



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**

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

Series E: Mandel Foundation Israel, 1984 – 1999.

---

Box  
D-1

Folder  
1926-2

CIJE correspondence, meetings, and reports. Lead Communities seminars and reports, 1993-1995.

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

---

Tel: 972-2-66 23 32/7

Fax: 972-2-662-837

## Facsimile Transmission

To: David Hirschorn Date: 14.7.94

From: Seymour Fox No. Pages: 13

Fax Number: \_\_\_\_\_

Dear David,

I am pleased that this letter is signed both by Alan and myself and thus I transfer the baton to the CIJE leadership.. I look forward to the pleasure of working with you and I will be in touch with your secretary with the hope that we can arrange a meeting in August.

I believe that we have included the important corrections that you suggested, particularly the references to Prof. Adam Gamoran as being the leader of the Evaluation Project and the fact that Adam and his team will be available to help lead communities undertake specific programs of monitoring and evaluation. They will also help lead communities develop procedures that could lead to the publication of a manual of successful practices in the area of monitoring and evaluation.

I hope that your Foundation will now be able to conclude the formal commitment with the CIJE for the support of the Monitoring and Evaluation Project.

With best regards.

Sincerely yours,

  
Seymour Fox

  
Alan Hoffmann

## GOALS, MONITORING, EVALUATION, AND FEEDBACK IN CIJE COMMUNITIES

### A THREE YEAR OUTLINE

In late 1990, the Commission on Jewish Education in North America issued *A Time to Act*, a report calling for radical improvement in all aspects of Jewish education. At the center of the report's strategic plan was the establishment of "Lead Communities" -- demonstration sites that would show North American Jews what was possible.

Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system and its leadership, and when the necessary funds are secured to meet additional costs (p. 67).

The successor to the Commission, the Council for Initiatives in Jewish Education (CIJE), established three lead communities to carry out the strategic plan.

How will we know whether these lead communities have succeeded in creating better structures and processes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the lead communities project requires monitoring, evaluation, and feedback to document its efforts and gauge its successes.

At the same time CIJE recognizes that much of what passes for Jewish education today is often lacking in any sense of direction, much less a compelling sense of direction. That is, the enterprise is not informed by a coherent sense of what it is that one wants to achieve. This undermines efforts at education in a variety of significant ways. Absent a clear sense of what it is one wants to achieve in Jewish education, there can be no thoughtful basis for deciding such basic matters as the organization of the educational environment, assessing achievement and instruction, and the appropriate kind of pedagogy, the kinds of curricular materials that are appropriate, and the kinds of characteristics that are desirable in educators. Nor, in the absence of a clear sense of what one hopes to achieve, is there a reasonable basis for evaluating our efforts at education and making recommendations for reform.

This proposal describes a two-pronged plan for monitoring, evaluation and feedback in lead communities and for systematic development of vision-driven institutions through a Goals Project.

## A. MONITORING, EVALUATION AND FEEDBACK

MEF emphasizes three aspects of educational change in lead communities:

- (1) What is the process of change in lead communities? This calls for field research in the lead communities. It requires a combination of qualitative and quantitative data, and offers formative as well as summative evaluation -- that is, feedback as well as monitoring for the lead communities.
- (2) What are the outcomes of change in lead communities? Does the project emphasize increased participation? Should we expect a rise in general Jewish literacy? Such questions are especially challenging because the specific outcomes have yet to be defined. By asking about goals (cognitive, emotional and interpersonal) in lead communities the evaluation project will stimulate participants to think about their own vision and establish a standard by which changes can be measured in later years.
- (3) Who are the educational personnel of the lead communities? What is their Jewish background and how they have been trained in Jewish and general education? Do they work full-time or part-time and how are they compensated? How much in-service support do they receive?

### Field Research in Lead Communities

Studying the process of change in lead communities is a major component of the CIJE strategy. Documenting the process is especially important because the effects of innovation may not be manifested for several years.

For example, let us suppose community X manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since results cannot be detected immediately, it is important to obtain a qualitative sense of the extent to which the professional educators are being used effectively. Studying the process is also important in the case of unsuccessful innovation.



A team of three full-time field researchers will be hired. Initially, the field researchers will be principally concerned with two questions:

- (a) What is the extent of *community mobilization* for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass roots involvement in the community? To what extent is the community mobilized financially as well as in human resources? What are the visions for change in Jewish education held by members of the communities? How do the visions vary across different individuals or segments of the community?
- (b) What is the nature of the *professional life of educators* in this community? Under what conditions do teachers and principals work? For example, what are their salaries, and their degree of satisfaction with salaries? Are school facilities cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

Field researchers will address these questions in the following ways:

1. Supplement community self-studies with additional quantitative data to be determined following a review of the self-studies in all of the lead communities.
2. Use these data, along with interviews and observations in the field, to gain an understanding of the state of Jewish education in the community at the outset of the lead community process.
3. Attend meetings and interview participants in order to monitor the progress of efforts to improve the educational delivery system.
4. Report on a regular basis to provide feedback for participants in the lead communities.
5. Write periodic reports describing and interpreting the process and products of change to date.

6. Replicate the initial data collection a year later and issue a report which would describe educational changes that occurred during the two years, and present an assessment of the extent to which goals are being addressed.

### The Educators Survey

A survey instrument will be developed and administered to all educators in CIJE communities in day schools, supplementary schools, pre-school programs and informal educational frameworks.

The survey will provide baseline data in several critical domains:

- a. Total number of educators in each community.
- b. Percentage of part-time vs. full-time educators.
- c. Path of entry to Jewish education as an indication of a career path.
- d. Turnover rates and stability in the Jewish educational profession.
- e. Breakdown of educators (rather than through institutions) among the denomination.
- f. A detailed breakdown of compensation and benefits of Jewish educators in each community.
- g. Professional training of educators in general education and specifically in Jewish education.
- h. Levels of in-service training and their comparison to those in general education in that city, state or nationally.

These data will inevitably raise several critical issues for CIJE communities.

Amongst these are the following questions:

- a. How can the community best ensure that Jewish education is delivered by educators who are not only motivated and committed, but qualified and skilled in their subject matter and in education? This could be remedied by a

coherent, sustained system of in-service education, for which teachers are compensated and rewarded.

- b. What in-service training can be developed, given local, regional, national and Israeli Jewish and general training resources, to ensure ongoing quality training for all teachers? How can such a system address the needs of the different groups of teachers?
- c. What career opportunities can be designed to ensure the retention and advancement of the best teachers in the field of Jewish education?
- d. If positions with increased responsibilities can be created (e.g., lead teachers), will this strategy serve not only to provide career opportunities, but also as a means of continuously upgrading the community's teaching force?
- e. What can be done to increase the number of full-time teachers in various institutions?
- f. What salary and benefit policies and scales should be instituted -- differentially -- to be beneficial to the level of the teaching force and to individual teachers?

#### Director of Monitoring, Evaluation and Feedback

The field researchers will be guided by a director of monitoring, evaluation and feedback. The director will be responsible for providing leadership, establishing an overall vision for the project. Further responsibilities would include making final decisions in the selection of field researchers; participating in the training of field researchers and in the development of a detailed monitoring and feedback system; overseeing the formal and informal reports from field researchers; and guiding plans for administration of surveys and tests in the lead communities. It will also involve coordination and integration of the work on goals that is being developed. Prof. Adam Gamoran, a leading sociologist of education at the University of Wisconsin, has agreed to direct Monitoring, Evaluation and Feedback for the CIJE.

#### Consultation to Communities on Evaluation

A further outcome of MEF will be the development of capacity, within CIJE, to provide consultation to an ever-expanding group of communities on the issue of evaluation design. The Professional

Advisory Committee (Prof. James Coleman, chairman, Prof. Seymour Fox, Dr. Adam Gamoran, Prof. Ellen Goldring, Mr. Alan Hoffmann, Mrs. Annette Hochstein, and Prof. Mike Inbar) will supervise the building of that capacity.

## B. THE GOALS PROJECT

The Goals Project is an effort to create what might be called "vision-drivenness" in Jewish educational institutions. To refer to an educational institution as vision-driven is to say that its work is guided and energized by a substantive vision of what it wants to achieve, of the kinds of human beings it is trying to cultivate. To speak of a Jewish educational institution as vision-driven is to say of it that it is animated by a vision or conception of meaningful Jewish continuity. The Goals Project will encourage vision-drivenness by educating relevant individuals, groups, and institutions concerning the importance of vision-drivenness. It will develop strategies designed to facilitate and encourage both serious reflection on underlying visions and equally serious efforts to identify and actualize the educational implications of the answers arrived at through such reflection.

The Goals Project takes it as a given that a necessary condition of success in Jewish education is the development of a clear and coherent vision of what it is that one hopes to accomplish. "What it is that one hopes to accomplish" can be interpreted in more than one way. It could, for example, refer to the kind of educational environment, peopled by what kinds of educators, featuring what kinds of activities, attaining what standards that one would like to bring into being.

The Goals Project is concerned with three major levels: educating institutions, Jewish communities, and the denominations. It is interested not only in working with each of these levels independently but also in encouraging them to support one another's efforts to articulate and actualize their educational visions. While the Goals Project has a special interest in the three Lead communities, its work is not necessarily limited to them.

The resources of the Mandel Institute-Harvard University Program of Scholarly Collaboration and its Educated Jew Project on alternative conceptions of the educated Jew will be made available by the CIJE to those working on the goals aspects of the monitoring-evaluation-feedback project in the lead communities.

The faculty and staff of the religious denominations have been recruited to assist in this project. Prof. Daniel Pekarsky, a

scholar in the field of philosophy of education at the University of Wisconsin, will coordinate this effort at developing and establishing goals.

Prof. Pekarsky and members of the staff of the CIJE are collecting existing examples of schools and other educational institutions in Jewish and general education that have undertaken thoughtful definitions of their goals.

A. Strategies for working with Lead Community lay and professional leadership:

1. A planning seminar (planned for this summer in Jerusalem):

This seminar would be designed to engage lay and professional leadership, especially within Lead Communities, around the theme of Visions and Educational Practice. The seminar, as now conceptualized, would include the following kinds of elements:

- a. Opportunities for participants to come to appreciate the important role that vision and goals can play in guiding the educational process;
  - b. A chance to begin or continue working through their own visions of a meaningful Jewish existence;
  - c. A chance to encounter other such views, including but not limited to formulations developed in the "Educated Jew" project;
  - d. A chance to develop a strategy for engaging educational institutions in their local communities in the goal-setting process.
2. Consultations to a community's leadership around efforts already underway or accomplished that are concerned with goals;

For example, in a community like Milwaukee that recently went through strategic planning experience that put

"visioning" at the center, CIJE could initiate a serious conversation designed to unearth and develop the substantive ideal, the educational vision, that underlie the proposals that emerged from the Strategic Planning process.

3. As specific projects of lead communities emerge, their goals will be subjected to careful development and scrutiny. This will create the baseline for evaluating future success.
- B. At the denominational level, we need to find ways of encouraging the national training institutions to develop a pro-active approach to the problem of goals for Jewish education, an approach that includes efforts to catalyze serious attention to vision and goals on the part of constituent educational institutions. Possible approaches:
1. Encourage the denominations to clarify and more adequately articulate their own guiding visions of a meaningful Jewish existence.
  2. Encourage national denominational institutions to work intensively with one or more carefully selected educational institutions on issues relating to the identification of a vision and its educational implications. Such institutions might, but need not be, located in the three principal lead communities.
- C. Pilot Projects

One way to approach the Goals Project, a way which overlaps but is not identical with the approaches discussed above, is to undertake one or more pilot projects. For example, a pilot project might take a particular dimension of Jewish education, e.g., the teaching of Bible or the Israel Experience, and systematically explore it in relation to issues of underlying vision and goals. This could be done in a variety of ways and at a variety of levels. For example, a community might take it on itself to focus on a particular dimension of Jewish education -- say, the Israel Experience -- and to catalyze serious reflection on the part of all local institutions (across denominations) concerning the foundational and derivative aims of such an experience and the way such aims operate to guide practice. Conceivably, different communities would take different dimensions of Jewish education as their central focus.

D. A Coalition of Vision-Driven Institutions

This proposal is that a coalition be established for educational institutions that are seriously interested in going through a process of clarifying their underlying vision and goals, as well as in articulating and working towards the actualization of the relevant educational implications. In addition to providing evidence of seriousness, participating institutions would have to meet a variety of standards in order to qualify for admission and to remain in good standing. Member institutions would be offered a variety of CIJE-resources designed to facilitate and support their efforts.





*Chair*  
Morton Mandel

*Vice Chairs*  
Billie Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wishner

*Honorary Chair*  
Max Fisher

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

*Executive Director*  
Alan Hoffmann

November 9, 1994

Annette Hochstein  
Mandel Institute  
8 Hovevei Zion Street  
Jerusalem, Israel

Dear Annette,

As you well know, Alan Hoffmann has been the Executive Director of CIJE since August 1993. Alan is on loan from Hebrew University for a limited period of three years which will come to a close August 1996.

From the outset, both in recruiting Alan and in communicating with our board, we have emphasized that permanently filling the position of CIJE's professional leader is a major ongoing priority of CIJE and for Alan himself. I am conscious of the opportunity that CIJE has to make an early selection of our next executive director so that he/she and Alan can overlap, creating an ideal transition in leadership for the Council. We have decided to engage the services of an executive search firm, enabling us to cast our net as widely as possible in making this crucial appointment. I am delighted that we have selected Phillips Oppenheim to manage this search process for CIJE.

The Phillips Oppenheim Group was founded in 1991 by Debra Oppenheim and Jane Phillips Morrison as an executive search firm dedicated solely to the search work in the not-for-profit sector. The firm seeks out people who find work in the not-for-profit sector challenging and rewarding and who have the capacity to position their organizations strategically and financially for the demanding years ahead. The Phillips Oppenheim Group serves not-for-profit organizations, domestic and international, in a diverse range of fields including advocacy, community and economic development, education, human and social services, philanthropy/foundations, the environment, health care and the arts.

Debra Oppenheim has been in executive search since 1976 and has worked for four major international search firms before joining forces with Jane. Debra's work focused on a diverse group of assignments across a broad spectrum of corporate and not-for-profit organizations while Jane's work was centered on the



foundation community. Jane was the founding Director of Admissions and Placement at the Yale School of Management and before that was Dean of Admissions for Wesleyan University. Today they work on assignments at the senior level for a broad array of not-for-profit organizations in various stages of development. The firm is particularly known for their work in staffing start-ups.

Rebecca Klein will also be part of the search team for CIJE. Rebecca spent seven years with SpencerStuart in New York before joining Phillips Oppenheim in 1993. Her search experience includes a wide range of both corporate and not-for-profit assignments. After graduation from Brandeis University, she spent nine years working professionally as a stage manager in theater, dance and opera.

You will shortly be hearing from Phillips Oppenheim directly as they begin to scope out the position as part of the first stage of the search process. May I ask you to extend to Phillips Oppenheim as much assistance as possible in helping CIJE to fill this position.

Sincerely,

A handwritten signature in blue ink that reads "Mort".

Morton L. Mandel

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

**MINUTES:** CIJE STAFF CONSULTATION DAYS  
**DATE OF MEETING:** NOVEMBER 7-9, 1994  
**DATE MINUTES ISSUED:** NOVEMBER 29, 1994  
**PARTICIPANTS:** Gail Dorph, Seymour Fox, Annette Hochstein,  
Barry Holtz, Ginny Levi, Robin Mencher (sec'y),  
Daniel Pekarsky, Nessa Rapoport  
**COPY TO:** Morton L. Mandel

---

### *DAY ONE:*

#### **I. CIJE Gameplan - 1995 and Beyond**

Alan began the meeting by setting the tone as to the purpose of the week. He based his introduction upon the CIJE workplans for 1995 developed thus far. Emphasizing the emerging structure of CIJE, Alan outlined the four clear domains our of work, structured in committees chaired by members of our board. In the first half of 1995 the board of CIJE should grow in size to include approximately sixteen new members, four to each committee. The Steering Committee is set to meet five to six times in the coming year. Alan noted that as the role of the board crystallize, so does the clarity of CIJE's role within the federated world.

In beginning a discussion about the short term and long range agendas, Alan posed the question for the consultation days of where does CIJE want to be in one year and in three to five years. Are the goals of the organization an aggregate of the workplans or is there a further guiding vision for CIJE? Which parts of the present workplans are indispensable to the larger goals of CIJE?

If we examine the current status of CIJE, Alan suggested, we can isolate four basic axes within which CIJE must respond to some fundamental areas of tension regarding its mission. These are:

- A. Planning vs. Implementation
- B. Building the Profession and Community Mobilization:  
How much of our energy in one relative to the other?
- C. Community vs. Continental
- D. The Federated system as the major context for CIJE's operations

Alan expanded on these issues as framing questions for the consultation days:

A. The planning and implementation axis begs CIJE to make choices about how we wish to impact Jewish education. In the instance of providing professional development, for example, what type of a role or roles does CIJE provide now and what should we be providing in the future? Alan offered the CIJE - Harvard Principals' Center Seminar as an example of CIJE staff members actively planning and then implementing a CIJE design for in-service training of leaders. The impact of the seminar came directly from the efforts of CIJE staff on site. As our goals require both planning and implementation, how much of the ongoing work of CIJE should be devoted to such activities as the seminar at Harvard?

B. CIJE speaks of both building the profession and community mobilization frequently, but in the past, much of our emphasis and staff time has been placed on the former. Is there any well-thought out knowledge base for community mobilization? What would it take for us to move the community mobilization agenda forward? Alan noted the continuing expansion and development of the CIJE board and committees as one milestone for community mobilization.

C. Superimposed on A and B above lies the tension between CIJE acting on a communal vs. a continental level. The building blocks of Jewish education, as outlined in *A Time To Act*, indicated that the implementation of building the profession and community mobilization were to take place in the lead communities. The question today begins with an evaluation of whether the lead communities are indeed ready for the change stemming from local implementation of the building blocks.

Our work in communities (e.g. the Educators Survey and Policy Brief, as well as the seminar at Harvard) form the basis for much of the agenda of the work of CIJE. Our work in communities have helped us to develop principles such as the "holy trinity" concept. What commitments does CIJE still have to these communities? They are still waiting for a well-crafted and articulated personnel action plan as well as a goals seminar specifically tailored for their communities.

On the continental level, CIJE is looking for partners in the personnel action plan and in particular for in-service education. We have already begun to connect with JTS and Brandeis on these issues. How important is this coalition work to fulfilling the goals of CIJE?

D. How do we evaluate the success of CIJE? What is the context of our work in communities within the broader context of Jewish life in North America? Alan suggested that as we see the increasing numbers of North American Jewish communities that are involved in creating commissions to improve their educational programs, this is an achievement of the CIJE approach - even if it is not recognized by the communities. As more and more communities are planning for change, our role should be to install within other institutions (such as JESNA) the capacity to provide guidance and

leadership to these planning initiatives.

As the face of organized Jewish life in North America appears to be changing, which institutions are our constituency? With which institutions should we build coalitions? Taking into account the structural changes of UJA and Jewish Federations life is a close connection with the federation structure still the most promising address for renewal and reform?

In light of the issues and tensions outlined above, what should the gameplan of CIJE be for 1995? In the coming year, CIJE will present a personnel action plan for in-service education to the Jewish communities of North America. In addition we should take the first steps to develop a plan which will lay out a matrix detailing core components of the profession in Jewish education.

The CIJE goals and best practices projects should be instrumental to the implementation of our action in personnel. Best practices can be used as part of the process to build the curriculum for educating the educators. Concurrently, the Goals Project stands at the heart of CIJE's work with educational leaders. It has to be part of the plan for both lay leaders and Jewish professionals.

Is this an effective way to frame the work of CIJE? Does it speak to the question of what we want CIJE to achieve?

#### Discussion:

In thinking about the key CIJE issues noted above, the participants began by examining the actions CIJE could take in these areas and the resulting impacts of those actions. Brainstorming one aspect of the workplans could serve as an example of how CIJE could implement all aspects of the workplans.

The exercise, proposed by Annette, centered on the topic of training personnel. It was proposed that an approach to developing capacity for in-service training should be developed. A half day seminar for communities in North America on preparing in-service programs for their personnel would need to be located. For such a project, the role of CIJE might be to run these training seminars, or maybe to set up regional centers, facilitating such work by others. This project could be approached at either or both local and continental levels. A prominent challenge would be to articulate the size and scope of the project in a way that would maintain the quality. The developing of the people to facilitate this project was seen as the most important and difficult part of the project. It therefore should call for the most immediate attention.

Several questions arose out of this brainstorming session. Does the work to create a

quality product, in this instance, fit into the longterm goals and outcomes for CIJE? The most strategic of goals must be chosen with regard to the work of CIJE. Can we achieve our goals without expanding our leadership base? By creating more competition? Into what geographical space should we put the majority of our efforts? Who are our partners in this project? Are communities ready to back this work? Are we using CIJE's own resources to our best advantage? Taking into account our limited resources, what type of choices will we have to make? While this plan for personnel may be attractive, are we heading down the right course or falling into a trap? Where will this eventually take us?

As Dan Pekarsky was in New York only through Tuesday morning, the discussion on Personnel was deferred until after the full discussion on the Goals Project.

## II. The Goals Project

(This Summary was written by Dan Pekarsky)

The purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan for Goals, developed by the core CIJE staff in New York in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting in New York (attached), this summary proceeds immediately to item c), which concerned questions posed by Seymour Fox in Pekarsky-Fox conversations, questions which offer useful lenses to use in the planning-process.

### A SEYMOUR FOX'S QUESTIONS

1. Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?

b) Does a) exhaust our expectations of the Goals Project — or is there more that we hope for that might not be captured in a)? If so, what is this

"more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project

2 What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3 The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

PHILOSOPHY

PHILOSOPHY OF EDUCATION

TRANSLATION INTO CURRICULUM

IMPLEMENTATION

EVALUATION

At which of these levels does the October Plan operate? Optimally, at what levels should we be operating?

## B EXAMINING THE GOALS PROJECT AGENDA THROUGH THESE LENSES.

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan.) B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

### A) General long-term goals - three were identified.

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education. Such a Center would:

- a) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
- b) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.
- c) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
- d) develop strategies to disseminate its research findings in ways likely to make an impact;

B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.
2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:
  - a. strategies and models that can guide efforts at institutional improvement;
  - b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
  - c. identification of institutional "readiness-conditions" if meaningful change is to take place;
  - d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
  - e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CJE seeking to catalyze this kind of change.

3. The development of evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering experiences and ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, its feasibility, work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc.

### C. MEF AND THE EDUCATED JEW PROJECT IN THE FULL-BLOWN OCTOBER-PLAN

Monitoring, Evaluation and Feedback. MEF could contribute to the development of the October Plan in a number of ways:

- 1. MEF could be invited to develop the instruments to be used to assess current reality at the outset of a goals-process and the outcomes of having engaged in this process;
- 2. MEF could be invited to do the assessments.

The Educated Jew Project. Were CIJE to proceed with the October Plan, the Educated Jew Project could make a number of important contributions including the following:

- 1. Not immersed in having to address - and possibly be compromised by - day-to-day political realities, the Educated Jew staff could help CIJE keep



focused on some of the basic questions and concerns that are at the heart of the Goals Project.

2. The Educated Jew staff could prove invaluable in our efforts to cultivate resource-people for our project or to educate other constituencies.
3. The Educated Jew staff may be able to offer valuable expertise to the 3 to 5 prototype-institutions identified in the October Plan
4. The Educated Jew Project's papers could prove valuable resources to the 3 to 5 prototype institutions. Conceivably, if there is a clear need, the Educated Jew Project could be invited to commission additional papers that address issues that are particularly sensitive in the American Jewish community -- for example, those dealing with the role of women in Jewish life.

#### D. DISCUSSION

Our discussion took place against the general background defined by the matters discussed above. Below are summarized some of the major themes and decisions that emerged in our discussion, and then a draft of a work plan

##### 1. Supplementing our resources.

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of the possibilities.

##### 2. The Center-idea

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could ultimately be folded into the work of a Center within the larger conception defined by the three long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined by this agenda is, to say the least, substantial -- it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1)

that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was ultimately "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals.

Of particular interest was the suggestion that such a Center could ultimately be established, in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a Project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating personnel that would work with such institutions; 3) the development of our own learning-curriculum.

A limited initial agenda. As the preceding paragraph suggests, whether called initially a Center or a Project, it is not necessary - nor desirable - for such a new entity to take on "a full plate" from the very beginning. On the contrary, if created, it might initially focus on only a few of the efforts that might eventually define its character. But it would be important to view these initial efforts, however narrow, in relation the larger plan of action.

Is an independent Center in our interests? It should be noted that while the idea of working towards a quasi-autonomous Center seemed of interest, at various points reservations were expressed. We should, it was implied, proceed with caution, with attention to the possibility that spinning-off the Center might not be in the best interests of CIJE.

Parallel centers. It was suggested that the model under discussion -- spinning off a CIJE effort and turning it into a quasi-independent satellite-center with strong ties to CIJE -- might in the long run also be the way to approach efforts like Monitoring and Evaluation and Educational Leadership. The thrust of this approach is to keep CIJE as a planning and catalyzing institution that does not get bogged down in implementation of

the initiatives it helps to bring into being.

### 3. Who could serve as adequate "coaches"/resource persons to institutions embarked on a change-process?

A possibility presented at the seminar is that CIJE work with "coaches" who are themselves appointed by and representatives of the institutions that are embarked on the change-process. While this would enormously simplify our work in that we would not have to seek out a cadre of coaches, the suggestion was countered with the observation that it is unlikely that most such institutionally-appointed coaches would be in a position to help their institutions with the content-side of the goals agenda. In response, it was suggested that maybe we need to be thinking in terms of two kinds of coaches -- an institutional representative skilled in process-issues, and a more content-oriented person that CIJE cultivated (folks like Bieler and Gribbetz, Marom).

### 4. Working with Institutions: at what level does one begin?

It was reiterated that forwarding the Goals-agenda does not require beginning at the level of "philosophy of education." While efforts at the latter level are important for Jewish education, in any given institution the process might well begin at other levels. Where one begins would need to be decided on a case-by-case basis.

### 5. Inventory of outstanding commitments

While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage.
- b. The Agnon School in Cleveland.
- c. Cleveland's Goals Seminar.
- d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises).

e. A JCC Camp.

f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.

6. Other interesting possibilities.

a. The Atlanta JCC Camp.

b. The Baltimore congregational program.

c. The new Atlanta Day School.

## E. [PEKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS

1. Developing capacity is a very high priority and must be at the center of our efforts.

a. Developing capacity has at least 3 dimensions: the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions; a curriculum of study for CIJE staff.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning.

2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda.

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions."

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a

measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part.

### 3 CIJE should design and establish a Center for Philosophy of Jewish Education.

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE

## F GOALS PROJECT WORKPLAN FOR 1995

### 1. Building capacity

a. Conceptualizing and planning our own learning-curriculum (Nov.-Dec., 1994)

b. Resource persons

i. Identification of 5 to 20 promising individuals (Dec., '94)

ii. Recruitment of these individuals (Jan.'95)

iii. Development of a summer-seminar for these individuals (Feb. and March, '95)

iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

c., Learning through prototype institutions

- i. Begin with one or more institutions to which we may have preexisting commitments.  
(January-June, '95)
- ii. If and only if we have sufficient personnel after meeting requirements of #1,  
identify other institutions. (Summer '95)
- iii. Identify institutional representatives who will work with CJE (Summer, '95) and hold seminar with them (Fall, '95)

## 2. Honoring outstanding commitments.

- a. Four Milwaukee Seminars (January - May, '95)
- b. Participation as planners and possibly as resources in the Cleveland seminar (Dec. '94 - June '95)
- c. Help launch the Baltimore seminars (spring, '95)
- d. Meet with Agnon to conceptualize and to help them begin to implement a goals-agenda. (Jan. - May 1995)
- e. Consult to Toren in his efforts to enter into Goals-focused relationships with local educating institutions. (as needed)
- f. Identifying "prototype-institutions" from among those participating in local seminars and/or other institutions -- i.e., institutions we are prepared to work with intensively (June, 1995). Begin work with these institutions in September 1995.

## 3 Establishment of a Project for the Philosophy of Jewish Education.

- a. Initial conversations between Harvard, Mandel Institute, and CJE.  
(Dec. 1994)
- b. Flesh out conception of the Center, the stages through which it would develop, and its initial assignments. (January, 1995)
- c. Develop funding support for the Center.

BY THE END OF '95.

- 1 We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up
- 2 We will have completed local seminars to which we've committed.
- 3 We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.)
4. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.
5. We will have established a Project maybe leading to a Center for the Philosophy of Jewish Education.

*DAY TWO:*

### **III. Discussion of the Revised Plan for the Goals Project**

Following the model as proposed by Annette earlier, the participants analyzed the revised workplan for the Goals Project in terms of limitations and opportunities for the short and long term and CIJE's role in making this project successful.

The main Question is What capacity does CIJE have for fulfilling every aspect of the workplan iterated above? What are the limitations in terms of human resources, time, and funding?

#### **A. Human Resources**

Building capacity should be the highest priority in the work of the Goals Project. While this may be a time consuming process, the recruitment and training of Jewish educators to be "coaches" to institutions and communities can only benefit the work of CIJE in fulfilling both our short term and long term goals.

Gail suggested that when working to develop our human resources, we should not forget to include the newer generations of Jewish educators in order to truly ensure that the process of Building the Profession is addressed in every aspect of

CJJE work. CJJE will bring seasoned educators together with the newer generations of Jewish education professionals to train them for the developing coaching roles.

In an analysis of the Goals Project coaches, Danny pointed out that as these people begin to take leadership roles in their communities, they will also continue to learn. CJJE might ultimately create a central training institute for the coaches.

#### B. Honoring Commitments

It was suggested that CJJE could combine projects to fulfill existing commitments to specific institutions and communities. Additionally, these commitments could be used as opportunities to build the leadership base for future Goals Project activities. At the same time, the possibility exists that this service to communities will bring stronger ties between the Council and these institutions in the future, resulting in more commitments on the part of CJJE.

C. In an analysis of all the workplans of CJJE, the Goals Project represents only one facet of the total activity produced by the Council. The above limitations sit within the total work and resource limitations of CJJE.

### IV. Community Mobilization (Nessa Rapoport)

In the work to mobilize community support for Jewish education and create lay "champions" in the field, Nessa suggested that CJJE must take a proactive approach. We should produce substantive documents and take part in setting the agenda for North American Jewry. Inherent in this work, however, lies the tension between setting the Jewish communal agenda and publicizing the work of CJJE. Both projects are necessary to the success of the overall workplan of the Council.

#### A. Models of Creating Lay Leadership in Communities

How can CJJE engage key Jewish lay leaders in the efforts to transform Jewish education in North America? Concurrently, what can CJJE offer lay leaders so that they feel fulfilled by their involvement? Several models of creating lay leadership were discussed.

##### 1. Peer Group Model

Nessa articulated a model to build lay leadership that arose out of a



meeting with Art Rotman. CIJE could increase leadership by building upon existing peer groups within the world of lay leaders. This could be accomplished by making the elite groups accessible to more lay people.

## 2. Creative Change Model

Nessa noted another approach to the creation of lay leadership. As suggested by Chuck Ratner, CIJE could draw leaders to the Jewish education agenda by proposing creative ideas for the field. By drawing attention to the advancement in Jewish education and its effects on Jewish life, CIJE could attract and build more support from lay leadership.

CIJE could implement this model through our own Board to engage both seasoned leaders and newcomers in the work of the Council.

## B. Community Mobilization as a Building Block of Jewish Education

Conceived by the Commission, the building block of community mobilization plays a significant role in the total CIJE Workplan. As we introduce more lay leaders into the work of the Council, we must remember to always remember the intimate connections between the work of lay leaders to the work of the other aspects of CIJE. Because of this link, it may be most productive to concentrate our efforts for mobilizing community support and building a group of lay "champions" to leaders who are already affiliated with the Jewish education agenda.

