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CIJE "Current Activities," 1997.

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CURRENT ACTIVITIES: 1997

The Council for Initiatives in Jewish Education (CIJE)

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish life through education.

Its mission is to be a catalyst for systemic educational reform by: preparing visionary educational leaders capable of transforming North American Jewish education; developing informed and inspired communal leaders as partners in the reform effort; cultivating powerful ideas to illuminate Jewish learning and community; undertaking and advocating rigorous research and evaluation as a basis for communal policy; and creating a strategic design for strengthening the profession of Jewish education and mobilizing support for it.

In its pilot projects, CIJE identifies and disseminates models of excellence in Jewish education; and brings the expertise of general education to the field of Jewish education.

CIJE works in partnership with Jewish communities, institutions, and denominations to make outstanding Jewish education a continental priority.

"Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith."

Professor Isadore Twersky, *A Time to Act*

CURRENT ACTIVITIES: 1997

The CIJE Study of Educators

Policy Briefs and Research Reports

The Manual for The CIJE Study of Educators

The Best Practices Project

The Teacher Educator Institute

The Institute for Leaders in Jewish Education

The Seminar for Professors of General Education

The Goals Project

The Lead Community Project

Brandeis University Planning Consultation

Other CIJE Planning Initiatives

The CIJE Board Seminar Series

The CIJE Essay Series

The CIJE Education Seminar Series

CIJE Senior Staff and Consultants

CIJE Administrative Staff



The CIJE Study of Educators

In 1993, CIJE, in collaboration with its lead communities of Atlanta, Baltimore, and Milwaukee, carried out an extensive study of educators in all the Jewish day schools, supplementary schools, and pre-schools in the three cities. This work, known as *The CIJE Study of Educators* and supported by the Blaustein Foundation, was motivated by the need for clear information about the characteristics of educators, in preparation for policy decisions about building the profession of Jewish education. The study addressed a variety of important topics, including the background and training of educators; the conditions of their work, such as earnings, benefits, and support from others; and their career experiences and plans.

Close to 1000 teachers and 77 educational leaders responded to surveys administered in the study. Response rates were 82% and 77% for teachers and leaders, respectively. In addition, 125 teachers, educational leaders, and central agency staff responded to in-depth interviews.

AMERICAN JEWISH ARCHIVES Policy Briefs and Research Reports

Now in its second printing, the *CIJE Policy Brief on the Background and Training of Teachers in Jewish Schools* draws on the study to offer hard data and an action plan for the professional development of Jewish educators. The Policy Brief focuses on what may be the most important set of findings of the study: the limited formal preparation of the vast majority of teachers in Jewish schools, alongside infrequent and inconsistent professional development--but the strong commitment to Jewish education among most teachers. These findings led to a call for more consistent, coherent, and sustained professional development for Jewish educators in communities across North America.

A new publication, *The Teachers Report*, moves beyond the Policy Brief to provide a more comprehensive look at the characteristics of teachers in Jewish day schools, supplementary schools, and pre-schools. The report provides information on work settings and experience, salary and benefits, and perceptions of career opportunities, in addition to further details about teachers' background and training. It also compares results from *The CIJE Study of Educators* to earlier studies carried out in Boston, Los Angeles, and Miami.

A research paper, "*Background and Training of Teachers in Jewish Schools: Current Status and Levers for Change*," is being published by the academic journal, *Religious Education*. This paper begins with the findings of the Policy Brief and poses the question, "How can the amount of professional development experienced by teachers be increased?" Of the policy levers examined, two appear promising: An incentives plan for supplementary schools and teachers in one community was associated with higher levels of professional development; and teachers in state-certified pre-schools engaged in more professional development than teachers in uncertified pre-schools.

Analysis of the data on educational leaders provided from *The CIJE Study of Educators* has been reported in an article published by the *Private School Monitor*.

A more comprehensive report on the characteristics of leaders in Jewish schools will be released in the future. A policy brief on educational leaders is also planned.

The Manual for The CIJE Study of Educators

In light of the work in Atlanta, Baltimore, and Milwaukee, the instruments used in *The CIJE Study of Educators* have been revised and prepared for use in other communities. *The Manual for the CIJE Study of Educators* contains two sets of instruments: *The CIJE Educators Survey* and *The CIJE Educators Interview*. *The CIJE Educators Survey* is a questionnaire designed to collect quantitative information from all of the educators (teachers and educational leaders) working in Jewish schools within a single community. It consists of four sections: Settings; Work Experience; Training and Staff Development; and Background.

