collaborative services arrangements at the point of service delivery. This sort of study represents a kind of programmatic counterpart to the preceding one; rather than focusing primarily on the consumer, it examines the nature of professional work and the contexts in which this happens. This kind of investigation answers the questions: What do professionals do to integrate their efforts at the point of service delivery? What forces and conditions impinge on their attempts to address social needs through collaborative effort? The rationale for this kind of study presumes that collaborative work involves subtle shifts in professionals' conceptions of their craft, work routines, and approach to particular consumers; qualitative approaches are especially suitable for capturing such phenomena. This kind of research is needed to characterize, both conceptually and empirically, the elusive independent variable in comprehensive, collaborative arrangements. Comparative attempts to describe and contrast different kinds of integrated arrangements, chosen to vary along key dimensions, would be particularly helpful.

complex in collaborative services arrangements, and deserves constructively skeptical research to understand whether the costs of these services are simply prohibitive for all but a few children and families. The deceptively simple questions to be answered are: What do comprehensive, collaborative services arrangements cost the human service system, the public, and the consumer? Are these costs "worth it," in terms of definable benefits or effects? Because most such arrangements are new and experimental, there are major start-up costs, as professionals develop new roles and working routines. These costs need to be disentangled from ongoing costs in time, energy, complexity, burden on service providers or consumers, foregone opportunities for less labor-intensive ways of addressing human needs, and long-range failure to address the needs of high-risk children and families. Costs need to be examined in perspective, with "full-service" arrangements contrasted with less comprehensive ones. Reliable numbers will be difficult to obtain but important to pursue, accompanied by some attempt to characterize qualitatively the nature of "cost." To date there is little work that examines costs responsibly, though some have begun to argue the importance of doing so and to identify the key considerations involved (e.g., White, 1988).

Single-subject (and single-system) time-series research to demonstrate impact on individuals or service systems. It is essential to understand impact on children, families, and systems in context. The bottom-line question—What do comprehensive, collaborative services initiatives do for children, families, and human services systems?—must be answered (the constructive skeptic does not assume that such arrangements accomplish what they purport to do). But getting at this matter through group comparative designs, the most common approach to ascertaining impact, may be fruitless when "treatments" are so individualized, meaningful control groups hard to construct, and attribution of result to cause so complicated to trace. In such instances, the individual unit's behavior over time may well be its own best control, as argued by the tradition of single-subject time-series research. Such designs call for some baseline of repeated measures over time prior to participation in collaborative services, a fully described treatment, and a follow-up pattern of repeated measures that can demonstrate change in trajectory associated with exposure to treatment. Though complicated to apply in its conventional form (e.g., as practiced in special education research) to many comprehensive, collaborative services, this design can be adapted to the purposes of studying such initiatives. An analogous design logic pertains at the organizational level to get at the impacts of systems reforms (see Knapp, 1979).

Investigations of exemplary and typical practice. In this kind of study, the researcher or evaluator works backward from instances of presumably effective or "average" practice to explanations for the apparent success. This study answers the questions: What do apparently successful arrangements for comprehensive, collaborative services accomplish and how do they accomplish it? What forces and conditions enable these services to do what they do? Presuming that through some combination of reputation and rough outcome indicators, one can identify instances of

good things for children and families, careful study of these instances using either qualitative or quantitative means (but ideally with some kind of quantitative outcome indicators) should be especially instructive. By including sites that represent more typical practices in the scope of the study, the researcher can cast the accomplishments of exemplary sites (and the conditions that support these accomplishments) in perspective.

Analyses of data from management information systems that routinely track consumers' access to, and use of, multiple services. A sixth kind of research also has promise though it faces significant obstacles in practice. Researchers and program designers alike have noted the importance, as well as the difficulties, of getting succinct data that track how people interact with services, especially where these services are separately housed and governed by restrictions on the flow of information. Experiments have been undertaken to put information systems in place that gather and record the presumably comprehensive provision of service (see Family Impact Seminar, 1993a, for a summary of the work in this area). In theory, such tools may be useful for answering questions such as: What services have X, Y, and Z used, when? What did service providers do in attempting to meet the needs of children A, B, or C and their families? What changes in indicators are associated with which patterns of service use? Such systems are only as good as the data put into them, however, and it is not easy to ensure that high-quality data are entered and updated on a regular basis. Often, more data are collected than are needed for researchers' or any one user's purposes, and this can quickly feel burdensome to participants at the "street-level," especially if imposed from the top down. Systems that provide service providers at the operating level with information they want and can use are more likely to get better quality data; when such information corresponds with what researchers and evaluators need to know and where their access to such information is politically and organizationally feasible, this device has considerable potential.²

None of these six types of studies constitutes a comprehensive investigation analogous to what is called for in most of the major evaluative studies now under way. Obviously these kinds of studies and others like them can be viewed as components of a large investigation. The payoff to such elaborate studies is not always assured, but for large system initiatives and elaborate demonstration projects, more complex investigations are hard to avoid.

Types of Studies That May Be Less Useful

Once again, with no attempt at completeness, some approaches to research seem less likely to yield useful insights, given what we now understand about comprehensive, collaborative services for children and families. Competently executed, these forms of research may contribute to an understanding of collaborative services, but there are serious questions regarding the degree of payoff. One of these forms—group-comparative experimental studies—has wide popularity among researchers and evaluators, as well as their audiences.

Group-comparative experimental studies contrasting recipients with nonrecipients. The obvious advantages of such designs include the compelling logic and apparent rigor of experimental contrasts (where the assumptions on which

this logic rests hold) and the familiarity and credibility of this form of knowledge generation among many audiences. But the drawbacks are many, as some discussions in the literature on comprehensive, collaborative services have suggested (see Bruner, 1994; Family Impact Seminar 1993a; Weiss & Greene, 1992). The burden of proof is on the experimentally inclined researcher or evaluator to demonstrate that key assumptions are viable (e.g., Is there an identifiable and uniform treatment? Are recipients and nonrecipients sufficiently comparable?). As has been learned from years of social experiments, including studies of programs that are much more easily specified and applied to groups (e.g., academic programs in school settings), group comparative studies are harder to realize in practice than on paper, and the logic often breaks down. A great danger exists that the requirements of the research design will force evaluable situations to be constructed that compromise or limit what comprehensive, collaborative services are attempting to do. A similar danger is that the press for experimental results will force a premature search for evidence of widespread impact—just the thing that new and ambitious programs are least able to provide, regardless of their merits.

Several other categories of research and evaluative activity are less commonly called for, but appear at first glance to offer insight into the implementation and impact of comprehensive, collaborative services. On closer examination, these approaches may be less useful.

Factor analytic studies that search for empirical clustering of large numbers of programmatic and nonprogrammatic variables. Given the many pieces of the independent variable, researchers may believe that correlational investigations have the most to offer. Unless they are very strongly conceptualized, such attempts risk identifying statistical clusters that are nearly impossible to name meaningfully—precisely the kind of results that will do little to advance an understanding of collaborative services. The circumstances surrounding most collaborations and the design of these services invite too many ways for variables to be spuriously correlated.

Meta-analyses of service integration studies. As large numbers of studies emerge, it is tempting to undertake an apparently rigorous way of aggregating what has been learned from all of them. Meta-analyses may appear to offer this possibility, and some have argued for them with regard to family support programs (Hauser-Cram, 1988). But in the absence of a commonly defined independent variable (or even comparable outcome measures), this technique seems either premature or altogether unsuited to this portion of the social intervention research terrain (Bangert-Drowns, 1986). Other approaches to aggregating results (e.g., Schorr & Both, 1991; Wang, Haertel, & Walberg, 1994) appear to offer more at this point, even though their reliance on reviewers' judgments appear to weaken the conclusions that can be drawn. In addition, meta-analysis cannot be applied to qualitative findings, and these, too, beg for some kind of meaningful aggregation as they accumulate.

Conclusions: A Call for Appropriate Research on and Evaluation of Comprehensive, Collaborative Services

In one sense, there is little need to call for studies of comprehensive, collaborative services for children and fami-

are already bringing researchers and evaluators in droves. Numerous studies are under way and more are on the drawing board. Big investments beget big evaluation studies, and many are in process at this writing (see Behrman, 1992, and Family Impact Seminar, 1993b, for a list of evaluative activities now in progress).

The plea with which this article concludes is for researchers and evaluators, and those who sponsor studies (or demand they be done), to consider what is appropriate to ask and answer at the current stage of development, experimentation, and understanding. These are generally not mature programs that have developed a relatively stable *modus operandi*; in most cases we are witness to (and participants in) rapidly evolving experimentation within turbulent reform contexts. We are observing a class of intervention that is hard to name, no less describe. And we have yet to answer a critical question: What do the many instances of collaboration represent conceptually?

In this context, it is debatable what we should be studying—that is, what makes a study appropriate or not. To do so lies beyond the scope of this article, and there are other efforts under way that are attempting to suggest a more specific research agenda in this area.³ Nonetheless, several observations can be made. In such circumstances there are compelling reasons to engage in research and evaluation of many kinds. The early program rhetoric, filled with visions and promises, may be taken as gospel (and already is in some quarters) long before we know whether anyone is helped or whether we can afford it; just as likely, impatient audiences will lose faith in collaborations because no evidence appears of instant impact. There is a sufficient number and variety of investments in comprehensive, collaborative services initiatives to afford numerous opportunities for learning and various forms of “natural experiments.” And the children and families who are the recipients of integrated services are too needy and too numerous to ignore.

But there are big dangers in overinvesting in unproductive kinds of research. For one thing, we may end up studying only what we know how to study, and not engaging in the kind of methodological learning that new forms of social intervention require. For another, we may prematurely declare the experimentation a failure, neglecting to be clear about what failed. Or, we may proclaim and describe programmatic victory, only to find that multiply served children continue to fail in school or their families continue to confront health and social challenges with which they cannot cope.

There are more subtle dangers as well, some of them arising when we follow our own advice too well. Eager to detect combinations of services that are more potent, we may neglect to note the way these services categorize and demean the people they serve—if it is not careful, research on comprehensive, collaborative services may help reify a new deficit model of the “truly disadvantaged or ‘super-needy.’” Or, mindful of the fuzziness regarding the independent variable, we may unwittingly become preoccupied with the intricacies of collaboration or the different forms of interprofessional work and lose sight of the ends (e.g., children’s health, education, and welfare) for which this is only one means. Finally, in an attempt to engage all

laborative services with the result that service providers and the consumers they are trying to help feel besieged. If these things come to pass, the segment of society for whom comprehensive, collaborative services are being devised will not be well served by the research and evaluation community. We can and must do better.

Notes

This article is an adapted version of a background paper bearing the same title prepared for an Invitational Working Conference on Comprehensive School-Linked Services for Children and Families (Leesburg, VA, September, 1994), hosted by the U.S. Department of Education/Office of Educational Research and Improvement (OERI), the American Educational Research Association (AERA), and several other professional associations. The author wishes to thank Rick Brandon, Mike Kirst, Bill Morrill, Liz Reisner, Mary Wagner, an anonymous reviewer, and many participants in the Working Conference for helpful contributions in developing this article.

¹I am indebted to Mary Wagner of SRI International for this way of describing one of the essential dilemmas regarding the independent variable in research on comprehensive, collaborative services.

²This point is based on an observation made by Bill Morrill of Mathtec, Inc., who has carried out informal analyses contrasting “top-down” information systems in integrated services arrangements with other information systems that are more directly responsive to practitioners’ needs at the service delivery level.

³For example, the results of the AERA/OERI conference referenced earlier in the notes are currently being assembled in monograph form, as one outline of a comprehensive research agenda related to collaborative services.

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9/21/95

Memo

**TO: JANICE ALPER, CHAIM BOTWINICK, STEVE CHERVIN,
RUTH COHEN, MARCI DICKMAN, INA REGOSIN**

FROM: GAIL DORPH

CC: ALAN HOFFMANN, BARRY HOLTZ, NESSA RAPOPORT

**RE: CIJE-LEAD COMMUNITY SEMINAR ON EDUCATIONAL
LEADERSHIP – OCTOBER 1, 2**

We will meet Sunday morning (10/1) at my home.
588 West End Ave. Apt. 2A. Phone Number 212-769-0725.

We'll start at 10:00 am and go through the evening, thus, we'll be having both
lunch and dinner together on Sunday.

On Monday, we will meet at the CIJE offices. We'll decide on our starting
time before we break on Sunday evening.

We'll finish on Monday by 3:00 pm

AGENDA

Sunday

Community Updates

Among the things that you report on, please focus on status of personnel
action planning process.

Educational Leadership

Ellen Goldring

Presentation of Findings

Ellen Goldring will present major findings from the Study of Educational Leaders. (In this mailing, you will find the report of the leaders in your community. Please take the time to read it through before we meet.) Her presentation will be followed by time to discuss and clarify the issues raised.

(Sometime in here, we will have a break)

An Examination of Pre-Service and In-service Standards for Educational Leaders in Public and Private Schools

An Examination of Pre-Service and In-Service Programs Designed to Meet Standards in General Education

We will then turn to the issues of standards in public and private education for both pre-service and in-service education of educational leaders. We will compare those norms and standards to the findings in our study.

Monday

Implications and Responses to Study and Norms and Standards

We will discuss the implications of these reports (and what we have seen of norms and standards in general education) for the personnel planning process in your communities and for CIJE nationally.

Update on CIJE

1. TEI
2. Best Practices Volume on JCC
3. Harvard Seminar
4. "Goals Project" with JCC camps
5. General Update on CIJE: staff and projects

VIII. LIST OF AVAILABLE PRODUCTS

The following products have been distributed nationally or locally:

National Distribution

1. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1994). Policy Brief: Background and Training of Teachers in Jewish Schools. Presented at the General Assembly of the Council of Jewish Federations, Denver.
2. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1995). Manual for the CIJE Study of Educators.
3. Gamoran, Adam, Ellen B. Goldring, Roberta L. Goodman, Bill Robinson, and Julie Tammivaara. (1995). Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change. Presented at the annual conference of the Network for Research in Jewish Education, Stanford, CA.
4. Goldring, Ellen B., Adam Gamoran, and Bill Robinson. (Under review). Educational Leaders in Jewish Schools: A Study of Three Communities.
5. Gamoran, Adam, Ellen B. Goldring, and Bill Robinson. (In preparation). Teachers in Jewish Schools: A Study of Three Communities.

Local Distribution

6. Goodman, Roberta L. (1993). The Professional Lives of Jewish Educators in Milwaukee.
7. Rottenberg, Claire. (1993). The Professional Life of the Jewish Educator: Atlanta.
8. Tammivaara, Julie (1994). Professional Lives of Jewish Educators in Baltimore.
9. Gamoran, Adam, Ellen B. Goldring, and Roberta L. Goodman. (1994) The Teaching Force of Milwaukee's Jewish Schools.

10. Gamoran, Adam, Ellen B. Goldring, and Julie Tammivaara. (1994) The Teaching Force of Baltimore's Jewish Schools.

11. Gamoran, Adam, Ellen B. Goldring, and Bill Robinson. (1994). The Teaching Force of Atlanta's Jewish Schools.

(Note: Several reports on community mobilization were also prepared for CIJE internal use. In one case, an evaluation report on a local project was prepared for a community.)



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הנה

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: August 25, 1995

DATE MINUTES ISSUED: September 26, 1995

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Josie Mowlem, Daniel Pekarsky, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Jonathan Woocher, Virginia Levi (Sec'y)

Copy to: Lester Pollack, Henry Zucker

I. INTRODUCTORY REMARKS

The chair introduced Josie Mowlem, currently a member of the staff of the JCC Association, and announced that she will be joining the staff of CIJE as Assistant Director on October 1, 1995. An education major from New York University with experience in Jewish education as well as organizational administration, Josie will gradually take on the responsibilities of Assistant Director over the remainder of the year, becoming more than half-time by November, 1995.

The Chair referred to Ginny Levi's exemplary role during the period of the Commission, and in the CIJE. Ginny has been on loan to CIJE and now is needed full time by the Mandel Associated Foundations. The Chair thanked her for her outstanding contribution to CIJE. Alan Hoffmann also mentioned that Ginny had played a major role in helping him over the past two years and expressed his and the staff's gratitude for her help and counsel.

II. MASTER SCHEDULE CONTROL

Assignment The master schedule control reflecting dates through the end of 1996 was reviewed. Steering Committee members were asked to note any problems with the proposed dates by the conclusion of the meeting. A final notice of upcoming dates will be circulated shortly.

III. MINUTES AND ASSIGNMENTS

The minutes and assignments of June 8 were reviewed. It was noted that Jon Woocher and Alan Hoffmann have been discussing ways to introduce experienced evaluators to the work of CIJE. Their goal is to identify one person to design and coordinate a program to train people to work on the evaluation of Jewish education activities in various communities. The difficulty they are experiencing in identifying a potential coordinator further reflects the need for capacity building in this field.

It was noted that in light of the number of Jewish education programs developing within Jewish Community Centers, it is important to involve the JCC Association in discussions of evaluation.

The assignment to develop a communications program will be revised to refer to the development of publications. ▼

CJIE Steering Committee Meeting
August 25, 1995

Page 2

IV. CJIE UPDATE

Alan Hoffmann introduced this topic by noting that a revised CJIE workplan will be available for review by the Steering Committee at its next meeting. For this meeting, staff members were asked to provide updates on work that had occurred over the summer.

A. Building the Profession

In an effort to move forward with the issue of capacity building, planning is in process with Isadore Twersky on the development of a cadre of people to provide in-service training to day school teachers. At the same time, significant steps have been taken to develop teacher educators for congregational school teachers.

Gail Dorph reported that the first Teacher Educator Institute had taken place in Cleveland in late July. This approach was undertaken when it became apparent that the policy brief called for significant upgrading of in-service education and yet no significant programs were identified through which people are being prepared to be the trainers of teachers, or "teacher educators."

This first Teacher Educator Institute, part of a series of seven over a period of two years, focused on the following two central issues:

1. What kind of teaching/learning do we wish to foster?
2. What kind of experiences will accomplish this?

Using video tapes as the text for considering these issues, the group looked first at how mathematics, subject matter which is not value laden, might be more effectively taught. This discussion was followed by a similar consideration of the teaching of Torah by examining a short video tape of a lesson by a teacher who is highly thought of. The approach of this first Institute was to involve the participants in the kind of learning experiences we would like them to create for others.

It was noted that many educators participate in "one shot" educational experiences, then return to their own institutions and find themselves slipping back to their old ways. It has also been shown that it is easier to bring about change when groups of people work together. With this in mind, communities were invited to send teams of three to the Institute in order that participants would have others to support their efforts at change locally. In addition, Institute participants are now working collaboratively via e-mail and teleconferencing. This permits participants to reflect with each other on how their work is progressing, how to deal with setbacks and how to move ahead.

In the discussion that followed it was reported that the faculty of the Institute included CJIE staff members as well as two professors of education from Michigan State University, Deborah Ball and Sharon Feiman-Nemser. Both originally were invited to the academic advisory group meeting to pre-plan the Institute in May and expressed such enthusiasm for the project that they volunteered to teach. It may be that bringing these outstanding leaders in

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general education to our enterprise is the most important contribution we can make.

It was noted that there is also an evaluation plan for the Institute. The MEF team will write an initial document describing in-service education in each of the participating communities and will follow up on how this changes over time. It is hoped that, through interview and observation, it will be possible to evaluate the quality of training which occurs in these communities and its impact on teaching.

In concluding this presentation, the Chair noted that this project is an example of what can be accomplished when a group of very highly qualified senior staff tackles a problem. He noted the importance of bringing together people of extremely high quality to accomplish our goals.

B. Report on Educational Leaders

Ellen Goldring reminded Steering Committee members that at the time the educators survey was undertaken in the three lead communities, a survey of educational leaders was also administered. The MEF team has now completed a first draft of a report on this survey and is working with CIJE staff and the MEF advisory committee to determine the best approach for disseminating the report and CIJE's response. It is anticipated that a Policy Brief will be prepared to reflect the results of the report as well as a call for action. In the interim, the report will be distributed to audiences which have a particular interest in its findings.

The study showed that a relatively small percentage of Jewish educational leaders has training in the fields of Jewish education, pedagogy and administration. It also showed that, while a significant majority intends to continue in the field and, in fact, in the same institution, relatively few are engaged in systematic, sustained ongoing professional growth.

It was noted that while it has become evident through CIJE's work that in-service education is critical to teachers already working in the field of Jewish education, issues of pre-service education and recruitment may be as critical for educational leaders.

It was suggested that the work of CIJE in Community Mobilization is as central with respect to educational leaders as our work with the professional leaders themselves. Frequently boards have relatively low expectations of their principals. We should undertake to encourage a change in this situation.

In addition to a composite report on educational leaders which will be disseminated broadly, individual leadership reports to the lead communities will be completed and distributed locally. A challenge for CIJE is to find ways to use this data constructively, a task which can best be accomplished in consultation with each individual community.

C. Best Practices Volume

Barry Holtz reported that during the past year work has been undertaken to review successful programs in Jewish education in JCCs. Unlike earlier Best Practice endeavors, this one is being done jointly with the JCC Association.

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Steve Cohen and Barry Holtz convened a group of advisors for assistance in selecting sites and identifying criteria for Best Practices. Six sites were studied and reviewed. A first draft report was completed and, with the input of representatives of the JCC Association, revised. The goal of the document is to provide the Center movement with documentation which will help mobilize lay support for Jewish education in JCCs and also improve the quality of professionals involved in Jewish education efforts throughout the system. It is anticipated that this third Best Practices volume will be published by late fall or early winter.

D. Community Mobilization for CIJE

1. General Assembly

Nessa Rapoport reported that CIJE staff members have been participants in planning for a reconstituted GA. Instead of a series of "one shot workshops" it is expected that GAs in the future will be built around sustained multi-year planning and programming. This year's GA is designed around four institutes, one of which is Jewish Identity. Participants will be encouraged to stay with one institute throughout the GA.

Jon Woocher reported that a proposal submitted to the planning committee by CIJE has served as the basis for plans for the GA now and in the future.

In discussion it was noted that this is an appropriate time for CIJE to work closely with CJF on how to approach issues of continuity. For this reason, there was some concern with the approach of four parallel tracks, potentially leaving some people entirely out of discussions of continuity. A possible alternative for the future might be to offer the separate tracks sequentially rather than in parallel, so that participants would have an opportunity to select from all four. It was noted that each of the four does have some elements relating to Jewish education. It was also noted that the 1995 GA is an experiment and that there will undoubtedly be adjustments for the future. It was suggested that CIJE work for greater board involvement in the GA.

2. The Policy Brief which was published on the basis of the educators survey has been distributed to a number of distinct constituencies. Each has been accompanied by a cover letter to the group receiving it. CIJE is now in the process of publishing the presentation made by Jonathan Sarna at the April Board meeting. The distribution of such publications is a significant means of impacting community mobilization.

E. Brief Updates on Other CIJE Activities

1. Brandeis University

Brandeis has requested a grant from the Mandel Associated Foundations to undertake a 12 - 18 month planning process to involve University faculty and CIJE staff. The purpose is to look at Brandeis University's

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strength relative to needs for personnel and Jewish education and ways for Brandeis to impact Jewish education strategically.

2. Colleges of Jewish Studies

There have been several meetings with the presidents of the colleges of Jewish studies. CIJE is encouraging the colleges to consider a joint approach to a single issue for Jewish education, perhaps focusing on early childhood.

3. CAJE

Two CIJE staff members attended the recent annual CAJE conference where serious interest was expressed in CIJE's work.

4. Community Organization

CIJE continues to work with CJF in an effort to establish joint relationships with individual communities. At the same time, continuing efforts are underway to establish relationships with Cleveland, Hartford, and San Francisco as affiliated communities.

5. JCC Camps

Initial discussions about improved Jewish programming in JCC camps have led to planning for a meeting with camp directors and JCCA representatives which may occur as early as November.

6. Wexner Heritage Alumni

CIJE, together with the Wexner Heritage program, has developed a curriculum for graduates of the Wexner programs. A retreat will be held in early December at which CIJE staff will serve as faculty. Their purpose is to charge the graduates of the last ten years with the importance of being community activists and advocates for Jewish education in their communities.

V. PERSONNEL AND TRAINING

In light of time constraints, this agenda item was postponed to the next Steering Committee meeting. It was briefly noted that personnel remains at the core of our work, that CIJE has continued to identify extremely gifted Jewish professionals with a serious interest in our work, and that we have had some success in bringing such people into the field. This remains an ongoing focus of CIJE and is an issue to continuing discussion with the Mandel Institute. We will continue to work on our goal of "turning out stars."

VI. GOALS PROJECT

Daniel Pekarsky reported that after serious review of the initial workplan for the Goals Project, it was concluded that additional work is necessary before we are in a position to move full force into the work of developing capacity in this area. In particular, it is premature to begin to develop a coalition of vision driven institutions because most institutions are not ready to take this concept seriously. Typically, they are more

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interested in a quick fix than the serious struggle necessary for clarification of an institutional vision. In addition, it seems premature to train coaches to work with institutions until we are more knowledgeable about what such work will entail.

Therefore, a July consultation of CIJE core staff with consultants from the Mandel Institute and the Harvard Educational Research Center concluded the following:

- A. The notion of "seeding the culture" is critical. A body of materials needs to be developed and initial steps must be taken to help institutions understand what is involved in establishing a vision and goals.
- B. Building capacity should begin with pilot projects to test out our ideas and analyze outcomes. Dan Pekarsky will be working with one or more institutions in Milwaukee and Danny Marom of the Mandel Institute will be working with the Agnon School in Cleveland. Based on this experience, CIJE staff will be able to develop approaches for others and prepare further written material for use in moving this process forward.

At the same time, in order to begin to interest other top people in this process, plans are underway to develop a seminar for the summer of 1996 for a core of people who might then be available to work with CIJE.

- C. CIJE should establish a resource development center (fondly known as "the kitchen") where materials for the project are developed. This will include videos, vignettes, and written literature. All of this will be made available to coaches in the future.
- D. It is increasingly evident that the goals project must be integrated with the other work of CIJE as we look at goals and evaluation, goals and community mobilization, and goals and personnel training. In addition, the partnership of the Mandel Institute and CIJE in this process will significantly enrich the process.

In the discussion that followed, it was suggested that as we undertake something new, CIJE is undoubtedly going to encounter failures as well as successes. It was suggested that these should be carefully documented, as well.

It was suggested that the presentation made by Atlanta representatives about the visioning process undertaken in a single day suggested that such an approach, while perhaps not CIJE's ultimate goal, can have significant benefits. Staff is encouraged to stay aware of such opportunities and to keep standards at a level which permit progress to occur.

It was noted that goal setting can run into pitfalls when it encounters political obstacles or a strong push toward consensus. Goal setting is a developmental process which will change as time goes on and should be undertaken thoughtfully. It was suggested that CIJE should be careful not to be so studied in its approach that its own goals for this project are put off indefinitely. It may be that capacity building can occur as planning and development is undertaken. It was agreed that this is an important point, but that CIJE must first know what a goals coach should be and do before efforts are undertaken to recruit and train such people.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

ASSIGNMENTS

73680 ASN (REV. 7/84) PRINTED IN U.S.A.

Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Virginia F. Levi	Date:	8-25-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Circulate new list of meeting dates.		VFL	9/25/95	10/15/95
2.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	11/1/95
3.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee		AG/NR	6/8/95	11/1/95
4.	Work with JESNA on developing a program for training evaluators and prepare a proposal for review by the Steering Committee.		ADH	4/26/95	11/1/95
5.	Continue planning for 1995 GA and provide Steering Committee with updates.		NR	6/8/95	11/15/95
6.	Complete paper on Best Practices in JCCs.		BWH	6/8/95	12/31/95
7.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
8.	Prepare plan for increasing board size.		ADH	4/26/95	TBD
9.	Develop a communications/publications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
10.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

(1)e

MINUTES: CIJE - MEF STAFF MEETING ON EDUCATIONAL LEADERSHIP
DATE OF MEETING: AUGUST 24, 1995, 9:30 a.m. EST
DATE MINUTES ISSUED: SEPTEMBER 19, 1995
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz, Adam Gamoran, Ellen Goldring, Dan Pekarsky, Nessa Rapoport, Bill Robinson
COPY TO: Annette Hochstein, Ginny Levi, Debra Perrin

I. Examination of Pre-service and In-service Standards and Programs for Educational Leaders

EG presented information on the pre-service and in-service standards for educational leaders in public and private schools, and on the programs available in general education for educational leaders to meet these standards.

In summary: Widely accepted standards in general education throughout the United States hold that educational leaders should have credentials in three areas: education/pedagogy, a subject matter, and administration/supervision. Preparation in education/pedagogy consists of an academic program leading to a BA or MA and a license or certification in general education. Subject matter preparation for elementary school may include a broad range of academic subjects, while high school teaching usually requires majoring in an academic subject area. (For Jewish schools, the appropriate subject matter knowledge would be in a content area, such as Hebrew, Jewish history, Jewish literature, or a related field). After teaching for "x" number of years, one can go on to gain an additional degree in educational administration and be licensed as a principal.

In order to maintain their licenses, principals, like teachers, are required to participate in ongoing professional development. The number of hours differs from state to state, but such requirements are standard.

The group reviewed a selection of materials on professional standards, in both general and Jewish education, in order to better understand the requirements (standards and norms that exist) and the content of preparation and professional growth programs. These included:

- a. "The Landscape of Leadership Preparation", by Joseph Murphy;
- b. "The Licensure of School Administrator: Policy and Practice", by Carl R. Ashbaugh and Katherine L. Kasten;
- c. "Performance Domains of the Principalship", from the National Committee for the Principalship;
- d. "The Return of the Mayflower: British Alternatives to American Practice", by Paul A. Pohland;

- e. "Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary School", compiled by John Tryneski;
- f. "Guidelines and Requirements for Licenses" from the National Board of License for teachers and Principals of Jewish Schools in North America;
- g. standards from The Solomon Schechter Day School Association;
- h. the academic program of the Jewish Theological seminary; and
- i. selected statistics from the Digest of Educational Statistics.

A brief discussion followed, comparing standards and programs in Jewish education with those existing in general education.

II. Possible CIJE Responses

A. FIVE MODELS OF ACTION

- gail gile
GZD and EG outlined five possible models that the CIJE could pursue:

1. Pre-service Programs
 - a. impact what is currently occurring in education programs in institutions of Jewish higher learning
 - b. entice (other) universities to offer programs in Jewish educational leadership (such as the University of Wisconsin at Madison)
 - c. recruit people with Jewish content and entice them to attend current leadership programs in non-Jewish universities
2. Institute Model (professional growth model)
 - a. Harvard Model (subcontract out, but design content)
 - b. TEI Model (CIJE also does instruction)
 - c. ongoing programs
3. Principal Center Model (grassroots, resource centers)
4. Leadership Academy Model (state/district approach to professional development, tied to standards - analogue: BJE's?)
5. "Training of Trainers" Model

B. DISCUSSION OF MODELS

The group engaged in a critical discussion on these five possible models. During the discussion, the following key issues, concerns, and ideas were raised:

1. Unlike teachers, the pool of educational leaders in Jewish schools is much smaller. Thus, it may be possible for the CIJE to have a direct impact upon all educational leaders. The CIJE may want to put forth a greater effort in impacting pre-service programs, rather than in-service activities.
2. At present the participation of educational leaders is voluntary. We need to move beyond encouragement, as we consider our approach to professional growth for educational leaders. Are there ways to learn from norms or standards, that exist both for pre-service and in-service programs for leaders in general education? The CIJE may need to begin a process, whereby standards for pre-service and in-service are articulated and widely distributed, and particular groups (e.g., The Solomon Schechter Day School Association) agree to begin implementing them
3. We need to consider denominational differences in standards and the role of denominational institutions in setting such standards.
4. Recruiting people with Jewish content and enticing them to attend current leadership programs in non-Jewish universities (option #1c) may only be successful if a critical number -- e.g., cohort -- of Jewish educational leaders attend the program. Otherwise, they will find themselves isolated. In addition, such programs would not necessarily offer them the opportunities:
 - a. to reflect on matters of Judaic content, and their connection to leadership issues;
 - b. to deal with the specifics of the contexts in which they work, and their impact on leadership issues.
5. The CIJE could work with one of these leadership programs in a non-Jewish university, developing a Jewish component to help the students apply what they are learning to Jewish schools.
6. How can we influence an established institution to provide a more substantial pre-service program. Several possibilities were suggested:
 - a. set up a consultation on educational leadership with experts in the field, geared toward ourselves and faculties of AIHJLE (similar to the Teacher Educator Institute in which the CIJE brings in experts from general education);
 - b. encourage the development of substantial educational leadership programs, perhaps using funding as leverage;
 - c. assist them in recruiting more students;
 - d. train a faculty in Jewish educational leadership;
 - e. educate relevant constituencies ("seeding the culture").

*association of institutions
of Higher Jewish Learning (E for
Education?)*

These possibilities are not mutually exclusive. For instance, after the consultation(s), the CIJE could work with interested institutions to develop a proposal for funding.

7. In general education, change occurred in the content of leadership programs, because professionals in the field began to demand greater emphasis be placed on leadership issues in these programs. This would support the argument to focus efforts toward "seeding the culture" (see issue #5e). The Institute Model (option #2), in concert with the creation of Principal Centers (option #3), could assist in this effort.

8. If we create an Institute Model (option #2), we could require that teams be sent (i.e., president of schools, key community lay people, and the principal).

9. The Institute Model (option #2), alone, is insufficient. There needs to be a vehicle for translating what is learned in the Institutes into the realities of institutional and communal life. The Principal Center Model can provide this linkage between the Institute Model and the classroom.

10. Following the Harvard Principals' Seminar, many educational leaders began meeting with their colleagues in their community to share what they learned and continue learning together. This spontaneous development can be capitalized upon to create the Principals Center Model (option #3). The CIJE could provide support for enhancing the effectiveness of community efforts in this area.

11. If we focus our efforts on "seeding the culture", we should proceed along three avenues:

- a. conduct institutes for educational leaders, complemented with follow-up support for back-home work;
- b. bring together leadership of the major institutions as a study group (using a CIJE Policy Brief as a primary text);
- c. bring the heads of major foundations together.

12. What will lead people to buying into our visions of what educational leadership should be? Perhaps, you could achieve buy-in by creating one institution that would be a living model of what excellence could be. This could be a new institution (i.e., The National Institute for Jewish Educational Leadership) or one already in existence.

13. If we create our own institution, we need to consider whether or not there will be a sufficient number of students and enough qualified faculty, as well as its impact on already existing institutions.

14. The Reform movement currently combines a Pre-service Program with an Institute Model (option #2) - in the form of the denominational colleges and NATE (where professional development experiences occur). Given encouragement and money, the Reform movement may be interested in setting up a Leadership Academy (option #5).

15. The Leadership Academy Model (option #4) is unlikely to be effective because of the limited capacity which currently exists within BJE's and the denominational movements.

16. Engaging in the "Training of Trainers" model (option #5) is a necessary basis for undertaking any of the other models.

C. CONSIDERING A DECISION

The group was divided about which models to pursue. Some preferred focusing on pre-service (option #1). There was disagreement, however, over whether our efforts should initially focus on enhancing the quality of current pre-service programs or increasing the number of persons attending these programs: quality versus quantity. Others preferred focusing on in-service: create continental Institutes (option #2) and support the development of local Principal Centers (option #3) following participation in the Institutes. There was limited support for the Leadership Academy Model. On the other hand, some felt that we need to engage in all five models in order to impact substantially upon the system. It was pointed out that since the CIJE does not have the capacity to engage in all of them (or even some of them) simultaneously, we would still need to prioritize among them. Most felt that, no matter upon which of the first four models we focus, we need to decide how to train the trainers who would (eventually) run the programs (option #5).

In making a decision about which models to pursue, the group raised several questions that would need to be considered:

1. What precise steps will be necessary to achieve each of our goals?
2. What type of role will the CIJE have in each process (e.g., mediator versus service deliverer)?
3. What is our own capacity (staff) for engaging in any one model or a combination of models?
4. From where will funding come?

Given our limited capacity and funding, if we decide that we should pursue a combination of models, how do we prioritize among them? One way to decide would be to consider which pieces have to be done no matter what else we did. Or, what things are so big and complex that we can't do them now? Another way to decide, which was suggested, concerned the venue under which we would consider the issue: Do we conceive of our initial efforts as primarily community mobilization ("seeding the culture") or as building the profession? If the former, we may want to do as many short-term Principal Institutes (option #2) as possible, which could lead to grassroots spin-offs (i.e., Principal Centers - option #3).

Finally, the importance of writing a design document, which details our desired outcomes (once the CIJE has determined what they are) and the actions we need to take in order to reach those outcomes, was noted.

III. Next Steps

A. LOCAL COMMUNITY REPORTS

Assignment

We briefly discussed the individual community reports. In particular, the group thought that we should consider in more depth the issue of how best to use the reports (or some version of them) with the key lay persons and Federation professionals in each community. The staff was requested to have all comments on the Atlanta report sent to the MEF team by Tuesday. GZD affirmed the need to have all three community reports completed in time for the Lead Community consultation on October 1st and 2nd.

B. DISCUSSION PAPER AND POLICY BRIEF

We discussed the purpose and audience for the Discussion Paper on educational leaders, which presents a broad view of the data collected by the MEF team in the three Lead Communities. The following purposes/audiences were suggested for the Discussion Paper or some version of it:

1. a seminar with foundations and experts on leadership in general education;
2. the Research Network in Jewish Education;
3. faculties at institutions of higher Jewish learning and academic departments of Jewish studies;
4. other CIJE bodies (such as the Steering Committee);
5. local communities that are pursuing studies of their educational leaders (such as Cleveland).

Consultations with these groups of people (i.e., key faculty members at institutions of higher Jewish learning and academic departments of Jewish studies, along with experts on leadership in general education), using the Discussion Paper as the primary text, could assist the CIJE in reaching a decision on which models to pursue, and help "seed the culture" in preparation for change.

ADH requested that the MEF team have this Discussion Paper and the integrated report on teachers in the three Lead Communities available in October. ✓

The group decided that the next CIJE Policy Brief will be on educational leaders. ✓

C. THE *MANUAL FOR THE CIJE STUDY OF EDUCATORS*

ADH noted that a letter is being sent out to key professional and lay leadership across North America informing them, among other things, of the availability of the *Manual for The CIJE Study of Educators*. Final revisions on the *Manual* need to be done as soon as possible.

Assignment

The importance of having local communities maintain the anchor items in their versions of the survey was re-affirmed. We briefly discussed ways that this could be accomplished. The implementation of the planned Evaluation Institute, as a means of accomplishing this goal, was re-affirmed. In addition, ADH requested that AG and EG compose a short letter that will be sent to communities who have requested and received the *Manual*, which will make the case for anchor items on a sophisticated level in language geared toward lay persons. The letter also should mention that the CIJE will be holding a conference or seminar on the anchor items or how to use the *CIJE*

Assignment

Educators Survey.

CIJE-MEF ASSIGNMENTS

CIJE-MEF Staff Meeting

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Decide upon inclusion of Cleveland in the subsample.	AG	July 26, 1995	COMPLETED
2.	Schedule meeting with ARH to discuss January meeting to review three years of the CIJE's work in the Lead Communities.	AG and EG	July 26, 1995	COMPLETED
3.	Write draft of discussion paper and Atlanta's community report on educational leaders.	MEF	July 26, 1995	COMPLETED
4.	Make final revisions to the <i>Manual for The CIJE Study of Educators</i>	MEF	July 26, 1995	September, 1995 (ASAP)
5.	Send ARH copy of the draft <i>Manual for The CIJE Study of Educators</i> .	BR	July 26, 1995	COMPLETED
6.	Send comments on Atlanta's community report on educational leaders to MEF.	Staff	August 24, 1995	August 30, 1995
7.	Compose letter to lay leaders that will follow delivery of the <i>Manual</i> to local communities.	AG and EG	August 24, 1995	September, 1995

updated August 24, 1995

May 22, 1994

PROFESSIONAL PERSONNEL -- PHASE II

*A DEVELOPMENT PROJECT OF
THE MANDEL INSTITUTE IN JERUSALEM*

I. INTRODUCTION

This paper is an invitation to discuss the new initiative of the Mandel Institute in the area of senior personnel for Jewish education¹ worldwide.

"Building the profession at the most senior level of leadership"² is a central theme of the mission that the Board of the Mandel Institute has taken upon itself. In a previous phase, the Institute developed, through its work with the Commission on Jewish Education in North America, the Council for Initiatives in Jewish Education (C.I.J.E.), the School for Educational Leadership (SEL), the Jerusalem Fellows³ and previously JAFI's Jewish Education Committee (chaired by Mr Morton Mandel and staffed by S.Fox and A.Hochstein), an

¹ Jewish education in this paper is defined as education for Jews wherever they be, in the Diaspora and in Israel, for all age groups and in all settings, formal and informal.

² Mandel Institute Mission Statement, December 1993.

³ This program has recently moved from JAFI to being an autonomous institution.

approach to address the shortage of qualified senior personnel for Jewish education. The time appears to be right to undertake a next initiative in this area. Jewish education and Jewish continuity are high up on the agenda, whilst the shortages and problems are being recognized by all.

Diaspora Jewry has recently placed Jewish education at the very top of the communal agenda. The Commission on Jewish Education in North America's report *A Time to Act* has solidified this trend. In the U.K., the Chief Rabbi is galvanizing the community around Jewish education as the means to ensure continuity. The concern for continuity is pressing throughout Europe, the former Soviet Union, South America, Australia and South Africa. Moreover, the leaders of the State of Israel including the Prime Minister, the Minister of Finance, the Minister of Education, members of the Knesset⁴, as well as major leaders in Jewish communities have expressed a desire to address together issues of meaningful Jewish continuity. This is evidenced by changes in the agenda of major institutions and organizations, initial steps by Israel's Ministry of Education to intensify its activities in the area of Jewish education for the Diaspora and the public debate on funding priorities. The Minister of Education turned to the Board of the Mandel Institute and requested that we join forces to deal with this issue, beyond our partnership on the School for Educational Leadership, that deals with top leadership for the country's

Reads
better
with
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⁴The Knesset devoted several of its sessions in early 1994 to the question of Jewish continuity and Jewish education in the Diaspora.

education systems.

This coming-together of agendas and interests in Israel, together with our experience to date, has committed us to the notion that the combination of people and ideas is our best means for addressing systemic change in Jewish education. Thus we are proposing to expand our work to a new initiative in the area of senior personnel for Jewish education.

2. Why senior personnel

Dealing with personnel today is an awesome task and we will need to devise strategies and identify priorities for cutting into the problem and dealing with it. There are somewhere between 40,000 and 50,000 educators in the diaspora and about 100,000 in Israel⁵. In the diaspora most people who teach are inadequately prepared for their assignment: only a minority have formal training in Jewish subject matter or in education. Outside of the ultra-orthodox community there are few training opportunities and participation in training programs falls far short of numbers required. In the United States for example, where it is estimated that there are some 30,000 people in formal and informal Jewish education, with a low retention rate and several thousand openings annually, fewer than 300 people graduate annually from programs that train educators (outside of the ultra-orthodox

⁵These figures are based on data by Prof S Dellapergola for the Diaspora and on the Central Bureaus of Statistics' "Statistical abstract of Israel" (1993) for Israel.

community). It is estimated that close to one third of those who teach have had no formal Jewish education after the age of bar/bat-mitzvah⁶. No more than that know the Hebrew language. A very small number of educators participate in adequate in-service training programs, which are few and far between. There is almost no training for Jewish education in informal settings. The result is clear throughout the field: the number of qualified educators is insufficient to meet the challenge of educating our children and their families.

In order to address this shortage a massive increase in training opportunities is required (pre- and in-service). One would need to graduate annually several thousand teachers as well as educators for informal settings. The problem is compounded by the fact that the personnel required to train educators does not exist. For example the number of faculty devoted full time to the training of educators in North America is less than 20 people⁷.

In order to undertake the assignments involved in addressing the shortage of personnel (the creation of adequate training programs, the mustering of resources, the harnessing of communal interest) one would need appropriate professional leaders. However, as

⁶These estimates have recently been corroborated by comprehensive teacher surveys in three communities in the U.S. (source: CIJE 1994)

⁷The faculty required to train Jewish educators includes: scholars in the subject matters taught in schools (eg Bible, history, Hebrew, prayer) in Jewish education, and in general education, as well as practitioners who can deal practical experience. A minimal figure for an adequate staffed training program would probably include 15 full time faculty members.

indicated, the shortage of educators extends to teacher-trainers, professors of Jewish education, heads of training programs, and professionals in policy making positions within communities and in national organizations. Without a cadre of education professionals in leadership positions, there is no way to begin addressing the shortage. Senior personnel develop the content of education, establish and run programs and institutions, train and lead front-line educators, design community-wide development plans for education, undertake necessary research, monitoring and evaluation, develop resources, form necessary, strategic partnerships with community leaders, and more.

For these reasons, this proposal reaffirms the decision to concentrate our efforts at this time on the development of senior personnel for Jewish education worldwide.

3. Estimating the need for Senior personnel

How many senior, adequately trained professionals are required in order to lead the Jewish educational system worldwide? There is no agreed upon definition for "senior" positions. One might, for example, define as senior the ten or fifty top positions (e.g. head of New York Bureau of Jewish Education; head of JCCA; Director general of Israel's ministry of education; head of municipal education authority in Jerusalem; head of the Ministry's pedagogic secretariat; Prof. of

Clearly we're in the middle

Say why yes or no or could position

*Avih
Confus*

Jewish education at Yeshiva University) - those that carry most or very much influence in setting policy, determining resources, developing content. On the other hand, one might add as seniors the heads of all BJE's, the heads of Jewish educational systems in major countries and communities, the several thousand day and supplementary school principals, and define the top 10% of all positions as being "senior" (4000 - 5000 in the Diaspora³).

In consultation with experts, educators, and community leaders, an initial list of some 1500 positions in the Diaspora and about 1000 in Israel has been defined. Having established an initial 2500 target positions³ we can now estimate the annual need for training as follows: assume a professional's retention rate at senior level to be 15 years on average (including attrition, retirement and death) we would need to graduate 6.6% of 2500 people = 166 people per year. This figure does not take into account the assessment that a large proportion of those in position are not qualified for their jobs and would require either additional training or replacement. If we further estimate those in need of training to be 1/2 the current position holders this would add 1250 people.

³Figures for Israel are lower despite the more extensive character of the system. This is a consequence of the more organized and hierarchical nature of a centralized state system, as compared to the voluntary and decentralized Diaspora system. Thus in a survey prepared for the Mandel Institute by Mr Eliahu Israeli in July 1992 ("Mapping survey of key and senior positions in Israeli education"), estimates for Israel go from 400 senior management positions to 1000 positions if one adds senior inspectorate positions and the like to several thousand if one were to add school principals and assistant principals.

³see Appendix I

For a ten year improvement plan - 125 per year. Thus we would need to train 125 plus 166 people, for a total of 291 trainees per year, assuming one-year programs (two years double the figures). Obviously these are minimal figures. They do not include new positions, or growth. If one were to include all school principals, department heads, assistant principals in large schools, etc. the numbers would grow to twice or three times this estimate. Clearly, today's training programs for senior educators, graduating together less than 100 senior people (including Lead teachers, assistant principals and other mid-level positions) are not responding to the need.

In addition to full time training, in-service training must be developed. It is universally accepted that in-service education (on the job training) is indispensable for all personnel in the field of education. Several educational systems make it a condition for recertification. There are those, such as Prof. I. Twersky, who have consistently claimed that in-service may be our highest priority, preceding in importance full time education. There are virtually no on-going programs of reasonable duration in North America, and in-service training can be said to be almost totally missing.

go from content to structure

In light of these findings our challenge was to identify the best way to cut into the problem. Given the scope of the problem and the limited training resources available (make the argument with criteria

one way = USA
demonstration -
only USA / no facilities
another way = Harvard /
Stanford etc -
critique
third way =
by maximizing
potential of
existing
situation
Jerusalem.

and alternatives).

4. A way to begin

More senior personnel are prepared for the task of educating Jews in Israel today than in all other places in the world together. The programs associated with the Mandel Institute in Jerusalem include the Hebrew University's Melton Center (Senior Educators Program: 25 graduates per year and an additional 35 educators from the former Soviet Union in a short program; 50 participants in in-service programs); the Jerusalem Fellows (10 graduates per year); the School for Educational Leadership (20 graduates per year). Senior personnel for Israel are also trained at Israel's six University Schools of Education.

It is generally agreed that the resources available in Jerusalem offer a unique qualitative and quantitative environment for training. Institutions here have over the past 25 years invested large amounts of energy and funds for the preparation of faculty and the development of training infrastructures. Moreover Israel is blessed with abundant additional educational resources. We have developed close working relations with several institutions offering educational services for the Diaspora (Melitz; Pardes; Gesher; Oren, etc.). They could offer additional support to the training infrastructure. They could offer remedial training, additional preparation of individuals in Jewish content areas, practical experience in Jewish education and

more. Thus it is generally agreed that there are at the present time in Jerusalem faculty resources, institutional settings, support services and creative energy for training. The question facing us is how one could significantly expand senior personnel training. It is our assessment that the next step should be taken in Jerusalem in light of what already exists.

It is proposed to pool the resources of existing programs to create a unique center in Jerusalem designed to embody a professional culture, intellectual ferment, commitment and motivation to address the most challenging problems facing the Jewish people through Jewish education. Our objective is to develop a model that will set new, higher and explicit norms for the profession of Jewish educator. No single program can do this on its own. We are not talking about conventional training, as experience has shown that standard degree granting programs at schools of education have not met the challenge of providing the leadership for the educational profession. The literature on Schools of Education¹⁾ supports this view, in stark contrast with medical education and its emphasis on clinical training. For this reason we are suggesting to choose the route of professional leadership training outside the universities, as is done in France in the Grandes Ecoles. These institutions have, for the past 200 years, trained professional elites for all the

¹⁾ "Ed School", Geraldine Joncich Clifford and James W. Guthrie; Univeristy of Chicago Press, 1988; "The Dynamics of Educational Change", John I Goodland, McGraw Hill Book Co.; "Teachers for our Nation's Schools", John I. Goodland, Joosey-Bass, 1990; Elkana report on Israel's schools of education

professions - including top scientists, philosophers, writers, politicians, etc. The School for Educational leadership is built upon that model.

It is our assessment -- offered here for consideration -- that there is a core of institutions and programs in Jerusalem - the Melton Center, appropriate departments of the Hebrew University¹¹, the Jerusalem Fellows, and the School for Educational Leadership - whose faculty and infrastructure could accommodate a greatly expanded senior personnel training role. Together they could become a model center for the training of senior educators worldwide. Their graduates in turn could cause the development of training capabilities elsewhere.

What is hoped for is that the proposed center¹², as it is being developed will undertake the necessary steps to help establish centers for the training of senior educators throughout the world will invite competition and will bring about the development of additional training programs in other places throughout the world.

¹¹ The School for Education; the Rothberg School for Overseas Students; departments of Judaic Studies; the department of Contemporary Jewry; appropriate Social Science department.

¹² The term "center" is used here as a temporary name for the collective, collaborative endeavor of the key training programs and institutions referred to in this paper: the Senior Educators Program, other Hebrew University programs (other Universities and programs may join), the Jerusalem Fellows, the SEL. We have used variously terms such as "confederation", "consortium" or "association of training programs" in order to refer to the same idea. All are found to be inadequate. Suggestions are welcome.

It will prepare significant numbers of well-trained education professionals and place them in appropriate positions. The center will facilitate the preparation of professional leadership for Jewish education in the Diaspora and in Israel¹³. It will be characterized by an effort to bring together people and ideas, to improve the system through the recruitment, training, and placement of outstanding educators in critical educational positions, and for them to project alternative visions of Jewish education and its potential products.

Participants in the center's various programs would undergo theoretical training and practical experience in relevant fields of education, Jewish thought and the social sciences, as well as mastering the Hebrew language. They will become conversant with major ideas and trends in educational and Jewish-educational thought, and will be expected to develop their own conception of Jewish education and its role in contemporary society. It is expected that participants in the center's programs will develop commitment to the State of Israel and to the destiny of Jews throughout the world. Upon graduation they would

¹³There are major differences in the problem of Senior personnel for the Diaspora and for Israel. These flow from inherent differences between Israel and the Diaspora in issues of identity and culture; as well as from structural differences - in Israel we deal with a mandatory public school system while in the Diaspora we have a voluntary system, and more. The problematics of dealing with these differences within the framework of one center will be addressed later, under an assumption - to be demonstrated - that major benefits may arise from the sharing of resources, joint research and reflection, and a common organizational framework. Thus is it proposed that the center train senior educators both for the Diaspora and for Israel.

maintain contact with the center through its placement, networking and continuing education activities. To accomplish its assignment the center will facilitate the optimum combination of training with research, and will consult with communities and major institutions in the process.



In a separate document
re plans, feasibility, implementation
etc.

(2 needed)

(2 Summary):

The Mandel Institute proposes to assess emerging opportunities and to launch a major project that will increase the number of educational leaders, those capable of professionally dealing with the challenges of Jewish education and to *develop in Jerusalem a world center for the training of senior personnel for Jewish education worldwide.*

The Center will seek to increase the number of full-time students in long-term training programs in Israel from the present number of 55¹⁴ to possibly 250 per year within several years. It will increase senior participants in short-term programs (3 to 12 weeks) from 50 to possibly 750 within several years.

In order to accomplish this, the center will involve faculty from existing training programs, the Hebrew University, the Ministry of Education and other universities, yeshivot and institutions of learning throughout Israel.

It will develop links with Jewish educational programs in the country, and involve them to carry out appropriate elements of the training assignment

¹⁴Senior Educators: 25; Jerusalem Fellows: 10; School for Educational Leadership: 20.

(Melitz, Gesher, Pardes, Oren, the Kibbutz movements' colleges, the JCCA, etc.).

PERSONNEL INTERVIEWS

SUMMARY

APRIL 3, 1994

AMI BOUGANIM

The first question -- anticipated --: What is the role of the Mandel Institute in this story and what are hoped for outcomes? We discussed the current potential for major development of resources, the availability of institutional infrastructure and faculty to expand significantly programs and then moved on to discuss specific elements.

He sees the Mandel Institute in a role with many of these elements, of course of funding. He sees a centralized recruitment, access to outstanding scholars, publication, intelligence, placement, networking function.

We discussed continuing education and networking more at length.

Develop a hypothetical idea of Gila Ben-Har running a continuing education and networking office for all the organizations -- beginning immediately (as a third year at the School or as a first year of job), the development of computerized communication and of a program of continuing education, mentoring and support for next year, as well as a placement bureau. He sees Yoram Harpaz in charge of the writing office, at least for the Hebrew center.

Among random ideas: a sabbatical year in Israel for outstanding people from multiple disciplines and backgrounds to recruit them to the educational endeavour. The cultural attache as target populations.

He comfortably sees the Mandel Institute as convenors.

Wants to suggest a model for the relationship between the Mandel Institute and sister organizations: we agreed to meet next Sunday to continue the conversation.

NOTE the idea of roles for Mandel Institute staff: e.g., Danny Marom as the general referent for the teaching of history. Wygoda for another topic, etc.

Will be glad if we write to the Fellows re: networking by E-mail. Wanted to be sure that this does not replace a newsletter. Is considering a newsletter; would like it to be joint with the School; does not know if it can be done at this time.

End of Interview

PERSONNEL INTERVIEWS

SUMMARY

APRIL 3, 1994

ALAN HOFFMANN

1. Alan read the draft 1. We discussed primarily recruitment and the potential for candidates.

2. We raised the issue of the differences between Israel and the Diaspora. Alan suggested that the systemic differences are such that one cannot compare.

3. His suggestion is to attempt various program models to accommodate people who may not have either the knowledge or the time required for our programs. This raises the question of standards, of minimum time, of the nature of the programs. It is an issue we need to discuss.

4. He raises the issue of complimentary basic training in one's country and even in one's work place. Moving towards the notion of in-service training models to take place in the U.S., perhaps with a summer in Israel, or two summers in Israel, etc. The question is, of course, who can run each of these programs, who can mentor trainees in their work places and who can teach? From there we went to the notion that one of the consortium's first assignments may need to be training the faculty for these programs.

5. As regards the general idea of the consortium, and excepting the benefits to be accrued from joint work on many issues, he pointed out that institutions must also develop independently.

6. Again the notion that the people trainers may be one of the early target groups we might be interested in. He suggested as one idea the use of existing Hebrew University faculty -- making agreements with them that they would spend every "x" amount of time, 1 or 2 terms, in the Diaspora as trainers of people.

We separated between the need to create training capabilities abroad and the idea at hand -- the consortium.

Discussion on recruitment: we both agreed that Alan could most probably undertake the recruitment job successfully. Discussed various modes and components of a real recruitment program, from that of getting people interested and understanding what this is about to direct recruitment to the recruitment that begins at high school.

I asked Alan to consider putting pen to paper on the issue of recruitment and to begin thinking about the possibility of his role in this effort. In fact, my sense is that he may be the best person around to do this highly individualized, highly tailored form of negotiation for spending a year or two in Israel.

PERSONNEL INTERVIEWS

SUMMARY

MEETING WITH MIKE INBAR

April 3, 1994

Sophisticated continuation discussion with Mike where he made the following main points:

1. Success for our endeavours depends on having the means for waging the war we want to wage. People and institutions will follow if we can put the resources on the table and have a very powerful board and very powerful academic group which will give authority and power, each reinforcing each other. These matters ensure the endeavour for 200 years. He thinks the thought should be what is long-term guaranteeing of the matters. Mentioned of course routinization of charisma, either that or don't even bother. The Hebrew University of any other institution XXX. The Institute must have an extremely powerful board and the highest calibre Jewish intellectuals. MLM must convey how he will live in this thing and how he will create the survival for the coming 200 years. That, according to Mike, depends on a "Mack Truck" theory in the profound sense dealt with; \$100 million in the bank; and the intellectual, scholarly, academic power.



PERSONNEL INTERVIEWS

SUMMARY

MEETING WITH PROF. IMMANUEL ETKES

April 5, 1994

The purpose of the meeting was to introduce I. Etkes to our work and see if there are points of mutual interest. In particular, if he might fit within the framework of our scheme -- somewhere.

Within the framework of our work, IE was particularly interested in the SEL and in the Educated Jew project. We spent a long time on the latter, which he sees as being particularly relevant for Israel where the subject is totally absent from the public debate. He sees as one of the matters this project want to achieve putting it on the public agenda of Israel. We discussed implications for both Israel and the Diaspora -- he views the problems as quite different. He offered his view that the secular Israelis have given up on the topic of Jewishness -- knowledge, issues, content -- and have left it to be the province of the Orthodox groups of various shades. If one could convince secular elites not to abandon the topic in the hands of the religious, then a great deal would be achieved. One should note his general involvement, engagement and interest with the issue of Jewish identity.

SEL: He had heard of the SEL -- gave him some background -- he took very great interest in it and I invited him to share at that point his experience as the head of the Rothberg School for Overseas Students (see below). We visited the SEL -- Moshe Greenberg's class on the Educated Jew -- Immanuel was obviously taken by the quality and level of the students (several had in the past attended his Hebrew University classes and he thought highly of them). He loved the environment and was visibly impressed.

Relating to his experience of 4 years as head of the School for Overseas Students, which includes both the preparatory program for new olim (he covered the peak years of Russian aliya) and the foreign visiting students -- primarily Americans on a year-abroad program -- he clearly sees himself as understanding the role the Hebrew University can play for the Diaspora. He has the passion, the conviction of someone who either came in with a vision or developed one; believes that he knows how to expand the programs in quantity and in quality very significantly; believes that the Hebrew University's administration does not understand or relate appropriately to the potential of this program or to the needs of the people from the Diaspora. He showed a great deal of insight into the issues of logistics, financing and other practical and

implementation-oriented programs; was very proud to relate of his innovations -- among others, a vast preparatory program for Russian and other immigrants, an attempt at getting accreditation for pre-med from Penn State, a vastly increased year program participation, and this very year, the introduction of a graduate program that is drawing a far larger participation (between 200-300 people this first year, more registering for next year, half Jewish, half not, half American, half not) for a graduate program. IE is acutely aware of the issue of resources and felt that the only limitation to the Rothberg School growth was not in client availability, but given his ability to do and offer good programs geared at the right clients and to recruit them -- which he believes is eminently feasible -- it is the financial and physical resources that are a problem. He feels therefore, or also, that in the case of our thinking grand about personnel, that if indeed resources of the Jewish people -- whether the Israeli government, foundations or others -- are made available, then the sky is the limit as regards possibilities.

We also discussed Immanuel's proposal for comprehensive publication effort of historical sources on Jewish education -- a project with which we've been acquainted and should look at again.

I told IE that I would be in touch shortly to continue the conversation, something he clearly welcomes very much.

In conclusion, I believe that Prof. Etkes should be considered carefully as a possible person to work within the framework of the Gesheft -- perhaps in particular the University-related ones. One thought of course is that of Melton, where he teaches and has been involved for many years. Another is the scan role or steering group for the personnel project or a role at the SEL, from teaching to directing studies to directing.

Note: Immanuel Etkes will be on sabbatical at Harvard during the coming academic year.

End of Interview.

Tab G
April 11, 1996

PROFESSIONAL PERSONNEL -- PHASE II

A DEVELOPMENT PROJECT OF

THE MANDEL INSTITUTE IN JERUSALEM

I. INTRODUCTION

This paper is an invitation to discuss the new initiative of the Mandel Institute in the area of senior personnel for Jewish education¹ worldwide. "Building the profession at the most senior level of leadership" is a central theme of the mission that the Board of the Mandel Institute has taken upon itself. In a previous phase, the Institute, through its work with the Commission on Jewish Education in North America, the CIJE, and the School for Educational Leadership, has developed an approach to address the

¹Jewish education in this paper is defined as education for Jews wherever they be, in Israel and in the Diaspora, for all age groups and in all settings, formal and informal.

shortage of qualified senior personnel for Jewish education. This approach involves relating needs for personnel to the recruitment, training, placement, and continued career development of outstanding educators. The time has now come to undertake a next initiative in this area.

II. BACKGROUND

Diaspora Jewry has recently placed Jewish education at the very top of the communal agenda. The Commission on Jewish Education in North America's report *A Time to Act* has solidified this trend. In the U.K., the Chief Rabbi is galvanizing the community around Jewish education as the means to ensure continuity. The concern for continuity is pressing throughout Europe, the former Soviet Union, South America, Australia and South Africa. Moreover, the leaders of the State of Israel including the Prime Minister, the Minister of Finance, the Minister of Education, members of the Knesset, and major leaders in Jewish communities have expressed a desire to address together issues of meaningful Jewish continuity. This is evidenced by changes in the agenda of major institutions and organizations, the public debate on funding priorities (e.g., Israel or local education), declarations of leaders in Israel and throughout the Jewish world and the initial steps by Israel's Ministry of Education to intensify its activities in the area of Jewish education for the Diaspora.

The Mandel Institute proposes to assess these emerging opportunities and to launch a major project that will train the top tier of educational leaders, those capable of professionally dealing with the challenges of Jewish education.

It is our assessment -- offered here for consideration -- that there is a core of institutions and programs in Jerusalem (the Jerusalem Fellows, the School for Educational Leadership, the Melton Center and various other departments of the Hebrew University) whose faculty and infrastructure could accommodate a greatly expanded senior personnel training role. They could become a model center for the training of senior educators. The graduates in turn could cause the development of training capabilities elsewhere.

III. SENIOR PERSONNEL: THE CHALLENGE

There are several thousand senior positions², for Jewish education in the Diaspora and Israel. The shortage of qualified individuals to fill these positions is felt in communities and institutions around the world. (Data: document this, e.g., people calling on all of us for candidates for positions; very high salaries offered; dissatisfaction with performance; etc.) No more than two hundred people graduate annually from programs that train potential and actual leaders. We estimate the need to be several times that figure. The actual numbers of people trained worldwide fall dramatically short of needs, hence, *there is a major problem of staffing senior Jewish educational positions everywhere*. The challenge then is to develop a policy that will address this gap.

² Senior positions as defined here includes all non front-line positions, from subject-matter and curriculum experts, to school principals and JCC heads of Jewish education, to professors of education, to executives of major organizations dealing with education (Exhibits I and II). This very broad definition of 'senior' requires further study. A decision will need to be taken about the appropriate cut-off point. Current thinking suggests that our work should concentrate on a narrower definition - e.g. including only levels 4 to 6 in the exhibit.

IV. THE PROPOSAL

It is proposed *to develop in Jerusalem a world center³ for the training of senior personnel for Jewish education worldwide*. The center will undertake the assignment of preparing the professional leadership for Jewish education for Israel and the Diaspora. It will increase the number of full-time students in long-term training programs in Israel from the present number of 75⁴ to possibly 250 per year within several years. It will increase senior participants in short-term programs (3 to 12 weeks) from 25 to possibly 500 within several years.

To accomplish its assignment the center will combine training with research and consultation with communities and major institutions.

Participants in the center's program would undergo theoretical training and practical experience in relevant fields of education, Jewish thought and the social sciences, as well as mastering the Hebrew language. These students would develop commitment to the State of Israel and to the destiny of Jews

³The term "center" is used here as a temporary name for the collective, collaborative endeavor of the key training programs and institutions referred to in this paper: the Jerusalem Fellows, the SEL, the Senior Educators Program and other Hebrew University programs (other universities and programs may join). We have used variously terms such as "consortium" or "association of training programs" in order to refer to the same idea. All are found to be inadequate. Suggestions are welcome.

⁴Senior Educators: 25; Jerusalem Fellows: 12; School for Educational Leadership: 40.

throughout the world. Upon graduation they would maintain contact with the center through its placement, networking and continuing education activities.

In order to accomplish this, the center will draw on faculty from existing training programs, the Hebrew University, the Ministry of Education and other universities, yeshivot and institutions of learning throughout Israel.

It will develop links with Jewish educational programs in the country, and recruit them to carry out appropriate elements of the training assignment (e.g. Melitz, Gesher, Pardes, Oren, the Kibbutz movements' colleges).

A joint recruitment and program development endeavor will identify appropriate pools of candidates and will undertake systematic marketing and recruitment efforts.

It will forge links with communities and institutions to match programs with needs. It will help establish a dialogue between training institutions and clients.

Governance of the center will need to be determined. For example each of the member-organizations could be assisted in establishing a board of outstanding community leaders that will offer it leadership. The center itself could also establish such a board, perhaps with representation from the individual institutions as well as others.

The center's placement, career, networking and continuing education bureau will follow up on graduates' careers and strive to place them in critically important positions, in addition to facilitating networking among them, offering them guidance and mentoring in their work, and offering selected continuing education opportunities.

V. FEASIBILITY

Initial consultations¹ and analyses⁵ of the current situation indicate that existing institutions⁶ have the potential to accommodate greatly increased numbers of students, and that the appropriate variety of programs could be designed and served by the organizations and faculty involved. There are however several challenges that will need to be met. In particular *recruitment and funding* are perceived to be stumbling blocks at this time and will need to be addressed. The *Curriculum* bears refreshing in light of renewed challenges and a number of *outstanding scholars and educators need to added to be the faculty*, as some of the leading figures who have inspired and taught students in the past are no longer there.

Recruitment

Recruitment is variously referred to as the Achilles heel of the whole enterprise, the biggest problem, the main stumbling block and more. At the same time an overview of recruitment efforts reveals the absence of systematic effort or of concerted recruitment policy. Yet recent experience with the Senior Educators program (systematic recruitment yielding every year more and better participants) and with the School for Educational Leadership (20 applicants and more for each place) points to a recruitment

potential from within the educational community as well as among career changers.

It is suggested to develop a discrete recruitment function for the center that will study the field, learn from experience, identify appropriate pools of potential candidates and develop an aggressive recruitment policy.

Funding

The second factor perceived as limiting the expansion of the programs is the shortage of funds. Long term programs are costly and require extensive subsidies for each participating student. Initial thoughts suggest the cost of subsidizing students could within a reasonably short time be shared by the community sending the student and a central fund at the Center. It is assumed that if more stipend money were made available recruitment would be greatly facilitated. This assumption needs to be further studied. As regards short term programs, the funding required is far more limited (the total cost for a month long participation in a program, including transportation is approximately \$5000). Experts have indicated that if the appropriate stipends were made available, the numbers of participants could be increased manyfold, and that only the capacity of programs would be a limiting factor.

The current initiative is based upon the premise that at the present time major communal organizations as well as private foundations are prepared to

make their contribution to provide funds to train educational personnel.

We are now beginning to study together with our consultants the challenges and opportunities in the areas of *Faculty, Curriculum, and Programs*.

VI. IMMEDIATE ASSIGNMENTS

As the center is an association of existing, functioning programs, it is possible to build upon what exists already and to undertake immediately several steps toward its development.

A. Governance and support-building processes

1. MI Board Process: work with chairman of the Board and with Chair of ad-hoc personnel committee. Develop initial concept. Involve all members of the Board in consideration of the project.
2. Forge strategic partnerships between the appropriate players in Israel and the Diaspora to develop the support and the funding necessary for the endeavor.
3. Work with the Center's constituent organizations to develop the concept, and launch a joint planning process.
4. Establish a steering committee for the endeavour (Inbar, Nisan, SF, AH and members of the Academic Board by correspondence).

B. Design and development activities

We believe that we are prepared to launch the following activities:

- * improve the recruitment of applicants for long-term programs
- * reconsider the curriculum of all programs (possibly a joint seminar)
- * plan and establish a placement and networking bureau (required now for the graduates of the SEL)
- * develop a plan for community leadership involvement (e.g develop governance, establish Boards)
- * develop a plan to recruit and train faculty
- * develop an initial cost assessment and funding program

In addition, based upon an assessment of demand and of capacity, it is suggested to consider the feasibility of planning short-term programs for Senior personnel for the summer of 95 and for the subsequent winter and spring.

VII TEN AND FIVE YEAR SCENARIOS AND OUTCOMES (TO BE DONE)

1. CONSULTATIONS AND INTERVIEWS

a. Group meetings and consultations:

1. Mandel Institute Academic Board meeting at Harvard University, February 17 and 18, 1994. Participants: David Cohen, James Coleman, Mike Inbar, Israel Scheffler, Isadore Twersky, Seymour Fox, Annette Hochstein.

b. Individual consultations and interviews

Alan Hoffmann (CIJE)

Mike Inbar (Hebrew University)

Zeev Mankowitz (Melton Center)

Ami Bouganim (Jerusalem Fellows)

Opher Brandes (Ministry of Education)

Immanuel Etkes (Hebrew University)

Chaim Adler (Hebrew University - Head School of Education)

Hanoch Gutfreund (President - the Hebrew University)

Yehuda Bauer (Hebrew University)

Eliezar Shmueli (Ministry of Education)

NUMBER OF SENIOR POSITIONS IN JEWISH EDUCATION BY CONTINENT
AND AREA OF ACTIVITY (1986 ESTIMATE)

	Day Schools	Supplementary Schools	Community Centers Youth Movements Youth Centers	Central & Communal Organization	University Teaching & Research	TOTALS
NORTH AMERICA	800	1300	414	400	160	3214
LATIN AMERICA	270	25	75	30	25	435
WESTERN EUROPE	134	34	34	31	12	247
SOUTH AFRICA	44	5	5	9	11	94
DEAR & FAR EAST	19	6	5	19	-	49
TOTALS	1209	1370	733	477	140	4037

DEFINITION OF SENIOR JEWISH EDUCATORS, BY SETTING AND LEVEL

SETTINGS	SCHOOLS	COMMUNAL ORGANIZATIONS IN THE JEWISH EDUCATION	MISCELLANEOUS COMMUNAL ORGANIZATIONS	UNIVERSITY; R & D CENTERS AND TRAINING INSTITUTIONS	INFORMAL EDUCATION; COMMUNITY CENTERS, YOUTH MOVEMENTS, CAMPS
LEVEL 4	SUPERINTENDENT SYSTEM OF SCHOOLS	DIRECTOR OF INTERNATIONAL/ NATIONAL ORGANIZATION IN JEWISH EDUCATION		DEAN, PROFESSOR IN JEWISH EDUCATION	DIRECTOR, NATIONAL COMMUNITY CENTER ORGANIZATION DIRECTOR, NETWORK OF CENTERS NATIONAL DIRECTOR, JEWISH CAMPS NETWORK NATIONAL DIRECTOR, YOUTH MOVEMENT
LEVEL 3	HEADMASTER/PRINCIPAL LARGE SCHOOLS	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN LARGE CITY	NATIONAL DIRECTOR -- EDUCATION DEPARTMENT	DIRECTOR, JEWISH EDUCATION INSTITUTE, TRAINING INSTITUTE	EXECUTIVE DIRECTOR, LARGE COMMUNITY CENTER DIRECTOR, LARGE CAMP
LEVEL 2	HEADMASTER/PRINCIPAL SMALL SCHOOLS	DIRECTOR OF LOCAL COMMUNAL ORGANIZATION IN SMALL CITIES	REGIONAL DIRECTOR EDUCATIONAL DIRECTOR, LOCAL CENTER	ASSOCIATE, ASSISTANT DIRECTOR	EXECUTIVE DIRECTOR, SMALL COMMUNITY CENTER ASSISTANT EXECUTIVE DIRECTOR, LARGE CENTER BRANCH DIRECTORS EDUCATION DIRECTOR
LEVEL 1	ASSOCIATE, DEPUTY/VICE PRINCIPAL IN SCHOOL; SUPPLEMENTAL FULL	DEPUTY DIRECTOR			EDUCATION DIRECTOR, LARGE COMMUNITY CENTER
LEVEL 2	ASSISTANT PRINCIPAL (PART OF SCHOOLS)	ASSISTANT DIRECTOR		TEACHER TRAINING SPECIALISTS	EDUCATION DIRECTOR, SMALL COMMUNITY CENTER
LEVEL 1	DEPARTMENT HEAD; BASIC SPECIALISTS (BIBLE, HEBREW, HANUKkah EDUCATION, ETC.) SUPPORT SPECIALISTS: ASPECTS EDUCATION; FAMILY EDUCATION; ADULT EDUCATION; ARTS EDUCATION; COMPUTER INNOVATION, ETC.	STAFF PERSON, PLANNER, CONSULTANT		INNOVATION DEVELOPERS, PRACTITIONERS	EDUCATION SPECIALIST IN COMMUNITY CENTER

*Synagogues, Midday Centers, Hadassah Organizations' Adult Education Programs,
National Council of Jewish Women, CAJE, Hinnol, etc.

THE FORMER SOVIET UNION AND ISRAEL ARE NOT INCLUDED IN THIS CHART

Shalom



CIJE Council
for
Initiatives
in
Jewish
Education

Chair
Morton Mandel

MEMORANDUM

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

TO: Board Members and Invited Guests
FROM: Alan D. Hoffmann, Executive Director
DATE: April 6, 1995

Honorary Chair
Max Fisher

Much has transpired since our last Board Meeting in October, when our consultants Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, presented a preliminary report of **The CIJE Study of Educators**.

Board
David Arnov
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown

As you know, the initial findings of this study juxtaposed the severe lack of training of most teachers in Jewish schools with an unexpected degree of commitment and stability, making a strong case for far more comprehensive **in-service education** for teachers in the field than currently exists.

Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

The first **CIJE Policy Brief**, which summarized these findings, was presented at the GA and has subsequently received widespread media attention. In preparation for the April Board Meeting, I am enclosing another copy of the policy brief and a selection of the articles and citations CIJE's work has received. The majority of our media coverage has focused on the policy brief, the **1994 GA Forum** that presented the study to the Jewish community, and the implications of the study for Jewish education, locally and continentally. In addition, CIJE, its chair, and staff have been cited as sources of expertise in articles on Jewish education.

At our October meeting, the Board Committee on Community Mobilization emphasized the importance of "telling the CIJE story" and of conveying our distinct strategic approach to revitalizing Jewish education. The chart that accompanies the press selections shows that the CIJE study was a subject of interest across the country, in large as well as smaller Jewish communities. We receive ongoing requests for the policy brief and have begun discussions with an increasing number of communities interested in conducting their own educators' study and **building the profession of Jewish education**. At the upcoming board meeting, I will report on our plans to expand our work to several new communities this year.

Executive Director
Alan Hoffmann

We are continuing to consult with our laboratory communities. Following the results of the educators' study, they have embarked on creating **Personnel Action Plans** built around the strengths and gaps in their educators' training.

In partnership with those communities, CIJE has begun a number of innovative pilot projects in the area of personnel that build on some pioneering work in general education on the most effective way to enhance the professional training of teachers and educational leaders in the field. **The CIJE-Harvard Leadership Institute**, held in the fall, was one such project; others, on **early childhood** and **the regional training of teachers for advanced degrees** will begin in 1995.

In the process of planning and implementing these projects, we have recognized the need for a systematic way to train "**mentor**" **educators**--those who are qualified to construct and oversee comprehensive teacher training programs in local communities. CIJE is committed to building a national capacity for such teacher trainers, so that communities who want to upgrade their educational personnel can call on outstanding expertise. Dr. Gail Dorph will discuss this in greater detail at the board meeting.

To complement the work in this area, CIJE will be publishing a brief on **Best Practices in In-service Training**, which will summarize current research in general and Jewish education on teachers' professional development, as a guide for local schools and communities committed to improving the knowledge and skills of their educators.

CIJE's platform for change depends on two conditions: the need **to build the profession of Jewish education**, with the training, career tracks, salary, benefits, and prestige that a true profession requires; and the corresponding need **to mobilize community support and create champions for Jewish education** who can be its advocates in their own communities and on a continental scale.

The North American Jewish community has entered a critical stage of reflection and analysis about its future. The sphere of Jewish education requires not only new approaches but also new formulations of purpose; not only "How can we create excellence in Jewish education?" but "Why must we?"

The Goals Project was designed to address, on an institutional and communal level, the question of: What kind of Jews do we want to create through Jewish education? Since the **Goals Seminar** in the summer of 1994, which brought together lay and professional leaders and educators from several communities to work together, CIJE has been involved in a series of seminars and training projects, under the direction of our consultant from the University of Wisconsin, Dr. Daniel Pekarsky, that will continue throughout 1995 and further. (One such seminar is the subject of an article in the enclosed packet.) I look forward to bringing you up-to-date on future goals work in the areas of **the communal high school** and **institutional and**

community visions for Jewish education. We are particularly intrigued by the possibilities of a pilot goals project in the area of **camping**, as informal education is such a powerful agent of Jewish learning and identity.

In the **Best Practices Project**, directed by Dr. Barry Holtz, we will soon be adding **Best Practices in JCCs** to our volumes on **preschools** and **supplementary schools**. We continue to present seminars for educators and lay leaders on creating excellence in the supplementary school, and have begun to document selected topics in the areas of **day schools**, beginning with the role and teaching of the Hebrew language. Issues we will address in the best practices realm include how other institutions can learn from the best practices models of success and a study of the process by which an institution becomes a best practice setting--which is of great interest to practitioners in the field.

Finally, CIJE has reaffirmed its commitment to one of the most underdeveloped areas in Jewish education: **building a research capacity**. In this decade, during which the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the question of educational evaluation is becoming urgent. As institutions and communities consciously set goals for Jewish education and Jewish continuity, it will become imperative to establish indicators by which success and failure can subsequently be measured, so that the entire North American community can learn from each other in order to transform Jewish education for the coming generations.

CIJE consultants Drs. Gamoran and Goldring are overseeing a plan designed to address this critical issue. The **monitoring, evaluation, and feedback** domain will also be evaluating CIJE's own projects, as well as publishing policy-oriented research to meet the needs of those who plan, fund, and implement Jewish education.

I'm sorry you will not be at the April 27th Board Meeting, where all of this will be discussed in further detail. If your plans change and you find that you can attend, please let me know as soon as possible.

With best wishes for a joyous Passover,



Alan D. Hoffmann
Executive Director

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Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
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Honorary Chair
Max Fisher

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Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

To: CIJE Steering Committee Members

From: Alan D. Hoffmann

Date: April 11, 1995

Re: Steering Committee Meeting of April 26, 1995

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place at 9:30 am to 12:30 pm on Wednesday, April 26 at the CIJE office in New York.

Enclosed you will find a set of materials for your review prior to the meeting:

- I. Agenda
- II. 1995 Workplan for Monitoring, Evaluation and Feedback
- III. Guidelines for CIJE Affiliated Communities

Immediately following the Steering Committee Meeting, the Search committee will meet to interview candidates for CIJE Executive Director.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

AGENDA

Wed., April 26, 9:30 am - 12:30 pm

- | | | |
|------|---|-----|
| I. | Master Schedule Control | MLM |
| II. | Minutes and Assignments | VFL |
| III. | MEF | |
| | A. Preliminary data on Educational Leaders
from the Study of Educators | EG |
| | B. Developing evaluation capacity | |
| | 1. Module for a Local Study of Educators | AG |
| | 2. Creating Evaluation Capacity for
Communities | ADH |
| IV. | CIJE and Affiliated Communities: Guidelines | GZD |
| V. | Board meeting review | MLM |

1995 Workplan on Monitoring, Evaluation, and Feedback

March 8th Version

- I. Building a Research Capacity in North America
 - A. Conducting high-quality research
 - 1. Writing the full integrated report on teachers in the lead communities
 - 2. Writing reports on educational leaders in the lead communities (in each lead community, and combined)
 - 3. Possibly additional policy briefs -- to be decided -- possible topics: salaries/benefits, leaders
 - 4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service
 - B. Convening a consultation on the necessary infrastructure and/or preferred objectives of research on Jewish education in the United States, probably in the context of the Board Subcommittee on Research and Evaluation.
- II. Building an Evaluation Capacity in North America
 - A. The CIJE Module for the Study of Educators
 - 1. Produce via desk-top publishing a module for studying Jewish educators in a community.
 - a. Survey instrument
 - b. Interview protocol
 - c. Instructions for both
 - 2. Will identify anchor items to be used in a national data base.
 - B. Dissemination of the module -- The preferred design also addresses the broader need for creating a capacity for evaluation in North American communities: A three-tiered seminar on evaluation.
 - 1. First tier -- for high-level community consultants, e.g. Sam Weinburg.
 - 2. Second tier -- for committed lay leaders and federation professionals, e.g. Chuck Ratner, Mark Gurvis.
 - 3. Third tier -- for persons who will be entering and analyzing survey data, and/or conducting interviews.