## C Messages

What points of CIJE do we want to highlight when working to mobilize communities? How do we spread the word? Where do these conversations take place? It was agreed that CIJE should highlight our research and activities, offer models of excellence in Jewish education as examples of our work and goals, and bring to light the integral nature of Jewish education to the sustaining of Jewish life.

## D Community Mobilization: Toward the Future

Alan began the afternoon session with two questions. Where do we see ourselves in terms of Community Mobilization for next year? Are there other parts of Community Mobilization that we should discuss?

Nessa suggested we need to build the relationship between education professionals and lay leaders. We need to develop new models for mobilizing communities. She proposed that CIJE begin by developing clear visions of what we would like to see happening in communities and on a continental level.

Seymour proposed a multi-pronged strategy for achieving these goals. His plan would operate on several levels, addressing short and long term, specific and philosophical answers. By generating a variety of approaches, CIJE could offer a plan that would cater to many different types of people and communities.

He noted that some people become involved in Jewish communal life out of a sense of pride they feel associated with being Jewish. Others may find using their creative skills for the advancement of Jewish culture to be fulfilling. Based on these two distinctions, he illustrated the different methods of support CIJE could provide to lay people for Jewish education and Jewish life as a whole.

## 1 The Perpetuation of Jewish Life in North America

Lay leaders, through their dedication to their communities, and Jewish educators, through their teaching, should be working together to ensure Jewish continuity in their communities and Jewish educators. CIJE should help create places for these conversations to occur. Additionally, we should work to spread the success stories of Jewish education. Educating those lay people who are proud to be Jewish on why contributing to Jewish education is among the best ways to ensure Jewish continuity is also part of the work of CIJE. Additionally, Jewish educators also need educational resources to provide better and better opportunities for learning.

## 2. Sociology of Knowledge

On the more theoretical side of his proposal, Seymour discussed CIJE's ability to promote creative projects that would add to the quality of Jewish life in the long term. If given the opportunity, the people involved in this work would become major contributors to Jewish life in a way that no one is actively pursuing at this time. Part of this work comes from a need to inspire Jewish learning on as many levels as possible. By expanding the notion of what Jewish life is all about, CIJE can help channel creative resources into our work and create more innovative approaches to mobilizing communities.

To motivate all these different types of people, CIJE must present concise goals. Everyone agreed that engaging lay leaders, educators, and other creative thinkers is a difficult yet worthwhile task in our work for the future of Jewish living.

A major task by Nessa is to begin to articulate the Plan for Community Mobilization which would incorporate this thinking.

## E. The Policy Brief and Community Mobilization

The discussion turned toward the immediate with a look at the expected community impact of the policy brief on the educational background of Jewish teachers in North America. The group advanced strategies for creating the maximum amount of impact resulting from the policy brief. A discussion then followed about the long range plans for connecting MEF to increasing community mobilization.

### 1. Planning after the GA

Annette noted that CIJE should expect phone calls from educational institutions and communities as a result of the dissemination of the policy brief and the expected publicity surrounding personnel. She pointed out that this creates an enormous opportunity for CIJE to impact education in an immediate way because it invites communities to analyze the strengths of their teaching staffs, opening possibilities for deeper analysis of their educational programs. Alan suggested that Gail is the best CIJE staff member to field these calls as related to personnel in our pursuit to turn data into action.

### 2. CIJE and our Growing Data Base

Now that we have begun produce solid data, we need to continue to make it accessible to communities as indicators of improvement. The communities themselves can decide how they can best improve their educational programs.

To continue the impact of the data, CIJE will have to enhance our data base by creating lists of categories of target groups. By isolating rabbis, schools, etc., we can personalize the information to make it more valuable to each targeted group.

*DAY THREE:***V. Building the Profession (Gail Dorph)****A. Overview**

Gail opened the discussion, suggesting that a review of plans for the next year should be put in the context of a longer term goal for building the profession. She suggested that our ultimate goal is to insure that Jewish education is staffed by qualified people, knowledgeable in their fields and committed to their work. She suggested that reaching this long term goal will require the following:

1. Recruitment of new people to enter the field.
2. A change in the structure of the field to support the number and quality of full-time professionals required to do this work.
3. Concerted efforts to energize the people already in the field.
4. Enlarging the group of people who think of themselves as part of the teaching force to include Rabbis, community volunteers, and others
5. Broader acceptance of the notion that informal education is an integral part of this picture.

In discussion, it was suggested that it would be useful to put numbers to the goals listed above. For example, if there are now 5,000 people working full time in the field of Jewish education, what is our goal? It was also suggested that informal education be added to the MEF short term agenda in order that we might begin to impact that segment of the Jewish education field.

The notion of personnel may keep our thinking too narrow; we should look at this in the context of a profession. Teaching must be made more attractive by making the profession more so. This includes issues of salary, benefits, image, research, licensing and career ladders.

We should continue to devise effective methods of training, both pre-service and in-service, while at the same time working on developing a supportive infrastructure. We believe that CIJE can have an immediate impact on the critical in-service front. The first step is to show the Jewish community that Jewish education is a serious field.

With the help of an advisory committee, CIJE should work to develop a fully

fleshed out plan for Building the Profession. We should assess what is currently being done and select specific areas for early concentration. This would involve the development of a matrix identifying all the actors and the various categories we wish to impact. We should be careful, however, not to limit ourselves only to what is currently being done, but to think creatively about other approaches.

It was suggested that another way to look at our ultimate goal for building the profession is to seek to have a community of learners and teachers in North America.

## B. In-Service Training

Discussion turned to concrete thoughts about how CIJE could impact current Jewish educators. Our staff has particular experience on how to design and implement programs for effective in-service training, but there are few people available to do the work. It was suggested that we use the laboratory communities as sites to develop programs and demonstrate their effectiveness toward energizing the field. CIJE should help to translate this work into a generic approach which can be implemented elsewhere. CIJE's role should be to help design a demonstration, to create models which can be replicated elsewhere, and to make these available to other communities.

### **The Biggest Problem is training capacity.**

One area in which CIJE can have an impact is in attracting qualified people to work as consultants in individual communities in order to move in-service training ahead quickly. Another CIJE contribution should be to identify best practices in the area of in-service to serve as models for the development of new programs.

CIJE's role during 1995 should be to work on building capacity. We might approach the seminaries, colleges of Jewish studies, and selected secular colleges and universities about developing programs for training people to serve as trainers of current educators. Alternatively, CIJE might work itself to create a national center of in-service training at which the training of trainers might be undertaken.

It was suggested that CIJE should declare its commitment to the principle of quality. We should articulate through documents, workshops, and meetings the centrality of quality and content to in-service training.

An immediate issue is how CIJE can be helpful to communities in response to the GA presentation on the results of the educators survey. How can CIJE turn up the heat on the need for in-service training, provide guidance on its implementation and not spread our own staff too thin in the process? Perhaps we can help each community to develop its own plan for action, keeping in mind the necessity for quality and continuity in whatever program is offered.

## RESPONDING TO THE POLICY BRIEF

The group turned to how, specifically, CIJE should be prepared to respond to the demands communities might make as a result of the policy brief and Adam Gamoran's report at the GA.

It was suggested that desired outcomes of the presentation include the following:

1. CIJE should be seen as a (or the) leader for change in Jewish education.
2. People should see that Jewish educators are unprepared for their work to a degree which is unacceptable.
3. They should leave with the feeling that there are constructive responses to this problem in the form of systematic, coherent in-service education.

Communities can be advised to take a close look at their own situations, and can be offered the use of the CIJE assessment tool for this process. They should be encouraged to identify local deficits and find local resources which can be applied to in-service training, with advice from CIJE on how to proceed with both of these steps. CIJE can prepare written materials in advance which speak to these issues.

CIJE might sponsor regional conferences to work with the lay and professional leaders of educational institutions, as well as their rabbis, to identify the issues and begin to develop interventions.

Communities can be advised to do the following:

1. Locate a person locally who can facilitate in-service education. (CIJE might provide a job description for this person.)
2. Send that person to a program for the training of teacher educators. (CIJE should design such a program or work with one or more training institutions to do so.
3. Set up local in-service programs. (Regional conferences might use someone such as Sarah Lightfoot to talk about moving from vision to in-service.)
4. Establish new hiring standards and practices to be applied to all new educators into the system.

Other models which CIJE might follow include the following:

1. Identify one community in which to invest heavily in in-service education. Build a macro-attack in that community. CIJE might work directly with the community or the community might hire someone to work under CIJE's guidance.
2. Identify one or several schools (defined as day schools, supplementary schools, JCC's, camps) to serve as "lead schools" and develop them into models
3. Organize an in-service series to take place over a period of three weeks throughout the year, to be run by training institutions or centers. It was suggested that CIJE's role in all of this is to serve as architect. We should help with the planning, help to identify seed money, and provide guidance as communities do the work.

This portion of the meeting concluded with the following questions:

1. How much of our total building the profession energy should go into in-service training in 1995?
2. Are we letting the policy brief drive our agenda? If so, is that what we want?
3. Does this move our own agenda forward?

It was agreed that these and other questions remain on the table for future discussion.

COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION

CIDE

FAX COVER SHEET

Date sent: 12/1/94

Time sent:

No. of Pages (incl. cover):

14

To:

ANNETTE HOCHSTEIN

From:

ALAN HOFFMANN

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:

AMERICAN JEWISH  
ARCHIVES

CONFIDENTIAL



---

# Draft CIJE Workplan and Budget

## Fiscal Year 1995

### I. INTRODUCTION AND FRAMING ISSUES

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.

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

At the same time, 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?

This 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, JCCA and Brandeis University - 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 can CIJE maximize the impact of MEF's teacher 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:

- a. In 1995 CIJE could begin the process of creating capacity for teacher training by identifying a finite cadre (no more than 45) of outstanding educators and training them to be teacher-trainers for select CIJE communities. Some of these trainers - where possible - will come from CIJE "essential" communities, while others will be drawn from the wider universe of outstanding educators. The training of trainers will be in cooperation with the Mandel Institute. In each of the following 2 years, this cadre will be enlarged so that by the end of 1997, CIJE will have created a continental network of 100 community teacher-educators.

b. CIJE could begin 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.

**4. 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.



## 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 the development of a capacity for training nationally, regionally and locally.*
- b. *First iteration of 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 has generated, 1995 should see a major focus of CIJE's activities in the area of in service training of educators in CIJE laboratory and affiliated 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 may develop the strategy and hand implementation over to another entity or may be directly involved with pilot implementation. It is anticipated that the Mandel Institute will participate in the training of these trainers.
2. Offering affiliated communities guidance in preparing their comprehensive in-service training plan based on the Study of Educators.
3. Jump-starting the process of change by planning and implementing two or three carefully selected pilot projects aimed at critical pieces of the in-service design. (An example is the recent Principals' Institute at Harvard University)
4. Mobilizing existing training institutions to the endeavor. Over a period of years this should include all the Institutions of Higher Jewish Learning, some general universities and the regional colleges. In 1995 a model plan for developing regional in-service training capacity should be crafted with one local college - probably Cleveland.
5. Articulating and disseminating (where necessary developing) in-service training concepts, curricula and standards. This should be in conjunction with the Mandel Institute world center project.

**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:

1. Establishing an academic advisory group to define and guide the assignment
2. Commissioning an appropriately qualified planner to produce the first iteration.

By the end of 1995 the first iteration will produce an outline and a process for a comprehensive plan to be developed over 1996 and 1997.



## 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 16 Board members in 1995 (8 at each of two meetings) and 12 additional committee members (6 at each board meeting)
- Transformation of board meetings into educational experiences

### 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. After consideration of alternatives this strategy may lead to CIJE working with JESNA to develop its ability to provide support to communities who wish to become part of a 'Coalition of Essential Communities' - i.e. those communities engaged in such high quality planning for change.
- Advocating for ever-increasing resources to be allocated to Jewish education at the local level.

### 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:

- preparing and disseminating 4-6 CIJE publications which include:
  - 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
  - occasional paper: best practices in the JCC
- Distribution of the policy brief to widest possible audience of policy makers - professionals and lay leaders in all communities
- Development of a data base both for distribution of all our materials and for ranking and

tracking of lay leadership

- Distribution plan for Best Practices volumes
- Creation of small advisory group (e.g. Finn) for strategizing media and communication opportunities

4. **A Strategy for engaging potential community champions**

- Develop first iteration of a plan for engaging major community leaders in Jewish education including one pilot implementation (e.g. retreat/seminar)

\* \* \*



## 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 teachers 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 affiliated 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 begin to work on issue of developing 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-service education with the publication 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
- develop best practice presentations for lay leaders and some writing in this area for use by CIJE Community Mobilization efforts

### **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 seeding Goals Projects in affiliated 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.
- First steps need to be taken towards investigating the feasibility of spinning the Goals Project off into an independent activity. An option to be examined is an association with Harvard University, first as a project and eventually as a "Center". This could be a model for other areas of CIJE's work and has considerable potential for fund-raising.

\* \* \*

## 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 so that she can return to the MAF full-time in August 1995
  - Development of a full set of office and inter-office procedures and implementing them for fiscal management and control of CIJE expenses. Then hiring a part-time New York accountant to supervise these.
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 ad hoc basis

Monograph on Restructuring of Community Education + Regional Colleges	Prof. Walter Ackerman
CIJE Steering Committee meetings and Staff meetings	Dr. Adam Gamoran Dr. Ellen Goldring
Planning Consultant on Building Profession	(as yet not identified)
Community Organization	Stephen Hoffman (unpaid)

d. Mandel Institute

Prof. Seymour Fox	Annette Hochstein
Shmuel Wygoda	Daniel Marom
	Howie Deitcher

- Consultation on Goals, Planning and Building the Profession;
- Collaboration on Senior Personnel Development, pieces of in-service training and on Goals Project.

e. Successor Search

Phillips Oppenheim & Co.

[See Exhibit 1 for matrix of allocation of staff/consultant time to major activity areas]

**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION  
FAX COVER SHEET**

Date sent: 1/12/95

Time sent: 9:25 am est

No. of Pages (incl. cover): 25

To: Prof. Seymour Fox

From: Robin Mencher

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

---

**COMMENTS:**

Recent CIJE staff meeting minutes.



MINUTES:	CIJE NEW YORK STAFF MEETING
DATE OF MEETING:	DECEMBER 1,7,12, 1994
DATE MINUTES ISSUED:	DECEMBER 21, 1994
PARTICIPANTS:	Gail Dorph, Alan Hoffmann, Barry Holtz, Robin Mencher (sec'y), Nessa Rapoport
COPY TO:	Morton L. Mandel, Virginia F. Levi, Sheila Allenick

---

*These three days of CIJE staff meetings focused upon current projects as well as the 1995 CIJE workplan.*

*DECEMBER 1:*

**I. Agenda**

A significant portion of the meeting was spent formulating and prioritizing an agenda for the coming days of meetings. The following is a list of items to be discussed:

1. workplans 1995
2. budget 1995
3. steering committee meeting, February 14, 1995
4. board seminar, April 1995
5. board meeting, April 1995
6. contact with committee chairs
7. choosing committee vice-chairs
8. ADH's upcoming trips to Cleveland, Brandeis, and Israel
9. policy brief -- establishment of a dissemination system
10. Rachel Cowan -- what's next with the Cummings Foundation
11. Michael Paley and the Wexner Heritage program
12. Eli Evans and meeting held with ADH and NR
13. summer 1995
14. expanded staff meeting, January 5, 1995
15. Atlanta, February 12, 1995
16. conferences on in-service education
17. conferences related to the policy brief
18. 1995 GA
19. goals project -- next steps
20. good news and how it can serve us best
21. ad hoc issues which staff are facing
22. vacation dates for all staff
23. consultation meeting in December in NY with communities
24. NY staff regular scheduled meetings with ADH

- 25. office procedures
- 26. adding lay leaders to the CIJE board and committees

## II. ADH's trip to Cleveland, December 5, 1994

ADH reported on the agenda for his upcoming visit to Cleveland so as to inform the staff and solicit input for the agendas of his meetings.

### A. SHEILA ALLENICK

ADH will be meeting with Sheila Allenick, a qualified accountant, who was recently hired in part to develop and install a set of procedures for CIJE now that we have attained tax exempt status and will become fiscally independent.

### B. MARK GURVIS

ADH will be meeting with him about the Goals Project and the Educators' Survey.

### C. DAVID ARIEL AND MARK GURVIS

ADH will be meeting with them about Cleveland College of Jewish Studies as a regional training institute.

### D. WALTER ACKERMAN

ADH will be meeting with Walter Ackerman. He has been hired as a free lance consultant and researcher for the year. He will be studying structural reform of Jewish educational central agencies. He will also be serving as our consultant and will be looking into the Cleveland College as regional training center.

## III. ADH's trip to Brandeis, December 6, 1994

ADH is scheduled to meet with Prof. Jehuda Reinharz, the President of Brandeis University and Prof. Joe Reimer from the Hornstein program. They may ask CIJE to be part of a planning group to formulate their Jewish educational mission and programs offered.

## IV. Workplan Days

The CIJE full day NY staff meeting on Monday, December 12, will deal primarily with

the CIJE 1995 workplan, the budget, and implications. Additionally, the staff will meet at the end of December to discuss the workplans of the committees of CIJE.

## V. Camper Calls

Assignment

ADH reminded the staff of their responsibility to call their committee chairs every two weeks for approximately thirty-five minutes. He suggested that the next round of calls should pertain to the 1995 workplans. ADH would like to receive written reports of these camper calls.

## VI. Individual Staff Meetings with ADH

Each member of the staff of CIJE will schedule a Regular meeting with ADH on a weekly basis. This will be set up and monitored through ADH's new executive assistant, Sandra Blumenfield.

## VII. Vacation Days

These are the dates CIJE NY staff are planning to take as vacation days between December 1994 and February 1995. This list does not include public holidays.

GZD	January 9-19, 1995
ADH	February 15-24, 1995
BWH	January 13-22, 1995
NR	January 1995

## VIII. Rachel Cowan (Cummings Foundation)

Assignment

As a follow up to the meeting with her, CIJE should respond to Rachel Cowan by the first week in January about a meeting in California with the Spielberg Foundation people which is scheduled for January 19-20, 1995. GZD has been in contact with Rachel Cowan and will continue to communicate with her on this issue. This discussion will continue on December 7.

## IX. Letters to Julie Tammivaara and Roberta Goodman

It was agreed that ADH should send letters of appreciation to Julie and Roberta as their work with CIJE draws to a close. It was also discussed that MLM may want to drop them

Assignment a note of thanks when he returns from Israel.

## **X. Summer 1995**

A CIJE project for the summer of 1995 was briefly discussed. Suggested topics included a seminar for goals project coaches and/or a teacher training seminar for trainers. It was suggested that the summer seminar should take place in North America, but Israel was not completely ruled out as a possible location.

## **XI. Extended Staff Conference**

A one-day meeting will be held on January 5, 1995 in Cleveland for the extended staff and consultants of CIJE. The NY staff, Walter Ackerman, Sheila Allenick, Adam Gamoran, Ellen Goldring, Steve Hoffman, Ginny Levi, Danny Pekarsky, and Bill Robinson will be invited to participate. RJM will send out an e-mail message asking everyone to save the date.

## **XII. The Goals Project**

Assignment BWH will contact Danny Pekarsky about the goals project in light of the New York consultation meetings last month and Danny's recent meeting with Amy Gerstein.

Assignment ADH will also call DNP regarding the goals project and 1995. ADH will make clear to DNP that BWH is his primary address at CIJE.

## **XIII. Communities Consultation Day**

Assignment GZD is setting up a meeting with Chaim Botwinick, Steve Chervin, and Ruth Cohen on December 28th to review the process of moving from the policy report to a personnel action plan. At a second stage, Mark Gurvis will be asked to join this group.



DECEMBER 7:

#### XIV. ADH's Report from his Meetings in Cleveland

ADH reported on his meetings in Cleveland on Monday, December 5.

##### A. SHEILA ALLENICK

In this period, Sheila will be working mostly with CIJE. Her primary function is to set up CIJE fiscal management and policies, delinking us from MAF and the Cleveland Federation. She welcomes questions from the staff about individual salary and benefits issues. She will be visiting the NY office on a regular basis in 1995 to systematically develop and install new procedures.

The first CIJE payroll will be January 15, 1995.

##### B. JEFF SCHEIN

ADH met with Jeff Schein of the Reconstructionist Movement and discussed their Jewish Education programs with specific attention to family education. He brought back materials from the programs. These materials are available to the CIJE staff for further reading of the work of the Reconstructionist Movement.

##### C. DAVID ARIEL AND MARK GURVIS

A planning team has been created to address the question of what it would take for regional colleges to become in-service training centers with the Cleveland College of Jewish Studies as a case study. The planning team will consist of: Walter Ackerman, David Ariel, GZD, Mark Gurvis, and Lifsa Schachter. Ackerman will develop a planning document on this subject, using Cleveland as a case study.

This planning team should be seen as a work group to study generic issues relating to the establishment of regional training programs for in-service training.

#### XV. Cleveland and Agnon

ADH mentioned the Agnon school, Rob Toren and the relationship of the Goals Project to Cleveland and the CIJE. This needs further exploration as it relates to CIJE and the goals project. Danny Pekarsky, under BWH, should follow up.

Assingment

## **XVI. Educators' Survey Module**

Assignment

The CIJE module will include the educators' survey revised, the principles of analysis, and a guide to developing an action plan. Adam and Ellen should complete the module by February of 1995 and this should be considered at the February 1995 meeting of the MEF Advisory Committee.

## **XVII. Brandeis University**

ADH reported that while his day at Brandeis was not particularly well-planned, he felt that the visit had been extremely worthwhile and he is optimistic about the future connection between CIJE and Brandeis.

The first meeting with Professor Joe Reimer was framed around the question of how could the Hornstein Program, with its present faculty and programs, help build the profession of Jewish education and further CIJE's strategic design. He introduced ADH to the joint graduate programs currently being offered. These programs include: the Heller School of non-Profit Management, the Near Eastern Judaic Studies program, and the Cohen School of Modern Judaic Studies.

Brandeis University President, Jehuda Reinharz was extremely interested and engaged in all the issues with which CIJE deals. The next step will be to set up a planning group to look at the Jewish educational mission of Brandeis. It seems that President Reinharz will write to MLM as chair of CIJE asking for CIJE's help in the planning process.

Other issues Brandeis may want to address include working to mobilize the often disenfranchised Jewish intellectual community for the purpose of Jewish education and beginning an internship program for Jewish educators at the undergraduate level at Brandeis which would provide a new recruitment pool.

## **XVIII. Eli Evans (Revson Foundation)**

CIJE is waiting to hear from Eli Evans in January about his document on media, technology, and Jewish education. After that, CIJE will be able to evaluate whether there is any purpose in pursuing this conversation.

## **XIX. Rachel Cowan (Cummings Foundation)**

Following the meeting with Rachel, GZD and BWH are going to work toward a proposal to the Cummings Foundation about developing "capacity" in the in-service domain for

Assignment the supplementary school. GZD and BWH have thought of something along the lines of the Cummings Fellows. Rachel suggests the need (for her board) that there be something "concrete" coming out of this: as a manual.

CIJE has not heard anything yet about a meeting that Rachel mentioned to the staff to be sponsored by the Covenant Foundation; we also have to see if Rachel can arrange a meeting for us in California with the woman who is running Steven Spielberg's foundation. According to Rachel, the foundation is interested in doing something for teachers. Ideally, Rachel will be at that meeting. NR has been trying to contact Rachel

Assignment about these two matters, but has not heard back from Rachel yet.

## **XX. Extended Staff Conference**

There will be an extended staff conference in Cleveland January 5th (arriving Jan. 4th in evening). One topic will be goals. Steve Hoffman and Walter Ackerman have both responded affirmatively.

## **XXI. JCC Camps and the Goals Project**

ADH needs to talk to Allan Finkelstein about this matter. Goals and JCC camps has been discussed by ADH and Jay Roth (Milwaukee), NR and BWH met with Jeanne Siegel the JCC director in Central Queens, NY. She would be interested in getting involved, as would Harry Stern from the JCC in Atlanta. It was decided that this initiative must come from Allan Finkelstein and the best we can do is to encourage him to move in this area.

Assignment ADH will pursue this.

## **XXII. Danny Pekarsky**

It was decided that BWH will talk to Danny Pekarsky about a number of issues. On December 14th BWH spoke with Danny on the phone and the results of this conversation are summarized at the end of these minutes.

DECEMBER 12:

### XXIII. New York Office Executive Assistant

ADH introduced CIJE's new Executive Assistant, Sandra Blumenfield to the staff and welcomed her to CIJE.

### XXIV. CIJE 1995 Workplan and Budget

ADH presented the second draft of the CIJE workplan and budget principles for 1995. This document is still in draft form and subject to final review and discussion with MLM in Jerusalem. He explained to the staff the process by which this document came about in its present form (draft II). He distributed a non-dollarized table of contents of the 1995 budget to show the intricately itemized details of the accompanying workplan. ADH noted that the workplan reflects some departure from previous discussions. The changes stem from an examination of the feasibility of the amount of work CIJE can actually accomplish in one year. The workplan is not a fixed document; the CIJE staff will have to revisit it periodically throughout the year to check on the feasibility and to negotiate capacity from existing staff projects when new ideas and projects arise, and to check if the original guidelines are still reasonable. Adding a sense of perspective to the weight of the document, ADH stated that the workplan is "our best estimate at a particular moment in time, and must be revisited at regular intervals in 1995."

The staff then began a discussion examining each section of the workplan.

#### A. ALLOCATION OF STAFF TIME (exhibit I)

ADH stated that the grid may appear rather rigid. His goal in creating this chart was to accommodate the talents and expertise of the staff to their fullest potential. NR pointed out that it is inevitable and also productive that the staff will work together on specific projects. Accordingly, ADH suggested that everyone will need to pay special attention to how time is spent and suggested a biweekly time sheet in which each member of the staff will allocate time spent in the preceding weeks by the four domains of CIJE (Core, Building the Profession, Community Mobilization, Content and Program). Sandy (SLB) will manage this process.

Assignment

#### B. BUILDING THE PROFESSION

##### 1. In-service training

GZD suggested that the first point under the subheading of in-service training should be broken up into more distinct categories of work. She also suggested

that the third point should be more specific. She proposed changing the first sentence of that section to read, "...institutions, central agencies, professional organizations, and the denominational movements to the endeavor."

## 2. Comprehensive Planning for Building the Profession

ADH noted that if we do hire such a consultant, it will give some relief to GZD and allow the program to continue at a substantial pace.

When hired, such a planner would develop the process, including the writing. NR stated that the writer of this plan must be an outstanding conceptual writer. She offered *A Time to Act* as an example of quality conceptual writing. Without an outstanding writer, there is effectively, no plan. ADH concurred with her opinion and offered the report of the Carnegie Forum and the work of Mark Tucker as an example of a planner who keeps the process focused. NR felt the planner should sit on the committee and the writer should also be present at all meetings.

On the subject of intensity levels, the group decided it would be best to work toward completion of *intensity level 1* as there is already a sizable amount of work to do and the task of finding the right person to fulfill the planner position will be challenging in itself. Thus such a planner would probably be hired only by the end of 1995.

## C. COMMUNITY MOBILIZATION

### 1. Missing components

NR noted essential aspects of her work not yet incorporated into the CIJE workplan. She suggested adding a bullet point about the dissemination of the policy brief, planning for the General Assembly, and skillfully managing media attention (both Jewish and general).

### 2. Dissemination of the Module

In a discussion about the dissemination of the personnel module, NR noted that this is not a document to be disseminated to the general public. Much of this project will be handled by MEF directly.

### 3. Telling the Story

#### a. CIJE Publications

ADH suggested that CIJE publish three to four pieces of writing, explaining the MEF activities. The future survey on Jewish education professionals will not

need a policy brief. BWH noted three categories of publications, addressing specific readerships: academic, lay readership, and publicity oriented documents. NR emphasized that dissemination and implementation has to be a priority for the research to hold extended meaning. NR would like to coordinate CIJE publications with the Educated Jew Project and our own mobilization efforts.

b. Monitoring the North American Scene

It was suggested that it would be worthwhile for CIJE to monitor action on the community mobilization and building the profession fronts outside of the activities in which CIJE is involved. Furthermore, NR may want to consider creating (with JESNA) an annual report on the state of Jewish education, offering a synoptic view of the situation. The CIJE Board might find this to be a helpful tool in tracking the progress CIJE has made on these fronts. GZD suggested we also note change in communities as a whole and note what Jewish communities and CIJE are learning from our projects.

D. MONITORING, EVALUATION, AND FEEDBACK

Discussion was limited on this portion of the workplan as CIJE spent a great deal of time on these topics at the MEF Advisory Committee meeting last August and neither Adam Gamoran nor Ellen Goldring was present.

NR voiced her concern that the development of the module was not listed first on the list. Although ADH explained that this is not an ordered plan in terms of priority, NR reiterated CIJE's primary need to follow up on commitments which we have made in the policy brief.

E. CONTENT AND PROGRAM

1. Best Practices

a. Seminars and Institutes

A brief discussion took place concerning the Best Practices projects in terms of local seminars and in-service institutes. BWH suggested adding a point to include two Best Practices in-service institutes which are included in the budget document.

b. Publications

In an examination of these publications, the staff discussed the physical look and format and the content of the booklets. BWH suggested an alternative model, written in the second person. GZD suggested the publications should be designed to be both descriptive and prescriptive, ending with a plan.



c. Hebrew in Day Schools

BWH noted that although the Hebrew in day schools project is not listed on the 1995 workplan, he has already begun the project. GZD suggested the research could be completed this Spring (the best time to visit schools) and BWH's writing part of the project could take place in the beginning of 1996. This prior commitment will need to be re-examined in the light of the accepted CIJE 1995 Workplan.

## XXV. Building the Profession: Building Capacity

GZD and BWH presented a report on their very last iteration towards a plan for creating a policy for building capacity. They began with five basic questions:

1. Capacity for doing what?  
Training teachers? Conducting in-service seminars?
2. Potential recruits?
3. Are there jobs in the field after the recruits are trained?
4. Do "we" know how to train the trainers?
5. Who should do the training?  
CIJE? Existing institutions?

GZD and BWH then presented three approaches to these questions:

1. Bob Abramson Approach  
In a conversation with GZD, Bob Abramson of the United Synagogue Education Department suggested that enough qualified people already exist to build such a training program. He does not need CIJE's help to recruit or train personnel to fill these training positions. However, he lacks the infrastructure necessary to build such a program. He does not possess the funds needed to build an all-inclusive national program. He suggested that additional funding for such a project would free him from creating a program consisting of only selected congregations and institutions by allowing him to hire more people to do the work.
2. CIJE could create a senior educators program, for people from existing institutions.
3. Institutions such as JTS, ALOHA, CIJE, etc. should create programs for the

training of trainers with the guidance of CIJE and possible funding from MAF. This would be a multi-denominational program.

ADH expanded on these models. He believes CIJE has the capacity to build such an education program and suggested we work with Nancy Broude of the Harvard Principals' Center to establish such a training program. He noted that she would be willing to facilitate such a program in any number of locations. The potential participants in such a program would come from communities where, upon their return, would serve as national consultants to their communities. The participants would have to commit to working beyond their specific institutions. These recruits would also form a support network on communal, regional, and North American levels. By expanding this base, CIJE would assist in building capacity by building a network of education professionals.

#### **XXVI. Next CIJE NY Staff Meeting**

The next CIJE NY staff meeting will take place on Tuesday, December 27, from 9:00 am to 4:00 pm.