The Manual provides instructions on how to administer the questionnaire, and indicates a set of anchor items from the questionnaire that should be retained for future comparability and for building a continental data bank. A separate document, *The Coding Instructions for the CIJE Educators Survey*, provides technical directions for entering and analyzing the survey results. *The CIJE Educators Interview* contains a protocol of questions and probes designed to elicit in-depth information from a sample of educators working in Jewish schools in a single community about their professional lives as Jewish educators. There are separate interview protocols for teachers and educational leaders. Both protocols consist of six sections: Background; Recruitment; Training; Conditions of the Workplace; Career Rewards and Opportunities; and Professional Issues. The Manual provides instructions on how to carry out the interviews.

Following the original work in the Lead Communities, versions of *The CIJE Study of Educators* have also been carried out in Seattle, Cleveland, and Chicago. Several other communities are in the planning stage in preparation for carrying out the study. In each case, results of the community's study of its Jewish educators are guiding policy decisions. The data serve as a baseline against which future change can be measured, and they help mobilize the community in support of educational reform. In the future, a continental data bank drawing on anchor items from the surveys will be maintained and made available for secondary analysis, subject to confidentiality requirements.

The CIJE Study of Educators was conducted under the direction of Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of the Peabody College of Education at Vanderbilt University. CIJE staff researcher Bill Robinson supervised the preparation and production of *The CIJE Manual and Coding Instructions*.

The Best Practices Project

In describing its "blueprint for the future," *A Time to Act: The Report of the Commission on Jewish Education in North America* called for the creation of "an inventory of best educational practices in North America." Accordingly, the Best Practices Project of CIJE documents exemplary models of Jewish education.

What do we mean by "best practice"? One recent book about this concept in the world of education states that it is a phrase borrowed from the professions of medicine and law, where "good practice" or "best practice" are everyday phrases used to describe solid, reputable, state-of-the-art work in a field. If a doctor, for example, does not follow contemporary standards and a case turns out badly, peers may criticize his decisions and treatments by saying something like, "that was simply not best practice." (Steven Zemelman, Harvey Daniels, Arthur Hyde, *Best Practice* (Heinemann, 1993), pp. vii-viii.)

We need to be cautious about what we mean by the word "best" in the phrase "best practice." The literature in education points out that seeking perfection will be of little use as we try to improve actual work in the field. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good," not ideal, practice. (See, for example, Sara Lawrence Lightfoot, *The Good High School* (Basic Books, 1983)). "Good" educational practice is what we seek to identify for Jewish education--models of the best available practice in any given domain. In some cases, best available practice will come very close to "best imaginable practice"; at other times the gap between the best we currently have and the best we think we could attain may be far greater.

In May 1996, CIJE published the third volume in its Best Practices series, *Best Practices: Jewish Education in JCCs*. Co-commissioned by the Jewish Community Center Association (JCCA), this comprehensive essay by Drs. Steven M. Cohen and Barry Holtz is an examination of a setting where dynamic Jewish education is taking place. Based on six "best practice" sites, the volume describes the evolution of JCCs from primarily recreational and cultural facilities toward a new emphasis on Jewish learning by members, staff, and administration. It also discusses the professional position of "JCC Educator" and the way a national system has become a champion of serious Jewish education.

The two previous volumes in the series, *Best Practices: Early Childhood Jewish Education* and *Best Practices: Supplementary School Education*, were reissued in Fall 1996. The portraits in these volumes are an inventory of outstanding practice in contemporary Jewish education.

The Teacher Educator Institute

What would it take to transform the supplementary school into an institution where exciting learning takes place, where students are stimulated by what they encounter, and where a love of Jewish learning and the commitment to Jewish living is the hallmark of the institution? CIJE believes--and current educational research confirms--that the heart of any transformation of an educational institution such as the supplementary school is linked to exciting, innovative teaching by knowledgeable and committed educators.

The CIJE Best Practices Project has demonstrated that there are institutions and individual teachers with the ability to teach in imaginative and inspiring ways. The CIJE Policy Brief, *The Background and Professional Training of Teachers in Jewish Schools* (1994), shows that in supplementary schools, the teaching pool is committed and stable. However, only 13% of supplementary school teachers are formally prepared in both pedagogy and Judaica subject matter. Given the weak preparation and background of this teaching pool, in-service education becomes a crucial element in upgrading the profession. Yet, the CIJE research has shown that professional development for teachers tends to be infrequent, unsystematic, and not designed to meet teacher's needs.

What is required is a strategy that can capitalize on the commitment of teachers, redress the deficiencies in their preparation and background, and prepare them to actively engage children in meaningful encounters with the Jewish tradition. Old training models of professional development are simply not adequate for the scope of this task.

CIJE's Teacher Educator Institute (TEI) is a two-year program, partially funded by the Nathan Cummings Foundation, to create a national cadre of teacher educators. It focuses on the challenges of developing new approaches to issues of professional development for Jewish educators. The central goal of TEI is to develop leaders who can mobilize significant change in teaching and learning through improved and creative professional development for teachers in their institutions, in their communities, and on the national level. The core domains of study include: teaching and learning; Jewish content, including personal religious connection; knowledge of teachers as learners; professional development; and organizations/systems/the Jewish community. TEI graduates will be catalysts for change who are substantively grounded in ideas and concrete practices, and who also have a deep understanding of instructional improvement and educational change.