4. Note: this plan falls somewhere between options 2 (centralized agency) and 3 (comprehensive package) from the memo of Feb.9. It has a central address (CIJE), and it offers a comprehensive package, but also provides consultation in implementing the package. Moreover it develops the local capacity to implement and interpret the module.

C. What the Evaluation Seminar would need to get off the ground.

1. A CIJE staff member to coordinate it -- probably a new half-time position.
2. New York staff responsibilities
 - a. test the market -- is this what our clients want?
 - b. hire the coordinator
 - c. work with the coordinator, do some of the teaching
3. MEF staff responsibilities
 - a. work with the coordinator, do some of the teaching, write much of the curriculum (at least for the first year).

D. Scope of the program

1. In year one -- focus on the module for the study of educators
2. In subsequent years -- work on the other areas -- to be determined based on decisions on CIJE's future initiatives.
3. Client needs may require a broader curriculum in the first year. However, it is not clear whether we will have the capacity to offer a broader curriculum yet.

III. Evaluating Our Own Work

A. Options we rejected

1. After discussion, we decided not to evaluate the Personnel Action Plans per se. We decided the evaluation would be largely trivial, the Plans may well be flawed, and the evaluation would be too process-oriented and not sufficiently outcome-oriented.
2. We also decided not to take a direct hand in evaluating programs such as Machon L'Morim. We are not confident enough about the scope, content, and quality of such programs to make the evaluation fully worthwhile for our own purposes. However, we will encourage and provide consultation

for such programs to include evaluation components of their own.

B. Options we accepted

1. We decided that CIJE's MEF team should evaluate CIJE's two major initiatives: The training of trainers, and the training of goals coaches.
2. Exactly what this evaluation entails needs to be developed. The first step is for the NY staff (for training of trainers) and Dan Pekarsky (for training of goals coaches) to articulate the objectives of the programs, and tell us where and when the programs are taking place, so we can begin to design an evaluation.

IV. Planning for the Future

- A. New York staff will consider what future policy issues they want to undertake, so MEF staff can produce relevant information. E.g.'s -- salaries/benefits; characteristics of leaders; community mobilization. First, MEF staff will provide a menu of possible topics.
- B. Informal education -- MEF staff will work on conceptualization for policy research on informal education
- C. Possible Jerusalem seminar on CIJE: What have we learned from three years of MEF?
 - about mobilizing communities
 - about creating and working as a change agent
 - about conducting MEF in communities
 - The purpose of the seminar would be to take a step back and assess where we have been and what we have learned over the last three years. It is intended for staff and close advisors. One product of the seminar would be a summary document about what we have learned, for our internal use and for orienting new advisory committee members. A research paper might also result from the seminar, but we are not sure about that.
 - Running this seminar would take a substantial investment of planning time from MEF staff.

V. Products -- the original list of seven products remains, but one item has been deleted: Item #5, Reports on Personnel Action Plans and on vision-driven institutions in the Lead Communities will not be done. Instead, there will be some sort of evaluation report on the training of trainers and the training of goals coaches. The new list of products is:

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities). Deadline: July.

2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders: One for each community, and one on all three communities. Deadlines: May.
4. Research papers: One on teacher power, another on the quality of inservice experiences.
5. Reports on training of trainers and on training of goals coaches -- OBJECTIVES AND PLAN TO BE SPECIFIED.
6. Module for "Studying Educators in a Jewish Community." Deadline: April 1.
7. Proposal for collecting data on Leading Indicators, in response to decisions of the CIJE implementation staff.

GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

PREFACE

CIJE is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. In November 1990, the Commission on Jewish Education in North America released A Time to Act, a report calling for dramatic change in the scope, standards, and the quality of Jewish education on this continent. **It concluded that -- whatever the setting or age group -- the revitalization of Jewish education will depend on two essential tasks: 1) building the profession of Jewish education; and 2) mobilizing community support for Jewish education.** CIJE was established to implement the Commission's conclusions.

Created as a catalyst for change, CIJE promotes reform by working in partnership with individual communities, local federations and central agencies, continental organizations, denominational movements, foundations, and educational institutions.

THE PARTNERSHIP OF CIJE AND LOCAL COMMUNITIES

CIJE	COMMUNITIES
Structure and Process	
CIJE will help orient communities' educators and lay leaders to the purposes and importance of CIJE's rationale. This will include rationale for involvement in the CIJE Study of Educators.	The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.
CIJE will provide ongoing consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education	Communities will develop a cadre of lay leaders committed to Jewish educational issues.
CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts	Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.

CIJE	COMMUNITIES
<p>CIJE will provide community with "communication" support.</p>	<p>Communities will designate a person to lead the process. Person's responsibility will include:</p> <ul style="list-style-type: none"> a. managing the process b. communicating the process and products appropriately throughout the community
<p style="text-align: center;">The CIJE Study of Educators</p>	
<p>CIJE will provide a module to help communities implement a study of its educators This may mean:</p> <ul style="list-style-type: none"> a. seminar describing implementation of project b. series of seminars on analyzing survey results c. seminars on conducting and analyzing interview study d. prepare local person to manage entire process 	<p>Communities will conduct a study of its educators. This means:</p> <ul style="list-style-type: none"> a. use CIJE's Study of Educator Module b. contribution of findings to the CIJE national database c. designation of local person to lead this process
<p style="text-align: center;">Personnel Action Plans</p>	
<p>CIJE will help communities develop a personnel action plan.</p> <ul style="list-style-type: none"> a. CIJE will provide regular seminars to share provide expertise and opportunities for networking. b. CIJE will consult with community on the process and content of the plan 	<p>Communities will develop a personnel action plan and a strategy for implementing the plan</p>

CIJE	COMMUNITIES
<p style="text-align: center;">The Goals Project</p> <div> <div> <p>CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process. CIJE will train goals coaches to facilitate this process.</p> </div> <div> <p>Communities will engage in the Goal's Project This may mean:</p> <ul style="list-style-type: none"> a. engagement in searching for communal goals b. seminars for leadership of educational institutions (synagogues, schools, JCC's) about the goals of their institutions c. individual institutions engaged in articulating their vision </div> </div>	
<p style="text-align: center;">Pilot Projects</p> <div> <div> <p>CIJE will consult on a select number of pilot projects. These projects must.</p> <ul style="list-style-type: none"> a. be oriented toward one of the "building blocks"-- 1) building the profession and 2) mobilizing community support b. have implications for adaptation and replication in other communities c. have an evaluation component built into the project from the beginning </div> <div> <p>Communities will initiate a select number of pilot projects</p> </div> </div>	
<p style="text-align: center;">The Best Practices Project</p> <div> <div> <p>CIJE will provide communities with results of its best practices projects and opportunities to use these results with both lay leaders and professionals in a variety of settings.</p> </div> <div> <p>Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project</p> </div> </div>	

CIJE	COMMUNITIES
<p style="text-align: center;">Ongoing Evaluation</p> <div> <div data-bbox="196 368 789 497">CIJE will help prepare local personnel to conduct program evaluation.</div> <div data-bbox="789 368 1378 497">Communities will commit itself to a process of ongoing evaluation of its educational system, projects and outcomes</div> </div>	

Chair
 Morton Mandel

MEMORANDUM

Vice Chairs
 Billie Gold
 Ann Kaufman
 Matthew Maryles
 Maynard Wishner

TO: Board Members and Invited Guests
FROM: Alan D. Hoffmann, Executive Director
DATE: April 6, 1995

Honorary Chair
 Max Fisher

Much has transpired since our last Board Meeting in October, when our consultants Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, presented a preliminary report of **The CIJE Study of Educators**.

Board
 David Arnow
 Daniel Bader
 Mandell Berman
 Charles Bronfman
 John Colman
 Maurice Corson
 Susan Crown
 Jay Davis
 Irwin Field
 Charles Goodman
 Alfred Gottschalk
 Neil Greenbaum
 David Hirschhorn
 Gershon Kekst
 Henry Koschitzky
 Mark Lainer
 Norman Lamm
 Marvin Lender
 Norman Lipoff
 Seymour Martin Lipset
 Florence Melton
 Melvin Merians
 Lester Pollack
 Charles Ratner
 Esther Leah Ritz
 William Schatten
 Richard Scheuer
 Ismar Schorsch
 David Teutsch
 Isadore Twersky
 Bennett Yanowitz

As you know, the initial findings of this study juxtaposed the severe lack of training of most teachers in Jewish schools with an unexpected degree of commitment and stability, making a strong case for far more comprehensive **in-service education** for teachers in the field than currently exists.

The first **CIJE Policy Brief**, which summarized these findings, was presented at the GA and has subsequently received widespread media attention. In preparation for the April Board Meeting, I am enclosing another copy of the policy brief and a selection of the articles and citations CIJE's work has received. The majority of our media coverage has focused on the policy brief, the **1994 GA Forum** that presented the study to the Jewish community, and the implications of the study for Jewish education, locally and continentally. In addition, CIJE, its chair, and staff have been cited as sources of expertise in articles on Jewish education.

At our October meeting, the Board Committee on Community Mobilization emphasized the importance of "telling the CIJE story" and of conveying our distinct strategic approach to revitalizing Jewish education. The chart that accompanies the press selections shows that the CIJE study was a subject of interest across the country, in large as well as smaller Jewish communities. We receive ongoing requests for the policy brief and have begun discussions with an increasing number of communities interested in conducting their own educators' study and **building the profession of Jewish education**. At the upcoming board meeting, I will report on our plans to expand our work to several new communities this year.

Executive Director
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We are continuing to consult with our laboratory communities. Following the results of the educators' study, they have embarked on creating **Personnel Action Plans** built around the strengths and gaps in their educators' training.

In partnership with those communities, CIJE has begun a number of innovative pilot projects in the area of personnel that build on some pioneering work in general education on the most effective way to enhance the professional training of teachers and educational leaders in the field. **The CIJE-Harvard Leadership Institute**, held in the fall, was one such project; others, on **early childhood** and the **regional training of teachers for advanced degrees** will begin in 1995.

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The North American Jewish community has entered a critical stage of reflection and analysis about its future. The sphere of Jewish education requires not only new approaches but also new formulations of purpose; not only "How can we create excellence in Jewish education?" but "Why must we?"

The Goals Project was designed to address, on an institutional and communal level, the question of: What kind of Jews do we want to create through Jewish education? Since the **Goals Seminar** in the summer of 1994, which brought together lay and professional leaders and educators from several communities to work together, CIJE has been involved in a series of seminars and training projects, under the direction of our consultant from the University of Wisconsin, Dr. Daniel Pekarsky, that will continue throughout 1995 and further. (One such seminar is the subject of an article in the enclosed packet.) I look forward to bringing you up-to-date on future goals work in the areas of **the communal high school** and **institutional and**

community visions for Jewish education. We are particularly intrigued by the possibilities of a pilot goals project in the area of **camping**, as informal education is such a powerful agent of Jewish learning and identity.

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Finally, CIJE has reaffirmed its commitment to one of the most underdeveloped areas in Jewish education: **building a research capacity**. In this decade, during which the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the question of educational evaluation is becoming urgent. As institutions and communities consciously set goals for Jewish education and Jewish continuity, it will become imperative to establish indicators by which success and failure can subsequently be measured, so that the entire North American community can learn from each other in order to transform Jewish education for the coming generations.

CIJE consultants Drs. Gamoran and Goldring are overseeing a plan designed to address this critical issue. The **monitoring, evaluation, and feedback** domain will also be evaluating CIJE's own projects, as well as publishing policy-oriented research to meet the needs of those who plan, fund, and implement Jewish education.

I'm sorry you will not be at the April 27th Board Meeting, where all of this will be discussed in further detail. If your plans change and you find that you can attend, please let me know as soon as possible.

With best wishes for a joyous Passover,



Alan D. Hoffmann
Executive Director

CIJE Media Coverage: Fall 1994-Spring 1995

Total Circulation

Jewish Press	1,248,063
General Press	1,720,112
<hr/>	
Combined Circulation	2,268,175

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Reform Judaism	New York, NY	395,000	Spring 1995	Staff Article Staff Article
New York Jewish Week	New York, NY	110,000	Dec. 2 Dec. 2 Dec. 2 Dec. 16	Feature Excerpt of Data Source Source
B'nai B'rith Messenger	Los Angeles, CA	67,000	Dec. 2	Excerpt of Data
Intermountain Jewish News	Denver, CO	50,000	Nov. 11	Feature
Sentinel	Chicago, IL	46,000	Dec. 1	Jewish Telegraphic Agency (JTA) Feature
Jerusalem Report	Jerusalem, Israel	45,000 (bi-weekly)	Oct. 6 Mar. 9	Cover Story Source Source

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Long Island Jewish World	Great Neck, NY	32,063	Nov. 11	JTA Feature
Jewish Bulletin of Northern California	San Francisco, CA	29,000	Dec. 23 Dec. 23	Front-page Feature Editorial
Jewish Advocate	Boston, MA	27,500	Nov. 11	JTA Feature
Jewish Standard	Teaneck, NJ	25,000	Nov. 11	JTA Feature
Jewish Journal	Fort Lauderdale, FL		Nov. 15	JTA Feature
	•Palm Beach County (South Edition)	26,000		
	•Dade County Edition	25,000	Nov. 17	JTA Feature
	•Palm Beach County (North Edition)	24,000	Nov. 15	JTA Feature
Jewish Times	Baltimore, MD	20,000	Nov. 11	Feature
Jewish News	Cleveland, OH	15,500	Dec. 2 Dec. 9	Letter Letter

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Jewish Times	Boston, MA	11,500	Nov. 24	JTA Feature
Jewish Tribune	Spring Valley, NY	10,000	Nov. 11	JTA Feature
Reporter	Vestal, NY	10,000	Nov. 24	JTA Feature
Melton Journal	New York, NY	10,000 (quarterly)	December	Staff Article
Jewish Times	Atlanta	9,700	Dec. 16	Feature
			Dec. 16	Editorial
			Dec. 30	Editorial
			Dec. 30	Letter
			Feb. 24	Feature
Texas Jewish Post	Fort Worth, TX	8,000	Dec. 15	JTA Feature
American Israelite	Cincinnati, OH	7,000	Nov. 24	JTA Feature
American Jewish World	Minneapolis, MN	7,000	Nov. 18	JTA Feature

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Wisconsin Jewish Chronicle	Madison, WI	6,000	Nov. 25 Dec. 9 Dec. 9 Dec. 9 Dec. 23 Dec. 30	Source Front-page Feature Front-pageJTA Feature Editorial Letter Letter
CJF Newsbriefs	New York, NY	6,000 (monthly)	December	JTA Feature
Jewish Observer	Syracuse, NY	5,400 (bi-weekly)	Nov. 25	JTA Feature
Jewish News	Richmond, VA	4,100	Nov. 18	Front-page Feature
Sullivan/Ulster Jewish Star	Wurtsboro, NY	4,000 (monthly)	December December	Editorial JTA Feature
Jewish Chronicle	Worcester, MA	3,500 (bi-weekly)	Dec. 15	Feature
Hebrew Watchman	Memphis, TN	3,000	Nov. 10	Feature
JTA Daily News Bulletin	New York, NY	2,000	Nov. 9	Feature

Publication
-- General

Location

Circulation

Date

Category

New York Times

New York, NY

1,114,905

Oct. 13

Source

The Plain Dealer

Cleveland, OH

399,796

Nov. 24

Religion News Service
(RNS) Feature*

Milwaukee Journal

Milwaukee, WI

205,411

Oct. 5

Source

*[Note: This does not include other possible outlets of
the RNS wire service story, which RNS does not track.]

U.S. JEWRY PINS ITS FUTURE ON EDUCATION

America's Jewish leadership is trying to salvage the future of the community by revamping education. But the revolution is moving slowly, and it's hampered by a central unresolved question: Should teaching aim to combat intermarriage, or to bring the children of intermarried couples into the fold?

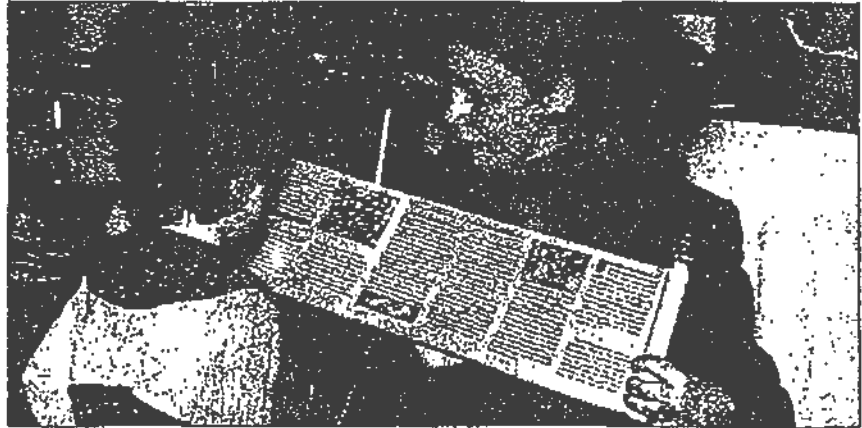
J.J. GOLDBERG New York

Daniel Nemser likes Hebrew school. Nolan Klein hates it. Nolan is a fifth-grader with an "A" average in public school. He goes to Hebrew school because his parents make him, and "his attitude is so bad that he may not learn what he has to for his bar mitzvah unless we get him a tutor," says his mother Susan, a biochemist. Daniel, a ninth-grader, is still at religious school a year after his bar mitzvah and, he says, "It's pretty interesting."

Nolan spends five hours a week at Temple B'nai Shalom in suburban Elmont, Long Island. "Mostly they do Bible stories," he says, "and I just don't believe them." Daniel studies two hours a week at Congregation Kehillat Israel in the university town of East Lansing, Michigan. His classes include discussions of the Holocaust, ethics, comparative religions and "how different rabbis interpret the Bible."

And one more difference: Daniel's Hebrew school is taught entirely by volunteers from the congregation, which received a \$69,000 grant three years ago from the New York-based Covenant Foundation to train the volunteers and build a curriculum.

The soft revolution at Kehillat Israel is one small part of an effort sweeping American Jewry to rebuild religious education. The effort, which began at a local level over two decades ago, turned into a nationwide cause just four years ago —



A parent-child day in New York: What kind of Jews are schools supposed to produce?

when the 1990 National Jewish Population Survey showed that 52 percent of all U.S. Jews were marrying outside the faith (see sidebar, page 28). "That figure served as a wake-up call to the American Jewish leadership," said John Ruskay, director of Jewish continuity programs at UJA-Federation of New York.

To fight assimilation, that leadership is putting its main weapon, money, into innovative education programs from Boston to Honolulu. Many, like the one at Daniel's school, seem to be working, at least in the immediate terms of getting young people interested in learning about being Jewish. But countless Jewish kids have yet to see their schools made any more engaging; so far, the revolution hasn't reached them. What's more, the

kind of education professional educators say works best — Jewish day schools — is considered treif by the majority of American Jews. And most basically, it's nearly impossible to agree on what Jewish education is supposed to do, even on whether it's supposed to cut intermarriage — or get the children of the intermarried to see themselves as Jews.

Since the Population Survey's release by the Council of Jewish Federations (CJF), educational reform and its cousin, "Jewish continuity," have become the biggest growth industry in organized Jewish life. In Cleveland, the local Jewish federation has nearly doubled its funding to Jewish schools in a decade, up from \$1.9 million in 1984 to \$3.5 million this



Eyes down at Manhattan's Ramaz School: Day schools are the growth sector of Jewish education, but the cost to parents is often prohibitive

year — a third of its domestic budget.

Other federations are catching up. In New York, UJA-Federation last year brought all its far-flung educational and cultural programs — half the total domestic budget — under the control of a single "Jewish continuity" department, headed by Ruskay, who received an extra \$2.5 million a year for experimentation grants.

The results are visible in innovations, like Kehillat Israel's volunteer-teacher experiment, being introduced in cities and towns from coast to coast. In Detroit, the old, citywide United Hebrew School has been decentralized, broken up and handed over to individual synagogues to run, in hopes of involving students in congregation life. In New Jersey, the Jewish Federation of MetroWest has created a "family education" program that helps teach families simple Jewish practices for the home. In Florida, local Jewish federations have begun to advertise their teen Israel tours on rock radio stations.

Much of the momentum comes from a handful of wealthy Jews who are putting their own money into a crusade to push reform. The acknowledged leader is Cleveland multi-millionaire Morton Mandel, an industrial-parts wholesaler and one-time CJF president, who created the Council on Initiatives in Jewish Education in 1990. Mandel's council now spends nearly \$1 million a year on a 2-pronged campaign. Its main goals: promoting better teacher training and building public support for more federation spending on

education. "Community leaders have begun to recognize this as a growing crisis," says Mandel. "During the 1980s it was conversation. Now it's money."

Another private effort is the Covenant Foundation, funded by Chicago's Crown family, heirs to the General Dynamics defense contracting fortune. It awards grants to synagogues and schools with innovative education programs that can be replicated elsewhere. About two dozen grants have been given out since 1991, like the one to Daniel Nemser's synagogue in East Lansing. Smaller awards programs exist locally in a few cities, like the Samis Foundation of Seattle, which gives out yearly prizes for teacher excellence.

Yet another family foundation, the CRB Foundation, headed by Montreal's Charles R. Bronfman, chairman of Seagram (and a member of The Jerusalem Report board of directors), spends close to \$1 million a year on efforts to boost teen travel to Israel. CRB has funded marketing studies, developed ways to improve tour programs themselves, and created a savings program with the United Jewish Appeal and Bank Leumi to help families save for youngsters' "Israel experience."

Biggest of all are the two foundations created in the mid-1980s by billionaire Ohio retailer Leslie Wexner at a personal cost of some \$8 million a year. One, the Wexner Foundation, gives out scholarships to would-be rabbis, teachers and community leaders. The other, the Wex-

ner Heritage Foundation, conducts Jewish studies lessons, free of charge, for hand-picked groups of young lay leaders around the country, in hopes of creating a national leadership that is more learned — and more supportive of Jewish education. About 500 have graduated the program so far.

To press for change nationwide, the CJF last year set up the North American Commission on Jewish Continuity. It brings together educators and leaders from Orthodox to Reform to secular, in what could be the broadest Jewish coalition since the founding of the Soviet Jewry movement in the 1960s. But after a year-and-a-half of meetings, the commission has yet to develop concrete proposals for action.

Is all this making a difference? Here and there, yes. Daniel Nemser's Jewish education was the better for it. So was Alison Cohen's. A 16-year-old from Cincinnati, she quit Hebrew school in disgust at age 12, right after her bat mitzvah: "I had bad teachers, I didn't really learn anything, and I thought it was a waste of time." But last year, she went on an "Israel Experience" tour sponsored by the local federation, and came home feeling far more positive. "Everyone should go to Israel at least once to see what it's like to be in a place where Judaism is dominant," she says.

Some reforms are mixed blessings. Detroit's decentralization experiment, for

THE INTERMARRIAGE MYTH?

Nothing has spurred support in the last generation for Jewish education like the 1990 National Jewish Population Survey — particularly its finding that U.S. Jews were marrying outside the faith at a rate of 52 percent.

That figure — representing the percentage of Jews wed in the previous five years who married non-Jews — was only one of the survey's shockers. The study, conducted by the Council of Jewish Federations, also found more than half-a-million Jews who said they were practicing another religion. The Jewish community it portrayed was far more Reform and far less Orthodox than any other recent survey had shown. It also found an enrollment in Jewish schools of just 264,000 children, far below previous estimates of 400,000.

But it was the intermarriage figure that hit home. In the past four years, "52 percent" has inspired emergency task forces, conferences and angry sermons.

Nevertheless, it's probably wrong.

"My estimate for the intermarriage rate is about 12 points lower, or 40 percent," says sociologist Steven M. Cohen of Queens College and Hebrew University, the survey's most persistent critic. "That's bad enough anyway. It was 24 percent back in the late 60s."

Cohen's main criticism lies with the survey's methods: "In any survey there are certain types of people we know will be underrepresented, because they don't respond to surveys." To correct the bias, social scientists use standard ratios, or "weights," to overvalue responses from an underrepresented group.

The trouble is, Cohen says, that the standard American weights were applied to the National Jewish Population Survey. Cohen believes this inflated the numbers of Jews in "weighted" groups — poor, uneducated, rural and Southern. Since those very Jews are less likely than others to light Sabbath candles, teach their children Hebrew or marry other Jews, Cohen says, "the weighting system tends to overestimate those Jews

with weaker Jewish identities." Remove the weights, he says, and the Jewish community looks much the way it does in other studies: more Orthodox, with more youngsters learning Hebrew and far fewer "practicing another religion."

CJF survey director Barry Kosmin concedes the weighting was imperfect. "If we'd spent \$2 million or \$3 million we could have knocked that error down a bit," he says. "We only had \$370,000." Kosmin says the margin of error in the survey's total sample, representing 5.5 million Jews and their households, was a respectable 2 to 3 percent. But, he cautions, the margin rises as researchers study sub-

groups like the survey's 1.1 million children.

Brooklyn College sociologist Egon Mayer, an associate of Kosmin's, notes each of the survey's 2,441 respondents represents 1,300 theoretical Jews. Thus 1.1 million children merit only 840 survey entries, giving an error margin of some 10 percent — too high to draw firm conclusions about Hebrew school enrollment.

As for the intermarriage figure, it is based on a sample of fewer than 200 respondents. The margin of error? "Pretty high," Mayer conceded. Perhaps 20 percent? "Maybe more." So intermarriage could easily be 40 percent, as Cohen insists. There's no way to know.

Does any of this matter? Not really, most experts insist. The 52-percent figure may be high, says Brown University sociologist Calvin Goldscheider, but "it's had a very positive effect" by forcing Jews to reexamine their values.

The figure has also boosted public support for Jewish education. Whether it's accurate doesn't matter, educators say — they're not convinced schooling can prevent intermarriage anyway.

"I don't think you can equate levels of intermarriage with success in Jewish education," says Mark Gurvis of Cleveland's Jewish Education Center. "But it's intermarriage that has motivated a lot of the community concern."

J.J.G.

The 52-percent intermarriage figure is based on a sample of fewer than 200

example, eliminated job security and many of the teacher benefits that went with a large bureaucracy, leaving educators demoralized. And last spring, the UJA was rebuffed when it asked the Jewish Agency and the Israeli government to join it in a \$30-million partnership to promote youth travel to Israel.

Ironically, no one knows how far the reforms have reached, for American Jews have an estimated 2,600 separate Jewish schools, with nearly no central supervision. Teachers number some 20,000. Total yearly budgets are estimated at \$1.5 billion to \$2 billion.

No one even knows for sure how many students there are: Numbers range from 264,000 to 450,000, depending on who's counting. One widely accepted figure, from a 1988 census of U.S. Jewish schools by Hebrew University demographer Sergio Della Pergola, puts the total at around 386,000 enrolled students, age 6 to 17, in an estimated population of 710,000.

Those statistics contain good news and bad. True, only half of all school-age Jewish children are enrolled in Jewish schools. But in the 10-12 age group, preceding bar and bat mitzvah, enrollment tops 75 percent. It drops to 48 percent among 14-15-year-olds and barely 25 percent after that.

In other words, three-quarters of all American Jewish youngsters attend Hebrew school at some point. But there are schools and schools. About two-thirds of all enrolled students attend "supplementary schools" like Nolan Klein's and Daniel Nemser's. Most are operated by synagogues and meet evenings and Sunday mornings, typically three times a week in Conservative congregations, twice a week in Reform ones.

The rest of the kids are in all-day Jewish schools: 150,000 young people in 540 institutions. And day schools are clearly the growth sector of Jewish education. They've doubled their enrollment in the last quarter century, while the overall Jewish population has remained stable.

Much of the day schools' growth comes from the Orthodox community, which has all but abandoned after-hours Hebrew schooling in the last generation. But close to a quarter of the Orthodox schools' students are not Orthodox. And non-Orthodox day schools, virtually non-existent in 1970, now make up 30 percent of the total, and their share is growing.

For most Jewish educators, the growth is pure good news. "The Jewish day school is the sine qua non for Jewish living," says Rabbi Robert Hirt, a vice president of Yeshiva University. "Without it you can't acquire the tools to survive as a



Nolan and his mother: "Mostly they do Bible stories, and I just don't believe them."

Jew in the American melting pot."

Several studies have indeed shown dramatically lower intermarriage rates among day-school graduates. One soon-to-be-published Yeshiva U. study shows an intermarriage rate among day-school graduates — Orthodox and non-Orthodox combined — of just 4.5 percent. Then again, only the most motivated families send their children to day school in the first place.

The biggest builder of non-Orthodox day schools is the Conservative movement, with about 17,000 students in its 70 Solomon Schechter schools (named for the seminal figure in the movement's history). A handful are affiliated with Reform Judaism, with just over 2,000 students in 16 schools. Most of the rest are "community schools" operated by local federations or parent groups, like New York's acclaimed Abraham Joshua Heschel School.

"We integrate the child's world," says Peter Geffen, founding director of the Heschel School. "If your worlds are separated, you're making an implicit statement that you have to choose between them. If the worlds are together, being Jewish is part of your being."

Not all the day-school growth comes from rising Jewish fervor. A big part results from parents fleeing public-school decay. Jonathan Moreno, a professor of bioethics in Washington, D.C., frankly admits he chose to send his son Jarrett, 8, to a day school because of "convenience and a reputation for good schooling."

"I don't have a big stake in the religious thing, though it wasn't a minus," Moreno said. "My sense was that he was going to get as intensive an education there as he would get at a secular private school, for half the money."

Still, cost is a major day-school drawback: Tuition averages \$6,000 to \$8,000

per student, going as high as \$11,500 at places like Manhattan's toney Ramaz School. Almost none of the cost is government-subsidized or even tax-deductible, because of court rulings on church-state separation. Most day schools offer scholarships to low-income families. But middle-income families are left in a squeeze.

"It's very, very expensive to send kids to day school," says David Twersky, a New Jersey journalist with two children in a Schechter school. "We want our kids to know something about Jewish culture and Jewish languages. But we're paying \$6,000 per kid this year. That's a very large percentage of our disposable income."

What's more, most day schools are small institutions that can't offer everything that a public school does. Josh Kopp, an 11th grader in Columbus, Ohio, attended a local Orthodox day school until eighth grade, then transferred to a public high school. "If I'd gone to Hebrew high school I wouldn't have had a social life," he says. "Plus I wanted sports, and there was nothing there."

Many advocates of educational reform say the answer to all these problems is simple: Stop talking and start spending. "Day schools are the best thing we've got," says Rabbi Herbert Friedman, one-time national chief of the United Jewish Appeal, now head of the Wexner Heritage Foundation. "The community's leadership should convene and decide what they want to do about it — that X number of schools will be built, that tuition will be set at \$1,000 and the rest will be borne by the community."

Things are moving in that direction, if less dramatically than Friedman wants. Federations nationwide now spend about 24 percent of their domestic budgets — some \$100 million in all — on Jewish education, half of it on day schools.

Money, even lots of it, won't bring most American Jewish kids into day schools, though. "Most Jews consider them parochial and anti-American," says Brown University sociologist Calvin Goldscheider. "Day schools will never cover more than 20 percent of the Jewish population."

Washington attorney Lee Levine confirms that view. He says he and his wife "have never at all considered sending our children to a Jewish school as their regular school." Levine's two children attend an afternoon Conservative Hebrew school. "In public school," Levine says, "my children get to know and interact with people of different cultures, different backgrounds, races and religions. It parallels the world they're likely to enter when they grow up."

So outside the Orthodox community, educators accept that the day schools are a minority choice. "We assume that afternoon schools will continue to exist and continue to have a majority of Conservative kids in them, and that they have to be as good as they can be," says Rabbi Robert Abramson, education director of the United Synagogue of Conservative Judaism. "And my experience is that there are many places where the synagogue schools succeed."

Perhaps. But the failings of after-hours Jewish education — dull classes; ill-trained teachers; bored, unruly students — are the stuff of legend, much of it true. "Many people we interview tell us that Hebrew school permanently alienated them from Judaism," says sociologist Gary Tobin of Brandeis University.

It's no surprise. Teachers remain underpaid. Attendance is spotty, as Hebrew

educational material pour out continually from research institutes in Los Angeles, New York, Jerusalem and elsewhere.

But it's all a drop in the bucket. "In a country with perhaps 20,000 positions in Jewish education, the training institutions are turning out about 70 professionals a year," says Alan Hoffman, a professor of education at Hebrew University's Melton Center for Jewish Education in the Diaspora, currently heading the Council on Initiatives in Jewish Education.

Hoffman's council is running pilot programs in three cities (Milwaukee, Baltimore and Atlanta) to test ways of improving Jewish teaching, through field training, recruitment and pay hikes. No one has yet put a price-tag on the reforms needed nationwide, though. Just the immediate needs — building more day schools, endowing scholarships, recruiting better teachers, adding training insti-

Once the Russian immigration is completed in a decade or so, they say, Israel institutions like the Jewish Agency can't reshaped to the education needs of American Jewry. "One has to think broadly about how Israel might become a place for training North America's Jewish teachers," says Alan Hoffman. (The Jewish Agency and the World Zionist Organization currently spend about \$40 million a year — less than 8 percent of their combined budget — on Diaspora education. Barely 10 percent of that sum serves Jews in the U.S., with the rest providing youth leaders and teachers in South America, Europe and elsewhere.)

The problems of cash-flow and teacher training, however, hide a more basic question: What's the purpose of expanding Jewish education?

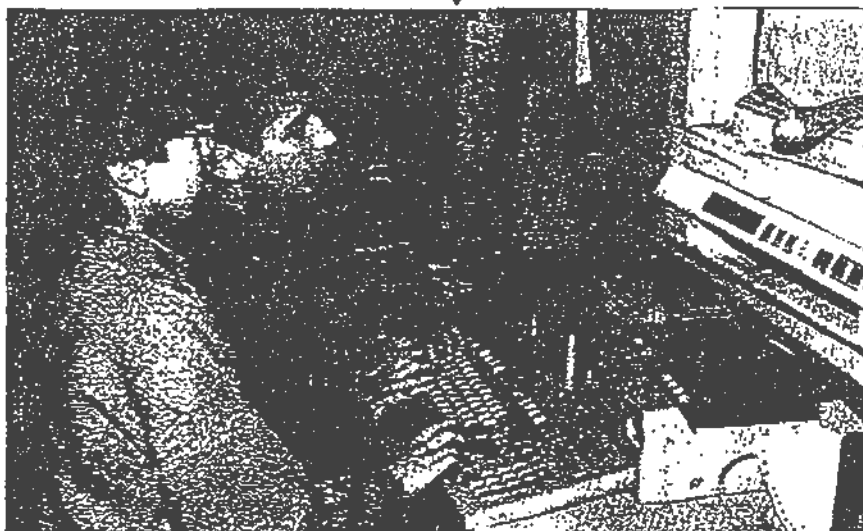
Not surprisingly, the answers divide U.S. Jewry down the middle. Orthodox and some Conservative Jews urge the community to invest its resources in helping the most committed Jews resist assimilation. "Jewish education has got to be counter-cultural movement in American society," says Yeshiva University's Hirt.

At the very least, says Abramson of the United Synagogue, that means teaching young Jews they shouldn't marry non-Jews: "If we're not talking about ways to make sure that kids are in-married and continue to be Jewish, we're being stupid and naive."

The problem with this approach is that so many Jews are already married to non-Jews. "It's no longer a question of trying to stop intermarriage," says Barry Komin, research director at the Council of Jewish Federations. "Intermarriage has already happened. We estimate that more than a quarter-million children have a Jewish parent. Even if you're Orthodox at least half of them are Jewish, because their mother is Jewish. That's 130,000 Jewish children we could be writing off. The challenge is to encourage them to be Jewish."

At the opposite pole, the Reform movement is actively embracing intermarried families, hoping to induce them to raise their children as Jews. Intermarried families are streaming into Reform congregations as a result. And many Reform synagogue schools have given up trying to teach that Jews should seek to marry other Jews. "We're very careful not to make judgments in our classrooms, because we have a large number of kids who come from intermarried families," says Gloria Aronson, education director at Seattle's Temple Beth Am.

"I don't tell them it's wrong to intermarry," says Deborah O'Connor, a Temple Beth Am teacher who is herself in-



But the statistics just don't compute: Nobody really knows how many children go to Jewish schools in America

school must compete with sports, dance and other pursuits. Curriculum supervision is haphazard, and content often consists of learning the Hebrew characters to perform bar mitzvah prayers, plus rudimentary Bible and holiday lessons. Most students drop out right after bar mitzvah.

The results can be read between the lines of the 1990 Population Survey. The product of Hebrew school is today's American Jewish life, with its low affiliation, high intermarriage and rampant ignorance of Jewish law and lore.

Hundreds of millions of dollars have been spent over the years to upgrade Jewish supplementary schools. The Reform and Conservative seminaries turn out dozens of trained educators each year. New curricula, teaching aids and

tutions — would come to hundreds of millions of dollars a year.

It is hard to see where this would come from, especially as ongoing government cutbacks strain overworked Jewish welfare agencies. "It's very difficult to shift dollars because you're always competing with what already is," says Cleveland federation director Stephen Hoffman.

The one current idea that might free up serious money for Jewish education is the hotly debated proposal by Israel's Deputy Foreign Minister Yossi Beilin to take UJA cash now going to Israel and divert it to American needs. Fundraisers warn that a UJA campaign without Israel at the top might not attract donors at all. Still, some suggest that the two goals — aiding Israel and teaching young Jews — might be combined.

A SCHOOL FOR DIVERSITY

From the outside, the Solomon Schechter Upper School in West Orange, New Jersey, looks like any suburban public high school: a squat yellow brick building with a parking lot in front and sports fields behind.

Once inside, the visitor finds Hebrew artwork on the walls, volumes of Talmud on the shelves and yarmulkes on the boys' heads, and decides this is actually a standard private Jewish day school.

Look again. Schechter is a day school, but it's not standard. It's one of just half a dozen non-Orthodox Jewish high schools in America; most liberal Jewish day schools end at grade 6 or 8. Here diversity and questioning of beliefs are encouraged, and girls and boys are treated with full equality, from the sports field to morning prayers in most of the pluralistic school's several morning minyanim. It's an institution whose values resemble those of the broad American Jewish public.

And with two affiliated elementary schools in West Orange and nearby Cranford, plus a network of five other Schechter grade schools that feed graduates from the surrounding counties into the high school, the Solomon Schechter schools of New Jersey could be called the closest thing in America to a Jewish public school system.

"I'm trying to create a Jewish community in this school where students are comfortable learning and growing Jewishly, which includes everything from prayer to community service," says Ruth Ritterband, overall head of the West Orange-Cranford complex. "And at the same time, we're creating a community that's fully involved in the American way of life."

Part of the nationwide network of Solomon Schechter day schools of Conservative Judaism, the West Orange complex got its start in 1965 with a single kindergarten class. It now has a combined student body of 900 on its three campuses. The high school, which will graduate 48 youngsters next spring, received its own \$7-million facility in 1991. The five other Schechter elementary schools around the state, which are administratively separate, have another 1,100 children for a total Schechter system

Solomon Schechter is the closest thing in America to a Jewish public school system

population of about 2,000.

Maintaining Schechter's religious pluralism is a tricky balancing act. The administration and a minority of families are committed to halakha, or rabbinic law, as liberally interpreted by the Conservative rabinate. Most families are not. "There are a lot of people in the Schechter community with lots of ideas about their Jewishness, and how Jewish they want to be, and for me that's a plus," says photographer Ginny Twersky, who has two children here.

Observant families say the school's rapid growth in the last decade has brought growing diversity, a mixed blessing. "It used to be a like-minded community of parents, but it's turning into a sort of Jewish public school," says Rabbi Daniel Allen, who has four children in Schechter. "Now you have kids planning parties on Shabbat,

which excludes half the class. You've got debates over equality for girls in the morning minyan — and the newcomers don't even have an opinion. If you're sending your kid to school just to get 'an exposure to Judaism,' you don't care about the nuances. I do."

Similar tensions surface regularly in Schechter schools across the country, as growing numbers of unaffiliated families enter, then seek to lower the schools' religious level. "As the schools grow, there's got to be some implications for observing Jewish law," says the national Schechter schools chief, Rabbi Robert Abramson. "In an atmosphere as pluralistic as ours, the principal tends to be much more susceptible to pressure."

The tensions are not just internal. As it is non-Orthodox, Schechter's sports teams are not permitted to compete in the Metropolitan New York Yeshiva League. Instead they play in a league of New Jersey prep schools and Catholic schools.

The school's 12th grade semester-in-Israel program is in a similar bind. Because of the school's kosher-food-only policy, youngsters spend the kibbutz segment of their stay at a religious kibbutz. But many rebel against Orthodox restrictions they've never faced before. The problem has not yet been solved.

And yet, while the great debates of Judaism and modernity swirl around them, Schechter's students seem to have achieved something that was once considered an exclusively Zionist dream: Jewish normalcy. "We've been doing this all our lives, and I don't feel I'm missing anything," says 12th grader Sarah Allen, a lifelong Schechter student. "It's sort of normal for all of us." □

J.J.G.

ried to a non-Jew. "I do tell them it's wrong to tear a kid in half and give mixed messages. I tell them I'm Jewish and I believe in it very firmly, and for me it's the best religion there is."

With such opposing strategies at work, efforts to forge a national consensus are leading to fireworks.

Agudath Israel of America, the main body of ultra-Orthodox Judaism, refused to join the North American Commission on Jewish Continuity when it was formed last year. Agudath Israel's Rabbi Moshe Sherer told the commission in a letter that asking the Reform movement to help stop assimilation was "like asking the arsonist

to help put out the fire."

Officials of the CJF's continuity commission hope to bridge the gaps by encouraging individual movements and institutions to formulate their own goals, then coming together to agree on ways the overall community can help achieve them. "It's one of the realities that people have different goals for Jewish education," says commission director Jonathan Woocher. "One of our critical pieces is encouraging people to be more goal-conscious."

But some say the entire notion of using schools to change a community may be misguided. "People assume that if you

teach somebody Hebrew for six years, they'll become more Jewish," says CJF researcher Kosmin. "Nobody assumes that if you study Japanese for 10 years you'll become Japanese. I learned Latin for years, but I never became a Roman. The problem is that this whole area of Jewish education and what it achieves is under-researched."

In other words, the body of organized Jewry may be willing to boost its spending on Jewish education, and the spirit of reform may be strong. But the community hasn't agreed on what kind of Jewish future the schools are supposed to build — or whether schools can do the job at all. □

Dedicated Jewish educators need training

CJJE: JTA
FEATURE

By LARRY YUDELSON

Finally, some good news about the state of Jewish education: most teachers in supplementary schools, day schools and preschools see their job as a career, even if they are only working part-time.

That is one finding of a study, conducted by the Council of Initiatives of Jewish Education (CIJE), based on questionnaires filled out by more than 80 percent of the Jewish educators in Atlanta, Baltimore and Milwaukee.

The study also found, however, that only a small percentage of the teachers had any formal training as Jewish educators.

"This goes part of the way to explain why people's supplementary [Hebrew school] experience was the way it was," said Alan Hoffman, the council's executive director.

Hoffman insists that the twin findings "offer a huge opportunity for the Jewish community.

"You have teachers in classrooms for whom investment in their professional backgrounds, both as educators and as Jews, will have immediate payoff," he said.

According to the survey, day-school teachers receive only one-sixth of the continuing education Wisconsin mandates for public-school teachers.

Most of the supplementary-school teachers have had little or no Jewish education since their bar or bat mitzva. And the majority of preschool educators had no more than one day a week of Jewish education as children.



Morton Mandel

In the three cities surveyed, discussion has already begun on what to do in light of the data. One emerging possibility is to create master's degree programs in Jewish education in communities that now lack them.

Such moves toward professionalizing Jewish education will be boosted by the survey, which dispels an image of Jewish educators as transient.

The survey found that two-thirds of the educators had been teaching for more than five years. More than half of even the part-time teachers consider Jewish education their profession. And only 7 percent are Israeli, dispelling another common myth about the educators.

But only 31 percent of the teachers had been trained in Jewish studies, and just more than half had professional education training. A third had no training in either field.

The 983 teachers surveyed, 84

percent of whom were women, were almost evenly divided between day-school, supplementary-school and preschool teachers.

The survey was conducted by Adam Gamoran, professor of sociology and educational policy studies at the University of Wisconsin, Madison, and Ellen Goldring, professor of educational leadership and associate dean of Peabody College of Education, Vanderbilt University.

The survey was undertaken as part of CIJE's Lead Communities Project, which aimed to use the Jewish educational systems in the three communities as laboratories for re-vamping Jewish education.

Hoffman of CIJE believes that the results can be generalized across North America, noting the similarity of results in the different cities—as well their similarities to previous studies of Jewish teachers in Miami and Los Angeles.

Improving teacher training has been a central mandate for CIJE, which was created in 1990 as an outgrowth of the Commission on Jewish Education in North America.

Headed by Morton Mandel, a billionaire Cleveland industrialist and former president of the Council of Jewish Federations, the commission had warned in its final report of "a shortage of well-trained and dedicated educators for every phase of Jewish education."

The new survey will be officially released at the General Assembly of the Council of Jewish Federations,

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Mandel

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being held in Denver next week.

Mandel, whose foundation largely funds CIJE, will be joined in presenting the survey by the researchers and by Israeli Minister of Education Amnon Rubinstein.

CIJE officials hope that against the backdrop of continuing concerns over Jewish continuity in America, and the endorsement of that agenda by Israeli officials, American Jews will turn their Jewish educational system around.

"It's a very involved process; we have to be patient," said Louise Stein, co-chair of Milwaukee's Lead Community Project. "But there's enthusiasm in Milwaukee."

She said her community is looking into creating a master's degree in Jewish education.

Among the suggestions, she said, is a long-distance program with the Cleveland College of Jewish Stud-

principal this year.

Wiseman, who has a degree from Yeshiva University's Stern College, has taken both education and Jewish studies courses throughout the years, and is now enrolled in a master's program in Jewish education at the Baltimore Hebrew University.

While supplementary-school teachers are less likely to have general education training than their day- or preschool counterparts, 41 percent nonetheless have a university degree in education, and a further 5 percent a degree from a teachers' institute.

Sixty-two percent of preschool teachers, and 60 percent of day-school educators, have a degree in education.

But if Jewish educators start off with a degree, they can expect little professional support for their continuing education.

CIJE officials say that one-shot workshops are not the solution.

"The worst thing that would happen is for people to respond to the data, and say, 'We had Y amounts of en-

Since Jewish preschool education is being hailed as a great way of getting parents involved in the Jewish community, the findings indicate that an opportunity is being squandered.

"Parents of young children will send their kids to Jewish settings, not only because they're Jewish, but because they have heard the best early childhood program happens to be in the synagogue down my street," explained Barry Holtz, senior education officer at CIJE.

But the goal of turning the Jewish preschools into a "holistic Jewish education" runs up against the fact that more than half the preschool educators had no Jewish education after age 13.

What's more, 10 percent were not Jewish, a figure that reached 21 percent in one of the three communities.

For Hoffman, this is one more reason for the Jewish community to take to heart the powerful lesson that has emerged from the field of general teacher education in the last decade: "If one invests in teachers, that pays very high dividends."

THE PLAIN DEALER / THURSDAY, NOVEMBER 24, 1994

Jewish teachers failing, 2-year study reveals

By IRA RIFKIN

RELIGION NEWS SERVICE

DENVER — American Jewish leaders — fighting escalating intermarriage and declining religious affiliation — have long touted a solid Jewish education as the best assurance of keeping young Jews within the fold.

But a study released by the Council for Initiatives in Jewish



Mandel

Education shows Jewish educators to be woefully ill-prepared for the task. The two-year study of Jewish educators in Atlanta, Baltimore and Milwaukee revealed that more than 80 percent lack professional training in either Jewish studies or classroom education.

Council chairman Morton L. Mandel, a Cleveland businessman, said equally ill-prepared educators can probably be found "in every (Jewish) community in America."

"Education is our best shot for insuring Jewish continuity. Yet Jewish education in America is in a state of disarray. . . . This report is like a bombshell."

Mandel's comments came during the annual general assembly of the Council of Jewish Federations, the North American umbrella group for 189 local federations coordinating Jewish fundraising and social services for the estimated 6.1-million Jews in the United States and Canada. More than 3,000 delegates attended the four-day meeting in Denver that ended Saturday night.

As has been the case each year since the 1990 release of a Council of Jewish Federations study detailing the rapid rate of Jewish assimilation into the secular mainstream, this year's general assembly revolved around the issue of "Jewish continuity."

Particular attention was paid to young people. A parade of speakers said the current generation of young people may well be the community's last hope for ensuring the survival of a distinctly Jewish community in America.

But as the council's survey showed, organized efforts to slow the erosion of Jewish religious observance still have a long way to go. One piece of evidence: More than half of all young people raised as Jews marry outside the faith.

"Most students come to college with a 12th-grade understanding of the humanities, but with a sixth-grade understanding, at best, of Jewish subjects," said Rabbi Richard Levy of the Los Angeles Hillel Council, a campus outreach program for Jewish university students.

Levy said college-age American Jews often are so embarrassed by their lack of Jewish knowledge that they shy away from anything on campus relating to Judaism.

"Intermarriage figures are well known," added Edgar M. Bronfman, World Jewish Congress president, "but our lack of knowledge about what Judaism is all about is not so well known."

In his general assembly keynote address, Bronfman, who also is chairman of Seagram's, the Montreal-based distiller, called for reallocation of Jewish communal dollars because Jewish education "must receive a massive infusion of money."

But an estimated 28 percent of the more than \$1 billion in donations collected annually by local Jewish federations and other agencies already is spent on education. Despite that, educators working in Jewish day school, supplemental afternoon and Sunday schools, and even pre-schools remain insufficiently prepared, the council's study noted.

According to the survey, 40 percent of the teachers working in day schools have neither a degree in Jewish studies nor certificates as Jewish educators. That figure rose to 80 percent for supplemental schools, which educate the bulk of American Jews who receive any kind of formal Jewish education.

"One of the most startling findings," said the report, "is that many pre-school teachers are teaching Jewish subject matter to Jewish children — but are not themselves Jews. Overall, 10 percent of the teachers in Jewish pre-schools are not Jewish." --

The study also concluded that a lack of in-service training is compounding the situation. On average, teachers attend no more than four workshops over a two-year span. Jewish day schools also tended to have higher standards for secular studies teachers than for those involved in Jewish studies.

Mandel, who is chairman of Premier Industrial Corp., agreed that Jewish education needs additional funding. But where it may be needed most, he said, is not in funding new educational programs but in teacher training.

"There has not been a sufficient investment in building the quality of Jewish educators," he said.

Even if the Jewish community were to invest immediately in training educators, it would still take years before Jewish educators are better prepared.

In the meantime, Mandel noted, additional young Jews will be lost to the community through assimilation because they have received an inadequate Jewish education.

Wisconsin Jewish Chronicle, December 9, 1994

Educate the educators

²³⁷⁶ [The Council of Initiatives of Jewish Education's Lead Communities Project has performed a valuable service with its study of the working conditions and educational levels of our community's Jewish educators.]

This study shows that Milwaukee and the other two participating communities, Atlanta and Baltimore, are in much the same leaky Jewish educational boat. All have teachers that show commendable dedication to their tasks but are woefully underpaid, under-respected, and under-educated for their vital work.

Judaic teachers
must be the
best possible.

The latter is something that can be improved most readily. The majority — 85 percent — of Milwaukee Judaica teachers are college graduates, and one-third of them have graduate or professional degrees. They are intelligent people who know the value of study. But only 54 percent have training in education; and 70 percent lack high level training in Jewish studies, the subject they are teaching. While self-study can accomplish much, it usually can't provide the kind of background necessary to create a top notch teacher. And if Jewish education constitutes the front line in the struggle to maintain a-shrinking U.S. Jewish community, then Judaic teachers must be the best possible.

This study already has communal minds pondering solutions. Louise Stein, co-chair of Milwaukee's Lead Community Project, indicated that Milwaukee is contemplating creating a master's degree program in Jewish education. We second the motion. This state and its immediate environs have abundant resources handy to create such a program — at the University of Wisconsin campuses in Milwaukee and Madison (and possibly Marquette University if its plans for a Jewish studies program come to fruition), in Chicago and elsewhere in the Midwest. All the idea needs is a workable plan and community support. We hope both will be forthcoming.

Atlanta Jewish Times, December 16, 1994

Editorial

Point Zero On Education

EDITORIAL

Passion is the good part of the message about Atlanta's Jewish studies teachers. What's disturbing is that most of them come into the classroom uneducated themselves. Such were the inescapable conclusions of a new report on Jewish studies teachers in Atlanta.

As Assistant Editor David Holzel reports in "Judaic Teachers Get Low Grades," on page one, Atlanta's approximately 400 Jewish studies teachers are under trained and have had few opportunities to improve. The report was prepared by the Council for Initiatives in Jewish Education, a national group monitoring the three "lead Jewish communities" — Atlanta, Baltimore and Milwaukee.

The Atlanta Jewish Federation hopes to use these grim numbers to poke community activists and philanthropists to channel more energy and money into on education — starting with making our teachers better teachers.

The Federation's own commitment to education has increased in recent years. Allocations to day schools and Jewish Educational Services in 1993-94 were \$1.4 million — 25 percent of local allocations. Compare that to day schools and the old Atlanta Bureau of Jewish Education allocation in 1989-90: \$1 million — 17 percent of local allocations. Other boosts are Janice Alper's arrival in 1993 to head JES, the 1994 hiring of education planner/consultants at the Federation and the Atlanta Jewish Community Center, and the continuing expansion of Tichon Atlanta, the evening com-

munity high school program.

Educators say the level of training reflected in the CIJE report was below where it should be because the survey was taken at the low ebb in Jewish education here, while the Atlanta Board of Jewish Education and then the JES were administered by the Federation without professional leadership. Although perhaps needed for long-term improvement, clearly the slow restructuring of Jewish education here since 1991 has been damaging in the short term.

The CIJE report pulls together what other Federation-funded Jewish education reports have concluded since 1989 — Atlanta's education delivery system needs help. Now that the foundation has been strengthened, the walls are in desperate need of support. The CIJE report offers a baseline for improvement. Tossing money at the problem is only part of the answer. Atlanta's Jewish community — parents, educators and spiritual leaders, must ac-

Atlanta's Jewish community must acknowledge the problem without being defensive.

knowledge this problem without being defensive. Our education system is filled with committed teachers. Now our community is obligated to give them the tools to deliver a positive, lasting knowledge-base about the depth of a Jewish life.

Making our teachers better will not solve the much ballyhooed continuity crisis. That will only come from more committed Jewish homes. At best, more qualified teachers will make for better schools and, hopefully, more Jewishly knowledgeable students. That's a worthwhile end in itself. □

Jewish Bulletin of Northern California, December 23, 1994

A must: training for Jewish educators

^{E 2376} The good news is that many Bay Area religious school teachers are committed Jews with a dedication to Jewish education and a penchant for relating to children.

The bad news, according to a national survey, is that the vast majority of them lack the proper training to teach Judaism.

According to the survey, by the Cleveland-based Council for Initiatives in Jewish Education, those teachers have had little or no education since their bar or bat mitzvahs — and have not received sufficient, updated training in either education, Judaica, or both.

That doesn't mean they're bad teachers. It just means some of them could be a lot better.

The Bureau of Jewish Education in San Francisco and the East Bay's Agency for Jewish Education should be commended for recognizing the need for improvement, and for formulating teacher-enrichment programs aimed at imparting Jewish knowledge and innovative teaching methods.

Wisely, both the Bureau's *laatid* program and the Agency for Jewish Education's *shoresht* project offer financial incentives for

teachers completing a certain amount of credits. Because those teachers cannot generally support themselves through such jobs alone, the incentives should help attract more participants to those important programs.

Religious school principals would be wise to follow the example of local Jewish education agencies by consistently exposing their teachers to a broad range of educational methods and materials. Although teachers may have an abundance of knowledge, they sometimes need help delivering it so that children will understand and remember.

Ultimately, religious school teachers, together with parents, are some of the most pivotal figures in a child's Jewish life. Teachers have the power to turn a child on, or off, to Jewish culture and ideas, and ultimately to determine whether a child will have a Jewish future.

By sending their children to religious school, parents are sending the message that they want their children to have a Jewish education. As a community, we should do everything possible to ensure that our children's education is the best it can be.

Baltimore

BALTIMORE JEWISH TIMES

NOVEMBER 11, 1994

Jewish Education Survey

Study finds teachers in Jewish schools dedicated but undertrained.

LISA S. GOLDBERG STAFF REPORTER

Results from a survey of teachers in Baltimore's Jewish schools show that while they are highly committed to Jewish education, they are often poorly compensated and undertrained.

The study, which was presented Wednesday to the board of directors of the Associated Jewish Community Federation of Baltimore, was prepared under the auspices of the New York-based Council of Initiatives in Jewish Education.

Baltimore, along with Atlanta and Milwaukee, agreed to participate in the study as one of the CIJE's three "Lead Communities," or model communities for Jewish education.

Among the findings of the survey were that of Baltimore's 575 Judaic studies teachers, only 23 percent have higher education training in Jewish subjects and education.

In an interview with JTA, Rita Wiseman, principal of Beth Tfiloh Hebrew School, emphasized that training makes a difference in the caliber of teachers. "You can only impart as much knowledge as you have," said Ms. Wiseman, who taught Hebrew school for 25 years before becoming principal this year. Ms. Wiseman, who has a degree from Yeshiva University's Stern College, has taken both education and Jewish studies courses throughout the years, and is now enrolled in a master's program in Jewish education at the Baltimore Hebrew University.

About half of the surveyed teachers said they would like more instruction in Hebrew language and Jewish history. Teachers also said they attend only a handful of workshops every two years, with Orthodox day and preschool teachers attending the fewest.

Salaries, the study found, seldom provide the main source of income for a teacher's family, although more than 50 percent said it is an important addition. And

found, is particularly troublesome in local Orthodox day schools. Nearly 60 percent of teachers in those schools reported that their salary is the main source of the family's income, but only 34 percent were offered benefits.

And Baltimore's Jewish educators say there are few opportunities for career advancement beyond teaching, with some qualified instructors indicating that they plan to leave Jewish education for full-time employment in other areas.

"The community has to take a look at levels of compensation" and in-service training, said Chaim Botwinick, executive di-

**"You can
only impart
as much
knowledge
as you have."**

—Rita Wiseman

rector of the Associated's Center for the Advancement of Jewish Education. "We have to recognize the fact that quality education personnel hold the key to effective Jewish education."

The results of the survey, he said, were not surprising.

"If anything, it validates the need to address personnel issues," he said. "The findings really address a compelling argument ... by and large, the insufficient preparation of teachers."

Dr. Botwinick said the Associated is developing focus groups with principals, rabbis and community leaders to study survey findings.

Another work group, he said, will draft a plan to address the

November 11, 1994 • INTERMOUNTAIN JEWISH NEWS •

CIJE: Jewish teacher training needed

A new in-depth study of all the Jewish educators in Atlanta, Baltimore and Milwaukee reveals that classroom teachers have far less professional background and in-service training than is commonly expected of teachers in general education. And yet the majority of teachers in day schools, supplementary schools, and pre-schools are strongly committed to Jewish education as a career.

According to the policy brief on the "Background and Professional Training of Teachers in Jewish Schools," to be released formally by the Council for Initiatives in Jewish Education (CIJE) Nov. 17 at the General Assembly in Denver, the findings offer a powerful first step in the Jewish community's continuity crisis: investment in comprehensive in-service training for current Jewish educators.

"Now every Jewish community can know where to start and what

to do," said Alan Hoffman, executive director of CIJE. "This is a major opportunity for North American Jewry."

Among the findings:

- Over 80% of the teachers surveyed lacked professional training either in education or in Judaica — or in both.

- Almost 30% of teachers in supplementary schools had on Jewish schooling after the age of 13.

- Ten percent of the teachers in Jewish pre-school programs are not Jewish; in one community, the figure is as high as 21%.

- Forty percent of Judaica teachers in day schools have neither a degree in Jewish studies nor certification as Jewish educators, yet they attend fewer than two in-service workshops a year on average. (This is one-sixth the requirement for state-licensed teachers in the state of Wisconsin, for example.)

- And yet, almost 60% of the

teachers view Jewish education as their career. Only 6% plan to seek positions outside Jewish education in the near future.

The policy brief, the first of a series based on the CIJE Study of Educators, outlines a plan for action that every North American Jewish community can undertake to improve its teaching personnel.

CIJE's chair, Morton L. Mandel, of Cleveland, Ohio, is a former president of the Council of Jewish Federations (CJF) and a leading philanthropist in the field of Jewish education.

"Although some of these statistics correspond to what we may have suspected anecdotally," said Mandel, "there are also distinct surprises. We believe that Jewish communities should be able to replicate this research method, extrapolate from these conclusions, and begin to address the personnel needs of Jewish education in a meaningful way."

The Jewish Week, New York, NY, December 2, 1994

BAD MARKS

THE JEWISH WEEK

INDEX

Compiled & created by Jay Bailey

An intensive, two-year study of Jewish educators in Atlanta, Baltimore and Milwaukee yields some surprising data about teachers in our day schools, supplementary schools and pre-schools.

Only 19%
have training
(a degree or certificate from a university, college, seminary, etc.)
in both Jewish Studies and Education.

34%
had training
in neither.

17% of teachers majored in Jewish Studies.
22% are certified in Jewish Education.

10%
of teachers
in Jewish
pre-schools are
not Jewish.

84%
of teachers
are female.

38% of Jewish school teachers
have taught for over 10 years.
6% have taught for under a year.



Source:
Council for
Initiatives in
Jewish
Education
(CIJE) Study
of Educators
Survey

The Jewish Week, New York, NY, December 2, 1994

Teachers Aid

Israel offers its expertise in training Jewish American educators — a badly needed service, according to a recent report.

STEWART AIN
STAFF WRITER

Denver — Israel's educational resources and expertise have been offered to North American Jewry as another tool to help ensure Jewish continuity.

The offer was made here by Israeli Prime Minister Yitzhak Rabin and Education Minister Amnon Rubinstein to 3,000 delegates attending the Council of Jewish Federation's General Assembly two weeks ago.

Rabin said Israel's destiny is not just to serve as a refuge for Jews but to "assist Jewish communities to maintain their Jewishness. We need to cooperate. ... We have to strengthen Jewish education. And we in Israel are ready to cooperate, to help bring teachers to [learning] centers in Israel so they can be prepared for you."

Rubinstein said in separate remarks that he foresees the establishment of a "world center [in Israel] for the training of senior educators" who number about 1,500. He said they would serve as the heads of the departments of education of the religious denominations, professors of Jewish education and the principals of key Jewish schools and community centers.

He pointed out there are two existing one-year and two-year programs in Israel that have graduated 200 educators who now hold leading positions in the field of Jewish education worldwide. These programs are the Jerusalem Fellows and the senior educators program at the Melton Centre at Hebrew University.

"We believe that we should, that we can, enlarge and deepen these programs as well as introduce shorter term programs for the in-service education of senior educators," said Rubinstein. "Let us together form our new alliance with programs for senior educators because they determine so much of what takes place in education."

Rubinstein said he was only laying out the framework for his proposal and that he wanted Jewish leaders to work with him in developing the partnership.

The executive director of education and continuity for UJA-Federation of New York, John Ruskay, said he welcomed the statements of Rabin and Rubinstein.

"They reflect the apparent readiness on the part of the Israeli government to make available its prodigious resources to the challenges we face in strengthening Jewish education throughout North America," he said. "Given the urgent need to strengthen the quality of Jewish educators, all initiatives are welcomed and deserve the most serious attention."

The executive director of the Council for



Amnon Rubinstein: "Senior educators determine so much of what takes place in education." Photo by Yelene Halk

ish Education in North America chaired by Morton Mandel, a billionaire Cleveland industrialist. A key finding of the commission was that there is a "shortage of well-trained and dedicated educators for every phase of Jewish education."

To assess the educational background of Jewish educators today, the CIJE surveyed preschool, supplementary school and day school teachers in Atlanta, Milwaukee and Baltimore. Its questionnaire, which was completed by more than 80 percent of the teachers, revealed that most supplementary school teachers had little or no Jewish education since their bar or bat mitzvah.

Other highlights:

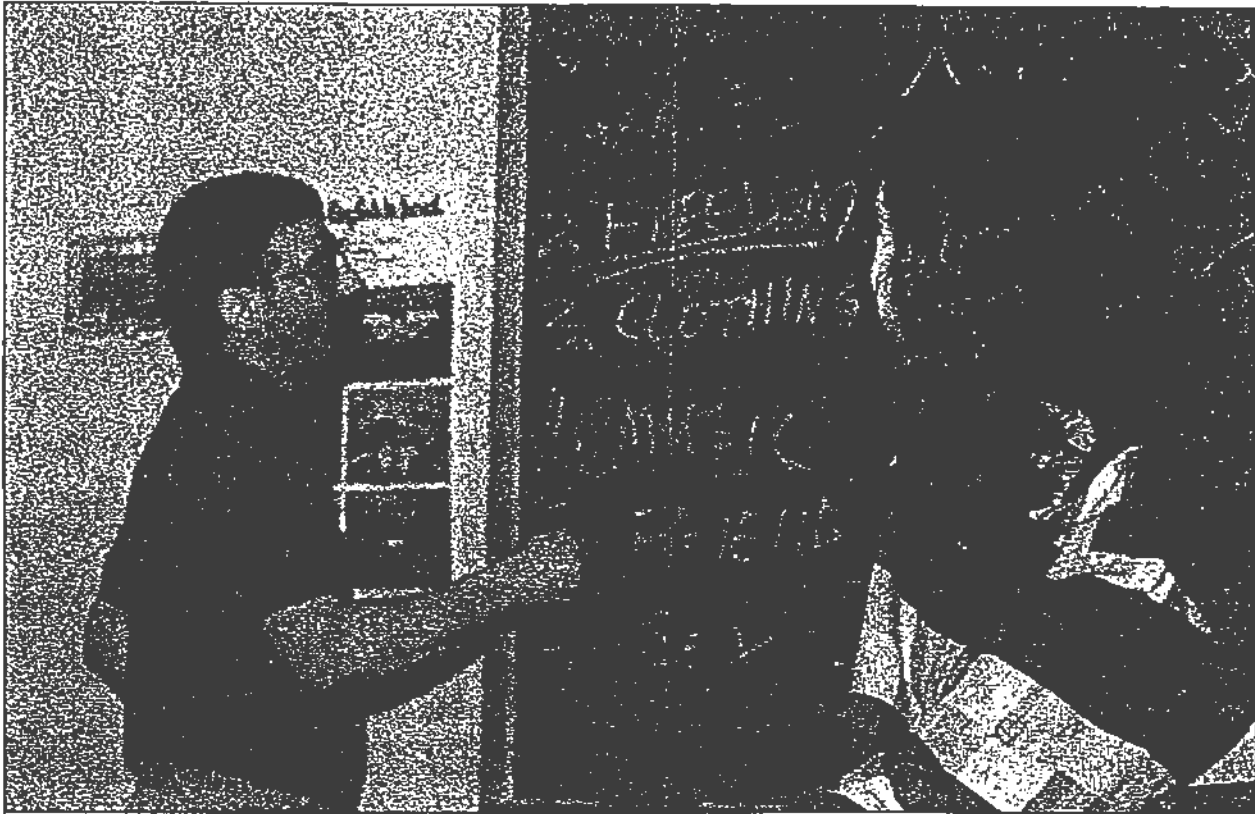
■ A majority of preschool teachers had no more than one day a week of Jewish education as children — and 10 percent of them were not even Jewish. In one community, that figure was 21 percent.

■ Fully 40 percent of day school Judaica teachers and 80 percent of supplementary school teachers had neither a degree in Jewish studies nor certification as Jewish educators.

■ Day school Judaica teachers averaged fewer than two in-service workshops each year. Supplementary school teachers reported that in-service opportunities were infrequent.

The study, which was released at the GA, pointed out that research has found that "carefully crafted in-service can improve the quality of teaching" and thereby make a "decisive difference." In addition, it said that although there are state requirements regarding the training necessary to be a general studies teacher,

Atlanta Jewish Times, December 16, 1994



Jewish classroom: Almost no one disputes the findings.

Judaic Teachers Get Low Grades

Survey shows a minority have training in Jewish studies and education.

DAVID HOLZEL ASSISTANT EDITOR

In Jewish lore, a cherished rung in purgatory is reserved for the Hebrew school teacher — that badly prepared pedagogue who has turned generations against Jewish learning. In Atlanta, that image of an undertrained educator isn't total fantasy, a new survey shows.

Circulated among school heads last week, the draft report paints an unflattering statistical portrait of

Atlanta's Jewish studies teachers. (Secular studies teachers were not included.) It shows that most of the 400 teachers surveyed are largely untrained — both in Judaism and as educators. And while teachers at synagogue supplementary schools scored the lowest, the study casts a shadow over the glossier images of Jewish preschools and day schools.

What's noteworthy is that almost

no one is disputing the findings.

"It's nothing new to the educators," said Steven Grossman, director of Ahavath Achim Synagogue's supplementary school. "We've been saying we need serious staff training for a long time."

What is new is the report, for the first time, puts hard numbers to what people long have suspected. It also

GRADES/page 18

provides a baseline to measure improvement in teacher training, said Steven Chervin, director of the Atlanta Jewish Federation's council for Jewish continuity, an education planning body.

Only 13 percent of Judaics teachers in Atlanta are professionally trained in both education and Jewish content areas, according to the report, prepared by the New York-based Council for Initiatives in Jewish Education, following two years of information gathering.

high level of commitment to Jewish education as a career.

"Most educators are attracted to Jewish education for intrinsic rewards, such as transmitting the joy and enthusiasm for Judaism to children," the report stated.

"The data show these people are stable and by investing in their professional development, it is not wasted money," said Mr. Chervin of the Federation.

Coming up with a plan to raise the quality of Jewish

education, and they're hungry for having more," said Cheryl Finkel, head of the Epstein School, a Conservative day school. To improve teaching quality, "we need to have pre-service opportunities, internship opportunities, mentorships and study courses on several different levels of knowledge," she said.

Any action plan from the Federation will comprise a set of guidelines — rather than binding rules — for raising the professional level of teachers, Mr. Chervin said. The report calls this approach "moral suasion."

"It means we might say to the schools, 'This is the expectation for working conditions' or 'This is the level of in-service training,'" Mr. Chervin said. "It's using the Federation and other agencies as a bully pulpit which, one would hope, people would respond to on a voluntary basis."

\$1 million needed?

The Federation and educators are looking to Jewish Educational Services, Atlanta's Jewish teacher-training agency, to execute the action plan. Adding academic programs, periodic workshops and incentives to study will cost money. With a budget of \$213,000, the agency, created two years ago to raise the level of teaching professionalism, already runs at a deficit, said Janice Alper, director of JES.

How much money is enough to do the job?

"If the community put \$1 million into a fund that says training is important, we could have the best trained teachers in the country," she said.

Some educators warn against a gloomy interpretation of the report.

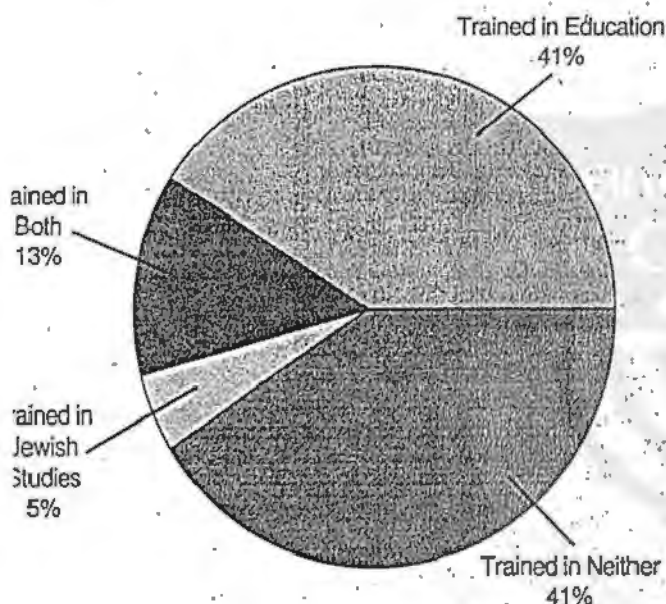
"I don't see in this community a sick system," said Richard Wagner, headmaster of the Greenfield Hebrew Academy, a traditional day school.

The fact that a minority of Jewish studies teachers are cer-

tified "is more indicative of national failure to encourage and require licensure," he said.

"The survey was taken during a transition period, so what was true then is out of date already," said Linda Weinroth, director of Congregation Et Chaim's religious school.

She referred to a two-year period following the 1991 resignation of Leon Spotts as director of the Atlanta Bureau of Jewish Education, precursor to JES. Until Ms. Alper was hired t



Extent of professional training in education and Jewish studies.

While expected, the report's findings can still shock. "It's disconcerting how little Judaic education people have," Moira Rank, director of Congregation 'nai Torah's preschool, said after reading the report, "but they're teaching Judaics."

Among the report's findings:

- Atlanta teachers have more formal Jewish education than the average for American Jewish adults, but they are not well educated in their field compared to other types of teachers.

- Atlanta's day school teachers — many of whom are not fully prepared before they begin teaching — receive just over one quarter of the in-service training (periodic and ongoing study) that is required for state certification of public school teachers.

- Despite limited backgrounds in Jewish studies and infrequent in-service training, most teachers do not engage in formal study of Judaism in other

teachers is the council for Jewish continuity's next task, Mr. Chervin said.

"Hopefully in six months we'll have the criterion of a personnel action plan for high-quality staff development. After that, we'll set up benchmarks and see how we're progressing," he said.

Addressing the issue of benefits is a longer-term goal, he said.

"The study shows teachers have little formal Jewish edu-

Teacher Profile

Atlanta's Jewish studies teachers are predominantly female (87 percent) and American-born (84 percent).

- In religious affiliation, 37 percent say they are Reform, 29 percent Conservative, 17 percent Orthodox and 11 percent Traditional. Six percent list other preferences, such as secular.

- Among day school teachers, 32 percent are trained in both education and Jewish studies and 18 percent are not trained



Steven Grossman:
Findings are nothing new.

head JES in the fall of 1991, staff development slowed to near halt.

The report is a product of Atlanta's participation as one of the Council for Initiatives in Jewish Education's three "lead communities," or education laboratories. The CIJE conducts teacher interviews in each lead community, including Baltimore and Milwaukee. In addition, each lead community administered a teacher survey in 1991.

Combined findings went into a national policy brief, released last month. Those findings were nearly identical to Atlanta's profile, although Atlanta scored lower than the national aggregate in some areas, Mr. Chervin said.

"Atlanta is probably more typical of U.S. [Jewish communities], because we don't have the resources," such as postgraduate Jewish studies programs and a Jewish teacher college, he said.

Atlanta educators hope the report will be a wake-up call for

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Bay Area tackles problem

Religious teachers: They're inspired but under-trained

LESLEY PEARL
Bulletin Staff

Four of every five teachers in synagogue religious schools don't have the proper training to teach Jewish students, according to a recent national study.

Most of them, in fact, have had little or no Jewish education since their bar and bat mitzvahs and lack sufficient, up-to-the-moment training in education, or Judaica or both.

These were the determinations of a policy brief released by the Cleveland-based Council for Initiatives in Jewish Education last month.

The problem, says S.F. Congregation Emanu-El educator Rabbi Peretz Wolf-Pru-

their jobs — mostly part-time and without benefits — as careers.

And in the Bay Area, even though religious schools and their students suffer many of the same educational ills that plague educational institutions across the country, local agencies have responded more quickly.

The Bureau for Jewish Education has addressed the issues to some degree in San Francisco, Marin and Sonoma counties, and on the Peninsula, with its five-year-old *laatid* ("to the future")



Photo — Michael Schwartz

Educator Sarah Haselkorn reads a story to students at an assembly at Congregation Beth Am in Los Altos Hills.

talk about God in the classroom to innovative methods for teaching Hebrew. And both offer a financial incentive for instructors

Educators across the country have responded by trying to institute family-education programs and innovative and enter-

have the greatest need and the smallest available pool of qualified teachers."

While the data seem dismal, there are some bright spots on the education horizon.

The majority of teachers surveyed over the course of two years in Milwaukee, Atlanta and Baltimore, for example, do view

East Bay's Agency for Jewish Education and the San Jose federation have been working together to offer the *shoresh* ("roots") project, which started two years ago.

Both are teacher-enrichment programs. They include a variety of seminars and workshops that range in scope from how to

those programs, local educators say, are a beginning, but certainly not a solution.

Nationally, educators agree that parents have sent a clear message: They want to give their children a Jewish education yet feel incapable. Indeed, they want a better education for their offspring than they received.

Still, the bottom line with most Jewish education programs is a lack of money.

Allan Hoffman, CIJE executive director, believes funding is absent because most federation campaigns — which many educational institutions depend on for large

See MONEY, Page 34

Money is stumbling block to training Jewish teachers

Continued from Page 1

chunks of their funding — have been flat in recent years.

"It's not because there isn't money," he says, pinpointing a recent \$15 million donation Detroit philanthropist William Davidson made to the Jewish Theological Seminary in New York. "It's that no compelling arguments are being made" to obtain the money from private contributors for Jewish education.

Another problem, according to Emanu-El's Wolf-Prusan, is how

the money that is available is used.

"We know the problems, and we even know some of the solutions," he says. "The money is being spent in the wrong places. The dollars flow upwards to studies and consultants. We need it to go on the line, to the teachers. I know what I want, and I know what these kids need."

Teacher Sarah Haselkorn, of Congregation Beth Am in Los Altos Hills, knows too, having spent the last two decades in the trenches called classrooms.

When she and her husband moved to the United States from their native Israel 20 years ago, Haselkorn presumed she would teach Hebrew in a synagogue religious school — just because she was fluent.

And despite her having had little education training, she was "thrown right in" to a classroom anyway.

The early years of her career, at Temple Beth Jacob in Redwood City and Congregation Kol Emeth in Palo Alto, "were especially difficult" because of the cultural differences between Israel and the United States, Haselkorn remembers.

Now, however, she is completely comfortable in her role. Students even vie for spots in her fourth- and fifth-grade Hebrew classes at Beth Am.

New teachers, she believes, have an easier time starting out today than she did. That, she says, is due to efforts by the BJE and AJE to tackle the sorts of problems cited in the CIJE report.

About one-third of eligible teachers complete the laa'id or shoresh programs and earn a financial bonus. Even more enroll in the workshops but do not log enough hours to qualify for the money.

"This is an opportunity to talk to each other, hear new theories, find out what others are doing," says Haselkorn. "This program is imperative, especially for new

teachers."

How to inspire congregation-school instructors and keep them motivated is a difficulty, partly because of the part-time nature of the job and partially because many of the teachers must maintain another, primary job and, therefore, have little time to devote to enrichment.

"We need money to provide support and allow teachers to do the kind of work they want to do," says Bob Sherman, San Francisco's BJE executive director. "We provide workshops and seminars. Teachers come and get excited and motivated, but there is no one to really help them implement these new ideas and techniques."

With improved funding, Sherman says, medical benefits could be offered to instructors, adding legitimacy to Jewish education as a career choice, and field supervisors could be hired to give individualized assistance.

"It's like coaching. It's not enough to just teach someone how to bat. It's the constant cheerleading, watching the performance, giving feedback. Right now we're stopping short of that," Sherman says.

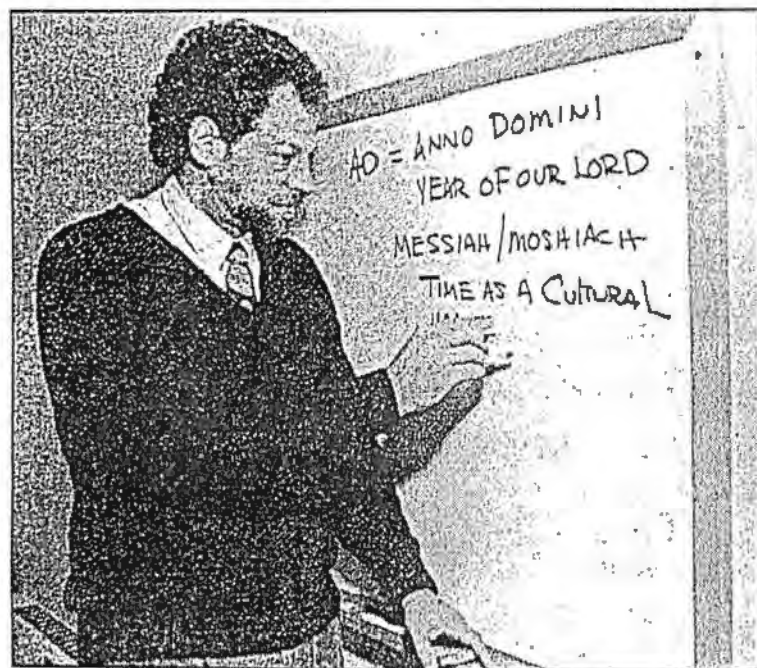
To date, though, the kind of concrete ideas proposed by Sherman and others in the field are not getting

through to those in positions of financial and political strength.

So far now, educators such as Helene Holley, principal of the religious school at Congregation Rodef Shalom in San Rafael, must remain content making "the best choices possible."

Holley admits not all 41 of her teachers are both scholarly on Jewish issues and capable of relating well with young people. They are, however, "all committed Jews," she says.

"They might not all be as knowledgeable as I'd hope for, but they all feel a sense of *Am Yisrael*. And if the teachers are dedicated, they'll do the necessary research to teach properly."



Rabbi Peretz Wolf-Prusan teaches at Congregation Emanu-El in San Francisco.

Photo — Mike Richman



Robert Sherman

COVER



Students at work in a classroom at Akiva Hebrew High School.

Teach our children well

MARCY OSTER Staff Reporter

Little Jeremy can't read — Hebrew, that is. And Rachel is so bored that she can't wait until the day after her bat mitzva so that she can quit Sunday school.

One reason for these disturbing trends can be found in a 1994 survey conducted by the Council for Initiatives in Jewish Education (CIJE). The survey found that 80% of Jewish educators lack professional training in either education or Jewish studies or both, and they receive little in-service training to overcome this lack of background.