## BWH'S CONVERSATION WITH DANNY P.

December 14, 1994

**Cleveland:**

Agnon: Danny will talk with Ray Levi to see what the school is currently thinking about the Goals issue.

Mark Gurvis: CIJE needs to decide if we are going to propose in Cleveland a local goals seminar ala Milwaukee and then we'll contact Mark for his views. Agnon might be involved in this way.

Rob Toren: Danny has been in touch with Toren almost every week about his plan for congregational improvement, so we are on top of Rob's request for help and have been giving to him.

**JCC Goals:**

ADH needs to talk with Allan Finkelstein about this whole thing: Jay Roth, etc.

**Atlanta:**

Feb 12th: Who is the point person in terms of planning this day???

**Amy Gerstein:**

Dan would like to discuss his proposal to hire Amy as a consultant to the project. We need to find a context to talk about his thinking in this matter.

**January 5 Meeting** of staff-- Can the Goals Project be a main item on the agenda?

**Next steps for Danny in Goals:**

Over the next weeks Danny will be:

Reading more in the literature ofSizer, Fullen, etc.

Talking to experts like Fullen, Fred Newman, etc.

Identifying and contacting the people we want as resource people

Planning the learning for the these resource people: towards a meeting in spring and/or summer

<b>MINUTES:</b>	CIJE NEW YORK STAFF MEETING
<b>DATE OF MEETING:</b>	DECEMBER 27, 1994
<b>DATE MINUTES ISSUED:</b>	DECEMBER 30, 1994
<b>PARTICIPANTS:</b>	Gail Dorph, Alan Hoffmann, Barry Holtz, Robin Mencher (sec'y), Nessa Rapoport
<b>COPY TO:</b>	Morton Mandel, Virginia Levi, Sheila Allenick, Sandra Blumenfeld

---

**I. Review of CIJE Calendar for January and February 1995**

**A. Extended Staff Conference in Cleveland**

Although Adam Gamoran and Ellen Goldring cannot be present on January 5, it was decided that the conference should take place as planned.

**B. Goals Project Meeting in February**

ARH has suggested the Goals Project meeting scheduled for February 8, should be held in Cambridge, MA, so that Prof. Scheffler could be present with DNP, SF, and ARH.

**C. MEF Advisory Committee Meeting**

The MEF Advisory Committee Meeting will take place on February 9, in Chicago and Prof. James Coleman will attend.

**D. Senior Personnel Meeting**

A Senior Personnel Meeting will take place in New York on February 10, with ARH.

**E. Atlanta Goals Project**

ADH, DNP and BWH will be facilitating a Goals Seminar on February 12 in Atlanta.

**F. Steering Committee Meeting**

The CIJE Steering Committee will meet on February 14 in the NY office.

## II. Minutes and Assignments

The minutes of the last staff meeting were reviewed.

### A. BRANDEIS UNIVERSITY

ADH emphasized the emerging importance of building a relationship between Brandeis University and CIJE. A letter of appreciation has been received from the President of Brandeis University.

### B. CONTACT WITH COMMITTEE CHAIRS

#### 1. Content and Program

BWH brought up an issue which had been raised in his conversation with Content and Program committee chair, John Colman. Colman recommended that BWH give him written reports of activities and issues related to the committee. This would be helpful as a background document to conversations. Colman also suggested that these reports be distributed to all members of the committee.

ADH agreed and added that written reports may serve to be increasingly helpful in maintaining contact with members of committees, especially as the board continues to expand. However, calls are still an important priority for key committee members.

#### 2. Building the Profession

GZD briefly reported on her last meeting with the new chair of the committee on Building the Profession, Lester Pollack. Pollack expressed a high level of interest in the committee. He particularly wants to focus on expanding the role of the committee.

Lester Pollack and GZD will meet again on Thursday, December 29. At that time, GZD will make sure he is informed of the February 14 Steering Committee meeting.

### C. RACHEL COWAN (Cummings Foundation)

1. NR will contact Rachel Cowan regarding a meeting in January with the Spielberg Foundation.

2. ADH and BWH will be attending a meeting to learn about ORTNET, a Jewish on-line service. This meeting is co-sponsored by the Covenant and Cummings Foundations and will take place on Monday, January 30, from 8:30 - 10:00 am at the Cummings Foundation. RJM will RSVP. The staff meeting for that day will begin at

10:30 am instead of 9:00 am.

#### D. WEXNER HERITAGE FOUNDATION

ADH, BWH, and possibly GZD will be meeting with Nathan Laufer of Wexner Heritage on February 1, from 2:00 - 5:00 pm. The main purpose of this meeting is for CIJE to listen and learn about Wexner Heritage. BWH will check with Michael Paley to make sure that there is no CIJE presentation scheduled for that meeting.

assignment

#### E. SUMMER 1995

ADH shared some ideas for CIJE projects in the summer of 1995. He suggested a seminar for building capacity for the Goals Project, a seminar for building capacity for in-service training of educators, and possibly a goals seminar for lay people and newly interested communities. This agenda item will be continued at the next staff meeting on January 3, 1995.

#### F. DAVID ARIEL AND MARK GURVIS

Having heard nothing about the Cleveland College since the meeting in Cleveland, ADH will follow up on the convening of the planning team.

assignment

#### G. JCC CAMPS

ADH noted recent developments including the possibility of a Jerusalem Fellow to work with the JCC Association as their camping consultant. Allan Finkelstein is extremely interested in this direction.

After this staff meeting, ADH will be speaking with Jay Roth of Milwaukee about their camping programs. There has been some interest in developing this work with the Goals Project into a national pilot project for JCC camping.

It was agreed by all that while CIJE could help to build a concept for the camping movement of the JCC, CIJE should never become involved with the internal issues in running camps.

#### H. CIJE 1995 WORKPLAN

The CIJE workplan will be presented at the extended staff conference on January 6 and then brought to the Steering Committee on February 14th.

ADH reiterated that the 1996 workplan should be approved by September of 1995.

### III. Communities Consultation Day (December 28)

GZD and BWH presented their plan for the consultation meeting with the educational planners from Atlanta, Baltimore, and Milwaukee for the next day. The day will begin with presentations by the planners from each community and then move to the process of creating comprehensive personnel action plans with attention to both context and progress. They presented their preliminary outlines for personnel action plans and opened discussion about next steps after the meeting.

The communities will have to build strategies to enable them to develop action plans specifically tailored to their individual needs. Concurrently, in the quest to design such action plans, CIJE and the communities will also have to consider if there are certain standards that must be met by all.

#### The Role of CIJE in Personnel Action Plans:

GZD pointed out that if CIJE does not provide consultation, we will not have the power to create change in the communities. CIJE's role in the implementation of the comprehensive personnel action plans should be limited to those parts of the plans which are important to CIJE. These portions of the plan could include: building capacity for leadership, early childhood education, and supplementary schools as they relate to leadership capacity.

ADH proposed an outline in terms of process for the development of comprehensive personnel action plans in communities.

1. Bring everyone to an understanding of the generic personnel action plan as proposed by GZD and BWH.
2. Build together a list of basic standards for personnel.
3. Understand that not every aspect of the plan can happen immediately; the work will be accomplished over time.
4. Communities then develop the plans that best suit their needs and desires.
5. CIJE acts as consultant, critic, resource in immediate follow up.

ADH would like to see a first cut of the action plans from the communities themselves at the end of the meeting as pushing them to act on the project will give them ownership. It is not in anyone's best interest for CIJE to develop these specific action plans. However, CIJE will provide assistance in this development process and will aid in mobilizing lay support for the plans.

G:\APPS\ROBIN\MINUTES\STFMTG.4

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: January 5, 1995

DATE OF MINUTES ISSUED: January 9, 1995

PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,  
Nessa Rapoport, Robin Mencher, Virginia Levi

COPY TO: Morton Mandel

Assignment The purpose of this meeting was to plan for the February 14 Steering Committee meeting, which was part of the agenda of the cancelled staff meeting scheduled for this same date. VFL will prepare a note from Alan to those expected to attend the meeting who were not on this telecon, enclosing draft 3 of the workplan and Daniel Pekarsky's current notes on the Goals Project.

Assignment Ginny will prepare a cover letter from Alan to Lester Pollack reminding him of the February 14 meeting and enclosing a schedule of steering committee and board meetings for the entire year.

Assignment The lay members of the Steering Committee will convene as the search committee at 2:30 p.m. on February 14 for a meeting with The Phillips Oppenheim Group. Alan is working with MLM to notify search committee members of this arrangement.

Committee staffers should be in touch with their chairs about the workplan as it relates to the appropriate committee. Committee chairs should be familiar and comfortable with the workplan as it relates to their committee prior to the Steering Committee meeting.

Following is the proposed agenda for the meeting.

#### CIJE STEERING COMMITTEE: 1995 WORK PLAN

10:00 - 10:20	I. Minutes and Assignments	VFL
10:20 - 10:45	II. Reporting and Community Mobilization	ADH, NR
	A. GA	
	B. Harvard Leadership Institute	
	C. CJF Relationship	
	D. Communications	

10:45 - 12:15	III. Capacity Building	
	A. Building the Profession	
GZD	B. Content and Program	BWH, DP
	C. Senior Personnel	ADH, ARH
12:15 - 12:25	IV. Overview of Board Meeting	ADH
12:30 - 1:45	V. Committee Chairs and Staff meet over lunch to prepare for April Board Meeting.	
1:45 - 2:15	VI. Research and MEF	AG/EG
2:15 - 2:30	VII. Wrap-up	MLM

The primary goal for this meeting is for Steering Committee Members to be familiar with recent and current activities of CIJE and comfortable with the 1995 workplan.

The following miscellaneous points were made:

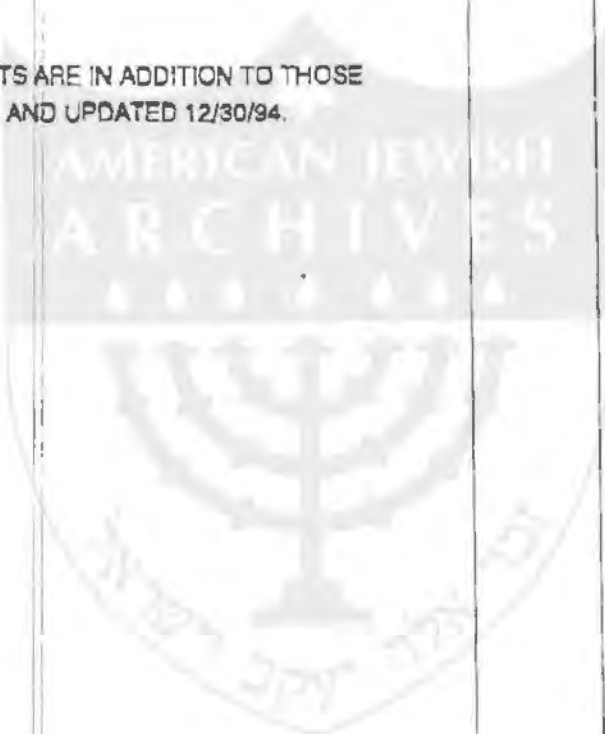
1. It is not yet clear that we want to switch Isadore Twersky to the Building the Profession Committee, but he will be invited to participate with that group in April.
- Assignment 2. Nessa is preparing a memo and packet of sample press coverage from the GA for distribution to members of the Board. She will consider distributing it to the Steering Committee members either prior to or at the February meeting.
3. While the search committee meets at 2:30, the staff will meet separately.



- ☐ ACTIVE PROJECTS  
☐ RAW MATERIAL  
☐ FUNCTIONAL SCHEDULE

FUNCTION	CIJE STAFF TELECONFERENCE
SUBJECT/OBJECTIVE	ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	1/5/95

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNMT STARTED	DUE DATE
1.	Prepare note enclosing draft 3 of workplan and DP's notes on Goals Project.		VFL	1/5/95	1/9/95
2.	Prepare cover letter to Lester Pollack reminding him of February 14 meeting.		VFL	1/5/95	1/9/95
3.	Notify search committee of February 14 meeting.		ADH	1/5/95	1/9/95
4.	Prepare memo and sample press coverage from GA to Board members.		NR	1/5/95	1/13/95
NOTE: THESE ASSIGNMENTS ARE IN ADDITION TO THOSE GENERATED IN NEW YORK, AND UPDATED 12/30/94.					



CIJE 14 5/94



<b>MINUTES:</b>	CIJE NEW YORK STAFF MEETING
<b>DATE OF MEETING:</b>	JANUARY 3, 1995
<b>DATE MINUTES ISSUED:</b>	JANUARY 6, 1995
<b>PARTICIPANTS:</b>	Gail Dorph, Alan Hoffmann, Barry Holtz, Robin Mencher (sec'y), Nessa Rapoport
<b>COPY TO:</b>	Morton Mandel, Virginia Levi, Sheila Allenick, Sandy Blumenfield

---

## **I. Staff Meetings**

All CIJE New York staff meetings will now take place from 10:00 am - 1:00 pm.

## **II. Revised Agenda for Extended Staff Conference, January 5, 1995**

- |  |                                       |
|--|---------------------------------------|
| <b>A. PRESENTATION OF 1995 WORKPLAN</b>  | ADH (15 min.)                         |
| <b>B. BUILDING THE PROFESSION - PLANS FOR 1995</b><br>Presentation on regional training work group<br>and other related projects.  | GZD (1.5 hrs)<br>Walter Ackerman (WA) |
| <b>C. CONTENT AND PROGRAM</b><br>Best Practices 1995<br>Goals Project (introduction by BWH)  | (1.5 hrs)<br>BWH<br>DNP               |
| <b>D. COMMUNITY MOBILIZATION</b>   | NR                                    |
| <b>E. MEF</b><br>Review of MEF workplan<br>Research projects   | (1 hr)<br>ADH<br>WA                   |
| <b>F. NEW ADMINISTRATIVE ARRANGEMENTS</b>  | SFA, ADH, RAS (.5 hr)                 |
| <b>G. PLANS FOR FEBRUARY STEERING COMMITTEE MEETING</b><br>1. training for senior personnel in North America<br>2. dissemination of the policy brief, press<br>3. module<br>4. CIJE - Harvard Principals' Center Seminar | ADH (1 hr)                            |
| <b>H. PLANS FOR APRIL BOARD MEETING</b><br>1. community personnel action plans<br>2. senior training/capacity  | ADH (1 hr)                            |

3. version of generic personnel action plan
4. follow up on AG's presentation on Educators' Survey at October meeting
5. report on CIJE-Harvard Principals' Center Seminar
6. Scheffler and Fox article
7. report on Atlanta High School Goals Seminar
8. format for presentations in committee meetings

One approach to connecting the projects of CIJE with the issues framed in the CIJE workplan may be to begin with a report of CIJE activities and show how they exemplify the issues.

*example:* report on programs related to personnel (seminar at Harvard) to bring to the table issues of capacity and developing senior personnel

### III. April Board Seminar

Several potential themes and names of speakers were proposed for the seminar to take place the evening before the April Board Meeting.

<u>Name(s)</u>	<u>Subject</u>
Daniel Hartman	role of Jewish educator in JCCs
Ted Sizer and Arnie Eisen	
Howard Wexler and GZD/EG	
Jonathan Sarna and Arnie Eisen	turning points in American Jewish life
Ted Sizer	building capacity/what we have learned from problems of change
Ted Sizer and Susan Shevitz	
Ted Sizer and Marshal Smith	change, values and religious education

The latter options seemed most exciting to the staff. It was also suggested that change could become a theme of the April Board Meeting.

### IV. Dissemination of the Policy Brief

NR presented her proposal for dissemination of the CIJE Policy Brief for staff consultation. She identified the most important professional and lay constituencies to whom she believes the brief should be sent. She suggested that a letter from a CIJE staff or board member with the most credibility for each particular constituency should accompany the brief. NR will include staff suggestions in a final proposal and has already begun assembling the first lists toward our data base.

**V. Correction from minutes of December 27, 1994 staff meeting**

NR will also attend the Wexner Heritage meeting on February 1.



G:\APPS\ROBIN\MINUTES\STFMTG.5

## CIJE ASSIGNMENTS

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DUE DATE
1.	Camper calls with written report to ADH.	STAFF	October 12, 1994	December 1994
2.	Create proposal for the next board seminar.	NR	October 12, 1994	January 3, 1995
3.	Contact Rachel Cowan about Spielberg Foundation meeting January 19-20, 1995.	NR	December 1, 1994	January 3, 1995
4.	Check with Michael Paley about CIJE presentation for February 1 meeting with Wexner Heritage.	BWH	December 27, 1994	January 3, 1995
5.	Follow up on regional colleges planning team meeting.	ADH	December 27, 1994	January 3, 1995
6.	Complete the Educators' Survey module.	AG, EG	December 7, 1994	February 1995
7.	Explore Agnon School's relationship to the Goals Project and CIJE.	DNP, BWH	December 7, 1994	TBA
8.	Develop proposal to the Cummings Foundation about developing capacity.	GZD, BWH	December 7, 1994	TBA
9.	Explore meeting mentioned by Rachel Cowan sponsored by the Covenant Foundation.	NR	December 7, 1994	TBA
10.	Manage staff time allocation monitoring.	SLB	December 12, 1994	Ongoing

updated: January 6, 1995

## M E M O

TO:            Steering Committee  
FROM:        Alan D. Hoffmann  
DATE:        August 23, 1994  
SUBJECT:    Goals Seminar Feedback

---

We thought you would be interested in the attached letters which have come in regarding the Goals Seminar.



## THE COMMISSION ON JEWISH CONTINUITY

*A joint project of CJP and its agencies, UAHC, United Synagogue,  
Synagogue Council of Mass. and the Council of Orthodox Synagogues*

One Lincoln Plaza Boston, MA 02111  
(617) 330-9500 Telefax: (617) 330-5197

Irving Belansky and Mark Goldweitz  
*Co-Chairs*

August 2, 1994

Carolyn Keller  
*Director*

BY FACSIMILE: 011 972-2-617-418

Dr. Alan Hoffman, Executive Director  
Council for Initiatives in Jewish Education

Dear Alan:

Once again, I want to thank you for inviting Carolyn Keller and me to the CIJE Seminar. Even the casual observer would know that the program was exceedingly well planned. The CIJE Staff made excellent, thoughtful and rich presentations, and your office associates paid attention to even the most minute detail.

Alan, the work that has to be accomplished at the national level is a herculean task that involves not only a national and community vision, but a well executed implementation process that embraces the day schools, supplemental schools, and adult education programs. If we are to make dramatic changes in our educational service delivery systems for the purposes of transforming Jews, we will need to create true partnerships between Federations, synagogues, and the movements at the local and the national levels.

We will need to have an all-encompassing vision that reaches out to all stakeholders. That vision must be well articulated, and be representative. Both the vision and implementation process must have compelling and joyful reasons for our people to remain and become educated, passionate, and literate Jews devoted to "repairing the world."

Alan, I want to meet with you as soon as possible to share how I can be a significant player in the accomplishments of community goals.

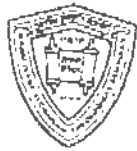
I look forward to speaking with you to arrange a meeting, and I will telephone you the week of August 8 to arrange a meeting.

Warmest personal regards,

Irving Belansky

IB:rw

C:\mm\Irving-Alan



**Rabbi Isaac Elchanan Theological Seminary**

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

*An Affiliate of YESHIVA UNIVERSITY*

OFFICE OF THE  
VICE PRESIDENT  
FOR ADMINISTRATION  
AND PROFESSIONAL  
EDUCATION

August 10, 1994  
3 Elul 5754

Dr. Allan D. Hoffman  
Council for Initiatives in  
Jewish Education  
15 East 26th Street  
New York, NY 10011-1579

Dear Alan:

Yashar Kochacha to you and your staff for a well-conceived and thoughtful implementation of the recent Goals Seminar in Jerusalem! I trust that you derived the appropriate satisfaction from the efforts expended to make the conference challenging and productive.

On a personal level, I want to thank you for the courtesies extended by you and your staff to me and my wife at the seminar.

I look forward to working together in the months and years ahead to advance our shared commitment to enhance Jewish education and the commitment of Jews to Jewish continuity in a meaningful way.

Best wishes for a Ketivah V'hatimah Tova, and a trouble-free adjustment on your relocation to the States!

Sincerely,

A handwritten signature in black ink, appearing to read "R. Hirt".

Rabbi Robert S. Hirt  
Vice President

RSH:sk



# the agnon school

26500 Shaker Boulevard • Beachwood, Ohio 44122 • Phone: 464-4055

Ray Levi, Ph.D.  
Head of School

Dan Aaron Polster  
*President*  
Janet M. Braverman  
*Vice President*  
Lee Lazar  
*Vice President*  
Donald Perlmutter  
*Vice President*  
Carolyn Alpert  
*Secretary*  
Jonathan Shanes  
*Treasurer*

July 27, 1994

Mr. Mort Mandel  
Mandel Associated Foundations  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mort,

*Trustees*  
• Murray D. Altose  
• Kay E. Ariet  
• Ellen K. Cohn  
• Renee Edelman  
• Marilyn Eisenstat  
• Marc W. Freimuth  
• Alan M. Gendier  
• Greer Glazer  
• Jennifer Deutsch Goldberg  
• Robert Goldberg  
• Alvin L. Gray  
• Rochelle Gross  
• Diane Lavin  
• Bruce W. Marks  
• Carol Pauli  
• Kenneth J. Rapoport  
• Ilana Horowitz Ratner  
• Arthur I. Rosner  
• Nancy Riss  
• Jeffrey Rzepka  
• Peter Rzepka  
• Barry J. Sands  
• Irwin A. Schaffer  
• Walter Schaffer  
• Nancy Shanes  
• Keith Sherwin  
• Kenneth D. Vinocur  
• Ellen R. Whitehill  
• Clifford A. Wolf  
• Daniel C. Worthington

*Honorary Board Chairman*  
• Peter Rzepka

*Honorary Life Members*  
• Benoit Kleinman  
• Simon Kadis

*Past President*  
• PTA President

On behalf of the faculty and Board of Trustees of Agnon School, I would like to thank you and your foundation for two significant growth opportunities this summer. Your generous grant to the School for staff development work at the Melton Centre for Jewish Education in the Diaspora at Hebrew University in Jerusalem allowed a group of General Studies and Judaic Studies teachers to participate in a seminar designed to meet the needs of Agnon. The gifted Melton faculty arranged for us to study Bible in the Judean Hills and to pursue the complexities of the peace process with Israeli-Arab high school students in Sachnit and Jewish residents in the Golan Heights. We participated in an archaeological dig, studied Islam with a Muslim sheikh outside the Al-Aksa Mosque, considered the impact of secular culture upon Jews at the Herodian mansions from the Second Temple period, and read material by Shai Agnon in his home. These experiences could clearly not have been provided in Cleveland. They allowed us to focus upon the impact of field experiences as integral components of a school curriculum, develop preliminary plans for an eighth grade educational trip to Israel planned for the spring of 1996, and to examine the mission of the School. As a faculty group, we now know each other well and can build on the trust and understandings that extend across grade levels as we work on refining and coordinating our curriculum at home.

During the period that I was in Jerusalem, Agnon Board of Trustees President Dan Polster and I were extremely fortunate to join a group from Cleveland at the CIJE Goals Seminar. The benefits of this seminar were enormous. The opportunity for me to spend four days together with our Board President considering vision allowed us to sharpen and better articulate the vision of Agnon while strengthening our working relationship. I cannot overstate the value of bringing lay and professional leadership together in this type of study session. Regular and intensive meetings in a setting far removed from the daily demands of our professional positions allowed the Cleveland constituency to build far deeper



communications network while collectively considering the future of Jewish education in Cleveland. Presentations and dialogue with very strong thinkers among the CIJE staff pushed our own thinking to new creative ends, encouraging us to consider carefully the ways in which we translate vision into practice and compare our achievements to our goals.

We are in the process of preparing a full report about our summer experiences which we will forward shortly. In the meantime, I want to express my appreciation to the Mandel Associated Foundation. As a result of our work this past summer, we look forward to strengthening our partnership with the Melton Centre and to building an ongoing working relationship with CIJE.

Sincerely yours,

A handwritten signature in dark ink, appearing to read 'Ray'.

Ray Levi

Copies: Mark Gurvis  
Steve Hoffman  
Ze'ev Mankowitz  
Dan Polster  
Peter Rzepka



## MILWAUKEE JEWISH FEDERATION

July 18, 1994

Dr. Alan Hoffman  
Director  
CIJE-Cleveland Office  
P. O. Box 94553  
Cleveland, OH 44101

Dear Alan:

Both personally and on behalf of the Milwaukee delegation I want to thank you for the time and effort you put into organizing the Goals Seminar and for the concern you showed to the Milwaukee participants. There were many issues to discuss both before and during the seminar. The one thing I can now say after completing the five days is that there is a lot more work to do.

The Goals Seminar provided a model which we intend to use for our educational institutions and with some adjustments, potentially for other Jewish communal organizations as well. As we prepare for the challenges ahead and specifically in the preparation in our upcoming Vision and Goals Seminar in Milwaukee we will look forward to our continuing partnership with the CIJE.

Again, it was great getting together with you in Jerusalem. I look forward to seeing you soon in Milwaukee and in the interim wish you a successful transition to the States.

Please extend our thanks and appreciation to Gail and Barry as well.

Cordially,

Richard H. Meyer  
Executive Vice President

RHM/jj

P.S. I look forward to picking your brain for some thoughts and suggestions as I prepare for my 3 month sabbatical next summer in Jerusalem.

3075 Chadbourne Rd.  
Shaker Hts., Ohio 44120

July 18, 1994

Mr. Morton Mandel  
Chairman, Premier Industrial Corp.  
4500 Euclid Ave.  
Cleveland, Ohio 44103

Dear Mort:

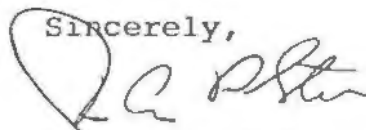
I just returned from the CIJE seminar on vision-driven institutions in Jerusalem, and I wanted you to know what an extraordinary learning experience it was for me. For five days, morning through night, our minds were stretched to the maximum as we wrestled with both theoretical and practical issues. The CIJE and Mandel Institute staff and consultants were exceptional.

Each day, we had the opportunity to meet separately by community for 60-90 minutes. As the only lay member from Cleveland, I was struck by the fact that the discussions of our Cleveland delegation were marked by a depth and candor that would not have been possible, at least at the outset, had these meetings occurred at home. This is probably attributed to the makeup of the Cleveland group, the effect of the overall seminar upon our discussions, the catalytic effect of the CIJE staff, and the fact that it is difficult to speak other than from the heart when one is looking at the Old City of Jerusalem.

Toward the end of the seminar, Ray Levi and I spoke with Alan Hoffman about creating a formal relationship between CIJE and Agnon School. I believe Agnon is an example of a vision-driven community day school which is struggling with the problem of how to be inclusive without being pareve. I believe that Agnon would provide a good case study for CIJE analysis, and that CIJE could in turn assist Agnon in continuing the never-ending process of self-evaluation and improvement. We have set up a follow-up meeting when Alan is in Cleveland the last week of August.

I hope that my participation contributed in some small way to the success of the seminar. Thank you again for providing this extraordinary experience, and I look forward with anticipation to continuing to work with the talented men and women you have assembled at CIJE.

Sincerely,

A handwritten signature in dark ink, appearing to read "Dan Polster", written over a large, stylized heart shape.

Dan Aaron Polster

**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

7  
15E

**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:

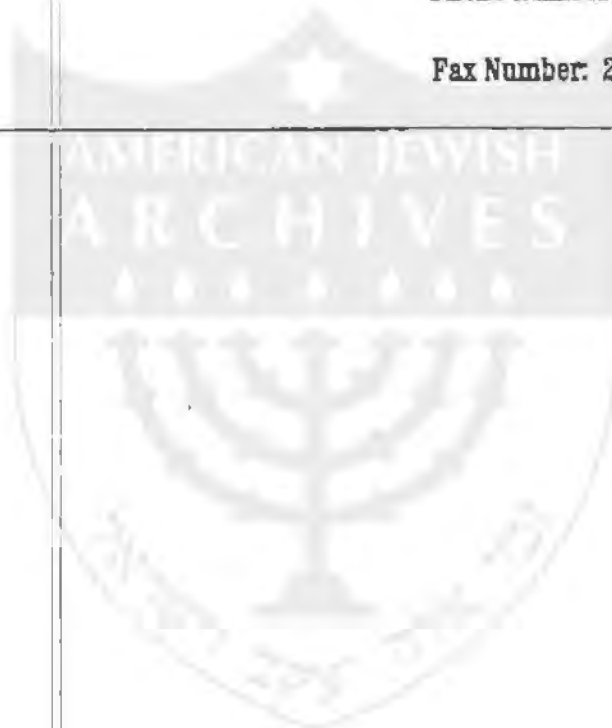
Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:

AMERICAN JEWISH  
ARCHIVES



**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.



C:\CDE\PLANS\COMSEM.DEC

**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

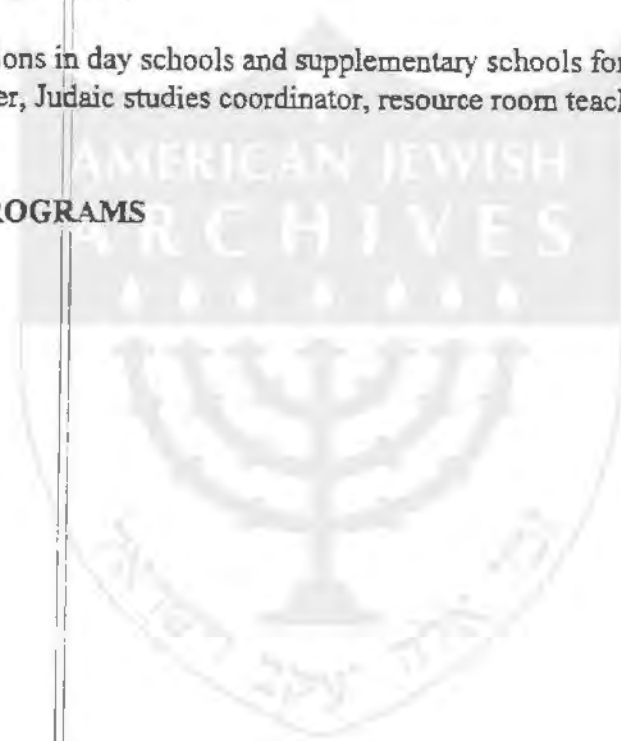
- 1. Benefits packages available for full time people
- 2. Partial (proportional) benefits packages available for part-time people
- 3. Synagogue, JCC Memberships
- 4. Reduced day school and camp tuition (even for those teaching in supplementary schools in proportional way)

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)

C:\CUE\PLANS\FULLPLAN.WPD



**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
<b>1. Courses</b>						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
<b>2. Programs</b>						
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.
<b>1. Courses</b>						
Subject Matter Courses						
Educational foundations/Pedagogy courses						
Blend of Subj. matter and pedagogy						
Lab/Practice courses						
<b>2. Programs</b>						
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?

1/12/96

Dear Alan,

This is a catch-all memo, some of it financial, technical, some more substantive. Hope it finds you recovered from the multiple events of these last two months, and ready to visit with us next week.

1. We would like to feature CIJE as follows at the Board Meetings:

- a) educators' survey and MEF + in-service and potential role for Israel
- b) goals seminar - Jerusalem
- c) staff seminar
- d) CIJE at GA
- e) planning activities

The rationale (similar for all organizations discussed at board) : focus on those items MI contributes to. Of course any additional matter you would like to discuss is OK.

2. Thoughts re-personnel (in-service and general plan). In light of the fact that I never had that last meeting with Gail - how do you suggest that we continue to help with the planning? I mentioned to Gail the possibility of her coming to Jerusalem for a brief stint of planning with MI staff - but it looked like her immediate schedule would make this tough. What about March if January is impossible? I think that we could advance the planning process significantly and don't believe the whole team needs to participate - as long as there is no departure from the principles and direction that have been charted. What do you think?