In order to create an experience that allows time for the development of and reflection about new ideas and practices, opportunities for experimentation, and feedback, TEI participants meet six times over the course of the two-year period. There are also assignments and follow-up work between group meetings. We are currently developing strategies for networking and supporting TEI graduates.

Cohort One of TEI has now completed its second year. Participants were Jewish educators who currently work in central agencies or as principals of supplementary schools (whose roles and responsibilities already include designing professional development opportunities). In Cohort Two, there are also participants whose responsibilities lie in the area of Jewish early childhood education.

Participants are invited to join TEI as members of educational teams. There are presently ten communal teams, as well as four teams that represent national movements involved in this pilot project (Conservative, Reconstructionist, Reform, and Florence Melton Adult Mini-School Project for Teachers). Cohort One, approximately 15 people, met six times; and Cohort Two, approximately 45 people, has met three times. The team structure is an integral part of our change strategy. It facilitates the creation of local cohorts of educators who have shared an intense learning experience and a common vision of powerful Jewish teaching and learning and good professional development. They can, in turn, plan and implement similar experiences for others in their own settings.

TEI will result in:

1. A national cadre of over 50 teacher educators.
2. A CIJE Policy Brief on "best practices" in professional development.
3. A videotape library to be used to create powerful professional development opportunities for others.

The evaluation component of this work includes:

1. A survey of current professional development offerings in a sub-sample of communities participating in the Institute describing in depth the nature and extent of those offerings for teachers in each focal community (including both communal and institutional offerings). The purpose of this document is to establish a baseline so that change can be assessed in the future.
2. An interview study on TEI participants' efforts to improve the quality of professional development opportunities in their communities.
3. A document or series of documents focusing on the same sub-sample of participating communities, evaluating changes in the structure and content of their communal and school professional development offerings. These reports will draw on interviews with participants and others from the focal communities as well as on observations of professional development activities in the communities.

In Fall 1997, an article describing the work of TEI will be included in the *Peabody Journal of Education*. Its title: "***Educational Leaders as Teacher Educators: The Teacher Educator Institute - A Case from Jewish Education.***"

The Institute for Leaders in Jewish Education

The CIJE Study of Educators in day, supplementary, and pre-schools in three communities in North America found that many educational leaders are inadequately prepared for their roles as leaders. Furthermore, many leaders indicated a sense of professional isolation from colleagues and lack of professional growth opportunities designed specifically for Jewish educators in leadership positions.

In response to these findings, CIJE is embarking on a long-range planning process to establish how best to meet the continuing professional development needs of educational leaders. As part of the initial planning process, CIJE has developed three professional development institutes.

CIJE institutes are rooted in clearly articulated conceptions about leadership and adult learning. Leadership is conceptualized in a strategic/systemic perspective. According to this view, leadership is not only about technique and skills, but also encompasses Jewish content. Furthermore, this conceptualization invites deep discussion about the purposes and values of leadership and the moral bases of leadership. Leaders need multidimensional frameworks to analyze and understand their contexts from multiple perspectives.

The institutes are also rooted in recent developments in adult learning theory, specifically cognitive learning theories and constructivism. Prestine and LeGrand (1990) note that "proponents of cognitive learning theories argue that learning advances through collaborative social interaction and the social construction of knowledge...not the rather individualized, isolated and decontextualized processes emphasized in most education settings." (N. Prestine and B. LeGrand. *"Cognitive Learning Theory and the Preparation of Educational Administrators: Some Implications."* Paper presented at the annual meeting of the American Educational Research Association, Boston, MA 1990, p. 1).

The CIJE institutes for educational leaders are based upon a number of design parameters:

1. The institutes are developed to provide unique professional growth opportunities for leaders.
2. The institutes are committed to integrating Jewish content with leadership concerns, rather than addressing these two realms separately.
3. The institutes are geared toward building a professional sense of community among educational leaders. Therefore, the institutes include educational leaders from all denominations, settings, and institutions. The institutes also provide opportunities for job-alike discussions and community work groups.
4. The institutes provide mechanisms for support groups and networking when the participants return home.

The institutes have taken place at the Harvard University Graduate School of Education. They have focused on a common theme: creating and implementing a strong, compelling vision for Jewish education. Forty educational leaders attended the first institute, *"Building a Community of Leaders: Creating a Shared Vision,"* held in Fall 1994. Many of the same participants also attended the second institute in Spring 1996, *"Leadership and Vision for Jewish Education."* A third institute, *"The Power of Ideas: Leadership, Governance and the Challenges of Jewish Education,"* was held in January 1997. This institute, building upon the foundation of the first two institutes, was designed for a lay and professional leadership team from each participating institution. Over 60 leaders attended in teams from across North America.