When the policy brief on the background and professional training of teachers in Jewish schools was released last November, Jewish communal professionals and lay people across the country raised their eyebrows at the findings in the three cities surveyed (Atlanta, Baltimore and Milwaukee). They also raised their commitment to study and improve the quality of Jewish educators in their communities.

But parents of Jewish children in religious and day schools don't need a costly study to tell them that their children are tuning out or daydreaming their Jewish education away. The study confirmed what they already knew from talking with their sons and daughters and watching the lack of enthusiasm in their step when it is time for religious schooling.

Jewish leaders in Cleveland were not surprised by the CIJE study's findings, either. Nearly seven years ago, a local study pointed out the problems of Jewish education in Cleveland, and Jewish educators here began making plans to tackle these issues. Today, programs are sending veteran educators back to the classroom for additional training and training young new educators, as well.

Cleveland has come a long way in upgrading Jewish education here, say local and national Jewish education professionals. But until the impact is felt uniformly in the trenches — by students and parents in the classroom and at home — this community still has a long way to go.

Charles A. Ratner, president of the Jewish Education Center of Cleveland (JECC), did not need facts

and figures to tell him about the state of Jewish education here when he co-chaired a study on behalf of the joint Federation/Congregational Plenum Commission on Jewish Continuity. Released in December 1988, the study acknowledged officially the problems that Jewish community leaders and parents already knew about anecdotally.

"Our product wasn't adequate," Ratner told the CJN. Even though 80% of Jewish children in Cleveland

attended some form of formalized Jewish education at some point in their lives, most found the experience "poor" or were simply bored, he says.

The Cleveland study also found that in 1988, as in the three cities in the recent CIJE study, most supplementary schools were staffed with "vocational teachers," and only three of the then-15 congregational schools employed full-time school directors. Parents did not get involved in their children's supplementary Jewish educations and local day schools were half the size they are today.

Seven years ago Cleveland embarked on a long-term, three-pronged plan to improve Jewish education here. Their goals were to build the profession; involve the whole family in Jewish education; and provide more informal Jewish educational experiences.

This was not the first time Cleveland tried to improve its Jewish education, nor the first time inside-

"We would never stand for this kind of teacher profile in our children's secular education."

— Charles A. Ratner, president, JECC



The Teacher Resource Center at the Jewish Education Center of Cleveland provides creative teaching tools for area educators. Pictured are center director Rivkah Dahan and Rabbi Joel Chazin.

quate teacher training has been identified as a problem. Indeed, Ratner carries with him the minutes of a 1925 meeting of the Bureau of Jewish Education (forerunner of JECC) headed by Rabbi Abba Hillel Silver. It addresses issues such as teacher training, reaching the unaffiliated and improving congregational religious schools. More recent reports can be found in the CJN's files. The years may differ, but the issues and the problems are still the same.

Ratner hopes the CIJE educators study will be a call to action on behalf of Jewish education, much like the 1990 National Jewish Population Survey was. (The survey indicated that more than 50% of American Jews were intermarrying.)

"We hope it will wake up the community to the fact that there is a crisis in Jewish education," Ratner says. "We would never stand for this kind of teacher profile

in our children's secular education, he points out.

Today, more than six years after the release of the Continuity Commission study, the picture is "far from rosy," says Ratner, as he recites a litany of woes. "There is a crisis (with) Hebrew school teachers," he asserts. Older teachers are leaving and few knowledgeable young people are available to take their places. Despite attempts to increase their salary base, "our day school teachers are still underpaid." Jewish students in congregational schools "still find their religious education to be a turn-off" and, virtually everywhere, parents are "marginally involved."

To change this bleak scenario, the Jewish Community Federation in 1989 allocated more than \$4 million over four years to the Continuity Commission's Fund for the Jewish Future. The goal was to establish new programs to improve Jewish education in Cleveland. Family philanthropic funds, endowment funds and Jewish Welfare Fund campaign dollars were tapped for this ambitious undertaking.

In 1993, a new four-year, \$8.1 million plan was established for the Fund for the Jewish Future, which is now under the stewardship of the JECC.

Ratner believes the new programs have already improved and will continue to improve Jewish education in Cleveland. "Clearly, we have attracted a real critical mass of professionals to help make sure this happens," he says. But, "these are things that take generations to change."

Things have already begun to change noticeably, asserts Sylvia Abrams, director of educational services at JECC. The Jewish Educator Services Program (JESP), offering teacher in-service mini-courses, has exploded with new course offerings and participants.

Last school year (1993/94), 381 educators enrolled in the 64 assorted course offerings, and many took more than one course. Twenty-four of JECC's 26 affiliated

master's degrees in education or Jewish Studies.

The Executive Educators Program (at the Cleveland College of Jewish Studies) identifies educators with leadership potential and offers them an opportunity to pursue individual courses of study while they remain in their jobs. Some of these educators also meet in high-level community seminars to discuss how to further the goals of Jewish education here.

Rabbi Alan Berkowitz, assistant educational director of the Fuchs Bet Sefer Mizrahi day school, is currently pursuing a master's degree in educational administration at Cleveland State University through the PGP. The program helps him pay his tuition and provides financial incentives at the halfway mark and when he completes his course of study. Rabbi Berkowitz, who has a bachelor's degree in Hebrew and philosophy from Hunter College, and *smicha* (rabbinic ordination), believes the extra schooling "helps make me a stronger professional."

Several Bet Sefer teachers have also returned to school. "What I have seen in the last six years is a tremendous amount of professional growth," Rabbi Berkowitz says. "The teachers who are taking advantage of this are growing professionally and that has had

head of the schools, but as innovators in informal and family education.

The Fellows were recruited nationally, and were expected to move on after their two-year, post-graduate commitment was up, says Schachter. However, many of the Fellows come from Cleveland, or have decided to settle in Cleveland.

The guaranteed positions, at "good salaries for the field" of \$35,000 annually, were, in most cases, higher than the existing salaries of school administrators, explains Schachter. This has caused some resentment of the Fellows by co-workers, and has caused some schools to raise the salaries of principals and other teachers.

The program has also set new communal standards for professional leadership, she says. It has encouraged others to make a commitment to professional growth. However it cannot continue in its present form, because there is not unlimited funding to create positions for the Fellows.

Mark Gurvis, managing director of JECC, who with Abrams makes up the JECC's Office of the Executive, says Cleveland is now planning its own educators survey. While some of this data has been collected infor-

JECC offers financial incentives to teachers and institutions who participate in training seminars.

congregational and day schools, as well as the Jewish Community Center and area rabbinic boards, have sent their personnel to these programs. In 1987/88, by comparison, only 147 educators enrolled in in-service programs.

The JESP program is also co-ordinated with the Cleveland College of Jewish Studies through a joint committee for planning in-service education; it is staffed by Abrams and Lifsa Schachter, director for the Center of Jewish Education, as the College's Cleveland Fellows director.

Some of this past fall's course offerings include: "Effective Teachers - Effective Attitudes"; "Seminar in Teaching Jewish Texts: Bible"; "Creating Instructional Aids for Very Young Students"; "Lesson Planning"; and "Movement and Music: Ingredients to Enhance Reading Readiness." Practice with a Jewish educator "coach" is also available.

Last year, artist-in-residence Farrel Hadari taught "Puppetry and More" in a year-long seminar to 15 local educators who learned to use the medium to promote communication around Jewish issues. She recently returned for a week of additional training. She is one of several national and international Jewish educators who have been brought to the city.

The courses all provide continuing education units, recognized by the Ohio Department of Education.

JECC offers financial incentives to encourage teachers to attend training sessions. These include completion stipends for educators. Institutional stipends are also available, Abrams points out. If 75% of a supplementary school's teachers complete a minimum of 10 hours of continuing education, the school receives as much as \$7,000, giving the school incentive to make it easier for teachers to participate. Some supplementary schools even require their teachers to attend the continuing education programs. Last year, 12 of the 18 eligible schools qualified for an institutional stipend.

Thirty-one educators are currently enrolled in a Personal Growth Plan, or PGP. Under this program, individual Jewish educators and administrators are given stipends for professional development in JESP courses at the College and at area universities. Educators, for example, have gone back to school for bachelor's and



First-grade teacher Shannon Gray tells a story to her class at The Temple-Tifereth Israel, as her teaching coach, Sherril Sperling, looks on.

a positive impact on the education we offer our students."

The rabbi believes it is particularly important for the day school's Judaic studies teachers to receive some formal education training. "Torah knowledge is not enough to be an educator," he says.

Cleveland has also trained a cadre of Jewish education professionals to assume full-time positions created just for them through the Cleveland Fellows program. The new positions, mostly at congregational schools, are supported by the Fund for the Jewish Future.

When the third class of Fellows graduates from the fully funded, two-year master's program this spring, creating 14 professional Jewish educators in total, the program will work solely on its newly created Phase II. This will include the Goals Seminar, the Executive Educators Program, a Family Education Certificate program, and funding for teachers to participate in them. Phase II will also offer new programs to meet the needs of the community.

Lifsa Schachter, director of the Fellows program at the Cleveland College of Jewish Studies, is pleased with the results of the program. "The idea was that in order to improve Jewish education, we had to find a way to infuse the field with professionally trained Jewish educators who could take on leadership roles," she explains.

These leadership roles, for the most part, are not as

many in the past, a professional survey will establish a base line by which to judge the progress of the JECC, successor to the continuity commission's educational reforms and innovations, he says.

Cleveland businessman and philanthropist Morton Mandel has been involved in finding ways to improve Jewish education since 1979, and through family philanthropic funds he and his brothers have been perhaps the largest contributors to Jewish education in Cleveland and in North America.

Mandel, founding chairman of the CJE, says there is good and bad news to be found in the group's study and what it tells us about Jewish educators here and around the country. The good news, he says, is that "there are some very capable people working in Jewish education, people who see Jewish education as a career and who care a lot." The bad news, he continues, is that "too many of them are not trained in both education skills and in a strong Jewish background."

Mandel expects Cleveland, like most major metropolitan areas, to mirror the average of the CJE study, but hopes that the money invested in new programs here will change that profile. "You always want a good return on your investment," he quips. Still, he admits, "the jury is out on how much good we are going to do."

From where he sits, CJE executive director Alan

continued on following page

COVER

continued from preceding page

Hoffmann sees Cleveland as very different from the three cities involved in his organization's extensive survey. Cleveland, he says, has been a "pioneer."

"There are a lot of things in Jewish education that communities can learn from Cleveland," he adds. The city is investing more money in Jewish education, proportionately and possibly even absolutely, than any other community in North America, he maintains.

Hoffmann is impressed that even without a formal study, the city has "plunged into raising the level of teachers" through higher salaries, teacher in-service programs, and the Fellows program.

The city is also lucky to have an institution like the Cleveland College of Jewish Studies, he adds. Hoffmann envisions Cleveland as a regional training center for Jewish educators in Midwestern communities.

"Cleveland still has a long way to go, Hoffmann points out. The community still has not arrived at a to-

Cleveland is investing more money in Jewish education than any other community in North America.

tal action plan, he says. In addition, some key senior leadership positions — "gatekeeper positions" for Jewish education — need to be filled.

Hoffmann points out that finding good educators is not a problem unique to the Jewish community. "Education as a field is grappling with these issues," he says, pointing out that forays into national teacher certification are just beginning.

We will know we have succeeded, Hoffmann says, when the young sons and daughters of the leading Jewish families here and across the country consider the field of Jewish education as exciting, rewarding and compelling as other career choices they are contemplating. "That is a long, long way away," he says. "And I don't think the American Jewish community has generations to wait."

Cleveland's commitment to Jewish education is like a marriage, according to Daniel Pekarsky, founding director of the Cleveland Fellows program, and a CJE consultant from 1991 to 1993.

"There may be hard times, but both parties know there is a deep commitment to work through the problems," he explains.

Pekarsky, who has watched other communities struggle to redefine Jewish education, is impressed with community efforts here. "Thoughtful innovations," such as the Retreat Institute, initiatives in family education and the Fellows Program, "break down traditional ideas of what education is," he marvels.

But even innovations have their problems.

"Cleveland's efforts are not perfect, but they are willing to revisit things that are not going as well as they'd like," he says.

The field of Jewish education is changing, says Schachter, who worked in general education before pursuing a doctorate in Jewish education. Jewish educators need the tools to help them analyze, reflect and adapt to meet new challenges and goals, she says.

Cleveland has been able to make strides in educating its teachers in large part because of the College, one of only five community colleges of Jewish studies in the country, says Schachter. Cleveland is the smallest city to host such a college.

Rabbi Rob Toren, JECC director of educational planning, works with professionals and lay people to identify gaps, holes and inadequacies in the community's long-term educational goals. At any one time, Toren has several studies running on aspects of Jewish education here. These studies can include observations, questionnaires and focus groups. But it is very difficult, he admits, to find out if efforts to improve the teaching profession are making a difference in the classroom.

Toren is also a staff member overseeing the Task Force on Family Education. Family education, according to the Continuity Commission report, "reinforce(s) the family's role as the primary transmitter of Jewish values and practices ... In order for parents to model and represent Jewish values and atti-

tudes adequately, they often need more tools and skills than their own childhood Jewish education provided them."

Cleveland's concentration on family education "seems to have made a difference in a lot of congregations and families," says Toren. He cites the fact that rabbis have more relationships with families, the increase in family programming, and the success of the family-education-oriented Fellows program as examples.

But between Nintendo, ballet and sports teams ... "we're still competing for students' attention," says Toren.



Kyla Epstein (playing guitar), Anshe Chesed-Fairmount Temple religious school director, and Howard Creed of the retreat staff, lead song session at sixth-grade retreat earlier this year.

Creating qualified educators for congregational schools

It isn't easy finding qualified men and women to teach in religious school today, admits Loree Resnik, executive director of Suburban Temple, as well as principal of the congregation's religious school.

In the past, many women did not work and welcomed the opportunity to get out of the house and teach a few hours a week. Today, when trying to attract teachers, "you are looking at somebody who probably has a job five days a week and asking (that individual) to work some more," Resnik says.

And, she adds, "if you are looking for someone who is knowledgeable both Judaically and pedagogically, there aren't too many people" to choose from.

Resnik says she has been able to find quality staff for her school this year, "but it has been difficult." Part of the problem, she explains, is "there is not enough income to make it a career."

This is where the Fellows program has been helpful to Suburban, says Resnik, who is also chairman of the Jewish Educators Council, a forum where educational directors and heads of agencies involved in education address educational issues.

After an extensive application process, Suburban has assigned a graduate of the Fellows program, Lisa Bales, on a part-time basis.

The Fellow has planned family education programs, worked on re-evaluation of the religious school's *tefillah* (prayer) curriculum and Sunday morning worship experience, served as advisor to the student leadership council and as a mentor to first- and second-year teachers.

"It is working out absolutely wonderfully for us," Resnik says. "She has added much to our school and to our programs."

Resnik believes funding the positions is "a valuable use" of community resources. However, if the program funding dries up, the congregation could not continue to support the extra staff person. "We would have to do without it," Resnik says.

Additional dollars from the Fund for the Jewish Future and expanded in-service programs for teachers have been a boon to both congregational and day schools here, says Resnik. Her congregation has benefited from such programs as the Institutional Stipend, Congrega-

tion Enrichment Fund, Retreat Institute and Project Curriculum Renewal.

Cleveland is a model city, says Resnik, who meets educators at conferences in many U.S. cities. "We are the envy of educators and administrators of congregations around the country."

Anshe Chesed-Fairmount Temple religious school director Kyla Epstein is responsible for the Jewish education of over 800 children. Epstein and her staff have taken advantage of many growth programs through the Jewish Education Center of Cleveland and the Cleveland College of Jewish Studies. At least two members of her staff are working toward degrees through the personal growth program. Staff members

are required to participate in continuing education programs and many are taking them through Jewish Educators Service Program and the College. Two members of the administrative staff are participating in the Executive Educators Program.

All faculty members are required to participate in teacher in-service training.

"A commitment of my faculty to Talmud Torah acts as a model. They are concerned about their personal and professional growth," says Epstein. "It takes them out of the realm of being just a Sunday School teacher."

The congregation also has a graduate of the Fellows program, Nancy Lurie, as a full-time member of the staff, as well as a Fellow intern, Mark Davidson. Epstein is pleased that her congregation was chosen to help train young Jewish educators. "We provide an opportunity for these people to get dirty up to the elbow in Jewish education," she explains.

Epstein sees in the city's attempts to improve the quality of Jewish educators and education "a resurgence of energy and revitalization of hope for the future because of people attempting to collaborate in ways we have not done before."

— M.S.O.

It isn't easy finding qualified men and women to teach in religious school today.

ATLANTA JEWISH TIMES

Atlanta Jewish Times, February 24, 1995

Special
Camp Section
page 32

Memories

their eyes, they can still

emigration at the turn of the century reduced the shtetl population with the Holocaust dealing the final death blow. But 50 years after the end of World War II, Mr. Wise still remembers. The 84-year-old Holocaust survivor is among Atlanta Jews who have a direct or indirect connection to the shtetl.

The shtetl, from the Yiddish *shtetl*, or small town, was a tightknit Jewish community that developed in the Poland-Lithuania area in the 16th century. The millions of Jews who lived there were

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MIDEAST

Fear of Hegemony?

Egypt is drawing the line at Israel's "nuclear ambiguity"/A7

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Goals in sight: Organizers of a new community high school are, from left, Felicia Weber, Michael Rosenzweig and Steven Berman.

New High School Push Intensifies In Atlanta

Organizers eye the fall of 1997 as the opening date of their high school.

SUSAN BERNSTEIN STAFF WRITER

Advocates of a second Jewish high school for Atlanta have begun the task of fund raising, forming educational content and staff recruitment. Seventy Atlantans, including parents, rabbis and day school leaders, gathered for a closed meeting on Feb. 12 at Greenfield Hebrew Academy to explore such topics.

Their discussions marked the first step in identifying the Jewish orientation of the school, which organizers hope will open its doors in fall 1997.

"Before we proceed with the other steps of the undertaking, we have to know what we mean when we say this is a Jewish high school," said Michael Rosenzweig, a school organizer. "It's important symbolically as a statement to ourselves and to the community."

Organizers say a Jewish high school in addition to Orthodox-oriented Yeshiva Atlanta will increase the overall number of students enrolled in Jewish day education. A majority of students enrolled in Jewish day schools do not spend 12 years in a Jewish day school environment. One solution may be another Jewish high school choice, said Felicia Weber who, with Mr. Rosenzweig and Steven Berman, heads the second high school effort.

"There is a need for this. The task of keeping young people identified with Judaism is enormous," Mrs. Weber said. "An alternative high school is another piece that will reinforce the effort already being made."

In addition to Yeshiva, Atlanta's other Jewish day

schools are: the Epstein School (Conservative), Greenfield Hebrew Academy (traditional), Torah Day School (Orthodox), and the Davis Academy (Reform).

Eyes on the prize

National Jewish education experts from the Commission for Initiatives in Jewish Education (CIJE) and the Wexner Heritage Foundation served as consultants for the Feb. 12 meeting. Organizers discussed an integrated model for the school, in which Judaic themes are applied to general subjects, in contrast to a traditional model, in which Judaic and general studies are taught separately.

Focus groups discussed five areas of Jewish studies: Hebrew, Israel, Jewish history, Jewish education and Jewish life. **HIGH SCHOOL/page 21**

HIGH SCHOOL/From front page

ry, Jewish text, and prayer and religious practice. Written evaluations produced by each group will serve as the first hard data in forming the school's Jewish orientation, Mr. Rosenzweig said.

An open-to-the-public forum to discuss the school is planned for March 23 at Congregation B'nai Torah.

In addition to an exploration of school philosophy, organizers are taking their first fund-raising steps. Last summer, organizers announced they planned to mail fund-raising letters. Those letters were never mailed. Now organizers plan to raise seed money of

we do?" said Mrs. Diamond, a member of Traditional Congregation B'nai Torah, who has three children enrolled at Hebrew Academy.

Despite the enthusiasm, achieving consensus will be difficult, Mrs. Diamond said. Delegates to the organizational meetings represent a wide Jewish spectrum; from Reform to Traditional.

"They need to determine whether the school is going to be broad-based, to include Orthodox, Conservative and Reform students, or more narrow-based, aimed at primarily Conservative and Reform, with Orthodox children moving over to Yeshiva," said Mrs. Diamond. "It's the crucial issue, and it has not been decided yet."

Carol Nemo, president of the Reform Davis Academy, said the new school should offer students a distinct alternative to the existing Orthodox-oriented Yeshiva.

"The bottom line to all Jewish day school education is the future of Judaism. For the sake of Jewish continuity, a pluralistic, egalitarian school for high school-age students is critical," said Mrs. Nemo.

At the same time, the community need not abandon its support for Yeshiva, Mrs. Nemo added. "Are there enough people and resources to support all these schools? Definitely, yes. Atlanta has a wealth of resources."

Many lay leaders of primary day schools think an alternative high school will bolster their enrollment.

Both Mrs. Nemo and Andy Kauss, vice president of the Epstein school believe that there is high demand for more schools in Atlanta. "There would be a substantial market for a properly constituted school, with a proper Judaic focus or alternatives in Judaic approach, to attract," said Mr. Kauss. "There is more demand for day school education than is being served."

Like other supporters, Rabbi Juda Mintz of Congregation B'nai Torah believes a second high school will be beneficial for the entire community.

"The fact that the average graduate of day schools has not chosen to continue in a Jewish high school speaks loudly for the need of a Jewish high school that would attract a large percentage of these graduates," said Rabbi Mintz.

There is no question that a large pool of potential Jewish high school students exists. Whether they will abandon Atlanta's public schools and prestigious private schools remains to be seen. □

**Day school leaders
say another
high school will
bolster their
enrollment.**

\$350,000-\$400,000 immediately by approaching members of the community personally, Mr. Rosenzweig said, adding that an anonymous donation of \$150,000 already has been received.

Organizers also have taken steps to hire a school director, who will lead fund raising, teacher recruitment and student enrollment. Advertisements have appeared in Jewish educational newsletters nationwide to aid the search for a director, Mr. Rosenzweig said.

Community watching

The Atlanta Jewish Federation has not allocated funds for the proposed new school, Mr. Rosenzweig said. But Federation education director Steven Chervin is acting as an adviser to the project, Mr. Rosenzweig added.

In 1992-93, the Federation sponsored a task force that investigated the feasibility of a second Jewish high school. Last summer, Federation President David Minkin named the development of a community Jewish high school as one of his main concerns.

Day school parent Jill Diamond, who attended the Feb. 12 meeting, has watched the process with interest.

"This is something we have been talking about with other young Jewish couples for many years, knowing [Greenfield] Hebrew Academy will come to an

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The Jewish Teacher Demystified

A statistical profile of Jewish teachers in three cities yields some surprising results.

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

—A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education will depend on building the profession of Jewish education and mobilizing community support on its behalf.

The Council for Initiatives in Jewish Education (CIJE), established to implement the Commission's recommendations, has been

working since 1992 with three communities—Atlanta, Baltimore, and Milwaukee—to create models of systemic change in Jewish education. As CIJE believes that policy decisions must be informed by solid data, the communities engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools,

and pre-schools.

The study's initial results serve as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the profiles of their Jewish educators, as presented here in a question and answer format, are similar and likely to resemble those of many other communities.

Are teachers in Jewish schools trained as Jewish educators?

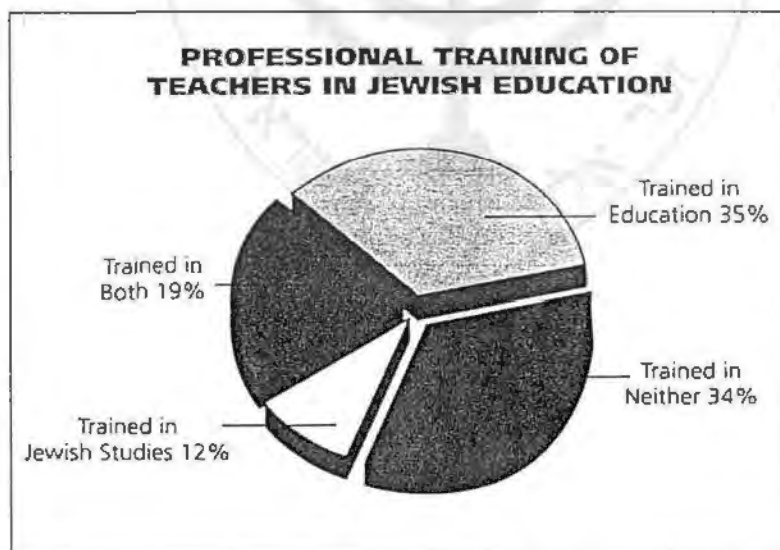
Most are not. Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. (In the study, training in education is defined as a university or teacher's institute degree in education; training in Jewish studies is defined as a college or seminary degree in Jewish studies, or, alternatively, certification in Jewish education.)

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. Pre-school teachers are the least prepared in Jewish content when they enter their positions. Moreover, 10% of these teachers are not Jewish; in one community the figure is as high as 21%. Even in day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators.

community the figure is as high as 21%. Even in day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators.

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before



NESSA RAPOPORT

age 13, 25% of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary school teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education.

Do the present levels of in-service training for teachers compensate for their background deficiencies?

No. Most teachers attend very few in-service programs each year. Day school teachers attend fewer than 2 in-service workshops a year on average—far less than the requirement for general studies teachers in the same schools. (Jewish day school teachers in Wisconsin, for example, engaged in about 29 hours of workshops over a five-year period—less than one-sixth of the 180 hours required for state-licensed teachers.)

Supplementary school teachers reported an average of 4.4 workshops in a two-year period, with some variations across communities. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah and only about 50% were trained as educators, the current status of professional development for these teachers is of pressing concern.

Although early childhood educators have more

staff development opportunities because of state-mandated licensing requirements, these opportunities are not sufficient to compensate for the teachers' limited backgrounds.

Even those who teach only a few hours a week can be nurtured to develop as educators through a sustained, sequential program of learning. Currently, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaica but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaica training.

Are teachers in Jewish schools committed to the profession of Jewish education?

Yes. The profession of Jewish teaching is not the "revolving door" many have assumed. Rather, the study shows that teachers, both full- and part-time, are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people. There is also considerable stability: 38% of the teachers have taught for more than 10 years; only 6% were teaching in their first year. And only 6% of the teach-

Thank You, Teacher

by STUART M. MATLINS

As a child I attended an Orthodox Yeshiva. We translated *Chumash* from Hebrew into Yiddish, then Yiddish into English. As an adult, I remembered Torah study as something dry, boring, irrelevant.

Despite this background, I found myself eagerly attending the Shabbat morning *Chevrah Torah* led by Rabbi Sheldon Zimmerman at Manhattan's Central Synagogue. I had only intended to try out this Reform congregation as a place to go for the High Holy Days, but the warmth and caring of the *Chevra* regulars, ranging in age from mid-teens to mid-eighties, kept me coming back. The provocative, gentle, intellectually demanding, and loving spirit of Shelly's teaching inspired and empowered us to educate ourselves and each other. As we discussed the *parasha hashevua*, Shelly guided us to talk about ourselves, our day-to-day behavior and, as I came to understand, the ultimate Jewish question: What does God want us to do with our lives?

During that time, I had been in constant conflict with my teenage son and had little hope for reconciliation. I began to study the Torah passage about how Jacob became Israel after wrestling with an angel. Shelly talked about Jacob in a way I had never even imagined.



Stuart Matlins, student.



Rabbi Sheldon Zimmerman, teacher.

At first it seemed disrespectful, almost blasphemous. The Jacob he described was not the *avenu* model ancestor from my childhood memories. He was a difficult and not very honorable guy. But in a transformative moment of encounter, Jacob became Israel.

Our discussion then focussed on transformative moments. I sat there quietly, despondent. I thought about my son. Suddenly, I realized that if Jacob, who I now saw with the eyes of an adult, could change and become Israel, surely there was hope for my child and for our relationship. The text came alive, speaking of the need for endless patience in the knowledge that "turning" is always possible. The text said to me that one's character can change, that with faith everything is possible. Shelly emphasized that if God can forgive us and accept our turning, who are we not to forgive one another? My understanding of this wisdom profoundly changed my attitude toward my son and redeemed our relationship, which has improved ever since. □

Stuart M. Matlins, a management consultant by profession, is founder and publisher of Jewish Lights Publishing in Woodstock, VT. He served as chair of the Board of Overseers of HUC-JIR in New York and is on the Board of Governors of the College-Institute.

THE SHEMA[®]

by Malka

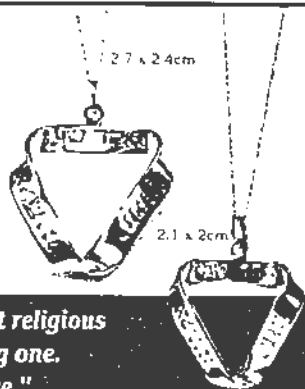
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ers plan to seek positions outside Jewish education in the near future.

This finding presents a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education indicates that carefully crafted in-service training can indeed improve the

**The profession of
Jewish teaching
is not the
"revolving door"
many have
assumed.**

quality of teaching. The teachers' acute lack of training alongside their intense commitment offers a powerful argument for an investment in teachers as a concrete—and achievable—first step toward improving Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. We need to bring the same high expectations to Jewish education as we do to general education, for the sake of our unique inheritance. □

This summary of The CIJE Policy Brief on the Background and Professional Training of Teachers in Jewish Schools was prepared by Nessa Rapoport, the Council's leadership development officer. The study was conducted by Dr. Adam Gamoran, professor of Sociology and Educational Policy Studies at the University of Wisconsin, Madison; Dr. Ellen Goldring, professor of Educational Leadership and associate dean of Peabody College of Education, Vanderbilt University; and field researchers Roberta Louis Goodman, R.J.E., president of N.A.T.E.; Bill Robinson; and Dr. Julia Tammivaara. The authors are grateful for the active participation of the Jewish communities of Atlanta, Baltimore, and Milwaukee.

The Council for Initiatives in Jewish Education, chaired by Morton L. Mandel, is an independent organization dedicated to the revitalization of Jewish education through comprehensive, systemic reform in partnership with local and continental organizations, foundations, colleges and universities, and denominational movements. For copies of the complete policy brief, which includes a plan for action, contact CIJE, 15 E. 26th St., 10th floor, New York, NY 10010, (212) 532-2360.

Schools That Succeed

A study of the "best practice" Jewish schools reveals their secrets.

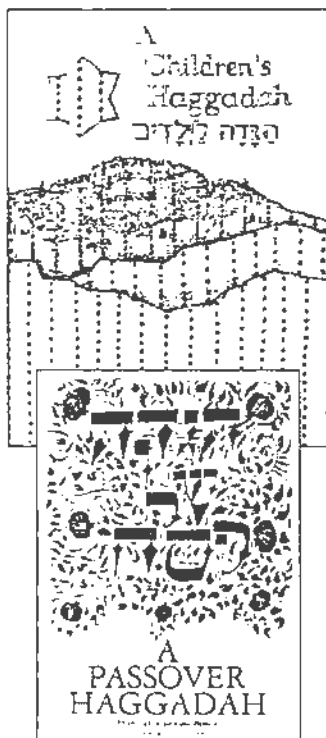
Imagine a congregational school where the children are learning serious Jewish content, where a vast majority of the students continue after their bar or bat mitzvah, where the pupils actually enjoy their Hebrew school experience. This is no fantasy. There are supplementary religious schools that fit this description.

BARRY W. HOLTZ

In order to improve the field of Jewish education, the Best Practices project of the Council for Initiatives in Jewish Education (CIJE) enlisted a team of experts to study and document the "best practice" institutions, the most successful schools and educational programs in North America. Research began with an exploration of exemplary supplementary schools within congregations. This is what they found.

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—*Rabbi Alexander M. Schindler,

President, Union of American Hebrew Congregations

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the synagogue, in turn, confers a significant role and status to the school. A school that is viewed as central to the mission of the synagogue has a greater chance for success.

How does the supplementary school become a valued institution? The key player is the rabbi of the congregation. In virtually every best practice site, the rabbi invests the congregational school with prestige by demonstrating strong interest and sustained involvement.

The lay leadership represents a second critical element in ensuring school success. The synagogue stakeholders must be involved in an ongoing conversation about the school's mission. Best practice schools have a clear sense of their vision and continually involve

the temple leadership in discussions about goals.

Finally, best practice schools see themselves as part of a larger context: the synagogue as an educating community. They are also more likely to integrate their formal program (the "school") with a variety of informal programs, such as camps; *shabbatonim*; family retreats; trips to Israel; and holiday, *tzedakah*, or arts programs.

The Educational Leaders

All of the best practice schools have effective educational leaders, usually educational directors (or occasionally the rabbi), who, among other tasks, provide continuity, build morale, and

work with rabbis and lay leadership on issues of status and vision. Their primary role is educational, not administrative or organizational. Some focus on supervision and in-service education; others serve as inspirational or spiritual models; still others concentrate on creative programming and curricular improvements.

The Successful Classroom

Schools ultimately succeed or fail because of what happens in the individual classroom. The best practice schools all emphasize the key role of the teacher in involving and inspiring students. Each of the best schools responds to the three fundamental dimensions of school staffing: recruitment, retention, and professional growth.

Many of the best practice schools have no recruitment problems. In general, good schools tend to perpetuate themselves because their reputations are well-known in the educational community; when openings appear, they have no difficulty in attracting teachers. Other schools have found innovative ways to recruit staff, such as training parents to serve as teachers.

Finding ways to retain outstanding teachers is a crucial component of success. Best practice schools have stable staffs. The key components in retaining teachers are fair pay and, more importantly, a sense of being appreciated by the educational director, the rabbi, and the community as a whole. In congregations where education is highly valued, teacher esteem tends to be high.

An ethos of professional growth and teacher education characterizes all the best practice schools. Professional growth opportunities advance both the quality of teachers and their sense of being valued. Training areas tend to focus on three areas: a) increasing teachers' subject knowledge with sessions on Bible, Hebrew, or Jewish holidays; b) increasing classroom teaching skills such as discussion leading, curricular implementation, or classroom management; c) raising teachers' personal Jewish commitment.

The best practice schools use denominational organizations (such as

Thank You, Teacher

by JAMIE ROWEN

Having attended Hebrew school at University Synagogue in Los Angeles, I learned to respect the Jewish holidays. But when I turned 10, I started feeling that Judaism had no real meaning for me, and decided I would not have a bat mitzvah.

The Torah troubled me. I didn't like what it said about women or homosexuals. I discussed this with my rabbi, Allen Freehling, who told me not to take it so literally, and to come up with my own interpretations. That helped me, but it wasn't enough. I still felt that the Torah was sexist and prejudiced. Also, I thought that there was no way God could have performed all those miracles.

One day my religious school teacher Joelle Keene suggested we discuss the week's Torah portion. I questioned her about the sexism in the story of Adam and Eve. I thought it unfair that the woman was made out of the man, and that she was

blamed for eating the forbidden fruit and getting them thrown out of Eden. Ms. Keene said that we didn't have to look at it that way. Instead of woman being made out of man meaning that men are higher than us, we could interpret the story as saying that men were not complete without us. Instead of the woman eating the forbidden fruit because she was bad, we could say that she did not

want to accept her situation blindly. I still don't agree with Ms. Keene's explanation, but it made me realize that there are many ways to understand the Torah.

I have since celebrated my bat mitzvah and have continued my Jewish education. Rabbi Freehling and Ms. Keene helped me understand what being Jewish means, and because of that, I plan to lead a more committed Jewish life than my parents have. □

Jamie Rowen is an eighth grade student at University Synagogue in Los Angeles, CA.



Jamie Rowen,
student.



Joelle Keene,
teacher.

the UAHC), local central agencies, and, at times, commercial Jewish textbook publishers for teacher education sessions. Teachers are also sent to conferences, including those sponsored by the Coalition for Alternatives in Jewish Education and those connected to meetings of denominational educational organizations, such as the National Association of Temple Educators.

Family Involvement

Family involvement, another important factor in best practice schools, helps support the goals of the school (and probably the quality of discipline in the school), reinforces what children learn in school in the home, gives children a sense that Judaism is not "just for Hebrew school," and empowers

The key components in retaining teachers are fair pay and a sense of being appreciated.

parents by assisting them in home-based informal education, which has been a feature of Jewish life for generations. Family involvement may include adult learning, family retreats, school-teaching by parents, and an entire curriculum focused on family education.

The CIJE Best Practice study indicates that congregational education can work, and that studying exemplary practice can help us improve the educational settings of today and build the institutions of tomorrow. □

Barry W. Holtz is director of the Best Practices Project of the Council for Initiatives in Jewish Education (CIJE). To receive a copy of the 100-page CIJE report on "Best Practices in the Supplementary School," send a check in the amount of \$4.00 (for photocopying and postage) to the Council for Initiatives in Jewish Education, 15 East 26th Street, 10th Floor, New York, NY 10010.

Reform Teacher Training Opportunities

The UAHC Education Department offers many training opportunities for teachers in affiliated Reform congregations. In 1994 alone, more than 500 teachers participated in seminars and workshops held at UAHC regional biennials, at teacher education days organized by local boards and bureaus of Jewish education, in conjunction with teacher conferences and conventions, and at individual congregations. Workshops are usually attended in large cities by as many as fifty teachers, and in smaller congregations by as few as three or four. Several UAHC regions also have engaged professional or volunteer educators to organize workshops and consult with congregational schools.

The National Association of Temple Educators (NATE), celebrating its 50th anniversary, and the Hebrew Union College-Jewish Institute of Religion (HUC-JIR) take an active role in Reform teacher training. HUC-JIR offers advanced courses for teachers and M.A.s in Jewish education at both its New York and Los Angeles campuses. NATE provides teacher advocacy, produces guidelines for professionalization, and conducts certification programs for Reform religious schools. NATE members volunteer as teacher trainers for small Reform congregations throughout North America.

In conjunction with NATE, the UAHC Department of Education assists in ongoing teacher education. The Department offers guides for teaching special concerns,

such as spousal abuse, AIDS, sensitivity to the disabled, Jewish competency development, and Holocaust studies. In addition, the Department issues classroom management and literacy development guides on storytelling, lesson plans, defining instructional objectives, student/teacher contracts, and setting goals for literacy. These materials are available to UAHC congregations upon request. To aid teachers with lesson planning, the Department also prepares teacher guides for all of its major textbooks.

Educational concerns in the Reform movement are addressed by the UAHC/CCAR/NATE Commission on Jewish Education in association with HUC-JIR. The Commission publishes *Compass* magazine, which is circulated free of charge to affiliated congregations, rabbis, and educators. Recent issues have focussed on Jewish literacy, research in Jewish education, lifelong learning, and trends in Jewish teaching. The Commission also sponsors national Teacher Certification and a mentor program in Judaica, Hebrew, and pedagogy, offering teachers growth opportunities through course work and equivalencies.

For more information, contact the UAHC Department of Education, 838 Fifth Ave., New York, NY 10021, (212) 249-0100. □

—Seymour Rossel, Director
UAHC Department of Education



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A Newsletter of MOFET Institute

No. 1, Winter 1994

From the Editors,

Shalom - Greetings from MOFET Institute, Israel's national consortium of colleges of education. This is the first issue of a planned semi-annual English language newsletter. We want to bring our readers news of the Institute and of the activities of our 33 member colleges. We will present discussions of topics on the cutting edge of teacher education and of international pedagogic issues. We hope the news letter will provide insights into what Israeli teacher education is all about.

In each issue we will include a number of regular items as well as special features and reports of newsworthy events. Among the on-going sections will be activities about current issues in teacher education, and a series on individual colleges of education. In this issue, we feature Oranim, the School of Education of the Kibbutz Movement. We are also proud to introduce readers to the MOFET Institute itself, providing a bit of our history and a backdrop for future news. Another regular feature, (starting in our second issue) will be a report from MOFET's Forum on International Relations, including a calendar of forthcoming events which may be of interest to our international audience.

We hope you enjoy this newsletter, and cordially invite your active participation. Please send us your comments, suggestions and questions,

and we will do our utmost to respond to such communications both personally and in print.

ABOUT MOFET

The MOFET Institute is a voluntary consortium of the more than 30 teacher training colleges in Israel.* Established in 1983, MOFET began and continues to be a national forum for the exchange of information, ideas, programs and research in teacher training.

The MOFET Institute was created by and is part of the Department of Teacher Education of Israel's Ministry of Education and Culture.

MOFET is a Hebrew acronym which stands for research and development of curricular materials. In a literal sense, the word "mofet" means exemplary, a fitting description of the Institute's purpose and activities. The uniqueness of the Institute lies in its inter-institutional framework, making it the unifying link among all teacher training programs in Israel.

The goals guiding the MOFET Institute are:

1. The professionalization of teaching.
2. The encouragement of interpersonal, institutional, and international cooperation among teacher trainers.

* A complete listing of names, addresses, and fax numbers is available upon request.

3. The creation and accessibility of a centralized information system which includes: syllabi, methodologies and research related to teacher education.

MOFET organizes a large variety of professional activities for teacher educators, including:

★ *Curriculum development*

Curriculum development teams work to prepare materials for teacher training courses on such topics as: interdisciplinary approaches to curriculum development; computer application and teacher education; the handicapped child in the regular classroom; and many more.

★ *In-service workshops and courses*

Workshops cover a broad range of subjects, including among others: body language and nonverbal communication in teacher education; the psychology of women as teachers; alternative teaching methods; and developing the skills of teacher educators in affective as well as cognitive domains. More than 20 workshops and courses are offered annually, attended by over 200 professionals.

★ *Research*

MOFET's Academic Committee chooses proposals from affiliated colleges and their faculties for research projects, and provides grants to assist them. A variety of interests is reflected in the topics of research, among them: sexual stereotypes in Israeli textbooks; changes in student-teacher attitudes towards the field of statistics; and

the academization process in schools of education.

★ *Forums and Conferences*

MOFET forums provide opportunities for professionals holding similar positions in different colleges of education to meet and discuss common issues. Seventeen such groups are already active, including: deans of students; directors of media centers; chairpersons of special education departments; and coordinators of international relations.

★ *Conferences and Seminars*

In these gatherings, local and international speakers or panels present a variety of timely subjects. Past themes have included the educational issues related to children's rights, educational CD-ROM, and the use of video and the educational process.

Until 1993 the scope of MOFET activities was limited almost exclusively to Israel, working with the country's colleges of teacher education, and engaging in the myriad of activities which make MOFET almost a unique model throughout the world.

When the Institute initiated and hosted the 1993 International Conference on Teacher Education: From Practice to Theory, a new element was introduced into MOFET's work. Although in the past there had been occasional foreign visitors to the Institute, this conference marked the first serious attempt to reach out to other teacher training consortia and umbrella organizations abroad to explore common interests.

The enormous success of the international conference provided a rich source of contacts and ideas for all those who attended, and for MOFET in particular. It gave rise to new possibilities for outreach and collaboration with those involved with teacher education outside Israel.

It is in the interest of all Israeli colleges of teacher education to broaden their relationships with the international academic world. The cross-fertilization that ideas, materials, research and interpersonal relationships with colleagues abroad can bring will redound in many positive - and as yet unanticipated - ways to each college as well as to individual faculty members and students. Regardless of whether a specific college has already established or is considering establishing its own activities in the area of international relations, MOFET has an important role to play.

As the coordinating body among the colleges, MOFET will be at the forefront of such international efforts. Its responsibilities in this field are threefold:

- ★ To assist and support the efforts of individual colleges to work internationally.
- ★ To coordinate the activities of the individual colleges and explore various options for collaboration.
- ★ To reach out to other umbrella organizations and educational entities similar to MOFET which serve the needs of teacher educators, both nationally and internationally.

ON THE CUTTING EDGE . . .

THE ROLE OF RESEARCH IN ISRAELI TEACHERS' COLLEGES

Ruth Yakir, Seminar Hakibbutzim

Most of Israel's elementary and primary school teachers and about half its junior high school teachers are educated in teachers' colleges. These 33 colleges have traditionally emphasized integration between knowledge of subject matter and of pedagogy and practice teaching. Great importance was attached to field experience and contact with schools. In addition, the college classroom was expected to model exemplary teaching both in subject matter specializations and in pedagogic guidance.

As elsewhere in the past, teaching in Israel was regarded as a "semi-profession": the teacher's role was considered diffuse, associated with a low level of skill and common sense rather than scientific knowledge. Recent attempts at reconstruction of the teacher's image as a professional, continuously faced with dilemmas which s/he must resolve through action and "reflection in/on action" have led to new conceptualizations of pre-service socialization. No longer is the emphasis on simple modeling and apprenticeship; socialization into the teacher role implies acquiring a repertoire of possible actions for future performance, emphasizing skills concerned with the ability to define situations and act uniquely in them. Researchers and practitioners in teacher education have used the ideas associated with "reflective practice" in attempts to reconstruct the teacher role.

In answering the question: What characterizes the teacher's role? they try to build their reply on the way teachers think about what they do.

Several concurrent social processes have supported such changes in teacher education. First, the development of the science of education, and particularly the fields of pedagogical content knowledge, have broadened and deepened the base for teaching. Second, the growing numbers of students at all educational levels, from diverse social backgrounds and mixed ability groups, have increased pressure to prepare teachers to cope with heterogeneous populations. Finally, the knowledge explosion characteristic of post-modern society has placed strains on teachers with an inadequate academic foundation, who are unprepared to adjust to new situations or to acquire new knowledge.

Professionalization of teaching and the academization of teacher education have gone hand in hand. A longer training period ending with a first academic degree for primary/elementary teachers has affected the role definition and expectations of college faculty. Besides their traditional teaching duties, college faculty now expect to engage in research and development to a greater extent than in the past. Support systems for these activities have been developed. There has also been a shift from an exclusive focus on local institutions toward national and international networks. Evidence of this shift is the growing number of presentations by Israeli teachers' college personnel at international conferences, and their increased

visibility as authors in refereed journals.

There is no question about the fact that the primary mission of the teacher college faculties is exemplary teaching. However, many teacher educators now realize that to do their jobs effectively, they must study their own practices, using the tools of research. They also must prepare their students to question, investigate and find original solutions to future problems. Laying the groundwork for school/college partnerships with the help of their students, colleagues, and cooperating teachers in the school systems is today part and parcel of their teaching mission, bringing action research into a more primary focus. Transformation of their professional experience and practices into public forms of knowledge is also a major aspect of their own socialization as researchers and teachers. Ultimately, these changes can also make an important contribution to the restructuring of the schools and to the processes of change in education at all levels.

NEWS OF MOFET

□ AUDIO - VISUALS

- Film about MOFET Institute

A 15 minute video film about the Institute is in the last stages of production. This film describes the goals and various activities of MOFET and features interviews with Dr. Sara Ziv, the founder and director of the Institute, and a number of teacher trainers from various colleges of education in Israel who participate in MOFET's courses. The video will also be available in English.

- Video Library

MOFET is developing an English Language Central Library for Audio and Video Tapes on subjects concerning teacher education and staff development, based on lectures given by our foreign visitors. These will be housed centrally at MOFET and offered to affiliated Israeli colleges for use with their own faculties. Each tape will be part of a package including guidelines for users.

□ FORUM ON INTERNATIONAL RELATIONS

This new Forum, one of 17 such collegial groups for teacher educators, met five times in 1994

and is planning the following activities for 1994/5:

- A one-day seminar on: "International Relations - An Essential for College Development".

This seminar is designed for Israeli colleges of education that are interested in establishing or developing a department for international relations. The seminar will be followed by a series of workshops on topics, such as:

- * How to get started
- * Preparing materials
- * Looking for funds
- * Working with visiting groups

□ PUBLICATIONS

AVAILABLE IN ENGLISH

- Detailed listing of colleges of education in Israel.
- Brochure about MOFET Institute.

Annotated listings of:

- Courses, seminars, mini-conferences, and meetings for 1994/5.
- MOFET sponsored research dealing with pre- and in-service projects.
- Curricular materials, e.g. course models for specific subjects taught in colleges of education.
- MOFET Forums.

□ VISITORS

During the last academic year, MOFET Institute had the privilege of hosting the following international guests:

- * **Dr. Charles E. Stegman**, Dean, School of Education, Northern Illinois University, DeKalb, IL, USA;
- * Delegation of teacher educators and heads of colleges of education from Thailand;
- * Delegation of teacher educators from Finland;
- * **Prof. Marie M. Clay**, School of Education, The University of Auckland, New Zealand, who presented a one-day seminar on "A Component of Early Literacy Assessment: Concepts About Print";
- * **Dr. David Phillips**, Department of Educational Studies, University of Oxford, Oxford, ENGLAND, who spoke about "The Oxford 'Internship' Model of Initial Teacher Training in the Concept of Current Government Policy";
- * **Dr. Rita Weinberg**, Department of Educational Psychology, National Louis University, Evanston, IL, USA, who presented and moderated a two-day workshop on "The Use of Metaphors for Personal and Professional Change"; (see interview on p. 10).

□ EVENTS

Following is a partial list of MOFET special activities in 1993/4:

Seminars:

- * Ecology - Living in a Better World
- * Daily Science - Paths for Teacher Training
- * The Special Child in Standard Education
- * Early Childhood Educators - Novices or Professionals?

Mini-conferences:

- * Computer - Aided Music Instruction
- * Children of Divorce
- * Safety in the Science Lab
- * Producing a Videotape as an Educational Process

MOFET INTERVIEW

In a seminar presented at MOFET in June, 1994, **Dr. Rita Weinberg**, National Louis University, Evanston, Illinois, discussed the subject of "Metaphors as a Tool for Change." A brief interview with Dr. Weinberg follows.

Q. Tell us about your background and your particular interests?

A. I am a professor of psychology and licensed clinical psychologist, with a Ph.D. from the University of Chicago. I have taught for more than 20 years at National Louis University. My courses include psychology, behavior modification, child and adolescent development, special education, and psychotherapy. My work focuses on personality assessment and behavior changes. I helped develop methods of treating disturbed pre-school children in inner-city Chicago.

Q. What prompted you to begin using metaphors in your field?

A. My studies in Neuro-Linguistic Programming (NLP) got me involved in using metaphors. The more I used them the more they seemed to be effective in many contexts, among them education and learning. I have been working with metaphors for the past 10 years, and find that they are part of the way in which we most naturally communicate.

Q. What are your impressions of the participants in your seminar and of the MOFET Institute during your brief visit?

A. My impressions of the group that participated in my MOFET seminar were that they were well educated and highly motivated, very eager to learn and quick to understand. Many of the issues they are dealing with are cross-cultural educational issues in teacher training shared by all educators.

I think that MOFET is a unique research and training institute which provides in-service education, maintains high standards, and offers support to teacher trainers.

Dr. Sara Ziv, Director, MOFET Institute (on the right) welcomes Dr. Rita Weinberg



FOCUS ON INDIVIDUAL COLLEGES

This is the first of a series of profiles of Israeli colleges of education. We introduce the series with **ORANIM - The School of Education of the Kibbutz Movement**, a college of teacher education which also offers academic degrees.

ORANIM - The School of Education of the Kibbutz Movement

Oranim, situated in the Jezreel Valley southeast of Haifa, is one of two colleges of teacher education established by the Kibbutz movement to prepare members to fill the educational roles this ideological movement required. The two institutions, the Seminar Hakibbutzim in Tel Aviv (established in 1939) and Oranim, the School of Education of the Kibbutz movement (established in 1951) were founded on the principles of the Labor movement as a whole and of the Kibbutz movement in particular. These progressive, liberal institutions significantly influenced education in Israel during the early years of the state and continue to do so today, producing 25% of all new teachers.

Teacher education in Oranim is based on the main sources of Kibbutz education, combined and adapted to both the general education system and to teacher training principles. These sources include Socialist-Zionist (and Kibbutz) content, progressive and non-formal methods of instruction and learning, traditions of progressive institutions in Europe and the United States, and the world view of the European youth movements in the first decades of the twentieth century.

Since formal academic education was considered a luxury in the fifties and the role of educator was highly valued in Kibbutzim, the best minds gravitated towards Oranim. The school provided a dynamic setting for the pursuit of knowledge and the training of dedicated educators who would translate the educational principles of the Kibbutz movement into practical teacher training methods. Here a true community of scholars, both teachers and students developed, and many of those who studied and taught at Oranim during the 1950's went on to outstanding careers in academia, especially in the fields of biology, history and child education.

As Oranim acquired a reputation for the quality of its programs, the number of students grew and the proportion of Kibbutz members among staff and students decreased, leading to the development of a more general orientation towards teacher education. This orientation has retained much of the educational ideology upon which Oranim was originally founded and has led to a progressive approach which educates towards creative teaching and which believes in child-centered, active education. Towards this end, students receive a thorough theoretical and academic grounding backed by extensive exposure to the school and "hands-on" mentoring by its highly qualified and experienced faculty. The standards of excellence, are still being maintained, and no less than three of Israel's prizes for education were awarded to 1994 teachers and graduates of Oranim.

Oranim offers the B.Sc.* in science teaching; the B.A.* in humanities; teaching diplomas for high school teachers; and the B.Ed. for elementary school teaching. It also provides centers for art and an in-service teacher improvement institute. The campus includes a Kibbutz education research unit, an experimental kindergarten, a center for Jewish and Zionist education (The Midrasha), a Kibbutz/Israel experience program (Oren) and a fledgling overseas studies department. A psychological guidance and consultation clinic on the grounds of Oranim functions as an independent unit but provides services to the school.

The ability to maintain a balance between academic excellence and effective teacher training makes Oranim unique, and its graduates are sought to fill teaching positions throughout the country in both Kibbutz and regular schools. A dynamic and creative educational institute, Oranim produces not only qualified academics (B.A., B.Sc., B.Ed., and Dip. Ed.), but educators in the fullest sense of the word.

Oranim operates in the tradition of progressive education, linking the educational needs of children and youth within and beyond the school itself, and producing educators for both formal and informal contexts. Thus, there are special training programs for personnel in different types of communities (kibbutzim, moshavim, development towns, cultural centers, etc.); students who participate in these programs do so in addition to their normal studies towards degrees and teaching certificates.

* Together with the University of Haifa.

By Israeli standards Oranim is a large institution, comprising 3,500 students and 600 teachers and staff. It is now in the process of becoming an independent college with the right to grant its own degrees in addition to those it awards through the University of Haifa, and the student body is expected to grow in the next several years by one to two thousand. Simultaneously, Oranim is expanding the variety of its programs and, in the future, overseas students will be able to study for teaching certification and B.A. degrees in general studies and Jewish studies. The Beduin Teachers Program is expected to grow and the computer-in-education center to expand, providing computer literacy to all students and teaching programs for all. Further growth is planned in the fields of media studies and the arts.

The next decade will see the development of a new Oranim, in step with the educational developments of our time, with a view to the future but firmly based upon the educational and humanistic values that have always informed it and given it its unique character.

For further information contact:

Sam Beris
Oranim, The School of Education of the
Kibbutz Movement
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NEWS from the Ministry of Education and Culture

- Three additional colleges of education received permission to inaugurate degree programs, which will bring to 10 the number of Israeli teacher training institutions currently authorized to grant the B.Ed. degree.
- The Ministry is exploring possibilities for some of these 10 colleges to receive authorization to grant, in addition to the B.Ed., a B.A. in liberal arts.
- The Ministry intends to expand programs for certified teachers who want to work towards a B.Ed. degree.
- The Hebrew University of Jerusalem, in cooperation with the Ministry, is sponsoring a new program for teacher educators holding Master's degrees who wish to study towards the Ph.D. In autumn 1994, twenty such candidates entered this a program specifically devoted to issues in teacher training.

CALL FOR PAPERS

Directions in Teacher Education is a refereed academic journal in Hebrew (with abstracts in English) which reports the findings of research in education and reviews original and innovative contributions to the field of teacher education and in-service training. The journal is a collaborative effort of the heads of the schools of education of the Israeli universities, the

heads of the state teacher education colleges, and Israel Ministry of Education, Culture and Sport. The editors welcome contributions in Hebrew or English devoted to educational, philosophical, ideological, political and sociological perspectives bearing on teacher education. Special attention is given to issues of methodology, whether quantitative or qualitative in teacher education research. The journal also publishes reports on professional forums, interviews with leaders in teacher education, book reviews and abstracts. Submissions or inquiries, as well as requests for free copies of the journal, may be sent to: *Ruth Yakir, Seminar Hakibbutzim, 149 Namir Road, 62507 Tel Aviv, Israel.*

OF SPECIAL INTEREST

- ☐ As a follow-up to the 1993 International Conference, MOFET has sent a short questionnaire to all conference participants requesting information about research, plans for sabbaticals, etc. We have already received a number of responses and will be collating the material shortly. All conference participants are urged to return the questionnaires to ensure inclusion in MOFET's mailing list.

☐ PLEASE NOTE:

MOFET is pleased to announce the second International Conference on Teacher Education scheduled for June 30 - July 4, 1996 in Israel. Further information will be forthcoming shortly.

We would very much appreciate your completing the attached questionnaire and returning it to our office via air mail or fax.

INSTITUTION (FULL NAME) _____

MAILING ADDRESS _____
City _____

State/Country _____ Postal Code _____ Fax _____ Tel. _____

PERSON IN CHARGE
OF INTERNATIONAL
RELATIONS

Name _____ Title _____

Full time _____ Other, please describe _____

Our college is interested in developing international relations with teacher training colleges in Israel in the following areas:

Research _____

Faculty visits _____

Sabbaticals _____

Student visits _____

International conferences _____

Grant proposals _____

Computer networking _____

Subjects / disciplines _____

Other _____

Please use a separate page for any additional information, comments and suggestions, and Fax or mail your response to: MOFET Institute

Thank you for your assistance.



*In Touch With **MOFET*** is a project of the Forum on International Relations of the **MOFET** Institute.

It has been prepared by:

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March 16, 1995

Dear Seymour and Annette:

I am delighted to let you know that our forthcoming Board Meeting will begin with a second education seminar for CIJE Board Members and invited guests. Our presenter will be Dr. Jonathan Sarna, Braun Professor of American Jewish History at Brandeis University.

Dr. Sarna will interpret for us his ground-breaking historical study of the great American Jewish awakening that led to the founding of the core institutions of our community today. Against a backdrop of despair about the Jewish future, this revitalization transformed Jewish life.

Dr. Sarna's fascinating retrieval of this seminal era of American Jewish history presents ideas that are powerful--indeed, inspirational--about the possibility of change and renewal in a time of crisis, a time that in many ways resembles our own.

The Seminar will take place on the evening of Wednesday, April 26, 7:45 p.m., at New York UJA/Federation, 130 East 59th St., New York.

As April 26 is the evening of Yom HaShoah, the evening program will begin with a Holocaust commemoration arranged by the composer Elizabeth Swados.

The following day's Board Meeting will build on the strong response to the data on the background and professional training of teachers in Jewish schools previewed at the October meeting and presented at the GA by Dr. Adam Gamoran and Dr. Ellen Goldring. The Board Meeting of April 27, also at UJA/Federation, will begin promptly at 9:30 a.m.; refreshments will be served from 9:00 a.m. We will conclude at 3:00 p.m.

Executive Director

Alan Hoffmann

These data, incorporated in the CIJE Policy Brief, have been of considerable interest to Jewish communities around the country and have received a great deal of media attention. As you know, the CIJE Study of Educators juxtaposed the severe lack of training of most teachers with an unexpected degree of commitment and stability, making a powerful case for communal investment in educators now in the field.

How can our North American Jewish community meet the challenge of creating serious, comprehensive in-service training to improve the quality of teaching?

Among the issues we will explore in our April meeting are:

What can be learned about the most effective in-service training for teachers from the field of general education? We will hear from an expert who has studied "success stories" of comprehensive professional development for teachers.

How can professional growth for educational leaders support the revitalization of Jewish schools? We will hear a report on The CIJE- Harvard Leadership Institute, the first in North America to join the expertise of Harvard University's Principals' Center with outstanding Jewish scholars and educators from a range of denominations and communities to focus on issues of educational leadership.

As communities begin to formulate their action plans for improving their educating personnel, what are some of the local initiatives in which CIJE is involved, and what can be their national implications? We will learn about programs now being launched which provide a range of models that other communities and institutions could replicate.

What kind of partnerships are possible--locally and nationally--to spearhead the professionalization of teachers currently in the field? New examples of such partnerships will be presented at the meeting.

With the growing focus on in-service training, how will communities find the expertise they need to create comprehensive in-service initiatives? On April 27, we will explore the critical question of how to build the national capacity for training in this effort to transform the quality of teaching in Jewish classrooms around the country.

Finally, we will also have the opportunity to hear about an application of the Goals Project to a specific institution--the establishment of a new community high school.

We will soon be sending you advance materials as background for the meeting. In the meanwhile, please complete and return the enclosed reply form.

With best wishes,



MORTON L MANDEL -- Chair

Council for Initiatives in Jewish Education
Monitoring, Evaluation, and Feedback Project

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Adman

7/8/81

TEACHERS IN JEWISH SCHOOLS: A STUDY OF THREE COMMUNITIES

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior...The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests with education. --- *A Time to Act*

How can Jewish education rise to meet this challenge? According to *A Time to Act*, the 1990 report of the Commission on Jewish Education in North America, a key building block in this effort is enhancing the personnel of Jewish education. The Commission established a structure for implementing its agenda through the Council for Initiatives in Jewish Education (CIJE), and one of CIJE's major goals has been to develop the profession of Jewish education.

To devise a plan of action, it is crucial to start with clear knowledge of the current state of affairs. Consequently, CIJE organized a study of teachers and their work conditions in three "Lead Communities" (Atlanta, Baltimore, and Milwaukee). The results of the study, which are presented in this paper, have led to a number of plans and programs for improving the personnel of Jewish schools in the three communities. Ultimately, these initiatives may serve as models for North American Jewry.

1. The Problematic Profession of Jewish Education

The need for professional teachers in Jewish education has been recognized since the very beginning of the modern American Jewish community. In a 1907 lecture on the problems of Jewish education, Solomon Schechter (1915, p. 110) explained,

The first difficulty under which we labor is the great dearth of trained teachers....The American teacher, with his knowledge of the English language and his familiarity with the best educational methods, will thus in the end prove to be the only fit person to instruct also in religion, but unfortunately he is not always sufficiently equipped with a knowledge of Hebrew things in general and Hebrew language in particular to enable him to accomplish his duties in a satisfactory manner.

Schechter recognized, first, the need for modern educational methods in the Jewish classroom, and simultaneously, the need for educators to be well versed in Jewish studies. In a similar vein, Emanuel Gamoran commented in his (1923, p.2) manual for teacher training for the Reform movement,

[T]he crux of the problem of Jewish education centers about the question of the Jewish teacher....It is therefore of the utmost importance that our teachers be adequately trained, thoroughly imbued with Jewish spirit, possessed of Jewish knowledge and pedagogically qualified.

For Gamoran, the essential components in the background of a Jewish educator were commitment to Judaism, knowledge of Judaica, and pedagogical training. Yet one or more of these were usually missing; thus, teachers lacked adequate training. Gamoran continued (p.5),

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

To what extent is this true today? One of the central questions of our study was to learn about the professional backgrounds of the teachers who work in our Jewish schools. How adequate is their training in the field of education? How extensive are their backgrounds in Judaica? Do they engage in activities that continually enhance their

preparation for teaching? Knowledge of the specific areas of strength and weakness is essential for developing policies for change.

If one expects professional preparation and growth for teachers, it seems appropriate to provide professional conditions for work. How adequate are the earnings and benefits for teachers in Jewish schools? How many hours do they work? Are teachers commonly employed in more than one school? What are the prospects for full-time work as a Jewish teacher?

A third set of issues concerns Jewish education as a career. How were teachers recruited to Jewish education? How experienced are they? Do they view their work as a career? What are their future plans? Addressing these questions may provide guidance about the worth of investing in our current teaching force.

2. Methods

This study draws on two sources of data: a survey of teachers in Jewish schools, and a series of interviews with Jewish teachers, principals, and other educational leaders, in Atlanta, Baltimore, and Milwaukee. (Educational leaders were also surveyed; those results were reported by Goldring, Gamoran, and Robinson, 1995.) The surveys were administered in spring and fall of 1993 to all Judaica teachers at all Jewish day schools, supplementary schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) An updated version of the survey

and the interview protocols is available from the CIJE (Gamoran, Goldring, and Robinson, 1995).

Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of 983 teachers out of 1192 who were surveyed. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools.

The interviews were designed and carried out by Julie Tammivaara, Roberta Goodman, and Claire Rottenberg of the CIJE staff. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as educational directors and educators at central agencies and institutions of Jewish higher learning. In total, 125 educators were interviewed, generally for one to two hours. All quotes in this report derive from those interviews.

Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education (see below). In two communities, many teachers left this blank, apparently because they were not sure what it meant. On the assumption that teachers

who did not know what certification meant were not themselves certified, for this item only we calculated percentages based on the total who returned the survey forms, instead of the total who responded to the question.

3. Background and Training of Teachers in Jewish Schools

Outline of MEF and Related CIJE Work, 1995
Revised July 24, 1995

Background: The original task of the our project was to undertake monitoring, evaluation, and feedback (MEF) in CIJE's Lead Communities. We carried out this work from August 1992 through December 1994, with a staff of three full-time field researchers working with the two part-time (3 days/month) project directors. With the reorganization of CIJE into four domains, one of which is Research and Evaluation, our assignment has shifted, and now consists of three major areas: Building a Research Capacity, Building an Evaluation Capacity, and Evaluating CIJE Initiatives. We now employ one full-time staff researcher along with the two project directors.

This document provides an update of our 1995 Work Plan, based on the earlier revision of March 8, 1995. The end of the document contains a list of products with notes on their current state of completion as of July 24, 1995.

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Writing the full integrated report on teachers in the lead communities
2. Writing reports on educational leaders in the Lead Communities (in each Lead Community, and combined)
3. Possibly additional policy briefs -- to be decided -- possible topics: leaders, teacher/leader comparisons, early childhood
4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service

II. Building an Evaluation Capacity in North America

A. The CIJE Manual for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community
 - a. Survey instrument
 - b. Interview protocol
 - c. Instructions for both
 - d. List of anchor items to be used in a national data base
 - e. Codebook for entering and coding data using SPSS (commercially available statistical software)

B. Dissemination of the module

1. The preferred design also addresses the broader need for creating a capacity for evaluation in North American communities: A three-tiered seminar on evaluation
2. Prepare a proposal for an Evaluation Institute organized by CIJE
3. If the Evaluation Institute is approved and a staff person is hired to coordinate it, work with the staff person to plan and develop curriculum

III. Evaluating CIJE Initiatives

A. Evaluation of Teacher-Educator Institute (Cummings project)

1. Prepare a proposal for evaluation of the Teacher-Educator Institute
2. Implement the evaluation if the proposal is approved

IV. Planning for the Future

A. Informal education -- MEF staff will work on conceptualization for policy research on informal education

1. Consult with CIJE staff
2. Consult with other experts on informal education

B. Community consultations -- currently we are providing ongoing advice to Atlanta and Cleveland

C. Possible seminar on CIJE: What have we learned from three years of MEF?

- about mobilizing communities
- about creating and working as a change agent
- about conducting MEF in communities
- The purpose of the seminar would be to take a step back and assess where we have been and what we have learned over the last three years. It is intended for staff and close advisors. One product of the seminar would be a summary document about what we have learned, for our internal use and for orienting new advisory committee members. A research paper might also result from the seminar, but we are not sure about that.
- Running this seminar would take a substantial investment of planning time from MEF staff

V. Products

A. Research Capacity

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): IN PROGRESS, DRAFT EXPECTED AUGUST 31
2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders
 - a. 3-city report: DRAFT COMPLETED, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED AUGUST 15
 - b. one for each community: DRAFT OF FIRST COMMUNITY EXPECTED AUGUST 15
4. Research papers
 - a. Levers for increasing professional growth activities: DRAFT COMPLETED AND PRESENTED AT RESEARCH CONFERENCE, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED OCTOBER 31
 - b. Teacher power: IN PROGRESS, DRAFT EXPECTED AUGUST 31
 - c. Quality of inservice experiences: IN PROGRESS, DRAFT EXPECTED SEPTEMBER 30

B. Evaluation Capacity

1. Module for Studying Educators in a Jewish Community: COMPLETED
2. Proposal for Evaluation Institute: COMPLETED

C. Evaluation of CIJE Initiatives

1. Proposal for evaluation of Teacher-Educator Institute: COMPLETED
2. (Assuming proposal is approved) Memo on aims and selection procedures in Teacher-Educator Insitute: AUGUST
3. (Assuming proposal is approved) Interview protocol for participants in Teacher-Educator Institute (and other community members): AUGUST
4. (Assuming proposal is approved) Report on the current state of professional growth opportunities for teachers in selected communities: SEPTEMBER - DECEMBER

To: CIJE Staff and Advisors

From MEF

Re: DRAFT of Individual City Educational Leaders Report for Atlanta

Date August 21, 1995

Please find enclosed a DRAFT copy of the individual city report on Atlanta's educational leaders.

It would be greatly appreciated if you we could receive your response to this report within two weeks. As all three communities expect to receive their separate reports by October 1st, we need to move quickly. Thank you

DRAFT -- CONFIDENTIAL -- NOT FOR QUOTATION OR CITATION

Council for Initiatives in Jewish Education
Monitoring, Evaluation, and Feedback Project

EDUCATIONAL LEADERS IN JEWISH SCHOOLS:
A STUDY OF THREE COMMUNITIES

A Report Prepared for the Atlanta Jewish Community

Ellen B. Goldring
Adam Gamoran
Bill Robinson

August, 1995

INTRODUCTION: WHAT IS THE ROLE OF THE EDUCATIONAL LEADER?

School principals have an extraordinary opportunity to improve schools. A precondition for realizing this potential is for principals to put on the oxygen mask--to become learners. In doing so, they telegraph a vital message: Principals can become learners and thereby leaders in their schools. Effective leaders know themselves, know how they learn, know how they affect others, and know they can't do it alone.

Roland Barth (founder of the Harvard Principal's Center)

Leadership in today's schools is complex and challenging, encompassing numerous roles.

Educational leaders supervise and evaluate teachers, implement curriculum and instructional strategies, and monitor student development and achievement. They create the conditions whereby those working in their schools may accomplish goals with a strong sense of personal efficacy. They motivate, coordinate, and legitimize the work of their teachers and other staff. Leaders also serve as the link between the school and the community including parents, lay leaders, rabbis, and other educators.

This report presents information about the educational leaders in day schools, supplementary schools, and pre-schools in Atlanta. In addition, the report also presents a composite portrait of the educational leaders in the three Lead Communities of the CIJE: Atlanta, Baltimore, and Milwaukee. Although the survey sample is broadly inclusive and highly representative of educational leaders in Atlanta, as well as the other two communities, the numbers are small, particularly when respondents are divided by setting (day school, supplementary school, and pre-school). Thus, whenever information is presented by setting, the data from all three communities are combined.

HOW WAS THE STUDY CARRIED OUT?

The data in this report are derived from a survey of educational leaders, conducted in Atlanta, Baltimore, and Milwaukee, the three Lead Communities of the CIJE. During the Fall and Spring of 1993, the survey was administered to all directors of day schools, supplementary schools, and pre-schools, as well as other supervisors and administrators in these schools below the rank of director, such as vice-principals, directors of Judaic studies, and department heads. A total of 100 surveys were administered, and 77 persons responded. (In Atlanta, the response rate was 64%.)

The report also includes data from in-depth interviews with 58 educational directors from the three communities. The interviews about educators' backgrounds, training, work conditions, and professional opportunities were designed and conducted by Roberta Louis Goodman, Claire Rottenberg, and Julie Tammivaara. All quotations in this report come from those interviews.

In general, there are no important differences between Atlanta and the composite portrait of the three communities. Any particular differences are pointed out in the text; otherwise, the Atlanta community can refer to the composite of the three communities as an accurate description of its own educational leaders. As all data divided by setting are reported only for the three communities as a group, policy decisions for each setting can be informed by the composite portrait of the educational leaders from the three communities.

Statements referring specifically to Atlanta's educational leaders are in italics.

The purpose of this report is to stimulate discussion and planning for the professional growth and development of educational leaders in Jewish schools. The report considers four main questions.

(1) What are the training experiences and professional growth opportunities for educational leaders?

This section describes the training and professional growth experiences of the educational leaders.

The data presented identify components needed to develop comprehensive pre-service and in-service programs.

(2) What are the professional experiences and commitment of the educational leaders?

This second section describes the career paths of educational leaders in Jewish education. A clearer understanding of the careers of educational leaders further illuminates the types of professional development experiences they may need in light of past professional endeavors and future career goals, as well as the resources they can bring to communal professional growth activities.

(3) What are the work conditions and sentiments of the educational leaders?

The third section of this report explicates the work conditions of educational leaders in terms of the full-time nature of employment, salaries, and benefits. If we are to build a professional cadre of educational leaders in Jewish schools, and enforce high standards for both pre-service and in-service preparation, it is crucial to examine remuneration issues.

(4) What is the nature of interaction between educational leaders and rabbis, teachers, colleagues, parents, and lay leaders?

The last section of this report highlights the relationships between the educational leaders and others who play important roles in Jewish education. The extent to which educational leaders feel supported by and linked to community resources has implications for the types of professional development activities that communities can implement and sustain.

ABOUT THE EDUCATIONAL LEADERS OF THE THREE COMMUNITIES

IN ATLANTA

Of the respondents in Atlanta, 80% are women. Ninety-six percent are married, and their median age is 40. The respondents are predominantly American-born (96%), with the remainder being born in Israel.

The respondents identify with a variety of religious denominations. Twenty-eight percent are Conservative. The rest identify themselves equally (24% each) as Orthodox, Traditional, and Reform. All of the respondents belong to a synagogue.

Most of the educational leaders (88%) are principals or directors of their schools. The remaining 12% hold administrative or supervisory positions below the top leadership position in their school.

IN THE THREE COMMUNITIES

Two-thirds of the educational leaders surveyed are women, including all the pre-school directors, 61% of supplementary school leaders, and 52% of day school administrators. Ninety-five percent of the educational leaders are married, and their median age is 44. The educational leaders are predominantly American-born (88%). Only 7% were born in Israel, and 5% in other countries.

The educational leaders identify with a variety of religious denominations. Thirty-three percent are Orthodox, and 12% call themselves traditional. Twenty-eight percent identify with the Conservative movement, 26% see themselves as Reform, and the remaining 1% is Reconstructionist. Almost all (97%) belong to a synagogue.

Most of the educational leaders (77%) who responded to the survey are principals or directors of their schools. The remaining 23% hold administrative or supervisory positions below the top leadership positions in their school. Thirty-six percent of the educational leaders work in day schools, 43% in supplementary schools, and 21% in pre-schools. Of the pre-school leaders, 20% reported working in a JCC.

PROFESSIONAL PREPARATION

Leadership poses new and different challenges for educators. To fulfill these challenges, educational leaders require knowledge, skill, and understanding, as well as opportunities for ongoing reflection and conceptualization, in areas such as planning, budgeting, decision-making, supervision, communication, change, and understanding the larger organizational and social context in which education takes place. In addition, as leaders of Jewish schools, they must be able to articulate goals for education rooted in Jewish content and nurture a compelling Jewish vision to steer their schools. Educational leaders in Jewish schools require training in three areas: education, Jewish studies, and administration.

How well prepared are the educational leaders of the three communities to meet the challenges of leadership? Do they have college or graduate degrees, or certification in the three areas of leadership training? What kinds of professional development activities do the educational leaders currently undertake? How much professional support do they receive from local universities, national organizations, and central agencies?

Collegiate Background and Training

According to the highest standards, educational leaders in Jewish schools should have credentials in three areas: education, Jewish studies, and administration. Leaders must have strong subject matter knowledge in a content area. In the case of Jewish education, content areas include Hebrew, Jewish history, Jewish literature, or related fields. In addition, all leaders should have strong backgrounds in pedagogy and education, including a teaching license. Third, educational leaders should have training in administration and supervision. Thus, one definition of professional training for educational leadership positions includes preparation in three distinct areas: 1) general education and pedagogy, 2) Judaic subject matter, and 3) educational administration.

This is the model followed in public schools. For example, in the State of Georgia educational leaders must be professionally certified to serve as educational leaders. Professional certificates are obtained by meeting three initial requirements: a Masters degree in Administration and Supervision, three years acceptable experience (i.e., teaching), and a teaching certificate in a specific content area. These requirements are valid for up to five years. Other states require a masters degree in a content area and then additional graduate coursework in administration and supervision. This is also the model followed by the Jewish Theological Seminary and Hebrew Union College-NY, both of which offer principal certification programs.

Training in General Education. *Table 2 shows that 58% of Atlanta's educational leaders hold university degrees in education. Eighty percent have previous experience in general education.*

In the three communities, almost two-thirds of the leaders (65%) hold university degrees in education, and another 3% hold degrees in education from a teacher's institute. Overall, 61% of all leaders have previous experience in general education settings.

Pre-school educational leaders in the three communities are less likely to have college degrees in education than leaders in other settings. Pre-school educational leaders are also more likely to have training from teachers' institutes (mainly one- or two-year programs in Israel or the U.S.) than are educational leaders in other settings

Table 2. General Education Backgrounds of the Educational Leaders

SETTING	<u>Degree in General Education</u>		Worked in General Educ.
	From University	From Teacher's Institute	
Day School	67%	- -	64%
Supplementary	69%	- -	55%
Pre-school	56%	12%	69%
TOTAL	65%	3%	61%
<i>Atlanta</i>	<i>58%</i>	<i>- -</i>	<i>80%</i>

Training in Jewish Studies. Among Atlanta's educational leaders only 17% are trained in Jewish studies (Table 3). We define formal training in Jewish studies as either holding a degree in a Jewish subject matter from a college, graduate school, or rabbinic seminary, or having certification in Jewish education. Sixteen percent of the educational leaders of Atlanta are certified in Jewish education, and 12% hold degrees in a Jewish content area. Since some leaders have both certification and a degree, only 17% are considered to be formally trained in Jewish studies.

Among the educational leaders of all three communities, only 37% percent are certified in Jewish education, and 36% hold degrees in a Jewish content area. In total, only about half of the educational leaders (49%) are formally trained in Jewish studies, either certified in Jewish education and/or holding a degrees in Jewish studies.

In the three communities, supplementary and day school leaders are the most likely to hold certification and/or degrees in Jewish education. Forty-three percent of day and 48% of supplementary school leaders are certified in Jewish education, and similar numbers

Table 3. Collegiate and Professional Jewish Studies Backgrounds of the Educational Leaders			
SETTING	Certification in Jewish Education	Degree in Jewish Studies	Trained in Jewish Studies*
Day School	43%	48%	52%
Supplementary	44%	41%	66%
Pre-school	12%	-	12%
TOTAL	37%	36%	49%
<i>Atlanta</i>	<i>16%</i>	<i>12%</i>	<i>17%</i>
*Some leaders have both certification in Jewish education and a degree in Jewish studies.			

hold degrees in Jewish studies. No pre-school educational leaders hold degrees in Jewish studies, and only 12% are certified in Jewish education.

Training in Educational Administration. Leaders in the three communities, including Atlanta, have very little formal preparation in the area of educational administration (Table 4). We define formal preparation in administration as either being certified in school administration or holding a degree with a major in administration or supervision. These preparation programs cover such topics as decision-making, organizational theory, planning, and finance. We have not counted a Masters in Jewish Education as formal preparation in administration, although we consider these Jewish education degrees as training in Jewish studies and in education. Advanced degrees in Jewish education often include a number of courses in school administration and supervision, and some even have an internship program, but the emphases and intensity are not equivalent to a complete degree with a major in administration or supervision.

Table 4 Collegiate and Professional Educational Administration Backgrounds of the Leaders			
SETTING	Certification in Administration	Degree in Administration	Trained in Educational Administration*
Day School	36%	19%	41%
Supplementary	19%	9%	19%
Pre-school	19%	--	19%
TOTAL	25%	11%	27%
<i>Atlanta Total</i>	<i>16%</i>	<i>--</i>	<i>16%</i>
*Some leaders have both a certification and a degree in administration.			

As presented in Table 4, only 16% of Atlanta's educational leader are certified or licensed as school administrators, and none hold a degree in administration. Among the educational leaders of the three communities, only 25% are certified or licensed as school administrators, and only 11% hold degrees in administration.

In the three communities, day school educational leaders are the most likely to have formal preparation in educational administration. Forty-one percent of day school leaders, compared to only 19% of supplementary and pre-school educational leaders are trained in educational administration. In total, 27% are trained in educational administration. Of the rest, 35% received some graduate credits in administration without receiving a degree or certification, but we do not know how intensive their studies were.

Training for Educational Leadership Positions

To fully explore the background of educational leaders it is important to consider simultaneously training in general education, Jewish studies, and educational administration.

Among the educational leaders of Atlanta, only 8% have formal training in both education and Jewish studies (Figure 1a). Sixty-seven percent are trained in education only, with 8% trained only in Jewish studies. Seventeen percent of the educational leaders of Atlanta are not trained; they do not have degrees in general education or Jewish studies.