3. Regarding February - we wanted to do several CIJE-related matters together. Planning with staff, MEF advisory board meeting, goals project meeting, your steering committee meeting, the North American committee for the personnel project. Here are some thoughts:

- a. to do it all in February will be more time-consuming than either your or our time will permit. Moreover there is some nice progress on planning with staff, and if personnel planning can go as per above, perhaps you should consider putting off a next staff planning seminar until later in the year - it may be more useful then.
- b. MEF is a high priority at this time because of the module, the in-service targets, the change with no field researchers. We could convene a meeting as per the memo I sent re-Adam.
- c. Goals: given the extensive planning work done by D.P., and the need to develop content, perhaps a stab should be taken at Harvard towards suggested next steps (we will have some other work there too in February, Danny Marom will be there, etc...)

So, how about moving the meeting to Boston, doing 1-2 days (february 8 and 9? 9 and 1/2 of 10?) as follows:

- 1.meeting with you re-planning and general CIJE-MI business as useful
- 2.MEF meeting with Inbar, Jim if he can, Adam, Ellen, Steve, you, SF, ARH.
- 3.Goals with DP, SF, DM, Scheffler, Barry and Gail, anyone else as useful.

The meeting of the North American committee can take place at some other date - wherever practical to convene the group -- if Boston is no good.

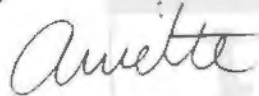
Let me know how this strikes you. I haven't checked dates with Mike or Scheffler and will do so when I return.

4. As discussed I attach a bill to CIJE for services and direct costs incurred by Mandel Institute. Let me know how you want us to deal with it. (*cc: Not attached*).

5. If possible let's meet in Jerusalem - to discuss all of the above, as well as to prepare for the board meetings and for a planning meeting with MLM.

Take care,

Annette



**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

**FAX COVER SHEET**

Date sent:

Time sent:

No. of Pages (Incl. cover): 3

To: Annette Hochstein

From:

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 265-5098

Fax Number: 212-532-2646

COMMENTS:

AMERICAN JEWISH  
ARCHIVES  
Please Deliver To:  
**Annette Hochstein**  
Guest



**CIJE** Council  
for  
Initiatives  
in  
Jewish  
Education

*Chair*

Morton Mandel

November 9, 1994

*Vice Chairs*

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

Annette Hochstein

Mandel Institute

8 Hovevei Zion Street

Jerusalem, Israel

*Honorary Chair*

Max Fisher

Dear Annette,

*Board*

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Fleid

Charles Goodman

Alfred Gottschalk

Nell Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschinsky

Mark Lainer

Norman Lamm

Martin Lender

Norman Lipof

Seymour Martin Lipset

Florence Melton

Melvin Menans

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Umar Schorsch

David Teutsch

Isador Twersky

Bennett Yanowitz

As you well know, Alan Hoffmann has been the Executive Director of CIJE since August 1993. Alan is on loan from Hebrew University for a limited period of three years which will come to a close August 1996.

From the outset, both in recruiting Alan and in communicating with our board, we have emphasized that permanently filling the position of CIJE's professional leader is a major ongoing priority of CIJE and for Alan himself. I am conscious of the opportunity that CIJE has to make an early selection of our next executive director so that he/she and Alan can overlap, creating an ideal transition in leadership for the Council. We have decided to engage the services of an executive search firm, enabling us to cast our net as widely as possible in making this crucial appointment. I am delighted that we have selected Phillips Oppenheim to manage this search process for CIJE.

The Phillips Oppenheim Group was founded in 1991 by Debra Oppenheim and Jane Phillips Morrison as an executive search firm dedicated solely to the search work in the not-for-profit sector. The firm seeks out people who find work in the not-for-profit sector challenging and rewarding and who have the capacity to position their organizations strategically and financially for the demanding years ahead. The Phillips Oppenheim Group serves not-for-profit organizations, domestic and international, in a diverse range of fields including advocacy, community and economic development, education, human and social services, philanthropy/foundations, the environment, health care and the arts.

Debra Oppenheim has been in executive search since 1976 and has worked for four major international search firms before joining forces with Jane. Debra's work focused on a diverse group of assignments across a broad spectrum of corporate and not-for-profit organizations while Jane's work was centered on the

*Executive Director*

Alan Hoffmann

foundation community. Jane was the founding Director of Admissions and Placement at the Yale School of Management and before that was Dean of Admissions for Wesleyan University. Today they work on assignments at the senior level for a broad array of not-for-profit organizations in various stages of development. The firm is particularly known for their work in staffing start-ups.

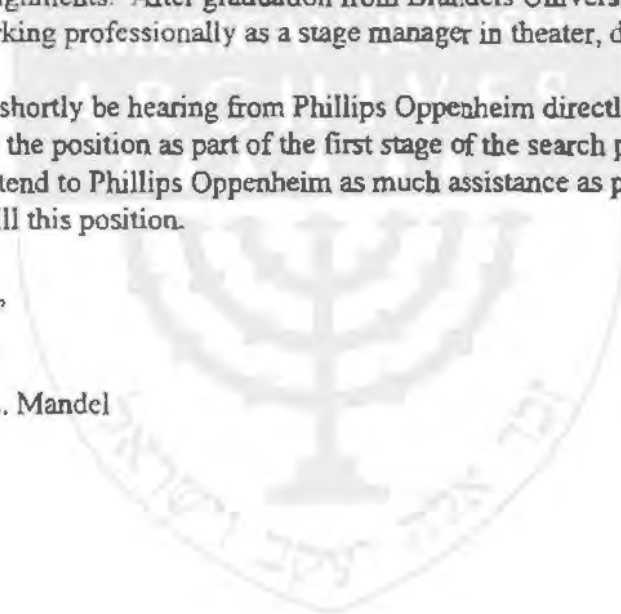
Rebecca Klein will also be part of the search team for CIJE. Rebecca spent seven years with SpencerStuart in New York before Joining Phillips Oppenheim in 1993. Her search experience includes a wide range of both corporate and not-for-profit assignments. After graduation from Brandeis University, she spent nine years working professionally as a stage manager in theater, dance and opera.

You will shortly be hearing from Phillips Oppenheim directly as they begin to scope out the position as part of the first stage of the search process. May I ask you to extend to Phillips Oppenheim as much assistance as possible in helping CIJE to fill this position.

Sincerely,



Morton L. Mandel





*Chair*

Morton Mandel

November 9, 1994

*Vice Chairs*

Billie Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wishner

Seymour Fox  
Mandel Institute  
8 Hovevei Zion Street  
Jerusalem, Israel

*Honorary Chair*

Max Fisher

Dear Seymour,

*Board*

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

As you well know, Alan Hoffmann has been the Executive Director of CIJE since August 1993. Alan is on loan from Hebrew University for a limited period of three years which will come to a close August 1996.

From the outset, both in recruiting Alan and in communicating with our board, we have emphasized that permanently filling the position of CIJE's professional leader is a major ongoing priority of CIJE and for Alan himself. I am conscious of the opportunity that CIJE has to make an early selection of our next executive director so that he/she and Alan can overlap, creating an ideal transition in leadership for the Council. We have decided to engage the services of an executive search firm, enabling us to cast our net as widely as possible in making this crucial appointment. I am delighted that we have selected Phillips Oppenheim to manage this search process for CIJE.

The Phillips Oppenheim Group was founded in 1991 by Debra Oppenheim and Jane Phillips Morrison as an executive search firm dedicated solely to the search work in the not-for-profit sector. The firm seeks out people who find work in the not-for-profit sector challenging and rewarding and who have the capacity to position their organizations strategically and financially for the demanding years ahead. The Phillips Oppenheim Group serves not-for-profit organizations, domestic and international, in a diverse range of fields including advocacy, community and economic development, education, human and social services, philanthropy/foundations, the environment, health care and the arts.

Debra Oppenheim has been in executive search since 1976 and has worked for four major international search firms before joining forces with Jane. Debra's work focused on a diverse group of assignments across a broad spectrum of corporate and not-for-profit organizations while Jane's work was centered on the

*Executive Director*  
Alan Hoffmann

foundation community. Jane was the founding Director of Admissions and Placement at the Yale School of Management and before that was Dean of Admissions for Wesleyan University. Today they work on assignments at the senior level for a broad array of not-for-profit organizations in various stages of development. The firm is particularly known for their work in staffing start-ups.

Rebecca Klein will also be part of the search team for CIJE. Rebecca spent seven years with SpencerStuart in New York before joining Phillips Oppenheim in 1993. Her search experience includes a wide range of both corporate and not-for-profit assignments. After graduation from Brandeis University, she spent nine years working professionally as a stage manager in theater, dance and opera.

You will shortly be hearing from Phillips Oppenheim directly as they begin to scope out the position as part of the first stage of the search process. May I ask you to extend to Phillips Oppenheim as much assistance as possible in helping CIJE to fill this position.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mort", is written over a faint, large circular seal of the American Jewish Archives. The seal features a menorah in the center and the words "AMERICAN JEWISH ARCHIVES" around the perimeter.

Morton L. Mandel

Dear Alan,

This is a catch-all memo, some of it financial, technical, some more substantive. Hope it finds you recovered from the multiple events of these last two months, and ready to visit with us next week.

1. We would like to feature CIJE as follows at the Board Meetings:

- a) educators' survey and MEF + in-service and potential role for Israel
- b) goals seminar - Jerusalem
- c) staff seminar
- d) CIJE at GA
- e) planning activities

The rationale (similar for all organizations discussed at board) : focus on those items MI contributes to. Of course any additional matter you would like to discuss is OK.

2. Thoughts re-personnel (in-service and general plan). In light of the fact that I never had that last meeting with Gail - how do you suggest that we continue to help with the planning? I mentioned to Gail the possibility of her coming to Jerusalem for a brief stint of planning with MI staff - but it looked like her immediate schedule would make this tough. What about March if January is impossible? I think that we could advance the planning process significantly and don't believe the whole team needs to participate - as long as there is no departure from the principles and direction that have been charted. What do you think?

3. Regarding February - we wanted to do several CIJE-related matters together. Planning with staff, MEF advisory board meeting, goals project meeting, your steering committee meeting, the North American committee for the personnel project. Here are some thoughts:

- a. to do it all in February will be more time-consuming than either your or our time will permit. Moreover there is some nice progress on planning with staff, and if personnel planning can go as per above, perhaps you should consider putting off a next staff planning seminar until later in the year - it may be more useful then.
- b. MEF is a high priority at this time because of the module, the in-service targets, the change with no field researchers. We could convene a meeting as per the memo I sent re-Adam.
- c. Goals: given the extensive planning work done by D.P., and the need to develop content, perhaps a stab should be taken at Harvard towards suggested next steps (we will have some other work there too in February, Danny Marom will be there, etc...)

So, how about moving the meeting to Boston, doing 1-2 days (february 8 and 9? 9 and 1/2 of 10?) as follows:

- 1.meeting with you re-planning and general CIJE-MI business as useful
- 2.MEF meeting with Inbar, Jim if he can, Adam, Ellen, Steve, you, SF, ARH.
- 3.Goals with DP, SF, DM, Scheffler, Barry and Gail, anyone else as useful.

The meeting of the North American committee can take place at some other date - wherever practical to convene the group -- if Boston is no good.

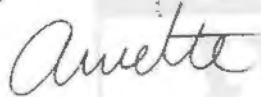
Let me know how this strikes you. I haven't checked dates with Mike or Scheffler and will do so when I return.

4. As discussed I attach a bill to CIJE for services and direct costs incurred by Mandel Institute. Let me know how you want us to deal with it. (not attached).

5. If possible let's meet in Jerusalem - to discuss all of the above, as well as to prepare for the board meetings and for a planning meeting with MLM.

Take care,

Annette



**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

**FAX COVER SHEET**

Date sent: 12/6/94

Time sent: 9:00 am est

No. of Pages (Incl. cover): 2

To: Annette Hochstein

From: Alan Hoffmann

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

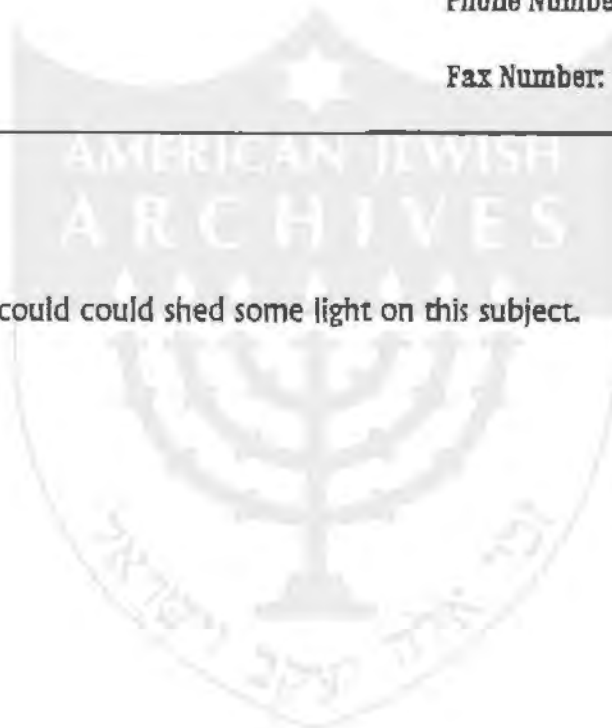
---

**COMMENTS:**

Annette,

Alan thought that you could shed some light on this subject.

Robin



Subject: my travel to Israel for School of Educational Leadership  
Date: 28-Nov-94 at 08:35  
From: Virginia Levi, 73321,1223

To: Virginia Levi,73321,1223  
Alan,73321,1220

Alan, What about this? How do we handle this in terms of pre-approvals? Are we being paid back by the Mandel Institute, or what? Ginny  
—— Forwarded Message ——

Subject: +Postage Due+My travel to Israel for School of Educational Leadership and Mandel Institute  
Date: 22-Nov-94 at 16:56  
From: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,  
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu

To: Virginia Levi,73321,1223  
73321,1220

Sender: goldrieb@ctrvax.vanderbilt.edu  
Received: from ctrvx1.Vanderbilt.Edu by dub-img-1.compuserve.com (8.6.4/5.940406sam) id QAA16183; Tue, 22 Nov 1994 16:53:57 -0500  
From: <GOLDRIEB@ctrvax.Vanderbilt.Edu>  
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF V4.2-15 #7190) id <01HJS9YL5WUO8X8R4H@ctrvax.Vanderbilt.Edu>; Tue, 22 Nov 1994 15:52:35 CST  
Date: Tue, 22 Nov 1994 15:52:35 -0600 (CST)  
Subject: My travel to Israel for School of Educational Leadership and Mandel Institute  
To: 73321.1223@compuserve.com  
Cc: 73321.1220@compuserve.com  
Message-id: <01HJS9YL94LE8X8R4H@ctrvax.Vanderbilt.Edu>  
X-VMS-To: IN%"73321.1223@compuserve.com"  
X-VMS-Cc: IN%"73321.1220@compuserve.com"  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

Ginny, As you may (or may not know) I am going to Israel Dec. 19-Jan4 and will be teaching at the School for Educational Leadership and Consulting with the Mandel Institute. Annette told me that she has worked out with Alan that I will be paid through CIJE for my expenses and my consultation fee.



1994 // 1995 // 1996																
ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN
1. Steering Committee 10:00 AM - 4:00 PM	N.Y. 10/5				N.Y. 2/14		N.Y. 4/26		N.Y. 6/8		CLEVE 8/25			N.Y. 11/1		CLEVE 1/22
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/5						N.Y. 4/28							N.Y. 11/1		
3. Board of Directors 8:00-9:30 PM; 10:00 AM - 3:00 PM	N.Y. 10/5-8						N.Y. 4/28-27							N.Y. 11/1-2		
4. Sub-Committees:																
A. Personnel Committee	N.Y. 10/8						N.Y. 4/27							N.Y. 11/2		
B. Community Development	N.Y. 10/8						N.Y. 4/27							N.Y. 11/2		
C. Content/Program	N.Y. 10/8						N.Y. 4/27							N.Y. 11/2		
D. Research/Monitoring	N.Y. 10/8						N.Y. 4/27							N.Y. 11/2		

1994

//

1995

//--1996--

ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN
1. Steering Committee 10:00 AM - 4:00 PM	N.Y. 10/5				N.Y. 2/14		N.Y. 4/26		N.Y. 6/8		CLEVE 8/25			N.Y. 11/1		CLEVE 1/22
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/5						N.Y. 4/28							N.Y. 11/1		
3. Board of Directors 8:00-9:30 PM; 10:00 AM - 3:00 PM	N.Y. 10/5-6						N.Y. 4/28-27							N.Y. 11/1-2		
4. Sub-Committees:																
A. Personnel Committee	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
B. Community Development	N.Y. 10/8						N.Y. 4/27							N.Y. 11/2		
C. Content/Program	N.Y. 10/6						N.Y. 4/27							N.Y. 11/2		
D. Research/Monitoring	N.Y. 10/8						N.Y. 4/27							N.Y. 11/2		



**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

**FAX COVER SHEET**

**Date sent:** 8/12/84

**Time sent:** 3:20

**No. of Pages (incl. cover):** 4

**To:** Professor Seymour Fox

**From:** Alan D. Hoffmann

**Organization:**

**Phone Number:**

**Phone Number:** 212 532 2360

**Fax Number:** \_\_\_\_\_

**Fax Number:** 212 532 2646

---

**COMMENTS:**

Here are copies of the letters sent to Hon. Richard Riley and Professor Marshall Smith



Council  
for  
Initiatives  
in  
Jewish  
Education

*Chair*  
Morton Mandel

*Vice Chairs*  
Billie Gold  
Matthew Margolis  
Lester Pollack  
Maynard Wuhner

*Honorary Chair*  
Max Fisher

*Board*  
David Arnov  
Daniel Bader  
Mendell Berman  
Charles Bronfman  
Gerald Cohen  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
Thomas Hausdorff  
David Hirschhorn  
Gershon Kalut  
Henry Koschinsky  
Mark Lainer  
Norman Lamm  
Marvin Lander  
Norman Lipset  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Charles Rainer  
Ester Lein Kitz  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

Professor Marshall Smith  
Under-Secretary of Education  
U.S. Department of Education  
1 A.A. (202) 401-3093

September 12, 1994

Dear Professor Smith,

Attached is our invitation to the Secretary to address the major education session of the Council of Jewish Federations in Denver in November.

Your own work on the systemic reform of education has had a major impact on our own thinking. Seymour Fox and Annette Hochstein have also informed us about their most recent conversations with you. I and our professional staff would very much appreciate the opportunity to share with you our progress and our dilemmas. I hope we can do so as part of helping orient you and the Secretary in advance of the Denver meeting. I am sending you a small packet of materials which relate to our work.

Yours sincerely,

Alan D. Hoffmann  
Executive Director

cc. Morton L. Mandel  
Professor Seymour Fox



# C.I.J.E.

Council  
for  
Initiatives  
in  
Jewish  
Education

## Chair

Morton Mandel

The Hon. Richard A. Riley  
Secretary of Education  
U.S. Department of Education  
FAX: 202-401-0048

## Free Chairs

Billie Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wuhner

September 12, 1994

## Honorary Chair

Max Fleher

Dear Mr. Secretary,

## Board

David Amos  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
Gerald Cohen  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gouchals  
Neil Greenbaum  
Thomas Hershkowitz  
David Hirschhorn  
Gershon Keket  
Henry Koschinsky  
Mark Lainer  
Norman Lamm  
Marvin Lander  
Norman Lipoff  
Seymour Martin Lipson  
Florence Melton  
Melvin Merians  
Charles Ratner  
Esther Leah Ritz  
Richard Scheuer  
Ismar Schorsch  
David Tausch  
Madame Twersky  
Bennett Yanowitz

It is my pleasure to invite you to address the General Assembly of the Council of Jewish Federations. The Council of Jewish Federations is the continental association of 120 Jewish Federations, the central community organizations which serve nearly 800 localities in the United States and Canada. Federations in turn work with constituent agencies and the voluntary sector to enhance the social welfare of the Jewish community in areas such as aging, youth services, education, and refugee resettlement.

Every year representatives of all these local Federations meet to deliberate about the major issues of importance to their constituencies. At the very top of their agenda is the issue of education: Jewish education, general education, and the relationship between them. This year the Prime Minister of Israel, Mr. Yitzhak Rabin, and Israel's Minister of Education, Mr. Amnon Rubinstein, will participate in the General Assembly. The Minister of Education will deliver an address at a major session devoted to education. From my discussions with him, I understand that he wants to join forces with us in meeting the most serious problems we face in the field of Jewish education in North America. He believes, as we do, that one of our greatest challenges is the recruitment and training of outstanding people for the field of education: educators who will offer a stimulating, enriching education to the young people that are crucial for the development of our society. We have learned, in our conversations with the Under-Secretary, Prof. Marshall Smith, of the great importance that you place on values as a foundation for educational policy and practice.

We would consider it a privilege to have you present to us your conception of the significance of values in the training of educators and particularly in the vision that they will be offering to their constituencies, to teachers and to community leaders.

*Executive Director*  
Alan Hoffmann

This year, the General Assembly will take place in Denver, Colorado. As Chair of the session devoted to education, it is my privilege to invite you to join with Israel's Minister of Education, Mr. Amnon Rubinstein to address us at this session. The session is scheduled to take place on Thursday, November 17th, 1994 from 3:45 pm to 6:00 pm. If you accept, we would like to consult with you and with the Israeli Minister of Education on the topic for the session. One suggestion might be: "Educational Personnel and their Values: Key Elements for Policy."

If your schedule permits, this could also be a most propitious time for you to meet with Israel's Minister of Education and discuss some educational issues of importance for both the United States and Israel. The political developments in the Middle East which the President of the United States has initiated and nurtured will certainly offer significant possibilities for intensifying cooperative efforts in education between the United States and Israel.

I, myself, have been very much involved in the ongoing relationship of Israel and the United States. I helped to establish and served as the first chair of the National Jewish Democratic Council and have worked with Israel's Ministry of Education in developing several important projects. Our most recent project has been the establishment in Israel of the School for Educational Leadership, an institution whose mission is to train the educational leadership for Israel's educational system.

I hope that it will be possible for you to accept our invitation.

Sincerely,



Morton L. Mandel

P.S. Under separate cover I am sending you relevant background materials on Jewish education in North America. Prof. Seymour Fox, who is President of the Mandel Institute for the Advanced Study and Development of Jewish Education, and a colleague of the Under-Secretary of Education, Prof. Marshall Smith, will be happy to meet with you in Washington to discuss these background materials.

ADH

SF ✓

SC

Far file

**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

**FAX COVER SHEET**

Date sent: 10/3

Time sent: 1:30 pm

No. of Pages (incl. cover): 17

To: Seymour Fox

From: Alan D. Hoffmann

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

---

**COMMENTS:**

Included in this fax are the documents pertaining to the meetings of October 5 - 6.

1. Invitation to the meetings
2. A memo from ADH to CIJE board members
3. 4 sets of memos and agendas for the committee mini-meetings on October 5
4. The agenda for the board meeting of October 6 (This is not the final version. We are still waiting on information about who will deliver the D'var Torah. Most likely, it will be Tim Hausdorff.)

September 9, 1994

*Chair*

Morton Mandel

Alan Hoffmann

CIJE

15 East 26th Street

New York, NY 10010-1579

*Vice Chairs*

Billie Gold

Matthew Margolis

Lester Pollack

Maynard Wishner

Dear Alan:

*Honorary Chair*

Max Fisher

*Board*

David Aronow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitsky

Mark Lalner

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

I am delighted to let you know that on the evening preceding our October 6 board meeting, we have arranged a private seminar for CIJE board members and invited guests with Dr. Terrence Deal, Professor of Education and Human Development at Vanderbilt University and Co-director of the National Center for Educational Leadership (NCEL). Dr. Deal, who was previously on the faculties of Harvard University Graduate School of Education and Stanford University, is internationally acclaimed for his expertise in organizational leadership and change in both business and educational settings. Among his influential writings are "Corporate Cultures" and "The Leadership Paradox: Balancing Logic and Artistry in Schools," co-authored with Kent Peterson.

Dr. Deal's work has important implications for CIJE as a catalyst for systemic change in Jewish education. We will have a unique opportunity to explore those implications after Dr. Deal's presentation. We have scheduled a dinner meeting of the executive committee to precede the seminar with Dr. Deal. The dinner will take place at 6:00 p.m., followed by the seminar at 8:00 p.m. on Wednesday, October 5, at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th St., New York. I look forward to seeing you that evening.

You will recall that we also have a steering committee meeting scheduled for Wednesday, October 5, 10:00 a.m. to 4:00 p.m. at JCCA/CIJE, 15 East 26th Street, New York.

Our board meeting promises to be both important and provocative. It will take place on Thursday, October 6, 9:30 a.m. - 3:00 p.m., also at UJA/Federation.

I want to give you a preview of some of CIJE's exciting current work:

The CIJE Personnel Report: In advance of their formal presentation at the CJF General Assembly in November, Dr. Adam Gamoran, Professor of Sociology at the University of Wisconsin, and Dr. Ellen Goldring, Associate Dean of Peabody College of Education at Vanderbilt University, will provide the centerpiece presentation of this board meeting. Drs. Gamoran and Goldring are Directors of the CIJE Monitoring, Evaluation, and Feedback Project. Their findings, the result of two years of field research in our laboratory communities, will be central for other communities in creating their own personnel action plans. The data is equally important for national organizations with a Jewish educational mission.

*Executive Director*

Alan Hoffmann

In undertaking this research, as recommended by the Commission on Jewish Education in North America, CIJE's goal is to provide the hard data that will allow thoughtful planning for building the profession of Jewish educators -- a central thrust of the CIJE mission. The first data we will release has profound implications for the areas of pre- and in-service training. Although some of these statistics about the teachers' degree of formal training and Jewish background correspond to what we may have suspected anecdotally, there are also several surprises that question widely-held assumptions on which past policy has been based. We believe that with the completion of the final report in 1995, other communities should be able to replicate this research method, extrapolate from their conclusions, and begin to address the personnel needs of Jewish education in a meaningful way.

As this research is released, we expect to keep you informed through a series of CIJE Policy Briefs, the first of which will be issued at the GA and previewed for you at October's meeting.

The Goals Project: This ground-breaking initiative resulted last July in the CIJE sponsored Goals Seminar, held in Jerusalem for lay and professional representatives from seven North American communities. Guided by Dr. Daniel Pekarsky, Professor of Philosophy of Education at the University of Wisconsin, the seminar was a pioneering effort in "creating vision-driven institutions and communities" for Jewish settings across the United States. This project is based on the results of extensive studies of reform in general education, which have shown that those institutions with a compelling and pervasive vision are most successful in transforming the quality of education in their settings. The Goals Seminar and its follow-up continentally will, we expect, contribute a new dimension to our understanding of how change takes place.

The CIJE-Harvard Leadership Institute: To be held at the end of October, this intensive seminar will be attended by close to 40 principals from our laboratory communities. The institute is the first in North America to bring together the expertise of Harvard University's Principals' Center with outstanding Jewish scholars and educators to focus on issues of senior educational leadership across denominations, institutions, and communities. Its purpose is to develop and implement effective leadership in schools by empowering principals, and, through them, teachers and parents in the transformation of Jewish education. Like the Goals Project, the CIJE-Harvard Leadership Institute represents our commitment to systemic change within communities across the country.

We will soon be sending you advance materials as background for the meeting. In the meanwhile, please complete and return the enclosed reply form indicating your attendance plans.

With best wishes for a Shana Tova,



Morton L. Mandel

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Steering Committee Meeting, Executive Committee Meeting, Board Meeting and Seminar with Professor Terrence Deal

☐ Yes, I plan to attend the Steering Committee meeting at 10:00 a.m. to 4:00 p.m. on Wednesday, October 5 at JCC Association/CIJE, 15 East 26th Street, New York.

☐ Yes, I plan to attend the Executive Committee dinner meeting at 6:00 p.m. on Wednesday, October 5, 1994 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street.

☐ Yes, I plan to attend the seminar with Professor Terrence Deal at 7:45 p.m. on Wednesday, October 5, 1994 at UJA/Federation.

I plan to bring a guest to the seminar.

\_\_\_\_\_  
Name

☐ Yes, I plan to attend the CIJE Board meeting at 9:30 a.m. – 3:00 p.m. on Thursday, October 6 at UJA/Federation.

☐ Sorry, I am unable to attend any of these meetings.

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State/Province

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Fax

Please return this form by fax to 216-391-5430 or by mail to:

Morton L. Mandel  
CIJE  
P.O. Box 94553  
Cleveland, Ohio 44101



## MEMORANDUM

*Chair*  
 Morton Mandel

*Vice Chairs*  
 Billie Gold  
 Matthew Maryles  
 Lester Pollack  
 Maynard Wishner

*Honorary Chair*  
 Max Fisher

*Board*  
 David Arrow  
 Daniel Bader  
 Mandell Berman  
 Charles Brontman  
 Gerald Cohen  
 John Colman  
 Maurice Corson  
 Susan Crown  
 Jay Davis  
 Irwin Field  
 Charles Goodman  
 Alfred Gotschalk  
 Neil Greenbaum  
 Thomas Hausdorff  
 David Hirschhorn  
 Gershon Kelzi  
 Henry Koschitsky  
 Mark Lalner  
 Norman Lamm  
 Marvin Lender  
 Norman Lipoff  
 Seymour Martin Lipset  
 Florence Melton  
 Melvin Merians  
 Charles Ratner  
 Esther Leah Ritz  
 Richard Scheuer  
 Ismar Schorsch  
 David Teutsch  
 Isadore Twersky  
 Bennett Yanowitz

*Executive Director*  
 Alan Hoffmann

**TO:** Board Members and Invited Guests  
**FROM:** Alan D. Hoffmann, Executive Director  
**DATE:** September 26, 1994

I am pleased to send you readings of particular relevance to our October 6 board meeting. The major theme of the meeting is the issue of personnel for Jewish education.

Drs. Adam Gamoran and Ellen Goldring will present a preliminary report of their study on personnel at the meeting. Attached is a letter to you from the chair of your committee indicating how your board committee meeting will consider this presentation.

A central strategy of the CIJE approach to the personnel crisis is to focus on the training of senior educators. As you know, Dr. Terrence Deal will discuss educational leadership at a seminar for our board members and invited guests on the evening of October 5. We will then have the opportunity to respond to his presentation from a Jewish perspective. The enclosed essay by Dr. Deal is a stimulating reexamination of the place of leadership and vision in American business and education.

The CIJE-Harvard Leadership Institute, "Building a Community of Leaders: Creating a Shared Vision," will take place from October 30 to November 3. Fifty principals from Jewish communities across the country will attend this seminar on educational leadership. In this mailing is a brochure outlining the institute's goals and curriculum, as well as a list of presenters. Professors Isadore Twersky of Harvard University and Arthur Green of Brandeis University will lead study sessions on Jewish texts about leadership.

I am also including a summary report by Dr. Daniel Pekarsky on the Goals Seminar held in Jerusalem in July. Within the report, Dr. Pekarsky's definition of a "vision-driven institution," as well as Dr. Michael Rosenak's set of five assumptions that diverse Jews and Jewish institutions continue to share, speak to all of us with a stake in North American Jewish education and communal life.

Finally, I have enclosed two published essays by Dr. Barry Holtz that set forth important challenges within CIJE's multi-year Best Practices Project.

May this New Year be one of peace and health for all.

## MEMORANDUM

TO: Members of the CJE Board Committee On Community Mobilization

FROM: Chuck Ratner, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

As you know, the board meeting on October 6th will concentrate on the outcomes of the research on personnel in Jewish education conducted by CJE staff consultants, Drs. Gamoran and Goldring.