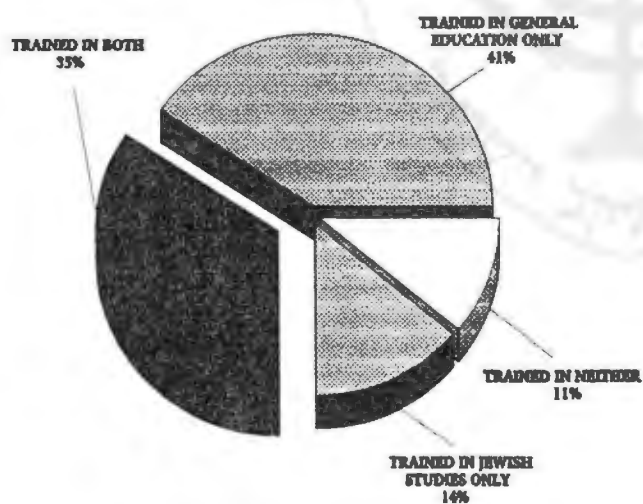
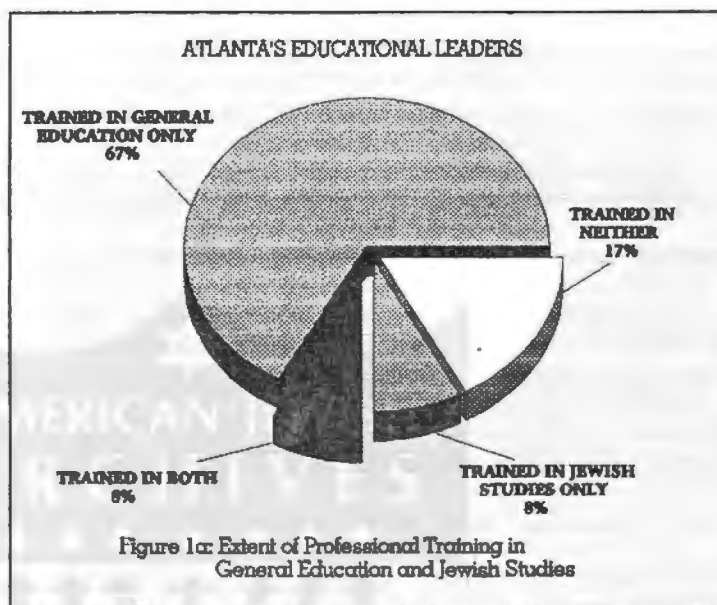


Figure 1b: Extent of Professional Training in General Education and Jewish Studies

In the three communities, only 35% of the educational leaders have formal training in both education and Jewish studies (Figure 1b). Another 41% are trained in education only, with 14% trained only in Jewish studies. Eleven percent of the educational leaders are not trained; they lack both collegiate or professional degrees in education and Jewish studies.

In the three communities, 48% of supplementary school leaders are trained in both education and Jewish studies as compared to 33% of the leaders in day school settings (Table 5). More extensive formal training among supplementary leaders is most likely due to programs in Jewish education offered by some of the institutions of higher learning affiliated with denominational movements.

The pre-school educational leaders in the three communities have the least amount of training in education and Jewish content. A total of 25% of pre-school educational leaders have neither professional or collegiate degrees in education or Jewish studies. Even in day schools, where we may expect high levels of formal preparation, only one-third of the educational leaders are trained in both education and Jewish studies.

Table 5. Extent of Professional Training of Educational Leaders in General Education and Jewish Studies

SETTING	<i>Trained in General Education Only</i>	Trained in Both	<i>Trained in Jewish Studies Only</i>	Trained in Neither
Day School	41%	33%	19%	7%
Supplementary School	29%	48%	16%	6%
Pre-school	62%	12%	- -	25%
TOTAL	41%	35%	14%	11%
<i>Atlanta Total</i>	<i>67%</i>	<i>8%</i>	<i>8%</i>	<i>17%</i>

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

As explained earlier, training in educational administration is an important complement to formal preparation in education and content areas. *Only 8% of the educational leaders in Atlanta are very well trained, that is, they hold professional or university degrees in education, Jewish studies, and educational administration.*

Among the educational leaders in the three communities, 16% are very well trained, holding professional or university degrees in education, Jewish studies, and administration. An additional 10% are trained in educational

administration and either

Jewish studies or education,

but not all three. Thus,

looking at the three

components of leadership

preparation, a total of 84% are

missing one or more parts of

their formal preparation for

leadership positions.

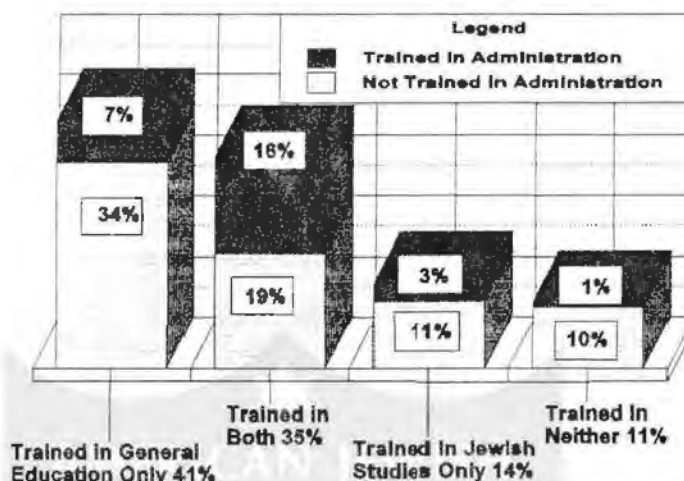


Figure 2: Extent of Professional Training in General Education, Jewish Studies, and Administration

A qualification to these findings is that they emphasize formal schooling and credentials. Jewish content and leadership skills are not only learned in formal settings. Nonetheless, the complexities of educational leadership in contemporary Jewish settings demand high standards which must include formal preparation in pedagogy, Jewish content areas, and administration.

Professional Growth

What sort of professional growth activities do the educational leaders undertake? Given the shortage of formal training in Jewish studies and educational administration, we might expect substantial efforts in this area.

In public education, where standards of certification are already required to enter the field of educational leadership, many states also require educational leaders to participate in continuous professional development. For example, in the State of Georgia, the leader must upgrade the initial certification within

five years by obtaining an Education Specialist credential in Administration and Supervision (which is equivalent to doctoral study without the dissertation). Leaders entering their positions with doctorate degrees already in hand must still upgrade their credentials within five years by pursuing an additional 30 quarter hours of graduate credit in the field of administration and supervision. In addition, other mechanisms are in place for

certified educational leaders to upgrade their state certification such as participating in Self Development Units. To remain certified educational leaders must participate in 10 Self Development Units (SDU) over a five-year period if they are not pursuing additional graduate level coursework. One

SDU is equivalent to 10 hours of workshops, so that administrators in Georgia must attend about 100 hours of workshops over a five-year period to remain certified.

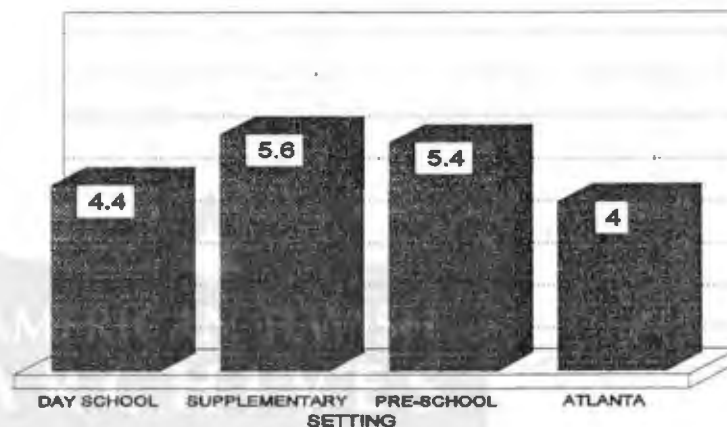


Figure 3: Average (Mean) Number of Workshops Attended Over a Two Year Period

The survey results show little sign of extensive professional development among the educational leaders in the three communities, including Atlanta. *The educational leaders of Atlanta reported attending, on average, 4.0 workshops over a two year period (Figure 3). If a workshop lasts 3 hours on average this comes to approximately 30 hours of workshops over 5 years, less than one-third of the Georgia public school standard.*

The educational leaders in all three communities reported attending few in-service workshops; on average, they attended 5.1 over a two year period. As shown in Figure 3, supplementary and pre-school leaders attended more workshops than did the day school leaders.

Besides workshops, the survey results indicate that some educational leaders participate in other forms of professional development. *Among Atlanta's educational leaders, 24% said they attended a class in Judaica or Hebrew at a university, synagogue, or community center during the past year. Sixty-four percent reported participating in some type of informal study, such as a study group or reading on their own.* About one-third of the respondents in all three communities attended a class in Judaica or Hebrew, and three-quarters participate in some type of informal study.

Other opportunities for professional growth include participation in national conferences, and organizations. Some educational directors belong to national organizations and attend their annual meetings, such as Jewish Educators Assembly (Conservative), Torah U'Mesorah (Orthodox), and National Association of Temple Educators (Reform). Other educational leaders are members of general education professional organizations such as Association for Supervision and Curriculum Development (ASCD) and The National Association for Education of Young Children (NAEYC). These national professional organizations provide the leaders with avenues of staying abreast of changes in the field of education through journals, newsletters, and curricula.

An additional type of professional growth is achieved through informal and formal networking with other educational leaders in the same community. Some leaders participate in their local principal's organization as a mechanism to share ideas, network, learn about resources, and brainstorm. As one supplementary school director commented about the Synagogue Educational Directors Council,

"...there's a study period and a professional section to the meeting where we'll sit and discuss ideas. We wind up sharing ideas that have proven successful to ourselves in our particular schools. And so we learn a lot from each other."

However, even with these organizations, some educational leaders reported infrequent help and support from their colleagues within their communities (Table 6). Pre-school leaders report the lowest level of collegial support; only 14% indicate receiving frequent support and 43% seldom or never receive support from their colleagues

Table 6 Extent of Support Received by Educational Leaders From:

	Frequently	Occasionally	Seldom	Never
Colleagues in the Community	24%	54%	16%	5%
Local Universities	8%	19%	29%	44%
Central Agency Staff	25%	36%	21%	18%
National Movements	5%	39%	23%	33%
Note: Rows may not sum to 100% due to rounding				

Other resources for professional growth include local universities, central agencies, and the national movements. *Atlanta's leaders reported receiving similar levels of support from these sources, as found among the leaders of the three communities considered as a group.* About 70% to 75% of educational leaders in the three communities seldom or never receive support from a local university. Similarly, across all settings, half or more of the educational leaders seldom or never receive support from their national movements. In total, only 5% receive support frequently. In contrast, most (61%) of educational leaders in the three communities receive frequent or occasional support from central agency personnel, though this probably includes support for their teachers. Supplementary school educational leaders receive the most support and day school leaders the least.

Although they attend few in-service workshops, many respondents generally think their opportunities for professional growth are adequate. *Among Atlanta's educational leaders, over two-thirds (67%) said that opportunities for their professional growth are adequate or very adequate.* Similarly, among all the leaders in the three communities, 68% found their professional growth opportunities to be somewhat or very adequate, including 74% of day school administrators, 59% of supplementary school leaders, and 75% of pre-school directors. Yet, some educational leaders are not as satisfied with their professional growth opportunities. They specifically expressed a desire for an evaluation process that would

help them grow as professionals and provide them with constructive feedback. For example, two pre-school education directors each stated that they would like a peer, someone in the field, who would comment on their work. In describing this person and elaborating on their role, one director said, "They would be in many ways superiors to myself who have been in the field, who understand totally what our goals are and who can help us grow." Another educational director stated similar desires: "I'd like to be able to tell people what I consider are strengths and weaknesses. I'd like to hear from them whether I'm growing in the areas that I consider myself weak in. And I'd like to hear what areas they consider that there should be growth."

Implications

Most of Atlanta's leaders have adequate preparation in general education, but very few are prepared in Jewish studies or administration. Only 8% have training in all three areas of leadership preparation. Moreover, they participate in very few in-service workshops, averaging only two per year. While most participate in informal studies of Judaica, this is no substitute for ongoing, intensive, systematic professional growth activities.

The educational leaders in the three communities, viewed as a group, also have solid backgrounds in education, but few are well trained overall. About half of the educational leaders have an inadequate background in Jewish studies. Most of the educational leaders lack preparation in the area of educational administration. Supplementary school educational leaders are better prepared than their counterparts in other settings, while pre-school educational directors have the greatest need for further training. The pre-school educational leaders are notably weak in the area of Jewish studies.

Given the shortages of formal training in Jewish studies and administration, one would expect the educational leaders to be participating in substantial amounts of in-service activities. Moreover, in-service opportunities should not be viewed only as a compensatory mechanism. Continuing professional growth is an essential component of leadership. One would expect that high standards of professional growth would

exist for the educational leaders across all three settings. However, the survey results show little sign of systematic professional development among the educational leaders in the three communities.

Most of the educational leaders report that opportunities for professional development are adequate. Yet, they do not participate very frequently in activities in local universities, national organizations, and other programs offered both in and outside of their communities.

Among some educational leaders, there is a desire to benefit from senior colleagues and to develop a shared professional community that could provide a framework for continued renewal and feedback. One way of developing a professional sense of community is for in-service education and professional development activities to take place across settings and across communities. Presented with intensive, powerful learning opportunities, the educational leaders respond with great enthusiasm and commitment. For instance, upon returning to their communities, many of the participants in CIJE's Principals' Leadership Seminar at Harvard (which brought together educational leaders from different settings and communities) formed collegial support groups and began to share what they learned with their colleagues who did not attend the Center.

The challenge is two-fold: (1) to provide opportunities for all educational leaders to learn from those who have the appropriate training and experience for leading Jewish schools, and (2) to provide vital support to enable the educational leaders to take advantage of these opportunities.

CAREERS IN JEWISH EDUCATION

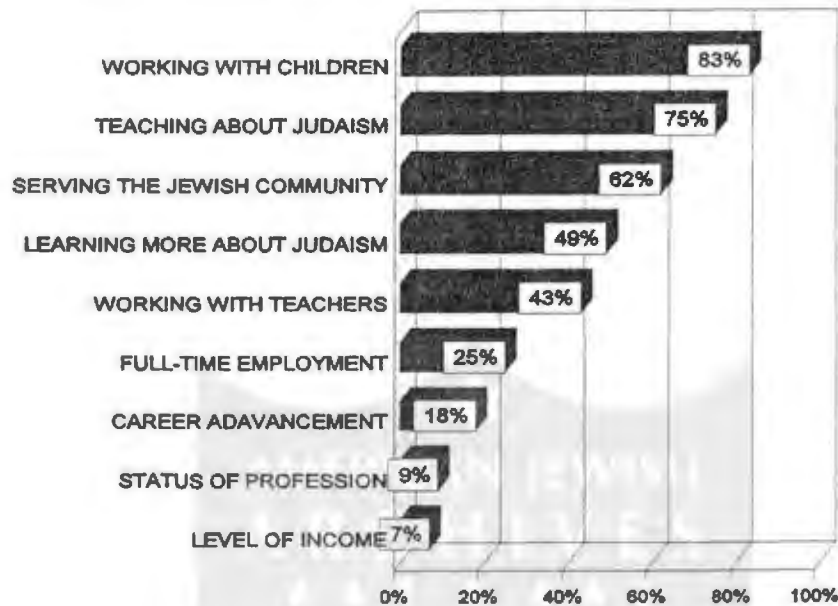
In considering how to enhance the opportunities for professional growth among the current educational leaders in a community, how to recruit well-trained educational leaders to your community, and how to retain qualified leaders, it is important to examine the career paths of educational leaders. Why did they first enter Jewish education? What types of experience do they bring to their leadership positions? How long have they been in Jewish education, in their community, and at their current setting? Finally, how committed are they to having a continuous career in Jewish education? Understanding the reasons that led the educational leaders into the field of education and exploring their prior work experiences are crucial for assessing the types of professional development activities that will assist them in their leadership roles.

Entering Jewish Education

Educational leaders in the three communities, *including Atlanta*, enter the field of Jewish education for a variety of reasons, mostly related to teaching. Most do not enter the field of education with a plan to pursue leadership and administrative positions. Those factors which are intrinsic to the practice of Jewish education (e.g., working with children, teaching about Judaism) are more important than extrinsic factors (e.g., salary, career advancement) to the educational leaders in Atlanta and the other two communities. As Figure 4 indicates, working with children (83%), teaching about Judaism (75%), and serving the Jewish community (62%), were rated as very important motivating factors by the highest percentage of educational leaders. As one educational director commented, "I have a commitment. I entered Jewish education because I felt that I wanted to develop [the children's] souls. My number one priority is to develop their love for who they are Jewishly." Another educational leader explained that he was attracted to

"the idea of working, seeing children develop and grow. It's something special to be at a wedding of a child that you entered into kindergarten. It does have a special meaning to know you've played a role or to have students come to you years later, share with you that they remember your class, the role you played in their lives."

Figure 4: Reasons Educational Leaders Enter Jewish Education



Those factors which are extrinsic to the actual process of teaching but nevertheless have strong intrinsic value, such as working with teachers (43%) and learning more about Judaism (49%), were considered by almost half of the educational leaders as very important motivating factors for entering Jewish education.

In contrast, extrinsic factors were rarely considered as important. Only 25% of the educational leaders said the full-time nature of the profession was a very important reason for entering the field. Similarly, opportunities for career advancement was rated as very important by 18%, the status of the profession by only 9%, and the level of income was considered by only 7% of the educational leaders as a very important motivating factor for entering Jewish education.

Types of Educational Experience

As Table 7 illustrates, Atlanta's educational leaders show considerable diversity of experience in their educational careers. All the respondents from Atlanta have had previous experience in formal or informal education before assuming their current positions, and there is considerable movement between settings. Eighty percent of them have worked in general education. Eighty-four percent have taught in a Jewish day, supplementary, and/or pre-school, and 36% have worked in a Jewish camp or youth group. The large majority of Atlanta's educational leaders (80%) have had experience as teachers or administrators in a school setting (i.e., day, supplementary, or pre-school) other than the one in which they are currently employed.

As a group, the educational leaders in the three communities reported similar diversity of experience. Eighty-seven percent have taught in a Jewish school, and more than half (52%) have worked in a Jewish camp or youth group. Most (83%) have had experience in a school setting other than their current one.

Table 2. Diversity of Experience of Educational Leaders

PRIOR EXPERIENCE	CURRENT SETTING			TOTAL	Atlanta
	Day School	Supplementary	Pre-School		
General Education	64%	55%	69%	61%	80%
Day School Teacher	68%	30%	12%	40%	36%
Suppl. School Teacher	61%	79%	31%	62%	56%
Pre-School Teacher	4%	12%	81%	23%	24%
Camps	54%	39%	31%	43%	36%
Adult Education	43%	52%	12%	40%	32%
Youth Groups	25%	45%	12%	31%	8%
JCC	14%	27%	12%	19%	12%

There are important differences among educational leaders from the different settings. Compared to their colleagues currently working in day and supplementary settings, pre-school educational leaders in the three communities have relatively separate career paths. Among pre-school leaders, 44% have had experience as teachers or administrators only in a pre-school setting during their career in Jewish education, while this can be said of only 11% of day school leaders and 9% of supplementary school leaders. Moreover, while 61% of day school educational leaders in the three communities have taught in a supplementary setting and 30% of supplementary school educational leaders have taught in a day school, only 4% and 12% (respectively) have taught in pre-schools. Day and supplementary school leaders also are more likely than their colleagues currently working in a pre-school to have worked in Jewish camps, youth groups, adult education, or a JCC.

Length of Experience in Jewish Education

In addition to the diversity of their careers, most of Atlanta's educational leaders have worked in the field of Jewish education for a considerable length of time. As Table 8 indicates, 72% of the educational leaders in Atlanta have been working in Jewish education for more than 10 years. Twenty percent have been employed in Jewish education for over 20 years, while only 8% have 5 years or less experience.

Among the educational leaders in the three communities, day school educational leaders show the greatest seniority with 89% having worked in Jewish education for over 10 years. While comparatively lower, still 73% of supplementary school educational leaders and 69% of pre-school leaders in the three communities have worked in Jewish education for over 10 years. Thus, for example, one educational director began his career in Jewish education by tutoring Hebrew at the age of 14. From tutoring, he moved on to teaching in a congregational school while in college. A rabbi suggested that he pursue a seminary degree, which he did. Upon graduation he spent 14 years as educational director of various supplementary

schools. Now he directs a day school.

While they have considerable tenure in the field of Jewish education, the educational leaders of Atlanta are comparatively new to their current community. Forty-four percent of Atlanta's educational leaders have worked in Atlanta for over 10 years, while 32% have worked in there for 5 years or less.

As a group, the educational leaders in the three communities show a similar lack of tenure in their current community. Pre-school educational leaders in the three communities show the most communal stability, with only 6% having worked in the community for 5 years or less. Fifty-six percent of pre-school leaders have worked only in the community in which they are currently employed. In contrast, 36% of day school educational leaders and 27% of supplementary school leaders have worked only in their current community. Overall, most educational leaders have moved from (at least) one city to another during their career.

After moving to Atlanta, almost half (44%)

of its educational leaders have remained in the same setting. Nevertheless, due in part to moves from one community to another, most of them (60%) have only worked in their current setting for 5 years or less.

Table 8. Stability and Continuity of Teachers

TOTAL YEARS OF EXPERIENCE IN JEWISH EDUCATION			Atlanta
1 year or less	--		--
2 to 5 years	9%		8%
6 to 10 years	13%		20%
11 to 20 years	48%		52%
More than 20 years	30%		20%
TOTAL YEARS OF EXPERIENCE IN THEIR CURRENT COMMUNITY			Atlanta
1 year or less	1%		--
2 to 5 years	29%		32%
6 to 10 years	25%		24%
11 to 20 years	31%		36%
More than 20 years	14%		8%
TOTAL YEARS OF EXPERIENCE IN THEIR PRESENT SETTING			Atlanta
1 year or less	5%		8%
2 to 5 years	47%		52%
6 to 10 years	16%		12%
11 to 20 years	25%		24%
More than 20 years	7%		4%

Twenty-eight percent have worked for over 10 years and only 4% of Atlanta's educational leaders have worked for over 20 years in their current setting.

Among the educational leaders in the three communities, only within the supplementary setting has the majority of educational leaders (66%) worked in their current settings for 5 years or less. Only 19% of supplementary school educational leaders have worked in their current settings for over 10 years.

Future Plans

While most of Atlanta's educational leaders have spent 5 years or less in their current setting, given their future plans their institutional tenure is likely to rise over time. As illustrated in Table 9, the majority of Atlanta's educational leaders (68%) plan to remain as administrators or supervisors in the same school in which they are currently employed. Only 8% of Atlanta's leaders in the three communities plan to become educational leaders in a different school. None of them

Table 9. Future Plans of the Educational Leaders			Atlanta
Continue as an Administrator in the Same School	78%		68%
Administrative Position in a Different Jewish School	8%	6%	
Work in an Educational Institution Other than a School (i.e., central agency)	--	--	
Seek a Position Outside of Jewish Education	1%		
Other (e.g., retirement, go back to school)	5%		12%

want to work in any other type of Jewish educational institution (such as a central agency) or leave the field of Jewish education. Twelve percent of Atlanta's education leaders are unsure about their future plans. The remaining 12% plan to pursue avenues such as returning to teaching and retirement

Among the educational leaders in the three communities, a slightly higher percentage of day school leaders (86%) desire to remain in their current schools, as compared to supplementary (73%) and pre-school (75%) educational leaders

Implications

The experiences and commitment of Atlanta's leaders are similar to those of the educational leaders in the other two communities.

The educational leaders in all three communities were attracted to Jewish education first and foremost as teachers. They are extremely committed to a continuous career in Jewish education as evidenced by their overall long tenure in the field of Jewish education, diversity of past experiences in both formal and informal Jewish education settings, and their future plans to remain in their current positions. Given their future plans, and the fact that 95% of the educational leaders consider Jewish education to be their career, professional growth and training of the educational leaders will most likely make a beneficial contribution to their ongoing effectiveness as leaders.

Most of the educational leaders have extensive experience in the field of Jewish education but not as leaders. The educational leaders have been socialized into Jewish education over a long number of years. They have widespread experiences in teaching and learning, but (as noted in the last section) they have limited training in leadership. They enter Jewish education as teachers, but unlike their counterparts in general education who return to school to obtain credentials in educational administration before becoming educational leaders, most educational leaders in Jewish schools are not pursuing this avenue. Without new professional growth, it may be difficult for leaders to revise impressions, ideas, and orientations that they acquired as teachers.

Nevertheless, the wide range of experience the educational leaders have from working in a variety of formal and informal educational settings, and from working in other Jewish communities, should provide rich opportunities for professional growth through mentoring, networking, and peer coaching. Similarly, the relative mix of novice and experienced educational leaders should prove a valuable resource in developing local professional development opportunities. Since most educational leaders have experience in settings other than in their current one, developing learning opportunities which bring leaders together from different

settings should prove fruitful when standards for ongoing professional growth are in place. Peer mentoring relationships can be cultivated whereby more experienced educational leaders mentor and coach novice leaders. The professional experiences and strong commitment of educational leaders intensify the challenges of preparing them for leadership in today's Jewish schools. Yet, they also provide resources for meeting these challenges.

CONDITIONS AND SENTIMENTS ABOUT WORK

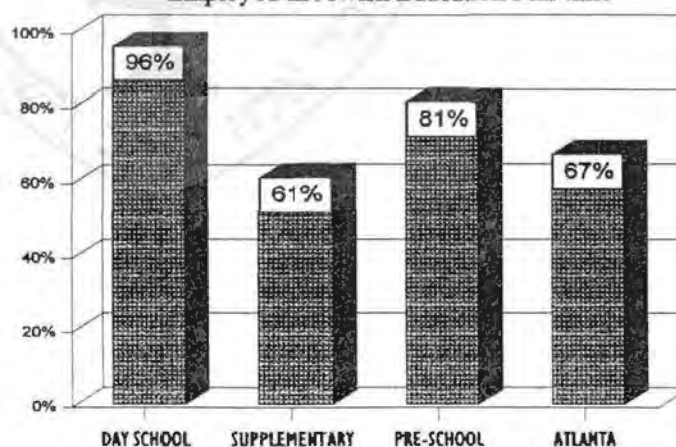
What are the conditions of employment for the educational leaders? Are they employed full-time? Do they receive salaries in accord with their responsibilities and training? Do they receive adequate health and other benefits? How satisfied are they with these conditions of work? These questions are important as they suggest implications for possible levers by which to enhance the willingness and capabilities of the leaders to engage and involve themselves in their work, including continual professional growth activities.

Nature of Employment

Seventy-eight percent of Atlanta's educational leaders are employed in only one, single Jewish educational setting (either a day, supplementary, or pre-school). The remaining 22% are employed in two settings. In total, only 67% percent of Atlanta's leaders reported that they are employed full-time as Jewish educators (Figure 5).

Among the educational leaders in the three communities, almost 83% are employed in one Jewish school, with 16% employed in two, and the remaining 1% in three Jewish schools. (These figures did not differ much across settings.) Of the 17% who work in more than one Jewish school, two-thirds say that they do so in order to earn a suitable wage. Of this same 17%, the large majority (70%) work only 6 hours or less per week in their second setting.

Figure 5: Percentage of Educational Leaders Who are Employed in Jewish Education Full-time



As indicated in Figure 5, 78% of the educational leaders in the three communities reported that they are employed full-time as Jewish educators. Ninety-six percent of day school educational leaders reported being employed full-time, as did 81% of pre-school educational leaders. In contrast, only 61% of educational leaders working in a supplementary setting work full-time in Jewish education. Of the supplementary school leaders in the three communities who work part-time, half would rather to be working full-time in Jewish education, while the other half prefer their part-time status.

Earnings

As Table 11 indicates, despite the predominantly full-time nature of the work, 38% of Atlanta's leaders earn less than \$30,000 per year. Another 38% earn between \$30,000 and \$59,999, and 25% earn more than \$60,000 per year. As a group, the educational leaders in the three communities report similar earnings.

Table 11 Educational Leaders' Earnings from Jewish Education			
	Less than \$30,000	\$30,000 to \$59,999	\$60,000 or More
Day School	7%	35%	58%
Supplementary	47%	33%	20%
Pre-School	50%	50%	-
TOTAL	33%	37%	30%
<i>Atlanta</i>	<i>38%</i>	<i>38%</i>	<i>25%</i>
Note: Rows may not sum to 100% due to rounding.			

Earnings among day school leaders in the three communities are considerably higher than those for their colleagues in the other two settings. Among those employed in day schools, only 7% earn less than \$30,000 per year, while 58% earn over \$60,000 per year. In contrast, 47% of supplementary school leaders earn less than \$30,000 per year, and only 20% earn over \$60,000. Among pre-school leaders in the three communities, 50% earn less than \$30,000, and none of them reported earning more than \$60,000 per year.

When only those who work full-time are considered, earnings from day schools are still highest. Only 4% of full-time day school leaders in the three communities earn less than \$30,000, while 62% earn over \$60,000. In contrast, 20% of full-time supplementary leaders still earn less than \$30,000 and only 30%

earn more than \$60,000. Thirty-six percent of pre-school leaders still report earning less than \$30,000.

For the majority of educational leaders in the three communities, the salary they earn from Jewish education accounts for more than half their family income. For day school educational leaders, roughly 85% obtain half or more of their family income from their work in Jewish education. Among those who work in supplementary schools, about half have family incomes based mostly on their earnings from Jewish education. For pre-school leaders in the three communities, roughly one-quarter earn the majority of their family income from their employment in Jewish education. (The pattern of findings is the same when only those who work full-time are considered.)

Table 12. Educational Leaders' Satisfaction with Their Salaries

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Day School	14%	54%	29%	4%
Supplementary	3%	61%	15%	21%
Pre-School	12%	44%	25%	19%
TOTAL	9%	55%	22%	14%
<i>Atlanta</i>	<i>16%</i>	<i>44%</i>	<i>20%</i>	<i>20%</i>

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

Only 9% of all educational leaders reported that they are very satisfied with their salaries (Table 12). Fifty-five percent indicated being somewhat satisfied, while 36% percent reported being either somewhat or very dissatisfied. The day school educational leaders indicated the most satisfaction, with 14% being very satisfied and only 4% being very dissatisfied. Among those working in supplementary schools, only 3% reported being very satisfied while 21% indicated that they are very dissatisfied. Pre-school educational leaders displayed the widest distribution with 12% being very satisfied and 19% being very dissatisfied, though almost half (44%) indicated being either somewhat or very dissatisfied with their salaries.

Benefits

Overall, Atlanta's educational leaders reported receiving benefit packages similar to those received by the educational leaders in the other two communities, and expressing a similar level of satisfaction with the benefits they receive. A single noteworthy exception being that only 32% of Atlanta's leaders receive free or reduced membership in a synagogue or JCC (Table 13).

As Table 13 also indicates, fringe benefits differ widely by setting. Given the full-time nature of the educational leader positions, many educational leaders in the three communities do not receive a substantial benefit package. Day school educational leaders seem to receive the most benefits. For instance, 79% of day school leaders in the three communities are offered health benefits and 71% pensions. Only 48% of supplementary educational leaders are offered health benefits and 42% pensions. Among supplementary leaders who work full-time, however, the figures for health and pension benefit availability (75% and 65%, respectively) are more comparable to those found in day schools. This contrasts with the situation in pre-

Table 13. Availability of Fringe Benefits for Educational Leaders: Percentage of Educational Leaders who are Offered Various Fringe Benefits					
BENEFITS	Day School	Supplementary	Pre-School	TOTAL	Atlanta
Financial Support for Professional Development	86%	76%	81%	81%	84%
Free Tuition for Child	89%	58%	88%	75%	80%
Free or Reduced Membership	64%	79%	44%	66%	32%
Health	79%	48%	44%	58%	52%
Pension	71%	42%	38%	52%	44%
Synagogue Privileges	18%	58%	25%	36%	24%
Free Tuition for Adult	11%	24%	31%	21%	16%
Day Care	7%	15%	31%	16%	20%
Sabbatical Leave	7%	3%	--	4%	8%

schools in the three communities, where although 81% work full-time, only 44% are offered health benefits and 38% pensions.

While benefits may be offered, not every educational leader chooses to accept each type of benefit. They may receive a better benefit package from their spouse's employment or the quality of the benefit may make it not worthwhile. For instance, 47% of the educational leaders in the three communities who are offered health benefits elect not to receive them and 15% of those who are offered pensions choose not to accept them. In addition, 31% of those who are offered financial support for professional development choose not to avail themselves of the money. This is primarily the case for educational leaders in the three communities who work in Orthodox school settings.

Only 20% of the educational leaders in the three communities reported being very satisfied with their benefits (see Table 14). Twenty-three percent indicated that they are somewhat satisfied. The majority of the educational leaders (57%) reported that they are either very or somewhat dissatisfied with their benefits. The numbers across settings range from 59% of supplementary school educational leaders who are dissatisfied to 53% of pre-school educational leaders. Among those employed in day schools, 57% indicate being either very or somewhat dissatisfied. The level of satisfaction with benefits expressed by the

Table 14. Educational Leaders' Satisfaction with Their Benefits

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Day School	25%	18%	32%	25%
Supplementary	19%	22%	41%	19%
Pre-School	13%	33%	27%	27%
TOTAL	20%	23%	35%	23%
<i>Atlanta</i>	<i>21%</i>	<i>21%</i>	<i>25%</i>	<i>33%</i>

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

educational leaders is dependent primarily upon the availability of two types of benefits: synagogue privileges, and pensions. That is, educational leaders would be more satisfied with benefits package if they were offered synagogue privileges and pensions. For those educational leaders working in a supplementary setting, health care and financial support for professional development are also important determinants of their level of satisfaction with their benefits packages.¹

Implications

Overall, the work conditions and sentiments of Atlanta's educational leaders are similar to those of their colleagues in the other two communities. A notable exception is the lower percentage of educational leaders who are employed full-time.

In general, educational leaders in Jewish schools are employed full-time in one school. Most think their salaries are adequate but a substantial minority do not; similarly, benefits are seen as satisfactory by many but inadequate by others. Reported levels of benefits for pre-school educational leaders seem especially meager. Day school educational leaders receive more benefits and the highest salaries, compared to other settings; this holds whether all leaders or only those working full-time are considered.

Salary and benefits do not seem to be connected to background and professional growth. For example, there are similar levels of pre-service and in-service training among day school and supplementary school educational leaders, but there are disparities in salary and benefit levels. An important policy question to be explored is whether full-time supplementary school educational leaders should be compensated similarly to their day school counterparts.

Given the long tenure of educational leaders in the field of Jewish education it is important to consider a system of incentives that can be in place to ensure the continual professional development and

¹ Educational leaders were asked how satisfied they are with their overall benefits package. They also were asked to indicate which types of benefits are available to them. A regression analysis was done to ascertain whether the availability of various benefits account for differences in the leaders' reported levels of satisfaction.

commitment of these professionals. For example, many of the educational leaders are not satisfied with their salaries and benefits packages, although they did not enter the field of Jewish education for these extrinsic rewards. As one progresses in a career, these extrinsic rewards may become more important. In addition, addressing the current shortage of full-time positions in supplementary schools may provide an opportunity for enhancing the standards of professional growth. *This is an important consideration in Atlanta, where one-third of the leaders are employed only part-time as Jewish educators.*

At present the availability of other benefits, such as free tuition for adult education and sabbatical leave may not be important determinants of the educational leaders' satisfaction because they do not expect to receive these benefits. However, as the standards to which Jewish educational leaders are held accountable begin to emulate the higher standards found in general education (especially in the areas of pre-service and in-service training), so may the benefits that one expects to receive. Therefore, increasing the availability of sabbatical leaves (while not currently expected), may be an important means of compensating educational leaders for their increased efforts at professional development and a means of increasing the opportunities available for them to develop professionally. In addition, changes in other work conditions (such as access to national conferences, joint planning for activities, and time for observing colleagues on the job) may increase the likelihood that educational leaders will contribute to the professional development of their colleagues.

LEADING A SCHOOL COMMUNITY

The role of the education leader in today's schools is complex and challenging, encompassing numerous tasks. To mobilize widespread support and involvement in education, educational leaders often try to build a sense of community around common values and goals. Hence, educational leaders not only lead the internal functioning of their schools, working with students, colleagues and staff, but must also assume a leadership role with rabbis, parents, and lay leaders.

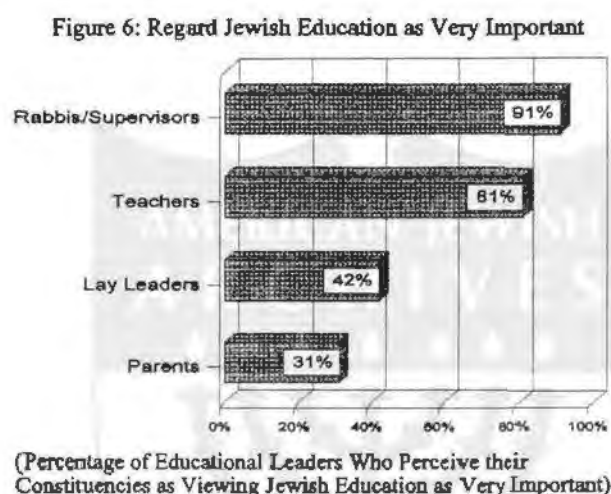
They are located both in the middle of the school's hierarchy and in the middle of a political environment, often serving as mediators between the school's numerous constituencies. They must simultaneously manage multiple sets of relationships with rabbis, teachers, other educational leaders, parents, lay leaders, and other community groups. This configuration of relationships is complex, and managing one set of relationships successfully may interfere with or hinder another set of relationships. Furthermore, each of these role partners may have different, often conflicting, expectations of the educational leader. Leaders are dependent upon the interests of numerous role groups for their cooperation and support in order to meet goals.

This section describes educational leaders' perceptions of their relationships with rabbis and supervisors, teachers and colleagues, and parents and lay leaders. How highly regarded is Jewish education by each constituency? What types of involvement do they have within the school and community? How much support do they provide the educational leaders?

Overall, the school communities in Atlanta are similar to those in the other two communities. The following composite portrait of the three communities represents an accurate description of Atlanta's educational leaders and their relationships with rabbis and supervisors, teachers and colleagues, and parents and lay leaders.

Rabbis and Supervisors

A central aspect of building a school community is the involvement of rabbis and other supervisory personnel. It is not surprising that educational leaders, across all settings, report high regard for Jewish education from rabbis and/or their supervisors (see Figure 6). (For department heads, the supervisor is the educational director/principal.) Ninety-one percent of all educational leaders report that rabbis and/or supervisors view Jewish education as very important.



Some of the educational leaders reported considerable involvement of rabbis and/or supervisors in educational programs. As depicted in Table 15, almost half of the educational leaders indicated there is a great deal of involvement in defining school goals, and participating in curriculum discussions. It should not be overlooked, however,

that about 18% of the educational leaders reported that there is no involvement from their rabbis and/or supervisors.

Table 15. Extent of Involvement of Rabbis or Supervisors:

AREA	Involved a Great Deal	Involved Somewhat	No Involvement
In Defining School Goals	49%	32%	19%
In Curriculum Discussions	45%	37%	18%

For about half the day school and supplementary school respondents, their rabbis seem highly involved in their programs. In some schools the rabbis are dominant figures. As one leader commented, "It was very important for me to work with other colleagues who shared my values and my approach. Here the fellowship and the support is [strong]. There is a value in learning from your elders."

However, in both day and supplementary schools, about 15% of the educational leaders reported that their rabbis and/or supervisors are not involved. Moreover, there is much less rabbinical involvement in pre-schools. Thirty-three percent of educational leaders from pre-school settings indicate that there is no such involvement from rabbis or supervisors in defining school goals, and 44% report there is no involvement in discussing the curriculum.

Table 16. Educational Leaders' Satisfaction with the Support They Receive from:				
GROUP	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Rabbis or Supervisors	58%	31%	9%	1%
Fellow Educators	35%	48%	14%	3%
Lay Leaders	44%	40%	10%	5%
Note: Rows may not sum to 100% due to rounding.				

Educational leaders feel fairly well supported in their work by their rabbis and supervisors: fifty-eight percent are very satisfied and 31% are somewhat satisfied, while only 10% are dissatisfied with the level of support from rabbis (Table 16). Once again, it is the pre-school educational leaders who report somewhat less satisfaction with the support they receive from rabbis and supervisors. Only 44% of the pre-school educational leaders are highly satisfied with the level of support, compared to 64% of day school leaders and 61% of supplementary school leaders who are very satisfied.

In summary, some educational leaders seem to enjoy respect, support, and involvement from the rabbis and supervisors in their communities and schools. There is a small group, about 10-20%, across all

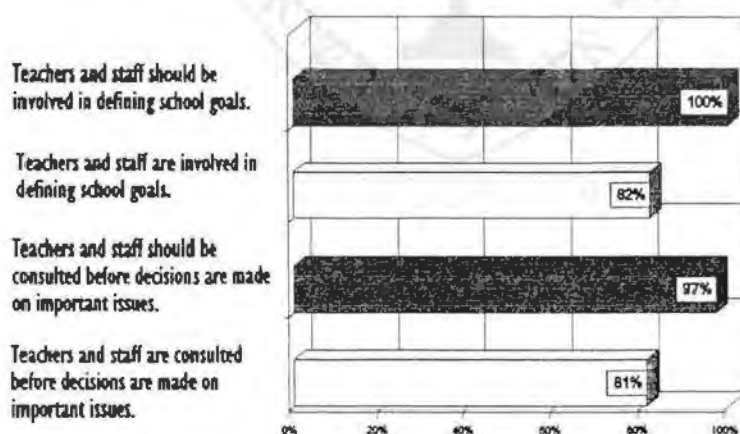
settings, who indicated that this level of support and involvement is not forthcoming. The pre-school educational leaders receive the least amount of support and involvement from rabbis and supervisors.

Teachers and Colleagues

One of the most crucial aspects of the educational leaders' role is nurturing and developing school staff. As one would expect, teachers have a high regard for Jewish education. Overall, 81% of educational leaders reported that teachers regard Jewish education as very important (see Figure 6), while the remaining 19% reported that teachers regard Jewish education as somewhat important. None of the educational leaders indicated that teachers regard Jewish education as unimportant.

Professional growth of teachers is often achieved by providing opportunities for staff involvement in decision-making and curriculum design. The educational leaders believe that teachers and staff should be involved in defining school goals, and should give advice before decisions are made regarding school policies (Figure 7). However, teachers are not as involved in actual practice as the leaders believe they should.

Figure 7: Educational Leaders Views and Perceptions on Teacher and Staff Involvement



(Percentage who Agree with the Above Statements)

About 20% of the leaders across all settings reported that presently, the teachers and staff are not involved in defining school goals, and are not consulted before important decisions are made regarding educational issues.

The lowest level of actual teacher involvement seems to occur in supplementary schools. Thirty-percent of supplementary educational leaders reported that teachers are not consulted before critical decisions are made about educational issues, and 24% of supplementary educational leaders stated that teachers are not involved in defining educational goals.

Interviews revealed that teachers and principals rarely interact about issues of pedagogy outside the classroom. Teachers are generally hired for teaching time, and time when class is not in session is perceived as extra. Teachers' roles are not defined in a way that would incorporate involvement in school policy issues. Moreover, the role of the principal often does not allow for much time to be spent working with teachers. Almost half of the educational leaders reported being dissatisfied with the amount of time available for training and staff development.

The ability to develop and nurture a school's staff is also related to enhancing the opportunities for educational leaders to work together and have a role in communal planning. Many leaders share teachers and joint professional development activities allow teachers to learn from one another and from leaders working in other settings. Across all settings, 73% of the educational leaders are satisfied with the support they receive from fellow educators, while 17% are dissatisfied with their professional community (see Table 16). Similarly, 24% report seldom or never receiving support from their colleagues in the community (see Table 6). As in previous cases, the pre-school leaders seem to sense the greatest dissatisfaction with their professional communities. Twenty-five percent of pre-school leaders indicated that they are somewhat dissatisfied with their professional community. Yet, there is also a sizeable group of supplementary school leaders who are also somewhat dissatisfied, about 20% on average. The day school leaders are the most satisfied with their professional community, with only 11% having indicated some level of dissatisfaction.

Some educational leaders also expressed dissatisfaction with their lack of involvement in communal bodies and their status in the community-at-large. Educational leaders are often not represented in Federation committees and community-wide programs, thus they are neither well connected nor visible. For instance, one educational leader mentioned that only two education directors, one of whom is a rabbi and the other a doctor, have been asked to teach in the Adult Academy, a community adult education program. While 78% are satisfied with the respect they are given as educators, 22% are somewhat dissatisfied. Again, pre-school leaders express the greatest dissatisfaction with 31% being somewhat dissatisfied.

Lay Leader and Parent Involvement

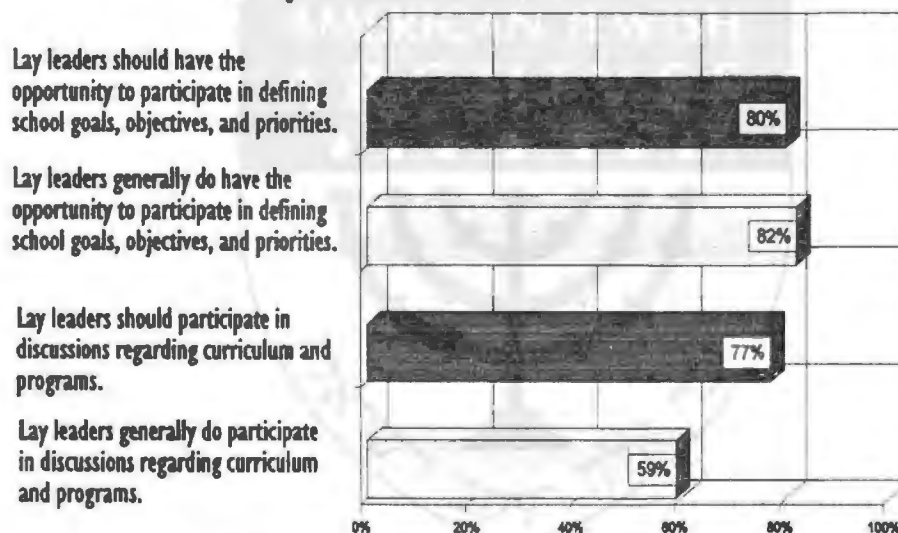
Jewish education is built on the foundation of leadership and involvement from lay people. In comparison to the perceived respect of rabbis and teachers, fewer educational leaders indicated that lay leaders and parents regard Jewish education as very important. Day school educational leaders indicated that lay leaders and parents regard Jewish education as more important than do supplementary school and pre-school educational leaders. Fifteen percent of supplementary school leaders noted that parents do not view Jewish education as important. Yet, in general, almost all of the educational leaders reported that lay leaders and parents consider Jewish education as either very or, at least, somewhat important.

However, the leaders are not as satisfied with the support they receive from lay leaders. Fifteen percent of the educational leaders are dissatisfied with support from lay leaders, while 40% are somewhat satisfied and 44% are very satisfied. The most dissatisfaction was expressed by leaders in the pre-schools and day schools, with an average of 18% in each setting indicating dissatisfaction with lay leader support. Twelve percent of supplementary leaders also reported dissatisfaction with lay leader support.

A substantial majority of educational leaders believe that lay leaders should be involved in defining educational goals and discussing curriculum and programs (see Figure 8). About 20% of the educational leaders do not believe there should be this level of involvement from lay leaders. Across all settings, there is

equal amount of actual and preferred lay leader involvement in defining school goals, objectives, and priorities. There is much less actual involvement of lay leaders in discussing educational programs than educational leaders believe there should be. Although 77% believe there should be lay leader involvement, only 59% reported that lay leaders are actually involved in discussing programs and curriculum. However, there is virtually no actual lay leader involvement in pre-schools. Seventy-one percent of pre-school educational leaders strongly disagree with the statement, "lay leaders generally do participate in discussions regarding curriculum and programs".

Figure 8: Educational Leaders Views and Perceptions on Lay Leader Involvement



(Percentage who Agree with the Above Statements)

Implications

In general, the school communities of Atlanta closely resemble those of the other two communities.

Across all settings, educational leaders indicate that rabbis and teachers regard Jewish education as important, whereas there is less of a sense of this importance from lay leaders and parents. In addition, educational leaders are more satisfied with the sense of support from rabbis than they are from fellow educators and lay leaders. Overall, educational leaders favor more involvement of lay leaders and teachers. While rabbis seem involved in most schools, a substantial minority report no rabbinic involvement.

The interviews revealed that most educational directors participate in some community organizations. This participation presents opportunities for input into decisions that affect their schools. However, their access and support in community organizations is not widespread.

Some educational leaders, most commonly those in pre-schools, are more isolated from the wider community context. At the same time, pre-school directors, even those in congregational pre-schools, reported the least support from rabbis and lay leaders, and as reported earlier, they have separate career paths which probably curtails the forming of relationships with leaders in other types of settings. Developing these relationships is a special challenge in pre-schools connected to JCCs. Note also that most pre-school leaders are not offered health and pension benefits, even though a substantial majority (81%) work full-time. The isolation and lack of support for pre-school educational leaders is a likely barrier to enhancing their professional development opportunities.

Meeting the challenges of preparing educational leaders demands increasing the opportunities available for rabbis, lay leaders, and teachers to support and work cooperatively with their educational leaders. As articulated in A Time to Act (1991), community mobilization is necessary to improve Jewish education. Outstanding lay leaders must be mobilized both to support the work of educational leaders in their schools and within the local community.

CONCLUSIONS: LEARNING AND LEADING

The role of educational leadership in school improvement efforts is paramount. This report describes the professional backgrounds, careers, and sentiments of the educational leaders of Atlanta's Jewish schools and, as a group, the educational leaders in the three Lead Communities of the CIJE - Atlanta, Baltimore, and Milwaukee. It is designed to stimulate discussion and provide a basis for planning for the professional development of a cadre of educational leaders in the Jewish schools of Atlanta.

Critical Findings

Overall, Atlanta's educational leaders are similar to their colleagues in the other two communities. The composite portrait of leaders in the three communities, as detailed in this report, presents an accurate description of Atlanta's educational leaders with the following important exception: The overwhelming majority of Atlanta's leaders lack preparation in Judaic content and administration. Only 16% reported being certified in Jewish education or holding a degree in Jewish studies. Only 17% are trained in administration. Considering all three components of leadership preparation - general education, Jewish studies, and administration - 91% of Atlanta's educational leaders lack one or more parts of their formal preparation for leadership positions.

Other critical findings about the educational leaders of the three communities, including Atlanta:

- 1) Although many educational leaders reported that opportunities for professional growth are adequate in their communities, there is little indication of widespread professional development. Most educational leaders indicated receiving limited or no support from local universities and national movements.
- 2) Educational leaders have long tenure in the field of Jewish education across various settings, but they have considerably less seniority in leadership positions.
- 3) The large majority of educational leaders stated that they have a career in Jewish education, and plan to stay in their current positions.

- 4) Most educational leaders work full-time in one school setting. However, 39% of supplementary school educational leaders only receive part-time employment in Jewish education.
- 5) Educational leaders are not overwhelmingly satisfied with their salary and benefits packages. Pre-school educational leaders are the least likely to have access to health and pension benefits.
- 6) Educational leaders would like to be more involved in communal decisions and to receive more support in their work. Pre-school educational leaders receive the least amount of support from rabbis and lay leaders, though educational leaders across all settings expressed some dissatisfaction with the support they receive from lay leaders.

THE ISOLATION OF PRE-SCHOOL EDUCATIONAL LEADERS

The current situation of pre-school educational leaders demands focused attention. The pre-school educational leaders show the greatest lack of formal training in Judaica (12%); the extent of their training is similar to that of pre-school teachers (see the CJE's Policy Brief: Background and Professional Training of Teachers in Jewish Schools, 1994). While most pre-school leaders are trained in general education (68%), few have formal training in administration (19%). In addition, they have led comparably separate careers. Almost half of the pre-school leaders have worked only in a pre-school setting. Slightly more than half have worked only in their current community. Day and supplementary school educational leaders demonstrate substantially greater variety of experience.

These figures suggest that the pre-school educational leaders are the most in need of substantial support from their colleagues and other professionals. However, the findings suggest that they receive the least amount of support. Only 14% indicated receiving frequent support and 43% seldom or never receive support from their colleagues. The pre-school leaders also reported the least amount of satisfaction with the support they receive from their colleagues, as well as from rabbis and supervisors. In addition, they reported the least amount of satisfaction with the respect they are given as educators.

Despite receiving lower salary levels and being offered fewer benefits (such as health care and pensions), than their colleagues in day and supplementary schools, almost all pre-school educational leaders are employed full-time and committed to a continuous career in Jewish education. On average, they also attend the greatest amount of in-service workshops. Given this commitment to Jewish education and professional growth, communal and school investment in well-designed professional support for pre-school educational leaders can yield rich results.

Critical Implications

About half of the educational leaders have not received the appropriate professional training in Jewish studies. The overwhelming majority lack formal training in educational administration. To overcome these deficiencies, the educational leaders require increased opportunities to participate in intensive and powerful professional growth activities. Since most educational leaders work full-time and view Jewish education as their career, it seems that a higher level of professional development can be expected. Furthermore, given their long tenure in the profession, ongoing professional renewal is critical.

Educational leaders have experience in various settings. Day school leaders have taught in supplementary schools and visa versa. The only exception seems to be pre-school leaders who have much less experience in other settings. Therefore, it seems that community-wide professional growth activities can be very beneficial, if high standards of training are implemented. In addition, given their wealth of experience, educational leaders should be a valuable resource for the community for teacher in-service as well. Educational leaders need opportunities to interact with their colleagues across all settings for networking, support, and feedback.

As communities begin to raise the standards for professional growth expected of their educational leaders, they may want to consider the level of fringe benefits offered to educational leaders. This is perhaps most pressing in pre-schools where the large majority of educational directors work full-time but do not receive health or pension benefits. Communities may want to consider linking certain benefits, such as sabbaticals and merit pay to participation in professional growth activities. Currently, salary and benefits do not seem to be connected to background and professional growth.

In addition, it would be important to address the part-time nature of some of the educational leadership positions in supplementary schools. Given the experience and backgrounds of these leaders they could serve important roles in the school and the community if they were to be employed full-time.

To become more effective leaders of Jewish schools, educational leaders require the ongoing support and participation of rabbis, parents, and lay leaders. The boards of schools, congregations, and JCC's may want to consider a process whereby roles and relationships can be explored to ensure a high level of support and involvement from all partners in the educational process.

Educational leaders should be supported in their efforts to work with teachers and other staff to implement changes, mobilize resources, and develop programs. The teacher-leader relationship should not be bound by teacher contract hours. A culture that promotes ongoing collaboration and group problem solving should be encouraged. Training and professional growth activities should be supported at each

school. Furthermore, communal and national professional development activities should be attended by teams of professionals from the same school.

Educational leaders also desire more involvement and status in the Jewish community. Although they feel that Jewish education is respected by others, they do not feel very empowered as participants in decision-making. Community institutions may want to consider ways of expanding the participation of educational leaders. For instance, all educational leaders should be highly involved in developing individual and community-wide professional growth plans.

Finally, given the limited training of educational leaders in Judaic content and administration, community-based professional development can only go so far toward overcoming these deficiencies. Educational leaders should be encouraged to participate in national professional development activities and institutions of higher Jewish learning. They can share what they learn with their colleagues in the community, creating partnerships among schools within the community and between communities and national organizations.

The findings in this report suggest that many educational leaders are only minimally engaged in formal learning. To become effective leaders of Jewish schools, educational leaders must be encouraged and supported in becoming learners. Successful leadership demands a continual commitment to lifelong learning.

LEAD COMMUNITIES A PARTIAL SCENARIO

[illegible]

LEAD COMMUNITIES—A PARTIAL SCENARIO

4-6 PILOT PROJECTS

PERSONNEL—IN SERVICE

Principals & JCC Execs

2 Teachers & Informal Eds from each Institution

1 New Hire

Israel Summer Seminar

Networking the 3 Communities

COMMUNITY MOBILIZATION

National Leaders Mobilize Local Leaders

Leadership Training

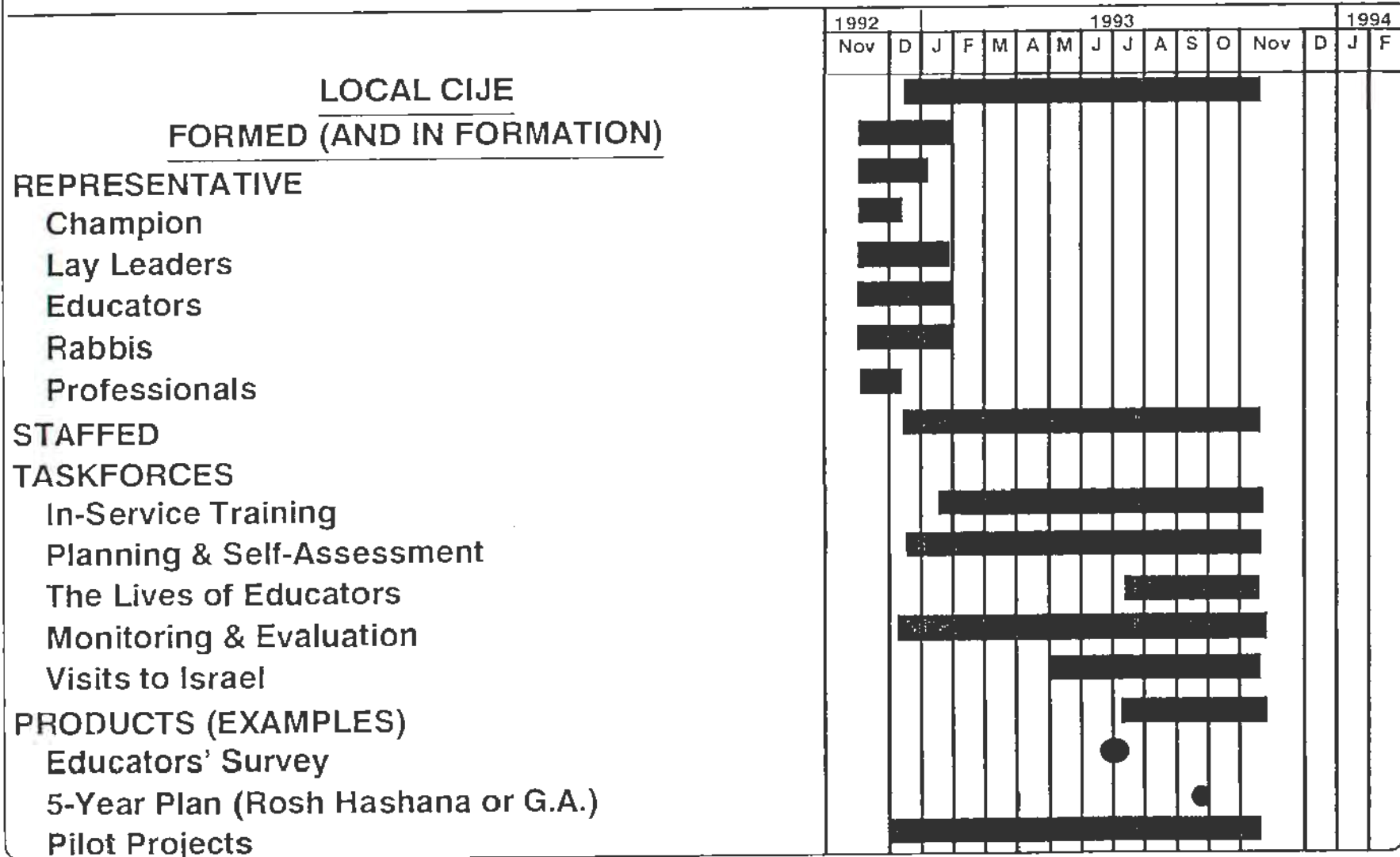
CLAL Program for all Boards

Denominational Leadership Training

Public Sessions on Vision & Best Practices

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LEAD COMMUNITIES—A PARTIAL SCENARIO



LEAD COMMUNITIES—A PARTIAL SCENARIO

BEST PRACTICES

IMPLEMENTATION PLANNED

Develop Method for Training

Develop Translation Method

6 AREAS COMPLETED

PROJECT PRESENTED

FIRST 2 AREAS SELECTED

CONSULTANTS SELECTED & TRAINED

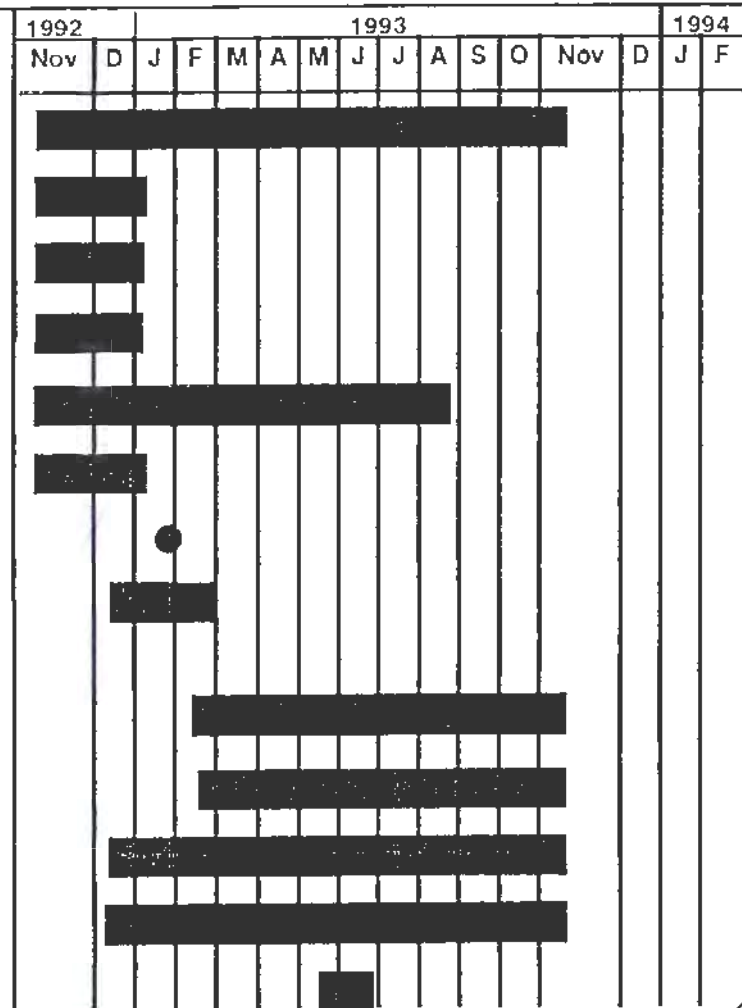
WORK WITH SUPPLEMENTARY SCHOOL PRINCIPALS

Joint Planning of Implementation

NETWORK WITH EARLY CHILDHOOD TEACHERS

Joint Planning of Implementation

PLAN ROUND 2 OF PROJECT



LEAD COMMUNITIES—A PARTIAL SCENARIO

[illegible]

LEAD COMMUNITIES—A PARTIAL SCENARIO

5-YEAR PLAN (SEE SEPARATE)

ASSESSMENT OF EDUCATIONAL SYSTEM

Prepare Detailed Guide

Profile

Inventory

Educators' Survey

Achievement Measures

Clients' Survey

Etc.

THE PLAN – ROUND 1

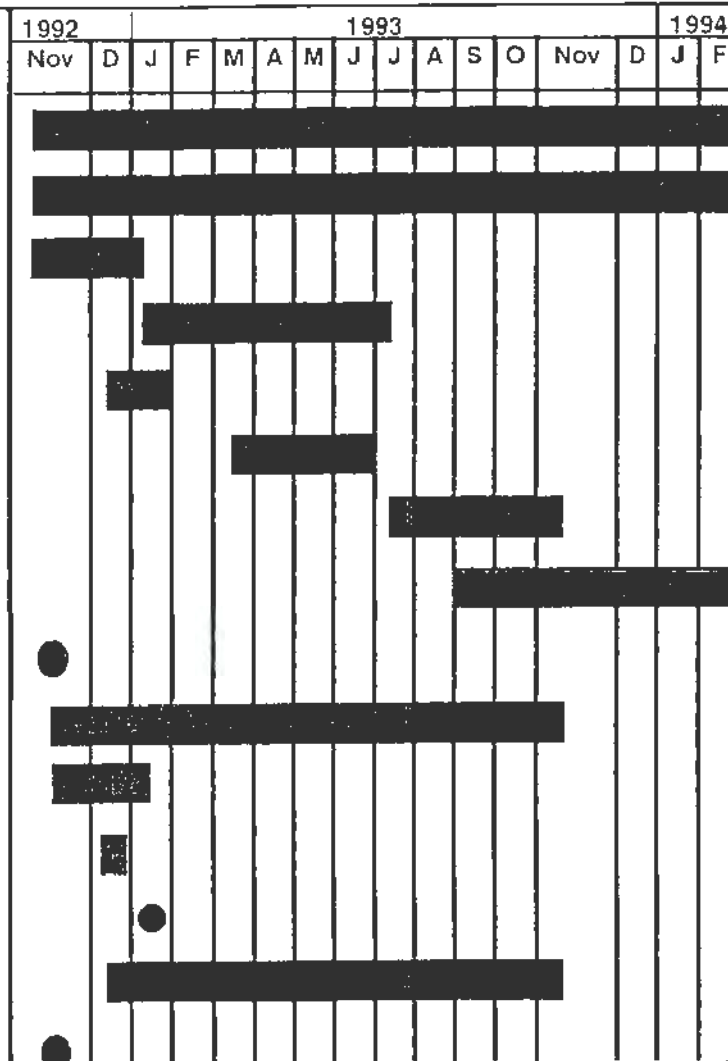
Prepare Detailed Guide

Staff

Taskforce Set-Up

Give Assistance as Needed

Etc.



LEAD COMMUNITIES—A PARTIAL SCENARIO

EDUCATORS' SURVEY

PLAN

REPRESENTATIVE TASKFORCE

STAFF (LOCAL UNIVERSITY?)

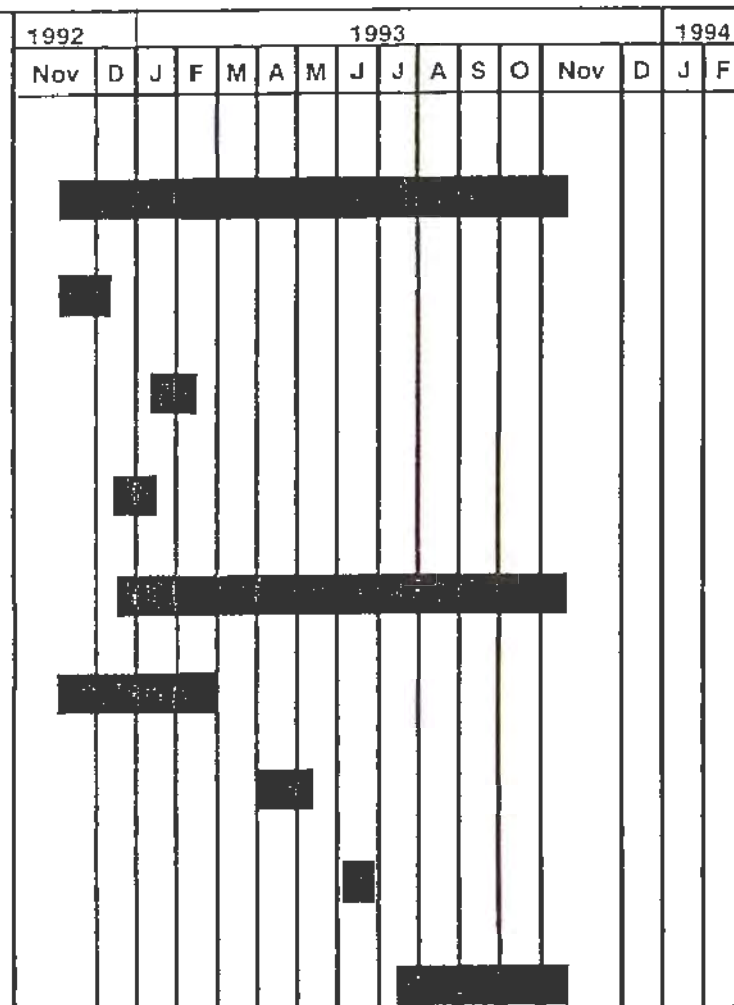
MOBILIZE & INVOLVE EDUCATORS

DESIGN

CARRY OUT

ANALYZE

REPORT & DISCUSS FINDINGS



LEAD COMMUNITIES—A PARTIAL SCENARIO

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LEAD COMMUNITIES A PARTIAL SCENARIO

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11

each Institution

each Institution

N

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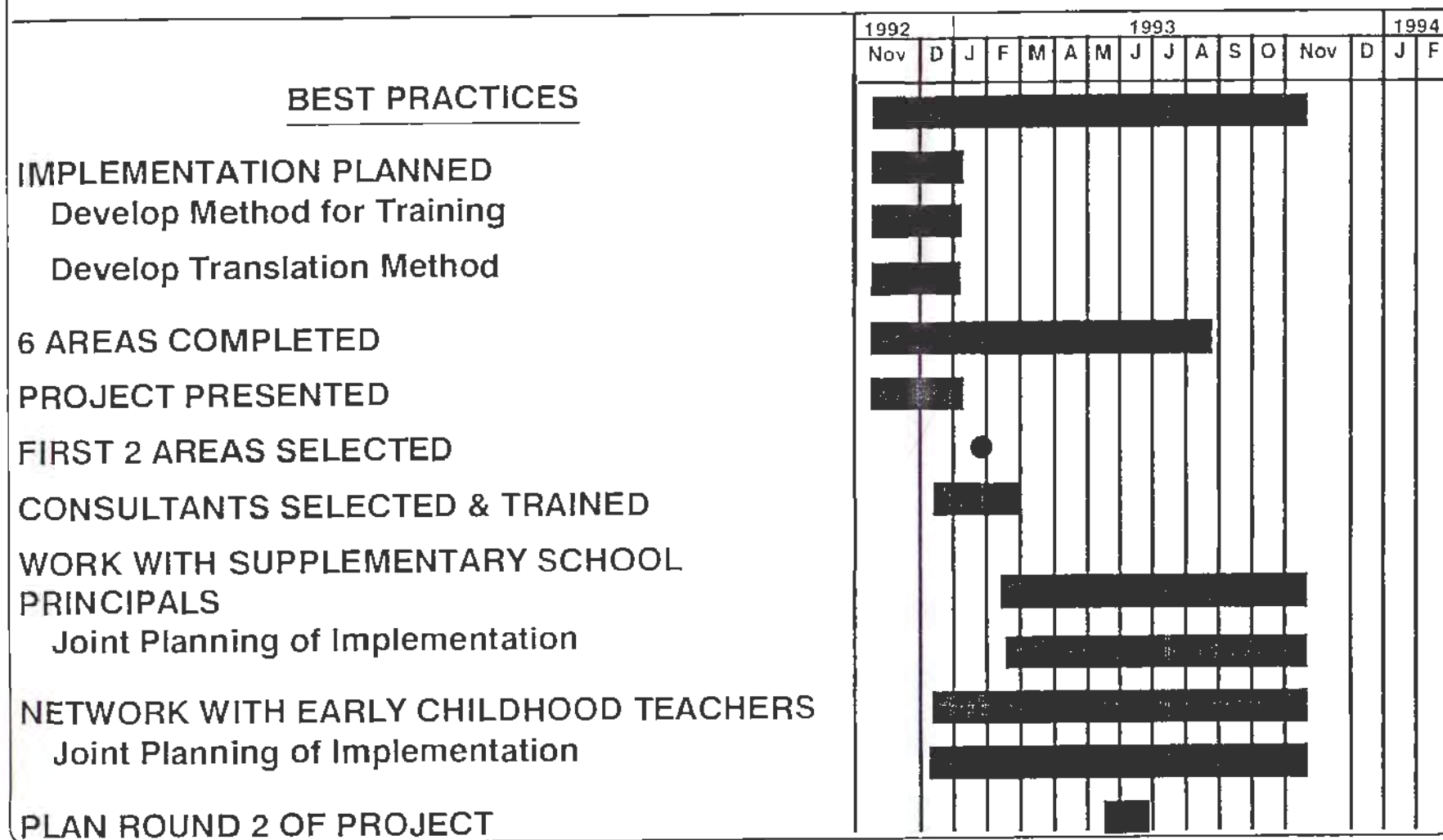
Best Practices

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LEAD COMMUNITIES—A PARTIAL SCENARIO



LEAD COMMUNITIES—A PARTIAL SCENARIO

	1992						1993							1994		
	Nov	D	J	F	M	A	M	J	J	A	S	O	Nov	D	J	F
MONITORING, EVALUATION, FEEDBACK																
DESIGN FEEDBACK LOOP																
ONGOING WORK																
3 REPORTS																

LEAD COMMUNITIES—A PARTIAL SCENARIO

5-YEAR PLAN (SEE SEPARATE)

ASSESSMENT OF EDUCATIONAL SYSTEM

Prepare Detailed Guide

Profile

Inventory

Educators' Survey

Achievement Measures

Clients' Survey

Etc.

THE PLAN — ROUND 1

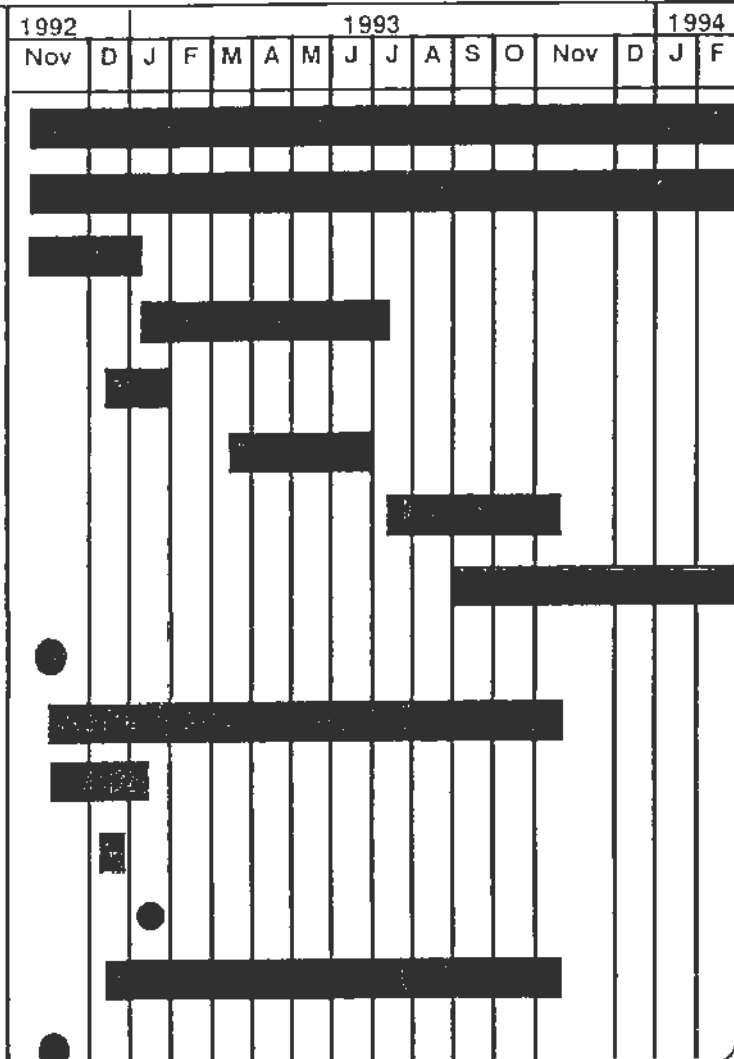
Prepare Detailed Guide

Staff

Taskforce Set-Up

Give Assistance as Needed

Etc.



LEAD COMMUNITIES—A PARTIAL SCENARIO

EDUCATORS' SURVEY

PLAN

REPRESENTATIVE TASKFORCE

STAFF (LOCAL UNIVERSITY?)

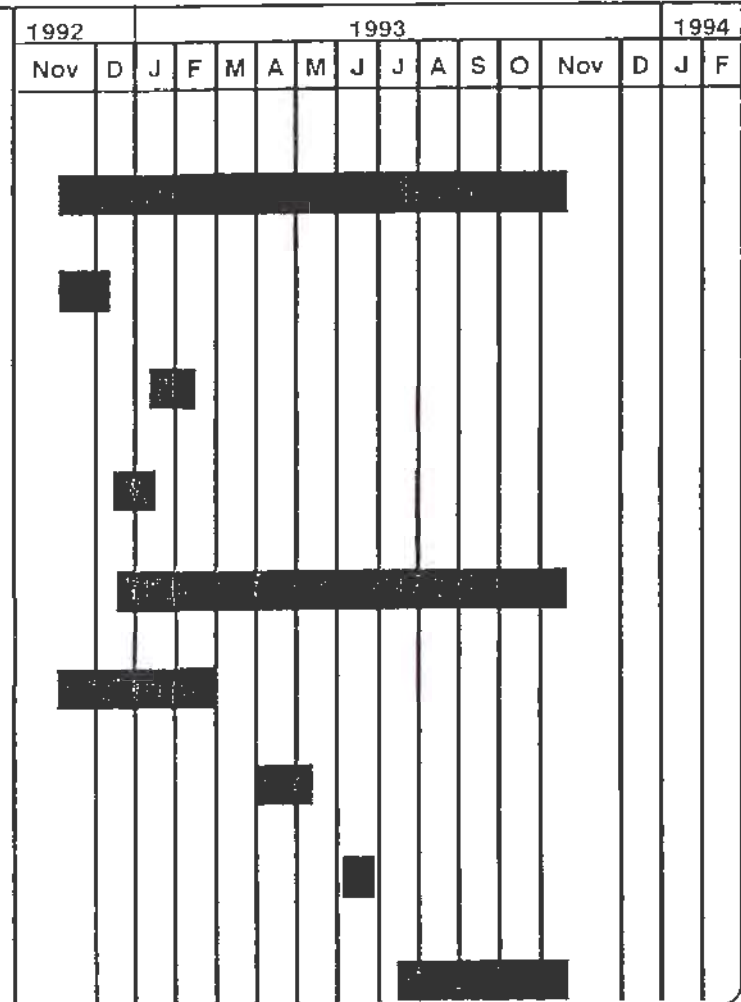
MOBILIZE & INVOLVE EDUCATORS

DESIGN

CARRY OUT

ANALYZE

REPORT & DISCUSS FINDINGS



LEAD COMMUNITIES—A PARTIAL SCENARIO

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IMPLEMENTATION OF THE RECOMMENDATIONS

BUILDING THE PROFESSION

In-service training launched
Educators' survey completed — taskforces
dealing with implications
Best practices
Networking—various
2 new hires
1 new position
Educators participation

COMMUNITY MOBILIZATION

Champion recruited
Leadership training
New leaders
Goals discussed
Educators discussed
Networking with cije leaders
Networking between communities

ISRAEL AS A RESOURCE

Plans for “every youth”
Educators summer seminar

RESEARCH

Monitoring, evaluation, feedback
Data base—assessment

LEAD COMMUNITY

IMPLEMENTS

Initiates
Coordinates
Facilitates

DEVELOPS RESOURCES

Human
Financial
Leadership

MONITORS

Implementation

LOCAL COMMITTEE

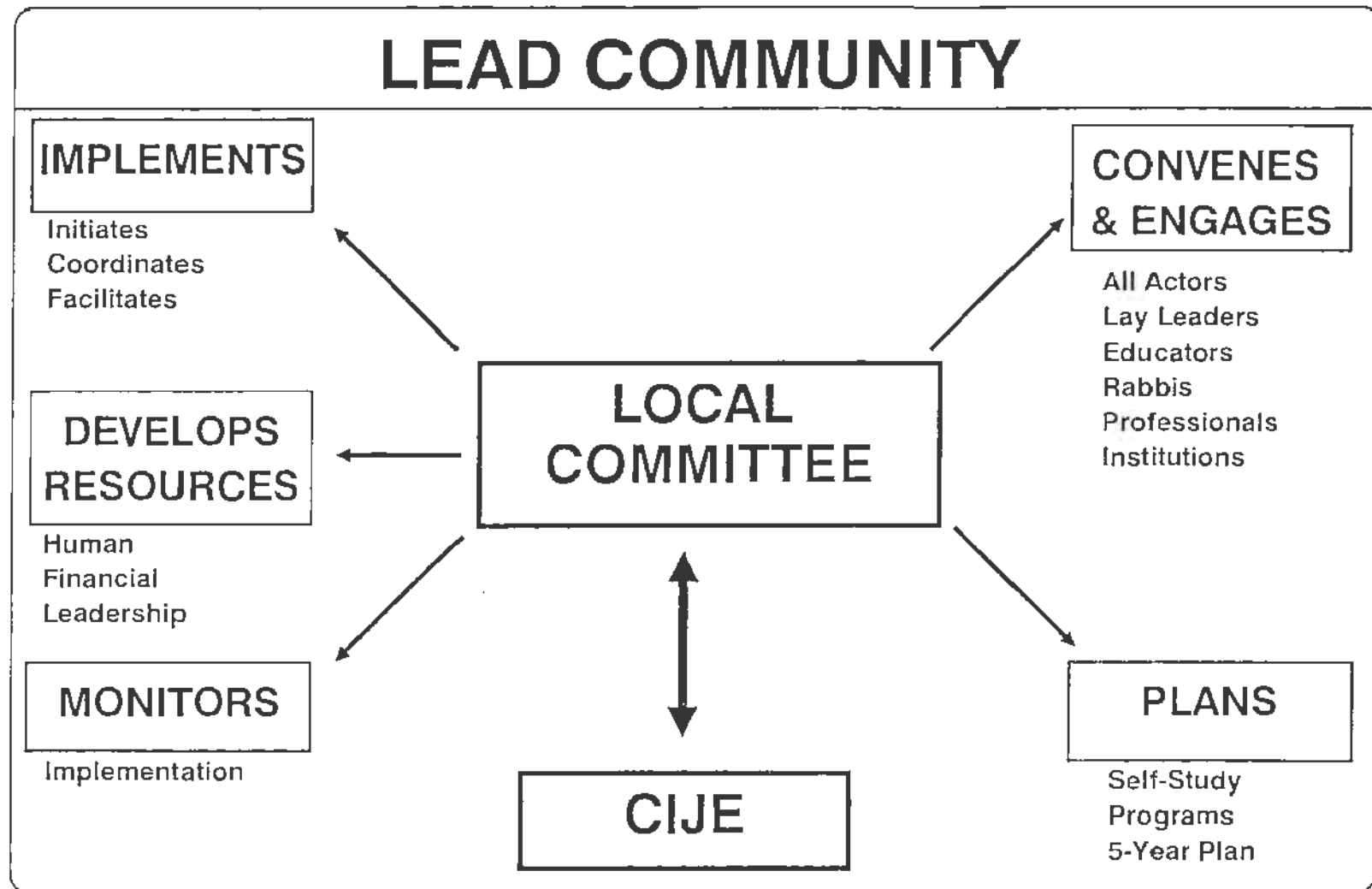
CONVENES & ENGAGES

All Actors
Lay Leaders
Educators
Rabbis
Professionals
Institutions

PLANS

Self-Study
Programs
5-Year Plan

CIJE



THE CIJE'S ROLES

RESOURCE COORDINATION

Partners: JESNA, JCCA, CJF
Purveyors: Training Institutions,
CLAL, CAJE
Foundations: CRB, MAF, Blaustein

ENGAGEMENT & PARTICIPATION

Local Committee
Actors Within Community

COMMUNICATIONS & DISSEMINATION

Innovations &
Improvements
Best Practices

LEAD COMMUNITY

FUNDING FACILITATION

Links to Foundations &
Organizations

CONTENT & QUALITY

Experts/Consultants
Best Practices
Monitoring,
Evaluation,
Feedback/Loop

PLANNING ASSISTANCE

Self-Study
Programs
5-Year Plan

trip

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: June 8, 1995

DATE MINUTES ISSUED: June 20, 1995

PRESENT: Morton Mandel (Chair), Walter Ackerman (Guest), John Colman, Gail Dorph, Adam Gamoran, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Esther Leah Ritz, Richard Shatten, Jonathan Woocher, Virginia Levi (Sec'y)

Copy to: Seymour Fox, Ellen Goldring, Annette Hochstein Charles Ratner, Henry Zucker

I. MASTER SCHEDULE CONTROL

The master schedule control was reviewed. It was noted that dates for 1996 meetings will be set this summer in consultation with Steering Committee members.

Assignment Future meetings of the CIJE Board will be listed on the CJF master calendar.

II. MINUTES AND ASSIGNMENTS

The minutes and assignments of April 27 were reviewed. It was noted that the identification of committee co-chairs will be postponed until we have recruited new board members. Plans are under way to expand the board to include more people likely to be active in CIJE's work. The chairman announced that Esther Leah Ritz had agreed to chair the Nominating Committee.

Assignment Adam Gamoran noted that a preliminary draft has been written on the study of educational leaders. It is anticipated that a series of recommendations for the dissemination of this study will be ready for consideration at the next meeting of the Steering Committee. This might include a policy brief and/or a series of action papers.

At the April meeting of the Steering Committee there was a discussion of the possibility of developing a software package for use by communities in the analysis of the educators survey. Adam Gamoran distributed a memorandum (attached as Exhibit A) outlining the preparation of a manual to provide coding instructions and program lines for use with SPSS, a software package available commercially. This is a task that the MEF team will undertake when it is apparent that the product will be useful.

This area of data analysis is one in which CIJE and JESNA should be working together. It was suggested that we should also consider working with the Joint Authority, which is developing an international data base.

HIVSA

Assignment With respect to planning of the 1995 General Assembly, it was noted that CIJE is actively involved and that there will be a report at the next Steering Committee meeting.

III. CIJE UPDATE

Alan Hoffmann brought the Steering Committee up to date on work undertaken by CIJE.

A. Building the Profession

1. Work is proceeding in the area of building capacity for trainers of congregational schools. (This is being funded, in part, by a grant from the Nathan Cummings Foundation). Staff recently held a two day very high level consultation with an advisory group to develop a curriculum for the project of training teacher trainers. A first seminar is planned for early August in Cleveland and will meet again throughout 95-96. Teams have been invited to participate from the Lead Communities as well as the four additional communities with which CIJE is working. It seems that the desired maximum of twenty participants will be easily reached.
2. Discussions have been held with the President of Brandeis University regarding the expansion of the University's mission for Jewish education. Joe Reimer is preparing a proposal which will create a planning group of university faculty and lay members with CIJE as active consultant to the process.
3. CIJE staff have met twice in the past months with the presidents of the five regional Colleges of Jewish studies. They have discussed the role that these institutions might take in building capacity for Jewish education, particularly in the area of in-service training. As a result of initial discussions, CIJE staff were invited to visit the five institutions for a better understanding of how we might work together. Many issues remain open for further discussion about how the regional institutions can serve capacity building for much of North America. This was a topic on the agenda of today's meeting.

B. Community Mobilization

1. CIJE has completed an important piece of planning with the Wexner Heritage Foundation. The result is that the annual retreat of all Wexner alumni will convene to discuss what works in Jewish education and what alumni of the program can do in their local communities to have maximum impact. As the Wexner program recruits lay leaders in new communities, CIJE will participate in the program in presenting the central issues of Jewish education to participants.
2. Chuck Ratner, Steve Hoffman, Alan Hoffmann, and Nessa Rapoport met recently to articulate issues on community mobilization for discussion at the August meeting of the Steering Committee.

3. Initial steps have been taken to expand CIJE's work to include Cleveland, Hartford, San Francisco, and Seattle. This was reported on later in the meeting.
4. JESNA and CIJE are working with CJF to provide support for the new Standing Committee on Jewish Continuity to be chaired by Chuck Ratner. Work is underway to find someone to staff the committee. It was suggested that JCCA be involved in this committee's work, as well.

C. Monitoring Evaluation and Feedback

1. Adam Gamoran is scheduled to present a paper at Stanford University on levers for change in in-service training, based on the educators study data.
2. Initial discussions have been held on conceptualizing informal Jewish education. This will serve as the basis for a diagnostic profile of informal education. It was suggested that the definition of the field will be difficult to determine and that MEF should reconsider the degree to which this should be an urgent priority.
3. A report has been drafted on the study of educational leaders and will be circulated before the next meeting of the Steering Committee.

Assignment

D. Content and Program

1. Barry Holtz and Steve Cohen have completed the first draft of the paper on Best Practices in JCC's. It should be ready for distribution by August.

Assignment

IV. REGIONAL TRAINING CAPACITY

- A. The chair introduced Professor Walter Ackerman, author of the original paper for the Commission on Jewish Education in North America on "The Structure of Jewish Education," and consultant with CIJE for the past year. Walter thanked CIJE for the opportunity to continue his study of the structure of Jewish education during the past year. His paper "Reforming Jewish Education" is an attempt to identify what is now happening structurally in Jewish Education. He noted three primary findings which update his original research:

1. The fact that a community has convened a commission on Jewish continuity does not necessarily mean that change will occur or have occurred.
2. Foundations have emerged as significant players in Jewish communal life. One result has been to raise new issues of coordination and control.

3. The involvement of teacher training institutions in the effort to improve the quality of Jewish education is a departure from earlier thinking on the role of these institutions.
- B. Walter noted that this third point led to his second paper on "Building the Profession: In-Service Training" in which he recommends that regional colleges of Jewish studies be tapped to develop and disseminate programs of in-service training. In order to maximize our resources, local federations and bureaus of Jewish education should also work in concert with the colleges of Jewish studies to design a framework for in-service training of Jewish educators.

He noted that colleges of Jewish studies have very limited faculty resources and that it would be difficult to imagine adding a major component such as in-service education without rethinking traditional approaches to faculty involvement and development. If a college could become a regional, rather than local, training institution, it might identify experts in other communities who could serve in an adjunct role from their own home sites. In addition, the five colleges might be encouraged to work cooperatively in the development of curriculum and sharing of faculty to create a national program of in-service training. One approach might be to follow the model of the Open University of Israel, where students do the majority of their work at home and periodically gather at tutorial centers.

- C. In the discussion that followed it was suggested that should we move to a national model, it would be important to keep in mind that implementation would still have to occur at the local level. It will be crucial to encourage federations and synagogues to work together.

It was suggested that it would be important to include in rabbinical training a focus on the centrality of Jewish education. Walter Ackerman noted that he had discussed with Ismar Schorsch the possibility of applying some of the recent major grant to JTS to the training of rabbinical students in this area.

It was suggested that thus far CIJE has undertaken work on both the local and national levels, and that we should think also of a region as the unit of planning. We will have to consider the feasibility of this approach. It was suggested that regionalization may be a good approach on one level, but that it will be very difficult to gain consensus among both the lay and professional leaders from different communities.

It was also noted that the concept of "distance learning" could change the entire picture as we might involve such additional resources as the national training institutions and the Melton Centre in Jerusalem. It will be important to study the feasibility, costs, and applications of such an approach.

It was suggested that the Judaic studies programs at major secular universities may also contribute to this effort. There is value to building a Jewish education component on the basis of a strong program of general education. At the very least, we might look for ways to draw on the scholars at secular universities to

join our national network of participants in the training of Jewish educators. The perceived quality of faculty at some of the major universities could bring added prestige that would not come as readily from the colleges of Jewish studies. It may be that Brandeis University is in the best position to bridge these important issues.

In conclusion it was noted that the issue of involving regional versus national institutions is an important one and will need to be considered further.

V. EVALUATION INSTITUTE

Adam Gamoran presented a draft proposal on the establishment of a CIJE evaluation institute. He noted that the concept is based on recommendations of CIJE board members Esther Leah Ritz and David Hirschhorn to develop capacity for evaluation of Jewish education efforts in all communities. The purpose of evaluation is to: 1) Help programs to succeed, 2) determine whether a program is sufficiently successful to be continued, and 3) identify elements of a program which work and how, so that successes may be replicated elsewhere.

He noted that communities working with CIJE have become convinced of the importance of evaluation and that funding for new programs in those communities generally includes a demand for evaluation. Nonetheless, communities are discovering that they lack the time, that evaluation may lead to undesired conflict, but most importantly that the necessary personnel are not available to perform the desired evaluation. The proposed Evaluation Institute would be designed to respond to these issues and many communities have expressed an interest in its establishment.

The Institute would be a national training institute which would offer a series of seminars in three areas over the course of a 12 - 18 month program:

- A. The Purpose and Possibilities of Evaluation is a series intended for a federation professional and a lay leader from each community and would provide local champions for evaluation.
- B. Evaluation in the Context of Jewish Education would be a series to work with local experts in general evaluation selected by communities and prepare them to work in a particular community on the evaluation of Jewish education programs. It would create a resident "evaluation expert" for a community.
- C. Nuts and Bolts of Evaluation in Jewish education would be a seminar to train those individuals who would actually undertake the hands-on process of evaluation.

The Institute would be staffed by a director (perhaps on a half-time basis) who would be responsible for designing the content and bringing together various experts to provide the instruction. Because of the degree of overlap among the three subject areas, seminars might occasionally be held together so that each group is aware of what the others are doing.

In the discussion that followed, it was noted that JESNA is working on the design of a program to train evaluation personnel. Jon Woocher and Alan Hoffmann are discussing a collaborative approach. It was suggested that this is an area which foundations may be interested in supporting.

It was suggested that communities might begin this process by undertaking a self study. Then, to alleviate somewhat the capacity issue, we might develop a cadre of national or regional evaluators available to work with a number of communities. It was noted that the regional concept bears consideration, but that we may find that explicit community sponsorship is necessary to guarantee the training of an evaluator.

In response to a comment that an evaluator funded by and reporting to a community runs the risk of pressure not to deliver bad news, it was suggested that all involved will have to be convinced that the delivery of bad as well as good news is important to the long-term success of an undertaking. This will be facilitated by the way in which CIJE introduces the concept to participants and CIJE's own "modeling" in its community work.

It was suggested that quality control of building the evaluation process for CIJE will have to be undertaken by the MEF team.

VI. GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

Gail Dorph reviewed with the Steering Committee a second draft of a document entitled "Guidelines for CIJE Affiliated Communities." She noted that the document reflects what we have learned with the three lead communities and what we want to see happen as we move ahead with the establishment of relationships with other communities. With this in mind, the staff has worked with future potential affiliated communities to develop a set of guidelines for establishing a relationship. It appears that those communities are looking to CIJE for a much more hands-on relationship than it is felt CIJE can manage at present. Communities are looking for assistance with both conceptualizing and implementing new approaches.



One possible approach is to establish a shared commitment to a set of principles, as has been done with the Coalition of Essential Schools. Gail reviewed a recent article which mentioned some pitfalls in this approach. She concluded by asking the Steering Committee for thoughts on how to proceed in the development of guidelines.

In the discussion that followed, it was suggested that CIJE should decide which elements of the work with lead communities has met our goals and then proceed to work in the same fashion with additional communities.

Another thought was that the lead community model is just one approach to working toward change, and the coalition of the essential schools model is another. Perhaps CIJE should work with other national agencies to identify additional potential models and try to implement one or more of these with several communities.

?
It was suggested that any document of agreement with communities should require them to buy in to the CIJE premise of basic building blocks. Communities should agree to work with CIJE to define thier own local issues in the areas of Building the Profession and Community Mobilization and then work with us on identifying solutions.

It was suggested that the Essential Schools approach should not be rejected simply due to a single critique. We may wish to work with communities in stages of partnership, noting that only some will be sufficiently successful at one stage to move with CIJE on to the next. In the process, we will gradually narrow the communities we work with to a small group with which CIJE will work intensely. The guidelines document should provide "terms of entry."

Another opinion was that the Essential Schools approach of shared commitment to certain principles will not work because it does not address the capacity issue. It was suggested that the Evaluation Institute approach described earlier in the day is a possible model for CIJE to use in each of the areas of its focus. We will have to build the capacity for each step of the way.

It was suggested that both capacity and quality are issues of concern. CIJE does not have the capacity to accomplish its goals at the desired quality level with a significant number of additional communities. It may be, however, that the approach of offering guidance seminars to a group of communities could meet some of those needs. It will require careful internal planning to be able to accomplish this.

It was noted, in conclusion, that CIJE has developed a variety of products that are in demand by communities. It may now be appropriate for CIJE to identify other national agencies to help deliver some of these products. This is an important item for future discussion.

EXHIBIT A

**CIJE Steering Committee Meeting
June 8, 1995**

June 5, 1995

To: CIJE Steering Committee
From: Adam Gamoran
RE: support for analysis of survey data

At the last meeting, the Steering Committee asked whether the MEF team could provide support for community researchers who may be analyzing data gathered with the CIJE Educators Survey.

It is well within our means to prepare a manual including coding instructions and program lines to be used with SPSS, a commercially available software package. This would enable a user to code data collected from any community in a standardized manner using our coding procedures, resulting in the same indicators as we are using.

If the CIJE Evaluation Institute comes to be, this coding manual would be part of the training materials. The coding manual could also be used independently. In the long run, the coding manual could be the first step in preparation for a national data base.

We estimate that it would take about 60 hours of effort from Bill and about 10 hours each from Ellen and Adam to accomplish this task. We have not assigned ourselves this task yet because there are as yet no customers, but we will when the time comes.

ASSIGNMENTS

J3K9D ASN (REV. 7/94) PRINTED IN U.S.A.

Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Virginia F. Levi	Date:	6-8-95

NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Arrange for listing of CJIE board meetings on the CJF master calendar.		VFL	6/8/95	7/15/95
2.	Continue planning for 1995 GA and provide Steering Committee with an update.		NR	6/8/95	8/9/95
3.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	8/25/95
4.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee		AG/NR	6/8/95	8/25/95
5.	Circulate draft report on educational leaders to Steering Committee members		AG	6/8/95	8/25/95
6.	Complete paper on Best Practices in JCC's for August distribution		BWH	6/8/95	8/31/95
7.	Work with JESNA on developing a program for training evaluators and prepare a proposal for review by the Steering Committee.		ADH	4/26/95	11/1/95
8.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
9.	Prepare plan for increasing board size.		ADH	4/26/95	TBD
10.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
11.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

DC
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C14

To: Mandel Institute
From: Daniel Pekarsky

Date: 7-23-95
Page 001 of 015

DANNY
ALAN HOFFMAN
DEBORAH
ANNETTE
S FOX
Fax File

1

PLEASE DISTRIBUTE THESE MATERIALS AS SOON AS POSSIBLE TO THE
INDIVIDUAL IDENTIFIED. THANKS!

MEMO TO: Alan Hoffmann and Daniel Marom (at the Mandel Institute)
Gail Dorph, Barr Holtz, Nessa Rappaport (CIJE, NY)
Seymour Fox (in Jerusalem or NY)

FROM: Daniel Pekarsky

RE: Summary of our concluding session, along with the principal
decisions made.

If at all possible, please review prior to our conference
call on Monday morning, July 24.

Agenda items for our July 24 meeting include:

1. Reviewing decisions made and work-plan with attention to their accuracy, to their wisdom, to time-constraints and to division of labor. If necessary, prioritize. End with concrete plan of action.
2. Milwaukee update, as well as preparation for August 1 meeting.
3. Cleveland update
4. DP's Israel plan

SUMMARY OF JULY 1995 CONSULTATION, Day 3
Home of Gail Dorph, NYC

INTRODUCTORY

I have already distributed a separate document that summarizes the basic decisions made at this session our, along with a first draft of a work-plan that flows from these decisions. Without repeating everything included in that document, this document tries to summarize issues, concerns, insights, etc. that were articulated at this meeting and that provide the backdrop for the decisions that were made. I've organized the summary around a few major themes that were discussed. (For your convenience, at the end of this summary I have appended a copy of the earlier and previously distributed document that summarizes decisions made.)

FROM COACHES TO FACILITATORS TO GUIDES TO.....

Terminological change. Over the course of our discussions we seem to have moved away from calling the folks who will work with institutions "coaches". The term "facilitator" seemed to replace it, but it's not clear that this is the best term. "Guide" was another term that was suggested, and there may have been another. I will use the term "guide" below, with the qualification that the question of what to call the person in question be revisited. [The Hebrew "moreh derech" has a nice feel to it -- but not the way it's usually translated. Any thoughts about this?]

Characterizing the guide's role, training, etc.: proceed with caution!! We noted that our work over the last several months had given us a lot of insight concerning characteristics that an effective guide would need to possess as well as concerning the nature of the work; and it certainly might be valuable to integrate the varied insights we've acquired in this area in a single document that might be used in further deliberations.

At the same time, the assumption animating our most recent conversations is that a good deal more in the way of pilot-projects and what we have been calling "kitchen-work" needs to be done if we are to move towards an adequate understanding of the guides' work and a reasonable approach to their training. These considerations played a major role in our decision to frame a work-plan that defers a number of basic questions concerning guides and instead emphasizes a) seeding the culture; b) the kitchen; c) pilot projects; and d) efforts to identify, excite, and engage particularly strong educators who might in various ways (in the kitchen, as institutional guides, as consultants to us, as vocal supporters, etc.) forward our work. The sense of the

group is that as our learning proceeds across the year we will re-visit the basic questions concerning the guides; the projected January consultation in Israel may provide an especially hospitable context for this kind of a conversation.

As the preceding paragraph suggests, comments made concerning guides at our meetings should be taken as raising issues and as attempting tentative formulations (to be revisited during the year) rather than as staking out a CIJE position. With this caveat, some central points in our discussion are summarized below.

Who would select the guides, who would train them and who would they work for? Much of our conversation built on (and then began to depart from) a model that ran something like this:

1. Based on pilot-projects, work going on in the kitchen, and seminars that build on these, CIJE would develop and publicize a profile of the kind of person it felt would make an adequate guide, a profile emphasizing personal characteristics, desired background, etc.
2. using this profile, local institutions (or perhaps communities wanting to groom one person to work with more than one institution) would identify individuals they felt would make good guides and would present them to CIJE as candidates for training.
3. From candidacy to admission - an uncertain matter that will need to be revisited. On one view, CIJE would work with whomever the institution/community sends; on a second view, CIJE would decide who (from among those identified at the local level) meets the minimum standards for participation in its training-program; on a third view, CIJE would admit all but reserve scholarship funds for those which meet its standards.
4. CIJE would take responsibility for developing the training program. Those admitted to the program would engage in a careful program of study that might involve three months of study (possibly in Israel) spread across three summers as well as work in between. It would probably be necessary to individualize the program of study and preparation with attention to the individual's pattern of strengths and weaknesses and the context in which he/she would be working; conceivably some sort of tutor-tutee relationship would prove desirable.
5. After the training, CIJE would continue in a consulting-relationship to these guides as they go

about their work. It would also convene periodic conferences for them designed to enable them to continue learning from us and from each other, to wrestle with issues, to share insights and problems, etc. CIJE would also organize opportunities for stakeholders in participating institutions to meet around appropriate agendas.

As our discussion proceeded, this basic model was revised in at least the following way. While not abandoning the notion that the local entity (community/institution) would play a major role in identifying the guide, we recognized the possibility that some would be unable to come up with anyone appropriate for the work at hand; and we therefore returned to the notion that CIJE should also be trying to identify individuals who might serve as guides to institutions and communities. They would be among those to whom financial support would be offered to facilitate their professional growth as philosophical guides.

Where should we (and communities) be looking for guides? A number of views, some of them possibly complementary, were expressed on this matter:

1. One thought was to look to university faculty -- either Judaica professors who would need to be strengthened in education or education faculty who would be strengthened Judaically.
2. A second possibility was to look for individuals already working in Jewish educating institutions or communal education-related agencies.
3. A third possibility was to begin a careful search for top-notch individuals around the country whom we intuitively judge to be worth our trying to cultivate without worrying too much at this stage about their institutional roles and professional backgrounds. (These might be the ones we invite to next summer's projected seminar in Israel.)

WHO WE ARE:

1. There were some interesting discussions of CIJE's own identity as catalyst of improvement in Jewish education. There was, for example, a discussion of how we stand vis-a-vis being service-providers, a training institution, or an intermediary organization that hands off responsibilities for training and serving to other bodies. The sense of our meeting seemed to be that while it may be important on occasion and for strategic

reasons to offer service and to engage in training, we needed to maintain our identity as an intermediary organization.

2. There was a second formulation that emphasized our identification with the view that improvement will depend on simultaneous attention to personnel, community mobilization, goals, and evaluation.

3. There was also a third formulation that, in the context of our discussions over these three days, seemed particularly rich: we are the organization that believes in the practical power of powerful ideas. This, the comment was made, is our signature as an organization. If "the power of ideas" is taken to include "the power of critical inquiry", the theme seems to capture much that we've been discussing.

KITCHEN-WORK ON THE HORIZON

Our conversations emphasized the importance of developing appropriate conceptual, textual, curricular and other materials that would serve as resource-library to the project's efforts to work with educating institutions and other bodies. Much of this work could be conceptualized as an effort to identify resources at each of the five levels we've discussed, supplemented by the tentative grid we've been playing with.

Some of the major possible directions which we discussed are identified below.

Inventory of existing resources and materials. Much of the material that belongs in an adequate resource-library already exists, and DM is familiar with a good deal of it. The challenge is to gather it, to categorize and index it in a meaningful way so that it will be readily available, and to package it in ways will enhance the likelihood that it will be drawn on and appropriately used.

Curricularizing the Educated Jew materials: developing a range of supplementary materials that will facilitate effectively using the Educated Jew materials to stimulate rich and in-depth reflection on serious content-issues and their implications for educational policy and practice. These secondary materials could range from efforts to exhibit what an institution or curriculum modelled on one of these thinkers might look like, to strategies for engaging constituencies we work with to wrestle with the basic existential questions addressed by these thinkers, to strategies for getting educating institutions to use one or more of these articles as tools in reflecting on their own vision and practices, etc.

Refining and curricularizing the Rosenak piece on community-wide vision. Developing exercises, pedagogical strategies, and a range of supporting materials from out of classical and other texts that could be used in conjunction with this essay in our work with communities struggling with the problem of pluralism and education.

Subject-area maps. Following up on our previous discussions, we reiterated the need to map out different subject-areas like Bible, or Hebrew, or Jewish history, with attention to a range of inter-related matters that include: different conceptions of each area understood in relation to the philosophical positions in which these conceptions are rooted; curricular and pedagogical approaches and materials associated with each conception; the skills, knowledge-base and sensibilities required of an educator tied to a particular conception; strategies that could lead an educator to become more reflective about his/her approach to a given subject-area, with attention to competing approaches organized around different understandings of the area and/or pedagogy, etc.

Larger pieces. We recognized that the work going on in the kitchen must also include larger conceptual and other kinds of pieces that excite the imagination of the constituencies we will be working with and stretch their conceptions of what is necessary and possible in the world of Jewish education. We identified a number of different articles/books that seemed worthy of serious consideration. These include the following:

1. A piece, to be developed by SF and NR, that analyzes the development of Camp Ramah with attention to the question: what is necessary in the way of efforts and preconditions for the development of a vision-driven institution?
2. A Jewish Sarah Lightfoot book which provides us with living examples of Jewish educating institutions that are vision-driven, the examples ranging from Esh Ha'Torah to Camp Ramah, to Ha-bonim, etc. The book would provide impressionistic support for the project's assumption that the serious success-stories in Jewish education have been vision-driven institutions. The book would try to make these institutions come alive for the reader, with attention to the ways in which their respective guiding visions find expression in daily life and institutional practices.
3. "The Future as History", modelled on the Carnegie effort to sketch out an educational environment of the future. In a skeptical environment that wonders about the possibility of a powerful non-Orthodox educational institution, the challenge is to develop an image of an

institution -- or perhaps a configuration of inter-related institutions -- that would meaningfully address the educational needs of significant segments of the non-Orthodox world.

4. A Jewish version of "Horace's School" -- a book that would chart the journey of a hypothetical institution in the direction of becoming more self-consciously attentive to questions of basic goals and their relationship to educational practice and evaluation. A companion-piece would try to identify and describe actual educational institutions that have succeeded in becoming significantly more vision-driven.

5. A more conceptual piece that discusses the ways in which vision can enrich the quality of Jewish education. This piece might draw on pertinent empirical and interpretive work being done in general education, e.g. that of Smith, Cohen et. al., and Newmann. Conceivably, such an article could be worked up into a CIJE Policy Brief.

Which of these 5 projects would be worth our doing is a matter we felt deserved careful consideration; and the thought was that this was among the central topics that should engage us in a consultation we imagine taking place in Jerusalem in January of 1996. (See below for further discussion of this point.)

POSSIBLE CONFERENCES, SEMINARS, WORKSHOPS

CIJE has already committed itself to a number of seminars and workshops organized around questions of mission, vision, and goals. We agreed in our discussions that, to the extent possible, these must be approached in ways that make it likely that these activities represent an initiation, a starting-point, or a springboard rather than a self-contained events with no after-life.

Beyond our existing commitments, we projected a number of other seminars and conferences designed to enhance our own learning and understanding of the work at hand, to seed the culture, and to develop capacity. Below is a list of the kinds of seminars we considered:

1. a January consultation in Jerusalem that convenes all the participants in the July consultation, along with selected additional individuals that might include David Cohen, possibly Deborah Kerdimann, and maybe a few others. The challenge of this back-stage conference is to carefully examine, elaborate, and decide among some of the ideas we've been considering and to further refine the project's plan-of-action.

Specific proposals, e.g., concerning extended pieces that might be written, would be written up and distributed prior to the conference. This conference will be enriched by what we learn between July 1995 and December 1995 through our pilot-projects, our kitchen-work, and the seminars and workshops scheduled for the next several months.

2. two already-scheduled conferences for principals. The planned fall conference could devote a substantial segment to questions of goals and vision; and the spring conference could in its entirety be organized around such questions.

3. a third seminar for principals that would bring together those who, from the perspective of this project, seem the most promising to set about launching a serious goals-agenda in their institutions.

4. A seminar for professional/lay teams from CIJE Affiliate communities, to be held some time in the spring or summer. Conceivably, the teams could include stronger institutional representation that we had in Jerusalem. This seminar, like that in Jerusalem, is designed to educate the participants concerning the importance of pursuing a goals-agenda at institutional and communal levels and to enlist their support on behalf of this agenda.

5. A conference organized around the Educated Jew essays, due to be published next year.

6. A week-long seminar tentatively scheduled for next July (near the time of the CAJE conference in Israel) that attempts to initiate into our work and to excite select individuals we take to be exceptionally strong as well as sympathetic to the direction of our efforts. Participants will be invited to participate in a conference in which we will share with them our thinking (including some of the work going on in the kitchen), elicit their feedback, and develop a sense of who among them shows promise of working effectively in one or another phase of the project (in the kitchen, as an institutional guide, as a leader of seminars that aim to seed the culture, etc.) The view was expressed that, given the nature of this seminar, scholarships facilitating attendance would be appropriate.

Here are some of the names mentioned as candidates for this seminar: Michael Paley, Elaine Cohen, Esther Netter, Jodi Hirsh, Bernie Steinberg, Deborah Kerdimann

(perhaps as a faculty member). It was suggested that if we could identify suitable congregational rabbis, this might be a good idea. In addition, it might be worth folding into this seminar the principals mentioned in #3 above.

Given a number of realities, it was stressed that nailing down time, place, and participants needs to be accomplished very soon.

CONCLUSION

As noted at the beginning of this document, what I have thus far written represents the discussion that provided the background for basic decisions made at our Sunday meeting, decisions summarized in a brief document that I have already distributed. For the sake of convenience, I am appending a copy of that document to this one (See next page).

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GOALS PROJECT CONSULTATION
July 1995,

Below you will find DP's attempt to articulate major decisions we made at our Sunday meeting based on our work over the last few days. In reviewing the material, please try to do the following:

1. Read it critically with an eye to catching any omissions or misrepresentations or any other problems.
2. Review it for overall soundness. Two criteria come to mind:

- a. On reflection, does the proposed agenda and set of activities make good sense? Is there anything important that we should be doing missing? Or are some of the things listed not worth doing?

- b. Time!

The question is not just whether there is enough time to do all these things -- but whether there is enough time to do them all meaningfully. I am particularly concerned that the "kitchen-work" not get pushed aside in favor of the other activities. It may be that we will need to review the proposed set of activities with this concern in mind.

If at all possible, feedback concerning these and other pertinent matters should be pooled by the beginning of next week.

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DECISIONS EMERGING OUT OF THE THREE DAYS OF DELIBERATION

Major emphases

1. Seminars, consultations, and workshops organized around the following:

Seeding the culture -- bring lay and professional leaders in the field of Jewish education to a deeper appreciation of CIJE's convictions in this domain, and thus laying the ground for communal and institutional initiatives (e.g., Seminar for leadership from Affiliated Communities; Module in fall principals' seminar and at heart of spring seminar)

Meeting outstanding commitments we've made (e.g., to Baltimore, the JCC, Wexner, and possibly Atlanta and Cleveland)

Thoughtful deliberations designed to better understand the project and decide from among competing directions and projects (e.g., consultation scheduled for January, '96)

Bringing some top-notch people into the work without preconceptions concerning how they will fit in; some of the "kitchen-work" will play a significant role in this seminar (e.g. the seminar scheduled for July, '96)

2. The Kitchen

While work in this area needs to be determined based on a comprehensive plan that still needs to be worked out, we discussed some immediate projects that will need attention:

a. an inventory of existing resources in different domains.

b. a paper to be developed by NR and SF that details the ways in which Ramah is a vision-driven institution and what was necessary in the way of inputs for it to become so.

Less immediate but also discussed as possibly important kitchen work (though in need of further consideration) were the following:

a. building maps of different content-

domains.

b. monographs dealing with one or more of the following: i. "The Future As History", looking at a comprehensive and adequate approach to Jewish education in the non-Orthodox world; ii. a Jewish Sarah Lightfoot piece that looks at existing vision-guided institutions; iii) a book modelled on HORACE'S SCHOOL, detailing the process through which a fictional Jewish educating institution becomes more vision-driven.

3. Pilot Projects: Marom will continue his work with Agnon and, if it can be worked out, Pekarsky will work out an arrangement with another institution. (Toren's work with the Schechter School in Cleveland may also be pertinent here.)

Our discussion emphasized the critical importance of careful written documentation of the work that goes on in the pilot projects, as well as analyses of these experiences. Along the way, seminars designed to analyze the work being done and what is being learned would be pertinent.

4. An imperative and immediate need to develop a plan that carefully breaks down #s 1-3 and determines priorities based on their importance and on available time and resources.

Note that #s 1-4 do not include any reference to the immediate identification and education of facilitator- or coach-figures. As I understand it, we have agreed - for reasons that have in part to do with the need to develop the kitchen - to remain temporarily agnostic concerning the desirability of facilitators, our role in identifying and training them, etc. This matter will be re-approached during our January consultation.

13

WORK PLAN, REMAINDER OF 1995 AND 1996

July - Dec., 1995

1. Further articulate the plan for 1995 and 1996 with attention to the larger conception of the project, and with special emphasis on what's to go on in the kitchen (both short- and long-term). The plan needs to be reviewed carefully both CIJE and Mandel Institute partners to the project.

2. Planning and implementation of seminars we've committed to (Wexner, JCC, Baltimore, and possibly Atlanta)

3. Conceptualize, recruit for, and organize the seminars projected for 1996. These include the January consultation, the principals seminar, the seminar for the leadership of the affiliated communities.

4. Pilot-projects: Work-in-settings and systematic efforts to document and analyze (Pekarsky and Marom)

5. Kitchen-work: To be based on a comprehensive plan to be developed during summer of 1995. The plan will probably include a projected paper by SF and NR dealing with the conditions that made possible the development of Ramah as a vision-driven institution.

6. Module in the fall seminar for principals.

1996

1. January consultation in Jerusalem (CIJE, Mandel Institute and selected additional participants)

2. Outstanding commitment: support and/or guide Cleveland's efforts to clarify its goals for Beth Torah

2. Spring principals' seminar

3. Seminar for representatives of new affiliated communities

4. Israel Seminar in July designed to draw in potential leaders and resources (e.g. Steinberg, Paley, Hirsh, Elaine Cohen, selected rabbis)

5. Continuing kitchen work (based on plan that will soon be developed)

6. Continuing pilot project efforts (along with appropriate documentation, analysis, and discussions based on them)

6. Other activities as determined based on future deliberations,
especially the January consultation.

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

7255
1 CJE

FAX COVER SHEET

Date sent: 7/17/95

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No. of Pages (incl. cover): 15

To: D. Marom

From: D. Pekarsky

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COMMENTS:

GOALS PROJECT CONSULTATION

July 1995

Below you will find DP's attempt to articulate major decisions we made at our Sunday meeting based on our work over the last few days. In reviewing the material, please try to do the following:

1. Read it critically with an eye to catching any omissions or misrepresentations or any other problems.
2. Review it for overall soundness. Two criteria come to mind:
 - a. On reflection, does the proposed agenda and set of activities make good sense? Is there anything important that we should be doing missing? Or are some of the things listed not worth doing?

b. Time!

The question is not just whether there is enough time to do all these things -- but whether there is enough time to do them all meaningfully. I am particularly concerned that the "kitchen-work" not get pushed aside in favor of the other activities. It may be that we will need to review the proposed set of activities with this concern in mind.

If at all possible, feedback concerning these and other pertinent matters should be pooled by the beginning of next week.

DECISIONS EMERGING OUT OF THE THREE DAYS OF DELIBERATION

Major emphases

1. Seminars, consultations, and workshops organized around the following:

Seeding the culture -- bring lay and professional leaders in the field of Jewish education to a deeper appreciation of CIJE's convictions in this domain, and thus laying the ground for communal and institutional initiatives (e.g., Seminar for leadership from Affiliated Communities; Module in fall principals' seminar and at heart of spring seminar)

Meeting outstanding commitments we've made (e.g., to Baltimore, the JCC, Wexner, and possibly Atlanta and Cleveland)

Thoughtful deliberations designed to better understand the project and decide from among competing directions and projects (e.g., consultation scheduled for January, '96)

Bringing some top-notch people into the work without preconceptions concerning how they will fit in; some of the "kitchen-work" will play a significant role in this seminar (e.g. the seminar scheduled for July, '96)

2. The Kitchen

While work in this area needs to be determined based on a comprehensive plan that still needs to be worked out, we discussed some immediate projects that will need attention:

- a. an inventory of existing resources in different domains.
- b. a paper to be developed by NR and SF that details the ways in which Ramah is a vision-driven institution and what was necessary in the way of inputs for it to become so.

Less immediate but also discussed as possibly important kitchen work (though in need of further consideration) were the following:

- a. building maps of different content-domains.

b. monographs dealing with one or more of the following: i. "The Future As History", looking at a comprehensive and adequate approach to Jewish education in the non-Orthodox world; ii. a Jewish Sarah Lightfoot piece that looks at existing vision-guided institutions; iii) a book modelled on HORACE'S SCHOOL, detailing the process through which a fictional Jewish educating institution becomes more vision-driven.

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WORK PLAN, REMAINDER OF 1995 AND 1996

July - Dec., 1995

1. Further articulate the plan for 1995 and 1996 with attention to the larger conception of the project, and with special emphasis on what's to go on in the kitchen (both short- and long-term). The plan needs to be reviewed carefully both CIJE and Mandel Institute partners to the project.
2. Planning and implementation of seminars we've committed to (Wexner, JCC, Baltimore, and possibly Atlanta)
3. Conceptualize, recruit for, and organize the seminars projected for 1996. These include the January consultation, the principals seminar, the seminar for the leadership of the affiliated communities.
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1. January consultation in Jerusalem (CIJE, Mandel Institute and selected additional participants)
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5. Continuing kitchen work (based on plan that will soon be developed)
6. Continuing pilot project efforts (along with appropriate documentation, analysis, and discussions based on them)
7. Other activities as determined based on future deliberations, especially the January consultation.

GOALS PROJECT CONSULTATION
Cambridge, MA, July 1995
Summary of 2nd Day's Proceedings

REFLECTIONS ON DAY 1

Particular problem reflects universal tendency to resist thinking about the big questions. Reflecting on the discussions on Day 1, one participants pointed to out that in a significant sense the situation we are trying to remedy is found in other arenas as well: that is, there is a tendency to rush headlong into questions of "How?" without seriously addressing the more fundamental "Why?" questions -- the answers to which are regarded as either obvious or inaccessible [and in any case irrelevant to the challenges of "the how?"].

These comments were developed with attention to a particular conception of "the aims of Jewish education", an aim that emphasized becoming more reflective, inquiring, and devout in the conduct of one's affairs, using intellectual, moral, esthetic and other lenses derived from Jewish culture - from Jewish thought, history and custom.

A compromise view proposed: combining the shallow and the deep. While the approach to helping institutions that we have been developing is not directive in the sense that it has a preconception concerning substantive outcome, it is directive in the sense that the job of the coach is actively to guide the process along in the hopes of raising the level of discourse, getting the stake holders to appreciate and wrestle seriously with critical choices concerning aims that have a bearing on the "what" and the "how" of teaching, etc. The alternative conception that had been proposed on Day 1 grew out of a self-study model which put puts in the hands of the institution's stake holders primary responsibility for identifying, interpreting, and addressing the problems that are in need of attention. On this model CIJE's role is to help get the process going, to suggest a menu of possible routes to go in responding to perceived problems, and to develop a library of resources to be made available to the institutions in their efforts to address these problems. Among the advantages identified with this approach were the following: 1) it would not create a culture of dependence, and 2) in its somewhat more modest expectations of CIJE, it may be more in line with our existing capacity.

Based on Day 1's discussion of the two approaches, a new approach was put on the table, described as "a compromise" between them, a compromise which incorporated the advantages of the alternative conception but involved a number of elements of the first one. Much of our day focused on this new proposal; and since we seemed to gravitate towards some version of it, it is described at length below.

CHARACTERIZATION OF THE NEW PROPOSAL

The proposal puts the onus of responsibility for making practical progress on interested educational institutions. CIJE's job is to encourage and help launch such efforts, to offer consultative help to those spearheading these efforts, and to develop an array of resources that can be made available to institutions and that can be used in CIJE's efforts to encourage, help launch, and consult. Here are the primary elements in the proposed model:

1. Efforts, especially seminars, designed to create a supportive context and an interest in participating. The job of these efforts is to impress on key constituencies the importance of undertaking a serious effort to undertake a serious goals agenda. The following might be involved:

- a) the problematics of our present social and educational predicament and how ill-thought-out aims that are in any case inadequately embodied contribute to this predicament; this might well include opportunities to focus their attention on their own ill-thought-out ideas concerning the aims of Jewish education and on the varied ways in which their own institutions exemplify and are rendered ineffective by the problems under consideration.
- b) case-studies of institutions that are or have grown substantially more effective through rich reflection concerning what they are about;
- c) examples of the kinds of things that might be done in a thoughtful goals-process;
- d) opportunities to begin thinking substantively about the aims of Jewish education and what taking a particular set of aims seriously would imply for educational practice. The intent is to offer a taste of the kinds of activities a serious institution might be involved with, suggesting both their inherent richness and their power to guide practice.

Though we used the term "seminars," it may be useful to think of seminars as one of several vehicles that can be used to create the kind of interest we would like to generate. Presentations before critical constituencies, the dissemination of good literature, etc. might also play a role in this process.

The seminars we are thinking of have a twofold purpose: 1) they are designed to encourage representatives of particular institutions to initiate a serious goals-process; 2) they are designed to create a supportive cultural context for those who initiate such a process (through transforming the consciousness of lay and professional communal leaders and rank-and-file members of the Jewish community).

The seminars (and other pertinent activities) need to be designed in such a way that whether or not they lead to the next stage of activity they will be meaningful to the participants -

and helpful to the cause of Jewish education.

It was suggested that significant Public Relations efforts may be necessary as background to the seminars in questions -- brochures, perhaps articles, well-disseminated, that ready the ground for these seminars and create an interest in attending.

The Jerusalem Goals Seminar and the Milwaukee Goals Seminars would seem to represent examples of seminars in this general genre.

2. **Launch-seminars.** Periodic seminars would be held for teams from institutions that have decided that they want to embark on a reflective goals-process. These seminars would be designed so as to offer them a variety of concrete ideas concerning how to begin the process. This might include our developing and offering them instruments that would facilitate an initial process of self-study. What they could expect from CIJE in the process would need to be carefully laid out as well.

3. **Facilitator-workshops.** Interested institutions might - according to the model, this is not a requirement - identify a lead-person to facilitate the local goals-process. Such facilitators would be invited to seminars designed to help them get started and to offer them tools that may prove useful to them in their efforts.

The suggestion was made that it might be desirable and possible to offer them scholarships that will cover their costs in participating in such workshops.

4. **Follow-up seminars.** Periodic seminars for the original institutional teams and/or for facilitators would be held in order to hear about their progress to date, as well as to offer them new tools and ideas. These seminars might also provide an occasion for individualized consultations on an institution-by-institution basis.

5. **Consultation.** Those CIJE's role in this domain was left vague, there was talk about our being involved as consultants to institutions undertaking a serious goals-process. This might involve carefully listening the institution's characterization of its situation and, based on this, suggesting possible resources to turn to or routes to go. Conceivably, though not discussed in our meeting, it could involve an on-site visit.

6. **"The kitchen."** This is a critical element in the proposed model. The kitchen is the backstage of this process; it is where the materials, the conceptions, the tools, the maps, etc. that this project will be making available to institutions will be developed. It is both the Research and Development Lab and the tool shop.

The kitchen is where we develop a library of resources that includes:

a. conceptual and strategic maps that help us get a handle on different domains (like Bible) and situations;

b. articles, books, videos, and other materials -- already available or developed by us -- that can be made available to institutions on a case-by-case basis, as needed;

c. tools -- exercises, grids, evaluation-devices, promising activities, etc. that can be valuable at different stages in the process;

d. services that CIJE is willing to offer institutions;

e. "cases";

f. carefully documented "case-studies" that could become the basis for a "Best Practices" piece in the domain of educational growth through a serious goals-process.

g. literature that explains the convictions that undergird the project;

h. an inventory of the kinds of concerns/anxieties likely to arise in a goals-process, along with ways of fruitfully interpreting and responding to these concerns;

i. people (e.g. Jodi Hirsh, Esther Netter)

j. a distillation of what we are learning from the development of the different phases of this project.

7. **Pilot-projects.** Perhaps this is better categorized as a kitchen-activity. In any event, pilot-projects represent our own efforts to work with institutions in a more active way than the model specifies.

This might mean something like the "coaching" model we have been working with over the last several months. It might also mean trying out a very different model that emerged as we looked at the case a moral philosopher who embedded himself in and profoundly enriched a hospital setting. A few comments on this model may be pertinent at this point.

One of the appeals of this model is that if the philosopher is, in the positive sense, digested and accepted by the host-community (without losing his philosophical concerns and tools) and is viewed as credible by the participants, there are may be ready opportunities to overcome the divorce between philosophy and educational practice. A key question that was raised concerns how the philosopher acquires credibility and moral authority in the eyes of the institution's stake holders. One of the critical variables may have to do with whether the philosopher possesses - and is perceived as possessing - what was characterized as "a deep receptivity" to the concerns of those who make up the institution.

Pilot-projects are important to the development of the Goals Project in at least two different ways:

a) our own efforts to work with institutions will be invaluable in determining what needs to be developed in the kitchen and the utility of what we have developed in the kitchen. In addition, some of our best practical tools may actually arise in the practical settings. In any case, the pilot projects will give us a vivid and taste, and more, of realities and concerns down on the ground, and this will be very important in developing tools, resources, etc. This interplay between resource-development and practice is essential.

It is noteworthy in this connection that careful documentation of our efforts in work with institutions is essential. A significant part of the importance of, say, Marom's work with Agnon is conditional on his and our carefully analyzing this case with attention to the kinds of questions Alan asked the other day (e.g., Why did you decide to start with principal and teachers?) and questions concerning the conditions that made Agnon "ready" for this kind of work.

b) pilot-projects are important because they offer opportunities to test-out models different from the self-directed model this conception emphasizes.

8. **Building capacity.** In the sense (I think) intended in this discussion, "building capacity" meant identifying strategically important populations and educating them in the direction of ideas and ways of thinking that are integral to the project. These populations include Jerusalem Fellows, Melton's Senior Educators, students in Jewish education around the country, Rabbinical students. While this work could be understood as "building capacity", note that it might also be viewed as "seeding the culture" -- that is, as creating conditions that are favorable to the kinds of initiatives we hope to encourage.

9. **Community vision.** In response to a comment suggesting that this theme was not part of the agenda we had been discussing during the meeting, it was suggested that this omission should not be taken as a signal that "community-vision" should be dropped. It was noted that the Goals Project owes its origins in part to Louise Stein's query two years ago concerning how a community would know if it had been successful in its efforts to improve Jewish education. (It was noted in this connection that the Rosenak paper is now available in draft form.)

REACTIONS TO THE PROPOSAL

In at least two senses, the proposal was put forward in a tentative spirit.

First, it came with the caveat that it represents an experimental initiative that would test out the Scheffler-hypothesis re: self-directed institutional growth. Periodic reassessments of the wisdom of this route are critical. Note, though, that even if the hypothesis proves less warranted than we might think, we would not be back to "square one". For in the course of developing this initiative, we would be engaged in varied activities that are independently worthwhile. These include the initiatory seminars that help to raise the level of understanding; the pilot projects, which test out other models; and the varied products of the work going on in the kitchen.

Second, the proposal came with an invitation to critique it, lest we proceed along this path without due attention to possibly serious problems.

In general, there seemed to be a great deal of support for the reconceptualization of our efforts implicit in this proposal. At the same time, a number of concerns were raised. Two of them are summarized below:

The costs of distance. On the Proposed model, CIJE stands at a considerable remove from institutions. We are more like the therapist who hears the patient speak about his or her life than like the participant-observer who is immersed in the life of a community. One of the advantages of the immersion-model is that it provides a sense of context and perhaps a capacity to see and to hear beyond the words that might be uttered by participants in CIJE-sponsored workshops. Will the loss of this sense of context undercut the CIJE's consultant's capacity to give good advice (as well as credibility in the eyes of the institutional representatives)?

Is the degree of trust placed in the institutions warranted? The model of working with institutions we've adopted puts a lot of faith in their ability to take charge of their own self-renewal from the very beginning. It was noted that our decision to look for coaches who would be 1) carefully selected, and 2) trained by us grew out of our lack of confidence that institutions could identify individuals with the skills, understandings, knowledge-base, sensitivities etc. (in both Judaic and educational realms) to fruitfully guide a goals-process. Does our new model risk going too far in the other direction? Or, are we right to speculate that the "back-ups" we'll provide in the way of workshops, a resource-bank, and consultation will suffice? More generally, have we moved too far in the non-directive direction?

GOALS OF THE GOALS PROJECT REVISITED

A meaningful statement of the goals of the Goals Project needs to begin with a characterization of the problems to which the project is a response. Our original formulations stressed the failure of practice to be organized around thoughtfully articulated goals and visions that have arisen through a process of study and reflection; and a resultant state-of-affairs in which institutions drifted along aimlessly and at best ineffectively. In the course of our deliberations, our sense of the problem and of the mission of the project was expanded in at least two ways: a) the power of vision and goals was expanded to "the power of ideas" to inform practice; b) the emphasis on "product", on becoming more vision-driven was complemented with an emphasis on the development of a culture or ethos that encourage serious reflection (in the various senses we've discussed).

It was noted in our discussions that these emphases of the Goals Project are really at the heart of CIJE's approach to educational improvement.

a) The Goals Project does not just represent an effort to encourage vision-driven institutions; it represents a vital dimension of CIJE's approach to issues of educational content, personnel development, etc.

b) The emphasis on the development of a culture of self-renewal through inquiry (inquiry that involves eschewal of quick and the development of habits of mind that encourage introspection, study of sources - Judaic and educational, strategic thinking, evaluation, etc.) is at the heart not just of the Goals Project but of the enterprise as a whole.

Although in some of our discussions the term "ideas" began to replace "goals and vision", questions were raised about the import of this change as well as about the wisdom of changing our lexicon midstream. These matters will need to be returned to.

In addition to some informal comments about the heart of the Goals Project, we also spoke in somewhat more focused terms about the goals of the project as implicit in the pattern of activities we've been projecting. Crudely put, the goals of the project are the following:

1. Creating the conditions that will support and encourage meaningful efforts at institutional change. This involves nurturing a culture in the American Jewish community and especially among those who lead and support efforts at Jewish education a) that appreciates the importance of careful attention to questions of vision and goals as they pertain to Jewish education - a culture that understands that "success" in any meaningful sense will depend on adequately addressing this matter; b) that is increasingly hospitable to an ethos of self-renewal through inquiry (in lieu of quick-fix approaches).

2. The spread of educating institutions that are increasingly animated both by

compelling visions and goals (arrived at through a process of careful study and honest reflection) and by an ethos that supports continuing reflection and inquiry concerning what is being aimed for, how it is reflected in practice, and with what effects.

The discussion of #1, of the conditions that need to be encouraged if a culture hospitable to our efforts is to arise defined the context of an important conversation concerning the kind of educational efforts we should be directing at various lay-constituencies. A number of opinions were expressed, including the following:

1. It's important for lay-leaders to "personally taste" the problems they want institutions to be addressing; they themselves should be encouraged to struggle with questions concerning the nature of a meaningful Jewish existence and concerning proper aims for Jewish education. This will, it was suggested, deepen their understanding of the work at hand and also provide motivation.
2. In a similar vein, it was suggested that it would be important to encourage "the grocer" to address these issues if he/she is to knowledgeably support the kinds of efforts we want to encourage. (The analogy offered pointed to the musician's dependence on an audience that is sophisticated enough to be receptive to and appreciative of what he/she is doing.
3. An alternate view was that although it was important that lay-leaders know that it is crucial that we address problem of aimlessness in the field, it is not our business to encourage personal struggle with aims on their part. It is unnecessary to do so, the reason being that the key lay-leaders are already powerfully motivated by anxiety concerning the Jewish future. In view of this, the challenge of getting them to wrestle with such religious/existential questions belongs not to us but to their rabbis.
4. As an attempt to put the matter to rest for now, DP suggested that we all agreed about the need to engage the lay-public in our efforts and to become thoughtfully supportive of an agenda that puts questions of goals and vision at the forefront; and that we can leave it as an empirical question to be decided as we move along whether one or the other of the approaches sketched out, or something in between, is most appropriate to our efforts.

SOME CHALLENGES EMERGING OUT OUR DISCUSSIONS

1. Develop a plan of action and a division of labor built out of a careful analysis of the component parts we sketched out.
2. Possibly a policy brief concerning this domain.
3. Possibly a presentation to the CIJE Board.
4. Identify and recruit particularly fertile institutions.
4. Determining what is and is not feasible given our time-constraints; and/or discovering ways to alter the time-constraints.

ON THE AGENDA FOR SUNDAY

1. The identification and role of "Facilitators" and our role in relation to them.
2. "Community-vision" in the revised model.
3. Revisiting the Friday-model.

**COUNCIL FOR INITIATIVES
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FAX COVER SHEET

Date sent: *5/12*

Time sent:

No. of Pages (incl. cover): *3*

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COMMENTS:



To: CIJE Staff

From: Bill Robinson

Re: MEF Conference Call of May 10th
(Present: Alan Hoffmann, Gail Dorph, Adam Gamoran,
Ellen Goldring, Bill Robinson)

A. Evaluation Institute

A considerable amount of time was spent discussing the nature of the envisioned Evaluation Institute. The goal of the Evaluation Institute will be to increase the evaluation capacity of local communities. To accomplish this, local (University-based) academics with expertise in social research and education would be trained in Jewish education and in the tools of evaluation that have been employed successfully in Jewish education. [The training would be done, in part, by bringing in experts in Jewish educational evaluation.] These local academics would then serve as evaluation consultants to their community. While necessary, this training of evaluators was deemed as insufficient to reach the stated goal. The lack of evaluation capacity is not simply a technical problem, but also political. In addition, Federation-based lay and professionals would need to be trained in educational evaluation. Without these persons acquiring a sense of the importance and possibilities of evaluation, then the skills of the community consultant could not be properly employed.

It was suggested that there are actually three different perspectives existing in communities - those of the community evaluation consultant, Federation-based lay & professionals, and Jewish educational leaders. The reason for the lack of evaluation occurring in local Jewish educational programs is the incongruity between the perspectives and interests of these three groups. In order for evaluation in Jewish education to take place in the context of Federation-based communities, then a dialectic of learning must take place between these three groups. In addition to training each group separately, the Institute could provide a fruitful forum for community consultants, Federation-based lay and professionals, and national-level experts in Jewish education to learn together.

A few other points:

- As implied in the above, the scope of the Evaluation Institute lies beyond the Module for The CIJE Study of Educators. While the Module may still be the first curriculum component of the Institute, the Institute will train local communities in the uses of other evaluation instruments.
- Also, in addition to the two groups mentioned above (i.e., community evaluation consultants and Federation-based lay &

professionals), the staff hired to conduct any community evaluations could also be trained at the Institute.

- Adam and Ellen were assigned the responsibility of composing a document detailing the goals and programs of the Evaluation Institute, as well as the resources required to run it. Alan will then add the budgetary information to the document. This document will be presented to the Steering Committee at their June meeting.

- It is planned that the communities will pay for everything (i.e., their transportation, housing, meals), except the actual program (i.e., the costs of bringing in national experts, creating curriculum and materials, and the salary of the project director).

- Adam pointed out that, given the other responsibilities of the MEF, he and Ellen will not have time to run the Institute or supervise the project director. In addition, success of the Evaluation Institute will depend upon all CIJE staff contributing to the development of its curriculum.

- Alan and Gali will continue to look for a project director for the Evaluation Institute.

B. Goals Project

The Training of Goals Coaches has been postponed until (tentatively) January. In the meantime, there will be a meeting to continue refining the role of the Goals Coach. Possibly, in September, three educational institutions will receive Goals Coaches and begin the process of becoming vision-driven institutions.

C. Training of Trainers

The Training of Trainers seminar will take place in Cleveland from July 30th to August 3rd.

D. Taking Stock of CIJE in Lead Communities

Adam and Ellen are to speak with Annette regarding how to proceed with the envisioned CIJE retreat, for reviewing the work of the CIJE in the three Lead Communities (using the MEF reports as study texts). There are four issues to discuss: the content/goals of the meeting; who should attend this meeting; when can these people get together; and what preparations should be done ahead of time (e.g., critical summary of reports).

RV

CIJE Council
for
Initiatives
in Jewish
Education

MODULE
FOR

*THE CIJE STUDY OF
EDUCATORS*

Adam Gamoran
Ellen Goldring
Roberta Louis Goodman
Bill Robinson
Julie Tammivaara

DRAFT

Council for Initiatives in Jewish Education
MODULE FOR THE CIJE STUDY OF EDUCATORS

INTRODUCTION

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. ... Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky
A Time to Act, 1990

In pursuit of this lofty vision, the members of the Commission on Jewish Education in North America asserted the primacy of two building blocks upon which action should focus: "developing the profession of Jewish education and mobilizing community support to meet the needs and goals of Jewish education" (A Time to Act, 1990). Each Jewish community in North America should be encouraged to develop and implement a comprehensive plan for building the profession of Jewish education among its educators and educational institutions. In order to begin moving along this path, it is vital to know where one stands. A community's planning efforts should be informed by an accurate knowledge of the strengths and weaknesses of its current educational workforce.

The Module for the CIJE Study of Educators is a set of research instruments designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. This information can help in developing a comprehensive plan for building the profession of Jewish education in your community. In using the Module for the CIJE Study of Educators, you can obtain an accurate description of your current educational workforce, baseline data against

which future change can be assessed, and a means by which to mobilize the community in support of educational improvement.

The Module for the CIJE Study of Educators consists of two separate research instruments: the CIJE Educators Survey and the CIJE Educators Interview. Each instrument is accompanied by a guide, explaining its proper usage. The CIJE Educators Survey is a questionnaire designed to collect quantitative information from all of the educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. It consists of four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Interview is an in-depth interview process employing a series of questions and probes (a protocol) designed to elicit in-depth information from a sample of educators working in the Jewish schools in your community, concerning their professional lives as Jewish educators. There are separate protocols for teachers and administrative/supervisory personnel. Both protocols consist of six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Rewards and Opportunities, and Professional Issues. The CIJE Educators Survey and the CIJE Educators Interview can be used separately or in conjunction with each other to produce an accurate description of your current educational workforce.

The Module for the CIJE Study of Educators was developed by the CIJE's Monitoring, Evaluation and Feedback (MEF) Research Team, in cooperation with the three Lead Communities of the CIJE (Atlanta, Baltimore, and Milwaukee). Both instruments were field tested in these three communities in 1992-93. The CIJE Educators Survey was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from The Los Angeles BJE Teacher Census (1990). The information obtained in the field tests has been used to develop comprehensive plans for building the profession in each community. Additionally, the information has been used to prepare the CIJE's Policy Brief Background and Professional Training of Teachers in Jewish Schools. This is the first of a series to be based on the data from the three Lead Communities. Based upon these experiences, the MEF Research Team revised the instruments and wrote the accompanying guides.

As communities begin to employ the Module for the CIJE Study of Educators in studying their own Jewish educational workforce, the data obtained can become a valuable continental resource - providing an increasingly detailed picture of our continental Jewish educational workforce and mobilizing national agencies in support of communal efforts toward building the profession of Jewish education. Each community is asked to provide a copy of the data obtained that they have acquired using their version of the CIJE Educators Survey, to the CIJE in order to build a continental data base. In addition, the Council for Initiatives in Jewish Education would appreciate the CIJE being acknowledged in any reports or other materials that are created through use of the Module for the CIJE Study of Educators.

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The members of the MEF Research Team acknowledge the substantial and invaluable work of Roberta Goodman, R.J.E. and Dr. Julie Tammivaara in creating the Module for The CIJE Study of Educators. They appreciate the efforts of the three Lead Communities (Atlanta, Milwaukee, and Baltimore). They are grateful for the guidance of the MEF Academic Advisory committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff. The members of the MEF Research Team are especially thankful to the Jewish educators who participated in the study.

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Please contact Bill Robinson, CIJE Staff Researcher, with any questions or suggestions that you may have regarding the Module for The CIJE Study of Educators.

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Council for Initiatives in Jewish Education

GUIDE TO THE EDUCATORS SURVEY

A. What is the CIJE Educators Survey?

The CIJE Educators Survey is a questionnaire designed to obtain information about the educators (both teachers and administrative/supervisory personnel) working in the Jewish schools in your community. The CIJE Educators Survey contains questions in four general areas: Settings, Work Experience, Training and Staff Development, and Background. The CIJE Educators Survey, alone or in conjunction with the CIJE Educators Interview, is designed to provide information that will help in building the profession of Jewish education in your community. The CIJE Educators Survey will also provide a baseline against which you can measure any changes that occur from your efforts in this area.

B. Who completes the CIJE Educators Survey?

The questionnaire is to be completed by both the Judaic studies teachers and the administrative/supervisory personnel in **ALL** of the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Teachers and administrative/supervisory personnel working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are to complete the questionnaire.
- In supplementary schools, all teachers and administrative/supervisory personnel are to complete the questionnaire.
- Every principal or educational director in the Jewish schools is to complete the questionnaire.
- Both Jewish and non-Jewish persons who fit the above criteria are to complete the questionnaire.
- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are NOT to complete the questionnaire.

C. How to administer the CIJE Educators Survey

The CIJE Educators Survey was administered initially in the three Lead Communities of the Council for Initiatives in Jewish Education (Atlanta, Baltimore, and Milwaukee) in 1992-93. In total, 983 teachers responded out of a total population of 1192 in these three communities. Obtaining such a high response rate (over 82%) was essential to having the research findings be considered an accurate representation of the total population of educators. The CIJE Educators Survey is intended to be administered to all educators, not a sample. Therefore, it is vital that when administering the CIJE Educators Survey in your community you obtain a similarly high response rate.

In order to achieve a high response rate, the following procedures should be followed:

1. This survey process should be coordinated in advance with the principal of each school.
2. The questionnaire is to be administered at faculty meetings in each school. The educators are not permitted to take the questionnaire home. They must complete it and return it during the faculty meeting. (One hour should be allocated for completion of the questionnaire at each school.)
3. Principals or other administrative personnel are not to administer the questionnaire. It should be handed out and collected by persons designated for this purpose (e.g., central agency personnel, graduate students, study coordinator). The principals and other administrative personnel are to complete the questionnaire in a separate room, at the same time as the teachers.
4. Educators who were absent from the faculty meeting should receive the questionnaire at home by mail, accompanied by a stamped, self-addressed return envelope. The envelope should be addressed to the study coordinator, not to the school or principal.
5. In order to be able to calculate your response rate and control the distribution of the questionnaire, every questionnaire is to be coded **BEFORE** administering them at the schools.
 - a. First, the study coordinator (or someone s/he assigns) should code the boxes on the bottom of the last page of the survey with a two digit school ID number (between 01 and 99) that specifically identifies each school.
 - b. Then, at each school, the person(s) in charge of administering the questionnaire should code the same set of boxes with a two digit person ID number (between 01 and 99). Unlike the school ID number, individual educators are NOT to be identified by this number.

D. How do educators who work in more than one school respond to the questionnaire?

Educators who work in more than one school are to complete **ONLY ONE** questionnaire. The person(s) in charge of administering the CIJE Educators Survey at each school are to instruct those educators who already have completed a questionnaire to **NOT** complete another one.

It does not matter at which school an educator completes the questionnaire. In the CIJE Educators Survey, there are questions which will ask them information about the other school in which they work. (Since very few educators work in more than two schools, these questions only ask them about the two schools in which they work the most hours.)

E. Anchor Items - Modifying the CIJE Educators Survey

In using the CIJE Educators Survey, questions may be added and some questions may be modified to suit the particular needs and resources of your community. A number of the questions in the CIJE Educators Survey are "anchor items." This means that they address certain policy issues essential to building the profession of Jewish education in all kinds of communities. Data are or will be available on these items for many communities, contributing to a continental data base. The CIJE hopes that all community educator surveys will contain these anchor items.

The anchor items are:

- Q1: Number of schools in which respondent works
- Q3: Number of hours respondent works in each school
- Q4: Years of experience in current school
- Q6: Years of experience in the field of Jewish education
- Q7: Affiliation of school(s)
- Q9: Work settings
- Q10: Position(s)
- Q13: Salary
- Q14: Benefits in first school:
 - c. Continuing education
 - h. Health
 - i. Pension
- Q15: Benefits in second school:
 - c. Continuing education
 - h. Health

- i. Pension
- Q20: Satisfaction:
 - a. Salary
 - b. Benefits
 - c. Job security
 - d. Career opportunities
- Q21: Does respondent work full-time in Jewish education
- Q27: Experience in general education
- Q28: Is Jewish education respondent's career
- Q29: Workshops required
- Q30: Total number of workshops attended
- Q34: Professional growth beyond workshops:
 - a. Judaica/Hebrew course at community center or synagogue
 - b. Judaica/Hebrew course at college or university
 - c. Education course at college or university
- Q38: Adequacy of opportunities for professional growth:
 - a. In-service workshops
 - b. Informal study with other educators
 - c. Degrees in Judaic studies or Hebrew
 - d. Certification in Jewish education
 - e. Certification in administration
- Q39: Is respondent Jewish
- Q40: Respondent's Jewish affiliation
- Q45: Jewish schooling before age 13
- Q46: Jewish schooling after age 13
- Q49: Yeshiva after age 18
- Q50: Degrees since high school
- Q52: Licenses and certification:
 - a. Jewish education
 - b. General education
 - c. Administration
- Q55: Sex
- Q59: Total family income
- Q60: Significance of income from work in Jewish schools
- Q62: Plans for the future

Council For Initiatives In Jewish Education

EDUCATORS SURVEY

Dear Educator,

We appreciate your participation in this survey of educators in Jewish schools in this community. By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community and nationally.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

Your responses are confidential. The results will appear only in summary or statistical form so that individuals cannot be identified.

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education
EDUCATORS SURVEY

I. SETTINGS

This first set of questions asks you about the schools in which you work.

1. In how many Jewish schools do you work? _____

2. If you work in more than one school, do you do so to earn a suitable wage?

Yes

☐ 1

No

☐ 2

3. How many hours per week are you employed at each school?

(List them in order, so that the first school is the school at which you work the most hours and so on.)

First school _____ Second school _____ Third school _____ Fourth school _____

4. Please indicate how many years you have been working in your CURRENT school(s), including this year.

First school _____ Second school _____ Third school _____ Fourth school _____

5. How many years have you been working in Jewish education in THIS COMMUNITY, including this year? _____

6. How many years IN TOTAL have you been working in the field of Jewish education, including this year? _____

Please answer all of the following questions. If you work in more than two schools, please answer the questions only in regard to the two schools at which you work the most hours.

7. What is the affiliation of each school?

(Check one response for each school)

	First school	Second school
a. Reform	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Conservative	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Traditional	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Orthodox	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Reconstructionist	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Community	<input type="checkbox"/> 6	<input type="checkbox"/> 6
g. Jewish Community Center	<input type="checkbox"/> 7	<input type="checkbox"/> 7
h. Other (specify) _____	<input type="checkbox"/> 8	<input type="checkbox"/> 8

8. How many students are in each school?

First school _____ Second school _____

9. In what settings do you work?

(Check only one for each school)

	First school	Second school
a. Day school	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. One day/week supplementary school	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Two or more days/week supplementary school	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Pre-school	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Adult education	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Other (specify) _____	<input type="checkbox"/> 6	<input type="checkbox"/> 6

10. What position(s) do you hold in each school?

(Check all that apply)

First school

Second school

a. Teacher

☐
☐

b. Teacher Aide

☐
☐

c. Educational director or principal

☐
☐

d. Assistant educational director or principal

☐
☐

e. Department head (e.g., Hebrew department chair, director of primary program)

☐
☐

f. Tutor

☐
☐

g. Other (specify) _____

☐
☐

11. What subjects do you primarily teach this year?

(Check all that apply)

First school

Second school

a. Hebrew language

☐
☐

b. Judaica (e.g., Bible, history, holidays) in Hebrew

☐
☐

c. Judaica (e.g., Bible, history, holidays) in English

☐
☐

d. Bar/Bat Mitzvah preparation

☐
☐

e. Secular subjects (e.g., math, reading, science)

☐
☐

f. Integrated kindergarten/pre-school curriculum

☐
☐

g. Other (specify) _____

☐
☐

h. I am not teaching this year

☐
☐

12. In what grade levels are your primary responsibilities?

First School

Second school

13. What is your annual salary from each school?

(Check one range for each school)

First school

Second school

Less than \$1,000

1

1

\$1,000 - \$4,999

2

2

\$5,000 - \$9,999

3

3

\$10,000 - \$14,999

4

4

\$15,000 - \$19,999

5

5

\$20,000 - \$29,999

6

6

\$30,000 - \$39,999

7

7

\$40,000 - \$49,999

8

8

\$50,000 - \$59,999

9

9

\$60,000 - \$69,999

10

10

\$70,000 - \$79,999

11

11

\$80,000 or more

12

12

14. Which of the following benefits are available to you in the first school?

(Check one response for each item)

	Not Available	Available but do not Receive	Available and Receive
a. Free or reduced tuition for your children	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue of JCC	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Funding to attend conferences, continuing education courses	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other (specify) _____	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2

15. Which of the following benefits are available to you in the second school?

(Check one response for each item)

	Not Available	Available but do not Receive	Available and Receive
a. Free or reduced tuition for your children	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Day care	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue of JCC	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Funding to attend conferences, continuing education courses	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Sabbatical leave (full or partial pay)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Disability benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contributions to a health plan	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. Other (specify) _____	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2

16. How did you find your present position(s)? (Check only one for each school)

	First school	Second school
a. Central agency for Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Graduate school placement	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. National professional association	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Through a friend or mentor	<input type="checkbox"/> 4	<input type="checkbox"/> 4
e. Recruited by the school	<input type="checkbox"/> 5	<input type="checkbox"/> 5
f. Approached the school directly	<input type="checkbox"/> 6	<input type="checkbox"/> 6
g. Newspaper advertisement	<input type="checkbox"/> 7	<input type="checkbox"/> 7
h. Other (specify) _____	<input type="checkbox"/> 8	<input type="checkbox"/> 8

17. Which of the following factors affected your decision to work in the school(s) in which you presently do?

(Check Yes or No for each item)

	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Location	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Friends who work there	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Principal, Rabbi, or professional staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Reputation of the school and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Religious orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j. My own synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2

18. Did you move to this community to take your current position(s)?

Yes

☐ 1

No

☐ 2

19. To what extent do you receive help and support for your work as a Jewish educator from the following?

(Check one response for each item)

Frequently

Occasionally

Seldom

Never

a. Principal/supervisor

☐ 1

☐ 2

☐ 3

☐ 4

b. Colleagues in your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

c. Colleagues outside your school(s)

☐ 1

☐ 2

☐ 3

☐ 4

d. Parents and/or lay leaders

☐ 1

☐ 2

☐ 3

☐ 4

e. Rabbi

☐ 1

☐ 2

☐ 3

☐ 4

f. Faculty members at a local university

☐ 1

☐ 2

☐ 3

☐ 4

g. Central agency staff

☐ 1

☐ 2

☐ 3

☐ 4

h. Teacher resource center

☐ 1

☐ 2

☐ 3

☐ 4

i. National movement

☐ 1

☐ 2

☐ 3

☐ 4

j. Professional organizations

☐ 1

☐ 2

☐ 3

☐ 4

k. Other (specify) _____

☐ 1

☐ 2

☐ 3

☐ 4

20. The following items deal with different aspects of the life of a Jewish educator. Please indicate how satisfied you are with each of the following:

(Check one response for each item)

Very
satisfied

Somewhat
satisfied

Somewhat
dissatisfied

Very
dissatisfied

a. Salary

☐ 1

☐ 2

☐ 3

☐ 4

b. Benefits

☐ 1

☐ 2

☐ 3

☐ 4

c. Job security/tenure

☐ 1

☐ 2

☐ 3

☐ 4

d. Opportunities for career advancement

☐ 1

☐ 2

☐ 3

☐ 4

21. Are you a full-time Jewish educator?

Yes

☐

No

☐

22. Would you consider working more hours in Jewish education if the opportunity were available to you?

Yes

☐

No

☐

(If No, skip to Question #25)

23. If you would consider working more hours, would you prefer to work:

in one school

☐

in several schools

☐

24. If you would consider working more hours, which of the following would encourage you to do so? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

a. Salary

☐

b. Benefits

☐

c. Job security, tenure

☐

d. Opportunities for career advancement

☐

e. Opportunities to work closely with other educators

☐

f. Availability of training opportunities

☐

g. More resources at work

☐

h. Change in family status

☐

i. Other (specify) _____

☐

25. In addition to your work in Jewish schools, do you currently: (Check all that apply)

☐

a. tutor students privately in Judaica, Hebrew, or for Bar/Bat Mitzvah

☐

b. work with a Jewish youth group

☐

c. work in a Jewish camp

☐

d. do other work in an informal Jewish educational setting (specify) _____

☐

e. I do not work in an informal Jewish educational setting

In total, how many hours per week do you work in the informal Jewish educational settings indicated above?

II. WORK EXPERIENCE

The following set of questions asks about your current and prior work experience.

26. For each of the following JEWISH settings check the positions you have held or are currently holding. Indicate the total number of years in each, including this year.

Setting	Position	Number of years
SUPPLEMENTARY SCHOOL	<input type="checkbox"/> Aide	_____
	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Supervisor	_____
	<input type="checkbox"/> Specialist	_____
	<input type="checkbox"/> Principal	_____
	<input type="checkbox"/> Other	_____
DAY SCHOOL	<input type="checkbox"/> Aide	_____
	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Supervisor	_____
	<input type="checkbox"/> Specialist	_____
	<input type="checkbox"/> Principal	_____
	<input type="checkbox"/> Other	_____
DAY/RESIDENTIAL CAMP	<input type="checkbox"/> Counselor	_____
	<input type="checkbox"/> Specialist	_____
	<input type="checkbox"/> Unit Leader	_____
	<input type="checkbox"/> Division Head	_____
	<input type="checkbox"/> Director	_____
	<input type="checkbox"/> Other	_____
JCC	<input type="checkbox"/> Group Worker - Teacher	_____
	<input type="checkbox"/> Program Director	_____
	<input type="checkbox"/> Department Head	_____
	<input type="checkbox"/> Director	_____
	<input type="checkbox"/> Other	_____
PRE-SCHOOL	<input type="checkbox"/> Assistant Teacher or Aide	_____
	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Director	_____
	<input type="checkbox"/> Other	_____
INFORMAL EDUCATION YOUTH WORK	<input type="checkbox"/> Group Advisor	_____
	<input type="checkbox"/> Youth Director	_____
	<input type="checkbox"/> Other	_____
ADULT EDUCATION	<input type="checkbox"/> Teacher	_____
	<input type="checkbox"/> Program Director	_____
	<input type="checkbox"/> Other	_____

27. Have you ever worked in general education?

Yes ☐ 1 No ☐ 2

If Yes, how many years (including this year)? _____

28. Would you describe yourself as having a career in Jewish education?

Yes ☐ 1 No ☐ 2

III. TRAINING AND STAFF DEVELOPMENT

The next set of questions asks about your training and staff development experiences.

29. During the last two years, have you been required to attend in-service workshops?

Yes ☐ 1 No ☐ 2

If Yes, how many were you required to attend? _____

30. In total, how many in-service workshops did you actually attend during the last two years, whether required or not? _____

31. During the last two years, have you attended workshops in any of the following areas:

(Check Yes or No for each item)

	Yes	No
a. Judaic subject matter (e.g., Bible, history)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Curriculum development	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Educational leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Art/drama/music	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

32. How helpful were the local workshops that you attended in the past two years in each of the following areas:

(Check one response for each item)	Very helpful	Somewhat helpful	Not helpful	Did not attend
a. Judaic subject matter (e.g., Bible, history)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
b. Hebrew language	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
c. Teaching methods	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
d. Classroom management	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
e. Curriculum development	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
f. Educational leadership	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
g. Art/drama/music	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
h. Other (specify) _____	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

33. What would encourage you to spend additional time on professional training?
Check only the TWO items that are most important to you.

- ☐ a. Increased salary
- ☐ b. Release time
- ☐ c. Tuition subsidies
- ☐ d. Topics of personal interest
- ☐ e. Relevance to your work in Jewish education
- ☐ f. Availability of certification
- ☐ g. Other (specify) _____

34. Beyond attending in-service workshops, during the past two years did you:

(Check Yes or No for each item)	Yes	No
a. Attend a course in Judaica or Hebrew at a community center or synagogue?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Attend a course in Judaica or Hebrew at a college or university?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Attend a course in education at a college or university?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in a private Judaica or Hebrew study group?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Study Judaica or Hebrew on your own?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Participate in some other on-going form of study in Judaica or Hebrew (e.g., year-long seminar)? (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

35. In which of the following areas would you like to develop your skills further?
Check only the three most important.

- ☐ a. Classroom management
- ☐ b. Child development
- ☐ c. Lesson planning
- ☐ d. Curriculum or program development
- ☐ e. Creating materials
- ☐ f. Parental involvement
- ☐ g. Motivating children to learn
- ☐ h. Educational leadership
- ☐ i. School administration
- ☐ j. Staff development
- ☐ k. Other (specify) _____

36. In which of the following areas would you like to increase your knowledge?

Check only the three most important.

- ☐ a. Hebrew language
- ☐ b. Holidays and rituals
- ☐ c. Israel and Zionism
- ☐ d. Jewish history
- ☐ e. Bible
- ☐ f. Synagogue skills/prayer
- ☐ g. Rabbinic literature
- ☐ h. Jewish thought
- ☐ i. Other (specify) _____

AMERICAN JEWISH
ARCHIVES

37. How proficient are you in Hebrew?

(Check one response for each item)

	Fluent	Moderate	Limited	Not at all
a. Speaking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Writing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

38. In your community, how adequate are the opportunities for:

(Check one response for each item)

	More than adequate	Adequate	Less than adequate	Inadequate
a. In-service workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Degrees in Judaic Studies or Hebrew	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Certification in Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Certification in administration/supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

IV. BACKGROUND

Next we are going to ask you about yourself.

39. Are you Jewish?

Yes

☐ 1

No

☐ 2

40. At the present time, which of the following best describes your Jewish affiliation?

☐ 1

Reform

☐ 2

Conservative

☐ 3

Traditional

☐ 4

Orthodox

☐ 5

Reconstructionist

☐ 6

Unaffiliated

☐ 7

Other (specify) _____

41. Are you currently a member of a synagogue?

Yes

☐ 1

No

☐ 2

If Yes, are you an educator in the synagogue where you are a member?

Yes

☐ 1

No

☐ 2

42. Which of the following do you usually observe? (Check all that apply)

☐

a. Light candles on Friday evening

☐

b. Attend a Passover Seder

☐

c. Keep Kosher at home

☐

d. Light Hanukkah candles

☐

e. Fast on Yom Kippur

☐

f. Observe Shabbat

☐

g. Build a Sukkah

☐

h. Fast on the Fast of Esther

☐

i. Celebrate Israel Independence Day

43. During the past year, did you:

(Check Yes or No for each item)

	Yes	No
a. Attend synagogue on the High Holidays	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Attend synagogue on Shabbat at least twice a month	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Daven or attend synagogue daily	<input type="checkbox"/> 1	<input type="checkbox"/> 2

44. Have you ever been to Israel?

Yes ☐ 1 No ☐ 2

If Yes, did you ever live in Israel for three months or longer?

Yes ☐ 1 No ☐ 2

45. What kind of Jewish school, if any, did you attend before you were thirteen? (Check all that apply)

- ☐ a. One day/week supplementary school
- ☐ b. Two or more days/week supplementary school
- ☐ c. Day school or yeshiva
- ☐ d. School in Israel
- ☐ e. None
- ☐ f. Other (specify) _____

46. What kind of Jewish school, if any, did you attend after you were thirteen (and before college)?
(Check all that apply)

- ☐ a. One day/week supplementary school
- ☐ b. Two or more days/week supplementary school
- ☐ c. Day school or yeshiva
- ☐ d. School in Israel
- ☐ e. None
- ☐ f. Other (specify) _____

47. Did you attend a Jewish summer camp with mainly Jewish content or program?

Yes ☐ 1 No ☐ 2

If Yes, how many summers? _____

48. Did you belong to a Jewish youth group?

Yes ☐ 1 No ☐ 2

If Yes, how many years? _____

49. After age 18, did you attend a yeshiva (or women's equivalent)?

Yes ☐ 1 No ☐ 2

If Yes, how many years? _____

50. Have you earned any type of degree since high school?

Yes ☐ 1 No ☐ 2

If Yes, please specify all the degrees that you have earned since high school and the appropriate major(s) and minor(s) for each degree. (List all that apply)

	Type of Degree	Major(s)	Minor(s)
Two-year degrees (e.g., AA, ACD, etc.)	_____	_____	_____
	_____	_____	_____
Degrees from teachers seminary (non-university)	_____	_____	_____
	_____	_____	_____
Bachelors degrees (e.g., BA, BS, BHL, etc.)	_____	_____	_____
	_____	_____	_____
Masters degrees (e.g., MA, MS, MEd, MHL, MSW, etc.)	_____	_____	_____
	_____	_____	_____
Doctorates (e.g., PhD, EdD, DHL, etc.)	_____	_____	_____
	_____	_____	_____
Rabbinic ordination/smicha	_____	_____	_____
Other degrees	_____	_____	_____
	_____	_____	_____

51. Are you currently enrolled in a degree program?

Yes ☐ 1 No ☐ 2

If Yes, for what degree? _____

in what major(s)? _____

52. Do you hold a professional license or certification in:

(Check Yes or No for each item)

Yes

No

- | | | | |
|---|----------------------------|----------------------------|---------------------------|
| a. Jewish education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |
| b. General education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |
| c. Educational administration/supervision | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |
| d. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |

53. Are you currently working toward a professional license or certification in:

(Check Yes or No for each item)

Yes

No

- | | | | |
|---|----------------------------|----------------------------|---------------------------|
| a. Jewish education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |
| b. General education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |
| c. Educational administration/supervision | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |
| d. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | If Yes, from where? _____ |

54. What is your age? _____

55. What is your sex?

Male ☐ 1 Female ☐ 2

56. Where were you born?

- ☐ 1 USA
- ☐ 2 Other, (specify country) _____

57. What is your marital status?

- ☐ 1 Single, never married
- ☐ 2 Married
- ☐ 3 Separated
- ☐ 4 Divorced
- ☐ 5 Widowed

58. If you are married, is your spouse Jewish?

- Yes ☐ 1 No ☐ 2

59. What is your approximate total family income?

- ☐ 1 \$30,000 or below
- ☐ 2 \$31,000 - \$45,000
- ☐ 3 \$46,000 - \$60,000
- ☐ 4 \$61,000 - \$75,000
- ☐ 5 \$76,000 - \$90,000
- ☐ 6 Above \$90,000

60. How important to your household income is the income you receive from your work in Jewish schools?
(Check one)

- ☐ 1 The main source
- ☐ 2 An important source of additional income
- ☐ 3 Insignificant to our/my total income

61. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- ☐ a. an educator in a non-Jewish setting
- ☐ b. engaged in other employment outside the home
(specify) _____
- ☐ c. not employed elsewhere
- ☐ d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

62. Which of the following best describes your career plans over the next three years?

I plan to: (Check only one)

- ☐ 1 continue working in my current teaching or administrative position at the same school(s).
- ☐ 2 continue in the same type of position (either teaching or administrative) at a different Jewish school.
- ☐ 3 move from a teaching position to an administrative position at a Jewish school (or vice-versa).
- ☐ 4 seek a position in Jewish education other than in a school (such as a central agency).
- ☐ 5 seek an education position in a non-Jewish setting.
- ☐ 6 seek work outside of education.
- ☐ 7 not work.
- ☐ 8 I don't know. I am uncertain.
- ☐ 9 Other (specify) _____

Thank you very much for your cooperation!