This study has significant policy implications for Jewish education throughout North America. After the presentation, each of the CJE board committees will have the opportunity, in a separate meeting, to discuss the importance of these findings for its particular area.

In our committee, we will examine the ways in which this striking data can rally community support toward building the profession of Jewish education. Identifying our key constituents, both within local communities and nationally, we will look at strategies that could engage them most effectively. I hope we will also be able to talk about some initial ideas for telling the CJE story to the broader public.

CJE is especially fortunate that Nessa Rapoport has recently joined our professional staff and will be staffing our committee. As you can see from the enclosed bio, Nessa brings to this central aspect of our mission a great deal of experience in writing, public speaking, and the communication of ideas to a wide range of general and Jewish audiences.

October 6th promises to be a most stimulating day. I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

# **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

## **Board Committee On Community Mobilization**

**October 6, 1994**

### **AGENDA**

I. Introduction Chuck Ratner

II. CUE Personnel Report: Implications for Community Mobilization

A. Engaging Key Leadership Steve Hoffman/  
Nessa Rapoport

B. Getting the Word Out: Potential Partners Alan Hoffmann

III. Telling the CUE Story: A Preliminary Discussion

IV. Next Steps Chuck Ratner

Nessa Rapoport was born in Toronto, Canada. She graduated from the University of Toronto and the University of London, England in 1974, and did doctoral work in English literature at the City University Graduate Center in New York.

In 1978 she joined Bantam Books where, from 1980 to 1990, she was a senior editor. Editing both fiction and non-fiction, she specialized in autobiography. Among the national bestsellers she edited were Keeping Faith: Memoirs of a President, by Jimmy Carter; Iacocca: An Autobiography, by Lee Iacocca, which became the bestselling book of the 1980s; and Ferraro: My Story, by Geraldine A. Ferraro. She has also taught at several university writers' programs and publishing workshops, including Radcliffe, Dartmouth, and UCLA-Irvine.

Her first novel, Preparing for Sabbath, was published by William Morrow & Co. in 1981, reprinted by Bantam Books in 1982, and reissued by Biblio Press in 1988, with an introduction by Rosellen Brown.

With Ted Solotaroff, she edited Writing Our Way Home: Contemporary Stories by American Jewish Writers (Schocken Books, 1992). She also co-wrote the screenplay for Saying Kaddish, a one-hour network drama, starring Tovah Feldshuh and Phyllis Newman, that aired nationally on ABC in March 1991 and was re-broadcast in prime time on PBS in 1993 and 1994.

Nessa Rapoport's next work, A Woman's Book of Grieving, was published by William Morrow & Co. in May 1994.

A winner of the Chateleine Fiction Competition in Canada, Rapoport has published several short stories, including the title story of the anthology of American-Jewish women's writing, The Woman Who Lost Her Names (Harper & Row, 1980), which is included in Writing Our Way Home. Her essays and reviews have appeared in a variety of magazines and newspapers, most recently New York Woman and The New York Times.

She is a frequent speaker on topics of Jewish culture and imagination.

From 1991 to 1994, she was Associate Director of Communications at The Jewish Theological Seminary of America. She is also a founder and board member of The Jewish Healing Center, a national service, education and resource organization whose mission is to meet the spiritual needs of Jews living with illness, in conjunction with normative medical care.

In the fall of 1994, she joined the Council for Initiatives in Jewish Education (CIJE) as Leadership Development Officer.

NR994

## MEMORANDUM

TO: Members of the CIJE Board Committee On Research and Evaluation

FROM: Esther Leah Ritz, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

The letter describing the upcoming CIJE Board meeting on October 6th, which you received recently, noted that the research on the personnel of Jewish education conducted by CIJE staff consultants, Professors Adam Gamoran and Ellen Goldring, will form the centerpiece of the morning program of the Board meeting.

Following their presentation, the four committees of the Board will hold separate meetings, as we did last spring. This research report has major implications for Jewish education throughout North America and therefore each of the CIJE Board committees will have the opportunity to discuss the significance of these findings for its particular domain.

We are fortunate to have the opportunity to discuss the presentation in more detail with Professors Gamoran and Goldring during our committee meeting. They will be making a formal presentation of their findings at the CJE General Assembly in November.

In our committee we will address the importance of the research report in light of the two main areas of our concern, developing a research capacity for Jewish education in North America, and promoting self-evaluation of Jewish educational programs in local communities. Enclosed is a summary of our last meeting which highlights these two main issues.

We believe that this will be a stimulating day and I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

Summary of Board Subcommittee Meeting on Research & Evaluation  
(April 21, 1994)

The meeting was divided into three main segments:

- 1) The first part of the meeting was devoted to reviewing the purpose of the subcommittee and discussing the activities the committee may want to consider over time.

The Committee on Research and Evaluation is charged with developing strategies for creating a capacity for research on Jewish education in North America. At present, very little knowledge is being gathered and disseminated that can help Jewish educators improve. There is no real infrastructure for Jewish educational research; there are only a few professors of Jewish education, and they have many other responsibilities besides research.

Another mission of the Committee is to foster self-evaluation of Jewish educational programs throughout North America. Related to the near-absence of research, programs and institutions in Jewish education rarely assess their own programs to monitor performance or gauge success. A goal of CIJE is to encourage evaluation-minded communities; that is, communities that examine their own programs as a step towards self-improvement.

The possible activities that the subcommittee considered are:

(1) What is the most appropriate mechanisms to translate evidence gathered in Lead Communities into usable knowledge for the rest of North American Jewry? What are the appropriate mechanisms for reaching out to the wider Jewish community in North America? What should be the relative priorities within CIJE of data-gathering and report-writing for the purpose of stimulating action within the Lead Communities, as compared with the broader goal of disseminating information throughout north America?

(2) CIJE has a small internal research capacity, but the ultimate goal is to stimulate research on a broad scale, involving many partners including universities, foundations, agencies, and individual scholars. How can CIJE move towards the broader agenda?

(3) How can CIJE encourage communities other than the Lead Communities to become more reflective? What activities or programs might stimulate and support self-evaluation in Jewish education?

- 2) In the second part of the meeting the subcommittee addressed questions to Barry Kosmin. Many of the issues raised by Barry are germane to the work of the subcommittee.

Specific issues for further consideration include:

- (1) How can we best coordinate the research efforts in the North American Jewish community. Should we standardize the instruments various groups are using? Should we coordinate the questions different groups are asking? What is our role within the larger research community, such as JESNA?

- (2) Is there a need for a major longitudinal study in Jewish education?

- (3) What is the place of students and parents in the research agenda of CIJE?

- 3) The third part of the meeting was devoted to clarifying the goals of the subcommittee and reviewing the Monitoring, Evaluation and Feedback Project to date.

Additional areas identified for committee discussion include:

- (1) Communities need help about how to energize their constituencies to raise support for putting research and evaluation in their budgets.' In addition, communities need help in setting goals so that they can then turn to the question of evaluation.

- 2) Further discussion is needed about the model presently being used by the MEF team for the study of educators. Is this a good model in terms of working with local communities?

- (3) What can CIJE do to prepare research and evaluation materials for use in Jewish communities in North America? Should workbooks and modules be developed that can highlight the important benefits of the evaluation-minded community?

# **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

## **Board Committee On Research and Evaluation**

**October 6, 1994**

### **AGENDA**

- I. Introduction
- II. The Research Brief for the GA: Background and Professional Training of Teachers in Jewish Schools
- III. Promoting Evaluation in Jewish Communities
- IV. 1995 Projects for Monitoring, Evaluation and Feedback in Lead Communities
- V. Focus of Next Meeting



# MEMORANDUM

TO: Members of the CIJE Board Committee On Content and Program

FROM: John C. Colman, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

As indicated in the recent letter from Mort Mandel, the CIJE Board meeting on October 6th will concentrate on the research findings on *personnel in Jewish education* as conducted by CIJE staff consultants, Professors Adam Gamoran and Ellen Goldring.

Following their presentation, the four committees of the Board will hold separate meetings, as we did last spring. This research report has major implications for Jewish education throughout North America and, therefore, each of the CIJE Board committees will have the opportunity to discuss the significance of these findings for its particular domain.

In our meeting following this main presentation, we will wish to consider what are the implications of these reported findings on the conduct of the *Best Practices Project* and the *Goals Project*. Conversely, what can CIJE draw from these two projects that might assist in the vital work of upgrading the quality and quantity of professionals in Jewish education?

You will note from the brief *Agenda* enclosed that Professor Daniel Pekarsky will start our meeting with a discussion of the Goals Seminar that CIJE conducted this summer in Jerusalem. The Seminar provided an exciting example of the capacity of CIJE to translate high-quality academic work into major forces for change among lay and professional leaders in Jewish education.

In our discussion we will want to consider a number of issues that are related to the presentation on personnel. These questions might include:

- In what ways does the initiative on Goals require appropriate personnel for implementation?
- How can such leaders be found or developed?
- How can a model for training "coaches" for Goals initiatives be created?
- How can the Best Practices Project serve as a resource for personnel development?
- In what ways is any "best practice" institution dependant on personnel and how can we deal with that issue?

In the materials enclosed with this mailing, please note in particular for the meeting of our committee a report from Professor Pekarsky on the Goals Project and two articles by Professor Barry Holtz related to the Best Practices Project. We invite you to come armed with questions for each of them on the progress of these important segments of CIJE's work.

We believe that this will be a stimulating day and I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

## Board Committee On Content and Program

October 6, 1994

### AGENDA

I. Introduction

John Colman

II. The Goals Project:

Daniel Pekarsky

A. The Goals Seminar in Israel

B. Implications for Personnel

III. The Best Practices Project:

Barry Holtz

A. Status Report

B. Implications for Personnel

IV. Next Meeting

John Colman

A. Date: Next CIJE Board is scheduled for April 27, 1994

B. Scope

## MEMORANDUM

TO: Members of the CIJE Board Committee On Building the Profession

FROM: Morton L. Mandel, Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

As you know, the board meeting on October 6th will concentrate on the outcomes of the research on personnel in Jewish education conducted by CIJE staff consultants, Drs. Adam Gamoran and Ellen Goldring.

This study has significant policy implications for Jewish education throughout North America, and for our committee in particular. After the presentation, each of the CIJE board committees will have the opportunity, in a separate meeting, to discuss the importance of these findings for its particular area.

In our committee, we will discuss the implications of the personnel report for on-going professional development of educators in the field. We will hear responses to the issues and findings raised in the report from representatives of two of the national denominations. Dr. Bob Abramson, director of the department of education of the United Synagogue of America, and Rabbi Robert Hirt, vice president for administration and professional education, Yeshiva University. We will then have an opportunity to discuss the challenges to developing a comprehensive approach to issues of ongoing professional development.

October 6th promises to be a most stimulating day. I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

\*

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

**Board Committee On Building the Profession**

**October 6, 1994**

**AGENDA**

- |  |               |
|--|---------------|
| I. Introduction  | Morton Mandel |
| CIE Personnel Report: Implications for Professional Development  |               |
| II. Professional Development: Two National Perspectives  | Bob Abramson  |
| III. Professional Development: The Implications for Building the Profession - A Preliminary Discussion | Gail Dorph    |
| IV. Next Steps   | Morton Mandel |

\*

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board of Directors

OCTOBER 6, 1994

## AGENDA

### I. Board Plenary

- |    |                                  |                                |
|----|----------------------------------|--------------------------------|
| A. | Welcome and Introductory Remarks | Morton Mandel                  |
| B. | The State of CIJE                | Alan Hoffmann                  |
| C. | Presentation of Personnel Study  | Adam Gamoran<br>Ellen Goldring |

### II. Lunch

### III. Committee Meetings

- |    |                                |                         |
|----|--------------------------------|-------------------------|
| A. | Building the Profession (Blue) | Chair: Morton Mandel    |
| B. | Community Mobilization (Green) | Chair: Charles Ratner   |
| C. | Content and Program (Red)      | Chair: John Colman      |
| D. | Research and Evaluation (Gold) | Chair: Esther Leah Ritz |

### IV. Board Plenary

Committee Reports

### V. D'var Torah

Date: Fri, 30 Sep 1994 14:53 CDT  
From: <GAMORAN@WISCSSC>  
Subject: fyi -- some concerns from Alan -- my response follows  
To: annette@hujivms  
Original\_To: ANNETTE

*From Gail*

From: EUNICE::"73321.1217@compuserve.com" 30-SEP-1994 11:58:28.41  
To: Adam <gamoran>  
CC: Alan <73321.1220@compuserve.com>,  
"INTERNET:GOLDRIEB@ctrvax" <GOLDRIEB@ctrvax.vanderbilt.edu>  
Subj: My worries about the CIJE report on personnel

There are two different kinds of comments that I am hearing as I begin to talk about this report on the communal data beyond our little circle that are making me nervous and that I think make the CIJE report vulnerable.

Hit <CR> for next page, : to skip to next part...

BMAIL>

2JH 1. The way in which we are reporting hours of teacher work does not reflect the way in which people who are inside the field of Jewish education think about the configuration of these categories. Our report speaks at one end of teachers who work between 1 - 10 hours as though they were one group and we speak of 30 hours as the measure of full time-ness.

Those in the field distinguish between the once a week teacher (2-3 hours on a Sunday morning) as a group different from the 5 1/2 - 10--12 hour a week person. They view them as a different population in terms of commitment, stability, and "trainability." (They don't view them as serious targets for planning for professional development).

Additionally 30 hours is usually not the way in which full time is described. As I recall in LA the number used by day schools to compute benefits was 25 hours (we could find out if that is more standard). I know from the responses to the data both in Milwaukee and Baltimore that 30 hours didn't apply as a category in either place.

Hit <CR> for next page, : to skip to next part...

BMAIL>

2JH At this point, I'm wondering if we have to adjust the way in which we report the data to conform to these norms not because it will change the case being made in the report. If anything, my hunch is that it will strengthen the case for investing in professional development for the group of teachers that are 5 1/2 and above as the percentages of those that are stable and consider themselves to have a career will rise (although I don't know that for sure). I think that reporting the data in the present form leaves us open to the criticisms about "not knowing and/or understanding the field," using standards that are inappropriate to the way in which the enterprise operates, etc. etc.

2. The latter comment leads to my second point. There were previous studies (LA, Miami, and Boston). The question being asked is how do these findings relate to those earlier studies. Now I don't even know if this is a "kosher" question given that the only one of those that I saw was the one from LA and I don't know how the data was analyzed. My point is that I do think we need a reasonable response to that query.

BMAIL>

2JH4 GAMORAN@WISCSSC => ANNETTE@HUJIVMS; 30/09/94, 22:21:05; M GAMORAN.MAIL  
EBCDIC (<GAMORAN@WISCSSC>)  
mMIME type: text/plain

Received: by HUJIVMS via NJE (HUJMail-V6n); Fri, 30 Sep 94 22:21:04 +0200

2JH2 GAMORAN@WISCSSC => ANNETTE@HUJIVMS; 30/09/94, 22:21:05; M GAMORAN.MAIL  
EBCDIC (<GAMORAN@WISCSSC>)  
mMIME type: text/plain

Received: by HUJIVMS via NJE (HUyMail-V6n); Fri, 30 Sep 94 22:21:04 +0200  
Date: Fri, 30 Sep 1994 15:22 CDT  
From: <GAMORAN@WISCSSC>  
Subject: fyi -- Ellen's response  
To: annette@hujivms  
Original\_To: ANNETTE

From: EUNICE::"GOLDRIEB@ctrvax.Vanderbilt.Edu" 30-SEP-1994 15:13:29.82  
To: 73321.1217@compuserve.com  
CC: gamoran, 73321.1220@compuserve.com, 73443/3150@compuserve.com,  
73443.3152@compuserve.com, 74104.3335@compuserve.com  
Subj: Re: My worries about the CIJE report on personnel

Thank-you gail for your importnat input. I agree with ADan that this is  
something that we really need to check and certainly have the data to  
do so. For the GA Research Brief, perhpas it will be best to list

Hit <CR> for next page, : to skip to next part...  
BMAIL>

2JH range of hours so different folks can interpret the data as meets their  
interests, especially since this is not the main thrust of this report.

I may have the LA report and perhaps Maimi, but I'm not sure. What I remember  
is that they did not have much analysis or narrative with the mounds of Tables  
and hence no clear points were made, but you are right, we should try to be  
familiar with the data to have another point of comparison. Again, I  
think our contribution is trying to look at a lot of the pieces together  
although this cannot come across in one short research brief, but in terms  
of CIJE response.

BMAIL>  
Current message filed in MAIL folder  
2JH3 GAMORAN@WISCSSC => ANNETTE@HUJIVMS; 30/09/94, 22:23:36; M GAMORAN.MAIL  
EBCDIC (<GAMORAN@WISCSSC>)  
mMIME type: text/plain

Received: by HUJIVMS via NJE (HUyMail-V6n); Fri, 30 Sep 94 22:23:36 +0200  
Date: Fri, 30 Sep 1994 15:24 CDT  
From: <GAMORAN@WISCSSC>  
Subject: previous messages  
To: annette@hujivms  
Original\_To: ANNETTE

oops those concerns were raised by Gail, not Alan.  
BMAIL>

Current message filed in MAIL folder  
2JH4 ANNETTE@HUJIVMS => annette@HUJIVMS; 01/10/94, 18:18:01; \* ANNETTE.MAIL  
ASCII (<ANNETTE@HUJIVMS>)  
mMIME type: text/plain

Received: by HUJIVMS (HUyMail-V6n); Sat, 01 Oct 94 18:18:01 +0200  
Date: Sat, 1 Oct 94 18:18 +0200  
Message-Id: <01100094181800@HUJIVMS>  
From: <ANNETTE@HUJIVMS>  
o: "David K. Cohen" <USERLR LH@UMICHUM.BITNET>  
c: annette

*Superseded*

AMERICAN JEWISH  
ARCHIVES

DRAFT -- CONFIDENTIAL

Council for Initiatives in Jewish Education

RESEARCH BRIEF:

BACKGROUND AND PROFESSIONAL TRAINING OF TEACHERS IN JEWISH

SCHOOLS

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:02

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 that set forth a mandate



continent. The key building blocks in the Commission's plan were mobilizing community support for Jewish education, and building the profession of Jewish education. The Commission created the Council for Initiatives in Jewish Education (CIJE) to facilitate its plan, and as a first step, the CIJE established three "Lead Communities" to work with CIJE in mobilizing support and building the profession at the local level. Atlanta, Baltimore, and Milwaukee were selected for their dedication to and investment in Jewish education, as well as for the strength of their communal,

*This is contextual information - important but boring for beginning*

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Unregistered | VT102 | 4800-N81 FDX | | | Online 00:02

educational and congregational leadership.

A central tenet of CIJE is that policy decisions must be based on solid information. Hence, the three Lead Communities boldly engaged in a study of their teaching personnel, to provide a basis for a plan of action to build and enhance the profession of Jewish education. Findings from the study are informing policy discussions which are underway in all three cities. At this time, CIJE is releasing information on one major topic -- background and professional training of teachers in Jewish schools -- to spark discussion at the continental level. Although the findings come from only three communities, we believe they characterize the personnel situation throughout North America -- if anything, teachers in the Lead Communities may have stronger educational and Judaic backgrounds than is typical, given the extraordinary commitment of these communities to Jewish education.

*is this necessary?*

The overall picture is one of a teaching force in serious need of improvement. The large majority of teachers lack solid backgrounds in Jewish studies, or are not professionally trained

Hit <CR> for next page, : to skip to next part...  
MAIL>

Hit-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:02

in education, or both. In-service training, which might help remedy these deficiencies, is infrequent and haphazard, particularly in day schools and supplementary schools. The picture is not entirely bleak, however, because most teachers -- whether part-time or full-time -- are strongly committed to Jewish education, and intend to remain in their positions. Consequently, investment in Jewish teachers is likely to pay off in the future.

1. Are teachers in Jewish schools committed to Jewish education?

Yes. Almost 60% of the teachers said that Jewish education is their career. Even among part-time teachers (those who reported teaching fewer than 30 hours per week), half described Jewish education as their career (see Figure 1). In supplementary schools where virtually no teachers are full-time Jewish educators, 44% consider Jewish education their career.

[FIGURE 1 ABOUT HERE]

There is considerable stability in the teaching force as well. Thirty-eight percent of the teachers have taught for more than ten years, while just 6% were in their first year as Jewish educators when they responded to the survey (see Table 1). Almost two-thirds plan to continue teaching in their current positions, while only 6% intend to seek a position outside of Jewish education in the near future.

[TABLE 1 ABOUT HERE]

2. Are teachers in Jewish schools trained as Jewish educators?

Most are not. According to teachers' own reports, only 21% are trained as Jewish educators, with a university or teacher's institute degree in education and a college or seminary degree in Jewish studies. Another 39% are partially trained, with a degree in education but not Judaica. Another partially-trained group consists of the 10% who have a degree in Jewish studies, but not

Hit <CR> for next page, : to skip to next part...  
BMAIL>

in education. This leaves 30% of the teachers who are untrained: they lack professional training in both education and Judaica (see Figure 1).

[FIGURE 2 ABOUT HERE]

Teachers tended to report similar levels of preparation in general education, regardless of whether they taught mainly in day schools, supplementary schools, or pre-schools. For example, close to half the teachers in each setting reported university degrees in general education, and similar proportions have worked in general education in the past (see Table 2). However, in addition to these figures, another 15% to 20% of day school and pre-school teachers have education degrees from teachers' institutes. In the day school setting, these are primarily teachers in Orthodox schools who have attended one- or two-year programs in Israel. (In Orthodox day schools, 37% of teachers have university degrees in education, compared to 67% of teachers in day schools under other sponsorships.)

[TABLE 2 ABOUT HERE]

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Day school teachers are much more likely than teachers who work primarily in other settings to have post-secondary training in Judaica. Table 3 shows that 40% of day school teachers are certified as Jewish educators, and 38% have a degree in Jewish studies from a college, graduate school, or rabbinic seminary. (Here, teachers in Orthodox day schools are much more likely to have a degree than those in other day schools. 50% compared with

*Found Fifth etc -- see further*

four-fifths of the teachers lack advanced degrees and certification in Judaica, and even in the day schools, three-fifths of the teachers lack such grounding in their subject matter.

[TABLE 3 ABOUT HERE]

3. Are teachers in Jewish schools well-educated as Jews?

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:03

Compared to the typical American Jew, teachers in Jewish schools are well-educated Jewishly. According to "Highlights of the CJF 1990 National Jewish Population Survey," by Dr. Barry Kosmin and colleagues, 22% of males and 38% of females who identify as Jews received no Jewish education as children. By contrast, only 10% of the teachers in Atlanta, Baltimore, and Milwaukee were not formally educated as Jews in their childhoods. (Since 80% of the teachers are female, the contrast is quite strong.)

Although almost all teachers received some Jewish education as children, for many the experience was minimal. More than one-third of supplementary school teachers and over 60% of pre-school teachers attended religious school once weekly or less before age 13. After age 13, the proportion who received minimal or no Jewish education is even greater (see Figures 2, 3, and 4).

[FIGURES 2, 3, AND 4 ABOUT HERE]

One reason for relatively low levels of childhood Jewish education among pre-school teachers is that many are not Jewish. They are teaching Jewish subject matter to Jewish children, yet

hit <CR> for next page, : to skip to next part...  
BMAIL>

Unregistered | VT102 | 4800-N81 FDX | | | Online 00:03

they are not Jewish themselves. 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 because she doesn't have the other piece.

Although the Jewish candidates were presumably better versed in Jewish content and as Jewish role models, the non-Jewish applicant was more skilled as an educator, and this consideration carried more weight. Many pre-school directors described a shortage of Jewish pre-school teachers. Overall, about 70% of the teachers in Jewish pre-schools are not Jewish, and in one community the figure is as high as 20%.

Hit <CR> for next page, : to skip to next part...

BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:03

d  
deficiencies?

No. Although the large majority of teachers are required to attend some workshops, most attend very few each year. Close to 80% of all teachers were required to attend at least one workshop during a two-year period. Among these teachers, around half attended no more than four workshops over the two-year time span.

Pre-school teachers attend workshops more regularly than teachers in other settings (see Figure 4). This occurs, we learned in interviews, because most pre-schools are licensed by the state, which sets standards for teachers' professional development. Generally, pre-school teachers who attended workshops did so with the frequency required by state regulations (between 6 and 7 every two years, with some variation across communities). Given shortages in subject matter and pedagogic backgrounds, however, one may ask whether it would be appropriate to exceed state standards, which are aimed at professionally trained teachers.

Although state requirements apply to secular teachers in day

Hit <CR> for next page, : to skip to next part...

BMAIL>

Unregistered | VT102 | 4800-N81 FDX | | | Online 00:03

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 went to about 3.8 every two years, or less than two per year. How does this compare to secular standards? In Wisconsin, for example, teachers are required to attend 180 hours of workshops over a five-year period to maintain their teaching license. If a typical workshop lasts 3 hours, then day school teachers in our study engage in about 27 hours of workshops over the five year period, less than one-sixth of that required for secular teachers in Wisconsin. (Despite variation among states in our study, we found little difference across communities in the extent of professional development among day school teachers.)

Supplementary school teachers reported slightly higher average workshop attendance, at about 4.4 sessions in a two year period. If one keeps in mind that most supplementary school teachers had little or no formal Jewish study after Bar/Bat Mitzvah, and only half are trained as educators, the current status of professional development for supplementary school teachers may also give rise

Hit <CR> for next page, : to skip to next part...

BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:03

to serious concern.

Atlanta, Baltimore, and Milwaukee offer a number of valuable in-service opportunities for their teachers. All three communities have city-wide teacher conventions, and all three offer some form

supplementary and day schools. In interviews, teachers reported they find some sessions to be informative and useful, while others are not. Even at best, however, workshops are isolated events, lacking the continuity of an overall system and plan for professional development.

watch

#### 5. What does it mean, and what can we do?

Almost four-fifths of the teachers we surveyed lacked professional training in education, Jewish content, or both. A substantial minority of teachers received minimal Jewish education even as children. Yet the teachers engage in relatively little professional development, far less than that generally expected of secular teachers.

up

Hit <CR> for next page, : to skip to next part...

BMAIL>  
Unregistered | VT102 | 4800-N81 FDX | | | Online 00:03

Findings from day schools present a particular irony. Children in these schools study both secular and Jewish subjects, but the special mission of these schools is to teach Judaism. Yet the Jewish day schools hold their teachers of Judaica to lower standards than their secular teachers, for entry and for professional development. The reason for this is obvious: Secular teachers typically comply with state requirements, which are not binding on Judaica teachers.

Pre-schools provide more staff development, but their teachers are the least prepared in Jewish content when they enter their positions. Indeed, an important minority are not Jewish.

Supplementary schools are staffed by many teachers with education backgrounds, but limited backgrounds in Jewish content. In-service opportunities exist, but they are infrequent and lack coherence.

Yet in all settings, teachers are strongly devoted to Jewish education. We found them to be enthusiastic and positive,

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:04

committed to the intrinsic rewards of working with children and making a contribution to the Jewish people. Hence, we propose that in addition to recruiting teachers with strong Judaic and educational backgrounds, it is worth investing in our current teachers to improve their knowledge and skills. The three Lead Communities, Atlanta, Baltimore, and Milwaukee, are each devising plans to improve the caliber of their Jewish educators; these plans will no doubt emphasize professional development in addition to recruitment. We hope other communities will be stimulated to take a close look at their teaching personnel, and work out action plans to suit their contexts.

Professional development for Jewish educators is not only a matter of making up for deficiencies. It is also a means of renewal and growth, something that is imperative for all teachers. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn



can be nurtured to develop as educators through a long-term commitment to learning and growth.

Hit <CR> for next page, : to skip to next part...

BMAIL>

Unregistered | VT102 | 4800-N81 FDX | | | Online 00:04

The solution to the problem must be continental as well as local. Communities need help from the major Jewish movements and their affiliated seminaries and colleges, and from other institutions of Jewish higher learning around North America. What resources are available to promote in-service education -- in manpower and expertise as well as financial? What should be the content of in-service education for different types of schools? What standards for professional development should be advocated? What creative ways can be found to enhance the professional growth of all Jewish educators? Advancement on these fronts demands collaboration throughout North America on the goal of improving the personnel of Jewish education.

*Security*

It is not your responsibility to complete the task, but neither are you free to avoid it. The day is short, the task is large, the workers are lazy, and the reward is great; and the master of the house is pressing. --- Pirke Avot

ARCHIVES  
-----END-----

Hit <CR> for next page, : to skip to next part...

BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:04

Text for Box 1:

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of the lead 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 movements. Thirty-two percent are Orthodox, and 8% call themselves traditional. One quarter identify with the Conservative movement, 31% see themselves as Reform, and the remaining 4% list Reconstructionist and other preferences. One-quarter work full time in Jewish education (i.e. they reported teaching 30 hours per week or more), and about one-fifth work in more than one school.

Hit <CR> for next page, : to skip to next part...

BMAIL>

Unregistered | VT102 | 4800-N81 FDX | | | Online 00:04

Text for Box 2:

Box 2. About the study of educators.

Evaluation, and Feedback (MEF) team of the CIJE. It involved a survey of nearly all the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted from previous surveys of Jewish educators, with many questions adapted from the Los Angeles Teacher Survey. The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

*7 early*

The survey was administered in spring 1993 or fall 1994 to all Judaic and Hebrew teachers at all Jewish day schools,

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:04

congregational schools, and pre-school programs in the three communities. Day school teachers of secular subjects 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 eighty percent of the teachers in each community filled out and returned the questionnaire, for a total of almost 1000 respondents. (A different form was administered to education directors, but those data have yet to be analyzed.)

*delete?*

*are being*

The questionnaire form and the interview protocols will be available for public distribution in 1995. Contact: Nessa Rappoport, CIJE, 15 E. 26th St., Room 1010, New York, NY 10010-1579.

This Research Brief was prepared by the CIJE MEF team: Adam Gamoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson, and Julie Tammivaara. The authors are grateful for suggestions

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Unregistered | VT102 | 4800-N81 FDX | | | Online 00:04

from CIJE staff, the MEF advisory board, and Lead Community participants. They are especially thankful to the Jewish educators who participated in the study.

Future research reports are in preparation, covering such topics as career opportunities, salaries, benefits, recruitment, and so on.

Text for Box 3:  
Box 3. Technical notes.  
In total, 983 teachers responded out of a total population of

figures, not samples. Respondents include 301 day school teachers, 384 supplementary school teachers, and 291 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school,

Hit <CR> for next page, : to skip to next part...

BMAIL>  
Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:04

from CIJE staff, the MEF advisory board, and Lead Community participants. They are especially thankful to the Jewish educators who participated in the study.

Future research reports are in preparation, covering such topics as career opportunities, salaries, benefits, recruitment, and so on.

Text for Box 3:

Box 3. Technical notes.

In total, 983 teachers responded out of a total population of 21180? in the three communities. In general, we avoided sampling inferences (e.g., t-tests) because we are analyzing population figures, not samples. Respondents include 301 day school teachers, 384 supplementary school teachers, and 291 pre-school teachers. Teachers who work at more than one type of setting were categorized according to the setting (day school,

Hit <CR> for next page, : to skip to next part...

BMAIL>  
Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:05

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, t . 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.

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 at least one community, 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 was were not certified, we present the percentage who said they were certified out of the total who returned the survey forms, not out of the total who responded to this item.

? n G.  
watch out

Hit <CR> for next page, : to skip to next part...