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Council for Initiatives in Jewish Education

GUIDE TO THE CIJE EDUCATORS INTERVIEW

A. What is the CIJE Educators Interview?

The CIJE Educators Interview is a research process by which in-depth information can be obtained about the professional lives of educators (both teachers and administrative/supervisory personnel) working in Jewish schools in your community. The CIJE Educators Interview consists of two separate protocols to be used with teachers and administrative/supervisory personnel, respectively: the CIJE Educators Interview: Teachers Protocol and the CIJE Educators Interview: Administrators Protocol. Each protocol contains a series of questions that can be asked during the interviews and suggestive probes by which additional information can be elicited, in six general areas: Background, Recruitment, Training, Conditions of the Workplace, Career Satisfaction and Opportunities, and Professional Issues. The CIJE Educators Interview, alone or in conjunction with the CIJE Educators Survey, is designed to provide information that will help in building the profession of Jewish education in your community.

B. Who participates in the CIJE Educators Interview?

The protocols are to be used with a **SAMPLE** of **ELIGIBLE** educators working in the Jewish schools (i.e., day schools, supplementary schools, and pre-schools) in your community. Educators working in informal educational settings (e.g., camps, youth groups) are excluded.

- If the school uses an "integrated curriculum", all teachers and administrative/supervisory personnel involved with the "integrated curriculum" are eligible to be interviewed.
- In supplementary schools, all teachers and administrative/supervisory personnel are eligible to be interviewed.
- Every principal or educational director in the Jewish schools is eligible to be interviewed.
- Both Jewish and non-Jewish persons who fit the above criteria are eligible to be interviewed.

- In day schools and pre-schools, faculty who do not teach any Judaic studies or administrative/supervisory personnel who do not have any responsibility for the Judaic studies program are NOT eligible to be interviewed.

From the group of eligible educators, a REPRESENTATIVE sample is selected to be interviewed. Separate samples for teachers and administrative/supervisory personnel are selected. By obtaining a representative sample, it is more likely that the information obtained through the interviews will be generalizable to and "representative" of the total population of teachers or administrative/supervisory personnel in the Jewish schools in your community. To be representative, the samples should contain participants in proportions similar to the ratios that characterize the total populations (for those characteristics that are deemed important). For example, if 40% of the teachers in your community work in day schools, the sample of teachers should contain approximately that proportion (40%) of day school teachers. Characteristics that your community could consider to be important may include the type of setting (i.e., Day school, Supplementary school, Pre-school, Adult education), gender, experience in Jewish education, and Jewish affiliation.

Ideally, to obtain a representative sample, participants should be selected randomly from a complete list of the teachers and administrative/supervisory personnel working in the Jewish schools in your community. If this method is not feasible, participants may be selected through other methods such as nomination by the administrator of each school. In addition, specific participants may be selected based upon their leadership, role in the community, or other characteristics. These targeted individuals may be added to the sample, but this should be kept in mind when interpreting the interview responses.

C. How to conduct the interviews

The interviews should take approximately 45 to 60 minutes. The interviews are to be audio taped and the tapes transcribed. At the beginning of each interview, the interviewer is to inform the participants that their individual responses will be kept confidential and any use of quotes will be done anonymously.

Two separate protocols are provided to guide the interviews with teachers and administrative/supervisory personnel. Each protocol contains a series of questions that the interviewer can employ to gather information on particular topics, such as experience, early Jewish education, relations with other teachers, frustrations and rewards of teaching, etc. For several of the questions, probes are provided which can assist the interviewer in eliciting additional information on a particular topic. The protocols are offered as guides for conducting successful interviews. They were developed for and successfully employed by the CIJE's three Lead Communities (Atlanta, Baltimore, and Milwaukee) for their community studies of the educators in

their Jewish schools. Some topics may be emphasized over others and additional questions may be included on topics that are specific to the needs and resources of your community.

It is very important to maintain the CONFIDENTIALITY and ANONYMITY of the participant's responses. To achieve this, the tapes and transcriptions should not be shared with any members of the community. Only a summary analysis of the transcribed interviews should be provided to the community. In providing specific information about participants (such as place of work, experience, Jewish affiliation, etc.) or in using quotes, it is important not to reveal the identity of any participants. The names of people or places may need to be changed and revealing phrases from within quotes may need to be omitted. Finally, the interviews should be conducted in a relatively private location, such as an empty classroom or office, or at the participant's home.

Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: TEACHERS PROTOCOL

This interview protocol for teachers consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions designed to elicit information from the teachers (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

I would like to begin our interview with some questions about your background. To begin,

1. I am interviewing you as a teacher of [name of institution]. How many hours per week do you work there? *[Elicit the name of roles teacher has in this setting and approximately how many hours are spent in each role.]*
2. How long have you been employed at [name of institution]?
3. Do you work in any other setting? *[If yes, elicit kind of work and whether full-time or part-time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]*
4. How long have you been involved in Jewish education? *[Probe specifics, that is, in what capacity, for how long, where, etc.]*
5. Do you identify with any movements in Judaism? *[If so, ask which one and ask if teacher is affiliated with a synagogue.]*

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

1. At what point did you make a definite decision to become a Jewish educator?
[Probe: What were the specific circumstances at the time? Get the year, place, etc. If teacher says he or she always wanted to be a teacher, ask for earliest memory of this desire.]
 2. What were the main attractions Jewish education held for you?
 3. What people were influential in your decision to become a Jewish educator?
-

C. Training

The next set of questions will focus on your preparation to become an educator. I am interested in areas of general instructional preparation and Jewish studies preparation.

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit information on both formal and informal instruction. Get the amount of time as well as the ages through high school.]*
 2. Did you attend college after high school? *[Elicit what school(s), where located, what major(s), what degree(s) received.]*
 3. What types of Jewish educational experiences have you participated in since high school? *[Elicit what Jewish studies courses or degrees, Jewish education certificates, etc. Probe as to what trips to Israel, study groups, JCC courses, etc.]*
 4. As you think about where you are as a Jewish educator, in what areas would you like more preparation?
-

D. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began teaching here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a teacher. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow teachers;
 - the principal [and educational director, if there is one];
 - rabbis;
 - communal resource [i.e., central agency] people;
 - federation personnel;
 - others.
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your principal? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? *[Probe: Is teacher main family bread winner? How would life change if salary is not available?]*
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?

9. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
 2. What rewards are available in a Jewish educational setting that may not be available in others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
-

F. Professional Issues

1. What are you really trying to accomplish as an teacher?
2. In what ways do you model a Jewish life for your students?
3. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*

4. In what ways are you continuing to develop as a teacher? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
 5. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 6. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
-
-

Council for Initiatives in Jewish Education

EDUCATORS INTERVIEW: ADMINISTRATORS PROTOCOL

This interview protocol for administrative/supervisory personnel consists of six parts: background, recruitment, training, conditions of the workplace (including salaries and benefits), career satisfaction and opportunities, and professional issues (including professional growth and empowerment). This interview protocol provides a series of introductory statements and numbered questions designed to elicit information from the administrators (being interviewed) about their professional life as a Jewish educator. The sentences in *italic*, which may follow a question, specify the type of information desired and/or suggest ways of probing for additional information.

A. Background

I would like to begin our interview with some questions about your background. To begin,

1. I am interviewing you as an administrator of [name of institution]. Are you contracted as a full-time or part-time administrator? How many hours per week do you work there as an administrator? *[Elicit the name of roles administrator has in this setting and approximately how many hours are spent in each role. If administrator is part-time, how is this defined?]*
2. How long have you been employed at [name of institution]?
3. Do you work in any other setting? *[If yes, elicit kind of work and whether full-time or part-time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]*
4. How long have you been involved in Jewish education? *[Probe specifics, that is, in what capacity, for how long, where, etc.]*
5. Do you identify with any movements in Judaism? *[If so, ask which one and ask if administrator is affiliated with a synagogue.]*

B. Recruitment

My next few questions will focus on how you became a Jewish educator.

1. At what point did you make a definite decision to become a Jewish educator?
[Probe: What were the specific circumstances at the time? Get the year, place, etc. If teacher says he or she always wanted to be a teacher, ask for earliest memory of this desire.]
 2. What were the main attractions Jewish education held for you?
 3. What people were influential in your decision to become a Jewish educator?
-

C. Training

The next set of questions will focus on your preparation to become an educator. I am interested in areas of general instructional preparation and Jewish studies preparation.

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit information on both formal and informal instruction. Get the amount of time as well as the ages through high school.]*
 2. Did you attend college after high school? *[Elicit what school(s), where located, what major(s), what degree(s) received.]*
 3. What types of Jewish educational experiences have you participated in since high school? *[Elicit what Jewish studies courses or degrees, Jewish education certificates, etc. Probe as to what trips to Israel, study groups, JCC courses, etc.]*
 4. As you think about where you are as a Jewish educator, in what areas would you like more preparation?
-

D. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began as an administrator there? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as an administrator. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow administrators;
 - teachers;
 - rabbis;
 - communal resource [i.e., central agency] people;
 - federation personnel;
 - school board or committee;
 - others.
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your teaching staff? *[Ask for explanation of metaphor.]*
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? *[Probe: Is administrator main family bread winner? How would life change if salary is not available?]*
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?

9. Thinking of a typical week, how is your time divided among your professional responsibilities?
-

E. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
 2. What rewards are available in a Jewish educational setting that may not be available in others?
 3. Looking ahead, what career opportunities do you see for yourself?
 4. What career opportunities would you like to see made available to you? What is standing in your way?
 5. In what ways does your school and community recognize your work as an educator?
 6. What things frustrate you in your work? What would need to happen to significantly change this situation?
 7. What circumstances would cause you to seriously consider quitting your job?
[Probe: Have you ever been tempted to leave? What were the circumstances?]
 8. What aspects of your work deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?
-

F. Professional Issues

1. What are you really trying to accomplish as an administrator?
2. What changes have you made in your school's program? What changes are you working on now?

3. In what ways do you model a Jewish life for your students?
 4. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe as to areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
 5. In what ways are you continuing to develop as an administrator? *[Probe as to formal courses, workshops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
 6. Tell me about the three most beneficial professional development activities in which you have participated. *[Probe: In what ways were they beneficial? What qualities or conditions made these activities particularly beneficial?]*
 7. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: How might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
 8. Besides teaching their classes, what expectations do you have of your faculty? Are these expectations in the teachers' contracts? *[Probe: How do teachers know these expectations are being held for them?]*
-
-

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION
FAX COVER SHEET**

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COMMENTS:

Attached please find the document entitled, "Guidelines for CIJE Affiliated Communities." Please review it for our meeting on June 8, 1995.

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GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

PREFACE

CIJE is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. In November 1990, the Commission on Jewish Education in North America released A Time to Act, a report calling for dramatic change in the scope, standards, and the quality of Jewish education on this continent. It concluded that — whatever the setting or age group — the revitalization of Jewish education will depend on two essential tasks: 1) building the profession of Jewish education; and 2) mobilizing community support for Jewish education. CIJE was established to implement the Commission's conclusions.

Created as a catalyst for change, CIJE promotes reform by working in partnership with individual communities, local federations and central agencies, continental organizations, denominational movements, foundations, and educational institutions.

THE PARTNERSHIP OF CIJE AND LOCAL COMMUNITIES

Structure and Process	
<u>CIJE</u>	
CIJE will help orient communities' educators and lay leaders to the purposes and importance of CIJE's rationale. This will include rationale for involvement in the CIJE Study of Educators.	
CIJE will provide ongoing consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education.	
CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts.	
CIJE will provide community with "communication" support.	
CIJE will help prepare local personnel to conduct program evaluation.	
<u>Communities</u>	
The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.	
Communities will develop a cadre of lay leaders committed to Jewish educational issues.	

Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.

Communities will create a plan for a structure in the community to organize and direct the project.

The plan will address:

- a. issues of coordination with other agencies within the Federation (committees such as planning and allocations, etc.)
- b. agencies outside of Federation (e.g. synagogues, Central Agency for Jewish Education, JCC, etc.),
- c. lay involvement, representation and structure (e.g. "wall to wall" coalition)
- d. coordination with national organizations where appropriate (e.g. JESNA, JCCA, denominational organizations, etc.)

Communities will designate a person to lead the process.

Person's responsibility will include:

- a. managing the process
- b. communicating the process and products appropriately throughout the community.

Communities will commit themselves to a process of ongoing evaluation of its educational system, projects and outcomes.

The CIJE Study of Educators

CIJE

CIJE will provide a module to help communities implement a study of its educators

This may mean:

- a. seminar describing implementation of project
- b. series of seminars on analyzing survey results
- c. seminars on conducting and analyzing interview study
- d. prepare local person to manage entire process.

Communities

Communities will conduct a study of its educators.

This means:

- a. use CIJE's Study of Educators Module
- b. contribution of findings to the CIJE national database
- c. designation of local person to lead this process.

Personnel Action Plans

CIJE

CIJE will help communities develop a personnel action plan.

- a. CIJE will provide regular seminars to share provide expertise and opportunities for networking.
- b. CIJE will consult with community on the process and content of the plan.

Communities

Communities will develop a personnel action plan and a strategy for implementing the plan.

The Goals Project

CIJE

CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process. CIJE will train goals coaches to facilitate this process.

Communities

Communities will engage in the Goal's Project.

This may mean:

- a. engagement in searching for communal goals
- b. seminars for leadership of educational institutions (synagogues, schools, JCC's) about the goals of their institutions
- c. individual institutions engaged in articulating their vision.

Pilot Projects

CIE

CIE will consult on a select number of pilot projects.

These projects must:

- a. be oriented toward one of the "building blocks"— 1) building the profession and 2) mobilizing community support
- b. have implications for adaptation and replication in other communities
- c. have an evaluation component built into the project from the beginning.

Communities

Communities will initiate a select number of pilot projects.

The Best Practices Project

CIE

CIE will provide communities with results of its best practices projects and opportunities to use these results with both lay leaders and professionals in a variety of settings.

Communities

Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project.

May 31, 1995

To: Alan Hoffmann, Adam Gamoran, Ellen Goldring, and Gail Dorph

From: Bill Robinson

Re: Conference call of April 4th.

A. We focused on the MEF work plan, as outlined in Adam's memo of March 8th.

1. It was affirmed that the full integrated report on teachers in the lead communities would be completed in August, the four reports on educational leaders (one for each lead community and a combined report) will be completed in May, and the Research Paper on levers for change in extent of in-service will be completed in June.

3 who guide this?

2. It was also affirmed that when the NY staff receives the combined educational leaders report, they will decide on whether or not the Policy Brief for this year will deal with the educational leaders.

3. The Module for The CIJE Study of Educators will be completed (in draft form) and ready for presentation to the Board Steering Committee at their meeting on April 26th (see below). As part of this process, Adam will identify anchor items in the CIJE Educators Survey.

Not seen
Not updated

4. Whether or not the other two Research Papers (on teacher power) and teacher in-service) will be done awaits a decision by Alan.

More
Baseline

5. Concerning, the proposed MEF evaluation of the CIJE's training of trainers and training of goals coaches, the MEF team awaits information from the NY staff and Dan Pekarsky (respectively) regarding the objectives of the programs, as well as when and where they will be taking place.

e.g.
- intensity
of attendance
- staffing

6. Alan stated that in his conversations with communities, they expressed excitement about the idea of an Evaluation Institute. The next step will be to obtain Board approval. Alan met with a woman who would be perfect for the position of administrator of this project, but she is more interested in conducting evaluation than doing administration. Alan will continue to look for a part-time administrator to coordinate the proposed Evaluation Institute. what is this?

7. MEF should move ahead with thinking about how to do research on informal education.

8. Alan expressed his concern about the cost of a CIJE seminar in Jerusalem to discuss "what we have learned from three years of MEF". He will consider ways to do this less expensively. He suggested the possibility of Adam, Ellen, Annette and himself meeting in Jerusalem to develop briefing papers for the envisioned new academic advisory committee of the whole CIJE (see below). The four would design a mini-conference on what we have learned for people who know very little about the CIJE (i.e., the new academic

advisory committee - as a means of bringing them up to speed).

B. We discussed the upcoming Board Steering Committee meeting and the meeting of the Board Subcommittee on Research and Evaluation.

1. It was decided that Adam/Ellen will present a few "nuggets" from the educational leaders data at both meetings.
2. It was also decided that Adam/Ellen will present (a draft of) the Module for The CIJE Study of Educators at both meetings.
3. It was also decided that the concept of the Evaluation Institute would be presented and discussed at both meetings. The Steering Committee will be asked to make a decision on whether CIJE should go ahead with this project. It was not decided who would present this to the Steering Committee.
4. Adam & Ellen will compose a letter to be sent to the Board Subcommittee on Research and Evaluation from Esther Leah Ritz that outlines what will be discussed at the meeting, as well as a two page memo detailing what MEF has done since the last Board Subcommittee meeting and what MEF is currently engaged in. Either Adam or Ginny will contact Esther to obtain her consent to compose and distribute the letter and memo.

C. Other

1. Alan authorized the purchase of a software program and a manual (cost of approximately \$100) to be used by MEF for producing the Module for The CIJE Study of Educators.
2. Alan mentioned that a new academic advisory committee may be formed whose domain would encompass the whole CIJE (as opposed to just the MEF). A tentative idea is to have this academic advisory committee meet for two days in October of 1995. Ellen and Adam suggested Susan Stodolsky as a possible member of this new committee. She's a published educational researcher (University of Chicago Press), with expertise in program evaluation (qualitative and mixed methodologies) and as a content specialist (social science and mathematics). she's also Jewish.
3. Conference calls with Alan, Gail, Adam, Ellen, and Bill will be a regular occurrence, scheduled to take place approximately every other week. However, the next conference call will be on Tuesday, April 11th at 8:00 a.m. Central Time. Debra will coordinate the call. Among the agenda items will be the MEF evaluation of the CIJE's own work (i.e., training of trainers and training of goals coaches), and the "talking points" for presentation of the proposed Evaluation Institute to the Board Steering Committee.

To: Alan Hoffmann, Adam Gamoran, Ellen Goldring, Gail Dorph and Debra Perrin

From: Bill Robinson

Re: Conference call of April 11th.

A. Informal education:

1. We briefly discussed some of the issues involved in doing research on informal education.
 - Is "building the profession" an appropriate building block for informal education?
 - Are issues of access and Jewish program content more important?
 - Are issues of content intrinsically tied to issues of personnel?
 - Should we focus on educational leaders in informal settings, as opposed to educators?
2. Then, we discussed how to raise the issue of research on informal education with the Board Steering Committee. It was decided that the issue was too complicated for an open-ended discussion. Instead, we decided to inform the Steering Committee (and the Board Subcommittee on Research & Evaluation?) that the CIJE staff will discuss this issue at their staff meeting in the afternoon.

B. The MEF presentation to the Steering Committee:

1. The "comparability of data" issue will be addressed when the Module is discussed.
2. The agenda
 - a. Educational Leaders Data (10 - 15 minute presentation)
 - b. Towards an Evaluation Capacity
 - the Module for The CIJE Study of Educators (10 minute presentation)
 - Evaluation Institute (brief presentation)
3. Each part of the agenda will be followed by a discussion. The whole section will be allocated one hour.

C. MEF report to the Board

1. It was decided that Gail would make the needed changes to Adam's written report to the Board on the activities of the MEF. These changes were discussed.

D. MEF work plan.

1. The work plan matrix was reviewed briefly. It was affirmed that Gail owes MEF a discussion on "Evaluation of training trainers" (2.1). It was affirmed that Barry and Dan owes MEF a discussion on "Evaluation of training goals coaches" (2.2). Alan said that he would be talking with Annette on "Taking Stock of CIJE in the Lead Communities" (2.3).

2. It was decided that the matrix would not be presented to the Board Subcommittee on Research and Evaluation.

3. We discussed the possibility of the research paper on "levers for upgrading in-service education" (3.1) becoming a policy brief. This will be explored.

4. We discussed the proposed research papers on "teacher power" and "in-service training" (3.2). Alan decided to commission Julie and Roberta to write them. It was thought that each paper should have an introduction on what is CJE and on the nature of in-service training, as well as a more developed discussion on power. Also, the papers should deal with the policy implications of the research, to whatever degree that is possible. Additionally, it was suggested that Nessa work with them (specifically, on the introductory parts about CJE & in-service training). Alan will talk with Sheila Allenick on authorizing the funding for this. He thinks that this will not be a problem. Adam will talk with Julie and Roberta to get their commitment and to set forth the expectations of the project.

5. Adam has been in contact with Bob Torren, as well as Julie and Roberta, concerning the latter's research proposal for Cleveland. As revised, Julie and Roberta will engage in a survey of informal and formal educators, and evaluate Cleveland's four programs. Adam will e-mail a more complete discussion of this.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

15 East 26th Street, 10th Floor
New York, NY 10010-1579
(212) 532-2360
Fax: (212) 532-2646

FAX TRANSMISSION COVER SHEET

Date: May 9, 1995
To: Seymour Fox
Fax: Mandel Institute
Re: D. Pekarsky notes
Sender: Alan Hoffmann

YOU SHOULD RECEIVE 7 PAGE(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL (212) 532-2360.

Dear Seymour,

Attached are the notes I just downloaded dated May 4th from our May 3rd conversation with Danny Pekarsky. I thought you might like to peruse them prior to our conversation tomorrow. I will call you at 3:00pm. (you see)

Sincerely,

Alan





Date: Thu, 04 May 1995 14:47:00 -800
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Revised Plan
To: 73321.1221@CompuServe.Com, ALANHOF@vms.huji.ac.il
CC: Pekarsky@mail.soemadison.wisc.edu
X-Gateway: IGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: multipart/mixed; BOUNDARY=BoUnD_8KcZuX86QvYVtGo2fa92293

--BoUnD_8KcZuX86QvYVtGo2fa92293
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Attached is a report summarizing our discussion, including my efforts to frame critical issues that need to be considered as we review the plan we began developing yesterday. I like the direction of the plan; the only real question in my mind is whether we be wise deferring the seminar even beyond January. The text will suggest some of the considerations behind this question. Whether or not they prove meritorious, I will feel better know that we've considered them.

Sorry for the length of the document. I suspect that, for its content, it could be shorter, but I think it wiser to send it along than to work on it.

DP
--BoUnD_8KcZuX86QvYVtGo2fa92293
Content-Type: APPLICATION/OCTET-STREAM; name="RECONDS"
Content-Transfer-Encoding: 7BIT

TOWARDS A RECONCEPTUALIZATION OF EFFORT TO DEVELOP COACHES
--SUMMARY OF HOFFMANN/HOLTZ/PEKARSKY TELECONFERENCE, MAY 3, 1995
(Interspersed with some of Pekarsky's reflections that attempt to frame some of the issues)

Introduction. I'm not sure that this discussion is sequenced as well as it might be -- but I felt the need to get this out to you as soon as possible. In the first part of the discussion, I discuss the concerns that gave rise to our conversation yesterday and to the effort to develop a reconstituted plan. In this first "Background" section and the section under the heading of "readiness" I try to sketch out the central issues that have given rise to this situation and that need to be given thought to as we review the wisdom of the reconstituted plan we began developing yesterday and that I've sketched out in the last part of the document.

One last comment: while the discussion below addresses the "Coaches-question," it doesn't discuss a matter that we readily agreed on in our conversation: the imperative need to develop more

effective and ongoing communication with our partners in Jerusalem. It would probably be wise for us to move beyond agreement at a general level and to consider concrete mechanisms for doing this.

Background. Our conversation was prompted by strong concerns emanating from Seymour Fox in Jerusalem concerning the wisdom of the kind of seminar for potential coaches that we have been in the process of planning. Seymour had expressed his concerns to Pekarsky the night before and more briefly to Hoffmann in the morning prior to our conversation. Hoffmann and Fox have a longer conversation planned for Sunday, to be followed up by another Hoffmann/Holtz/Pekarsky conference call next Tuesday (2 pm Pekarsky's time). Though final decisions will await that conversation, we were able to make some tentative decisions in the meantime, and these will be summarized below - after a discussion of the issues.

Seymour's concerns were of two kinds: first, he had some doubts concerning the aptitude or readiness of many of those we were hoping to invite for the work we envisioned; second, he was concerned that we don't yet know enough about the work of coaches and the coaching-process to enter into a process of training them. For these two reasons, he felt that the kind of seminar we had in mind was seriously premature and would ultimately undermine the effectiveness of the entire effort.

When I responded to Seymour that we knew that we were still at a very formative stage in our understanding of the coaching-process, and that our sense was that through the projected summer seminar we would further develop our ideas, he expressed skepticism concerning whether the people on our list were the right people if our aim was to deepen our understanding of coaching.

As I understand it, his view is that at this stage we should do the following: 1) hold a seminar this summer for a very small - and elite - group of individuals with whom we can jointly develop and refine our ideas about the nature and practice of what we've been calling coaching; and that, following this, 2) one or two "in-house" individuals, most likely Pekarsky and Marom, would enter into coaching-relationships with a very few institutions as a way of testing, refining, and adding to the understandings arrived at in the course of our study and discussion through the summer. The combination of 1) and 2) might put us in a position in which we are ready to move ahead with the cultivation of coaches, assuming a suitable clientele.

On "readiness". Without commenting right now about whether I think Seymour is right about our readiness to proceed, I want to reiterate here what I said when we spoke about "readiness". Whether or not we are "ready" to train coaches and send them into the field has to do not just with how much knowledge and know-how

we have; it also has to do with how "ready" we feel we have to be in order to begin. Our own instinct has been to launch our work in the field at what is admittedly a very formative stage in our understanding of what we are doing in the belief that:

- a. While we lack a lot, we have over the last couple of years gathered quite a few insights concerning the conditions for success, as well as some ideas about how to enter into fruitful conversation with an institution;
- b. We can make valuable contributions even at this point;
- c. Na'aseh v'nishmah! At a certain point, the growth of our own knowledge-base requires taking what we have been thinking about and trying it out -- what Alan referred to as a dialectic between thinking/studying and acting, through which our understanding, skill, and effectiveness will grow.

Seymour's view, I am conjecturing, is that at this formative stage we are unlikely to do much good, and that in fact we might be counter-productive in three respects: 1) we might make a negative contribution to the institutions we work with; 2) if we prove ineffective, we might generate skepticism or cynicism concerning the worthwhileness of the goals-agenda-- that is, it might give the Goals Project a bad name; and 3) if we proceed into practice prematurely, we may in fact jeopardize the development of the knowledge-base we need.

One could view a plan which says, "A seminar this summer, followed by very selective coach/institution relationships next fall or year (via Marom and Pekarsky)," as a plan which does justice to both views just sketched out. It recognizes the need to engage in practice, but is also cautious about who is to get involved and how extensive our involvement should be at this stage.

I think all of us, including Seymour, are sympathetic to this approach, an approach that is at the heart of the revised plan presented below. Nonetheless, I think there may remain some disagreement about how soon we will be ready to train others and to engage them in the work: our own conversation yesterday tended towards deferring until January what we had intended to do in the summer. Rightly or wrongly, Seymour would, I think, contend that we will not have travelled far enough by January to do something much more significant than we could do in the summer -- even if the January seminar follows on an intensive summer experience and work in the field in the fall.

In response to Seymour's concern over premature entry into a multitude of coaching-relationships this coming year, Alan has voiced a concern that a failure to take on more than one or two

③

institutions in the near term might lead us to be viewed as delivering too little after all the build-up in Jerusalem and beyond concerning the Goals Project. While I don't at this moment want to comment on whether this is in the end a correct judgment, I do want to indicate some counter-arguments for which, as I noted when we talked, I have considerable sympathy (especially b., c., and d.):

a. as noted above, if there is real doubt about whether we know enough to do fruitful work, this is of decisive importance: delivering too little is better than delivering a lot badly and in ways that give us a bad name. More generally, we shouldn't underestimate the newness and the difficulty of what we're attempting and the importance of giving ourselves time to develop a quality product.

b. it's not as though institutions are knocking at our door, demanding that we come through with coaches. We're still at a stage of trying to locate appropriate institutions. So there may not be a question of disappointing the field. In fact, we do not yet know whether there will - in the near future, anyway - many institutions that want to go beyond the seminar-stage with us, or that we will feel good enough about to proceed with;

c. two or so serious coaching efforts, carefully undertaken, studied, and publicized as pioneering and thoughtfully conceived building capacity efforts, could from a PR and from other vantage points, do us a lot of good and undercut any "They're doing nothing!" view;

d. The Goals Project is projected in any case to be very actively involved along other dimensions (to which we need to pay attention soon): namely, the development of goals-seminars - communal, regional, national, or else tailored to particular audiences (like the Day School or JCC communities). Similarly, we might conceivably be meaningfully involved with the Waxner folks -- and perhaps we'll be fleshing out some of the stuff on "community vision".

Such considerations lead to the view that if we think a "Go slower" approach makes good sense from the standpoint of the development of the project's knowledge-base, we would not be in political trouble for riding with this judgment: if we suitably publicize what we are doing and frame it in the right way, we are unlikely to be perceived as unproductive. From this perspective, we need not be damaged by a launch that is even slower than the one we discussed yesterday.



THE RECONSTITUTED PLAN DISCUSSED AT OUR MEETING

The foregoing indicates questions that need to be seriously considered as we review any proposed plan, including the plan we gravitated towards and agreed to give thought to over the next few days. This plan reflects the shared sense in our conversation that there may well be wisdom in Seymour's observations, as well as our belief that nothing good will come of getting embattled around this. The importance of maintaining the bonds of the CIJE/Mandel Institute community of spirit and effort easily over-rides whatever embarrassment we might suffer for deferring the summer's seminar. The plan is an attempt to steer a course that takes into account Seymour's concerns and other relevant considerations, political and otherwise. Whether it does so adequately is what we should think through over the next few days; and I hope the preceding sections of this report will suggest relevant considerations.

// May

THE PLAN

1. A summer seminar (at a time that will accommodate the participants) aimed at a much-narrowed clientele: CIJE's core-staff, Seymour, Daniel Marom, if possible, Scheffler, and perhaps one or more of the following: Gerstein; Toran; Bernie Steinberg; an exceptionally thoughtful and otherwise appropriate Day School director (like Josh); an appropriate Congregational School director (I still would ride with Kyla). It would be important for Pekarsky to spend a day or two prior to the seminar meeting with those who are new to the Goals Project agenda.

Don't discuss
w/ Ellen
11/11/95

This would be a back-stage seminar where we could seriously wrestle with and deepen our understanding of what the work is about and about the way to approach it. The rationale for including the two School Directors is that they would keep us connected to institutional realities and complexities. Steinberg and Toran, in addition to having a serious philosophical bent, know JCCs well and in the case of Toran (at least one central agency).

// Good
but Felt 7/1

2. Other individuals that we've informally invited to our seminar would be informed that the seminar has been deferred. The initial suggestion is that the deferral be until January - though this is a matter that may need more discussion. Alan's suggestion is that we level with them and tell them that, on consideration, we felt that we would be more effective with them if we deferred and did some more preliminary conceptual and field work.

Seymour
Please note that
I (Azt) think that
we should be
working in 3
months' time
mean Pekarsky,
Marom plus one
other.
Alan

3. Between the summer and the winter seminar, Pekarsky and Marom would do some coaching in institutions. They would keep a careful record of how they proceeded and what they were learning.

4. The winter seminar would build on what we now know and on what

C7

we will have learned through the summer seminar and the institution-based work in the fall (which form the basis for something like case-studies to be drawn on in the seminar).

5. The winter-seminar would provide us with a basis for determining who among the invitees seems promising as a coach. By then, with the JCC seminar planned for October behind us, we may be in a position to begin assigning a few individuals to one or more institutions, being very careful not to select anyone in whom we don't have genuine confidence, and also not to pick an institution where the chance of anything meaningful happening is slim. The latter is as important as the former.

(6. Through continuing field work in the spring, we would continue refining our knowledge-base and our know-how and should perhaps be thinking of a summer workshop a year from now to move the work further along.)

Council for Initiatives in Jewish Education

15 East 26th Street
New York, NY 10010
212-532-2360
Fax: 212-532-2646

FAX TRANSMISSION COVER SHEET

Date: May 12, 1995
To: Seymour Fox
Fax: Mandel Institute
Re: Weekly Telecon
Sender: Debra Perrin

**YOU SHOULD RECEIVE 1 PAGE(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL 212-532-2360.**

Dear Seymour,

Alan asked that I fax you to let you know that he will not be available for your weekly telecon next Wednesday. At 3:00pm Israel time Alan will be flying to the West Coast for a three day tour of Seattle, San Francisco, and Stanford. He would, however, like to reschedule your telecon for either Tuesday between 5:00pm and 9:00pm Israel time, or Wednesday at 6:00pm Israel time. Please fax me at your earliest convenience to let me know which of these times would work for you.

Thank you,


Debra Perrin

מס' 787
מס' 1000

תחבול
לחבר
מס' 1000
מס' 1000

Work-In-Progress

For Review Only -- Please Do Not Quote, Cite, or Distribute

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS:
CURRENT STATUS AND LEVERS FOR CHANGE

Adam Gamoran
Ellen Goldring
Roberta Louis Goodman
Bill Robinson
Julie Tammivaara

Council for Initiatives in Jewish Education



Work-In-Progress
For Review Only -- Please Do Not Quote, Cite, or Distribute

**BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS:
CURRENT STATUS AND LEVERS FOR CHANGE**

ABSTRACT

A survey of teachers in day schools, supplementary schools, and pre-schools in three communities shows that only 19% of teachers have professional training in both Jewish content areas and in the field of education. Despite incomplete professional backgrounds, teachers in Jewish schools engage in relatively few professional development activities: pre-school teachers reported attending an average of 6.2 workshops over a two-year period, while supplementary teachers attended an average of 4.4 and day school teachers attended 3.8 workshops over the two year period. What can be done to enhance and expand professional growth activities for teachers in Jewish schools? Work in progress will examine three possible "levers" for change: state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers.

How can they mix into voluntary system?

What about financial or other incentives?

There seems to be some concern they won't but please on both teachers & providers.

Work-In-Progress
For Review Only -- Please Do Not Quote or Cite, or Distribute

**BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS:
CURRENT STATUS AND LEVERS FOR CHANGE**

"A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools." --- CIJE Policy Brief

Recent research at the Council for Initiatives in Jewish Education (CIJE) shows that only a small proportion of teachers in Jewish schools in three communities are professionally trained in both Jewish studies and in the field of education. This paper presents and extends selected findings from the CIJE research. In addition, it moves beyond findings that have been made public thus far by exploring mechanisms that may raise standards for in-service teacher training in Jewish schools. These levers include state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers.

Conceptual Framework

In 1991 the Commission on Jewish Education in North America released *A Time to Act*, a report on the status and prospects of Jewish education. The report concluded that building the profession of Jewish education (along with mobilizing community support for education) is essential for improving teaching and learning in Jewish schools. This conclusion rested on the best available assessment of the field at that time: "well-trained and dedicated educators are needed for every area of Jewish education....to motivate and engage children and their parents [and] to create the necessary educational materials and methods" (1991, p.49). In response, the Commission created the CIJE, whose mandate includes

establishing three lead communities in North America, and working with these communities to serve as demonstration sites for improving Jewish education.

What is the current state of the profession of Jewish education in these communities? What mechanisms are available to improve it, and how will we know whether improvement in the profession training of teachers fosters better teaching and learning? These questions cannot be addressed fully -- in particular, no data are available on the links between training, teaching, and learning -- but the current paper makes a start, focusing on the current situation and potential levers for change.

Data and Methods

Data from this paper are drawn from two data sources: A survey of teachers and a series of interviews with teachers and other educators. All Judaica teachers in day schools, supplementary schools, and pre-schools were asked to respond to the survey, and a response rate of 82% (983/1192 teachers in total) was obtained. Formal in-depth interviews were carried out with 125 educators, including teachers and education directors of day schools, supplementary schools, and pre-schools, as well as central agency staff and Jewish educators in higher education. The survey and interviews covered a wide variety of issues, such as teachers' background and training, earnings and benefits, and careers of Jewish educators. Only matters of background and formal training are addressed in this paper.

We define training in education as a university or teachers' institute degree in education. We define training in Jewish studies as a college or seminary degree in education, or as certification in Jewish education. Information on these items were derived from survey responses. We also relied on survey data to indicate how much in-service

training teachers had received in the recent past. Information from interviews helped us understand the survey findings more thoroughly, and helped us frame our analytic questions more effectively.

For the most part, we combine data from all three communities for our survey analyses. Despite some differences between communities, on the whole the results were far more similar than they were different. Also, our results are largely consistent with surveys carried out in other communities, where comparable data are available. Moreover, in this paper we will explicitly examine some of the more salient differences across communities. Finally, whereas the data will mainly be aggregated across communities, we will generally break down the data by setting: day school, supplementary school, and pre-school.

Results

First we present descriptive information on teachers' professional backgrounds in education and Judaica. Then we examine possible mechanisms for raising levels of in-service education in Jewish education.

Descriptive Results

What sort of professional training in Jewish education characterizes teachers in the three communities? Overall, Table 1 shows that only 19% of teachers in Jewish schools are formally trained in both education and in Jewish studies. Thirty-five percent were trained in education but not Jewish studies, and another 12% were trained in Jewish studies but not education. This leaves a significant minority -- 34% -- with no formal preparation in either field. Table 1 further shows, not surprisingly, that day school teachers have more training in Jewish studies than teachers in other schools, and that day school and pre-school teachers

more often have professional backgrounds in education than teachers in supplementary schools (combine rows 1 and 2 in Table 1). However, the greater proportion of teachers trained in education in day and pre-schools reflects one- and two-year degrees as well as university degrees in education. If these were excluded, day school and pre-school teachers would have formal backgrounds in education about as often as supplementary teachers.

Perhaps the dearth of formal training is compensated by extensive in-service education. We asked teachers how often they had attended in-service workshops during the last two years. Table 2 shows that (excluding first-year teachers) day school teachers attended an average of 3.8 workshops during the two-year period, supplementary teachers averaged 4.4, and pre-school teachers attended just 6.2 workshops over a two-year period.

Clearly, the infrequency of in-service training is not adequate to make up for deficiencies, nor even to maintain an adequate level of professional growth among teachers who are already professionally trained. What can be done to increase the level of in-service training?

Analytic Results

Data are available for this portion of the paper, but the analyses have yet to be carried out. We will explore three possible mechanisms for raising in-service standards.

(1) State certification for pre-schools. Most of the pre-schools in our study are certified by the state, and we believe this accounts of the higher rates of in-service training among pre-school teachers compared to other teachers. This conclusion can be strengthened by comparing in-service training in the pre-schools that are not certified to those that are. If this finding is supported, we will have a basis for arguing that state certification in the secular world fosters higher standards in Jewish education. This potential finding has implications for day schools as well as pre-schools.

Is this
control
mandatory
for all
(incl. private)
pre-schools?

(2) State requirements for continuing professional growth. The communities we studied are located in three different states. Two of the states have set a mandatory number of hours in workshop training for relicensing of teachers. (These standards far exceed those obtained by the average teacher in Jewish schools.) The third state has no such mandate. Are Judaica teachers in Jewish schools responsive to these mandates? In addition to comparing workshops attended for teachers in states that do and do not have mandates, we will examine patterns of workshops attended by teachers who are and are not already professionally trained. One would expect such teachers to be more sensitive to state mandates. If this finding emerges, we will be in position to argue that in states with in-service mandates, seeking certified teachers would raise not only background but in-service standards. In addition, this finding would strengthen the argument that it is possible to influence teachers in Jewish schools through secular requirements.

(3) Federation standards for supplementary teachers. In one community, but not the other two, federation policy requires supplementary school teachers to attend a minimum of three in-service workshops per year. How does the frequency of in-service in this community compare to that of the others, in supplementary schools? If it is higher, one may use this conclusion, admittedly speculative since it may be confounded with other between-community differences, to argue that centralized mandates may stimulate more in-service in certain contexts.

Significance

The CIJE's ultimate hypothesis is that building Jewish education as a profession is critical for improving teaching and learning in Jewish education. This paper does not answer that question, but it addresses two crucial concerns along the way: What is the state of the profession? What can be done to improve it? By exploring three potential avenues for reform, we are furthering the broader endeavor.

Table 1. Professional Training of Teachers in Jewish Schools

	<u>Day School</u>	<u>Supplementary School</u>	<u>Pre- School</u>	<u>All Schools</u>
Trained in Education and Jewish Studies	35%	13%	9%	19%
Trained in Education Only	24%	32%	50%	35%
Trained in Jewish Studies Only	25%	11%	3%	12%
Trained in Neither Education Nor Jewish Studies	16%	44%	38%	34%

Table 2. Average Number of Workshops Attended by Teachers in Jewish Schools

Average Number of Workshops Attended in the Past Two Years	
Day Schools	3.8
Supplementary Schools	4.4
Pre-Schools	6.2
All Schools	4.8

Note: Figures include only those teachers who said they were required to attend workshops, and exclude first-year teachers.

CIJE STEERING COMMITTEE

June 8, 1995

June 20, 1995

Morton Mandel (Chair), Walter Ackerman (Guest), John Colman, Gail Dorph, Adam Gamoran, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Lester Pollack, Nessa Rapoport, Esther Leah Ritz, Richard Shatten, Jonathan Woocher, Virginia Levi (Sec'y)

Seymour Fox, Ellen Goldring, Annette Hochstein Charles Ratner,
Henry Zucker

AMERICAN JEWISH
DOCUMENTS

Future meetings of the CIJE Board will be listed on the CJF master calendar.

ASSIGNMENTS

It was noted that the
until we have recruited new

Adam Gamoran noted that a preliminary draft has been written on the study of educational leaders. It is anticipated that a series of recommendations for the dissemination of this study will be ready for consideration at the next meeting of the Steering Committee. This might include a policy brief and/or a series of action papers.

At the April meeting of the Steering Committee there was a discussion of the possibility of developing a software package for use by communities in the analysis of the educators survey. Adam Gamoran distributed a memorandum (attached as Exhibit A) outlining the preparation of a manual to provide coding instructions and program lines for use with SPSS, a software package available commercially. This is a task that the MEF team will undertake when it is apparent that the product will be useful.

This area of data analysis is one in which CIJE and JESNA should be working together. It was suggested that we should also consider working with the Joint Authority, which is developing an international data base.

Assignment With respect to planning of the 1995 General Assembly, it was noted that CIJE is actively involved and that there will be a report at the next Steering Committee meeting.

III. CIJE UPDATE

Alan Hoffmann brought the Steering Committee up to date on work undertaken by CIJE.

A. Building the Profession

1. Work is proceeding in the area of building capacity for trainers of congregational schools. (This is being funded, in part, by a grant from the Nathan Cummings Foundation). Staff recently held a two day very high level consultation with an advisory group to develop a curriculum for the project of training teacher trainers. A first seminar is planned for early August in Cleveland and will meet again throughout 95-96. Teams have been invited to participate from the Lead Communities as well as the four additional communities with which CIJE is working. It seems that the desired maximum of twenty participants will be easily reached.
2. Discussions have been held with the President of Brandeis University regarding the expansion of the University's mission for Jewish education. Joe Reimer is preparing a proposal which will create a planning group of university faculty and lay members with CIJE as active consultant to the process.
3. CIJE staff have met twice in the past months with the presidents of the five regional Colleges of Jewish studies. They have discussed the role that these institutions might take in building capacity for Jewish education, particularly in the area of in-service training. As a result of initial discussions, CIJE staff were invited to visit the five institutions for a better understanding of how we might work together. Many issues remain open for further discussion about how the regional institutions can serve capacity building for much of North America. This was a topic on the agenda of today's meeting.

B. Community Mobilization

1. CIJE has completed an important piece of planning with the Wexner Heritage Foundation. The result is that the annual retreat of all Wexner alumni will convene to discuss what works in Jewish education and what alumni of the program can do in their local communities to have maximum impact. As the Wexner program recruits lay leaders in new communities, CIJE will participate in the program in presenting the central issues of Jewish education to participants.
2. Chuck Ratner, Steve Hoffman, Alan Hoffmann, and Nessa Rapoport met recently to articulate issues on community mobilization for discussion at the August meeting of the Steering Committee.

3. Initial steps have been taken to expand CIJE's work to include Cleveland, Hartford, San Francisco, and Seattle. This was reported on later in the meeting.
4. JESNA and CIJE are working with CJF to provide support for the new Standing Committee on Jewish Continuity to be chaired by Chuck Ratner. Work is underway to find someone to staff the committee. It was suggested that JCCA be involved in this committee's work, as well.

C. Monitoring Evaluation and Feedback

1. Adam Gamoran is scheduled to present a paper at Stanford University on levers for change in in-service training, based on the educators study data.
2. Initial discussions have been held on conceptualizing informal Jewish education. This will serve as the basis for a diagnostic profile of informal education. It was suggested that the definition of the field will be difficult to determine and that MEF should reconsider the degree to which this should be an urgent priority.
3. A report has been drafted on the study of educational leaders and will be circulated before the next meeting of the Steering Committee.

Assignment

D. Content and Program

1. Barry Holtz and Steve Cohen have completed the first draft of the paper on Best Practices in JCC's. It should be ready for distribution by August.

Assignment

IV. REGIONAL TRAINING CAPACITY

A. The chair introduced Professor Walter Ackerman, author of the original paper for the Commission on Jewish Education in North America on "The Structure of Jewish Education," and consultant with CIJE for the past year. Walter thanked CIJE for the opportunity to continue his study of the structure of Jewish education during the past year. His paper "Reforming Jewish Education" is an attempt to identify what is now happening structurally in Jewish Education. He noted three primary findings which update his original research:

1. The fact that a community has convened a commission on Jewish continuity does not necessarily mean that change will occur or have occurred.
2. Foundations have emerged as significant players in Jewish communal life. One result has been to raise new issues of coordination and control.

3. The involvement of teacher training institutions in the effort to improve the quality of Jewish education is a departure from earlier thinking on the role of these institutions.
- B. Walter noted that this third point led to his second paper on "Building the Profession: In-Service Training" in which he recommends that regional colleges of Jewish studies be tapped to develop and disseminate programs of in-service training. In order to maximize our resources, local federations and bureaus of Jewish education should also work in concert with the colleges of Jewish studies to design a framework for in-service training of Jewish educators.

He noted that colleges of Jewish studies have very limited faculty resources and that it would be difficult to imagine adding a major component such as in-service education without rethinking traditional approaches to faculty involvement and development. If a college could become a regional, rather than local, training institution, it might identify experts in other communities who could serve in an adjunct role from their own home sites. In addition, the five colleges might be encouraged to work cooperatively in the development of curriculum and sharing of faculty to create a national program of in-service training. One approach might be to follow the model of the Open University of Israel, where students do the majority of their work at home and periodically gather at tutorial centers.

- C. In the discussion that followed it was suggested that should we move to a national model, it would be important to keep in mind that implementation would still have to occur at the local level. It will be crucial to encourage federations and synagogues to work together.

It was suggested that it would be important to include in rabbinical training a focus on the centrality of Jewish education. Walter Ackerman noted that he had discussed with Ismar Schorsch the possibility of applying some of the recent major grant to JTS to the training of rabbinical students in this area.

It was suggested that thus far CIJE has undertaken work on both the local and national levels, and that we should think also of a region as the unit of planning. We will have to consider the feasibility of this approach. It was suggested that regionalization may be a good approach on one level, but that it will be very difficult to gain consensus among both the lay and professional leaders from different communities.

It was also noted that the concept of "distance learning" could change the entire picture as we might involve such additional resources as the national training institutions and the Melton Centre in Jerusalem. It will be important to study the feasibility, costs, and applications of such an approach.

It was suggested that the Judaic studies programs at major secular universities may also contribute to this effort. There is value to building a Jewish education component on the basis of a strong program of general education. At the very least, we might look for ways to draw on the scholars at secular universities to

join our national network of participants in the training of Jewish educators. The perceived quality of faculty at some of the major universities could bring added prestige that would not come as readily from the colleges of Jewish studies. It may be that Brandeis University is in the best position to bridge these important issues.

In conclusion it was noted that the issue of involving regional versus national institutions is an important one and will need to be considered further.

V. EVALUATION INSTITUTE

Adam Gamoran presented a draft proposal on the establishment of a CIJE evaluation institute. He noted that the concept is based on recommendations of CIJE board members Esther Leah Ritz and David Hirschhorn to develop capacity for evaluation of Jewish education efforts in all communities. The purpose of evaluation is to: 1) Help programs to succeed, 2) determine whether a program is sufficiently successful to be continued, and 3) identify elements of a program which work and how, so that successes may be replicated elsewhere.

He noted that communities working with CIJE have become convinced of the importance of evaluation and that funding for new programs in those communities generally includes a demand for evaluation. Nonetheless, communities are discovering that they lack the time, that evaluation may lead to undesired conflict, but most importantly that the necessary personnel are not available to perform the desired evaluation. The proposed Evaluation Institute would be designed to respond to these issues and many communities have expressed an interest in its establishment.

The Institute would be a national training institute which would offer a series of seminars in three areas over the course of a 12 - 18 month program:

- A. The Purpose and Possibilities of Evaluation is a series intended for a federation professional and a lay leader from each community and would provide local champions for evaluation.
- B. Evaluation in the Context of Jewish Education would be a series to work with local experts in general evaluation selected by communities and prepare them to work in a particular community on the evaluation of Jewish education programs. It would create a resident "evaluation expert" for a community.
- C. Nuts and Bolts of Evaluation in Jewish education would be a seminar to train those individuals who would actually undertake the hands-on process of evaluation.

The Institute would be staffed by a director (perhaps on a half-time basis) who would be responsible for designing the content and bringing together various experts to provide the instruction. Because of the degree of overlap among the three subject areas, seminars might occasionally be held together so that each group is aware of what the others are doing.

In the discussion that followed, it was noted that JESNA is working on the design of a program to train evaluation personnel. Jon Woocher and Alan Hoffmann are discussing a collaborative approach. It was suggested that this is an area which foundations may be interested in supporting.

It was suggested that communities might begin this process by undertaking a self study. Then, to alleviate somewhat the capacity issue, we might develop a cadre of national or regional evaluators available to work with a number of communities. It was noted that the regional concept bears consideration, but that we may find that explicit community sponsorship is necessary to guarantee the training of an evaluator.

In response to a comment that an evaluator funded by and reporting to a community runs the risk of pressure not to deliver bad news, it was suggested that all involved will have to be convinced that the delivery of bad as well as good news is important to the long-term success of an undertaking. This will be facilitated by the way in which CIJE introduces the concept to participants and CIJE's own "modeling" in its community work.

It was suggested that quality control of building the evaluation process for CIJE will have to be undertaken by the MEF team.

VI. GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

Gail Dorph reviewed with the Steering Committee a second draft of a document entitled "Guidelines for CIJE Affiliated Communities." She noted that the document reflects what we have learned with the three lead communities and what we want to see happen as we move ahead with the establishment of relationships with other communities. With this in mind, the staff has worked with future potential affiliated communities to develop a set of guidelines for establishing a relationship. It appears that those communities are looking to CIJE for a much more hands-on relationship than it is felt CIJE can manage at present. Communities are looking for assistance with both conceptualizing and implementing new approaches.

One possible approach is to establish a shared commitment to a set of principles, as has been done with the Coalition of Essential Schools. Gail reviewed a recent article which mentioned some pitfalls in this approach. She concluded by asking the Steering Committee for thoughts on how to proceed in the development of guidelines.

In the discussion that followed, it was suggested that CIJE should decide which elements of the work with lead communities has met our goals and then proceed to work in the same fashion with additional communities.

Another thought was that the lead community model is just one approach to working toward change, and the coalition of the essential schools model is another. Perhaps CIJE should work with other national agencies to identify additional potential models and try to implement one or more of these with several communities.

It was suggested that any document of agreement with communities should require them to buy in to the CIJE premise of basic building blocks. Communities should agree to work with CIJE to define their own local issues in the areas of Building the Profession and Community Mobilization and then work with us on identifying solutions.

It was suggested that the Essential Schools approach should not be rejected simply due to a single critique. We may wish to work with communities in stages of partnership, noting that only some will be sufficiently successful at one stage to move with CIJE on to the next. In the process, we will gradually narrow the communities we work with to a small group with which CIJE will work intensely. The guidelines document should provide "terms of entry."

Another opinion was that the Essential Schools approach of shared commitment to certain principles will not work because it does not address the capacity issue. It was suggested that the Evaluation Institute approach described earlier in the day is a possible model for CIJE to use in each of the areas of its focus. We will have to build the capacity for each step of the way.

It was suggested that both capacity and quality are issues of concern. CIJE does not have the capacity to accomplish its goals at the desired quality level with a significant number of additional communities. It may be, however, that the approach of offering guidance seminars to a group of communities could meet some of those needs. It will require careful internal planning to be able to accomplish this.

It was noted, in conclusion, that CIJE has developed a variety of products that are in demand by communities. It may now be appropriate for CIJE to identify other national agencies to help deliver some of these products. This is an important item for future discussion.

EXHIBIT A

**CIJE Steering Committee Meeting
June 8, 1995**

June 5, 1995

To: CIJE Steering Committee
From: Adam Gamoran
RE: support for analysis of survey data

At the last meeting, the Steering Committee asked whether the MEF team could provide support for community researchers who may be analyzing data gathered with the CIJE Educators Survey.

It is well within our means to prepare a manual including coding instructions and program lines to be used with SPSS, a commercially available software package. This would enable a user to code data collected from any community in a standardized manner using our coding procedures, resulting in the same indicators as we are using.

If the CIJE Evaluation Institute comes to be, this coding manual would be part of the training materials. The coding manual could also be used independently. In the long run, the coding manual could be the first step in preparation for a national data base.

We estimate that it would take about 60 hours of effort from Bill and about 10 hours each from Ellen and Adam to accomplish this task. We have not assigned ourselves this task yet because there are as yet no customers, but we will when the time comes.

ASSIGNMENTS

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Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Virginia F. Levi	Date:	6-8-95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Arrange for listing of CIJE board meetings on the CJF master calendar.		VFL	6/8/95	7/15/95
2.	Continue planning for 1995 GA and provide Steering Committee with an update.		NR	6/8/95	8/9/95
3.	Prepare new draft of guidelines for work with affiliated communities.		GZD	4/26/95	8/25/95
4.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee		AG/NR	6/8/95	8/25/95
5.	Circulate draft report on educational leaders to Steering Committee members		AG	6/8/95	8/25/95
6.	Complete paper on Best Practices in JCC's for August distribution		BWH	6/8/95	8/31/95
7.	Work with JESNA on developing a program for training evaluators and prepare a proposal for review by the Steering Committee.		ADH	4/26/95	11/1/95
8.	Prepare recommendations for appointment of committee co-chairs.		ADH	4/26/95	TBD
9.	Prepare plan for increasing board size.		ADH	4/26/95	TBD
10.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
11.	Redraft total vision for review by Steering Committee.		BWH	4/20/94	TBD

June 5, 1995

To: CIJE staff

From: Adam G.

Re: Thoughts on the study informal education

The purpose of this memo is to stimulate discussion at the meeting we have scheduled for June 7. I discuss issues from the standpoint of MEF, but it is important to bear in mind that we don't want the MEF tail to wag the CIJE dog. It would be best to have firm convictions about what CIJE wishes to accomplish in the area of informal education, and let that drive what we are going to study. That leads me to the following starting point: Does CIJE wish to improve the quality of personnel in informal education? If so, we have to figure out what is meant by informal education, what is meant by personnel, and what is meant by quality. I will give that a shot in the first part of this memo. Then, I will raise some questions about whether this should be CIJE's major concern in the area of informal education, and I will propose some alternatives.

The importance of informal education for Jewish continuity goes without saying, so I won't say it...

I. Studying Personnel in Informal Education

A. What is informal education?

Barry was undoubtedly correct at an earlier meeting that the formal/informal distinction is a false dichotomy, in that there are informal aspects of formal education (e.g. school clubs), and formal aspects of informal education (e.g. Hebrew classes at camp). For CIJE's purposes, the main thing is to address the important settings in which Jewish education takes place. So far, we have studied educators in pre-schools, supplementary schools, and day schools. (By selecting these settings, we have implicitly rejected synagogues and JCCs as settings, because they are too broad. We have decided to get inside synagogues and JCCs.) In starting with these settings, we have focused on places where education is mainly formal, and have ignored settings in which education is mainly informal. It is time to examine settings in which education is mainly informal, such as summer camps, youth groups, teen Israel trips, and synagogue family programs. I would argue that these are the four most important in terms of participation, although something else may be more important in a particular community (e.g. Cleveland has a community retreat center that plays a big role there). I would place lower priority on other settings, such as community cultural programs, adult discussion groups.

retreats that are not part of youth groups or synagogue family programs, virtual Jewish education (in cyberspace), and college campus activities. (I could be convinced to change "synagogue family programs" to "family programs" to incorporate programs sponsored by JCCs as well as synagogues.)

I can think of two criteria that may help us prioritize among informal settings: (a) Participation -- Which settings involve the most people? (b) Continuity -- Which settings are ongoing, consistent, coherent, sustained, as opposed to sporadic, infrequent, disconnected? On these criteria, which settings are most important for us to work with? Probably summer camps and youth groups

Another criterion might be impact: Which settings have the most impact (or potential impact)? This would also lead me to study summer camps.

B. Who are the personnel of informal education?

By personnel we mean anyone who is staffing the program, i.e. the counselors, camp directors, youth leaders, family education directors, Israel trip leaders, etc.

In studying schools, we held standards of professionalism for all staff. We expected teachers as well as principals to have formal training in Jewish content and education. This commonality of standards does not hold in the informal realm: Whereas we might hold camp directors to some professional standard (it's not clear what that standard might be), we would not have the same expectation for the "front-line" educators in informal education (camp counselors, youth group advisors, etc.).

C. How might we recognize quality among informal educators?

We avoided this question in our studies of schools by relying on certification (i.e., degrees, majors, licenses) as proxies for quality. It's hard to justify a similar approach for informal settings. (Obviously we wouldn't expect camp counselors to have college degrees in Jewish studies!) Consequently it is not clear how we would assess the quality of staff in an informal program. Some possibilities:

1. Program leaders (e.g. camp directors, youth directors, Israel trip coordinators, retreat program directors, museum directors -- perhaps we would call this leaders, or supervisory staff). This group could respond to a survey and/or interviews about their professional backgrounds. Unfortunately we have neither an absolute nor a relative standard (as we did in formal education) to hold up to these leaders of informal Jewish education. What backgrounds would we want them to hold?

The only point that seems obvious is that we would want them to have strong Judaic backgrounds. I would make a case that such leaders need professional training in Jewish content areas if they are to administer and supervise Jewish educational programs, whether formal or informal.

Probably there would be some value in knowing the basic facts about the leaders of informal Jewish education. What are their backgrounds? Are they Jewish? (The director of Camp Shalom in Madison, WI is not Jewish.) Have they studied Judaica? Have they studied formal or informal education? Do they have experience in informal education? These seem like reasonable questions. If CIJE wants to create a profession of _informal_ Jewish education, these questions are essential.

2. Front-line staff (camp counselors etc.):

Clearly it does not make sense to think about a profession of informal education at this level. Camp counseling, staffing trips to Israel, etc. is not a profession, and the number of persons who can move from e.g. counselor to director is very small. What then, would we want to know about these staff members? Again, I'm sure we'd want to know about their Jewish backgrounds, although we'd not expect professional training. In addition, we'd want to hear about what sort of training they received in preparation for their work on staff. In particular we'd want to know if they learned anything about the Jewish content of their program (for programs that have some Jewish content).

I'm not sure what CIJE would do with this knowledge. Start campaigning to have more knowledgeable counselors hired in Jewish camps etc.?
Make a case for staff content study as part of staff orientation?
Maybe.

3. The working conditions of informal educators could also be scrutinized. Do supervisors work full-time? Do they earn a living wage? Do front-line workers have enough time for sleep? Do they feel ownership of the programs they are working on?

D. What questions would this study address?

This study, using survey and/or interview methods, could help address questions such as the following:

* Is there a shortage of qualified personnel for informal Jewish education?

- * Does a profession of informal Jewish education exist? If one wished to build such a profession (or to extend the profession of Jewish education to the informal arena), how far would one have to go?
- * What is the nature of staff development in informal education?
- * Is the level of staff knowledge of Judaica related to the degree of emphasis on Jewish content in informal programs?

Are these the right questions? That's the question we need to answer first.

II. Other questions we might consider, which would lead to different studies

A. Let's start with a theory of informal Jewish education: I would argue that the impact of informal Jewish education on Jewish continuity depends on three conditions: (1) Jewish content; (2) Sense of community; (3) Extent of participation. By "Jewish continuity," I mean strength of Jewish identity, Jewish religious participation, Jewish knowledge, etc.

1. Jewish content.

Informal Jewish education can be divided into three categories: (a) secular programs attended by mainly Jews; (b) Jewishly sponsored programs attended by mainly but not necessarily exclusively Jews, with minimal Jewish content; and (c) Jewishly sponsored programs, attended by Jewish, with strong emphasis on Jewish content. These distinctions are typically made for summer camps, but on reflection, one can see that they hold for a large variety of informal programs, including JCC family programs, Israel trips, youth groups, etc.

I predict that the greater the emphasis on Jewish content in a program, the greater its impact on Jewish learning and practices. I would argue further that emphasis on Jewish content depends more on the mission of a program than on the characteristics of its front-line staff.

2. Sense of community:

Informal programs succeed by building a strong sense of community among participants. I predict that programs that are more successful at creating a sense of community, and which pass a minimal threshold of Jewish content, will have greater impact on Jewish identity and practices. There would likely be some synergy between content and

sense of community, in that strong content and strong community work together to increase dramatically the effects of informal education on Jewish continuity.

Creating a sense of community depends to an important extent on the quality of staff. However, if this issue were pursued one would ask very different questions from those listed above. Instead of asking about formal backgrounds, one would want to know about the mission, traditions, and culture of the programs. What are the relationships among staff members, between staff and the program, and between staff and the learners?

3. Extent of participation:

To me it is axiomatic that informal programs with strong Jewish content and a strong sense of community foster Jewish continuity. Consequently, preserving Jewish continuity in the broad sense requires creating more access to such programs for young people. I doubt that personnel deficiencies are the problem here.

Greater participation in effective informal programs would probably improve the effectiveness of formal programs, since the young persons would feel more positively about being Jewish and would be more motivated to join in Jewish activities.

B. Policy research in light of the theory

One direction for research would be to find out if this theory is correct. I do not recommend that, for the same reason we didn't wait to find out whether more trained teachers fostered greater learning among students, before advocating more training for teachers. We assume that training is good for teachers, and are working on increasing and improving that training. Similarly, I propose we assume that informal programs with strong Jewish content and sense of community are effective, and work on increasing participation in such programs.

From a policy perspective, the "lever" that can most likely be "pulled" is improving the Jewish content and, where necessary, sense of community of existing programs in category (b) above, i.e. Jewishly sponsored programs attended by mainly Jews with minimal Jewish content. How can we enhance the Jewish content of such programs? Is it realistic to try? Alternatively, can we create new programs with strong Jewish content and a sense of community? I think these are the most pressing questions.

A study of personnel might be part of the research required to address this question, but observations of programs seem essential. For example,

in Wisconsin one can find all three types of the summer camps listed above. How do the camps differ in their Jewish programs? How does being Jewish feel in the different kinds of camps? What would leaders, staff, campers, and/or parents think about greater emphasis on Jewish content? Is weakness in Judaic backgrounds among staff a significant barrier to increasing the emphasis on Jewish content?

Conditions outside the informal programs are likely to have substantial impact on the potential for change. Informal programs are generally embedded in larger institutions, such as synagogues, JCCs, federations, and national movements. How do these broader organizations define the missions of their informal programs? What conditions support stronger Jewish content in the missions? What are the supports and obstacles to delivering a strong Jewish content, given a Jewish mission? Here we might ask whether there is a shortage of personnel who are capable of implementing a program's Jewish mission.

Another external condition consists of the perceptions and preferences of the potential participants in informal programs. What leads individuals to participate in informal Jewish education? What is the role of formal organizations such as synagogues and JCCs? How important are informal networks such as kinship and friendship groups? How do these formal and informal collectivities facilitate participation through communication, funding, etc.?

In sum, given my assumption that informal programs with strong Jewish content and sense of community are effective, the key questions are (a) how to make more programs like these and (b) how to get more people to participate in such programs. Obviously these are simply the supply and the demand side of the same issue.

MEMO TO: Seymour Fox and Daniel Marom
FROM: Daniel Pekarsky
RE: the July Seminar in Cambridge
DATE: June 5, 1995

As promised, I'm sending along some thoughts that might serve as a springboard to conversations over the next several weeks concerning the agenda and materials around which to organize our July seminar in Cambridge. I have, by the way, not yet confirmed Gerstein's attendance; but I did, following my conversation with Seymour, invite Rob Toren, and he, after conversation with Gurvis, indicated that he would enthusiastically attend. In my conversation with him, I floated the possibility of his working with a JCC, and he seemed amenable. It is worth noting, though, that in his Jewish Education Center of Cleveland role he will be working next year with the local Schechter School on questions that substantially overlap our project.

Following the advice Seymour offered on another occasion, I will stay away from actual seminar content on this occasion in order to focus on desirable outcomes. For your reference, I am including two additional pieces of material at the end of this memo. One of them is the list of tentative outcomes I had proposed when we were thinking about the larger end-of-July seminar; my sense is that some, but certainly not all of them, continue to be pertinent. The other is a copy of a document concerning the nature of coaching entitled "Working with Institutions" which, based in part on our meetings last winter in Cambridge, I drafted earlier this year. I may or may not have already sent it to you; but I thought it might be a useful document to work with.

SEMINAR OUTCOMES

In very general terms and as a first approximation, my understanding is that the July seminar is designed a) to deepen our understanding of the activities and purposes associated with coaching educating institutions in the direction of greater vision-drivenness, with an eye towards b) better understanding the skills and understandings needed by coaches and c) clarifying the critical elements that need to enter into a training-seminar for coaches. (Note that I use the word "coach" more out of habit than out of conviction - for I'm not sure that the word adequately captures the work of the person who is to serve as a guide/gadfly to educating institutions).

As a first approximation, I want to suggest that these general purposes will be best achieved if we accomplish the following at the seminar:

1. Revisit and, if necessary, expand on the general conception of the coach's mission that we discussed in February. As a springboard, see Pekarsky's brief document "Working with

Institutions..."

2. Clarify the minimal (institutional) conditions under which a relationship between CIJE and an educating institution around a goals/vision agenda is likely to prove fruitful.

3. With attention to local circumstances that have a bearing on appropriateness, articulate and refine the kinds of strategies that are likely to raise the level of consciousness and discussion concerning goals and to stimulate serious reflection and study that is more than values-clarification.

4. A corollary of #3: identify fruitful ways of launching the relationship between CIJE and an educating institution. What should the coach say, offer, stipulate, recommend, ask, do, insist on, request, organize, etc. at the outset in order to get the process off to a good start? What should the coach avoid doing? In answering such questions in concrete cases, what circumstances need to be taken into account?

5. Clarify different degrees of success to be aspired to in working with an educating institution. What would success in a full or partial sense look like?

6. Understand other approaches to educational change (notably Senge/Fullan and Sizer), with an eye towards grasping how our approach differs from theirs and also what we might learn from them that would be helpful to our efforts.

7. Clarify how experimental fieldwork now under way (through via Pekarsky and Marom) can provide insight into the aims, processes, and challenges of coaching educating institutions.

8. Based on 1 through 7, what are the skills and understandings that a coach needs in order to be an effective catalyst and facilitator of a vision/goals agenda? And, related to this, what should a coaches training-seminar focus on?

9. Finally, last but by no means least, clarify the working relationship and communication-patterns between CIJE and the Mandel Institute on the Goals Project, so that in an ongoing way our efforts will be complementary.

Though the foregoing represents my real views at this moment in time, I also regard it as no more than a conversation-starter and welcome your reactions.

I want to note that I view #8 as very important and believe it should occupy us on the first day of the seminar - either for half the day or the full day. I have alerted both Toren and Gerstein to the possibility that there will be a closed meeting at some point during our seminar to discuss what I described to them as "house-keeping" matters.

I look forward to hearing from you. I'll be in New York for the CIJE meetings from Wednesday to Friday and will then be in Madison pretty much for the rest of the month. All the best.

APPENDIX 1: OUTCOMES IDENTIFIED IN EARLIER MEMO SKETCHING OUT THE SUMMER SEMINAR (scheduled for end of July, but postponed)

1. Deep familiarity with basic concepts, assumptions, and materials associated with the Goals Project and the Educated Jew Project. This familiarity includes an appreciation for the power of these concepts, assumptions and materials.
2. An awareness of other prominent approaches to institutional reform, and how these approaches relate to - and differ from - our own. Attention needs to be paid to what can be learned from other approaches, even as we recognize their limitations.
3. An ability to use the Project's concepts and principles as lenses through which to interpret the state of goals in the life of an institution - in ways that suggest critical questions that need to be raised.
4. An awareness of the different levels at which one "can cut in" to the problem, and of different strategies that can be used (at different levels) to stimulate serious reflection concerning vision and goals (and their relationship to existing practice and outcomes). There need to be opportunities to experiment with these strategies in the course of our seminar. Participants also need to emerge from the seminar with some sense of the appropriate level at which to intervene in any given institution.
5. An awareness of the sources of resistance to a serious inquiry into an institution's basic goals and their relationship to practice, as well as of the ways to defuse, circumvent, or exploit this resistance.
6. Awareness of the kinds of conditions that must obtain in an institution if one is to have a fighting chance of making progress on a goals-agenda.
7. Excitement about being part of a pioneering venture that is in its formative stages and that offers participants a chance to engage in and to share "action research".

APPENDIX 2: PEKARSKY'S "WORKING WITH INSTITUTIONS" DOCUMENT,
DRAFTED IN LIGHT OF OUR FEBRUARY, 1995 SEMINAR.

WORKING WITH INSTITUTIONS:
THE GOALS PROJECT AGENDA

INTRODUCTION

The CIJE proposes to work with select institutions around a goals-agenda. Its guiding convictions are:

1. Thoughtfully arrived at goals play a critical role in the work of an educating institution. They help to focus energy that would otherwise be dissipated in all-too-many directions; they provide a basis for making decisions concerning curriculum, personnel, pedagogy, and social organization; they offer a basis for evaluation, which is itself essential to progress; and, if genuinely believed in, they can be very motivating to those involved.
2. In Jewish educating institutions, as in many others, there is inadequate attention to goals. All too often, one or more of the following obtain: goals are absent or too vague to offer any guidance; they are inadequately represented in practice; they are not understood or identified with in any strong way by key-stake holders; they are not grounded in some conception of a meaningful Jewish life which would justify their importance.

Goals Project work with institutions would focus on remedying these deficiencies. The following discussion tries to explain the presuppositions and the nature of this work.

WORK WITH INSTITUTIONS

Presuppositions. CIJE's work with institutions around a Goals Agenda is informed by a number of critical assumptions, including the following:

- a. Key stake holders need to be committed to the effort to work on a goals-agenda.
- b. Wrestling with issues of Jewish content is an integral, though not the only, element in the process.
- c. A coach identified and cultivated by CIJE will work with the institution around the Goals Agenda. (The work of the coach is described more fully below.)
- d. The institution will identify a Lead Team that will be in charge of its efforts and work with the coach in

designing appropriate strategies. The Lead Team will have primary responsibility for implementing the plan.

e. The institution's Lead Team will be invited to participate in seminars, workshops, and other activities designed to enhance their effectiveness. This may well include the development of a partnership with the Lead Team of one or two other institutions engaged in similar efforts at improvement.

f. There is no one strategy for encouraging fruitful wrestling with goals-related issues. Whether to begin with lay leaders, with parents, with the principal and/or with teachers; whether to start with mission-statement, curriculum, and/or evaluation -- such matters need to be decided on a case-by-case basis by the institution's lead-team in consultation with CIJE.

The heart of the work. The essence of the work that will be done with institutions under the auspices of the Goals Project has three dimensions:

1. A serious, multi-faceted examination of the way goals do and don't fit into the institution's efforts at present. This phase of the work is designed to identify the institution's challenges by highlighting weaknesses: for example, unduly vague goals, inconsistent goals, goals that are lacking in support by key stake holders, goals that are not reflected in practice in meaningful ways.

2. Reflection and deliberation. Stake holders engage in a thoughtful effort to wrestle with the uncertainties and challenges identified through #1. This effort includes a serious effort to clarify their fundamental educational priorities, through a process that includes wrestling with issues of Jewish content. Materials emanating from the Mandel Institute's Educated Jew Project will be invaluable to this effort. This stage will give rise to basic decisions concerning what needs to be accomplished.

3. The institution determines what needs to happen and be done in order that the basic decisions articulated in #2 can be accomplished. Strategies need to be developed and then implemented.

4. The effort to implement needs to be carefully monitored and the outcomes evaluated. This is indispensable if there is to be learning and a chance of serious mid-course corrections in aims and/or strategies.

The work of the coach. The coach is involved in all phases of this work. The coach works with key constituencies (separately and sometimes together) and wears a number of hats: he or she is sometimes a consultant on questions of strategy; sometimes a bridge to extra-institutional resources that are necessary to the effort; sometimes a thoughtful critic of directions for change that are proposed. In these and in other matters, the coach's primary job is to help the institution get clearer about its primary goals and their relationship to practice.

The initial and perhaps most important challenge of the coach is to stimulate the institution to do the kind of serious examination and self-examination that will identify its critical challenges. This means posing basic questions of different kinds, although which ones it will be fruitful to ask at any given time will depend heavily on local circumstances. Below is a list of some of the basic questions:

1. What are your avowed goals (as found in the opinion of key stake holders, as found in mission statements, as found in the curriculum)?
2. Are the avowed goals (as articulated or implicit in these different ways) clear or are they very vague? Do the participants understand what they mean and entail?
3. Are the various avowed goals mutually consistent?
4. Do the key stake holders - lead-educators, parents, and teachers - really believe in these goals?
5. If the stake holders do believe in these goals, why do they believe they are important? How will accomplishing them help make the life of the student as a Jewish human being more meaningful in the short- and/or long-run?
6. Are the goals anchored in an underlying vision of a meaningful Jewish existence? Can the stake holders flesh out the vision that is implicit in the goals they have identified as important?
7. As a way of better understanding what they are committed to or might be committed to in #s 5 and 6, have the stake holders looked seriously at alternative views?
8. In what ways and to what extent are the avowed goals actually reflected in the life of the institution - in its social organization, in its pedagogy, in what happens in classrooms, etc.?
9. To what extent are the goals achieved? To what extent are actual educational outcomes consistent with the goals?
10. If you were serious about Goal X or Y, what would you need

From: Daniel Pekarsky at 608-236-4044
To: Mandel Institute at 011-972-2-662837

06-06-95 09:50 pm
008 of 005

to do in order to have a realistic shot at accomplishing it?

From: Daniel Bekasov at [REDACTED] 001-500-4044
To: "TWE-Jerusalem" at [REDACTED] 011-972-4-919351

09-09-95 09:45 pr
[REDACTED] 001 of 005

To: Annette
From: Alan

Annette
Thank you so much
for interest.
Alan

DATE

4/7/95

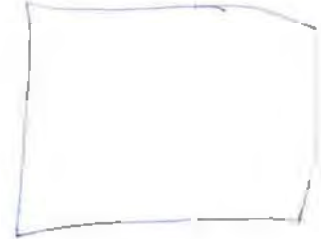
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In May 1995, CIJE received a grant from the Nathan Cummings Foundation to create a cadre of teacher-educators who will design, develop and implement new approaches to the professional development of Jewish teachers. There is currently a severe shortage of qualified teacher trainers nationwide. The purpose of this pioneering national initiative is to transform the quality of teaching across the country by giving institutions and communities access to skilled professionals who can help guide the improvement of teachers' growth, learning and practice.

We are inviting you to join a select group of practitioners and scholars from the fields of Jewish and general education for the CIJE Teacher Educator Institute. Through participation in this process, you will become part of a network of teacher educators who share a vision of teaching and learning and who support one another in developing new models for professional development. The conceptualization of this program has been informed by consultation with a national advisory committee (listed below).

CIJE and the Cummings grant will cover Institute tuition costs. Participants will be asked to cover the costs of travel, lodging and expenses.

The CIJE Teacher Educator Institute is a two-year program of study, discussion, analysis and reflection. The group will meet five times during Year One and twice during Year Two. The beginning and ending seminars in Year One will be four full days each.

Intermediate seminars will be three days in length. Thus far we have only scheduled the dates of our first seminar. It will be held in Cleveland at Case Western Reserve beginning Sunday, July 30 at 6:00 pm and concluding by 5:00 pm on Thursday, August 3. Further details relating to room reservations and expenses for July and anticipated costs for the entire Institute are included with this letter.

We will focus its inquiry around a set of issues, some of which are delineated below:

1. What would it take to transform Jewish education using in-service education as a critical linchpin in this process?
2. What kind of teaching and learning are we trying to foster? Do we have a shared vision?
3. What are the "disciplines" of Jewish education and what do teachers need to know and be able to do with regard to them?
4. How do we develop professional development programs that explore the personal/spiritual dimensions of teaching in our contexts?

Current work in teacher education has demonstrated the usefulness of videotapes in illustrating good teaching and creating opportunities for teacher reflection on the nature of good teaching. Part of the Cummings Grant allows us to develop a set of videotapes for these purposes. Our group will develop strategies for creating a bank of such videotapes and for using those videotapes in professional development programs.

We look forward to seeing you in July.

Sincerely,

Gail Dorph

cc: Alan Hoffmann

NATIONAL ADVISORY COMMITTEE

Professor Deborah Ball, Michigan State University
Dr. Steven Chervin, Atlanta Jewish Federation
Professor Carol Ingall, Jewish Theological Seminary
Rabbi Amy Walk Katz, Principal, Kehilath Israel, Lansing, MI
Vicky Kelman, BJE, San Francisco
Dr. Daniel Margolis, BJE, Boston
Professor Sharon Feiman-Nemser, Michigan State University
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Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

June 14, 1995

Dr. Lifsa Schachter
Cleveland College of Jewish Studies
26500 Shaker Blvd.
Beachwood, OH 44122

Dear Lifsa,

As Adam Gamoran mentioned at the opening session of the Network for Research in Jewish Education, we had neglected to bring with us copies of the CJIE Policy Brief on the background and professional training of teachers in Jewish schools. Enclosed please find a copy of the brief and the CJIE brochure.

Released in November 1994, the findings summarized in this brief juxtapose the severe lack of training of most teachers in Jewish school settings with an unexpected degree of commitment and stability, making a powerful case for far greater and more comprehensive in-service training of educators in the field than currently exists. The brief offers a striking argument for investing in our educators.

The brief reflects a small piece of the data collected in the CJIE Study of Educators. The full integrated research report will be available at the end of the Summer of 1995.

Sincerely,

Alan D. Hoffmann

*Annex
A copy of a
letter sent to
everyone at the
research conference
after Adam's
presentation
L.*

Alan (for the record)

*Thanks Alan
I look forward to
the full integrated
report
H/H*

Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
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David Arnow
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Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
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William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

On the Goals of Jewish Education

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. As a motto and declaration of hope, we might adapt the dictum that says, “They searched from Dan to Beer Sheva and did not find an am ha'aretz!” “Am ha'aretz,” usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, and concerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky

*A Time To Act: The Report of the Commission on
Jewish Education in North America*

The Council for Initiatives in Jewish Education (CIJE)

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish education. CIJE's mission, in its projects and research, is to be a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions to **build the profession of Jewish education and mobilize community support for Jewish education.**

CURRENT ACTIVITIES

The Harvard-CIJE Leadership Institute

In the fall of 1994, the staff of CIJE developed with the Harvard University Principals' Center the first inter-communal and trans-denominational institute on **Jewish educational leadership**. Fifty leaders of Jewish schools and early childhood programs from across the country attended the institute. The intensive program drew on the latest research and thinking in general education to address such questions as: What is effective school leadership? How do leaders create a powerful vision and implement it within their schools? What does the Jewish tradition teach us about the critical role of leaders in education?

A new institute will be convened at Harvard in March. "**Jewish Education with Vision: Building Learning Communities**" will include the previous attendees and expand our orbit to other school directors and principals.

A powerful component of the first institute was the learning and exchange fostered at Harvard among educational leaders across denominational affiliations. These exchanges have continued within the communities that participated. Among our goals is the creation of **leadership networks**, peer learning groups of educational leaders from many school settings within local communities.

Policy Brief: The Background and Professional Training of Teachers in Jewish Schools

One result of CIJE's commitment to building the profession of Jewish education was the publication of this policy brief. The brief juxtaposes the severe lack of training of most teachers in Jewish classrooms with an unexpected degree of commitment and stability, making a strong case for far greater and more comprehensive in-service training for teachers than currently exists. Drawing on the extensive CIJE Study of Educators, the brief offers both **hard data and an action plan** for communities.

The impact of these data and policy recommendations continues to grow as more communities undertake surveys of their educators in order to create an action plan for building the profession of Jewish education.

**"Transforming the Supplementary School":
The CIJE Teacher-Educator Institute**

In May 1995, CIJE received a three-year grant from the Nathan Cummings Foundation to forge a **national cadre of teacher educators** who will design and implement new approaches to the professional development of teachers. (There is a nationwide shortage of qualified teacher educators for Jewish educational institutions.)

CIJE has decided to address one of the major shortages in this area--in-service training for supplementary school educators--by creating a national cadre of qualified teacher educators for the supplementary school system in North American Jewish education. The teacher educators in CIJE's **Teacher Educator Institute (TEI)** will have the expertise to design and help implement teacher-training programs in their local communities and throughout North America.

Directed by Drs. Gail Dorph and Barry Holtz, this pioneering initiative was undertaken to transform the quality of teaching in the classroom by giving institutions and communities access to skilled professionals who can guide the improvement of teachers' growth, learning and practice. Serving as advisors to this project from Michigan State University are Dr. Sharon Feiman-Nemser, Professor of Teacher Education, and Dr. Deborah Ball, Associate Professor of Education.

This project will result in:

1. **A cadre of 30 teacher educators**, who will be available to enhance significantly the quality of supplementary school teacher education in their own communities and in others.
2. **A CIJE policy brief**, outlining the "best practices" of in-service education and making recommendations for upgrading the professional development of supplementary school teachers.
3. A library of **videotapes of teachers** with an accompanying **manual**, to be used as effective catalysts for transforming practice in the classroom. Teachers improve their practice not only by deepening their understanding of Judaica and pedagogy and by learning new skills, but by watching and reflecting on the practice of other teachers at work.

The Best Practices Project

Under the direction of Dr. Barry Holtz, CIJE has produced two volumes: *Best Practices in Supplementary Schools* and *Best Practices in Early Childhood Education*. Selected from supplementary schools and early childhood programs across North America, the portraits in these volumes are an inventory of “success stories” in contemporary Jewish education. These volumes offer examples of excellence--“best practices” in settings where many have been skeptical that outstanding teaching and learning can take place.

By the end of 1995, CIJE will have completed the next stage of the Best Practices project--*Best Practices in Jewish Community Centers*. As JCCs consciously set about becoming settings for Jewish education, leadership again plays a pivotal role. This study examines 6 sites where informal Jewish education is vital, engaging, and has transformed the JCC. The partnership of the JCC executive director and Jewish educator is a linchpin in supporting this new environment.

Building Research Capacity: Toward an Evaluation Institute for Jewish Education

CIJE is committed to helping set an agenda and build the capacity to conduct research with implications for communal policy--one of the most underdeveloped areas in Jewish education. CIJE consultants Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of the Peabody College of Education, Vanderbilt University, are directing CIJE's efforts in this area.

A pressing issue that has resulted from our work is the ongoing need for evaluation. In this decade, when the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the issue of evaluation has become urgent. When new initiatives are undertaken, how can their impact be measured? Currently, there is not a sufficient group of trained local evaluators to help institutions and communities assess their programs.

CIJE envisions the creation of an **evaluation institute for Jewish education**. In November, a first consultation was held toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives.

Private-Communal Partnerships

CIJE was founded to serve as a catalyst for change in partnership with others. One of the most exciting aspects of our work has been the partnerships that have resulted as critical needs have been identified. In CIJE's laboratory communities and nationally, new personnel initiatives for Jewish education have been funded by **the Children of Harvey and Lyn Meyerhoff Philanthropic Fund** in Baltimore, **The Helen Bader Foundation** in Milwaukee, and **The Nathan Cummings Foundation**.

The Goals Project

The North American Jewish community has entered a critical stage of reflection and analysis. Contemporary Jewish education requires not only new approaches but also new formulations of purpose.

The CIJE Goals Seminar (Jerusalem: July 1994) brought together lay and professional leaders from several communities to work together on conceptualizing "**vision-guided**" institutions and communities--that is, those with a distinct vision of their work and clarity about their goals.

Since then, CIJE--with the Mandel Institute in Jerusalem--has been engaged in a series of seminars in communities and pilot projects in Jewish educational institutions for lay leaders and professionals, under the direction of Dr. Daniel Pekarsky, a philosopher of education at the University of Wisconsin.

Together we have begun to address the question facing all of us: How can our institutions and communities offer a richer, more meaningful vision of what it means to be a North American Jew today?

November 1995

Transforming Jewish Teaching: A Necessary Condition for Transforming Jewish Schools

Gail Zaiman Dorph

In 1993, the Council for Initiatives in Jewish Education (CIJE) ¹ conducted a study of educators in pre-schools, congregational schools and day schools in the communities of Atlanta, Baltimore and Milwaukee. This study showed that although the teaching force is underprepared in both Judaica and pedagogy, it is both more stable and more committed than we might have imagined. Although only 32% of the teaching force is full-time, about 60% considers Jewish education to be a career. Only 6% of teachers plan to seek positions outside of Jewish education in the near future.²

Conventional wisdom has stressed the futility of investing in our teachers, since most of them are part time and not professionals by training. CIJE's findings suggest that investing in the present teaching and leadership workforce could have real benefits for the Jewish community. These data have led us at CIJE to rethink the area of professional development. Over the last few months, CIJE has been working both in communities and nationally to create strategies for developing serious approaches to professional development opportunities for teachers and educational leaders. This paper describes an emergent approach to professional development grounded in a particular view of teaching and learning. The thinking upon which it is based is guiding CIJE's current work in professional development.

In both Jewish and general education, the dominant approach to in-service education for teachers has taken the form of one-shot workshops, or, at best, short-term passive activities, with limited follow-up. The content of in-service education has emphasized a "one size fits all approach," assuming that generic strategies are applicable to all, regardless of educational setting, age of the learner, or subject matter to be taught and learned. Such strategies assume that each teacher would "learn" the latest new techniques and creative activities and bring them back to her/his own classroom, making whatever "adjustments" might be necessary.

This approach to professional development grew out of a particular view of teaching. In this view, teaching is considered to be straightforward and non-problematic; it emphasizes teachers transmitting information and children listening and remembering. It does not seriously address either the needs of children as learners or the subject matters to be taught. Our approach to professional development has been influenced by a different view of teaching and learning, one that emphasizes respect for both learner and subject matter. Such teaching has often been characterized as "teaching for understanding" (Cohen, McLaughlin, and Talbert, 1993). This view of teaching moves us away from a more traditional image of teaching as "telling and learning as listening" to a vision of practice referred to by Deborah Meier (quoted in Little, 1993) as "learning as telling, teaching as listening."

This conception of teaching requires that we think differently about what teachers need to know and be able to do, and therefore requires that we think differently about the contexts and content

of professional development. If we are to take seriously issues of learners and subject matter, "one size" can no longer fit all; generic techniques appropriate to all ages and subjects will be inadequate to the task. We will need to create a variety of new strategies and supports to enhance and deepen teachers' learning and guide them through experimentation and the real struggles that accompany change. Professional development must itself reflect, promote and support the kind of teaching and learning that we hope to foster.

Researchers concerned with the latest efforts in educational reform have found that teachers have been able to make significant changes in their teaching practices in the context of professional learning communities. In such communities, the emphasis switches from experts transmitting skills to teachers to teachers studying the teaching and learning processes (Darling-Hammond, 1993; Little, 1993; Lord, 1994; McLaughlin, Talbert, 1993). Teachers have opportunities to voice and share successes and exemplars, doubts and frustrations. They learn to raise concerns and critical questions about their own teaching and about their colleagues' teaching.

As Judith Warren Little (1993) has suggested, changing teaching will require not only changing our image of teachers' work but also developing a culture compatible with the image of teacher as "intellectual" rather than teacher as "technician." Professional development as an essential and indispensable process will need to be integrated into the life of educational institutions, woven into the very fabric of teachers' work, not seen as a "frill" that can be cut in difficult financial times or because of overprogrammed schedules.

A variety of conditions (McDiarmid, 1994) have been singled out as critical for supporting this new approach to professional development. These conditions suggest a need for creating opportunities and structural regularities that do not presently exist in most Jewish or general educational settings.

I would like to present three of these conditions because of their implications for Jewish education:

1. Teachers need opportunities to work with colleagues, both in their school building and beyond it. They need to be part of larger learning communities that provide support and access to new ideas and knowledge.
2. Teachers need time to become involved in the sometimes protracted process of changing roles and practice. To attain time and mental space, professional development must be redefined as a central part of teaching. It can no longer be an "add-on," tacked on to the school day, week or year. It must be woven into teachers' daily work.
3. Teachers need the support and advice of an educational leader who understands issues of teaching and learning and what it takes to change teachers' roles and practice in their classrooms and in the school.

Let me address these three conditions and the challenges they pose to us.

1. Critical Collegueship

Making changes is hard work. Change does not always go smoothly. It often includes frustration, backsliding and failure. Making changes in one's teaching practice is no exception. When stressing the challenges of changing one's teaching practice, Deborah Meier has suggested the analogy of "changing a tire on a moving vehicle," an analogy that speaks to the difficulty one encounters as one continues "to move" while engaged in repair work. After all, professional development is not a pre-service activity. It takes place in the same time frame in which one is engaged in "doing the work."

Educational research (Lord, 1994; McLaughlin, Talbert, 1993) indicates that teachers who have made effective changes in their practice belong to active professional communities that not only support and encourage new practice but also enable teachers to engage in constructive criticism. A logical place to develop such colleagueship is within the context of the school in which one is teaching. Here, teachers can develop ways of working and talking together. But we also need ways to create community for teachers beyond their own schools so that teachers of the same subject matters and teachers of the same age children can learn together.

Transforming schools into learning communities for faculty as well as for students sounds like a reasonable suggestion--and yet, it is a formidable challenge. Critical colleagueship among teachers could indeed be the first step. Two clear prerequisites to meaningful collegial collaboration are time and the involvement and support of the educational leadership of the institution.

2. Time

When the rhetoric of changing teaching practice meets the reality of life in schools, it immediately collides with the problem of time. If this is true in general education, how much more so is it true in Jewish education, where the majority of our institutions and our personnel function part-time. It is hard to imagine how time can be found in the current work configuration. Even finding time for staff meetings when all players can be present is difficult; it is all the more challenging to find real time to learn, discuss and reflect.

In general education, schools with serious commitment to professional development for their teachers have experimented with a number of different strategies for finding regular time including a weekly extended lunch time of two hours; pre-school meetings; and starting "regular classes" at noon once a week.

What would it take to find regular time in our Jewish schools? Day schools and pre-schools might experiment with strategies such as those suggested above. In supplementary schools, where there is no flexibility in manipulating face-to-face contact hours of teachers with students, it might mean paying teachers for an extra afternoon of time each week or for an additional two hours on Sunday.

3. Leadership

It is clear that reorganizing the schedule of a school to accommodate this kind of professional development requires the support of the leader of an educational enterprise. This support cannot be present only in the form of lip service and superficial restructuring moves. Only in settings where principals are involved in professional development does teaching practice really change (Little, 1989). At the most straightforward level, educational leaders need to value this enterprise; initiate, plan, develop and evaluate initiatives in their own institutions; work with their teachers to develop appropriate individual professional development plans; and work to advocate for particular programs that might best be offered at the communal level, such as those that extend and deepen teachers' subject matter knowledge.

Community Mobilization

An additional necessary condition for serious professional development for Jewish educators falls under the rubric of community mobilization. If one thinks about the three conditions necessary for creating a serious climate for professional development, one is struck by the implications not only for the people--teachers and principals--but also for their roles and their institutions. Building professional development into schools requires rethinking school schedules and allocation of teachers' time and salaries. None of this can be accomplished without the support of school board members, rabbis and other stakeholders in the process. Thus, taking professional development seriously challenges us to address three much more basic issues:

Do we believe that Jewish education can make a difference?

Do we believe that Jewish educators are critical to making that difference?

Are we willing to create the conditions and supports that reflect our beliefs in a serious way?

Dr. Gail Zaiman Dorph is senior education officer for CIJE and former director of the University of Judaism's Fingerhut School of Education.

Notes:

1. Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish education. CIJE's mission, its projects and research, is to be a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions to build the profession of Jewish education and mobilize community support for Jewish education.

2. For more information about the Study of Educators, please contact the CIJE office, 15 E. 26th Street, New York, NY 10010; 212-532-2360; fax number 212-532-2646.

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On the Goals of Jewish Education

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. As a motto and declaration of hope, we might adapt the dictum that says, "They searched from Dan to Beer Sheva and did not find an am ha'aretz!" "Am ha'aretz," usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, and concerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky

*A Time To Act: The Report of the Commission on
Jewish Education in North America*

The Council for Initiatives in Jewish Education (CIJE)

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish education. CIJE's mission, in its projects and research, is to be a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions to **build the profession of Jewish education and mobilize community support for Jewish education.**

CURRENT ACTIVITIES

The Harvard-CIJE Leadership Institute

In the fall of 1994, the staff of CIJE developed with the Harvard University Principals' Center the first inter-communal and trans-denominational institute on **Jewish educational leadership**. Fifty leaders of Jewish schools and early childhood programs from across the country attended the institute. The intensive program drew on the latest research and thinking in general education to address such questions as: What is effective school leadership? How do leaders create a powerful vision and implement it within their schools? What does the Jewish tradition teach us about the critical role of leaders in education?

A new institute will be convened at Harvard in March. "**Jewish Education with Vision: Building Learning Communities**" will include the previous attendees and expand our orbit to other school directors and principals.

A powerful component of the first institute was the learning and exchange fostered at Harvard among educational leaders across denominational affiliations. These exchanges have continued within the communities that participated. Among our goals is the creation of **leadership networks**, peer learning groups of educational leaders from many school settings within local communities.

Policy Brief: The Background and Professional Training of Teachers in Jewish Schools

One result of CIJE's commitment to building the profession of Jewish education was the publication of this policy brief. The brief juxtaposes the severe lack of training of most teachers in Jewish classrooms with an unexpected degree of commitment and stability, making a strong case for far greater and more comprehensive in-service training for teachers than currently exists. Drawing on the extensive CIJE Study of Educators, the brief offers both **hard data and an action plan** for communities.

The impact of these data and policy recommendations continues to grow as more communities undertake surveys of their educators in order to create an action plan for building the profession of Jewish education.

**"Transforming the Supplementary School":
The CIJE Teacher-Educator Institute**

In May 1995, CIJE received a three-year grant from the Nathan Cummings Foundation to forge a **national cadre of teacher educators** who will design and implement new approaches to the professional development of teachers. (There is a nationwide shortage of qualified teacher educators for Jewish educational institutions.)

CIJE has decided to address one of the major shortages in this area--in-service training for supplementary school educators--by creating a national cadre of qualified teacher educators for the supplementary school system in North American Jewish education. The teacher educators in CIJE's **Teacher Educator Institute (TEI)** will have the expertise to design and help implement teacher-training programs in their local communities and throughout North America.

Directed by Drs. Gail Dorph and Barry Holtz, this pioneering initiative was undertaken to transform the quality of teaching in the classroom by giving institutions and communities access to skilled professionals who can guide the improvement of teachers' growth, learning and practice. Serving as advisors to this project from Michigan State University are Dr. Sharon Feiman-Nemser, Professor of Teacher Education, and Dr. Deborah Ball, Associate Professor of Education.

This project will result in:

1. **A cadre of 30 teacher educators**, who will be available to enhance significantly the quality of supplementary school teacher education in their own communities and in others.
2. **A CIJE policy brief**, outlining the "best practices" of in-service education and making recommendations for upgrading the professional development of supplementary school teachers.
3. A library of **videotapes of teachers** with an accompanying **manual**, to be used as effective catalysts for transforming practice in the classroom. Teachers improve their practice not only by deepening their understanding of Judaica and pedagogy and by learning new skills, but by watching and reflecting on the practice of other teachers at work.

The Best Practices Project

Under the direction of Dr. Barry Holtz, CIJE has produced two volumes: *Best Practices in Supplementary Schools* and *Best Practices in Early Childhood Education*. Selected from supplementary schools and early childhood programs across North America, the portraits in these volumes are an inventory of “success stories” in contemporary Jewish education. These volumes offer examples of excellence--“best practices” in settings where many have been skeptical that outstanding teaching and learning can take place.

By the end of 1995, CIJE will have completed the next stage of the Best Practices project--*Best Practices in Jewish Community Centers*. As JCCs consciously set about becoming settings for Jewish education, leadership again plays a pivotal role. This study examines 6 sites where informal Jewish education is vital, engaging, and has transformed the JCC. The partnership of the JCC executive director and Jewish educator is a linchpin in supporting this new environment.

Building Research Capacity: Toward an Evaluation Institute for Jewish Education

CIJE is committed to helping set an agenda and build the capacity to conduct research with implications for communal policy--one of the most underdeveloped areas in Jewish education. CIJE consultants Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of the Peabody College of Education, Vanderbilt University, are directing CIJE's efforts in this area.

A pressing issue that has resulted from our work is the ongoing need for evaluation. In this decade, when the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the issue of evaluation has become urgent. When new initiatives are undertaken, how can their impact be measured? Currently, there is not a sufficient group of trained local evaluators to help institutions and communities assess their programs.

CIJE envisions the creation of an **evaluation institute for Jewish education**. In November, a first consultation was held toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives.

Private-Communal Partnerships

CIJE was founded to serve as a catalyst for change in partnership with others. One of the most exciting aspects of our work has been the partnerships that have resulted as critical needs have been identified. In CIJE's laboratory communities and nationally, new personnel initiatives for Jewish education have been funded by **the Children of Harvey and Lyn Meyerhoff Philanthropic Fund** in Baltimore, **The Helen Bader Foundation** in Milwaukee, and **The Nathan Cummings Foundation**.

The Goals Project

The North American Jewish community has entered a critical stage of reflection and analysis. Contemporary Jewish education requires not only new approaches but also new formulations of purpose.

The CIJE Goals Seminar (Jerusalem: July 1994) brought together lay and professional leaders from several communities to work together on conceptualizing "**vision-guided**" institutions and communities--that is, those with a distinct vision of their work and clarity about their goals.

Since then, CIJE--with the Mandel Institute in Jerusalem--has been engaged in a series of seminars in communities and pilot projects in Jewish educational institutions for lay leaders and professionals, under the direction of Dr. Daniel Pekarsky, a philosopher of education at the University of Wisconsin.

Together we have begun to address the question facing all of us: How can our institutions and communities offer a richer, more meaningful vision of what it means to be a North American Jew today?

November 1995

SF SJ
CIJE PIA

CONFIDENTIAL

MINUTES: CIJE STEERING COMMITTEE
DATE OF MEETING: December 5, 1996
DATE MINUTES ISSUED: December 10, 1996
PARTICIPANTS: Morton L. Mandel (chair), Daniel Bader, Karen Barth, John Colman, Gail Dorph, Adam Gamoran, Ellen Goldring, Nellie Harris, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Stanley Horowitz, Karen Jacobson (sec'y), Shlomo Offer, Morris Offit, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Esther Leah Ritz, Jonathan Woocher
COPY TO: Sheila Allenick, Josh Elkin, Seymour Fox, Lee Hendler, Annette Hochstein, Dalia Pollack, Charles Ratner, Richard Shatten, Henry Zucker

I. Announcements

The Chair, Mr. Mandel welcomed all members to the meeting. He then asked Alan Hoffmann to introduce Nellie Harris, currently a Jerusalem Fellow, who arrived from Israel earlier this morning. Nellie Harris will be spending two weeks in New York becoming acquainted with CIJE in preparation for her return as a staff member working with Gail Dorph in the area of Building the Profession.

Alan Hoffmann asked Karen Barth to introduce Karen Jacobson. Karen Jacobson was hired as a transition consultant in late October, to work on three specific areas of concern: 1) Recruitment and retention of CIJE support staff; 2) Assistance in the relocation of CIJE financial operations from Cleveland to NY; 3) Assistance in the search and relocation of CIJE to new office space.

Karen will also be responsible for handling day to day operations until a replacement is hired for Josie Mowlem's position as Assistant Executive Director.

The chair welcomed Morris Offit, a new member of the Steering Committee. Mr. Offit stated that he was looking forward to offering a positive contribution to CIJE in his role as a Steering Committee member.

II. Master Schedule Control

The master schedule control for 1997 was reviewed.

III. Minutes and Assignments

The minutes and assignments of October 16 were reviewed and accepted.

IV. 1997 Workplan

Karen Barth introduced the revised workplan by delineating its highlights. Within 1997 the five year strategic plan will be completed. CIJE will continue to build and redefine training pilots for teacher educators and principals. CIJE will consult to both new and existing programs in professional development for educators, expand the Goals project and conduct several pilots. In 1997, CIJE will focus attention on creating an extensive array of quality publications designed to tell the CIJE story, seed the culture, support policy-making with research and provide tools for change. The dissemination and utilization of Best Practices will continue, as will CIJE's support of lead communities. CIJE will also be preparing a major new initiative in Community Mobilization which will be defined as part of the strategic planning process.

Karen explained that CIJE will continue to expand its capacity by adding to the staff and by building a cadre of professors in General Education to help with this work. At the same time, CIJE expects to cut back on time devoted to core administrative activities.

Also on CIJE's agenda for 1997, is intensive planning for 1998 initiatives in Early Childhood, Senior Educational Leadership and Research and Evaluation.

John Colman, suggested that an evaluation process should be part of the workplan, to determine how items like the Best Practices are being implemented and if they are affecting change. Alan Hoffmann said that currently TEI is the focal point for an extensive CIJE evaluation process. Further discussion pointed to additional areas for evaluation, including the effect of the publications on communities where they have been disseminated.

Karen Barth then reviewed the workplan by domain and noted changes.

A. Building the Profession

1. TEI

Cohort 3 will be deferred to 1998. Alan Hoffmann explained that Cohort 3 participants should be decided upon based on the focus of the strategic plan. He also noted that the funding from the Cummings Foundation is already in place, and that two seminars will take place in 1998. Three video packages will be developed instead of four. Gail Dorph will be working on writing about TEI.

2. Leadership Seminar

A seminar that joins lay leaders and professionals together will be run in

January. This program grew out of a request from the educational leaders with whom we have been working (who have participated in our previous seminars). There will be two seminars for our General education professors. Gail Dorph explained that a three day program in January will include two new professors and the one in June will include approximately five new professors. The goal is to recruit approximately 10 new people during the course of the year, and involve them in CIJE. We are searching for excellent candidates around the country to add capacity for our work in four major areas: Early Childhood, Educational Leadership, Research Evaluation and Professional Development. Gail explained that recruitment relies on recommendations.

Esther Leah Ritz suggested that the President of Alveras College, a Catholic College based in Milwaukee, be contacted as an excellent resource on innovation and change in education.

3. Planning

Karen Barth explained that major planning initiatives remain on the 1997 workplan: Building the Profession, JEWEL, Norms and Standards, and Early Childhood.

4. Consultations

Consulting work will continue with several different organizations primarily in the area of Professional Development.

5. Professional Development Policy Brief

Esther Leah Ritz challenged the members to think about how to move the process of building the community from the national to the local level; limiting what we do here in New York, and giving the local institutions the knowledge to develop these programs in their own communities.

Karen Barth stated that this is an essential issue in CIJE's strategic planning. Gail Dorph pointed to the professors program, which develops a cadre of regional professionals with the skills to help design and implement policies on a local level.

Alan Hoffmann explained that the second cohort is already working with individuals around the issues of community development and team building. He said that we are not where we would like to be ultimately, but that we are moving in the right direction.

B. Community Mobilization

Mort Mandel suggested that CIJE might want to sponsor a bi-ennial, bringing together participants by invitation. Issues to be examined in relation to the development of a bi-ennial are: defining the goals, dealing with governance, developing an advisory panel, identifying appropriate participants, as well as determining if this type of program fits CIJE's mission and objectives.

On the issue of CIJE's role as a catalyst, mobilizing leaders to meet together about Jewish Education, Alan Hoffmann defined the concept of a 'coalition of communities' citing the Essential Schools Network as an example. The coalition of communities may be an appropriate outgrowth of CIJE's consultations with communities. However, we need to set priorities, so that CIJE doesn't find itself in the service business. Mort Mandel suggested that 1997 be a year to determine our priorities, set our goals for the future, and decide which activities are central to implementing our strategic plan. Reflecting the sentiments of the members, he noted a programmatic vacuum in conferences, with little focus on Jewish education, and expressed disappointment that the emphasis on this topic has been diminished at the GA. He added that CIJE is a natural to pick up this piece.

1. Luncheon Seminars

The Luncheon Seminars will continue in 1997. Strategic planning will help define goals for the seminar in '97, including issues of reaching non-Steering Committee members, and pulling in local community leadership. Dan Bader pointed out that this program can also be strategically used as an opportunity to look for 'friends,' small and large foundations who would underwrite and/or host five or six seminars a year in their own community. He suggested that this approach will address several concerns, including: increasing our national organization network, moving programmatic development to the regional level, and easing CIJE's budget.

Alan Hoffmann envisioned the structure for this program as follows: develop an academic seminar here in New York, then take the seminar on the road. He suggested this would be an excellent format to discuss ground breaking, not yet published works. Dan Bader stated he was aware of a willingness to support this type of program in Milwaukee. Karen Barth concluded the discussion with her agreement to include this issue in future strategic planning discussions.

C. Content and Programs

The focus will be on the dissemination of the Best Practices materials. The future plan for new work is being reviewed. In the near term Barry Holtz's time will be used in the area of Building the Profession because we have urgent projects with

no coverage.

D. Monitoring, Evaluation and Feedback

Karen Barth discussed the development of an Evaluation Institute. The group discussed the use of leading indicators to help the Jewish community see if it is making progress. There will be an early 1997 consultation that will pull together an interdisciplinary group to work on the issue. This will be added to the '97 workplan.

E. Core

Future CIJE fundraising efforts will be started earlier. Fundraising strategy will be added to the agenda of a future Steering Committee meeting. Dan Bader pointed out that current CIJE programming offers little incentive to local/regional funders due to the national focus of CIJE programs and that Jewish education is a difficult area to find funders for. We must get directly into the communities to interest community-based funders, he also suggested associating a fee with local programs.

Alan Hoffmann stated that the '97 workplan has been closely analyzed, and will be tightly followed. A task/cost analysis will be conducted for each project, including staff time allocation. 1997 will see closer control of budget and staff time.

V. Budget

Mort Mandel reviewed the budget for 1997. He noted that the projected budget is two million dollars, with \$400,000 coming from fundraising activities. The Chair noted that CIJE is the highest return on investment of all the Mandel projects. His hope is that in the future it will be "owned" by the American Jewish community, rather than by one foundation. He then asked that members speak with Karen Barth and Alan Hoffmann, if they have suggestions about fundraising strategy.

VI. Strategic Planning Workshop

Karen Barth explained that the strategic planning process is labor intensive, hard work, and requires a great deal of thought. She went on to review the four phase process: 1) Development of vision, 2) Change philosophy 3) CIJE mission, and 4) Specific strategies. Following this discussion, Karen Barth reviewed the activities since the last meeting.

Karen Barth then discussed the ten point "Vision Statement For Outcomes in the North

American Jewish Community,” which had been revised based on the last Steering Committee discussion, two staff workshops, and additional interviews. She stressed that this vision will never be complete. We will continue refining it throughout the strategic planning process and over many years. She noted that it is good enough to move on and discuss the question of change philosophy. To begin this discussion, she asked the question “What would it take for the Jewish community to reach this vision”. This led the group to a discussion of the 13 Generic Approaches to Achieving Transformational Change.

Karen noted that the inclusion of approaches and programs on the list did not indicate an endorsement, rather that they are examples of existing change programs the discussion of which would help formulate a clearer vision of options for CIJE. Some additional examples of effective change policies, and programs were discussed. Alberto Senderay’s program in South America was noted as an interesting example. Senderay brought in talent from consulting firms and the Harvard Business School to help train change leadership. The result is a cadre of young leadership in South America. His program has been used as a pilot for other programs, and replicated throughout Europe. The question was raised as to whether these new leaders produced real change or just mandated the status quo.

The New York Continuity Commission’s approach to affecting change was discussed as a model of creating change by seeding many small experiments in the hope that some will take root and grow. A discussion followed around the pros and cons of this type of approach. The group asked for the recent Continuity Commission report. Karen Barth said she will see if she can get copies.

Karen added two additional approaches to the 13 existing on the handout. The 14th approach to change is Best Practices, which is described as identifying and replicating best practices. Item 15 is restructuring and reengineering, which includes the redefining of boundaries between institutions.

A. Strategic Game Plan

Karen Barth distributed three versions of a “strategic game board,” one for Institutions, one for People and one for Demographic Groups. Starting with Institutions, she asked the members to fill in the game board with a well known established program. ECE, the Continuity Commission, the Israel Experience, and others were chosen as the examples. The group then studied how these examples filled out the gameboard. The next step was plotting CIJE and examining its gameboard profile. There was some surprise as the profile developed. Some members felt that CIJE was too spread out across the board, others thought that CIJE was leaving areas of concentration under-represented. This vehicle was presented as a tool to open the discussion of where CIJE should

be in the future, to help define what its priorities are currently, and what change techniques will help achieve the vision.

After a brief break for lunch, the meeting resumed with a re-examination of the 13 (now 15) generic approaches to change. The strategic gameboard analysis prepared the members to examine the pros and cons of the approaches open to CIJE as change options. The discussion was captured on flip charts (copies are attached).

B. Strategic Plan Summation

Karen Barth concluded the strategic plan segment by delineating the progress that was made during the discussion. The development of a shared vocabulary for discussing strategic options, the design of a map of CIJE's current strategies and what the strategies of other institutions look like, an awareness of what tools exist to affect change and the pros and cons of each. Karen Barth said that the next meeting will focus in on what CIJE will do.

VII. CIJE Update

Due to a tight schedule, and early ending time, so that members could be home before the start of Chanukkah, Alan Hoffmann gave an abbreviated update of events.

A. GA

Alan mentioned that he, Karen Barth, Nessa Rapoport and Barry Holtz attended the GA in Seattle from November 13-15. Attendance for the GA was down from previous years. The many participants voiced disappointment that there was no forum for Jewish Education at this year's GA. Alan Hoffmann noted that he received many unsolicited comments stating that it is time to do something different focused on Jewish Education. This is another indication that there is a void that needs to be filled by CIJE. He reintroduced the concept of a bi-ennial as a timely idea.

B. TEI

Our next TEI seminar, which will take place December 15-18, is a first for two reasons. It will include members of both cohorts one and two, totaling approximately 65 people. We will have a chance to see the first of the videotape clips that we are preparing as a part of this initiative. This is a clip from a religious school classroom. It is a conversation between 6 year olds and their teacher about when, why and how Jews pray.

The evaluation of TEI is underway. The evaluation plan has three parts: creation of communal maps of professional development, interviews of participants, case studies that will follow several participants and the changes that they are trying to institute.

With regard to the mapping project, our research and evaluation team (Adam Gamoran, Ellen Goldring and Bill Robinson) has gathered data about current professional development offerings in five communities which will serve as baseline data for future monitoring of changes in the scope and content of such offerings. They are currently writing reports that can serve as the basis for communal conversations to develop more comprehensive personnel action plans.

Ken Zeichner, one of the members of our professor's group, who is an expert on teacher education, will be joining our team to help analyze the interview data and set up the case study strategy.

C. Lay Professional Leadership Seminar at Harvard

CIJE's first lay-professional leadership seminar entitled: *The Power of Ideas: Leadership, Governance, and the Challenges of Jewish Education* will take place January 19 and 20. We are expecting between 20 and 25 teams (lay and educational leaders) from institutions in Atlanta, Boston, Cleveland, Hartford, Milwaukee and Montreal. Our guest faculty will include Judith Block McLaughlin, chair of the Harvard seminar for new presidents and lecturer in higher education at Harvard University; Michael Rosenak, Mandel Professor of Jewish Education at the Hebrew University; Tom Savage, former President of Rockhurst College and current head of its Continuing Education/Seminar Program and our own Karen Barth. Josh Elkin and Ellen Goldring have been instrumental in putting this program together.

D. Education Professors Seminar

We will be holding a seminar for CIJE's education professors at the end of January. Two new professors will be joining us: Bill Firestone of Rutgers University who's expertise includes the financing of education and Anna Richert of Mills College who's work is in teacher education and professional development. Moti Bar Or and Melilah Helner-Eshed, who were part of our Judaica faculty this summer will again be teaching the group. We are delighted that all of the professors who were with us this summer will be participating in this seminar.

E. Milwaukee Lay Leadership

Dan Pekarsky reported about the process of developing a curriculum for Milwaukee's Lay Leadership Development Project. He focused on the interplay between CIJE's guiding principles and local concerns and issues in the development of this curriculum. A curriculum framework is now in place. Remaining tasks include identifying one or more individuals to further specify the curriculum and to lead the seminar, as well as recruitment of an appropriate clientele. Nessa Rapoport and Dan Pekarsky noted that there is a great deal of excitement about this program among the local planning group.

F. Luncheon Seminar

On Wednesday, December 11 Barry Kosmin will be speaking on the role of Bar and Bat Mitzvah. His paper is based on his findings from a survey of nearly 1500 students and their parents--the class of 5755--from the Conservative movement.

The meeting was adjourned at 2:30 pm. Alan Hoffmann wished the members a Happy Chanukkah, and distributed a Chanukkah treat of chocolate gelt and dreidels to all.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

ASSIGNMENTS

73890 ASN (REV. 7/94) PRINTED IN U.S.A.

Function:		CIJE STEERING COMMITTEE			
Subject/Objective:		ASSIGNMENTS			
Originator:		Date: 12/10/96			
NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
1.	Discuss development of travelling luncheon seminars		KAB	12/5/96	TBD
2.	Obtain and distribute copies of recent Continuity Commission report		KAB	12/5/96	TBD
3.	Show TEI video tape to Steering Committee.		GZD	6/26/96	2/6/97

Holtz--2

To: CIJE Interested Parties
From: Barry W. Holtz
Re: Pilot Projects
February 22, 1993

cc
for CIJE
1 Pilot Project
file

We have spent some time talking about the concept of the "Pilot Projects" for the Lead Communities. In this memo I will put down some ideas that Shulamith Elster and I have been thinking about that may help our discussions about the Pilots.

A Pilot Project is an initiative undertaken by a Lead Community in its start-up phase, even before the planning process is completed. The purpose of the Pilots is to "jump start" the process for change in the Lead Communities as well as to build local enthusiasm for the Lead Communities Project. In addition Pilot Projects can help in the planning process or test on a small scale what may later be attempted in a larger context.

All Pilot Projects should be centered around the two main "directives" of the CIJE, as stated in A Time to Act: a) build community support for Jewish education; b) build the personnel of the profession of Jewish education.

Shulamith and I have conceptualized three different "cuts" into the Pilots (which we call Pilot A, B and C), all or some of which can be launched in each Lead Community.

Pilot A

Pilot A is a series of consultations-- an ongoing educational seminar-- by the CIJE and its guest consultants developed for the Lead Community Commission. Its purpose is to help the Lead Communities plan, envision and launch the implementation of educational change. These consultations would, in essence, form the beginnings of the "content" side of the planning process outlined in the Lead Communities Planning Guide (see specifically pp. 31-33).

The "curriculum" of these consultations would be based on the work of the Best Practices Project. Shulamith and I would lead (or arrange for other consultants to lead) a presentation and discussion about each of the areas in the project: supplementary schools, early childhood Jewish education, the Israel Experience, JCCs, day schools, the college campus, adult education, camping, and community-wide initiatives (those programs in training, recruitment, board development, etc. that have been done at the community level such as Federation or BJE). In addition, we will devote sessions to the process of implementing change in educational settings.

Where the publications of the Best Practices Project are available (e.g. the supplementary school), we will use those volumes as the "text"; where they are not available, experts in the field who are working on the project will present to the group.

The seminar will also include presentations from educators in the Best Practices sites and visits by the Lead Communities Commission (or relevant task forces within it) to actual Best Practices sites.

Pilot B

Pilot A works at the level of community leadership; Pilot B aims at the educational leadership in the local Lead Community. It focuses on the introduction of new ideas into the the community. Here we could imagine a similar approach to Pilot A, but with a different audience: sessions with relevant educational leaders based around the Best Practices Project; visits to sites; visits from Best Practices practitioners.

Pilot C

Pilot C aims to be less oriented on planning and more focused on practical skills, for a number of different potential populations:

#1: The Rabbis Seminar for supplementary schools. Based on Joseph Reimer's work for the Commission, this would be a mini-course for local rabbis on improving their supplementary school. It would include visits by rabbis the Best Practices Project supplementary schools. This could be organized by the denominations or trans-denominationally.

#2: The Supervisor Level: a mini-course oriented toward the principals of schools or agency directors around some skills important for their work-- leadership in education, supervision, board relations, etc.

#3: The "front line soldier": a project oriented for the teachers in the field. This might include an inservice project for early childhood teachers, an Israel oriented program etc. It is likely that these could come from national training and service organizations.

Examples:

The Melton Research Center/JTS has proposed an intensive program on teaching using the arts for the Baltimore BJE. This project could serve as a Pilot C, #3 project.

The Hebrew University's Melton Centre has proposed developing a number of options for Lead Communities teachers-- a) sending a teacher from each community to the Senior Educator program; b) using the

Holtz--4

Melton Mini-School in the Lead Communities to provide Jewish content knowledge for early childhood educators, etc. c) A Seminar in Israel could be arranged for principals of Lead Communities dayschools to prepare them for bringing their staff the next summer.

Yeshiva University could be approached to offer a program for Lead Communities day school teachers.



CIJE

GA FORUM

Council for Initiatives in Jewish Education

Our Educators: The New Imperative

FORUM: Thursday, November 17

3:45 PM to 5:15 PM

C201, C205

Join:

Morton L. Mandel:
Chair

The Hon. Amnon Rubinstein:
Minister of Education, *The State of Israel*

Dr. Adam Gamoran:
University of Wisconsin

Alan Hoffmann:
Council of Initiatives in Jewish Education

The first dramatic findings of this just-released policy brief and a new partnership between Israel and North America to revitalize the profession of Jewish educators.

CIJE Council
for
Initiatives
in Jewish
Education

*Background
and
Professional
Training of
Teachers
in Jewish
Schools*

Policy Brief:

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

Background and Professional Training of Teachers in Jewish Schools

O V E R V I E W

A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools.

Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. Yet teachers receive little in-service training to overcome their lack of background, far less than is commonly expected of teachers in general education.

In day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators, yet these teachers attend fewer than 2 in-service workshops a year on average.

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. In-service opportunities are infrequent and usually not connected to each other in a comprehensive plan for professional development.

Pre-school teachers are the least prepared in Jewish content when they enter their positions. Although early childhood educators have more staff development opportunities because of state-mandated licensing requirements, even these are not sufficient to compensate for their limited backgrounds. Moreover, 10% of these teachers are not

Jewish; in one community the figure is as high as 21%.

And yet, in all settings, the study shows that teachers are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people.

This finding presents a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education indicates that carefully crafted in-service training can indeed improve the quality of teaching.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can make a decisive difference, yielding rich rewards for the entire North American Jewish community.

A comprehensive plan to improve the in-service training of Jewish educators will eventually have to be combined with an ambitious and systematic plan to improve the recruitment and training of educators before they enter the field.

This policy brief is the first of a series based on The CIJE Study of Educators. The complete study will be available in 1995.

The CIJE Study of Educators

Research Team:

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Act
Tim

The Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

—A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education—whatever the setting or age group—will depend on two essential tasks: **building the profession of Jewish education;** and **mobilizing community support for Jewish education.** The Council for Initiatives in Jewish Education (CIJE) was established to implement the Commission's conclusions.

Since 1992, CIJE has been working with three communities—Atlanta, Baltimore, and

Milwaukee—to create models of systemic change at the local level. A central tenet of CIJE is that policy decisions in education must be informed by solid data. These communities boldly engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools, and pre-schools. All the educational directors and classroom teachers were surveyed, and a sample of each was interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community and thereby develop a model for North American Jewish communities that wish to embark on this process.

Two years later, the initial results of this study are illuminating not only for the three communities but as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the findings in each are similar enough that we believe the profile of Jewish educators offered by the study is likely to resemble those of many other communities.

This policy brief summarizes the study's findings in a critical area: the background and professional training of teachers in Jewish schools (**Box 1**).

About the Jewish Educators of Atlanta, Baltimore, and Milwaukee

Teachers in the Jewish schools of these communities are predominantly female (84%) and American-born (86%). Only 7% were born in Israel, and less than 1% each are from Russia, Germany, England, and Canada. The large majority, 80%, are married. The teachers identify with a variety of Jewish religious denominations. Thirty-two percent are Orthodox, and 8% call themselves traditional. Twenty-five percent identify with the Conservative movement; 31% see themselves as Reform; and the remaining 4% list Reconstructionist and other preferences. Thirty-two percent work full-time in Jewish education (i.e., they reported working 25 hours per week or more), and about 20% work in more than one school.

Box 1

Are teachers in Jewish schools trained as Jewish educators?

Most are not (**Fig. 1**). The survey indicates that only 19% have professional training in both education and Jewish studies. (In *The CIJE Study of Educators*, training in education is defined as a university or teacher's institute degree in education; training in Jewish studies is defined as a college or seminary degree in Jewish studies, or, alternatively, certification in Jewish education.) Thirty-five percent have a degree in education but not in Jewish studies. Twelve percent have a degree in Jewish studies but not in education. And 34% lack professional training in both education and Jewish studies.

PROFESSIONAL TRAINING OF TEACHERS IN JEWISH EDUCATION

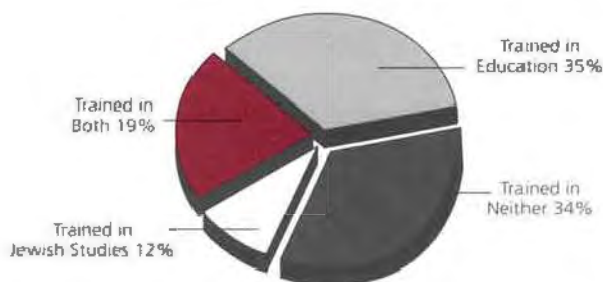


Fig. 1

Does the teachers' training differ according to educational setting?

Generally, yes.

Training in education: Over 40% of teachers in each setting (pre-school, day school, and supplementary school) reported university degrees in education (Table 1). An additional 15% to 17% of pre-school and day school teachers have education degrees from teacher's institutes, as do 5% of supplementary school teachers. (These institutes are usually one- or two-year programs in lieu of university study.)

TEACHERS' BACKGROUNDS IN GENERAL EDUCATION

Setting	Degree in Education	
	From University	From Teacher's Institute
Day School	43%	17%
Supplementary	41%	5%
Pre-school	46%	15%
All Schools	43%	11%

Table 1

TEACHERS' BACKGROUNDS IN JEWISH STUDIES

Setting	Certified in Jewish Education	
	Major in Jewish Studies	
Day School	40%	37%
Supplementary	18%	12%
Pre-school	10%	4%
All Schools	22%	17%

Table 2

Training in Jewish studies: Day school teachers of Judaica are more likely than teachers in other settings to have post-secondary training in Jewish studies. Still, only 40% of day school Judaica teachers are certified as Jewish educators; 37% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary (Table 2). In supplementary and pre-schools, the proportions are much smaller. Overall, only 31% of the teachers have a degree in Jewish studies or certification in Jewish education, and even in day schools only 60% have such training.

What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before age 13, 25% of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11%

of supplementary school teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education (Figs. 2, 3; Box 2).

TEACHERS' JEWISH EDUCATION BEFORE 13

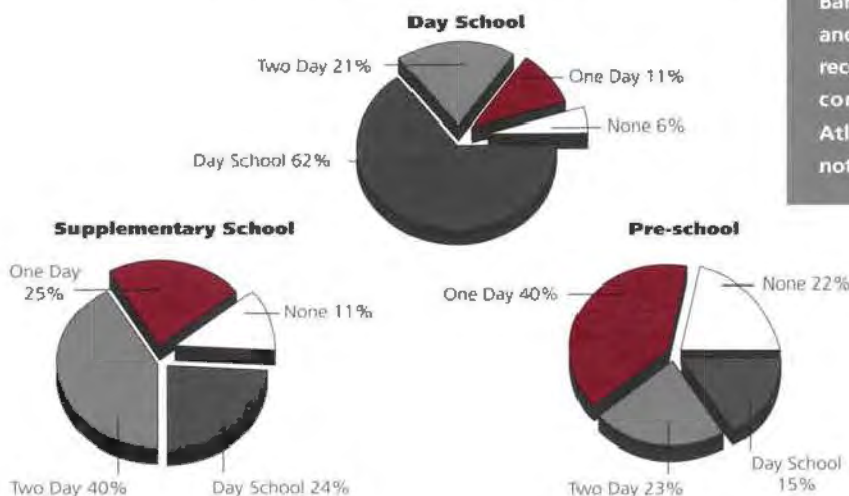


Fig. 2 Two Day 40% Day School 24%

According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of men and 38% of women who identify as Jews received no Jewish education as children. In contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in childhood.

Box 2

TEACHERS' JEWISH EDUCATION AFTER 13

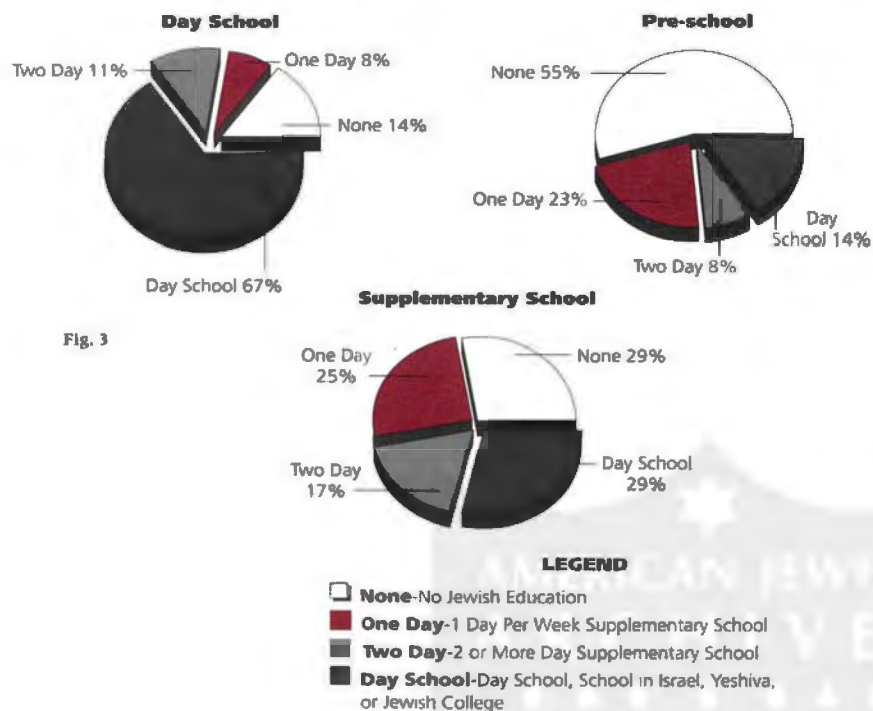


Fig. 3

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children—but are not themselves Jews. Overall, 10% of the teachers in Jewish pre-schools are not Jewish. In one community, the figure is as high as 21%.

Why is this the case? One pre-school director we interviewed shed light on the question:

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

In this instance, the Jewish candidates were better versed in Jewish content and were Jewish role models, but the non-Jewish applicant was more skilled as an educator, and that consideration carried more weight. Many pre-school directors described an acute shortage of qualified Jewish teachers.

Do present levels of in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs each year. Eighty percent of all teachers were required to attend at least one workshop during a two-year period. Of these teachers, around half attended no more than 4 workshops over a two-year time span. (A workshop can range from a one-hour session to a one-day program.)

Pre-school teachers: These teachers typically attended 6 or 7 workshops in a two-year period, which is more than teachers in other Jewish settings (Fig. 4). Most pre-schools are licensed by the state, and teachers are required to participate in state-mandated professional development. Given the minimal background of many of these teachers in Judaica, however, present levels of in-service training are not sufficient.

Day school teachers: Although state requirements apply to general studies teachers in day schools,

Judaica teachers are not bound by state standards. We found little evidence of sustained professional development among the day school teachers we surveyed. On average, those who were required to attend workshops did so about 3.8 times every 2 years—or less than 2 workshops a year.

IN-SERVICE WORKSHOPS ATTENDED

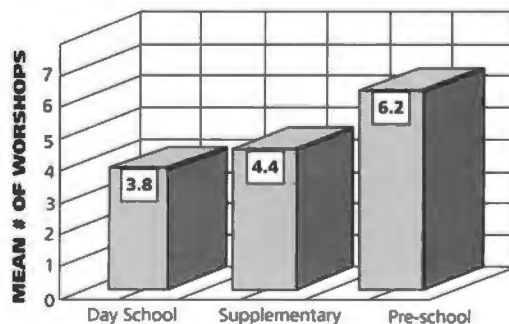


Fig. 4 **Note:** Average # of workshops in the last two years includes only those teachers who responded that they were required to attend workshops and excludes first-year educators

How does this compare to standards in public education? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. Day school teachers in our study engaged in about 29 hours of workshops over a five-year period (assuming a typical workshop lasts 3 hours). This is less than one-sixth of the requirement for state-licensed teachers in Wisconsin. (Despite variations among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers: These teachers reported an average of 4.4 workshops in a two-year period. (There was some variation across communities in this finding.) But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah, and only about 50% were trained as educators, the current status of professional development for these teachers is of

pressing concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a sustained, sequential program of learning.

Summary: Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide, one-day teacher conferences, and all three have some form of incentive for professional development. Still, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Even workshops that teachers find helpful are isolated events, lacking the continuity of an overall system and plan for professional development. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaica but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaica training.

Are teachers in Jewish schools committed to the profession of Jewish education?

Yes. Sixty-nine percent of full-time teachers view Jewish education as their career (Fig. 5). Even among part-time teachers (those working fewer than 25 hours a week), over half described Jewish education as their career. In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career. In total, 59% of the teachers view Jewish education as their career.

JEWISH EDUCATION AS A CAREER?

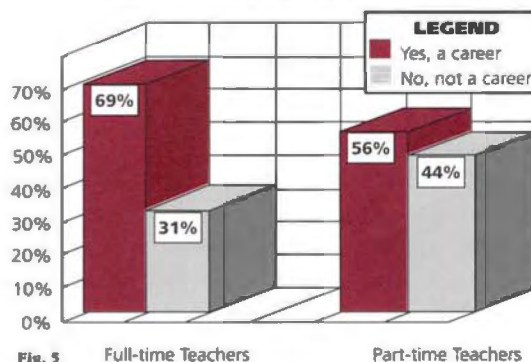


Fig. 5

TEACHERS' EXPERIENCE IN JEWISH EDUCATION

Years of Experience	Percentage of Teachers
One year or less	6%
Two to five years	27%
Six to ten years	29%
Eleven to twenty years	24%
More than twenty years	14%

Table 3

There is also considerable stability in the teaching force. Thirty-eight percent of the teachers have taught for more than 10 years, while only 6% were in their first year as Jewish educators when they responded to the survey (Table 3). Sixty-four percent intend to continue teaching in the same positions, and only 6% plan to seek positions outside Jewish education in the near future.

Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can yield rich results.

A PLAN for ACTION

In Communities

How can a community design a comprehensive plan to improve its teaching personnel?

Like Atlanta, Baltimore, and Milwaukee, a community can profile its teachers and educational directors to learn precisely where their strengths lie and which areas need improvement. *The CIJE Study of Educators* module will become available for this purpose in 1995.

A community can then tailor a plan to meet the specific needs of its own educators. Such a plan should take into account:

a. **Content:** The plan should address the content needs of individual teachers in education, Jewish studies, and in the integration of the two.

b. **Differentiation:** The plan should address the distinct needs of novice and experienced teachers; the different ages and affiliations of students; and the various settings in which classroom education takes place—day schools, supplementary schools, and pre-schools.

c. **Systematic Training Opportunities:** One-shot workshops do not change teachers or teaching. Rather, seminars, courses, and retreats—linked to carefully articulated requirements, goals, and standards—should be offered in the context of a long-term, systematic plan for professional development.

d. **Community Incentives:** Any plan should motivate teachers to be involved in substantive, ongoing in-service education. Community-sponsored incentives for teachers' professional development include stipends, release time, scholarships, and sabbaticals. Ultimately, professional development must be linked to salary and benefits. (One North American community, for example, bases its day school allocation on teacher certification and upgrading rather than on the number of students.)

e. **Teacher Empowerment:** The plan should allow opportunities for teachers to learn from each other through mentoring, peer learning, and coaching. Teachers should be encouraged to participate in the design of these training opportunities.

In addition to these components drawn from the study, a comprehensive communal plan should include the following elements:

f. **Leadership:** The plan should recognize what has been learned from educational research: The educational director is indispensable in creating a successful environment for teaching and learning. For teachers to implement change, they must be supported by leaders who can foster vision. These leaders must also be committed, knowledgeable, skilled—and engaged in their own professional development. In 1995, CIJE will release a policy brief on the background and professional training of the educational directors in the communities surveyed.

g. **Evaluation:** The plan should include the monitoring of ongoing initiatives in professional development to provide feedback to policy makers and participants, and the evaluation of outcomes.

h. **Compensation:** The plan should make it possible for qualified teachers who wish to teach full-time to be able to do so and receive both salary and benefits commensurate with their educational background, years of experience, and ongoing professional development. (Several North American communities have created the position of "community teacher," which enables a teacher to work in more than one setting, holding the equivalent of a full-time position with the appropriate salary and benefits.) A future CIJE policy brief will focus on issues of salary and benefits for Jewish educators.

Most important, a well-designed plan for the professional development of Jewish educators in a community is not only a way to redress teachers' lack of background. It is also a means of renewal and growth that is imperative for all educators. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas and techniques, and to be invigorated by contact with their colleagues.

At the Continental Level

As an ever-increasing number of communities are engaged in the creation and implementation of their individual plans, how can the major continental institutions and organizations address professional development from their own vantage points?

This effort should be spearheaded by those seminaries, colleges, and universities that offer degrees in Jewish education; by the denominational movements; and by those continental organizations whose primary mission is Jewish education. In collaboration with communal efforts, such educational institutions and organizations should design their own plans to conceptualize both in-service and pre-service training elements for the field.

They should also create professional development opportunities for educational leaders; expand training opportunities for educators in North America and Israel; and empower educators to have an influence on the curriculum, teaching methods, and educational philosophy of the institutions in which they work.

Continental institutions also contribute to building the profession of Jewish education by: energetically recruiting candidates for careers in Jewish education; developing new sources of personnel; advocating improved salaries and benefits for Jewish educators; and constructing career tracks in Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. The North American Jewish community has continued this commitment, with the result that Jews are among the most highly educated citizens on the continent. We need to bring the same expectations to Jewish education as we do to general education, for the sake of our unique inheritance.

About The CIJE Study of Educators

The CIJE Study of Educators is part of the Monitoring, Evaluation, and Feedback (MEF) initiative in the three Lead Communities. The study involved both a survey of the formal Jewish educators in each community, and a series of in-depth interviews with a more limited sample of educators. The questionnaire was developed after reviewing earlier instruments that surveyed Jewish education, with many questions adapted from *The Los Angeles BJE Teacher Census* (1990).

The survey was administered in spring 1993 or fall 1993 to all Judaica teachers at all Jewish day schools, supplementary schools, and pre-school programs in the three communities. General studies teachers in day schools were not included. Non-Jewish pre-school teachers who teach Judaica were included. Lead Community project directors in each community coordinated the survey administration. Teachers completed the questionnaires and returned them at their schools. (Some teachers who did not receive a survey form at school were mailed a form and a self-addressed envelope, and returned their forms by mail.) Over 80% of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A parallel survey form was administered to educational directors; those data will be analyzed in a future report.)

Technical Notes

In total, 983 teachers responded out of a total population of 1192 in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 302 day school teachers, 392 supplementary school teachers, and 289 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school, supplementary school, or pre-school) at which they teach the most hours (or at the setting they listed first if hours were the same for two types of settings). Each teacher is counted only once. If teachers were counted in all the settings in which they teach, the results would look about the same, except that supplementary

The interview questions were designed by the MEF Research Team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as with educational directors and educators at central agencies and institutions of Jewish higher learning. In total, 125 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The questionnaire and the interview protocols will be available for public distribution in 1995.

This policy brief was prepared by CIJE's MEF Research Team: Adam Gamoran; Ellen Goldring; Roberta Louis Goodman; Bill Robinson; and Julie Tammivaara. The authors acknowledge the assistance of Nancy Hendrix, Demographic Data Consultants. They appreciate the efforts of Lauren Azoulay and Janice Alper (Atlanta); Chaim Botwinick (Baltimore); and Ruth Cohen (Milwaukee). They are grateful for the guidance of the MEF Academic Advisory Committee: James Coleman; Seymour Fox; Annette Hochstein; Stephen Hoffman; and Mike Inbar. They also acknowledge the help of the CIJE staff. The authors are especially thankful to the Jewish educators who participated in the study.

school teachers would look more like day school teachers, because 61 day school teachers also work in supplementary schools. Missing responses were excluded from calculations of percentages. Generally, less than 5% of responses were missing for any one item. An exception was the question about certification in Jewish education. In two communities, many teachers left this blank, apparently because they were not sure what certification meant. On the assumption that teachers who did not know what certification meant were not themselves certified, for this item only we calculated percentages based on the total who returned the survey forms, instead of the total who responded to the question.

„והודעתם לבניך ולבני בניך“

*“And you shall teach them to
your children and to
your children’s children.”*

—Deut. 4:9

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MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: February 14, 1995

DATE MINUTES ISSUED: March 8, 1995

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Seymour Fox, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi (Sec'y)

Copy to: Adam Gamoran, Lester Pollack, Jonathan Woocher, Henry Zucker

I. Introductory Remarks

The master schedule control, minutes, and assignments were reviewed. Steering Committee members were encouraged to review the master schedule control carefully and advise a member of the CIJE staff if any of the meeting dates are inconvenient. Note: The August meeting will take place in New York, not in Cleveland, as originally scheduled.

With respect to CIJE's continental agenda, it was suggested that a significant amount of data is being generated by the work of CIJE. CIJE should consider establishing a national data base as a repository for this information. It was noted that the MEF team has this on its agenda, but that we may wish to be selective about the data that we collect and store, perhaps by focusing on "leading indicators."

It was also suggested that other organizations are collecting data and that we should find a way to coordinate and standardize the collection process. It was noted that baseline information is important to the evaluation of any effort and is frequently not available. This issue should be considered within this context.

Assignment: It was concluded that the MEF committee should consider this matter, outline the issues and begin to develop a plan. A first cut into this issue may be a topic for discussion at the next meeting of the steering committee.

II. Overview of Organization Workplan

Alan Hoffmann reminded the steering committee that much of 1994 was spent on developing the structure of CIJE and focusing its agenda. During that time, the four committees were established which represent the primary domains of CIJE's work. Now, based on those four domains, a 1995 workplan has been developed. It is anticipated that the workplan for 1996 will be drafted by August, 1995, so that input of the steering committee can be sought much earlier in process.

A. Building the Profession

CIJE continues to work on the mandate set forth by the Commission on Jewish Education in North America: building the profession and mobilizing community support for Jewish education. Based on the outcomes of the personnel research which was undertaken in 1994, it has been concluded that first efforts should be focused on in-service training, while initial steps are taken to develop a comprehensive plan for future efforts to build the profession. A scan of the field suggests that there is no obvious agency or institution to which we can turn for assistance in providing comprehensive in-service training for classroom Jewish educators. The first step in this effort is to determine what capacity is needed to provide the necessary training and then to build that capacity so that by the end of 1995 we will have a cadre of trainers available to move this initiative forward.

B. Work toward mobilization of community support for Jewish education will involve four foci in 1995:

1. We will continue to work toward engaging additional lay leaders for Jewish education through our own board. This includes appointing vice-chairs to the CIJE committees, adding eight to sixteen new board members and encouraging committees to meet more frequently than two times each year.
2. CIJE will work with additional communities, aiming toward engaging nine communities in comprehensive planning for educational change and then developing a network of affiliated communities.
3. Work will be undertaken to disseminate information to clearly defined and prioritized constituencies in the ongoing effort to mobilize the community.
4. A plan will be developed for community mobilization. The first step, to be accomplished during 1995, is to develop a "think piece" which will be the basis for developing a plan to engage major community leaders, and untapped potential champions from outside the organized communal framework, in Jewish education.

C. Monitoring Evaluation and Feedback

MEF plans to focus on the following areas in 1995:

1. Analysis and dissemination of community data on educators and survey methods.

2. Continued monitoring and evaluation of CIJE initiated projects.
3. Begin work on developing a study of informal education and educators.
4. Develop a set of "leading educational indicators" to help monitor change in Jewish educational efforts.
5. Develop a plan for creating a research agenda for North America.

D. Content and Program

Work in the area of Best Practices will include the publication of a report on best practices in JCCs and initiation of work on best practices in the teaching of Hebrew. Shorter papers will be developed to review best available practices in in-service training.

The Goals Project will concentrate on developing resource people ("coaches") to work in selected communities.

In the brief discussion that followed, we were reminded to keep informal education in mind as the workplan is implemented. Consideration is being given to development of a policy brief on non-classroom educators.

III. Reporting and Community Mobilization

Alan reported briefly on the November 1994 GA at which CIJE presented the results of the surveys of educators in the lead communities through a report by Adam Gamoran and the dissemination of the Policy Brief. He noted that the reporting was an effective effort which moved CIJE's agenda forward. At the same time, he noted that CIJE will be more centrally involved in the planning of future GAs and will seek to make Jewish education a more central part of the agenda for the 1995 GA.

Nessa Rapoport reported on her work on communications, noting that her mandate is to raise awareness of CIJE and its work. The policy brief and the presentation at the GA resulted in significant press attention. We are continuing to identify opportunities for exposure in the press. A special forthcoming supplement in the March issue of Reform Judaism is an example of this work.

Communications is a priority because of its importance in mobilizing community interest and support. Work has begun on the notion of a "library of essential documents" in Jewish education. In addition, CIJE will begin its planning for the GA by spring. Work is also under way to develop a package of materials which can be distributed as we begin to establish relationships with new communities.

In discussion, it was suggested that CIJE consider the audiences it wishes to reach. It was suggested that the GA participants represent a fairly narrow audience and that we should consider how to reach others.

It was reported that CIJE has begun to open conversations with Hartford, San Francisco, and Seattle as possible additional communities with which we will work. In response, it was suggested that CIJE not limit itself to communities where success is assured, as this will be less helpful in the long run. "Risk of failure is part of the game."

Comment

It was also noted that many people respond well to the opportunity to see themselves as part of an elite group. It was suggested that CIJE plan a special "invitation only" session at the 1995 GA in an attempt to attract the right people.

It was reported that plans are under way to study the impact of Jewish education on lay leaders by developing a program to work with graduates of the Wexner Heritage Program. Participants are young lay leaders who spend two years studying Jewish sources and who, it appears, do not necessarily become more involved in community activities following their studies. CIJE proposes to work with Wexner alumni, and perhaps to develop a module for inclusion in the Wexner Heritage Program curriculum. The module would deal with Jewish educational change as a focus for leadership development.

IV. Capacity Building

A. Building the Profession

Gail Dorph expanded on the workplan goal to develop a program of in-service training during 1995. She noted that the first step is to identify people who can provide the training, after which it can be institutionalized. The strategy is to develop a high-level cadre of people who can teach others to be teacher trainers on a local level. Described as a "virtual college," this group of educators would serve as mentors/trainers of local master teachers.

At the same time, it was noted that work with teachers can have little impact without the commitment of educational leaders. The Harvard Leadership Institute last October was a first effort to mobilize educational leaders. During 1995 this model will be used to plan similar work with other educational leaders.

Work on building the profession also involves work with currently active institutions of higher Jewish learning. CIJE is working with Brandeis University in its own planning process concerning its role in Jewish education in North America. Professor Walter Ackerman is examining the feasibility of a regional college of Jewish studies serving as an educational center to provide local

service. CIJE continues to work with the denominational training institutions to determine how they can be supportive of the needs of local communities.

In discussion it was suggested that synagogues and day schools hire educators without respect to their personal denominational commitments. It may be that the involvement of the denominational training institutions is not critical to effective in-service training.

It was noted that the original expectation of wall to wall coalition has meant that individual synagogues are involved to some degree in CIJE's activities in the lead communities. Local synagogues do not wish to be left out as planning and implementation are undertaken.

B. Content and Program

Barry Holtz reported that the best practices project is intended to provide information and knowledge which can help with both building the profession and community mobilization. CIJE staff will continue to work during 1995 in disseminating the two Best Practice reports already completed so that they can serve as a resource for educators. In addition, a new report on best practices in the JCC arena is nearing completion as work begins on best practices in the teaching of Hebrew. Work will also be undertaken to identify "best available practice" in the area of in-service education, drawing on both Jewish and general education.

Daniel Pekarsky reported that work continues on the Goals Project, as seminars are developed for use in local communities. Work is now under way to identify individual institutions that wish to work on a goals project. A first step will be to identify and train people to serve as coaches to local goals efforts. It was reported that as a result of the Goals Seminar in Israel during 1994, Cleveland has started a course on goals identification with Walter Ackerman as the teacher. The intent is to develop community-wide goals for Hebrew language instruction.

It was reported that CIJE staff and consultants had just returned from a day of work in Atlanta with 70 lay leaders interested in establishing a Jewish high school in Atlanta. They had determined that the first step in this process is to develop a vision for the ideal graduate of such a school to serve as the starting point for planning. This was the purpose of the consultation, which was deemed a major success as the community now moves forward in its planning.

CIJE
(canceled)

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: February 14, 1995

DATE MINUTES ISSUED: March 8, 1995

PRESENT: Morton Mandel (Chair), John Colman, Gail Dorph, Seymour Fox, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Daniel Pekarsky, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Virginia Levi (Sec'y)

Copy to: Adam Gamoran, Lester Pollack, Jonathan Woocher, Henry Zucker

I. Introductory Remarks

The master schedule control, minutes, and assignments were reviewed. Steering Committee members were encouraged to review the master schedule control carefully and advise a member of the CIJE staff if any of the meeting dates are inconvenient. Note: The August meeting will take place in New York, not in Cleveland, as originally scheduled.

With respect to CIJE's continental agenda, it was suggested that a significant amount of data is being generated by the work of CIJE. CIJE should consider establishing a national data base as a repository for this information. It was noted that the MEF team has this on its agenda, but that we may wish to be selective about the data that we collect and store, perhaps by focusing on "leading indicators."

It was also suggested that other organizations are collecting data and that we should find a way to coordinate and standardize the collection process. It was noted that baseline information is important to the evaluation of any effort and is frequently not available. This issue should be considered within this context.

Assignment It was concluded that the MEF committee should consider this matter, outline the issues and begin to develop a plan. A first cut into this issue may be a topic for discussion at the next meeting of the steering committee.

II. Overview of Organization Workplan

Alan Hoffmann reminded the steering committee that much of 1994 was spent on developing the structure of CIJE and focusing its agenda. During that time, the four committees were established which represent the primary domains of CIJE's work. Now, based on those four domains, a 1995 workplan has been developed. It is anticipated that the workplan for 1996 will be drafted by August, 1995, so that input of the steering committee can be sought much earlier in process.

A. Building the Profession

CIJE continues to work on the mandate set forth by the Commission on Jewish Education in North America: building the profession and mobilizing community support for Jewish education. Based on the outcomes of the personnel research which was undertaken in 1994, it has been concluded that first efforts should be focused on in-service training, while initial steps are taken to develop a comprehensive plan for future efforts to build the profession. A scan of the field suggests that there is no obvious agency or institution to which we can turn for assistance in providing comprehensive in-service training for classroom Jewish educators. The first step in this effort is to determine what capacity is needed to provide the necessary training and then to build that capacity so that by the end of 1995 we will have a cadre of trainers available to move this initiative forward.

B. Work toward mobilization of community support for Jewish education will involve four foci in 1995:

1. We will continue to work toward engaging additional lay leaders for Jewish education through our own board. This includes appointing vice-chairs to the CIJE committees, adding eight to sixteen new board members and encouraging committees to meet more frequently than two times each year.
2. CIJE will work with additional communities, aiming toward engaging nine communities in comprehensive planning for educational change and then developing a network of affiliated communities.
3. Work will be undertaken to disseminate information to clearly defined and prioritized constituencies in the ongoing effort to mobilize the community.
4. A plan will be developed for community mobilization. The first step, to be accomplished during 1995, is to develop a "think piece" which will be the basis for developing a plan to engage major community leaders, and untapped potential champions from outside the organized communal framework, in Jewish education.

C. Monitoring Evaluation and Feedback

MEF plans to focus on the following areas in 1995:

1. Analysis and dissemination of community data on educators and survey methods.

2. Continued monitoring and evaluation of CIJE initiated projects.
3. Begin work on developing a study of informal education and educators.
4. Develop a set of "leading educational indicators" to help monitor change in Jewish educational efforts.
5. Develop a plan for creating a research agenda for North America.

D. Content and Program

Work in the area of Best Practices will include the publication of a report on best practices in JCCs and initiation of work on best practices in the teaching of Hebrew. Shorter papers will be developed to review best available practices in in-service training.

The Goals Project will concentrate on developing resource people ("coaches") to work in selected communities.

In the brief discussion that followed, we were reminded to keep informal education in mind as the workplan is implemented. Consideration is being given to development of a policy brief on non-classroom educators.

III. Reporting and Community Mobilization

Alan reported briefly on the November 1994 GA at which CIJE presented the results of the surveys of educators in the lead communities through a report by Adam Gamoran and the dissemination of the Policy Brief. He noted that the reporting was an effective effort which moved CIJE's agenda forward. At the same time, he noted that CIJE will be more centrally involved in the planning of future GAs and will seek to make Jewish education a more central part of the agenda for the 1995 GA.

Nessa Rapoport reported on her work on communications, noting that her mandate is to raise awareness of CIJE and its work. The policy brief and the presentation at the GA resulted in significant press attention. We are continuing to identify opportunities for exposure in the press. A special forthcoming supplement in the March issue of Reform Judaism is an example of this work.

Communications is a priority because of its importance in mobilizing community interest and support. Work has begun on the notion of a "library of essential documents" in Jewish education. In addition, CIJE will begin its planning for the GA by spring. Work is also under way to develop a package of materials which can be distributed as we begin to establish relationships with new communities.

In discussion, it was suggested that CIJE consider the audiences it wishes to reach. It was suggested that the GA participants represent a fairly narrow audience and that we should consider how to reach others.

It was reported that CIJE has begun to open conversations with Hartford, San Francisco, and Seattle as possible additional communities with which we will work. In response, it was suggested that CIJE not limit itself to communities where success is assured, as this will be less helpful in the long run. "Risk of failure is part of the game."

At: nment It was also noted that many people respond well to the opportunity to see themselves as part of an elite group. It was suggested that CIJE plan a special "invitation only" session at the 1995 GA in an attempt to attract the right people.

It was reported that plans are under way to study the impact of Jewish education on lay leaders by developing a program to work with graduates of the Wexner Heritage Program. Participants are young lay leaders who spend two years studying Jewish sources and who, it appears, do not necessarily become more involved in community activities following their studies. CIJE proposes to work with Wexner alumni, and perhaps to develop a module for inclusion in the Wexner Heritage Program curriculum. The module would deal with Jewish educational change as a focus for leadership development.

IV. Capacity Building

A. Building the Profession

Gail Dorph expanded on the workplan goal to develop a program of in-service training during 1995. She noted that the first step is to identify people who can provide the training, after which it can be institutionalized. The strategy is to develop a high-level cadre of people who can teach others to be teacher trainers on a local level. Described as a "virtual college," this group of educators would serve as mentors/trainers of local master teachers.

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C. Senior Personnel

It was noted that there is a limited number of top level positions in Jewish education which are central to both planning and implementation of change in local communities and continentally. There is currently no comprehensive plan for senior personnel in North America. CIJE is beginning to think about this, in close consultation with the Mandel Institute in Jerusalem.

Annette Hochstein reported that the Mandel Institute has determined that there is insufficient capacity to train the senior personnel needed in North America and elsewhere. Few of the people in top level positions have been appropriately trained to fill them.

There are a number of organizations in Jerusalem that currently do train small numbers of people for senior positions. The Mandel Institute is considering what it would take to increase the capacity of these programs to train the number of people required. Work is under way to identify actual needs of individual communities and to develop a plan to address these senior personnel needs. It was initially thought that recruitment would be a stumbling block, but current efforts to recruit students to the existing programs have been stepped up and are resulting in many more qualified people than had been anticipated.

One possible outcome for this sort of training might be to develop a cadre of senior educators who could establish a similar, perhaps affiliated, training program in North America.

V. Research and MEF

Ellen Goldring reported that the MEF team had completed the study of educators and the publication of the policy brief in 1994. Work is now under way to complete a similar study of educational leaders to be completed prior to the April board meeting. Preliminary review suggests that a significant number of educational leaders do not possess the sort of training one might expect of people in positions of educational leadership.

It was noted that the MEF team has documented planning for action and organizing for action. If it is now to begin evaluating the action, itself, those involved must be challenged to articulate clear desired outcomes.

It was noted that monitoring, evaluation and feedback is a means to community mobilization.

We were reminded that each community needs an evaluation and research capacity. It is hoped that the work of CIJE in measuring outcomes of its own work

can serve as a model for individual communities. At the same time, it is important to note that the same need to build capacity to accomplish this work that has been pointed to in earlier segments of the meeting is also a serious issue in the area of research and evaluation.

It was suggested that the first step in undertaking this capacity building is to develop a map of what is now available and what is desirable. We can then begin to think about what it would take to get there.

- VI. Committee chairs and staff met over lunch to discuss issues related to their work. Summaries of those meetings are attached.

The meeting adjourned at 2:00 p.m., at which time the steering committee went into executive session.

SUMMARY OF COMMITTEE ON BUILDING THE PROFESSION

Date: February 14, 1995

Present: Gail Dorph, Annette Hochstein, Morton Mandel

Gail's report at the Steering Committee highlighted CIJE's plans for building the profession through building capacity for teacher and leadership training. The committee discussed some of the issues and challenges that emerge from the conceptualization of the plans to create a high quality cadre of teacher trainers to deliver in-service programs at the local and national level. A strategy was developed for thinking about the plan in a way that departs from Gail's presentation in the morning meeting.

The issues discussed included:

1. The difficulty in getting sufficient time from the "Virtual College" faculty to actually use them as primary faculty for inservice programs.
2. The challenge for CIJE to serve as a catalyst for in-service training if our plans only include an intervention at the highest level of educators.
3. Isadore Twersky's suggestion to create a program for Master Teachers who would engage in the teaching of other teachers.

The strategy that emerged suggests beginning not only by identifying and working with the virtual college faculty but also with a larger pool of potential teacher trainers (including not only central agency personnel and principals, but also master teachers). This strategy addresses the concerns inherent in all the issues discussed. Gail will develop this strategy more fully and report back.

SUMMARY OF COMMITTEE ON COMMUNITY MOBILIZATION

Date: 2/14/95

Present: Steve Hoffman, Alan Hoffmann, Nessa Rapoport, Chuck Ratner, Richard Shatten

The meeting focused on two issues: CIJE's role at the 1995 GA; and the agenda for the next meeting of the board committee on community mobilization (April 27, 1995).

1995 GA: Discussion focused on our recognition from the 1994 GA that many of CIJE's key audiences--federation presidents and execs; senior staff and lay leaders of national organizations are at internal meetings at the same time that public programs take place. It was suggested that if we want to reach federation presidents and execs, we need to hold a meeting during the GA specifically for them.

Board Committee: At the October meeting, this committee discussed traditional ways the organized community has rallied around crises, and the different nature of the crisis in Jewish education (it is long-term, without quick fixes; it is not about the "rescue, relief and rehabilitation" of Jews abroad, but about ourselves).

In the current composition of the committee, several of its members represent national organizations whose mission is primarily or in part Jewish education. (The remainder are Lead Community representatives.) There was some discussion about the most fruitful way for this committee to think through questions of community mobilization around the CIJE agenda and vocabulary. One suggestion was to engage its members in looking at ways of "spreading the word" through the organizations represented around the table. Since in CIJE's design, the revitalization of Jewish education can only take place through our partnership with other national organizations, there was some discussion about whether this committee meeting could be a forum to explore those possibilities. It was agreed that there are inherent limitations of time and format to such an option.

The meeting concluded with the understanding that Nessa Rapoport would need to convene a further meeting shortly among these participants to continue to think through the appropriate agenda for this committee in future board meetings and throughout the year.

SUMMARY OF COMMITTEE ON CONTENT AND PROGRAM

Date: February 14, 1995

Present: John Colman, Seymour Fox, Barry Holtz, Daniel Pekarsky

The group reviewed a draft of a report to the full committee on CIJE's recent and future activities in the area of content and program. Most of our meeting was then spent in discussing possible directions the Goals Project might take and has been taking.

Three directions were identified:

- a) Efforts to work with institutions and to cultivate coaches who would be doing this kind of work;
- b) Efforts to introduce new communities/institutions to the basic ideas informing the Goals Project (via seminars like the one done in Jerusalem and the ones now being done in Milwaukee);
- c) The Community Goals agenda.

We ended with the suggestion that Dan Pekarsky prepare a brief oral presentation for the meeting of the full committee in April on the implications of pursuing these different routes, along with some discussion of the route(s) we have been pursuing.

SUMMARY OF COMMITTEE ON RESEARCH AND EVALUATION

Date: February 14, 1995

Participants: Esther Leah Ritz, Ellen Goldring

We reviewed the 1995 workplan for monitoring, evaluation and feedback. At present the MEF team is working on the report of educational leaders in the three Lead Communities and is completing a module for the study of educational personnel to be used by Jewish communities beyond the three Lead Communities.

Next we discussed whether MEF should begin to evaluate CIJE implementation projects, specifically the Goals Project and Personnel Action Plans. To date, MEF has documented the processes of 'organizing for action' in the three lead communities. We spoke about the complicated distinction between short term and long term indicators of evaluation. We also discussed the role of evaluation in relation to the other important strands of MEF's work: continuing the research agenda with more policy briefs and reports, and the need to embark on the study of informal education.

There will be a CIJE staff meeting on March 6 to help address these issues. After this staff meeting the agenda for the next board meeting will be addressed.



- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION	CIJE STEERING COMMITTEE			
SUBJECT/OBJECTIVE	ASSIGNMENTS			
ORIGINATOR/PROJECT LEADER	VFL	DATE	2/14/95	

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMT STARTED	DUE DATE
1.	Outline the issues and draft a plan for the establishment of national data base for data generated and/or collected by CIJE.		EG	2/14/95	4/26/95
2.	Work with committees on identifying vice-chairs.		ADH	8/24/95	6/15/95
3.	Consider planning special "invitation-only" session at 1995 GA.		NR	2/14/95	8/95/95
.	Develop a communications program: internal; with our Board and advisors; with the broader community.		NR	9/21/93	TBD
5.	Redraft total vision for review by Steering Committee		BWH	4/20/94	TBD

Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnov
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

To: CIJE Steering Committee Members

From: Alan D. Hoffmann

Date: January 31, 1995

Re: Steering Committee Meeting of February 14, 1995

This is to confirm that the next meeting of the CIJE Steering Committee is scheduled to take place at 10:00 am to 4:00 pm on Tuesday, February 14 at the CIJE office in New York.

Enclosed you will find a set of materials for your review prior to the meeting:

- I. Agenda
- II. CIJE 1995 Workplan
- III. CIJE Community Consultation Meeting minutes and planning documents
- IV. CIJE Media Coverage/Community Mobilization

Immediately following the Steering Committee Meeting, we will hold a Staff Meeting until 4:00 pm while the committee chairs continue to convene in Executive Session.

Please confirm your attendance with Robin Mencher at (212) 532-2360 ext. 440.

CIJE STEERING COMMITTEE MEETING
February 14, 1995, 10:00 am to 4:00 pm
New York

AGENDA

CIJE STEERING COMMITTEE: 1995 WORKPLAN

- | | | |
|------|--|----------|
| I. | Minutes and Assignments | VFL |
| II. | Overview of Organization Workplan | ADH |
| III. | Reporting and Community Mobilization | ADH, NR |
| | A. GA | |
| | B. Harvard Leadership Institute | |
| | C. CJF Relationship | |
| | D. Communications | |
| IV. | Capacity Building | |
| | A. Building the Profession | GZD |
| | B. Content and Program | BWH, DP |
| | C. CJF Relationship | ADH, ARH |
| V. | Committee Chairs and Staff meet over lunch | |
| VI. | Research and MEF | AG/EG |

STAFF MEETING
2:00 pm - 4:00 pm

CIJE Workplan and Budget

Fiscal Year 1995: Draft 4 [1/12/95]

I. INTRODUCTION

In 1995, as in no previous year, CIJE will be able to focus all of its energy on implementing the major elements of its mission. 1995 will focus primarily on the CIJE building blocks:

- addressing the shortage of qualified personnel - in particular through in-service training;
- community mobilization for Jewish education.

Planning efforts will continue in the other areas prescribed by the Commission: developing a plan for building the profession, building research capacity and enhancing North American Jewish community capability for the strategic planning of quality Jewish education; enlarging the understanding of what CIJE is and does.

Past years - including much of 1994 - have been devoted in large measure to building CIJE's own capacity through hiring staff and consultants, setting up a lay Board and Steering Committee and dealing with issues of image, perception and CIJE's place and role within the North American communal framework.

By the latter part of 1994, much has been achieved in:

- building an outstanding expert staff
- recruiting consultants
- forging strategic alliances with key organizations in North America
- completing comprehensive surveys of all teachers and principals in the three laboratory communities and publicizing the key findings.
- engaging these and other communities to consider issues of content through the goals project and best practices
- convening a seminar for 50 principals at Harvard University's principal center to demonstrate models of in-service training new to Jewish education
- convening in Jerusalem a seminar on the goals of Jewish education, for lay and professional leaders from the lead communities together with the Mandel Institute
- restructuring the board and the board process

- creation and publication of policy brief on "The Background and Professional Training of Teachers in Jewish Schools"
- distribution of policy brief to 3,000 GA attendees and CIJE sponsored forum on the data
- coverage of policy brief data in Jewish and some general media outlets

By the November 1994 General Assembly, CIJE was able to bring to the North American community, for the first time, a diagnostic profile of its educators. The main issue facing CIJE towards 1995 is:

How can CIJE maximize the impact of MEF's survey findings and use it as a catalyst for the development of in-service training capacity in various regions on the North American continent?

We recommend developing strategies that will respond to the critical issue of capacity. Two **examples** for consideration and discussion:

- In 1995 CIJE will begin the process of creating capacity for teacher and leadership training. One possibility is to identify a finite cadre (no more than 45) of outstanding educators and training them to be teacher-trainers for select CIJE communities. The training of such trainers could be in cooperation with the Mandel Institute. In each of the following years, this cadre could be enlarged as needed.
- Another possibility is for CIJE to develop with one of the local training colleges (the Cleveland College of Jewish Studies, for example,) a fully fleshed-out plan for becoming a regional in-service training institution.