BMAIL>  
Unregistered | VT102 | 4800-N81 FDX | | | Online 00:05

Table 1. 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 2. Teachers' Backgrounds in General Education

Hit <CR> for next page, : to skip to next part...  
BMAIL>

Alt-Z for Help | VT102 | 4800-N81 FDX | | | Online 00:05

SETTING	Degree in Education From University	From Teachers' Institute	Worked in General Education
Day School	48%	19%	48%
Supplementary	47%	6%	55%
Pre-School	47%	15%	50%
ALL SCHOOLS	48%	12%	51%

Table 3. 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%

BMAIL>

From: <ANNETTE@HUJIVMS>  
To: mandel  
Subject: SF -- mv memo to Adam. FYI

From: <GAMORAN@WISCSSC>  
Subject: your memo  
To: annette@hujivms

To: Gamoran <Gamoran>  
CC: Gail Dorph <73321.1217@compuserve.com>,  
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,  
Alan Hoffmann <73321.1220@compuserve.com>  
Subj: Policy Brief GA

Hello to all,

Please give copy to Nessa and anyone else who wants to read but isn't in my home list. Thanks!]

\*\*\*\*\*

We read the document with great interest and believe that it contains all the the elements necessary for drafting the policy brief. However we beleive that it requires too much discrimination among the various data points and arguments to get the point across to busy GA attendents. Therefore the suggestions below are only geared at the translation of that document into a product for the GA. We hope they are useful for Nessa.

Two guiding questions and approaches to these informed our thinking:

1. what should be the message:

Ayelet J. H.  
CJE  
(MEF)  
October 94

- a. the bad news about teachers, their preparation and in-service training
- b. the good news about potential for improvement
- c. something can be done about the situation: operational suggestions that lead to suggestions for possible action

(perhaps points a) and b) should be in reversed order)

2. how should the document be crafted if we want to maximize the chances for promoting discussion and then action?

- a. we think a short and hard-hitting document. Perhaps 2-4 pages of easily accessible design, with highlighted main points, brief textual-contextual paragraphs, any information, background, supporting data in appendix form.
- b. key points should be few and easily memorizable
- c. key points should be highlighted
- d. the minimum necessary context could be offered with each key point
- e. additional information should be appended, added as exhibit, etc. (e.g., who is the CIJE, what is MEF, how was research conducted)

To illustrate, here is a sampling of points one might use to give the message: (mostly direct quotes lifted from the document or variations on them):

a) the score:

The overall picture is a rich and diverse one. Nonetheless it brings home an unavoidable conclusion: the teaching force is in serious need of improvement.

\*\*\*\* Almost four fifth of the teachers we surveyed lacked solid background in Jewish studies, or professional training in education, or both.

\*\*\*\* 30% of the teachers are untrained: they lack

professional training in both education and Judaica.

\*\*\*\* Only 40% of days-school teachers are certified as Jewish educators

\*\*\*\* More than one third of supplementary school teachers and over 60% of pre-school teachers attended religious school once weekly or less before age 13. After age 13 the proportion who received minimal or no Jewish education is even greater

(needs language editing)

\*\*\*\* About 10% of teachers in Jewish pre-schools are not Jewish. In one community the figure is as high as 20%

\*\*\*\* In-service training, which might help remedy these deficiencies is infrequent and haphazard, particularly in days-schools and supplementary schools

Even at best workshops are isolated events, lacking the continuity of an overall system and plan for professional development

The teachers in our survey went on average to two workshops per year. If a typical workshop lasts 3 hours it is clear that shortages in subject matter and pedagogic background cannot be remedied by current in-service training practices

b) the good news: something can be done  
-- because of the commitment of the teachers

\*\*\*\* Most teachers are strongly committed to Jewish education and intend to remain in their positions. Therefore investment in Jewish teachers is likely to pay off.

Almost 60% of the teachers said that Jewish education is their career

-- because there are models in general and in Israeli education for training, for in-service training

-- because of the will to dedicate resources

c) what can be done?

The Jewish Community of North America will need to decide how to address these challenges.

\* What resources are available to promote in-service education - institutions, faculty, financial support

\* What should be the content of in-service education for different types of school?

\* What standards for professional development should be advocated?

\* What creative ways can be found to enhance the professional growth of all Jewish educators?

etc.

-----  
A few additional points regarding the document itself - editorial and other

There are some points of nomenclature and language that could be clarified or made consistent:

\* Judaica, Jewish studies?

\* Secular education - general education?

\* teacher's institute = Jewish teacher's institute

\* Degree of Jewish studies from institutions of Higher Jewish Learning (does this include places like Graetz? if not how does one refer to these?)

\* manpower? faculty; staff; human resources

Page 1, end of first paragraph: preferable not to say why the three communities were selected ("for their dedication..."). Other communities may contest the

statement. Same true for the end of the next paragraph ("-- if anything teachers in the Lead Communities may have ...") Too contestable

Hope this is helpful. Should we have a telecon about the brief?

Good luck and good inspiration,

Shabbat Shalom,

annette

7/10/99

We read the document with great interest and believe that it contains all the the elements necessary for drafting the policy brief. However we beleive that it requires too much discrimination among the various data points and arguments to get the point across to busy GA attendents. Therefore the suggestions below are only geared at the translation of that document into a product for the GA. We hope they are useful for Nessa.

Two guiding questions and approaches to these informed our thinking:

1. what should be the message:

- a. the bad news about teachers, their preparation and -service training
- b. the good news about potential for improvement
- c. something can be done about the situation: operational suggestions that lead to suggestions for possible action

(perhaps points a) and b) should be in reversed order)

2. how should the document be crafted if we want to maximize the chances for promoting discussion and then action?

- a. we think a short and hard-hitting document. Perhaps 2-4 pages of easily accessible design, with highlighted main points, brief textual-contextual paragraphs, any information, background, supporting data in appendix form.
- b. key points should be few and easily memorizable
- c. key points should be highlighted
- d. the minimum necessary context could be offered with each key point
- e. additional information should be appended, added as exhibit, etc. (e.g., who is the CIJE, what is MEF, how was research conducted)

To illustrate, here is a sampling of points one might use to give the message: (mostly direct quotes lifted from the document or variations on them):

) the score:

The overall picture is a rich and diverse one. Nonetheless it brings home an unavoidable conclusion: the teaching force is in serious need of improvement.

very  
with an encouraging finding  
that we have a committed  
workforce.

500-  
1000  
words

\*\*\* Almost four fifth of the teachers we surveyed  
acked solid background in Jewish studies, or  
rofessional training in education, or both.

\*\*\* 30% of the teachers are untrained: they lack  
rofessional traning in both education and Judaica.

\*\*\* Only 40% of days-school teachers are certified  
s Jewish educators

\*\*\* More than one third of supplementary school  
eachers and over 60% of pre-school teachers  
ttended religious school once weekly or less  
efore age 13. After age 13 the proportion who  
ecieved minimal or no Jewish education is even  
reater

\*\*\* About 10% of teachers in Jewish pre-schools are  
ot Jewish. In one community the figure is as high  
s 20%.

\*-\* In-service training, which might help  
remedy these deficiencies is infrequent and  
aphazard, particularly in days-schools and  
upplementary schools

ven at best workshops are isolated events, lacking  
he continuity of an overall system and plan  
or professional development

he teachers in our survey went on average to  
wo workshops per year. If a typical workshop  
asts 3 hours it is clear that shortages in  
ubject matter and pedagogic background  
annot be remedied by current in-service  
raining practices.

) the good news: something can be done  
- because of the commitment of the teachers

\*\*\* Most teachers are strongly committed to  
ewish education and intend to remain in their  
ositions. Therefore investment in Jewish  
eachers is likely to pay off.

lmost 60% of the teachers said that Jewish  
ducation is their career

- because there are models in general and in Israeli  
ducation for training, for in-service training

- because of the will to dedicate resources

)what can be done?

re Jewish Community of North America will need  
o decide how to address these challenges.



2nd Version

8/10/94

Council for Initiatives in Jewish Education (CIJE)

Research Brief: Background and Professional Training of Teachers in Jewish Schools

Hit <CR> for next page, : to skip to next part...

BMAIL>

2JH 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 two vital 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 lead communities -- Atlanta, Baltimore, and Milwaukee -- to demonstrate models of systemic change at the local level. The lead communities boldly engaged in a pioneering, comprehensive study of their teaching

Hit <CR> for next page, : to skip to next part...

BMAIL>

3JH Personnel in day schools, supplementary schools, and pre-schools. Formal Jewish educators were surveyed, and a select sample were interviewed in depth. The goal: To create a communal plan of action to build the profession of Jewish education in each community.

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. This policy brief summarizes the study's findings on a critical area: the background and professional training of teachers in Jewish schools (box 1).

Are teachers in Jewish schools trained as Jewish educators?

Most are not. The survey indicates that only 21% were trained as Jewish educators, with a university or teacher's institute degree in education, as well as a college or seminary degree in Jewish studies. An additional 39% are partially trained, with a degree in education but not Judaica. Ten percent of the teachers have a degree in Jewish studies, but not in education. The remaining

Hit <CR> for next page, : to skip to next part...

BMAIL>

4JH Of teachers are untrained, lacking professional training in either education or Judaica (fig. 1).

Does the teachers' training differ according to educational setting?

Training in education: About half the teachers in each setting (day schools, pre-schools, and supplementary schools) reported university degrees in education (table 1). An additional 15% to 19% of pre-school and day school teachers have education degrees from teacher's institutes, as do 6% of supplementary school teachers. These institutes are usually one- or two-year programs taken in lieu of university study.

Training in Jewish studies: Day school teachers of Judaica are much more likely than teachers who work primarily in other settings to have post-secondary training in Jewish studies. Forty percent of day school teachers are certified as Jewish educators, and 38% 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.

! <CR> for next page, : to skip to next part...

8MAIL>

00Hrall, around 80% of the teachers lack advanced degrees and certification in Judaica, and even in the day schools, 60% lack such grounding in their subject matter (box 2).

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% percent of supplementary school teachers and 40%% of pre-school teachers attended religious school once a week, and 11% of supplementary teachers and 22% of pre-school teachers did not attend at all at that age. After age 13, even greater proportions received minimal or no Jewish education (figs. 2, 3; box 3).

One of the more startling findings is that many pre-school teachers are teaching Jewish subject matter to Jewish children-- or 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 20%.

lit <CR> for next page, : to skip to next part...

3MAIL>

18H 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.

n 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 a shortage of qualified Jewish teachers.

Does in-service training compensate for background deficiencies?

No. Most teachers attend very few in-service programs such as workshops each year. Close to 80% of all teachers were required

Hit <CR> for next page, : to skip to next part...

BMAIL>

2dHattend at least one workshop during a two-year period. Of these teachers, around half attended no more than four workshops over a two-year time span.

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 receive professional development as required by state standards. Given the minimal backgrounds of many of these teachers in both Judaica and education, however, it is appropriate to ask whether in Jewish settings the requirements should exceed state standards, which are aimed at teachers who have already had professional training.

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.

Hit <CR> for next page, : to skip to next part...

BMAIL>

1dW does this compare to secular standards? 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 is 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.)

Professional development for Jewish educators is not only a matter of making up for deficiencies. It is also a means of renewal and growth, something that is imperative for all teachers. Even those who are well prepared for their positions must have opportunities to keep abreast of the field, to learn exciting new ideas, and to be invigorated by contact with other educators. Since most day school teachers have incomplete professional preparation, the scarcity of in-service is an even more pressing matter.

Hit <CR> for next page, : to skip to next part...

BMAIL>

1dHplementary school teachers: These teachers reported slightly higher average workshop attendance, about 4.4 sessions in a two-year period. But since most supplementary school teachers had

little or no formal Jewish training after bar/bat mitzvah, and only about 50% are trained as educators, the current status of professional development for these teachers is of serious concern. Even those who teach only a few hours each week can be nurtured to develop as educators through a long-term 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 teacher conventions, and all three offer some form of incentive for professional development. Still, in-service education tends to be infrequent and haphazard, particularly for day and supplementary school teachers. At best, workshops are isolated events, lacking the continuity of an overall system and plan for professional development. Veteran and beginning teachers may be offered the same workshops;

lit <CR> for next page, : to skip to next part...

MAIL>  
Teachers of strong Judaic content but little pedagogic training may be offered the same opportunities as teachers with strong backgrounds in general education but little Judaica.

The likelihood of changing this picture in the future depends to an important extent on teachers' willingness to participate in professional development. Hence, the study of educators examined teachers' commitment to Jewish education.

Are teachers in Jewish schools committed to Jewish education?

Yes. Almost 60% of the teachers view Jewish education as their career. Even among part-time teachers (those teaching fewer than 10 hours a week), half described Jewish education as their career (fig. 5). In supplementary schools, where almost no teachers are full-time educators, 44% consider Jewish education their career.

There is considerable stability in the teaching force as well. 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-six percent

lit <CR> for next page, : to skip to next part...

MAIL>  
 intend to continue teaching in their same positions, and only 6% plan to seek positions outside Jewish education in the near future (box 4).

What do these findings mean, and what can we do?

Almost 80% of the teachers we surveyed lacked professional training in education, Jewish content -- or both. A substantial minority of teachers received scant Jewish education even as children. Yet the teachers have relatively little in-service training, far less than what is commonly expected of state-licensed teachers.

Our findings in day schools are particularly ironic. Although children in these schools study both general and Jewish subjects, the special mission of these schools is to teach Judaism. Yet

the day schools hold their teachers of Judaica to lower standards than their general studies teachers.

Pre-schools provide more staff development, but the teachers are the least prepared in Jewish content when they enter their

Hit <CR> for next page, : to skip to next part...

BMAIL>

Conditions. Indeed, an important minority are not Jewish.

Supplementary schools are staffed by many teachers with training in education, but limited background in Jewish content. In-service opportunities exist, but they are infrequent and lack continuity.

And yet, in all settings, teachers are strongly devoted to Jewish education. They are enthusiastic and committed to the intrinsic rewards of working with children and making a contribution to the Jewish people. The commitment they exhibited means that it would be well worth investing in their professional development to improve their knowledge and skills.

Each of the lead communities -- Atlanta, Baltimore, and Milwaukee -- is devising a comprehensive plan to improve the caliber of its Jewish educators. We hope that other communities will be stimulated to take a close look at their teaching personnel, and work out action plans to suit their contexts.

The solution to the problem must be continental as well as local.

Hit <CR> for next page, : to skip to next part...

BMAIL>

Communities need help from the major Jewish movements and their affiliated seminaries and colleges, and from other institutions of Jewish higher learning in North America. What resources are available to promote in-service education--in personnel and expertise as well as in dollars? What should be the content of in-service education for different kinds of schools? What standards for professional development should be advocated? What creative ways can be found to enhance the professional growth of all Jewish educators?

These challenges in building the profession of Jewish education require new partnerships and renewed commitment. [I MADE THIS UP, AND WE NEED MORE.]

[CONCLUSION IS BOTH VERY IMPORTANT AND VERY WEAK RIGHT NOW. THERE IS NOT AN ANSWER TO "WHAT CAN WE DO ABOUT IT?"]

[It is not your responsibility to complete the task, but neither are you free to desist from it.  
--Pirke Avot

Hit <CR> for next page, : to skip to next part...

BMAIL>

[I WOULDN'T MIND A NEW QUOTE.]



Text for Box 1:

Box 1. About the Jewish educators of Atlanta, Baltimore, and Milwaukee.

Teachers in the Jewish schools of the lead 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 movements. Thirty-two percent are Orthodox, and 8% call themselves traditional. One quarter identify with the Conservative movement, 31% see themselves as Reform, and the remaining 4% list Reconstructionist and other preferences. One-quarter work full time in Jewish education (i.e. they reported teaching 30 hours per week or more), and about one-fifth work in more than one school.

Hit <CR> for next page, : to skip to next part...

3MAIL>

2."

Text for Box 2:

Box 2. About the study of educators.

The CIJE study of educators was coordinated by the Monitoring, Evaluation, and Feedback (MEF) team of the CIJE. It involved a survey of nearly all the formal Jewish educators in the community, and a series of in-depth interviews with a more limited sample of educators. The survey form was adapted from previous surveys of Jewish educators, with many questions adapted from the Los Angeles Teacher Survey. The interview questions were designed by the MEF team. Interviews were conducted with teachers in pre-schools, supplementary schools, and day schools, as well as education directors and educators at central agencies and institutions of Jewish higher learning. In total, 126 educators were interviewed, generally for one to two hours. CIJE field researchers conducted and analyzed the interviews.

The survey was administered in spring 1993 or fall 1994 to all

Hit <CR> for next page, : to skip to next part...

MAIL>

Judaic and Hebrew teachers at all Jewish day schools, congregational schools, and pre-school programs in the three communities. Day school teachers of secular subjects 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 eighty percent of the teachers in each community filled out and returned the questionnaire, for a total of almost 100 respondents. (A different form was administered to education directors, but those data have yet to be analyzed.)

The questionnaire form and the interview protocols will be available for public distribution in 1995. Contact: Nessa Oppoport, CIJE, 15 E. 26th St., Room 1010, New York, NY 10010-

his Research Brief was prepared by the CIJE MEF team: Adam  
amoran, Ellen Goldring, Roberta Louis Goodman, Bill Robinson,

it <CR> for next page, : to skip to next part...  
MAIL>

dH Julie Tammivaara. The authors are grateful for suggestions  
rom CIJE staff, the MEF advisory board, and Lead Community  
articipants. They are especially thankful to the Jewish  
ducators who participated in the study.

uture research reports are in preparation, covering such topics  
s career opportunities, salaries, benefits, recruitment, and so  
n.

ext for Box 3:

3. According to "Highlights of the CJF 1990 National Jewish  
opulation Survey," by Dr. Barry Kosmin and colleagues, 22% of  
en and 38% of women who identify as Jews received no Jewish  
ucation as children. By contrast, only 10% of the teachers in  
lanta, Baltimore, and Milwaukee were not formally educated as  
ews in childhood.

t <CR> for next page, : to skip to next part...  
MAIL>

Ext for Box 4:

4. Technical notes.  
total, 983 teachers responded out of a total population of  
180? in the three communities. In general, we avoided sampling  
ferences (e.g., t-tests) because we are analyzing population  
gures, not samples. Respondents include 301 day school  
achers, 384 supplementary school teachers, and 291 pre-school  
achers. Teachers who work at more than one type of setting  
re categorized according to the setting (day school,  
pplementary school, or pre-school) at which they teach the most  
urs (or at the setting they listed first if hours were the same  
r two types of settings). Each teacher is counted only once.  
teachers were counted in all the settings in which they teach,  
e results would look about the same, except that supplementary  
hool teachers would look more like day school teachers, because  
day school teachers also work in supplementary schools.

ssing responses were excluded from calculations of percentages.  
nerally, less than 5% of responses were missing for any one  
em. An exception was the question about certification in

t <CR> for next page, : to skip to next part...  
AIL>

ish education. In at least one community, many teachers left  
is blank, apparently because they were not sure what it meant.  
the assumption that teachers who did not know what  
rtification was were not certified, we present the percentage  
said they were certified out of the total who returned the  
vey forms, not out of the total who responded to this item.

From: Gail Dorph <73321.1217@compuserve.com>  
To: "INTERNET:ANNETTE@vms.huji.ac.il" <ANNETTE@vms.huji.ac.il>  
Subject: Re: sunday's telecon  
Message-ID: <941009015825\_73321.1217\_FHM56-3@CompuServe.COM>

adam, according to email from annette, the whole Israel team will be on phone, that is, seymour, annette and mike inbar. guess this is really important to them. talk to you tomorrow. gail

3MAIL> forward

HuyMail/BMAIL version V4.16

To: mandel

Cc:

Subject: SF -- SENT TO US BY MISTAKE? SEE WHO CARES ABOUT WHA\$..

3MAIL-XMIT Option (? for Help): SEND

3MAIL-I-JID, Job ID is 4939

3MAIL-I-SENT, Message sent

Save message on filename:

HuyMail: Delivered local mail to mandel@HUJIVMS

Save message on filename:

3MAIL> 2

Previous message moved to MAIL folder

Message #2 was deleted.

3MAIL> SELECVT MAIL

Illegal command; Type HELP or ? for help

3MAIL> SELECVTMAIL

Current folder is MAIL, 9 messages selected

3MAIL> 9

JH9 73321.1217@compuserve.com => annette@vms.huji.ac.il; 09/10/94, 04:01:39; \* SMT  
MAIL

ASCII (Gail Dorph <73321.1217@compuserve.com>)

mMIME type: text/plain

Received: by HUJIVMS via SMTP(198.4.9.1) (HuyMail-V6n);

Sun, 09 Oct 94 04:01:39 +0200

Received: from localhost by dub-ing-1.compuserve.com (8.6.4/5.940406sam)

id WAA21208; Sat, 8 Oct 1994 22:01:30 -0400

Date: 08 Oct 94 21:58:26 EDT

From: Gail Dorph <73321.1217@compuserve.com>

To: "INTERNET:ANNETTE@vms.huji.ac.il" <ANNETTE@vms.huji.ac.il>

Subject: Re: sunday's telecon

Message-ID: <941009015825\_73321.1217\_FHM56-3@CompuServe.COM>

adam, according to email from annette, the whole Israel team will be on phone, that is, seymour, annette and mike inbar. guess this is really important to them. talk to you tomorrow. gail

MAIL> 8

JH8 GAMORAN@WISCSSC => ANNETTE@HUJIVMS; 08/10/94, 23:03:25; M GAMORAN.MAIL

EBCDIC (<GAMORAN@WISCSSC>)

mMIME type: text/plain

Received: by HUJIVMS via NJE (HuyMail-V6n); Sat, 08 Oct 94 23:03:25 +0200

Date: Sat, 8 Oct 1994 16:03 CDT

From: <GAMORAN@WISCSSC>

Subject: this is revised after working with Nessa, but before seeing your comments (though as you'll see some of your concerns were also noted by Nessa)

To: annette@huji.vms

Original To: ANNETTE



Mandel Institute

מכון מנדל

Tel: 972-2-617418  
Fax: 972-2-619951

FACSIMILE TRANSMISSION

To: Alan Hoffmann	Date: September 13, 1994
From: Seymour Fox	No. of Pages: 3
Fax Number: 212-532-2646	

Dear Alan,

Thank you for sending me the letters to Riley and Smith.

I think we must work with Smith together therefore I don't think there should be any meeting with him until I come. We can't afford to make multiple demands of him.

As far as the letter to Rubinstein is concerned, I would like to suggest the following for the first paragraph:

It is my pleasure to invite you to address the General Assembly of the Council of Jewish Federations. The Council of Jewish Federations is the continental association of 189 Jewish Federations, the central community organizations which serve nearly 800 localities in the United States and Canada. Federations in turn work with constituent agencies and the voluntary sector to enhance the social welfare of the Jewish community in areas such as aging, youth services, education and refugee

resettlement

I have made a correction in paragraph two as attached.

Take care.

Sincerely,



Seymour Fox

SF: Please respond early so we can  
send it out today.  
D.

D R A F T

Prof. Amnon Rubinstein  
Minister of Education  
Ministry of Education  
Jerusalem  
Israel

September 12, 1994

Dear Amnon,

replace.  
It is my pleasure to invite you to address the major  
education session of the General Assembly of the Council of  
Jewish Federations (CJF). The CJF is the continental  
association of 189 Jewish Federations, serving nearly 800  
localities in the United States and Canada.

As you know from our previous conversations, the issue of  
personnel for Jewish education worldwide has been a central  
focus of our initiatives in recent years. The North  
American Commission on Jewish Education, which I ~~was~~ <sup>have</sup> chaired,  
~~privileged to chair~~ identified "building the profession of  
Jewish education" as one of two major recommendations in its  
final report. The Commission mandated the Council for  
Initiatives in Jewish Education (CIJE) to develop and  
implement a plan for systemically upgrading personnel for  
Jewish education on this continent.

We would be honored to have you share with us your vision  
for educational leadership as a critical part of profession  
-building. The State of Israel has a special role in  
assisting the Diaspora build its own cadre of educational  
leaders; your presence and perspective at this General  
Assembly will be invaluable. The session, which I will  
chair,  
is scheduled to take place on Thursday November 17th, 1994  
from 3.45 to 5.30 p.m.

The following morning, Friday November 18th, the CIJE will  
be hosting a special invitational breakfast for our board  
members and other guests. We would be delighted if you  
would agree to speak to this prestigious forum of North  
American communal leaders.

I hope that it will be possible for you to accept this  
invitation to the CJF General Assembly.

Sincerely,

MLM

.....(13 SEP '94 11:58)..... זוח שיזור

MANDEL INSTITUTE 972 2 662837

.....(דוח אוטומטי).....

הקבצים הר"מ נמחקו

תוצאה	דפים	פקס, מס.	אפשרויות שזור	סוג הקובץ	קובץ
מאושר	03	90012125322646	שזור רגיל	039	

.....(C) ככ הזכויות להדגום העברי שמורות לאלקטיס.....  
מקרא לקודי שיבוש:

לא נוצר קשר למסוף המרוחק 4. אין תשובה 3. תפוס 2. ניתוק או שיבוש בקשר 1.

Date: Mon, 19 Sep 94 7:29 +0200  
From: <ANNETTE@HUJIVMS>  
To: <GAMORAN@WISCSSC>  
Cc: goldrieb@ctrvax.vanderbilt.edu,  
annette,  
mandel  
Subject: Re: CIJE board - new document?

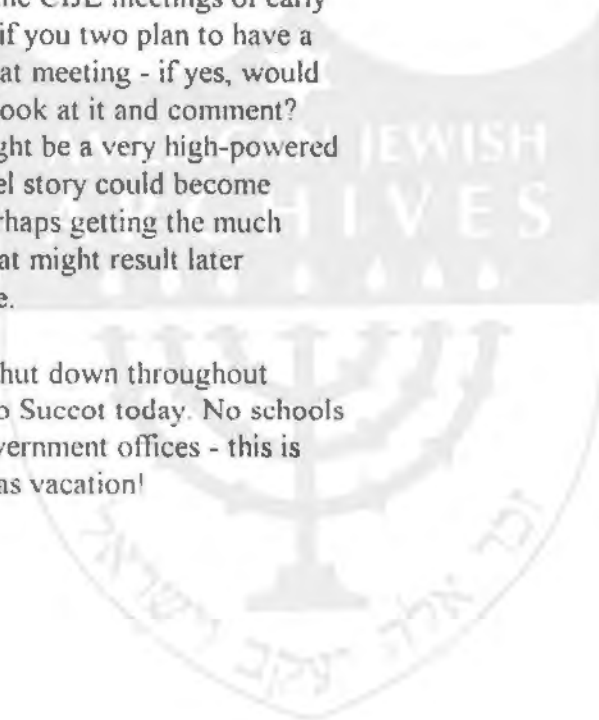
Dear Adam and Dear Ellen,

Hope this finds both of you well and I am sure very busy, hopefully happily so. Alan forwarded some documents related to the CIJE meetings of early October - don't know if you two plan to have a document ready for that meeting - if yes, would it be helpful for us to look at it and comment? Looks like the GA might be a very high-powered affair and the personnel story could become extremely central - perhaps getting the much hoped-for attention that might result later in readiness for change.

This country is quite shut down throughout September - going into Succot today. No schools no universities, no government offices - this is like extended Christmas vacation!

Chag Sameach,

annette



Cije

COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION  
FAX COVER SHEET

Date sent: 12/5/94

Time sent:

No. of Pages (incl. cover): 5

To: Seymour Fox

From: Nessa Rapoport

Organization:

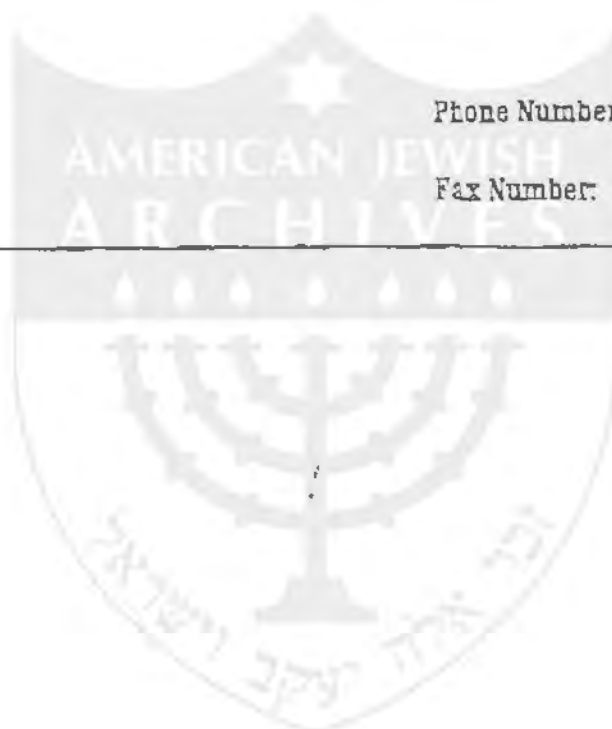
Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:





Council  
for  
Initiatives  
in  
Jewish  
Education

*Chair*

Morton Mandel

December 5, 1994

*Vice Chairs*

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

*Honorary Chair*

Max Fisher

Dear Seymour:

At Alan's suggestion, I am faxing you the outstanding coverage we received this past weekend alone. The Jewish Week story is by Stewart Ain, who attended our press conference. In the same issue, CIJE was the source of The Jewish Week's Index, a weekly box of compelling statistics that appears on the first inside page-and is read with much interest.

I was really pleased, as well, to find that Steve Hoffman's response to The Forward's article on 50 Jewish leaders was not only published but appeared as the lead letter to the editor. In addition, the quote that was "called out" on the editorial page was taken from Steve's letter.

To top it off, I have an appointment with David Finn on Friday, which has been my own goals project since June.

In a rare moment of satisfaction, I remain,

Yours,

Nessa Rapoport

*Board*

David Arnow

Daniel Bader

Mandel Berman

Charles Broniman

Gerald Cohen

John Colman

Maurice Conson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gotschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitzky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Menans

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

*Executive Director*

Alan Hoffmann

## NATIONAL

THE JEWISH WEEK

DEC. 2-8 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

**D**enver — 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 Yitzchak 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 Initiatives in Jewish Education (CIJE), Alan Hoffmann, said he has already begun assembling a committee of top North American educators to respond to the offer. He said Ruskay



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

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, there are none for Judaica teachers.

Ironically, fully 69 percent of the full-time day school teachers surveyed said they viewed



# BAD MARKS

THE JEWISH WEEK

INDEX

Compiled &amp; 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  
(CJIE) Study  
of Educators  
Survey

THE JEWISH WEEK, DECEMBER 2-8, 1994

## THE FORWARD

DEC. 2 1994

# How Dare You! ... and Other Reactions

## To 'The Forward Fifty' Listing of Jewish Leaders to Watch in 1995

Morton Mandel is indeed a Jewish leader to watch in the year ahead, as the "Forward Fifty" indicates, but his influence is not confined to the Democratic party (Forward, Nov. 18). Since the early 1980s, when he first chaired the Jewish Education Committee of the Jewish Agency, and stimulated the first world conference on Jewish education in Jerusalem in 1984, Mr. Mandel has arguably been the leading Jewish philanthropist who recognizes centrality of Jewish education to the future of the Jews.

It is Mr. Mandel's foundation that

### Unenviable Task

How I do not envy you the task of choosing just 50 Jewish leaders to profile! We are blessed with so many people of talent and vision, and they all deserve to be celebrated for their commitment to the Jewish people and watched as role models for all of us.

There are two people in particular who I would feel ashamed of myself not to suggest that you add to your list ("Forward Fifty," Nov. 18). One is Richard Joel, who, after years of service in the Orthodox community, took on the daunting and definitely unsexy task of reshaping the role of Hillel on college campuses. The needs of the campus (which in reality is the third largest Jewish community in America, with more than 400,000 Jewish students in schools at any one time, and the only place where 90% of America's Jews are reachable at one time in their lives) outgrew the resources of B'nai Brith, which started Hillel in 1923. Mr. Joel, along with David Bittker, worked with B'nai Brith to revitalize Hillel and involve Jewish leadership to secure major funding to reach out to this vital generation of Jews at a crucial point in their lives. Still a daunting task, the strengthening of Hillel as a vibrant, independent organization under Mr. Joel's leadership, and the excitement he has generated, is something to watch.