* *
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II. WORKPLAN

In light of the above it is proposed that in 1995 the CIJE should focus primarily on the following:

A. BUILDING THE PROFESSION

To include:

- a. Impacting in-service training strategically through developing a plan to build capacity for training nationally, regionally and locally and then testing the plan.*
- b. First steps towards a **comprehensive plan** for building the profession*

a. in-service training

Based upon the major findings of the educators survey and the interest and opportunities that it generates, 1995 will see a major focus of CIJE's activities in the area of in service training of educators in CIJE laboratory and selected communities. These should include:

1. Developing and implementing a plan for a finite pool of high quality teacher trainers who can implement in-service education in communities and institutions. CIJE will develop the strategy and will be directly involved with pilot implementation. It is anticipated that the Mandel Institute will participate in the training of these trainers. Where possible, implementation will also be handed over to others.
2. Offering selected communities guidance in preparing their comprehensive in-service training plan based on the Study of Educators.
3. Exploring ways to mobilize existing training institutions, central agencies, professional organizations, and the denominational movements to the endeavor. A model plan for developing regional in-service training capacity should be crafted. Over a period of years this should include Institutions of Higher Jewish Learning, some general universities and regional colleges.

concepts, curricula and standards.

b. comprehensive planning for Building the Profession

An ongoing function of the CIJE has to be the development of a comprehensive continental plan for building the profession. First steps towards this plan will be taken in 1995 by:

Establishing an academic advisory group to define and guide the assignment. This group will articulate the charge to a planner to be commissioned in 1996.

* * *

B. MOBILIZING THE COMMUNITY

At the heart of CIJE is an axiom that national champions, local community leaders, intellectuals, scholars and artists need to be mobilized to ensure that Jewish education emerges as the central priority of the North American Jewish community.

In 1995 this will be translated into 4 major foci of our work:

1. CIJE Board, Steering Committee and Committees

This involves the continued mobilization of outstanding lay leaders to CIJE leadership positions through:

- Appointment of vice-chairs to the CIJE Steering Committee which will meet 5 times in 1995
- Addition of 8 - 16 Board members in 1995 (4 - 8 at each of two meetings) and 6 - 12 additional committee members (3 - 6 at each board meeting)

2. Impacting on the Jewish educational agenda of an ever-increasing number of communities

This involves:

- Ensuring that an ever-increasing number of North American Jewish communities are engaged in comprehensive high quality planning for Jewish educational change. Our target for December 1995 is 9 communities engaged in this process.
- Articulate a plan for creating a network of "affiliated" or "essential" communities leading to a definition of such a community and a proposed time line and outcomes in creating the network.
- Working closely with the CJF and its new standing committee to focus CJF's central role in continental community mobilization for Jewish education.

3. Telling the Story

This means articulating CIJE's core mission to the most significant lay and professional audiences so as to help build the climate for change. This will involve:

- Dissemination of policy brief to key constituencies
- preparing and disseminating 3 - 4 CIJE publications selected from:
 - guidelines on preparation of local personnel plan from educators' survey

- guidelines on in-service training
 - policy brief: on the remuneration of Jewish educators
 - occasional paper: the goals project
 - occasional paper: best practices on in-service training
- Development of a data base both for distribution of all our materials and for ranking and tracking of professional and lay leadership
 - Distribution plan for Best Practices volumes
 - Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities
 - Develop a publicity program with future targets
 - Planning and preparation for 1995 GA
4. **A Strategy for engaging potential community champions**
- Develop think piece toward a 1996 first iteration of a plan for engaging major community leaders in Jewish education.

* * *

C. MONITORING, EVALUATION AND FEEDBACK

The workplan for monitoring, evaluation and feedback has been developed in consultation with the advisory committee and reflects the completion of some work in progress and some new directions for this project.

The main areas of work for 1995 that are proposed are:

1. Analysis and Dissemination of Community Data on Educators and Survey Methods

This includes:

- Further analysis of Educators' Survey data in the CIJE laboratory communities including further Policy Briefs on: Salaries and Benefits; Career Plans and Opportunities and Teacher Preferences for Professional Development; Educational Leaders
- Full Integrated Report across all three communities
- Development of a "module" for studying educators in additional communities which involves refining the survey instruments and interview protocols and making them available to other communities by writing descriptions of the procedures.

2. Monitoring and Evaluation of CIJE-initiated Projects

In CIJE selected communities, MEF will:

- Guide communities to monitor and evaluate Personnel Action Plans
- Monitor and evaluate Goals Project activities
- Analysis of changing structures of Jewish education in North America (Ackerman)

3. Conceptualizing a Method for Studying Informal Education and Educators

A process of consultation with experts and thinking to result in a design by the end of 1995 for implementation in 1996

4. Leading Educational Indicators

In place of monitoring day-to-day process in the Lead Communities, the MEF Advisory Committee has suggested the development of Leading Educational Indicators to monitor change in North American communities.

- In 1995 to hold by June the first discussion with consultants on establishing some "Leading Indicators" and to begin gathering data on those indicators in the second half of the year.

5. Towards a Research Capacity

In the second half of 1995 develop a plan for creating a research agenda for North America.

D. CONTENT AND PROGRAM

The resources of both the **Best Practices** and **Goals** Projects will, in 1995, be primarily redirected to the CIJE efforts in Building the Profession and Community Mobilization. Thus:

Best Practices will:

- be designed around those best practices of in-service education with the preparation of shorter occasional papers on these practices
- be developed on the Jewish Community Center (in cooperation with JCCA) emphasizing the personnel aspects of these outstanding practices
- create one-day short consultations on aspects of in-service training as these emerge in the community personnel action plans
- make presentations to lay leaders as part of CIJE Community Mobilization efforts
- create two seminars for educators on Best Practices in local communities.

The Goals Project

- The Goals Project will, following the July 1994 seminar in Israel, engage with several "prototype-institutions" in order to show how increased awareness, attention and seriousness about goals has to be tied to investment in educators. This will also serve as a limited laboratory for CIJE to learn about how to develop a goals process. Seminars will take place in Milwaukee, Cleveland and Baltimore and in Atlanta CIJE will engage with a group of lay leaders planning to create a new community high school. An intensive goals project will not commence anywhere until additional capacity has been developed through training "coaches".
- CIJE will concentrate on developing "coaches"/resource people for 9 communities in order to seed Goals Projects in select communities. This will involve identifying and cultivating a cadre of resource-people to work in this project. This should take the highest priority of our work in the Goals Project.

* * *

E. FINANCE AND ADMINISTRATION

1. In the light of CIJE's recent 501C-3 and tax exempt status, several important areas of **administration and fiscal management** will need attention in 1995. These include:
 - Development of a fully-functioning independent payroll and benefits system centered in the New York CIJE office (January 1995)
 - Identification and training of a successor to Virginia Levi
 - Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses.
2. Developing and implementing a **fundraising plan** for CIJE with:
 - a fundraising subcommittee to approve supervise and cooperate on the plan
 - clear \$ targets and clear allocation of responsibility
 - a system for monitoring fundraising income and regular solicitations
3. Managing the CIJE side of the **successor search**:
 - Contact with Phillips Oppenheim
 - Convening search committee

III. HUMAN RESOURCES

a. In 1995 the CIJE core **full-time staff** will consist of:

Executive Director	Alan Hoffmann
Personnel Development	Dr. Gail Dorph
Content/Program and In-Service Education	Dr. Barry Holtz
Community Mobilization	Nessa Rapoport
Research and Data Analysis	Bill Robinson

b. Consultants on **ongoing fixed retainer basis**

MEF and Research Agenda	Dr. Adam Gamoran
MEF and Leadership	Dr. Ellen Goldring
Goals Project	Dr. Dan Pekarsky
Building the Profession	Prof. Lee Shulman

c. Consultants on an **ad hoc** basis

Monograph on Restructuring of Community Education + Regional Colleges	Prof. Walter Ackerman
CIJE Steering Committee meetings and Staff meetings	Dr. Ellen Goldring
Planning Consultant on Building Profession	Dr. Adam Gamoran
Community Organization	(as yet not identified)
	Stephen Hoffman (unpaid)

d. **Mandel Institute**

- Consultation on Goals, Planning and Building the Profession;
- Collaboration on Senior Personnel Development, pieces of in-service training and on Goals Project;
- Cooperation in fundraising.

e. **Successor Search**

Phillips Oppenheim & Co.

[See Exhibit 1 for matrix of allocation of staff/consultant time to major activity areas]

APPENDIX A: ISSUES FACING CIJE

Some conceptual issues have arisen regarding the preferred role for CIJE:

1. With its outstanding education staff, should the CIJE develop and implement projects (e.g. seminars for principals) or should it enable others to implement, using its resources to develop the ideas, the plans and the policies that will enable others to implement and disseminate change?

The 1995 workplan recommends a mid-position, with the CIJE devoting the largest share of its staff time to developing the appropriate strategies and leading others to implement them, while undertaking a small number of pilot field/implementation activities. These are required, we believe, in order to energize a depressed field and demonstrate that quality can be achieved and that serious content can make a difference.

2. How can CIJE influence existing organizations (JESNA, CJF, JCCA, universities, institutions of higher Jewish learning) so that their work in education reflects the priorities of our mission?

This workplan takes the position that in 1995 CIJE should engage with three carefully selected organizations - probably JESNA and JCCA - and develop joint planning groups to target specific areas of Jewish educational activity and plan for capacity and funding. In future years this function should be expanded to other organizations. In addition, the creation of the new standing committee on Jewish Continuity of the CJF in 1995 will have CIJE at the core of the framing of its mission.

3. How should we relate to projects of CIJE which could grow beyond the present mission in order to ensure their maximum contribution?

It is recommended that some time in the future some CIJE projects could be spun off into semi-independent activities which would both be highly attractive for fundraising and have a life of their own. The Goals Project could be considered as first in this category. In 1995 first steps could be taken to establish this as a "project" rather than a center at Harvard University in a relationship similar to that of the present Harvard-Mandel project. This could be a model for other areas of CIJE's work and has considerable potential for fundraising.

EXHIBIT I: TIME ALLOCATION BY PERCENTAGE OF STAFF AND CONSULTANTS

	CORE & BOARD	BUILDING THE PROFESSION	CONTENT & PROGRAM	COMMUNITY MOBILIZATION	RESEARCH & MEF	TOTAL
A. FULL-TIME STAFF						
ALAN HOFFMANN	40	25	15	15	5	100
GAIL DORPH	20	70	10	0		100
BARRY HOLTZ	20	40	30	10		100
NESSA RAPOPORT	40			60		100
BILL ROBINSON	10				90	100
ROBIN MENCHER	100					100
SANDRA BLUMENFIELD	100					100
B. CONSULTANTS ON RETAINER % of CIJE Time						
ADAM GAMORAN	10				90	100
ELLEN GOLDRING	10	20			70	100
DAN PEKARSKY	10	40	50			100
LEE SHULMAN	5	60			35	100
WALTER ACKERMAN	10	45			45	100
C. MANDEL INSTITUTE % of CIJE Consulting Time						
		40	40		20	100

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MINUTES: COMMUNITY CONSULTATION MEETING
DATE OF MEETING: DECEMBER 28, 1994
DATE MINUTES ISSUED: JANUARY 13, 1995
PARTICIPANTS: Chaim Botwinick, Steve Chervin, Ruth Cohen,
Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi

I. Agenda/Overview

This meeting began with a restatement of our agenda for the day: Discussion of issues and strategies to be considered in developing comprehensive personnel action plans.

The agenda was divided into two sections:

1. The morning was devoted to hearing and responding to updates by Chaim Botwinick, Steve Chervin and Ruth Cohen on the issues/challenges/problems each of the lead communities is facing as they develop their plans
2. The afternoon session focused on a presentation and discussion led by Gail Dorph and Barry Holtz on the characteristics of a comprehensive action plan with a focus on in-service education of teachers and the challenges we face in creating such plans.

The day ended with a decision to reconvene in March of 1995 to

- A. discuss concrete iterations of community action plans with focus on steps needed for implementation.
- B. meet with leaders of denominational groups to talk through the roles of the national denominations in the development and implementation of community plans.

II. Community Presentations

A. ATLANTA

Steve Chervin traced the actions in his community since reception of the results of the Educators' Survey in November. In general, his work group reacted positively to the report, noting some ambiguities in the data collecting process.

The draft along with an introduction written by Steve (which emphasized next steps in community planning for personnel) was made public soon after it was received. It was presented at a series of meetings to key stakeholders including, CJC (continuity

commission) committee members, and members of all three principals' councils (day school, supplementary school, and pre-school). The policy brief was given to these people as well. Additionally, the study and policy briefs were distributed to all congregational rabbis, members of the JES (Jewish Educational Services) board, congregational presidents, school committee chairs, and Jewish studies faculty at Emory University.

The meetings proved to provide an open, honest forum for expressing concerns and connecting different groups of people to a shared communal agenda. All those who participated in the meetings supported work towards developing an action plan for Atlanta, although the suggestions for how the community should proceed to develop a personnel action plan differed.

The community plans to create focus groups of teachers in order to bring them into the process. The community is also looking for avenues to mobilize specific constituencies of individual organizations around the issues of building the profession.

B. BALTIMORE

Chaim Botwinick described the hard work of the small sub-committee of the CIJE committee charged with reviewing the draft of the document and giving feedback to Adam and Ellen. This committee successfully completed its work and Baltimore received a revised copy of the report in addition to receiving additional tables of information that addressed their planning concerns.

Chaim then gave an overview of the dissemination plan in Baltimore. He reported that they had worked hard to develop a sense of urgency around the issue of personnel through dissemination of the report on the teaching force in Baltimore. The Baltimore report was sent out to the following groups and discussed in the following forums:

Round One: Federation Committees

1. executive committee of Associate
2. board of CAJE (the Associated's committee on Jewish education)
3. CIJE committee

Round Two: Four Focus Groups

1. lay chairs of congregational committees on Jewish education
2. rabbis
3. congregational school directors and pre-school directors
4. day school directors
5. CJES professional staff
5. CJES board of directors

The policy brief was only given out to those who attended focus group meetings rather than mailing it out with the community report. There was some discussion of whether or not the policy brief should now be mailed out. Chaim felt that attention to the policy brief might distract the community from moving ahead on the creation of its own personnel action plan. He felt now was the time for action and not the time for more discussion.

The community of Baltimore has established a professional work group, consisting of educational professionals and a few rabbis and lay leaders. Beginning in mid January, this group will meet as an intensive think tank to develop short term, mid term and long term community plan for educators with attention to implementation and funding. In May, this work group will present the results of its work to the CIJE committee. As part of this new planning process, Baltimore's educational committee structure will be revised to supervise the implementation of their action plan. This plan will develop further into micro-plans, directing specific institutions in the community.

Two major challenges facing the Baltimore Jewish community were noted.

1. In terms of dissemination, the focus group meetings were good meetings, but were poorly attended. Thus although all members of the groups got the report, few took the opportunity to respond to it.
2. The pace of implementation of the action plans is directly related to the funding cycle of the community. The plan will be adopted in the spring, but cannot be funded until next fall, delaying activity in the community.

C. MILWAUKEE

Ruth Cohen began her presentation by noting the separation of powers within the Milwaukee Federation. While her role within the Federation is one of planner and advocate, she does not carry any implementation power within the system. The lead community committee has taken on five areas of concern based on a strategic planning process last November: personnel, teen programming, family programming, vision and goals, and funding for Jewish education..

In terms of personnel, Milwaukee received their report a year ago. A personnel action committee was formed to review the data. This committee went through all of the tables before the final draft of the integrated report was available. When the final report came through, two community wide receptions were held at which Adam Gamoran and Gail Dorph made presentations. One of the receptions was for educators, particularly teachers; the other was geared toward community lay leaders. The presentations were well received and the discussions that followed were quite good. The disappointment was that they were not as well attended as was hoped.

She recapped positive and negative events since the data on Milwaukee was released a year ago. On the positive side, two projects stood out as major steps forward on the road to building the profession in Milwaukee. The CIJE - Harvard Principals' Center Seminar provided information and inspiration to the educators in her community. More recently, the work towards creating a masters degree program for Milwaukee's teachers through the Cleveland College of Jewish Studies is also viewed by the community as an innovative development in building the profession.

On the negative side, recent articles in the *Milwaukee Jewish Chronicle* have produced some negative responses from professionals and lay leaders, shifting the focus away from the progress being made in the community. Ruth felt that these articles had created tension and cast a negative aura on the survey and the lead community initiative. Alan and Nessa pointed out ways in which the lead community project of Milwaukee could use the media attention as an opportunity to keep the issues on the community agenda. They suggested a series of carefully crafted letters to the editor of the newspaper.

Milwaukee currently faces five tensions in their work to improve educational quality:

1. improving current programs vs. adding new program
2. influencing institutions to take personal responsibility for reform vs. adding new professional positions to work with the institutions.
3. investing in current personnel vs. bringing in new people
4. building a partnership between planning and implementation: involving MAJE in teacher training towards systemic change
5. adding programs that will lead to systemic change vs. expansion of programs

III. Creating a Personnel Action Plan

Gail Dorph and Barry Holtz presented a six part strategy for undertaking the development of community personnel action plans. This strategy is based on two central questions:

1. What might a personnel action plan include in terms of content?
2. What are the steps a community could take to implement these goals?

The strategy included the following steps:

1. Assessing needs of teachers and leaders (specifying needs for particular target populations)

2. Projecting possible solutions to meet these needs
3. Stating preconditions for success
4. Surveying present in-service offerings and their strengths and weaknesses
5. Deciding where we want to be in five years
6. Laying out the activities in which you must be engaged over the next six months (a year, etc.) in order to arrive in that spot in five years.

As aids in the planning process, Barry and Gail distributed a skeleton of a comprehensive personnel action plan as well as several worksheet type documents to help in the planning process.

Additions to these documents were made by the group as we moved through the exercise. In particular, suggestions for thinking about preconditions for success were expanded to include:

Under B.--Building capacity for In-Service Training for Teachers, the following three areas were added:

- a. supervisor/lead teacher
- b. teacher educators/national faculty
- c. in-service training

Three new categories were added:

1. motivation of teachers (mentioned were intrinsic motivation in terms of quality of programming, incentives for participation both financial and psychological, empowerment, need for networking)
2. organizational context (that is, the readiness of institutions for teachers to be engaged in ongoing professional development)
3. research and evaluation capacity (this was also added to The Critical Path)

Three other items were mentioned in this regard that need to be on the table but did not seem to be preconditions to the success of the plan: establishing minimum requirements for teachers, some kind of certification program, thinking through the dynamics of individual learning plans ala first model in the article on in-service education models.

(The seminar planning documents reflect these additions)

V. Next Steps

This group will reconvene March 8-9, 1995. Everyone had a homework assignment which includes a first cut to answering the questions in worksheets IV - VI:

- IV. What in-service opportunities currently exist in your community? What are there strengths and weaknesses?
- V. Where do you want to be in five years?
- VI. Given where you are and where you want to be, what's your plan for getting there? Chart the next six months time.

On March 9th, the meetings will also include a discussion with representatives from the education departments of the denominational movements.

TOWARD A COMPREHENSIVE PERSONNEL ACTION PLAN
(This document only deals with personnel in formal educational settings)

WHAT WOULD AN ACTION PLAN LOOK LIKE?

RUBRICS FOR UPGRADING PERSONNEL
A PLAN IN PLACE WOULD HAVE THESE ELEMENTS:

I. PROFESSIONAL DEVELOPMENT

A. Differentiated In-Service Programs for Teachers (according to knowledge, training, setting, and need)

(The following could be part of an individually or communally based plan for professional growth tied to licensing and increments)

1. Courses

- a. Subject Matter Courses
- b. Educational Foundations/Pedagogy Courses
- c. Courses that blend subject matter and pedagogy according to age and setting

Examples:

- * Early Childhood Teachers Seminar (emphasizing Judaica component of the program as well as implications for pedagogy)
- * Seminar on the Teaching of Hebrew language
 - * day schools - spoken Hebrew
 - * day schools - text Hebrew
 - * supplementary schools - reading and Siddur Hebrew
- * U-STEP (United Synagogue In-service courses)
- d. Courses that have "lab or practice" component

2. Programs

- a. Sequenced programs not necessarily developed for "training of educators" (e.g., Melton Mini-School)
- b. Sequenced programs designed for educators (Early Childhood Institute)
- c. Sequenced programs designed for educators with classroom based component
- d. Induction (Site based or Communal)

3. Retreat Experiences

which will focus most particularly on personal/ experiential needs of participants (tefillah, Shabbat)

{One way to frame items 1-3 could be the creation of a Teachers Institute with a variety of offerings for teachers of different subjects, settings, denominations, and ages.}

B. In-Service Programs for Educational Leaders

Leadership Institute - Across Communities (as sub-groups and across settings)

1. Principals of Day Schools
2. Directors of Early Childhood units
3. Principals of Supplementary Schools

Leadership Seminar - Within Communities (Using Best Practices and Other Resources)

1. Directors of Early Childhood units
2. Principals of Supplementary Schools
3. Principals of Day Schools

Courses, Programs, Retreats appropriate to leadership personnel also need to be developed

C. Mentoring Programs for Novices

1. Preparation of mentors

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1. Directors of Early Childhood units
2. Principals of Supplementary Schools
3. Principals of Day Schools

Courses, Programs, Retreats appropriate to leadership personnel also need to be developed

C. Mentoring Programs for Novices

1. Preparation of mentors

- 2. Mentoring programs in action
 - a. for novice principals
 - b. for novice teachers
- D. Peer and "Expert" Coaching Program for Experienced Personnel
 - 1. Preparation of peer coaches
 - 2. Coaching programs in action
 - a. for experienced principals
 - b. for experienced teachers
- II. RECRUITMENT**
 - A. Developing teens and young adults
 - 1. Leadership programs for teenagers that involve them as counselors, youth group advisors, and teaching assistants
 - 2. Programs to support college age youngsters who are teaching and working as personnel in youth groups, camps, and in schools
 - B. Developing alternative pools of teachers
 - 1. Recruiting and preparing "volunteer" teachers for supplementary schools (bringing in new populations to teaching force, e.g., public school/private school teachers, retirees)
 - 2. Retooling public/private school teachers for careers in Jewish education, particularly supplementary schools
- III. RETENTION**
 - A. Salary and Benefits
 - 1. Benefits packages available for full time people
 - 2. Partial (proportional) benefits packages available for part-time people
 - 3. Synagogue, JCC Memberships
 - 4. Reduced day school and camp tuition (even for those teaching in supplementary schools in proportional way)

5. Free invitations to communal events
6. Conference lines, membership in professional organizations
7. Appropriate sabbatical and study opportunities in Israel and U.S.
8. Tuition stipends/pay incentives for teachers taking Inservice courses

B. Career Path

1. Creation of full time positions for teachers that include teaching, mentoring new teachers, and peer coaching.
2. "Community" Teacher (teacher who teaches in more than one institutions thereby creating full-time positions)
3. Creating positions in day schools and supplementary schools for curriculum supervisor, master teacher, Judaic studies coordinator, resource room teacher

IV. PRE-SERVICE PROGRAMS

CREATING A PERSONNEL ACTION PLAN

I. WHAT ARE YOUR NEEDS?

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

EDUCATIONAL LEADERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

(To be complete this matrix actually has to have many more cells which would be created by including all the populations and needs --and maybe more--included on the page called **ACTION PLAN: FOR WHOM** below)

II. THE FOLLOWING CHART IS ONE EXAMPLE OF A STRATEGY DESIGNED TO MAP THE ISSUE OF NEEDS.

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL	Holiday Cycle	Child Development High Scope	Teaching Jewish Holidays in Early Childhood Classrooms	Curriculum Writing Seminar
DAY SCHOOL	Bible	Group Investigation Model	Using Tal Sela in the elementary school years	Talmud Shiur
CONGREGATION	Siddur	Classroom Management Strategies	Teaching the Joseph Cycle to the Dalet Class using the Melton Bible materials	Preparing to be Lead Teacher

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CREATING A PERSONNEL ACTION PLAN

I. WHAT ARE YOUR NEEDS?

TEACHERS

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PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

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**ACTION PLAN:
FOR WHOM?
TO ANSWER WHAT NEEDS?**

POPULATIONS:

TEACHERS AND PRINCIPALS

Settings:

- Day School
- Pre-School
- Supplementary

Experience:

- Novices
- 3 to 7 years
- Over 7 years

Background and Training:

- Trained in Education vs. Untrained in Education
- Trained in Judaica vs. Untrained in Judaica
- Trained in Both
- Untrained in Both

NEEDS:

TEACHER

- Judaic Subject Matter Knowledge
- Pedagogic Skills
- Pedagogic Content Knowledge
- Child Development
- Personal Growth Experiences

PRINCIPALS

- Judaic Subject Matter Knowledge
- Leadership Knowledge and Skills
- Management Knowledge and Skills
- Supervision of Instruction and Teachers

**III. ARE THERE SOME THINGS THAT EVERYONE MUST DO FIRST?
ARE THERE PRECONDITIONS FOR SUCCESS OF PLAN?**

- A. Educational Leadership
- B. Build Capacity for In-Service Training for Teachers
 - a. supervisor/lead teacher
 - b. teacher educators/national faculty
 - c. in-service training
- C. Motivation of teachers (mentioned were intrinsic motivation in terms of quality of programming, incentives for participation both financial and psychological, empowerment, need for networking)
- D. organizational context (that is, the readiness of institutions for teachers to be engaged in ongoing professional development)
- E. research and evaluation capacity (this was also added to The Critical Path)

•

**IV. WHAT INSERVICE OPPORTUNITIES CURRENTLY EXIST IN YOUR
COMMUNITY?
WHAT ARE THEIR STRENGTHS AND WEAKNESSES?**

V. WHERE DO YOU WANT TO BE IN FIVE YEARS?

1995-2000

OPTIONS	YEARS					
	1995	1996	1997	1998	1999	2000
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						

VI. GIVEN WHERE YOU ARE AND WHERE YOU WANT TO BE, WHAT'S YOUR PLAN FOR GETTING THERE?

For some suggestions, approaches, strategies, see:

CRITICAL PATH #III. p., 3, 4;

(Particularly, map future needs in terms of leadership positions that will become available as well as predicting new opportunities)

ACTION PLAN: HOW; and

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

Use chart that follows as possible worksheet

VI. WHAT DO YOU NEED TO DO IN THE NEXT SIX MONTHS?

1995-96

OPTIONS	MONTHS					
	February	March	April	May	June	Sept.
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						

ACTION PLAN: HOW?

1. MAPPING RESOURCES AVAILABLE:

- BJE
- Hebrew Colleges (local or regional)
- Denominations
- Local Secular Universities
- Out of town universities
- Rabbis in the community
- Judaica Professors
- Israel Programs
- CAJE
- JESNA
- Professional Groups (e.g. NATE, JEA)
- Melton Mini-School, Derekh Torah

2. DEVISING APPROPRIATE APPROACHES TO ADDRESS ISSUES

- Individual Learning Plans
- Courses
- School-based Curriculum improvement project
- Training Sessions with Supervision and Feedback
- Programs (Sequenced Courses)
- Observation/assessment
 - Peer Coaching
 - Mentoring
 - Supervision
- Structured Reflective Practice

3. PRIORITIZATION:

- Economic Feasibility
- Human Resources Available
- Scope, Content, Quality

4. DEVELOPING INCENTIVES

- Extra Money
- Increased Salary
- Degrees/Certification
- Released Time

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

1. Create a meeting of school directors (rabbis/lay leaders) to discuss:

- a. their respective curricula
- b. to decide if there are areas of overlap and potential cooperation for courses that need to be developed
- c. discuss appropriate auspices for such courses: community vs. denominational
- d. discuss appropriate venues for such courses: community vs. school based

2. Other issues for discussion by this same group might include:

- a. incentives for participating in the program
- b. salary increments that would accrue for participation
- c. accreditation procedure that would accompany successful completion of "x" number of courses

3a. Set up a three part program for teachers that would include:

- a. Judaica courses that deal specifically with the content of the curriculum** (examples: holidays, life cycle, Siddur, Parashat Hashavua, etc)
These courses should also include where appropriate real life experiences and assignments as well as retreat type experiences focused on participants' "personal meaning making").
- b. Pedagogic input and support for teaching the Judaica content** (either integrated with the course or as a lab component of the Judaica course)
- c. Classroom coaching as support** (to be provided either by teacher of whole course, teacher of the lab course, principal of the school)

3b. Set up schoolwide professional development program to meet needs of setting (upgrade faculty, creates esprit de corps)

4. Additional Questions:

- a. How would the above program be planned?
- b. How could it be coordinated/managed?
- c. How would it be orchestrated/taught?
- d. How would success be evaluation?

Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnov
Daniel Bader
Mandell Berman
Charles Bronfman
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Maurice Corson
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Jay Davis
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Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

January 31, 1995

TO: Steering Committee Members
FROM: Nessa Rapoport
RE: CIJE Media Coverage / Community Mobilization

Attached is a chart showing CIJE media coverage for Fall 1994. The majority of these articles and citations focus on the Policy Brief, the GA Forum, and the implications of our study for Jewish education, locally and continentally. I have also included examples of editorials, features, and wire stories--both Jewish and general--to show the range of coverage we received. A full set of clips will be distributed at the Steering Committee meeting and, subsequently, to the Board.

The findings of the brief on the background and training of teachers in Jewish schools were covered in a wide range of Jewish and some general papers. (The brief's conclusions were also the subject of letters to the editor across the country.) In addition, CIJE, its chair, and executive director have been cited as sources of expertise in articles on Jewish education.

In March, a special supplement within Reform Judaism magazine (circulation: 400,000) will focus on the Jewish teacher and educational leadership in Jewish schools. Included will be an article distilling the findings of the CIJE Policy Brief, as well as an article by Barry Holtz on Best Practices in the supplementary schools.

As we discussed in October, the press is one important educating forum for "telling the CIJE story" and our distinct approach to revitalizing Jewish education.

177 GJK

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION

FAX COVER SHEET**

Date sent: 1/27/95

Time sent: 9:30 am est

No. of Pages (Incl. cover): 39

To: Annette Hochstein

From: Alan Hoffmann

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: Chaim Botwinick, Steve Chervin, Ruth Cohen
From: Gail Dorph
Date: January 13, 1995
Re: Our next meeting dates
CC: Alan Hoffmann, Barry Holtz, Ginny Levi, Nessa Rapoport

Our next meetings will take place on March 8 and 9 at the CIJE offices in New York. On Wednesday, the 8th, we will discuss your plans for personnel in your communities and on the 9th, we will meet with denominational leadership to discuss place/role of denominations in these plans. Feel free to invite other key members of your team to participate in the meeting.

For now, assume these meetings will last from 9:00 to 5:00 each of these days. If you have suggestions for how to structure these days to have maximum effectiveness for your planning process, please contact me -- the sooner the better.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MINUTES: COMMUNITY CONSULTATION MEETING
DATE OF MEETING: DECEMBER 28, 1994
DATE MINUTES ISSUED: JANUARY 13, 1995
PARTICIPANTS: Chaim Botwinick, Steve Chervin, Ruth Cohen,
Gail Dorph, Alan Hoffmann, Barry Holtz,
Robin Mencher (sec'y), Nessa Rapoport
COPY TO: Morton Mandel, Virginia Levi

I. Agenda/Overview

This meeting began with a restatement of our agenda for the day: Discussion of issues and strategies to be considered in developing comprehensive personnel action plans.

The agenda was divided into two sections:

1. The morning was devoted to hearing and responding to updates by Chaim Botwinick, Steve Chervin and Ruth Cohen on the issues/challenges/problems each of the lead communities is facing as they develop their plans
2. The afternoon session focused on a presentation and discussion led by Gail Dorph and Barry Holtz on the characteristics of a comprehensive action plan with a focus on in-service education of teachers and the challenges we face in creating such plans.

The day ended with a decision to reconvene in March of 1995 to

- A. discuss concrete iterations of community action plans with focus on steps needed for implementation.
- B. meet with leaders of denominational groups to talk through the roles of the national denominations in the development and implementation of community plans.

II. Community Presentations

A. ATLANTA

Steve Chervin traced the actions in his community since reception of the results of the Educators' Survey in November. In general, his work group reacted positively to the report, noting some ambiguities in the data collecting process.

The draft along with an introduction written by Steve (which emphasized next steps in community planning for personnel) was made public soon after it was received. It was presented at a series of meetings to key stakeholders including, CJC (continuity

commission) committee members, and members of all three principals' councils (day school, supplementary school, and pre-school). The policy brief was given to these people as well. Additionally, the study and policy briefs were distributed to all congregational rabbis, members of the JES (Jewish Educational Services) board, congregational presidents, school committee chairs, and Jewish studies faculty at Emory University.

The meetings proved to provide an open, honest forum for expressing concerns and connecting different groups of people to a shared communal agenda. All those who participated in the meetings supported work towards developing an action plan for Atlanta, although the suggestions for how the community should proceed to develop a personnel action plan differed.

The community plans to create focus groups of teachers in order to bring them into the process. The community is also looking for avenues to mobilize specific constituencies of individual organizations around the issues of building the profession.

B. BALTIMORE

Chaim Botwinick described the hard work of the small sub-committee of the CIJE committee charged with reviewing the draft of the document and giving feedback to Adam and Ellen. This committee successfully completed its work and Baltimore received a revised copy of the report in addition to receiving additional tables of information that addressed their planning concerns.

Chaim then gave an overview of the dissemination plan in Baltimore. He reported that they had worked hard to develop a sense of urgency around the issue of personnel through dissemination of the report on the teaching force in Baltimore. The Baltimore report was sent out to the following groups and discussed in the following forums:

Round One: Federation Committees

1. executive committee of Associate
2. board of CAJE (the Associated's committee on Jewish education)
3. CIJE committee

Round Two: Four Focus Groups

1. lay chairs of congregational committees on Jewish education
2. rabbis
3. congregational school directors and pre-school directors
4. day school directors
5. CJES professional staff
5. CJES board of directors

The policy brief was only given out to those who attended focus group meetings rather than mailing it out with the community report. There was some discussion of whether or not the policy brief should now be mailed out. Chaim felt that attention to the policy brief might distract the community from moving ahead on the creation of its own personnel action plan. He felt now was the time for action and not the time for more discussion.

The community of Baltimore has established a professional work group, consisting of educational professionals and a few rabbis and lay leaders. Beginning in mid January, this group will meet as an intensive think tank to develop short term, mid term and long term community plan for educators with attention to implementation and funding. In May, this work group will present the results of its work to the CIJE committee. As part of this new planning process, Baltimore's educational committee structure will be revised to supervise the implementation of their action plan. This plan will develop further into micro-plans, directing specific institutions in the community.

Two major challenges facing the Baltimore Jewish community were noted.

1. In terms of dissemination, the focus group meetings were good meetings, but were poorly attended. Thus although all members of the groups got the report, few took the opportunity to respond to it.
2. The pace of implementation of the action plans is directly related to the funding cycle of the community. The plan will be adopted in the spring, but cannot be funded until next fall, delaying activity in the community.

C. MILWAUKEE

Ruth Cohen began her presentation by noting the separation of powers within the Milwaukee Federation. While her role within the Federation is one of planner and advocate, she does not carry any implementation power within the system. The lead community committee has taken on five areas of concern based on a strategic planning process last November: personnel, teen programming, family programming, vision and goals, and funding for Jewish education.

In terms of personnel, Milwaukee received their report a year ago. A personnel action committee was formed to review the data. This committee went through all of the tables before the final draft of the integrated report was available. When the final report came through, two community wide receptions were held at which Adam Gamoran and Gail Dorph made presentations. One of the receptions was for educators, particularly teachers; the other was geared toward community lay leaders. The presentations were well received and the discussions that followed were quite good. The disappointment was that they were not as well attended as was hoped.

She recapped positive and negative events since the data on Milwaukee was released a year ago. On the positive side, two projects stood out as major steps forward on the road to building the profession in Milwaukee. The CIJE - Harvard Principals' Center Seminar provided information and inspiration to the educators in her community. More recently, the work towards creating a masters degree program for Milwaukee's teachers through the Cleveland College of Jewish Studies is also viewed by the community as an innovative development in building the profession.

On the negative side, recent articles in the *Milwaukee Jewish Chronicle* have produced some negative responses from professionals and lay leaders, shifting the focus away from the progress being made in the community. Ruth felt that these articles had created tension and cast a negative aura on the survey and the lead community initiative. Alan and Nessa pointed out ways in which the lead community project of Milwaukee could use the media attention as an opportunity to keep the issues on the community agenda. They suggested a series of carefully crafted letters to the editor of the newspaper.

Milwaukee currently faces five tensions in their work to improve educational quality:

1. improving current programs vs. adding new program
2. influencing institutions to take personal responsibility for reform vs. adding new professional positions to work with the institutions.
3. investing in current personnel vs. bringing in new people
4. building a partnership between planning and implementation: involving MAJE in teacher training towards systemic change
5. adding programs that will lead to systemic change vs. expansion of programs

III. Creating a Personnel Action Plan

Gail Dorph and Barry Holtz presented a six part strategy for undertaking the development of community personnel action plans. This strategy is based on two central questions:

1. What might a personnel action plan include in terms of content?
2. What are the steps a community could take to implement these goals?

The strategy included the following steps:

1. Assessing needs of teachers and leaders (specifying needs for particular target populations)

2. Projecting possible solutions to meet these needs
3. Stating preconditions for success
4. Surveying present in-service offerings and their strengths and weaknesses
5. Deciding where we want to be in five years
6. Laying out the activities in which you must be engaged over the next six months (a year, etc.) in order to arrive in that spot in five years.

As aids in the planning process, Barry and Gail distributed a skeleton of a comprehensive personnel action plan as well as several worksheet type documents to help in the planning process.

Additions to these documents were made by the group as we moved through the exercise. In particular, suggestions for thinking about preconditions for success were expanded to include:

Under B.—Building capacity for In-Service Training for Teachers, the following three areas were added:

- a. supervisor/lead teacher
- b. teacher educators/national faculty
- c. in-service training

Three new categories were added:

1. motivation of teachers (mentioned were intrinsic motivation in terms of quality of programming, incentives for participation both financial and psychological, empowerment, need for networking)
2. organizational context (that is, the readiness of institutions for teachers to be engaged in ongoing professional development)
3. research and evaluation capacity (this was also added to The Critical Path)

Three other items were mentioned in this regard that need to be on the table but did not seem to be preconditions to the success of the plan: establishing minimum requirements for teachers, some kind of certification program, thinking through the dynamics of individual learning plans ala first model in the article on in-service education models.

(The seminar planning documents reflect these additions)

V. Next Steps

This group will reconvene March 8-9, 1995. Everyone had a homework assignment which includes a first cut to answering the questions in worksheets IV - VI:

IV. What in-service opportunities currently exist in your community? What are there strengths and weaknesses?

V. Where do you want to be in five years?

VI. Given where you and where you to be, what's your plan for getting there?

Chart the next six months time.

On March 9th, the meetings will also include a discussion with representatives from the education departments of the denominational movements.

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TOWARD A COMPREHENSIVE PERSONNEL ACTION PLAN
(This document only deals with personnel in formal educational settings)

WHAT WOULD AN ACTION PLAN LOOK LIKE?

RUBRICS FOR UPGRADING PERSONNEL
A PLAN IN PLACE WOULD HAVE THESE ELEMENTS:

I. PROFESSIONAL DEVELOPMENT

A. Differentiated In-Service Programs for Teachers (according to knowledge, training, setting, and need)

(The following could be part of an individually or communally based plan for professional growth tied to licensing and increments)

1. Courses

- a. Subject Matter Courses**
- b. Educational Foundations/Pedagogy Courses**
- c. Courses that blend subject matter and pedagogy according to age and setting**

Examples:

- * Early Childhood Teachers Seminar (emphasizing Judaica component of the program as well as implications for pedagogy)**
- * Seminar on the Teaching of Hebrew language**
 - * day schools - spoken Hebrew**
 - * day schools - text Hebrew**
 - * supplementary schools - reading and Siddur Hebrew**
- * U-STEP (United Synagogue In-service courses)**
- d. Courses that have "lab or practice" component**

2. Programs

- a. Sequenced programs not necessarily developed for "training of educators" (e.g., Melton Mini-School)
- b. Sequenced programs designed for educators (Early Childhood Institute)
- c. Sequenced programs designed for educators with classroom based component
- d. Induction (Site based or Communal)

3. Retreat Experiences

which will focus most particularly on personal/ experiential needs of participants (tefillah, Shabbat)

{One way to frame items 1-3 could be the creation of a Teachers Institute with a variety of offerings for teachers of different subjects, settings, denominations, and ages.}

B. In-Service Programs for Educational Leaders

Leadership Institute - Across Communities *(as sub-groups and across settings)*

1. Principals of Day Schools
2. Directors of Early Childhood units
3. Principals of Supplementary Schools

Leadership Seminar - Within Communities (Using Best Practices and Other Resources)

1. Directors of Early Childhood units
2. Principals of Supplementary Schools
3. Principals of Day Schools

Courses, Programs, Retreats appropriate to leadership personnel also need to be developed

C. Mentoring Programs for Novices

1. Preparation of mentors

2. Mentoring programs in action
 - a. for novice principals
 - b. for novice teachers

D. Peer and "Expert" Coaching Program for Experienced Personnel

1. Preparation of peer coaches
2. Coaching programs in action
 - a. for experienced principals
 - b. for experienced teachers

II. **RECRUITMENT**

A. Developing teens and young adults

1. Leadership programs for teenagers that involve them as counselors, youth group advisors, and teaching assistants
2. Programs to support college age youngsters who are teaching and working as personnel in youth groups, camps, and in schools

B. Developing alternative pools of teachers

1. Recruiting and preparing "volunteer" teachers for supplementary schools (bringing in new populations to teaching force, e.g., public school/private school teachers, retirees)
2. Retooling public/private school teachers for careers in Jewish education, particularly supplementary schools

III. **RETENTION**

A. Salary and Benefits

1. Benefits packages available for full time people
2. Partial (proportional) benefits packages available for part-time people
3. Synagogue, JCC Memberships
4. Reduced day school and camp tuition (even for those teaching in supplementary schools in proportional way)

5. Free invitations to communal events
6. Conference lines, membership in professional organizations
7. Appropriate sabbatical and study opportunities in Israel and U.S.
8. Tuition stipends/pay incentives for teachers taking Inservice courses

B. Career Path

1. Creation of full time positions for teachers that include teaching, mentoring new teachers, and peer coaching.
2. "Community" Teacher (teacher who teaches in more than one institutions thereby creating full-time positions)
3. Creating positions in day schools and supplementary schools for curriculum supervisor, master teacher, Judaic studies coordinator, resource room teacher

IV. PRE-SERVICE PROGRAMS

CREATING A PERSONNEL ACTION PLAN

I. WHAT ARE YOUR NEEDS?

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

EDUCATIONAL LEADERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL				
DAY SCHOOL				
CONGREGATION				

(To be complete this matrix actually has to have many more cells which would be created by including all the populations and needs --and maybe more--included on the page called ACTION PLAN: FOR WHOM below)

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II. THE FOLLOWING CHART IS ONE EXAMPLE OF A STRATEGY DESIGNED TO MAP THE ISSUE OF NEEDS.

TEACHERS

SETTINGS	PROFESSIONAL GROWTH OPPORTUNITIES			
	JUDAICA	EDUCATION	BOTH J & E	ADVANCED OPPORTUNITIES
PRE-SCHOOL	Holiday Cycle	Child Development High Scope	Teaching Jewish Holidays in Early Childhood Classrooms	Curriculum Writing Seminar
DAY SCHOOL	Bible	Group Investigation Model	Using Tal Sela in the elementary school years	Talmud Shiur
CONGREGATION	Siddur	Classroom Management Strategies	Teaching the Joseph Cycle to the Dalet Class using the Melton Bible materials	Preparing to be Lead Teacher

(To be complete this matrix actually has to have many more cells which would be created by including all the populations and needs --and maybe more--included on the page called

ACTION PLAN: FOR WHOM below)

**ACTION PLAN:
FOR WHOM?
TO ANSWER WHAT NEEDS?**

POPULATIONS:

TEACHERS AND PRINCIPALS

Settings:

Day School
Pre-School
Supplementary

Experience:

Novices
3 to 7 years
Over 7 years

Background and Training:

Trained in Education vs. Untrained in Education
Trained in Judaica vs. Untrained in Judaica
Trained in Both
Untrained in Both

NEEDS:

TEACHER

Judaic Subject Matter Knowledge
Pedagogic Skills
Pedagogic Content Knowledge
Child Development
Personal Growth Experiences

PRINCIPALS

Judaic Subject Matter Knowledge
Leadership Knowledge and Skills
Management Knowledge and Skills
Supervision of Instruction and Teachers

**III. ARE THERE SOME THINGS THAT EVERYONE MUST DO FIRST?
ARE THERE PRECONDITIONS FOR SUCCESS OF PLAN?**

- A. Educational Leadership
- B. Build Capacity for In-Service Training for Teachers
 - a. supervisor/lead teacher
 - b. teacher educators/national faculty
 - c. in-service training
- C. Motivation of teachers (mentioned were intrinsic motivation in terms of quality of programming, incentives for participation both financial and psychological, empowerment, need for networking)
- D. organizational context (that is, the readiness of institutions for teachers to be engaged in ongoing professional development)
- E. research and evaluation capacity (this was also added to The Critical Path)



IV. WHAT INSERVICE OPPORTUNITIES CURRENTLY EXIST IN YOUR
COMMUNITY?
WHAT ARE THEIR STRENGTHS AND WEAKNESSES?



V. WHERE DO YOU WANT TO BE IN FIVE YEARS?

1995-2000

OPTIONS	YEARS					
	1995	1996	1997	1998	1999	2000
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						



VI. GIVEN WHERE YOU ARE AND WHERE YOU WANT TO BE, WHAT'S YOUR PLAN FOR GETTING THERE?

For some suggestions, approaches, strategies, see:

CRITICAL PATH #III. p., 3, 4;

(Particularly, map future needs in terms of leadership positions that will become available as well as predicting new opportunities)

ACTION PLAN: HOW; and

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

Use chart that follows as possible worksheet



VI. WHAT DO YOU NEED TO DO IN THE NEXT SIX MONTHS?

1995-96

OPTIONS	MONTHS					
	February	March	April	May	June	Sept.
1. Courses						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
2. Programs						
Sequenced programs: <u>not</u> necess. for training of educators						
Sequenced programs: for training of educators						
Induction of new teachers (site or communal)						
Sequenced programs: with classroom component						

3. Retreat experiences						
4. Inservice programs for Ed. Leaders						
Across communities						
Within communities						
Mentoring programs for novices						
Peer and expert coaching for experienced						



**ACTION PLAN:
HOW?**

1. MAPPING RESOURCES AVAILABLE:

BJE
Hebrew Colleges (local or regional)
Denominations
Local Secular Universities
Out of town universities
Rabbis in the community
Judaica Professors
Israel Programs
CAJE
JESNA
Professional Groups (e.g. NATE, JEA)
Melton Mini-School, Derekh Torah

2. DEVISING APPROPRIATE APPROACHES TO ADDRESS ISSUES

Individual Learning Plans
Courses
School-based Curriculum improvement project
Training Sessions with Supervision and Feedback
Programs (Sequenced Courses)
Observation/assessment
 Peer Coaching
 Mentoring
 Supervision
Structured Reflective Practice

3. PRIORITIZATION:

Economic Feasability
Human Resources Available
Scope, Content, Quality

4. DEVELOPING INCENTIVES

Extra Money
Increased Salary
Degrees/Certification
Released Time

ONE STRATEGY FOR DEVELOPING PERSONNEL ACTION PLANS IN COMMUNITIES

1. Create a meeting of school directors (rabbis/lay leaders) to discuss:

- a. their respective curricula
- b. to decide if there are areas of overlap and potential cooperation for courses that need to be developed
- c. discuss appropriate auspices for such courses: community vs. denominational
- d. discuss appropriate venues for such courses: community vs. school based

2. Other issues for discussion by this same group might include:

- a. incentives for participating in the program
- b. salary increments that would accrue for participation
- c. accreditation procedure that would accompany successful completion of "x" number of courses

3a. Set up a three part program for teachers that would include:

- a. **Judaica courses that deal specifically with the content of the curriculum** (examples: holidays, life cycle, Siddur, Parashat Hashavua, etc)
These courses should also include where appropriate real life experiences and assignments as well as retreat type experiences focused on participants' "personal meaning making").
- b. **Pedagogic input and support for teaching the Judaica content** (either integrated with the course or as a lab component of the Judaica course)
- c. **Classroom coaching as support** (to be provided either by teacher of whole course, teacher of the lab course, principal of the school)

3b. Set up schoolwide professional development program to meet needs of setting (upgrade faculty, creates esprit de corps)

4. Additional Questions:

- a. How would the above program be planned?
- b. How could it be coordinated/managed?
- c. How would it be orchestrated/taught?
- d. How would success be evaluation?

Gail Dorph

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7 73321.1217@compuserve.com => annette@vms.huji.ac.il; 09/12/94, 10:36:41; * SMT
P.MAIL

ASCII (Gail Dorph <73321.1217@compuserve.com>)
MIME type: text/plain

Received: by HUJIVMS via SMTP(198.4.9.1) (HUyMail-V7a);
Fri, 09 Dec 94 10:36:41 +0200
Received: by dub-img-1.compuserve.com (8.6.9/5.940406sam)
id RAA15913; Thu, 8 Dec 1994 17:39:05 -0500
Date: 08 Dec 94 17:33:41 EST
From: Gail Dorph <73321.1217@compuserve.com>
To: "INTERNET:ANNETTE@vms.huji.ac.il" <ANNETTE@vms.huji.ac.il>
Cc: gail <73321.1217@compuserve.com>, Alan <73321.1220@compuserve.com>
Subject: building the profession
Message-ID: <941208223340_73321.1217_FHM43-1@CompuServe.COM>

Annette:

I've been thinking about our conversation. I thought perhaps a way to
frame it would be to bring you up to date in terms of "where I am" since
we last spoke. I think at that time you received a copy of my workplan

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such as it was. In terms of building the profession -- particularly the
area of inservice, it was separated into local and national. Perhaps our
conversation will go that way too. But you can use your own judgment
based on what I am telling you in terms of thinking about moving my
thinking and planning ahead.

At the local level, the outline of the plan is to help communities figure
out how to a. disseminate their reports
b. create a planning process in order to respond to challenges
c. create the plan (with the criteria or strategies for
prioritization built in.

The problems I am facing: the communities don't seem to know how to do a
or b (we haven't yet gotten to c.)

In Baltimore, they have created a plan for dissemination which consists of
a series of meetings with little focus (I think one reason is: they don't
actually want anyone to own this stuff because then they stay in control)
So maybe they know how to plan but are not using what they know for their
own purposes.

In Atlanta, I helped them plan a meeting with their continuity commission

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which I think is an OK meeting plan, but they didn't have a way to do it without my input (that is, they too were planning a blah blah blah meeting)not a real meeting.

Questions:

1. what are reasonable suggestions about how a community should organize to create a plan?
2. how do we help them once they have organized?

(I am assuming that some committee is formed. Then what? Do I try to work with these committees to help give the project shape? Do I try to work with the conveners of the committees? Do the committees create or just react to and prioritize that which has been created by others--like, various principals councils or teachers groups meet, create proposals that fit their needs, these are then submitted to the committee?

One picture is that Barry and I give the LC pros (ruth, steve, chaim) something in writing. But that is not enough. (we have a meeting scheduled with them for the end of december)

Do we create consultations on various options nationally or locally/for

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lc pros or for committees(focus could include: how would we build the profession --systems questions, including licensing, benefits, etc; what would in-service for early childhood teachers look like given their profile in your community; what would professional growth look like for educational leaders in your community)

2. Nationally:

Fellowship.

It seems to me that the latter (BDF) is the way to go to "spread the educators survey out" and in its own way is a strategy for going from 3 to 23--if we are looking for a bottom up strategy (that is, including in our sphere those that are interested in our game)

Questions:

- a. do we only go to those communities where there is money to run it and analyze the data?
- b. how do we involve them in the next steps in their communities?

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With regard to the Bobs in particular and the denominations in general:

I imagine as communities do their planning the big plan will include "stuff" (for want of a better word) that is offered by their bureaus, stuff offered by denominations, stuff offered by universities . . . So, it is logical to get these "guys" (each can decide who comes to the party in their denomination--Bob Abramson already brought Aryeh Davidson to the party in the Conservative movement) together with the LC pros to discuss the denominational angle on professional development in these communities. I am assuming that this can serve as a building block for them to get involved in a bigger way beyond these communities using what they have learned and the models that they have generated as a model.

(They too are thinking that they need money to be involved in something beyond what they are involved in now). Planningly speaking this is one way to go.

Another way to go in thinking about the denominations is to say to them: here's the research. what's going to be your approach to dealing with what we have learned? and either they pick it up or not...

These are the particulars of where I am at this point. Hopefully from the "p'rat" we can move to the "clal".

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I'm looking forward to talking to you in the am. I will be at 212-769-0725. gail

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3. Other items. There are a number of open issues that may or may not fit in the Audit committee meeting. Some fit in MLM et. al. preplanning. Some might fit better for just you and me. Here is the list:

- closing MAF office in israel. Aaron writes that we have an outstanding MAF lease guarantee with the MAF. We need to figure out how to transfer that guarantee to the Mandel Institute or another Israeli entity.

- I'd like to see a copy of the policy manual. In particular, Mort was supposed to go over the travel policy for final adoption when he met with you in November. If he didn't we should discuss in Israel or by correspondence.

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3 73321.1217@compuserve.com => annette@vms.huji.ac.il; 09/12/94, 10:36:41; * SMT P.MAIL

ASCII (Gail Dorph <73321.1217@compuserve.com>)
MIME type: text/plain

Received: by HUJIVMS via SMTP(198.4.9.1) (HUyMail-V7a);

Fri, 09 Dec 94 10:36:41 +0200

Received: by dub-img-1.compuserve.com (8.6.9/5.940406sam)

id RAA15913; Thu, 8 Dec 1994 17:39:05 -0500

Date: 08 Dec 94 17:33:41 EST

From: Gail Dorph <73321.1217@compuserve.com>

To: "INTERNET:ANNETTE@vms.huji.ac.il" <ANNETTE@vms.huji.ac.il>

Cc: gail <73321.1217@compuserve.com>, Alan <73321.1220@compuserve.com>

Subject: building the profession

Message-ID: <941208223340_73321.1217_FHM43-1@CompuServe.COM>

Annette:

I've been thinking about our conversation. I thought perhaps a way to frame it would be to bring you up to date in terms of "where I am" since we last spoke. I think at that time you received a copy of my workplan

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such as it was. In terms of building the profession -- particularly the area of inservice, it was separated into local and national. Perhaps our conversation will go that way too. But you can use your own judgment based on what I am telling you in terms of thinking about moving my thinking and planning ahead.

At the local level, the outline of the plan is to help communities figure out how to a. disseminate their reports
b. create a planning process in order to respond to challenges
c. create the plan (with the criteria or strategies for prioritization built in.

The problems I am facing: the communities don't seem to know how to do a or b (we haven't yet gotten to c.)

In Baltimore, they have created a plan for dissemination which consists of a series of meetings with little focus (I think one reason is: they don't actually want anyone to own this stuff because then they stay in control) So maybe they know how to plan but are not using what they know for their

Gail 5'
Dorph
(new?)

Gail
Dorph

Don't
forget
to
reply
to
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which I think is an OK meeting plan, but they didn't have a way to do it without my input (that is, they too were planning a blah blah blah meeting)not a real meeting.

Questions:

1. what are reasonable suggestions about how a community should organize to create a plan?
2. how do we help them once they have organized?

(I am assuming that some committee is formed. Then what? Do I try to work with these committees to help give the project shape? Do I try to work with the conveners of the committees? Do the committees create or just react to and prioritize that which has been created by others--like, various principals councils or teachers groups meet, create proposals that fit their needs, these are then submitted to the committee?

C picture is that Barry and I give the LC pros (ruth, steve, chaim) something in writing. But that is not enough. (we have a meeting scheduled with them for the end of december)

Do we create consultations on various options nationally or locally/for

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lc pros or for committees(focus could include: how would we build the profession --systems questions, including licensing, benefits, etc; what would in-service for early childhood teachers look like given their profile in your community; what would professional growth look like for educational leaders in your community)

2. Nationally:

I have met with Bob Abramson and Bob Hirt and the Bureau Directors f lowship.

It seems to me that the latter (BDF) is the way to go to "spread the educators survey out" and in its own way is a strategy for going from 3 to 23--if we are looking for a bottom up strategy (that is, including in our sphere those that are interested in our game)

Questions:

- a. do we only go to those communities where there is money to run it and analyze the data?
- b. how do we involve them in the next steps in their communities?

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With regard to the Bobs in particular and the denominations in general:

I imagine as communities do their planning the big plan will include "stuff" (for want of a better word) that is offered by their bureaus, stuff offered by denominations, stuff offered by universities etc So it is logical to get these "guys" (each can decide who comes to

pros to discuss the denominational angle on professional development in these communities. I am assuming that this can serve as a building block for them to get involved in a bigger way beyond these communities using what they have learned and the models that they have generated as a model.

(They too are thinking that they need money to be involved in something beyond what they are involved in now). Planningly speaking this is one way to go.

Another way to go in thinking about the denominations is to say to them: here's the research. what's going to be your approach to dealing with what we have learned? and either they pick it up or not...

These are the particulars of where I am at this point. Hopefully from the "p'rat" we can move to the "clal".

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BMAIL>

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4 ANNETTE@HUJIVMS => annette@HUJIVMS; 09/12/94, 11:07:59; * ANNETTE.MAIL
ASCII (<ANNETTE@HUJIVMS>)
MIME type: text/plain

Received: by HUJIVMS (HUyMail-V7a); Fri, 09 Dec 94 11:07:59 +0200
Date: Fri, 9 Dec 94 11:07 +0200
Message-id: <09120094110758@HUJIVMS>
From: <ANNETTE@HUJIVMS>
To: "Richard A. Shatten" <75473.113@compuserve.com>
Cc: annette
Subject: Re: My visit next week

Hi Richard,

A few replys to your replies:

1. OK re- plugs - mine will be around if needed.
2. Re-audit - I will have the materials available for

24
HNC



CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

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June 2, 1995

Annette,

The enclosed paper will be presented at the Jewish ed. research conference on June 11. I'd be grateful for any comments ya, Mike, or Seymour may have.

Would July 5 be a good target date for comments?

In keeping with our policy, I am asking for approval of our advisory subcommittee on publications (now consisting of you and Mike) before submitting the paper for external publication. If you can let me know about that in July, that would be fine or if you want to wait for another draft of the paper, that would be fine too.

Adam

DRAFT -- FOR COMMENTS ONLY
PLEASE DO NOT QUOTE WITHOUT PERMISSION

**BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS:
CURRENT STATUS AND LEVERS FOR CHANGE**

Adam Gamoran
Ellen Goldring
Bill Robinson
Roberta Louis Goodman
Julie Tammivaara

Council for Initiatives in Jewish Education

This paper was prepared for presentation at the annual conference of the Network for Research on Jewish Education, Palo Alto, CA, June 1995. The authors are grateful to Janice Alper, Lauren Azoulay, Chaim Botwinick, and Ruth Cohen for administering the surveys, and to the teachers and administrators who participated in the study.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

ABSTRACT

A survey of teachers in day schools, supplementary schools, and pre-schools in three communities shows that only 19% of teachers have professional training in both Jewish content areas and in the field of education. Despite incomplete professional backgrounds, teachers in Jewish schools engage in relatively few professional development activities: pre-school teachers reported attending an average of 6.2 workshops over a two-year period, while supplementary teachers attended an average of 4.4 and day school teachers attended 3.8 workshops over the two year period. What can be done to enhance and expand professional growth activities for teachers in Jewish schools? This paper examines three possible "levers" for changing standards for professional growth: state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers. Results indicate that pre-school teachers in state-licensed pre-schools and supplementary school teachers who were paid for meeting a professional growth standard reported that they were required to attend more in-service workshops, compared to other teachers who were not faced with these standards.

BACKGROUND AND TRAINING OF TEACHERS IN JEWISH SCHOOLS: CURRENT STATUS AND LEVERS FOR CHANGE

"A new two-year study of Jewish educators in three North American communities offers a striking assessment of teachers' preparation and professional development in day schools, supplementary schools, and pre-schools." --- CIE Policy Brief

Recent research at the Council for Initiatives in Jewish Education (CIE) shows that only a small proportion of teachers in Jewish schools in three communities are formally prepared in both Jewish studies and in the field of education. This paper presents and extends selected findings from the CIE research. In addition, it moves beyond findings that have been made public thus far by exploring mechanisms that may raise standards for in-service teacher training in Jewish schools. These levers include state licensing requirements for pre-schools, state requirements for continuing education among professionally-trained teachers, and federation-led standards for training of supplementary teachers.

Background

In 1991 the Commission on Jewish Education in North America released *A Time to Act*, a report on the status and prospects of Jewish education. The report concluded that building the profession of Jewish education (along with mobilizing community support for education) is essential for the improvement of teaching and learning in Jewish schools. This conclusion rested on the best available assessment of the field at that time: "well-trained and dedicated educators are needed for every area of Jewish education....to motivate and engage children and their parents [and] to create the necessary educational materials and methods" (1991, p.49). In response, the Commission created the CIE, whose mandate includes

establishing three Lead Communities in North America, and working with these communities to serve as demonstration sites for improving Jewish education.

What is the current state of the profession of Jewish education in these communities? What mechanisms are available to improve it, and how will we know whether improvement in the profession training of teachers fosters better teaching and learning? These questions cannot be addressed fully -- in particular, no data are available on the links between training, teaching, and learning -- but this paper begins to address the issues by examining the current professional backgrounds of teachers in Jewish schools as well as considering potential levers for increasing teacher's professional development activities.

Professional Preparation and Development in Jewish Education

Modern conceptions of teaching emphasize formal, specialized preparation (e.g., Sedlak, 1987). This preparation typically involves training in both pedagogy and subject matter, as well as in the links between the two (Shulman, 1987). Moreover, teachers are expected to maintain their subject matter and pedagogical skills through continuous professional development. As Aron (1990, p. 6) explained, teachers need "to keep pace with new developments in their field. The knowledge base of teaching has grown and changed....Therefore, it would be imperative for veteran teachers to have mastery of this new body of information, skills, and techniques." In Jewish education, where many teachers lack formal preparation for their work, professional development is not a matter of keeping pace, but of getting up to speed.

In public education, the profession of teaching is regulated by certification at the state level. Although exceptions are made, generally states require formal preparation in the field

of education, including study of content knowledge and pedagogy, for teacher licensing. In addition, many states require a set amount of professional development over a fixed period of time for the renewal of one's teaching license. In Jewish schools, because of a shortage of certified teachers, it is often not possible to hire only teachers who are formally prepared in their fields. Hence, the question of professional development becomes especially salient.

What circumstances lead to more in-service workshops for teachers? On the one hand, schools with teachers who are more professionally oriented may be able to place greater demands for professional growth of teachers. A staff that is trained for Jewish education, holding degrees in education and in Jewish content areas, and viewing Jewish education as a career, may create the kind of community that allows professional norms to flourish, including more extensive professional development.

On the other hand, even without a highly professional staff, there may be conditions that can increase the amount of professional development activity. In this paper we examine three possible mechanisms, or levers for change, which may lead to more in-service workshops. The particular mechanisms we explore were not chosen on theoretical grounds; rather, they are the mechanisms we encountered in a study of three Jewish communities. We found that communities and schools varied in their policies and in the conditions associated with policies about staff development. This type of "natural experiment" can yield important information about the prospects for increasing professional growth activities in Jewish education.

The possible levers we encountered were as follows:

(1) **State certification for pre-schools.** Most of the pre-schools in our study are licensed or certified by the state, and certification requires a set amount of staff development for teachers. For example, in one state teachers had to take 18 hours of in-service per year for a school to maintain its certification. Other states had different requirements but all demanded some level of in-service among teachers to maintain certification. Consequently, one may expect to find higher rates of in-service training among pre-school teachers compared to other teachers, and we reported this pattern in our earlier work (Gamoran et al., 1994). Here we test this interpretation by comparing in-service training in the pre-schools that are not certified to those that are. We expect to find higher rates of in-service required in state-certified pre-schools.

(2) **State in-service requirements for re-licensing.** The communities we studied are located in three different states. One state requires that licensed K-12 teachers engage in 180 hours of workshop training over a five-year period in order to be re-licensed. Another state requires 100 hours of in-service over the same period. The third state has no such mandate. Are Judaica teachers in Jewish schools responsive to these mandates? Even if teachers on average are not affected by these requirements, one may expect that teachers who are professionally trained would keep up with licensing requirements.

(3) **Federation incentives for supplementary teachers.** In one community, the federation provides an extra incentive to encourage in-service attendance among supplementary school teachers. Teachers who attend at least 4 workshops in a year (3 for those who teach only on Sundays) receive a special stipend. In addition,

supplementary schools in which at least three-quarters of the teachers meet the in-service standards receive funds from the federation. Thus, the incentive program encourages not just individual but school-wide professional growth. If these incentives are effective, we would expect to find that supplementary school teachers reported more workshops in this community than in the other two.

Data and Methods

Data from this paper are drawn from two data sources: A survey of teachers, and intensive interviews with a sample of teachers and other educators. The surveys and interviews were conducted in the three CJE Lead Communities: Atlanta, Baltimore, and Milwaukee, in 1992 and 1993. All Judaica teachers in day schools, supplementary schools, and pre-schools were asked to respond to the survey, and a response rate of 82% (983/1192 teachers in total) was obtained. Formal in-depth interviews were carried out with 125 educators, including teachers and education directors of day schools, supplementary schools, and pre-schools, as well as central agency staff and Jewish educators in higher education. The survey and interviews covered a wide variety of issues, such as teachers' background and training, earnings and benefits, and careers of Jewish educators. Only matters of background and formal training are addressed in this paper.

Statistical Methods

For the most part, we combine data from all three communities for our survey analyses. Despite some differences between communities, on the whole the results were far more similar than they were different. Also, our results are largely consistent with surveys carried out in other communities, where comparable data are available. Moreover, in this

paper we will explicitly examine some of the more salient differences across communities. Finally, whereas the data will mainly be aggregated across communities, we will generally break down the data by setting: day school, supplementary school, and pre-school.

We present both descriptive and analytic results. The descriptive results are cross-tabulations of background and training variables by setting. The analytic results derive from ordinary least squares regressions aimed at sorting out predictors of the extent of in-service training.

The analyses rely primarily on survey responses. Information from interviews helped us frame our analytic questions -- in particular, they allowed us to discern the levers for change examined in the regressions -- and they helped us understand the survey findings more thoroughly.

Variables

Most variables indicate aspects of teachers' backgrounds and experiences. These were drawn from surveys. Others provide information about the settings in which teachers work. These came from survey administration records.

Workshop attendance. The dependent variable for this study derives from teachers' responses to the questions, "Were you required to attend in-service workshops during the past two years? If so, how many?" Only teachers who were required to attend at least one workshop are included in the analyses, and first year teachers are excluded because of the two-year time frame implied by the question. This resulted in an effective sample size of 726 teachers. About 15% of teachers who were required to attend workshops failed to indicate how many, and these are treated as missing and excluded from the analyses,

resulting in a sample of 574 teachers, or 85% of the eligible cases. On average, teachers in our sample said they were required to attend 4.75 workshops over a two-year period.

(Means and standard deviations of all variables are listed in the appendix.)

Ideally one would like to know how many workshops teachers actually attended, whether required or not, in addition to how many were required. Unfortunately this was not asked in the Lead Community surveys. Future versions of the survey will include an additional question that addresses this distinction (Gamoran, et al., 1995).

Background variables. We employed several measures to take account of differences among teachers in their professional backgrounds. Teachers indicated their years of experience in Jewish education. To allow for possible non-linear effects, we divided experience into four categories: 5 years or less, 6-10 years, 11-20 years, and 21 years or more. An additional category indicates persons with missing data on experience. (We used this strategy of dummy categories for missing data for all independent variables in the regression analyses.)

Teachers also responded to questions about how much schooling they had, what their majors were, and whether they were certified in Jewish education. For this study, we defined "training in education" as a university or teachers' institute degree in education. We defined "training in Jewish studies" as a college or seminary degree in Jewish studies, or as certification in Jewish education.

We used two measures to indicate teachers' professional orientation. First, we asked whether teachers think of their work in Jewish education as a career. Second, we asked teachers about their plans for the future, and from this item we constructed a single indicator

for teachers who said they plan to leave Jewish education in the near future. Presumably it would be possible to demand more in-service work from teachers who are oriented to Jewish education as a career, and are not planning on leaving the field.

Finally, teachers reported their sex, and this is indicated by a dummy variable with 1 = male and 0 = female.

Context and policy variables. Dummy variables are used to distinguish among teachers in day schools, supplementary schools, and pre-schools. Teachers who taught in more than one setting (about 20% of all respondents) are counted in the setting in which they taught the most hours.

For pre-school teachers only, we created an indicator to distinguish among schools that are accredited by the state and those that are not (certified = 1, not certified = 0). For supplementary school teachers only, we created an indicator for the one community with an incentives program for in-service workshops (incentives program = 1, others = 0). For all teachers, we created indicators of the amount of in-service required for re-licensing: 180 hours and 100 hours are compared to the reference category of no in-service requirement.

Results

First we present descriptive information on teachers' professional backgrounds in education and Judaica. Then we examine possible mechanisms for raising levels of in-service training in Jewish education.

Descriptive Results

What sort of professional training in Jewish education characterizes teachers in the three communities? Overall, Table 1 shows that only 19% of teachers in Jewish schools are

formally trained in both education and in Jewish studies. Thirty-five percent were trained in education but not Jewish studies, and another 12% were trained in Jewish studies but not education. This leaves a significant minority -- 34% -- with no formal preparation in either field. Table 1 further shows, not surprisingly, that day school teachers more often have training in Jewish studies than teachers in other schools, and that day school and pre-school teachers more often have professional backgrounds in education than teachers in supplementary schools (combine rows 1 and 2 in Table 1). However, the greater proportion of teachers trained in education in day and pre-schools reflects one- and two-year degrees from teacher training programs as well as university degrees in education. If non-university programs were excluded, day school and pre-school teachers would have formal backgrounds in education similar to that of supplementary teachers.

Further analysis shows that the dearth of formal training is not compensated by extensive in-service education. Table 2 shows that (excluding first-year teachers) day school teachers were required to attend an average of 3.8 workshops during the two-year period, supplementary teachers averaged 4.4, and pre-school teachers were required on average to attend just 6.2 workshops over a two-year period.

Clearly, the infrequency of in-service training is not adequate to make up for deficiencies, nor even to maintain an adequate level of professional growth among teachers who are already professionally trained. What can be done to increase the level of in-service training?

Analytic Results

Table 3 explores background differences in workshop attendance. The first column shows a trend for experience that is roughly linear, with teachers who are more experienced reporting more workshops. In addition, one can see in the first column that controlling for sex and experience, pre-school teachers still reported 2.36 more workshops than day school teachers (the reference category), and supplementary teachers reported .66 more workshops on average. Thus, the pattern that emerged in Table 2 is maintained in multivariate analyses.

The second column presents results for the same model with the additional effects of pre-service training. Teachers with formal preparation in education did not report more in-service workshops, but teachers who are trained in Jewish studies reported that they were required to attend 1.02 workshops more than teachers without such training. The third column of Table 3 shows that teachers who think of Jewish education as their career reported more workshops and teachers who plan to leave the field reported fewer workshops than other teachers. Note also that the initial effects of experience appear to diminish in the second and third columns of Table 3. This pattern suggests that more experienced teachers reported more workshops because they tend to be better trained in Jewish studies and more oriented to a career in Jewish education, two conditions that are obviously connected to longevity in the profession and apparently related to in-service standards as well.

Does the higher rate of reported workshops among pre-school teachers reflect state licensing requirements, as the interviews led us to conclude? To further probe this interpretation, we present in Table 4 the results of a regression that is restricted to pre-school teachers, and which includes an indicator of state-certified pre-schools. As Table 4 shows,

teachers in certified schools reported 3.35 more workshops, a substantial difference considering that the average for pre-school teachers was 6.2 (see Table 2). As in the full-sample analysis, career-oriented pre-school teachers reported more workshops, and those planning to leave reported fewer, although the latter coefficient is not statistically significant due to the smaller number of cases when the sample is restricted to pre-school teachers. (Sex is excluded from the pre-school analysis because all but one of the pre-school teachers are female.)

Do state requirements for re-licensing of trained teachers encourage higher levels of required workshops? Table 5 indicates the answer is no. This analysis, restricted to day school teachers, shows that teachers in states requiring 180 hours or 100 hours of workshop training for re-licensing did not report more workshops than teachers in the state without a fixed workshop requirement. The second column of Table 5 shows that even day school teachers who are formally trained in the field of education did not report more workshops when they worked in states that required many hours of workshops for re-licensing. These results may indicate that day school Judaica teachers do not see themselves as bound by the norms of the general teaching force in the state.

Finally, did the federation-sponsored incentives program encourage higher rates of required workshops? The regression reported in Table 6, restricted to supplementary teachers, shows that teachers who encountered the incentives program reported an average of 2.52 more workshops than supplementary schools in the other two communities, where such federation programs are not in place.

Discussion

This study shows that teachers in three Jewish communities have relatively little formal preparation for their work in Jewish schools. Moreover, they are not typically held to high standards for professional development. However, it appears there are policies that may raise the quantity of in-service. Teachers who are trained in Jewish studies and who are oriented towards a career in Jewish education reported more required workshops. This finding suggests that standards for professional development could be raised by recruiting teachers who are committed to the profession. Better recruitment is an appropriate goal, but it remains a major challenge in light of the relatively small number of opportunities to obtain formal preparation for teaching in Jewish education (Davidson, 1990).

Teachers in certified pre-schools reported substantially more workshops than teachers in other pre-schools. Could this type of policy be implemented in supplementary schools, and in the Judaica divisions of day schools? Where would certification standards come from? One answer is from the community level -- the federation or central agency might certify schools whose teachers engage in specified levels of professional growth. For this certification to be meaningful, however, it must be accompanied by some sort of rewards. Parents of pre-school children take certification into account when choosing a school, but this logic does not hold when one is choosing a supplementary school. However, it may be possible to raise parents' expectations so that they seek out supplementary schools and day schools with higher standards for professional growth. In addition, other incentives such as financial support might induce school to seek communal certification.

Although certification of pre-schools made a difference, re-licensing requirements for K-12 teachers did not. In one sense these results may reflect the particular question we asked on the survey, which concerned required workshops instead of any workshops teachers may have attended. Teachers who are meeting individual re-licensing requirements may not have indicated that such workshops are required by their schools. Another interpretation of the results is that rewards and sanctions aimed at individuals are ineffective, but that incentives for schools, as in the case of pre-schools, have more impact.

Finally, supplementary teachers reported more workshops in the community that had an incentives program. This finding suggests that incentives for both individuals and schools affect teachers' professional growth in a positive way. Hence, we conclude that incentives for individuals can be effective if the incentives are meaningful (for example a cash stipend as in this case).

This paper addresses only the quantity of in-service education. The question of quality is at least as important, if not more so. It is essential to consider recent ideas about creating more effective opportunities for professional growth (e.g., Sparks, 1995), at the same time as one thinks about raising the amount of in-service to which teachers are held.

The CLUE's ultimate hypothesis is that building Jewish education as a profession is critical for improving teaching and learning in Jewish education. This paper does not answer that question, but it addresses two crucial concerns along the way: What is the state of the profession? What can be done to improve it? By exploring three potential avenues for reform, we are furthering the broader endeavor. The results of this study suggest two mechanisms -- community incentives and certification of schools -- that can increase the professional growth activities of teachers in Jewish schools.

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Table 1. Professional Training of Teachers in Jewish Schools

	<u>Day School</u>	<u>Supplementary School</u>	<u>Pre- School</u>	<u>All Schools</u>
Trained in Education and Jewish Studies	35%	13%	9%	19%
Trained in Education Only	24%	32%	50%	35%
Trained in Jewish Studies Only	25%	11%	3%	12%
Trained in Neither Education Nor Jewish Studies	16%	44%	38%	34%

Table 2. Average Number of Workshops Teachers in Jewish Schools Were
Required to Attend

	Average Number of Workshops in the Past Two Years
Day Schools	3.8
Supplementary Schools	4.4
Pre-Schools	6.2
All Schools	4.8

Note: Figures include only those teachers who said they were required to attend workshops, and exclude first-year teachers.

Table 3. Differences among individuals and settings in number of workshops teachers reported they were required to attend.

<u>Independent Variable</u>			
Sex (Male=1)	-.61 (.39)	-.74 (.39)	-.86* (.39)
Experience 6-10 years	.48 (.35)	.45 (.35)	.16 (.35)
Experience 11-20 years	.81* (.37)	.67 (.38)	.26 (.39)
Experience 21+ years	1.02* (.43)	.69 (.45)	.34 (.45)
Trained in Education		-.02 (.29)	-.11 (.29)
Trained in Jewish Studies		1.02** (.33)	.60 (.34)
Jewish Education is a Career			1.30** (.94)
Will Leave Jewish Education			-1.00* (.50)
Pre-school	2.36** (.36)	2.76** (.39)	2.65** (.38)
Supplementary School	.66* (.33)	.98** (.35)	1.19** (.35)
Constant	3.37** (.37)	2.89** (.43)	2.54** (.44)
R ²	.09	.10	.13

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=574 teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 4. Differences between certified and uncertified pre-schools in the number of workshops teachers reported they were required to attend.

<u>Independent Variable</u>	
Experience 6-10 years	-.81 (.82)
Experience 11-20 years	-.84 (.94)
Experience 21+ years	-.74 (1.18)
Trained in Education	.09 (.67)
Trained in Jewish Studies	.59 (.95)
Jewish Education is a Career	1.53* (.75)
Will Leave Jewish Education	-1.76 (1.18)
Certified Pre-school	3.34** (1.00)
Constant	2.74* (1.17)
Adjusted R ²	.08

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=169 teachers.

Equation also includes controls for missing data on experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 5. Differences in the number of workshops day school teachers were required to attend in states with different professional growth requirements for re-licensing.

<u>Independent Variable</u>		
Sex (Male=1)	-1.07*	-1.05*
	(.45)	(.46)
Experience 6-10 years	1.62*	1.61*
	(.64)	(.64)
Experience 11-20 years	1.12	1.11
	(.62)	(.62)
Experience 21+ years	1.61*	1.62*
	(.67)	(.67)
Trained in Education	-.32	.21
	(.42)	(.49)
Trained in Jewish Studies	.23	-.20
	(.49)	(.53)
Jewish Education is a Career	-.25	-.24
	(.57)	(.58)
Will Leave Jewish Education	-.65	-.60
	(.94)	(.95)
180 Hours Required for Re-License	-.08	-.11
	(.54)	(.92)
100 Hours Required for Re-License	-.36	-.03
	(.48)	(.76)
180 Hours X Trained in Education		.03
		(1.14)
100 Hours X Trained in Education		-.51
		.93
Constant	3.26**	3.19**
	(.66)	(.68)
Adjusted R ²	.05	.04

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=176 day school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

Table 6. Number of workshops supplementary school teachers were required to attend in a community that offered incentives for attendance, compared to other communities.

<u>Independent Variable</u>	
Sex (Male=1)	-.13 (.46)
Experience 6-10 years	.58 (.42)
Experience 11-20 years	1.11* (.49)
Experience 21+ years	.84 (.57)
Trained in Education	-.06 (.37)
Trained in Jewish Studies	.81 (.44)
Jewish Education is a Career	1.19** (.38)
Will Leave Jewish Education	-.53 (.57)
Community Incentives for Workshops	2.52** (.35)
Constant	2.17** (.35)
Adjusted R ²	.30

*p < .05 **p < .01

Notes: Metric regression coefficients, with standard errors in parentheses. N=229 supplementary school teachers. Equation also includes controls for missing data on sex, experience, training in education, training in Jewish studies, career, and plan to leave Jewish education.

APPENDIX

Means and Standard Deviations of Variables

	<u>Mean</u>	<u>Standard Deviation</u>
Number of Workshops	4.75	3.31
Sex (Male=1)	.15	.36
Experience 2-5 years	.27	.44
Experience 6-10 years	.31	.46
Experience 11-20 years	.25	.43
Experience 21+ years	.15	.36
Trained in Education	.54	.50
Trained in Jewish Studies	.32	.47
Jewish Education is a Career	.62	.49
Will Leave Jewish Education	.07	.26
Day School	.31	.46
Supplementary School	.40	.49
Pre-school	.29	.45
Accredited Pre-school	.26	.44
Missing Sex	.01	.11
Missing Experience	.02	.15
Missing Trained in Education	.04	.19
Missing Trained in Jewish Studies	.04	.20
Missing Career	.02	.14
Missing Plans to Leave	.05	.22

Note: N = 574 teachers.

Jewish Education Center of Cleveland
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To: Seymour Fox

From: Mark Gurvis *MG*

Re: Educated Jew Project Papers

This past week our local Cleveland "Goals Seminar" began. We have developed it primarily as a professional learning forum, scheduled to meet 10-12 times over the coming year.

About 20 local educators who occupy key leadership positions have been invited to participate. In addition, a few key lay leaders from the JECC have been invited.

Walter Ackerman, who is visiting professor at the Cleveland College this year, is facilitating the seminar.

As I indicated at a recent CIJE leadership meeting in a report on the summer's Goals Seminar in Jerusalem, the papers generated by the Mandel Institute's Educated Jew Project would be an important resource for us to use. We expect an important component of the seminar to be exposing our people to different compelling visions as a means to helping them individually, and us collectively, think through what we are trying to accomplish. In that context, the papers should be an important tool.

Since we are going to be meeting approximately once or twice a month, it would be helpful if some of the papers could be available as early as mid-November. I recognize that some may still be in draft form. Nonetheless, in their absence, we will be scrambling to find or create similar resources to facilitate our local process.

Please let me know whether you think the papers could be made available to us shortly. Thanks for your help.

cc: Alan Hoffman
Daniel Pekarsky