The other person is Rabbi Herbert Friedman, who, at 76, is still a visionary for the community. With Leslie Wexner's foresight and

convened the influential Commission on Jewish Education in North America, the first continental, interdenominational commission to examine ways of improving the scope, standards and quality of Jewish education. Mr. Mandel's commitment has led to the founding of the Council for Initiatives in Jewish Education (CIJE) to implement the commission's recommendations; to a national reconstitution of the Jewish Community Centers movement's role in furthering Jewish education and identity in its programs; and to millions of dollars in grants to Yeshiva University, the Jewish Theological Seminary and the Hebrew Union College for the training of Jewish educators, which helped each of these institutions focus on strategic reassessments of their roles in the training of Jewish educators. In the city of Cleveland, he personally stimulated a community-wide reassessment of Jewish education and continuity efforts, pioneering a very productive new endeavor equally shared between the federation and the congregational movements in Cleveland. Mr. Mandel has also made important contributions to the training of senior Jewish educators in Israel.

Mr. Mandel's emphasis on strategic planning and on long-term vision for Jewish education has begun to

transform the North American Jewish community's approach to solving problems in this sphere. The Forward itself recognized his leadership when in the same issue you named him as instrumental in the turnaround of priorities within federations in favor of Jewish education ("The Jewish Wars — Five Not So Easy Pieces").

Stephen H. Hoffman  
Executive Vice-President  
The Jewish Community Federation  
of Cleveland  
Cleveland, Ohio

### Agudah Convention Filled the Garden

The criteria used for selecting the Forward's 50 "biggs" are not spelled out. What is apparent and disconcerting, however, is the absence of any representatives of a group that wields more influence and is doing more for Jewish continuity than virtually any of the anointed. In fact, your feature news story of the next issue highlighted the glaring deficiency: Edgar Bronfman ruffled feathers and, it is hoped, set a few minds whirring with his call for more emphasis on Jewish education and fewer organizations and "leaders" issuing press releases.

Where among the featured 50 were the leaders of the so-called right-wing Orthodox day-school movement, represented by Torah Umesorah and enrolling more than 100,000 children? Where were the *roshei hayeshiva* or seminary deans, who command the allegiance of tens of thousands of families? Where were the grand rabbis of such huge groups as Satmar, Bobov and Skver, to mention but a few? Such people have created and are leading the fastest growing and most Jewishly secure segments of American Jewry. They are ignored by the Anglo-Jewish media except at election time, when photographers scurry to immortalize the foolish pilgrimages of uncomfortably skullcapped candidates to rabbinical studies. A bit of attention to what these rabbis do the rest of the

Recognizing  
the centrality  
of Jewish education  
to the future  
of the Jews.

### The A to Z on Kaplan, As Well as Hadassah

I am the second generation of a five-generation Hadassah Life

*Chair*  
Morton Mandel

December 1, 1994

*Vice Chairs*  
Billie Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wishner

*Honorary Chair*  
Max Fisher

*Board*  
David Arnov  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
Gerald Cohen  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
Thomas Hausdorff  
David Hirschhorn  
Gershon Kekst  
Henry Koschitsky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Elvin Merians  
Charles Ratner  
Esther Leah Ritz  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yandowitz

*Executive Director*  
Alan Hoffmann

Dear Seymour:

I'm delighted that Alan has given me the go-ahead to call David Finn on Monday. If you want to talk to him over the weekend, that would be reinforcing!

With thanks,

*Nessa*

Nessa Rapoport

Looking forward to the meeting on the 19th.

COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION

FAX COVER SHEET

Date sent: 12/1/94 Time sent: 5:00PM EST No. of Pages (incl. cover): 3

To: SEYMOUR FOX  
ANNETTE HOCHSTEIN  
Organization:

From: WESSABAPOPORT

Phone Number:

Phone Number: 212-532-2360

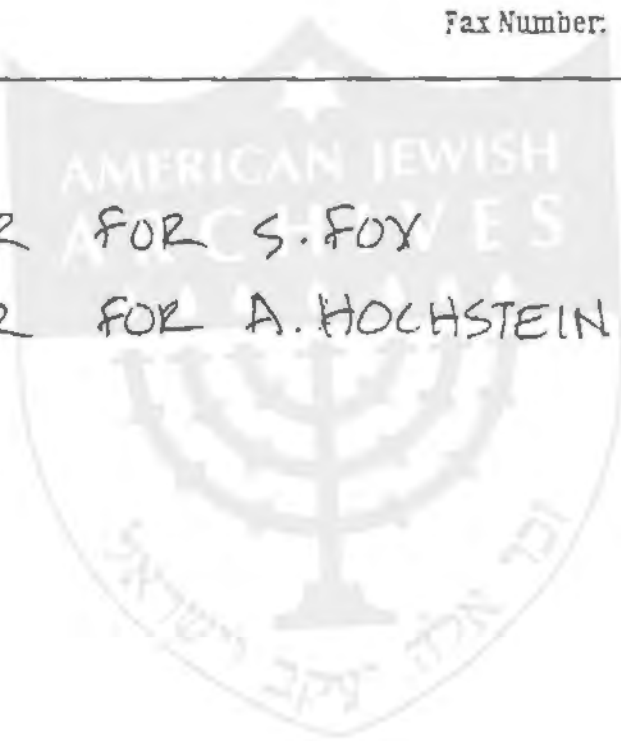
Fax Number:

Fax Number: 212-532-2846

---

COMMENTS:

1 LETTER FOR S. FOX  
1 LETTER FOR A. HOCHSTEIN



*Chair*  
Morton Mandel

December 1, 1994

*Vice Chairs*  
Billie Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wishner

*Honorary Chair*  
Max Fisher

Dear Annette:

As I will arrive in Israel late on the evening of Sunday Dec. 18 (from London), I would be grateful if your office could reserve a room for me at the Laromme for that one night, so that I can attend the board meeting promptly on Monday morning. (Alan has OK'd this.)

Many thanks.

Nessa

Nessa Rapoport

(I am in the process of writing to you a more meditative letter on e-mail!)

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
Gerald Cohen  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
Thomas Hausdorff  
David Hirschhorn  
Gershon Kekst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Martin Lender  
Norman Lipoff  
Teymour Martin Lipset  
Florence Melton  
Melvin Merians  
Charles Rauner  
Esther Leah Ritz  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

*Chair*  
Morton Mandel

December 1, 1994

*Vice Chairs*  
Billie Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wishner

*Honorary Chair*  
Max Fisher

*Board*  
David Arnov  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
Gerald Cohen  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
Thomas Hausdorff  
David Hirschhorn  
Gershon Kekst  
Henry Koschitsky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Charles Ratner  
Escher Leah Ritz  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

Dear Seymour:

I'm delighted that Alan has given me the go-ahead to call David Finn on Monday. If you want to talk to him over the weekend, that would be reinforcing!

With thanks,

*Nessa*

Nessa Rapoport

Looking forward to the meeting on the 19th.

**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

**FAX COVER SHEET**

Date sent: 12/1/94

Time sent: 9:15 am est

No. of Pages (incl. cover): 1

To: Suzannah Cohen

From: Robin Mencher

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

---

**COMMENTS:**

Dear Suzannah,

Alan just passed along these messages to me:

1. Prof. Fox asked that you fax us the schedule for the Mandel Institute board meeting.
2. Please let Alan know about the date and time of Mr. Mandel's meeting at the Melton Center as well as his meeting with the President of Hebrew University so that Alan can be included.

Thanks,

Robin

P.S.

I'll be sending a 30 page fax your way later today (minutes of the consultation days)

**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

**FAX COVER SHEET**

Date sent: 12/1/94

Time sent: 9:40 am est

No. of Pages (Incl. cover): 23

To: Seymour Fox  
Annette Hochstein

From: Robin Mencher

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

---

COMMENTS:

Minutes of the Consultation Days in New York



File  
CISE

COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION

FAX COVER SHEET

Date sent: 12/5/94

Time sent:

No. of Pages (incl. cover): 5

To: Seymour Fox

From: Nessa Rapoport

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:





Council  
for  
Initiatives  
in  
Jewish  
Education

*Chair*

Morton Mandel

December 5, 1994

*Vice Chairs*

Bille Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wishner

*Honorary Chair*

Max Fisher

*Board*

David Arnow  
Daniel Bader  
Mandel Berman  
Charles Bronfman  
Gerald Cohen  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gotschalk  
Neil Greenbaum  
Thomas Hausdorff  
David Hirschhorn  
Gershon Kekst  
Henry Koschiusky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Menans  
Charles Ratner  
Esther Leah Ritz  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

Dear Seymour:

At Alan's suggestion, I am faxing you the outstanding coverage we received this past weekend alone. The Jewish Week story is by Stewart Ain, who attended our press conference. In the same issue, CIJE was the source of The Jewish Week's Index, a weekly box of compelling statistics that appears on the first inside page-and is read with much interest.

I was really pleased, as well, to find that Steve Hoffman's response to The Forward's article on 50 Jewish leaders was not only published but appeared as the lead letter to the editor. In addition, the quote that was "called out" on the editorial page was taken from Steve's letter.

To top it off, I have an appointment with David Finn on Friday, which has been my own goals project since June.

In a rare moment of satisfaction, I remain,

Yours,

*Nessa*

Nessa Rapoport

*Executive Director*

Alan Hoffmann

## NATIONAL

THE JEWISH WEEK

DEC. 2-8 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

**D**enver — 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 Initiatives in Jewish Education (CIJE), Alan Hoffmann, said he has already begun assembling a committee of top North American educators to respond to the offer. He said Ruskay



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

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, there are none for Judaica teachers.

Ironically, fully 69 percent of the full-time day school teachers surveyed said they viewed

# BAD MARKS

THE JEWISH WEEK

INDEX

Compiled &amp; 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  
(CJIE) Study  
of Educators  
Survey

THE JEWISH WEEK, DECEMBER 2-8, 1994 3

## THE FORWARD

DEC. 2 1994

# How Dare You! ... and Other Reactions

## To 'The Forward Fifty' Listing of Jewish Leaders to Watch in 1995

Morton Mandel is indeed a Jewish leader to watch in the year ahead, as the "Forward Fifty" indicates, but his influence is not confined to the Democratic party (Forward, Nov. 18). Since the early 1980s, when he first chaired the Jewish Education Committee of the Jewish Agency, and stimulated the first world conference on Jewish education in Jerusalem in 1984, Mr. Mandel has arguably been the leading Jewish philanthropist who recognizes centrality of Jewish education to the future of the Jews.

It is Mr. Mandel's foundation that

convened the influential Commission on Jewish Education in North America, the first continental, interdenominational commission to examine ways of improving the scope, standards and quality of Jewish education. Mr. Mandel's commitment has led to the founding of the Council for Initiatives in Jewish Education (CIJE) to implement the commission's recommendations; to a national reconstitution of the Jewish Community Centers movement's role in furthering Jewish education and identity in its programs; and to millions of dollars in grants to Yeshiva University, the Jewish Theological Seminary and the Hebrew Union College for the training of Jewish educators, which helped each of these institutions focus on strategic reassessments of their roles in the training of Jewish educators. In the city of Cleveland, he personally stimulated a community-wide reassessment of Jewish education and continuity efforts, pioneering a very productive new endeavor equally shared between the federation and the congregational movements in Cleveland. Mr. Mandel has also made important contributions to the training of senior Jewish educators in Israel.

Mr. Mandel's emphasis on strategic planning and on long-term vision for Jewish education has begun to

transform the North American Jewish community's approach to solving problems in this sphere. The Forward itself recognized his leadership when in the same issue you named him as instrumental in the turnaround of priorities within federations in favor of Jewish education ("The Jewish Wars — Five Not So Easy Pieces").

**Stephen H. Hoffman**

*Executive Vice-President*

*The Jewish Community Federation  
of Cleveland  
Cleveland, Ohio*

### Unenviable Task

How I do not envy you the task of choosing just 50 Jewish leaders to profile! We are blessed with so many people of talent and vision, and they all deserve to be celebrated for their commitment to the Jewish people and watched as role models for all of us.

There are two people in particular who I would feel ashamed of myself not to suggest that you add to your list ("Forward Fifty," Nov. 18). One is Richard Joel, who, after years of service in the Orthodox community, took on the daunting and definitely unsexy task of reshaping the role of Hillel on college campuses. The needs of the campus (which in reality is the third largest Jewish community in America, with more than 400,000 Jewish students in schools at any one time, and the only place where 90% of America's Jews are reachable at one time in their lives) outgrew the resources of B'nai Brith, which started Hillel in 1923. Mr. Joel, along with David Bittker, worked with B'nai Brith to revitalize Hillel and involve Jewish leadership to secure major funding to reach out to this vital generation of Jews at a crucial point in their lives. Still a daunting task, the strengthening of Hillel as a vibrant, independent organization under Mr. Joel's leadership, and the excitement he has generated, is something to watch.

The other person is Rabbi Herbert Friedman, who, at 76, is still a visionary for the community. With Leslie Wexner's foresight and

*Recognizing  
the centrality  
of Jewish education  
to the future  
of the Jews.*

### The A to Z on Kaplan, As Well as Hadassah

I am the second generation of a five-generation Hadassah Life

### Agudah Convention Filled the Garden

The criteria used for selecting the Forward's 50 "biggs" are not spelled out. What is apparent and disconcerting, however, is the absence of any representatives of a group that wields more influence and is doing more for Jewish continuity than virtually any of the anointed. In fact, your feature news story of the next issue highlighted the glaring deficiency: Edgar Bronfman ruffled feathers and, it is hoped, set a few minds whirring with his call for more emphasis on Jewish education and fewer organizations and "leaders" issuing press releases.

Where among the featured 50 were the leaders of the so-called right wing Orthodox day-school movement, represented by Torah Umesorah and enrolling more than 100,000 children? Where were the *rashi hayeshiva* or seminary deans, who command the allegiance of tens of thousands of families? Where were the grand rabbis or such huge groups as Satmar, Bobov and Skver, to mention but a few? Such people have created and are leading the fastest growing and most Jewishly secure segments of American Jewry. They are ignored by the Anglo-Jewish media except at election time, when photographers scurry to immortalize the foolish pilgrimages of uncomfortably skullcapped candidates to rabbinical studies. A bit of attention to what these rabbis do the rest of the day and night is much more useful.

COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION  
FAX COVER SHEET

Date sent: 12/5/94

Time sent:

No. of Pages (incl. cover): 5

To: Seymour Fox

From: Nessa Rapoport

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:



*Chair*

Morton Mandel

December 5, 1994

*Vice Chairs*

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

*Honorary Chair*

Max Fisher

*Board*

David Arnow

Daniel Bader

Mandel Berman

Charles Broniman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitsky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Marun Lipset

Florence Melton

Melvin Menans

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Dear Seymour:

At Alan's suggestion, I am faxing you the outstanding coverage we received this past weekend alone. The Jewish Week story is by Stewart Ain, who attended our press conference. In the same issue, CIJE was the source of The Jewish Week's Index, a weekly box of compelling statistics that appears on the first inside page - and is read with much interest.

I was really pleased, as well, to find that Steve Hoffman's response to The Forward's article on 50 Jewish leaders was not only published but appeared as the lead letter to the editor. In addition, the quote that was "called out" on the editorial page was taken from Steve's letter.

To top it off, I have an appointment with David Finn on Friday, which has been my own goals project since June.

In a rare moment of satisfaction, I remain,

Yours,

Nessa Rapoport

*Executive Director*

Alan Hoffmann



## NATIONAL

THE JEWISH WEEK

DEC. 2-8 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

**D**enver — 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 Initiatives in Jewish Education (CIJE), Alan Hoffmann, said he has already begun assembling a committee of top North American educators to respond to the offer. He said Ruskay



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

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, there are none for Judaica teachers.

Ironically, fully 69 percent of the full-time day school teachers surveyed said they viewed



# BAD MARKS

THE JEWISH WEEK

INDEX

Compiled &amp; 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  
(CJIE) Study  
of Educators  
Survey

THE JEWISH WEEK, DECEMBER 2-8, 1994

## THE FORWARD

DEC. 2 1994

# How Dare You! ... and Other Reactions

## To 'The Forward Fifty' Listing of Jewish Leaders to Watch in 1995

Morton Mandel is indeed a Jewish leader to watch in the year ahead, as the "Forward Fifty" indicates, but his influence is not confined to the Democratic party (Forward, Nov. 18). Since the early 1980s, when he first chaired the Jewish Education Committee of the Jewish Agency, and stimulated the first world conference on Jewish education in Jerusalem in 1984, Mr. Mandel has arguably been the leading Jewish philanthropist who recognizes centrality of Jewish education to the future of the Jews.

It is Mr. Mandel's foundation that

convened the influential Commission on Jewish Education in North America, the first continental, interdenominational commission to examine ways of improving the scope, standards and quality of Jewish education. Mr. Mandel's commitment has led to the founding of the Council for Initiatives in Jewish Education (CIJE) to implement the commission's recommendations; to a national reconstitution of the Jewish Community Centers movement's role in furthering Jewish education and identity in its programs; and to millions of dollars in grants to Yeshiva University, the Jewish Theological Seminary and the Hebrew Union College for the training of Jewish educators, which helped each of these institutions focus on strategic reassessments of their roles in the training of Jewish educators. In the city of Cleveland, he personally stimulated a community-wide reassessment of Jewish education and continuity efforts, pioneering a very productive new endeavor equally shared between the federation and the congregational movements in Cleveland. Mr. Mandel has also made important contributions to the training of senior Jewish educators in Israel.

Mr. Mandel's emphasis on strategic planning and on long-term vision for Jewish education has begun to

transform the North American Jewish community's approach to solving problems in this sphere. The Forward itself recognized his leadership when in the same issue you named him as instrumental in the turnaround of priorities within federations in favor of Jewish education ("The Jewish Wars — Five Not So Easy Pieces").

*Stephen H. Hoffman*

*Executive Vice-President*

*The Jewish Community Federation  
of Cleveland  
Cleveland, Ohio*

### Unenviable Task

How I do not envy you the task of choosing just 50 Jewish leaders to profile! We are blessed with so many people of talent and vision, and they all deserve to be celebrated for their commitment to the Jewish people and watched as role models for all of us.

There are two people in particular who I would feel ashamed of myself not to suggest that you add to your list ("Forward Fifty," Nov. 18). One is Richard Joel, who, after years of service in the Orthodox community, took on the daunting and definitely unsexy task of reshaping the role of Hillel on college campuses. The needs of the campus (which in reality is the third largest Jewish community in America, with more than 400,000 Jewish students in schools at any one time, and the only place where 90% of America's Jews are reachable at one time in their lives) outgrew the resources of B'nai Brith, which started Hillel in 1923. Mr. Joel, along with David Bittker, worked with B'nai Brith to revitalize Hillel and involve Jewish leadership to secure major funding to reach out to this vital generation of Jews at a crucial point in their lives. Still a daunting task, the strengthening of Hillel as a vibrant, independent organization under Mr. Joel's leadership, and the excitement he has generated, is something to watch.

The other person is Rabbi Herbert Friedman, who, at 76, is still a visionary for the community. With Leslie Wexner's foresight and

### Agudah Convention Filled the Garden

The criteria used for selecting the Forward's 50 "biggs" are not spelled out. What is apparent and disconcerting, however, is the absence of any representatives of a group that wields more influence and is doing more for Jewish continuity than virtually any of the anointed. In fact, your feature news story of the next issue highlighted the glaring deficiency: Edgar Bronfman ruffled feathers and, it is hoped, set a few minds whirring with his call for more emphasis on Jewish education and fewer organizations and "leaders" issuing press releases.

Where among the featured 50 were the leaders of the so-called right-wing Orthodox day-school movement, represented by Torah Umesorah and enrolling more than 100,000 children? Where were the *roshei hayeshiva* or seminary deans, who command the allegiance of tens of thousands of families? Where were the grand rabbis of such huge groups as Satmar, Bobov and Skver, to mention but a few? Such people have created and are leading the fastest growing and most Jewishly secure segments of American Jewry. They are ignored by the Anglo-Jewish media except at election time, when photographers scurry to immortalize the foolish pilgrimages of uncomfortably skullcapped candidates to rabbinical studies. A bit of attention to what these rabbis do the rest of the day and night is much more worthy

*Recognizing  
the centrality  
of Jewish education  
to the future  
of the Jews.*

### The A to Z on Kaplan, As Well as Hadassah

I am the second generation of a five-generation Hadassah Life

COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION  
FAX COVER SHEET

Date sent: 12/1/94

Time sent: 5:00PM EST

No. of Pages (incl. cover): 3

To: SEYMOUR FOX  
ANNETTE HOCHSTEIN  
Organization:

From: WESSA RAPORT

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

---

COMMENTS:

1 LETTER FOR S. FOX

1 LETTER FOR A. HOCHSTEIN



*Chair*  
 Morton Mandel

December 1, 1994

*Vice Chairs*  
 Billie Gold  
 Matthew Maryles  
 Lester Pollack  
 Maynard Wishner

*Honorary Chair*  
 Max Fisher

Dear Annette:

As I will arrive in Israel late on the evening of Sunday Dec. 18 (from London), I would be grateful if your office could reserve a room for me at the Laromme for that one night, so that I can attend the board meeting promptly on Monday morning. (Alan has OK'd this.)

Many thanks.

*Nessa*

Nessa Rapoport

(I am in the process of writing to you a more meditative letter on e-mail!)

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

*Executive Director*  
 Alan Hoffmann

*Chair*  
Morton Mandel

December 1, 1994

*Vice Chairs*  
Billie Gold  
Matthew Maryles  
Lester Pollack  
Maynard Wishner

*Honorary Chair*  
Max Fisher

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

*Executive Director*  
Alan Hoffmann

Dear Seymour:

I'm delighted that Alan has given me the go-ahead to call David Finn on Monday. If you want to talk to him over the weekend, that would be reinforcing!

With thanks,

Nessa

Nessa Rapoport

Looking forward to the meeting on the 19th.

**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION  
FAX COVER SHEET**

*cc: Annette*  
Shaffar  
C135

Date sent: 12/1/94

Time sent: 9:40 am est

No. of Pages (incl. cover): 23

To: Seymour Fox  
Annette Hochstein

From: Robin Mencher

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

---

**COMMENTS:**

Minutes of the Consultation Days in New York



## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

**MINUTES:** CIJE STAFF CONSULTATION DAYS  
**DATE OF MEETING:** NOVEMBER 7-9, 1994  
**DATE MINUTES ISSUED:** NOVEMBER 29, 1994  
**PARTICIPANTS:** Gail Dorph, Seymour Fox, Annette Hochstein,  
Barry Holtz, Ginny Levi, Robin Mencher (sec'y),  
Daniel Pekarsky, Nessa Rapoport  
**COPY TO:** Morton L. Mandel

---

### *DAY ONE:*

#### **I. CIJE Gameplan - 1995 and Beyond**

Alan began the meeting by setting the tone as to the purpose of the week. He based his introduction upon the CIJE workplans for 1995 developed thus far. Emphasizing the emerging structure of CIJE, Alan outlined the four clear domains our of work, structured in committees chaired by members of our board. In the first half of 1995 the board of CIJE should grow in size to include approximately sixteen new members, four to each committee. The Steering Committee is set to meet five to six times in the coming year. Alan noted that as the role of the board crystallize, so does the clarity of CIJE's role within the federated world.

In beginning a discussion about the short term and long range agendas, Alan posed the question for the consultation days of where does CIJE want to be in one year and in three to five years. Are the goals of the organization an aggregate of the workplans or is there a further guiding vision for CIJE? Which parts of the present workplans are indispensable to the larger goals of CIJE?

If we examine the current status of CIJE, Alan suggested, we can isolate four basic axes within which CIJE must respond to some fundamental areas of tension regarding its mission. These are:

- A. Planning vs. Implementation
- B. Building the Profession and Community Mobilization:  
How much of our energy in one relative to the other?
- C. Community vs. Continental
- D. The Federated system as the major context for CIJE's operations

Alan expanded on these issues as framing questions for the consultation days:

A. The planning and implementation axis begs CIJE to make choices about how we wish to impact Jewish education. In the instance of providing professional development, for example, what type of a role or roles does CIJE provide now and what should we be providing in the future? Alan offered the CIJE - Harvard Principals' Center Seminar as an example of CIJE staff members actively planning and then implementing a CIJE design for in-service training of leaders. The impact of the seminar came directly from the efforts of CIJE staff on site. As our goals require both planning and implementation, how much of the ongoing work of CIJE should be devoted to such activities as the seminar at Harvard?

B. CIJE speaks of both building the profession and community mobilization frequently, but in the past, much of our emphasis and staff time has been placed on the former. Is there any well-thought out knowledge base for community mobilization? What would it take for us to move the community mobilization agenda forward? Alan noted the continuing expansion and development of the CIJE board and committees as one milestone for community mobilization.

C. Superimposed on A and B above lies the tension between CIJE acting on a communal vs. a continental level. The building blocks of Jewish education, as outlined in *A Time To Act*, indicated that the implementation of building the profession and community mobilization were to take place in the lead communities. The question today begins with an evaluation of whether the lead communities are indeed ready for the change stemming from local implementation of the building blocks.

Our work in communities (e.g. the Educators Survey and Policy Brief, as well as the seminar at Harvard) form the basis for much of the agenda of the work of CIJE. Our work in communities have helped us to develop principles such as the "holy trinity" concept. What commitments does CIJE still have to these communities? They are still waiting for a well-crafted and articulated personnel action plan, as well as a goals seminar specifically tailored for their communities.

On the continental level, CIJE is looking for partners in the personnel action plan and in particular for in-service education. We have already begun to connect with JTS and Brandeis on these issues. How important is this coalition work to fulfilling the goals of CIJE?

D. How do we evaluate the success of CIJE? What is the context of our work in communities within the broader context of Jewish life in North America? Alan suggested that as we see the increasing numbers of North American Jewish communities that are involved in creating commissions to improve their educational programs, this is an achievement of the CIJE approach - even if it is not recognized by the communities. As more and more communities are planning for change, our role should be to install within other institutions (such as JESNA) the capacity to provide guidance and



leadership to these planning initiatives.

As the face of organized Jewish life in North America appears to be changing, which institutions are our constituency? With which institutions should we build coalitions? Taking into account the structural changes of UJA and Jewish Federations life is a close connection with the federation structure still the most promising address for renewal and reform?

In light of the issues and tensions outlined above, what should the gameplan of CIJE be for 1995? In the coming year, CIJE will present a personnel action plan for in-service education to the Jewish communities of North America. In addition we should take the first steps to develop a plan which will lay out a matrix detailing core components of the profession in Jewish education

The CIJE goals and best practices projects should be instrumental to the implementation of our action in personnel. Best practices can be used as part of the process to build the curriculum for educating the educators. Concurrently, the Goals Project stands at the heart of CIJE's work with educational leaders. It has to be part of the plan for both lay leaders and Jewish professionals.

Is this an effective way to frame the work of CIJE? Does it speak to the question of what we want CIJE to achieve?

### Discussion:

In thinking about the key CIJE issues noted above, the participants began by examining the actions CIJE could take in these areas and the resulting impacts of those actions. Brainstorming one aspect of the workplans could serve as an example of how CIJE could implement all aspects of the workplans.

The exercise, proposed by Annette, centered on the topic of training personnel. It was proposed that an approach to developing capacity for in-service training should be developed. A half day seminar for communities in North America on preparing in-service programs for their personnel would need to be located. For such a project, the role of CIJE might be to run these training seminars, or maybe to set up regional centers, facilitating such work by others. This project could be approached at either or both local and continental levels. A prominent challenge would be to articulate the size and scope of the project in a way that would maintain the quality. The developing of the people to facilitate this project was seen as the most important and difficult part of the project. It therefore should call for the most immediate attention.

Several questions arose out of this brainstorming session. Does the work to create a

quality product, in this instance, fit into the longterm goals and and outcomes for CIJE? The most strategic of goals must be chosen with regard to the work of CIJE. Can we achieve our goals without expanding our leadership base? By creating more competition? Into what geographical space should we put the majority of our efforts? Who are our partners in this project? Are communities ready to back this work? Are we using CIJE's own resources to our best advantage? Taking into account our limited resources, what type of choices will we have to make? While this plan for personnel may be attractive, are we heading down the right course or falling into a trap? Where will this eventually take us?

As Dan Pekarsky was in New York only through Tuesday morning, the discussion on Personnel was deferred until after the full discussion on the Goals Project.

## II. The Goals Project

(This Summary was written by Dan Pekarsky)

The purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan for Goals, developed by the core CIJE staff in New York in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting in New York (attached), this summary proceeds immediately to item c), which concerned questions posed by Seymour Fox in Pekarsky-Fox conversations, questions which offer useful lenses to use in the planning-process.

### A SEYMOUR FOX'S QUESTIONS

1. Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

- a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?
- b) Does a) exhaust our expectations of the Goals Project — or is there more that we hope for that might not be captured in a)? If so, what is this

focused on some of the basic questions and concerns that are at the heart of the Goals Project.

2. The Educated Jew staff could prove invaluable in our efforts to cultivate resource-people for our project or to educate other constituencies.

3. The Educated Jew staff may be able to offer valuable expertise to the 3 to 5 prototype-institutions identified in the October Plan.

4. The Educated Jew Project's papers could prove valuable resources to the 3 to 5 prototype institutions. Conceivably, if there is a clear need, the Educated Jew Project could be invited to commission additional papers that address issues that are particularly sensitive in the American Jewish community -- for example, those dealing with the role of women in Jewish life.

## D DISCUSSION

Our discussion took place against the general background defined by the matters discussed above. Below are summarized some of the major themes and decisions that emerged in our discussion, and then a draft of a work plan.

### 1. Supplementing our resources

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of the possibilities.

### 2. The Center-idea

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could ultimately be folded into the work of a Center within the larger conception defined by the three long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined by this agenda is, to say the least, substantial -- it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1)

- a) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
- b) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.
- c) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
- d) develop strategies to disseminate its research findings in ways likely to make an impact;

#### B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.
2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:
  - a. strategies and models that can guide efforts at institutional improvement;
  - b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
  - c. identification of institutional "readiness-conditions" if meaningful change is to take place;
  - d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
  - e. identification of important issues, tensions, etc that need to be addressed, either by institutions embarking on a change-process or national organizations like CUE seeking to catalyze this kind of change.

3. The development of evaluation tools (that would be usable in the future by other institutions undergoing a change process) These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering experiences and ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, its feasibility, work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc

### C. MEF AND THE EDUCATED JEW PROJECT IN THE FULL-BLOWN OCTOBER-PLAN

Monitoring, Evaluation and Feedback. MEF could contribute to the development of the October Plan in a number of ways:

- 1. MEF could be invited to develop the instruments to be used to assess current reality at the outset of a goals-process and the outcomes of having engaged in this process;
- 2. MEF could be invited to do the assessments.

The Educated Jew Project. Were CIJE to proceed with the October Plan, the Educated Jew Project could make a number of important contributions including the following:

- 1. Not immersed in having to address - and possibly be compromised by - day-to-day political realities, the Educated Jew staff could help CIJE keep

"more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project

2. What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3. The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

PHILOSOPHY

PHILOSOPHY OF EDUCATION

TRANSLATION INTO CURRICULUM

IMPLEMENTATION

EVALUATION

At which of these levels does the October Plan operate? Optimally, at what levels should we be operating?

## B. EXAMINING THE GOALS PROJECT AGENDA THROUGH THESE LENSES:

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan.) B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

### A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education. Such a Center would:

that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was ultimately "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals.

Of particular interest was the suggestion that such a Center could ultimately be established, in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a Project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating personnel that would work with such institutions; 3) the development of our own learning-curriculum.

A limited initial agenda. As the preceding paragraph suggests, whether called initially a Center or a Project, it is not necessary - nor desirable - for such a new entity to take on "a full plate" from the very beginning. On the contrary, if created, it might initially focus on only a few of the efforts that might eventually define its character. But it would be important to view these initial efforts, however narrow, in relation the larger plan of action.

Is an independent Center in our interests? It should be noted that while the idea of working towards a quasi-autonomous Center seemed of interest, at various points reservations were expressed. We should, it was implied, proceed with caution, with attention to the possibility that spinning-off the Center might not be in the best interests of CIJE.

Parallel centers. It was suggested that the model under discussion -- spinning off a CIJE effort and turning it into a quasi-independent satellite-center with strong ties to CIJE -- might in the long run also be the way to approach efforts like Monitoring and Evaluation and Educational Leadership. The thrust of this approach is to keep CIJE as a planning and catalyzing institution that does not get bogged down in implementation of

the initiatives it helps to bring into being

### 3. Who could serve as adequate "coaches"/resource persons to institutions embarked on a change-process?

A possibility presented at the seminar is that CIJE work with "coaches" who are themselves appointed by and representatives of the institutions that are embarked on the change-process. While this would enormously simplify our work in that we would not have to seek out a cadre of coaches, the suggestion was countered with the observation that it is unlikely that most such institutionally-appointed coaches would be in a position to help their institutions with the content-side of the goals agenda. In response, it was suggested that maybe we need to be thinking in terms of two kinds of coaches -- an institutional representative skilled in process-issues, and a more content-oriented person that CIJE cultivated (folks like Bieler and Gribbetz, Marom).

### 4. Working with Institutions: at what level does one begin?

It was reiterated that forwarding the Goals-agenda does not require beginning at the level of "philosophy of education." While efforts at the latter level are important for Jewish education, in any given institution the process might well begin at other levels. Where one begins would need to be decided on a case-by-case basis.

### 5. Inventory of outstanding commitments

While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage
- b. The Agnon School in Cleveland
- c. Cleveland's Goals Seminar.
- d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises)



e. A JCC Camp.

f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.

6. Other interesting possibilities.

a. The Atlanta JCC Camp.

b. The Baltimore congregational program.

c. The new Atlanta Day School.

## E. [PEKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS

1. Developing capacity is a very high priority and must be at the center of our efforts

a. Developing capacity has at least 3 dimensions: the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions; a curriculum of study for CIJE staff.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning.

2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions."

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a

measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part

### 3 CIJE should design and establish a Center for Philosophy of Jewish Education.

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE

## F. GOALS PROJECT WORKPLAN FOR 1995

### 1. Building capacity

a. Conceptualizing and planning our own learning-curriculum (Nov.-Dec., 1994)

### b. Resource persons

i. Identification of 5 to 20 promising individuals (Dec , '94)

ii. Recruitment of these individuals (Jan.'95)

iii. Development of a summer-seminar for these individuals (Feb. and March, '95)

iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

### c.. Learning through prototype institutions

- i. Begin with one or more institutions to which we may have preexisting commitments.  
(January-June, '95)
- ii. If and only if we have sufficient personnel after meeting requirements of #1,  
identify other institutions. (Summer '95)
- iii. Identify institutional representatives who will work with CJE (Summer, '95) and hold seminar with them (Fall, '95)

## 2. Honoring outstanding commitments.

- a. Four Milwaukee Seminars (January - May, 1995)
- b. Participation as planners and possibly as resources in the Cleveland seminar (Dec.'94 - June '95)
- c. Help launch the Baltimore seminars (spring, '95)
- d. Meet with Agnon to conceptualize and to help them begin to implement a goals-agenda. (Jan. - May 1995)
- e. Consult to Toren in his efforts to enter into Goals-focused relationships with local educating institutions. (as needed)
- f. Identifying "prototype-institutions" from among those participating in local seminars and/or other institutions -- i.e., institutions we are prepared to work with intensively (June, 1995). Begin work with these institutions in September 1995.

## 3. Establishment of a Project for the Philosophy of Jewish Education.

- a. Initial conversations between Harvard, Mandel Institute, and CJE.  
(Dec. 1994)
- b. Flesh out conception of the Center, the stages through which it would develop, and its initial assignments. (January, 1995)
- c. Develop funding support for the Center.

### BY THE END OF '95:

1. We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up.
2. We will have completed local seminars to which we've committed.
3. We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.)
4. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.
5. We will have established a Project maybe leading to a Center for the Philosophy of Jewish Education.

### DAY TWO:

#### III. Discussion of the Revised Plan for the Goals Project

Following the model as proposed by Annette earlier, the participants analyzed the revised workplan for the Goals Project in terms of limitations and opportunities for the short and long term and CIJE's role in making this project successful.

The main Question is: What capacity does CIJE have for fulfilling every aspect of the workplan iterated above? What are the limitations in terms of human resources, time, and funding?

##### A. Human Resources

Building capacity should be the highest priority in the work of the Goals Project. While this may be a time consuming process, the recruitment and training of Jewish educators to be "coaches" to institutions and communities can only benefit the work of CIJE in fulfilling both our short term and long term goals.

Gail suggested that when working to develop our human resources, we should not forget to include the newer generations of Jewish educators in order to truly ensure that the process of Building the Profession is addressed in every aspect of

CJJE work. CJJE will bring seasoned educators together with the newer generations of Jewish education professionals to train them for the developing coaching roles.

In an analysis of the Goals Project coaches, Danny pointed out that as these people begin to take leadership roles in their communities, they will also continue to learn. CJJE might ultimately create a central training institute for the coaches.

#### B. Honoring Commitments

It was suggested that CJJE could combine projects to fulfill existing commitments to specific institutions and communities. Additionally, these commitments could be used as opportunities to build the leadership base for future Goals Project activities. At the same time, the possibility exists that this service to communities will bring stronger ties between the Council and these institutions in the future, resulting in more commitments on the part of CJJE.

C. In an analysis of all the workplans of CJJE, the Goals Project represents only one facet of the total activity produced by the Council. The above limitations sit within the total work and resource limitations of CJJE.

### IV. Community Mobilization (Nessa Rapoport)

In the work to mobilize community support for Jewish education and create lay "champions" in the field, Nessa suggested that CJJE must take a proactive approach. We should produce substantive documents and take part in setting the agenda for North American Jewry. Inherent in this work, however, lies the tension between setting the Jewish communal agenda and publicizing the work of CJJE. Both projects are necessary to the success of the overall workplan of the Council.

#### A. Models of Creating Lay Leadership in Communities

How can CJJE engage key Jewish lay leaders in the efforts to transform Jewish education in North America? Concurrently, what can CJJE offer lay leaders so that they feel fulfilled by their involvement? Several models of creating lay leadership were discussed.

##### 1. Peer Group Model

Nessa articulated a model to build lay leadership that arose out of a

**COUNCIL FOR INITIATIVES  
IN  
JEWISH EDUCATION**

**FAX COVER SHEET**

Date sent: 12/1/94

Time sent: 9:40 am est

No. of Pages (incl. cover): 23

To: Seymour Fox  
Annette Hochstein

From: Robin Mencher

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

---

**COMMENTS:**

Minutes of the Consultation Days in New York



## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

**MINUTES:** CIJE STAFF CONSULTATION DAYS  
**DATE OF MEETING:** NOVEMBER 7-9, 1994  
**DATE MINUTES ISSUED:** NOVEMBER 29, 1994  
**PARTICIPANTS:** Gail Dorph, Seymour Fox, Annette Hochstein,  
Barry Holtz, Ginny Levi, Robin Mencher (sec'y),  
Daniel Pekarsky, Nessa Rapoport  
**COPY TO:** Morton L. Mandel

---

### *DAY ONE:*

#### **I. CIJE Gameplan - 1995 and Beyond**

Alan began the meeting by setting the tone as to the purpose of the week. He based his introduction upon the CIJE workplans for 1995 developed thus far. Emphasizing the emerging structure of CIJE, Alan outlined the four clear domains our of work, structured in committees chaired by members of our board. In the first half of 1995 the board of CIJE should grow in size to include approximately sixteen new members, four to each committee. The Steering Committee is set to meet five to six times in the coming year. Alan noted that as the role of the board crystallize, so does the clarity of CIJE's role within the federated world.

In beginning a discussion about the short term and long range agendas, Alan posed the question for the consultation days of where does CIJE want to be in one year and in three to five years. Are the goals of the organization an aggregate of the workplans or is there a further guiding vision for CIJE? Which parts of the present workplans are indispensable to the larger goals of CIJE?

If we examine the current status of CIJE, Alan suggested, we can isolate four basic axes within which CIJE must respond to some fundamental areas of tension regarding its mission. These are:

- A. Planning vs. Implementation
- B. Building the Profession and Community Mobilization:  
How much of our energy in one relative to the other?
- C. Community vs. Continental
- D. The Federated system as the major context for CIJE's operations

Alan expanded on these issues as framing questions for the consultation days:

A. The planning and implementation axis begs CIJE to make choices about how we wish to impact Jewish education. In the instance of providing professional development, for example, what type of a role or roles does CIJE provide now and what should we be providing in the future? Alan offered the CIJE - Harvard Principals' Center Seminar as an example of CIJE staff members actively planning and then implementing a CIJE design for in-service training of leaders. The impact of the seminar came directly from the efforts of CIJE staff on site. As our goals require both planning and implementation, how much of the ongoing work of CIJE should be devoted to such activities as the seminar at Harvard?

B. CIJE speaks of both building the profession and community mobilization frequently, but in the past, much of our emphasis and staff time has been placed on the former. Is there any well-thought out knowledge base for community mobilization? What would it take for us to move the community mobilization agenda forward? Alan noted the continuing expansion and development of the CIJE board and committees as one milestone for community mobilization.

C. Superimposed on A and B above lies the tension between CIJE acting on a communal vs. a continental level. The building blocks of Jewish education, as outlined in *A Time To Act*, indicated that the implementation of building the profession and community mobilization were to take place in the lead communities. The question today begins with an evaluation of whether the lead communities are indeed ready for the change stemming from local implementation of the building blocks.

Our work in communities (e.g. the Educators Survey and Policy Brief, as well as the seminar at Harvard) form the basis for much of the agenda of the work of CIJE. Our work in communities have helped us to develop principles such as the "holy trinity" concept. What commitments does CIJE still have to these communities? They are still waiting for a well-crafted and articulated personnel action plan as well as a goals seminar specifically tailored for their communities.

On the continental level, CIJE is looking for partners in the personnel action plan and in particular for in-service education. We have already begun to connect with JTS and Brandeis on these issues. How important is this coalition work to fulfilling the goals of CIJE?

D. How do we evaluate the success of CIJE? What is the context of our work in communities within the broader context of Jewish life in North America? Alan suggested that as we see the increasing numbers of North American Jewish communities that are involved in creating commissions to improve their educational programs, this is an achievement of the CIJE approach - even if it is not recognized by the communities. As more and more communities are planning for change, our role should be to install within other institutions (such as JESNA) the capacity to provide guidance and



leadership to these planning initiatives.

As the face of organized Jewish life in North America appears to be changing, which institutions are our constituency? With which institutions should we build coalitions? Taking into account the structural changes of UJA and Jewish Federations life is a close connection with the federation structure still the most promising address for renewal and reform?

In light of the issues and tensions outlined above, what should the gameplan of CIJE be for 1995? In the coming year, CIJE will present a personnel action plan for in-service education to the Jewish communities of North America. In addition we should take the first steps to develop a plan which will lay out a matrix detailing core components of the profession in Jewish education.

The CIJE goals and best practices projects should be instrumental to the implementation of our action in personnel. Best practices can be used as part of the process to build the curriculum for educating the educators. Concurrently, the Goals Project stands at the heart of CIJE's work with educational leaders. It has to be part of the plan for both lay leaders and Jewish professionals.

Is this an effective way to frame the work of CIJE? Does it speak to the question of what we want CIJE to achieve?

### Discussion

In thinking about the key CIJE issues noted above, the participants began by examining the actions CIJE could take in these areas and the resulting impacts of those actions. Brainstorming one aspect of the workplans could serve as an example of how CIJE could implement all aspects of the workplans

The exercise, proposed by Annette, centered on the topic of training personnel. It was proposed that an approach to developing capacity for in-service training should be developed. A half day seminar for communities in North America on preparing in-service programs for their personnel would need to be located. For such a project, the role of CIJE might be to run these training seminars, or maybe to set up regional centers, facilitating such work by others. This project could be approached at either or both local and continental levels. A prominent challenge would be to articulate the size and scope of the project in a way that would maintain the quality. The developing of the people to facilitate this project was seen as the most important and difficult part of the project. It therefore should call for the most immediate attention.

Several questions arose out of this brainstorming session. Does the work to create a

quality product, in this instance, fit into the longterm goals and and outcomes for CIJE? The most strategic of goals must be chosen with regard to the work of CIJE. Can we achieve our goals without expanding our leadership base? By creating more competition? Into what geographical space should we put the majority of our efforts? Who are our partners in this project? Are communities ready to back this work? Are we using CIJE's own resources to our best advantage? Taking into account our limited resources, what type of choices will we have to make? While this plan for personnel may be attractive, are we heading down the right course or falling into a trap? Where will this eventually take us?

As Dan Pekarsky was in New York only through Tuesday morning, the discussion on Personnel was deferred until after the full discussion on the Goals Project.

## **II. The Goals Project**

(This Summary was written by Dan Pekarsky)

The purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan for Goals, developed by the core CIJE staff in New York in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting in New York (attached), this summary proceeds immediately to item c), which concerned questions posed by Seymour Fox in Pekarsky-Fox conversations, questions which offer useful lenses to use in the planning-process.

### **A SEYMOUR FOX'S QUESTIONS**

1 Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?

b) Does a) exhaust our expectations of the Goals Project -- or is there more that we hope for that might not be captured in a)? If so, what is this

"more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project

2. What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3. The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

PHILOSOPHY

PHILOSOPHY OF EDUCATION

TRANSLATION INTO CURRICULUM

IMPLEMENTATION

EVALUATION

At which of these levels does the October Plan operate? Optimally, at what levels should we be operating?

## B. EXAMINING THE GOALS PROJECT AGENDA THROUGH THESE LENSES.

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan ) B) The second identified what success might look like if we fully exploited the potentialities of the October-plan

A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education. Such a Center would:

- a) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
- b) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.
- c) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
- d) develop strategies to disseminate its research findings in ways likely to make an impact,

B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.
2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:
  - a strategies and models that can guide efforts at institutional improvement;
  - b identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
  - c identification of institutional "readiness-conditions" if meaningful change is to take place;
  - d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
  - e identification of important issues, tensions, etc that need to be addressed, either by institutions embarking on a change-process or national organizations like CJE seeking to catalyze this kind of change.

3. The development of evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering experiences and ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, its feasibility, work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc

### C. MEF AND THE EDUCATED JEW PROJECT IN THE FULL-BLOWN OCTOBER-PLAN

Monitoring, Evaluation and Feedback. MEF could contribute to the development of the October Plan in a number of ways:

- 1. MEF could be invited to develop the instruments to be used to assess current reality at the outset of a goals-process and the outcomes of having engaged in this process;
- 2. MEF could be invited to do the assessments.

The Educated Jew Project. Were CIJE to proceed with the October Plan, the Educated Jew Project could make a number of important contributions including the following:

- 1. Not immersed in having to address - and possibly be compromised by - day-to-day political realities, the Educated Jew staff could help CIJE keep

focused on some of the basic questions and concerns that are at the heart of the Goals Project.

2. The Educated Jew staff could prove invaluable in our efforts to cultivate resource-people for our project or to educate other constituencies.
3. The Educated Jew staff may be able to offer valuable expertise to the 3 to 5 prototype-institutions identified in the October Plan.
4. The Educated Jew Project's papers could prove valuable resources to the 3 to 5 prototype institutions. Conceivably, if there is a clear need, the Educated Jew Project could be invited to commission additional papers that address issues that are particularly sensitive in the American Jewish community -- for example, those dealing with the role of women in Jewish life.

## D DISCUSSION

Our discussion took place against the general background defined by the matters discussed above. Below are summarized some of the major themes and decisions that emerged in our discussion, and then a draft of a work plan

### 1. Supplementing our resources.

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of the possibilities.

### 2. The Center-idea

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could ultimately be folded into the work of a Center within the larger conception defined by the three long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined by this agenda is, to say the least, substantial -- it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1)

that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was ultimately "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals

Of particular interest was the suggestion that such a Center could ultimately be established, in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a Project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating personnel that would work with such institutions; 3) the development of our own learning-curriculum.

A limited initial agenda. As the preceding paragraph suggests, whether called initially a Center or a Project, it is not necessary - nor desirable - for such a new entity to take on "a full plate" from the very beginning. On the contrary, if created, it might initially focus on only a few of the efforts that might eventually define its character. But it would be important to view these initial efforts, however narrow, in relation the larger plan of action.

Is an independent Center in our interests? It should be noted that while the idea of working towards a quasi-autonomous Center seemed of interest, at various points reservations were expressed. We should, it was implied, proceed with caution, with attention to the possibility that spinning-off the Center might not be in the best interests of CIJE.

Parallel centers. It was suggested that the model under discussion -- spinning off a CIJE effort and turning it into a quasi-independent satellite-center with strong ties to CIJE -- might in the long run also be the way to approach efforts like Monitoring and Evaluation and Educational Leadership. The thrust of this approach is to keep CIJE as a planning and catalyzing institution that does not get bogged down in implementation of

the initiatives it helps to bring into being.

### 3. Who could serve as adequate "coaches"/resource persons to institutions embarked on a change-process?

A possibility presented at the seminar is that CIJE work with "coaches" who are themselves appointed by and representatives of the institutions that are embarked on the change-process. While this would enormously simplify our work in that we would not have to seek out a cadre of coaches, the suggestion was countered with the observation that it is unlikely that most such institutionally-appointed coaches would be in a position to help their institutions with the content-side of the goals agenda. In response, it was suggested that maybe we need to be thinking in terms of two kinds of coaches -- an institutional representative skilled in process-issues, and a more content-oriented person that CIJE cultivated (folks like Bieler and Gribbetz, Marom).

### 4. Working with Institutions: at what level does one begin?

It was reiterated that forwarding the Goals-agenda does not require beginning at the level of "philosophy of education." While efforts at the latter level are important for Jewish education, in any given institution the process might well begin at other levels. Where one begins would need to be decided on a case-by-case basis.

### 5. Inventory of outstanding commitments.

While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage.
- b. The Agnon School in Cleveland.
- c. Cleveland's Goals Seminar.
- d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises)



e. A JCC Camp.

f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.

6 Other interesting possibilities.

a. The Atlanta JCC Camp.

b. The Baltimore congregational program.

c. The new Atlanta Day School.

E. [PEKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS

1. Developing capacity is a very high priority and must be at the center of our efforts.

a. Developing capacity has at least 3 dimensions: the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions; a curriculum of study for CIJE staff.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning

2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions "

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a

measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part.

### 3 CIJE should design and establish a Center for Philosophy of Jewish Education.

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE.

## F. GOALS PROJECT WORKPLAN FOR 1995

### 1. Building capacity

a. Conceptualizing and planning our own learning-curriculum (Nov -Dec., 1994)

### b. Resource persons

i. Identification of 5 to 20 promising individuals (Dec., '94)

ii. Recruitment of these individuals (Jan.'95)

iii. Development of a summer-seminar for these individuals (Feb. and March, '95)

iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

### c.. Learning through prototype institutions

- i. Begin with one or more institutions to which we may have preexisting commitments (January-June, '95)
- ii. If and only if we have sufficient personnel after meeting requirements of #1, identify other institutions. (Summer '95)
- iii. Identify institutional representatives who will work with CLJE (Summer, '95) and hold seminar with them (Fall, '95)

## 2. Honoring outstanding commitments

- a. Four Milwaukee Seminars (January - May, 1995)
- b. Participation as planners and possibly as resources in the Cleveland seminar (Dec.'94 - June '95)
- c. Help launch the Baltimore seminars (spring, '95)
- d. Meet with Agnon to conceptualize and to help them begin to implement a goals-agenda. (Jan. - May 1995)
- e. Consult to Toren in his efforts to enter into Goals-focused relationships with local educating institutions. (as needed)
- f. Identifying "prototype-institutions" from among those participating in local seminars and/or other institutions -- i.e., institutions we are prepared to work with intensively (June, 1995). Begin work with these institutions in September 1995.

## 3. Establishment of a Project for the Philosophy of Jewish Education.

- a. Initial conversations between Harvard, Mandel Institute, and CLJE (Dec. 1994)
- b. Flesh out conception of the Center, the stages through which it would develop, and its initial assignments. (January, 1995)
- c. Develop funding support for the Center.

### BY THE END OF '95:

1. We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up.
2. We will have completed local seminars to which we've committed.
3. We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.)
4. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.
5. We will have established a Project maybe leading to a Center for the Philosophy of Jewish Education.

### DAY TWO:

#### III. Discussion of the Revised Plan for the Goals Project

Following the model as proposed by Annette earlier, the participants analyzed the revised workplan for the Goals Project in terms of limitations and opportunities for the short and long term and CIJE's role in making this project successful

The main Question is: What capacity does CIJE have for fulfilling every aspect of the workplan iterated above? What are the limitations in terms of human resources, time, and funding?

##### A. Human Resources

Building capacity should be the highest priority in the work of the Goals Project. While this may be a time consuming process, the recruitment and training of Jewish educators to be "coaches" to institutions and communities can only benefit the work of CIJE in fulfilling both our short term and long term goals.

Gail suggested that when working to develop our human resources, we should not forget to include the newer generations of Jewish educators in order to truly ensure that the process of Building the Profession is addressed in every aspect of

CJIE work. CJIE will bring seasoned educators together with the newer generations of Jewish education professionals to train them for the developing coaching roles.

In an analysis of the Goals Project coaches, Danny pointed out that as these people begin to take leadership roles in their communities, they will also continue to learn. CJIE might ultimately create a central training institute for the coaches.

## B. Honoring Commitments

It was suggested that CJIE could combine projects to fulfill existing commitments to specific institutions and communities. Additionally, these commitments could be used as opportunities to build the leadership base for future Goals Project activities. At the same time, the possibility exists that this service to communities will bring stronger ties between the Council and these institutions in the future, resulting in more commitments on the part of CJIE.

C. In an analysis of all the workplans of CJIE, the Goals Project represents only one facet of the total activity produced by the Council. The above limitations sit within the total work and resource limitations of CJIE.

## IV. Community Mobilization (Nessa Rapoport)

In the work to mobilize community support for Jewish education and create lay "champions" in the field, Nessa suggested that CJIE must take a proactive approach. We should produce substantive documents and take part in setting the agenda for North American Jewry. Inherent in this work, however, lies the tension between setting the Jewish communal agenda and publicizing the work of CJIE. Both projects are necessary to the success of the overall workplan of the Council.

### A. Models of Creating Lay Leadership in Communities

How can CJIE engage key Jewish lay leaders in the efforts to transform Jewish education in North America? Concurrently, what can CJIE offer lay leaders so that they feel fulfilled by their involvement? Several models of creating lay leadership were discussed.

#### 1. Peer Group Model

Nessa articulated a model to build lay leadership that arose out of a

meeting with Art Rotman. CIJE could increase leadership by building upon existing peer groups within the world of lay leaders. This could be accomplished by making the elite groups accessible to more lay people.

## 2. Creative Change Model

Nessa noted another approach to the creation of lay leadership. As suggested by Chuck Ratner, CIJE could draw leaders to the Jewish education agenda by proposing creative ideas for the field. By drawing attention to the advancement in Jewish education and its effects on Jewish life, CIJE could attract and build more support from lay leadership.

CIJE could implement this model through our own Board to engage both seasoned leaders and newcomers in the work of the Council.

## B. Community Mobilization as a Building Block of Jewish Education

Conceived by the Commission, the building block of community mobilization plays a significant role in the total CIJE Workplan. As we introduce more lay leaders into the work of the Council, we must remember to always remember the intimate connections between the work of lay leaders to the work of the other aspects of CIJE. Because of this link, it may be most productive to concentrate our efforts for mobilizing community support and building a group of lay "champions" to leaders who are already affiliated with the Jewish education agenda.

## C. Messages

What points of CIJE do we want to highlight when working to mobilize communities? How do we spread the word? Where do these conversations take place? It was agreed that CIJE should highlight our research and activities, offer models of excellence in Jewish education as examples of our work and goals, and bring to light the integral nature of Jewish education to the sustaining of Jewish life.

## D. Community Mobilization: Toward the Future

Alan began the afternoon session with two questions: Where do we see ourselves in terms of Community Mobilization for next year? Are there other parts of Community Mobilization that we should discuss?

Nessa suggested we need to build the relationship between education professionals and lay leaders. We need to develop new models for mobilizing communities. She proposed that CIJE begin by developing clear visions of what we would like to see happening in communities and on a continental level.

Seymour proposed a multi-pronged strategy for achieving these goals. His plan would operate on several levels, addressing short and long term, specific and philosophical answers. By generating a variety of approaches, CIJE could offer a plan that would cater to many different types of people and communities.

He noted that some people become involved in Jewish communal life out of a sense of pride they feel associated with being Jewish. Others may find using their creative skills for the advancement of Jewish culture to be fulfilling. Based on these two distinctions, he illustrated the different methods of support CIJE could provide to lay people for Jewish education and Jewish life as a whole.

### 1. The Perpetuation of Jewish Life in North America

Lay leaders, through their dedication to their communities, and Jewish educators, through their teaching, should be working together to ensure Jewish continuity in their communities and Jewish educators. CIJE should help create places for these conversations to occur. Additionally, we should work to spread the success stories of Jewish education. Educating those lay people who are proud to be Jewish on why contributing to Jewish education is among the best ways to ensure Jewish continuity is also part of the work of CIJE. Additionally, Jewish educators also need educational resources to provide better and better opportunities for learning.

### 2. Sociology of Knowledge

On the more theoretical side of his proposal, Seymour discussed CIJE's ability to promote creative projects that would add to the quality of Jewish life in the long term. If given the opportunity, the people involved in this work would become major contributors to Jewish life in a way that no one is actively pursuing at this time. Part of this work comes from a need to inspire Jewish learning on as many levels as possible. By expanding the notion of what Jewish life is all about, CIJE can help channel creative resources into our work and create more innovative approaches to mobilizing communities.

To motivate all these different types of people, CIJE must present concise goals. Everyone agreed that engaging lay leaders, educators, and other creative thinkers is a difficult yet worthwhile task in our work for the future of Jewish living.

A major task by Nessa is to begin to articulate the Plan for Community Mobilization which would incorporate this thinking.

## E. The Policy Brief and Community Mobilization

The discussion turned toward the immediate with a look at the expected community impact of the policy brief on the educational background of Jewish teachers in North America. The group advanced strategies for creating the maximum amount of impact resulting from the policy brief. A discussion then followed about the long range plans for connecting MEF to increasing community mobilization.

### 1. Planning after the GA

Annette noted that CIJE should expect phone calls from educational institutions and communities as a result of the dissemination of the policy brief and the expected publicity surrounding personnel. She pointed out that this creates an enormous opportunity for CIJE to impact education in an immediate way because it invites communities to analyze the strengths of their teaching staffs, opening possibilities for deeper analysis of their educational programs. Alan suggested that Gail is the best CIJE staff member to field these calls as related to personnel in our pursuit to turn data into action.

### 2. CIJE and our Growing Data Base

Now that we have begun produce solid data, we need to continue to make it accessible to communities as indicators of improvement. The communities themselves can decide how they can best improve their educational programs.

To continue the impact of the data, CIJE will have to enhance our data base by creating lists of categories of target groups. By isolating rabbis, schools, etc., we can personalize the information to make it more valuable to each targeted group.



## DAY THREE:

### V. Building the Profession (Gail Dorph)

#### A. Overview

Gail opened the discussion, suggesting that a review of plans for the next year should be put in the context of a longer term goal for building the profession. She suggested that our ultimate goal is to insure that Jewish education is staffed by qualified people, knowledgeable in their fields and committed to their work. She suggested that reaching this long term goal will require the following:

1. Recruitment of new people to enter the field.
2. A change in the structure of the field to support the number and quality of full-time professionals required to do this work.
3. Concerted efforts to energize the people already in the field.
4. Enlarging the group of people who think of themselves as part of the teaching force to include Rabbis, community volunteers, and others.
5. Broader acceptance of the notion that informal education is an integral part of this picture.

In discussion, it was suggested that it would be useful to put numbers to the goals listed above. For example, if there are now 5,000 people working full time in the field of Jewish education, what is our goal? It was also suggested that informal education be added to the MEF short term agenda in order that we might begin to impact that segment of the Jewish education field.

The notion of personnel may keep our thinking too narrow; we should look at this in the context of a profession. Teaching must be made more attractive by making the profession more so. This includes issues of salary, benefits, image, research, licensing and career ladders.

We should continue to devise effective methods of training, both pre-service and in-service, while at the same time working on developing a supportive infrastructure. We believe that CIJE can have an immediate impact on the critical in-service front. The first step is to show the Jewish community that Jewish education is a serious field.

With the help of an advisory committee, CIJE should work to develop a fully

fleshed out plan for Building the Profession. We should assess what is currently being done and select specific areas for early concentration. This would involve the development of a matrix identifying all the actors and the various categories we wish to impact. We should be careful, however, not to limit ourselves only to what is currently being done, but to think creatively about other approaches

It was suggested that another way to look at our ultimate goal for building the profession is to seek to have a community of learners and teachers in North America.

## B. In-Service Training

Discussion turned to concrete thoughts about how CIJE could impact current Jewish educators. Our staff has particular experience on how to design and implement programs for effective in-service training, but there are few people available to do the work. It was suggested that we use the laboratory communities as sites to develop programs and demonstrate their effectiveness toward energizing the field. CIJE should help to translate this work into a generic approach which can be implemented elsewhere. CIJE's role should be to help design a demonstration, to create models which can be replicated elsewhere, and to make these available to other communities.

### **The Biggest Problem is training capacity.**

One area in which CIJE can have an impact is in attracting qualified people to work as consultants in individual communities in order to move in service training ahead quickly. Another CIJE contribution should be to identify best practices in the area of in-service to serve as models for the development of new programs

CIJE's role during 1995 should be to work on building capacity. We might approach the seminaries, colleges of Jewish studies, and selected secular colleges and universities about developing programs for training people to serve as trainers of current educators. Alternatively, CIJE might work itself to create a national center of in-service training at which the training of trainers might be undertaken.

It was suggested that CIJE should declare its commitment to the principle of quality. We should articulate through documents, workshops, and meetings the centrality of quality and content to in-service training.

An immediate issue is how CIJE can be helpful to communities in response to the GA presentation on the results of the educators survey. How can CIJE turn up the heat on the need for in-service training, provide guidance on its implementation and not spread our own staff too thin in the process? Perhaps we can help each community to develop its own plan for action, keeping in mind the necessity for quality and continuity in whatever program is offered.



Other models which CIJE might follow include the following:

1. Identify one community in which to invest heavily in in-service education. Build a macro-attack in that community. CIJE might work directly with the community or the community might hire someone to work under CIJE's guidance.
2. Identify one or several schools (defined as day schools, supplementary schools, JCC's, camps) to serve as "lead schools" and develop them into models
3. Organize an in-service series to take place over a period of three weeks throughout the year, to be run by training institutions or centers. It was suggested that CIJE's role in all of this is to serve as architect. We should help with the planning, help to identify seed money, and provide guidance as communities do the work

This portion of the meeting concluded with the following questions:

1. How much of our total building the profession energy should go into in-service training in 1995?
2. Are we letting the policy brief drive our agenda? If so, is that what we want?
3. Does this move our own agenda forward?

It was agreed that these and other questions remain on the table for future discussion.