The topics covered in the institutes are geared toward helping educational leaders move from articulating a vision to developing a strategy for implementation. They range from Jewish study sessions to discussions around questions such as: What kind of Jewish community and Jewish person are we hoping to cultivate through our educating activities and institutions? Other topics include practical considerations, such as engaging in strategic planning activities that will help achieve an institution's vision and models for involving staff in decision-making.

The institutes are staffed by preeminent faculty in both Judaica, education, and leadership and have included Professors Isadore Twersky, Robert Kegan, and Terrence Deal.

The institutes are rooted in four instructional strategies that aim to achieve maximum transfer of learning from the classroom to the work setting. Experiential activities, such as team-building exercises, tap personal needs, interests, and self-esteem. Skill-based activities develop and refine specific leadership skills, such as reflective thinking and staff development. Conceptual frameworks are presented to help participants implement multiple perspectives to solve problems, and feedback sessions are used to help participants see and move beyond current difficulties. Activities include text study, problem-based learning, case studies, simulations, videotape analysis, and group discussions.

The Seminar for Professors of General Education

Jewish education is a field severely understaffed at its most senior levels. Particularly in the area of research and advanced training, the North American Jewish community needs to develop ways to expand its personnel capacity. Increasing graduate training at the doctoral level is an important way to address this need, but such an approach requires many years of training and experience before graduates will be able to make a difference. While applauding the efforts of graduate institutions in their work, CIJE has been developing another, complementary, approach to this issue--taking advantage of the existence of talented individuals in the world of general education who might be interested in making a contribution to the work of Jewish education.

In its own work, CIJE has seen the enormous assistance that can be offered by outstanding academics in the field of general education when their research and teaching skills are applied to Jewish educational issues. The field has also seen the contributions in the past of such eminent figures as Joseph Schwab, Israel Scheffler, and Lee Shulman, as they turned to areas of Jewish concern and drew upon their own expertise to help the field of Jewish education. The leadership of CIJE, therefore, began to ask: "Would it be possible to attract Jews from the world of general education to devote some of their time to Jewish educational questions? And, if so, what kinds of orientation and learning would these academics need to be able to contribute to the field?"

Toward that end, CIJE recruited nine professors of education from among the most prestigious American universities and research institutes to attend an intensive seminar in Jerusalem in July 1996. The seminar, co-sponsored by CIJE and the Center for Advanced Professional Education (CAPE) of the Mandel Institute in Jerusalem, provided participants with an immersion in Jewish thought and issues of Jewish education. The staff and consultants of CIJE and CAPE developed an integrated program of Jewish study and engagement with issues of Jewish education and the contemporary sociology of American Jews. The outstanding teachers and scholars in the program included Aviezer Ravitzky, Menachem Brinker, Michael Rosenak, Seymour Fox, Gail Zaiman Dorph, Barry W. Holtz, and Steven M. Cohen.

A second seminar was held at the end of January 1997. Three additional professors were added to the group at that time. A third meeting is being held in June.

The professors in the group are serving as consultants, enriching the field of Jewish education with ideas and research from general education. CIJE will continue to expand the group, creating a new network of outstanding educators committed to revitalizing Jewish education.

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The group currently includes:

Deborah Ball, Professor of Education, University of Michigan.

Sharon Feiman-Nemser, Professor of Teacher Education, Michigan State University.

William Firestone, Professor of Education, Rutgers University.

Adam Gamoran, Professor of Sociology and Education Policy Studies, University of Wisconsin-Madison.

Ellen Goldring, Professor of Educational Leadership and Associate Dean, Peabody College, Vanderbilt University.

Fran Jacobs, Associate Professor, Tufts University, with a joint appointment in the Departments of Child Development and Urban/Environmental Policy.

Barbara Neufeld, President of Education Matters, Inc., and a lecturer on education at the Harvard Graduate School of Education.

Daniel Pekarsky, Professor of Educational Policy Studies, University of Wisconsin-Madison.

Anna Reichert, Associate Professor of Education, Mills College.

Barbara Schneider, Senior Social Scientist at NORC and the University of Chicago.

Susan Stodolsky, Professor of Education and Psychology, University of Chicago.

Ken Zeichner, Hoefs-Bascom Professor of Education, University of Wisconsin-Madison.

The Goals Project

A joint project of CIJE and the Mandel Institute in Jerusalem, the Goals Project is an ongoing effort to encourage the infusion of powerful Jewish ideas into Jewish education. It is guided by the assumption that Jewish educating institutions will become more interesting and effective places when their work is guided by powerful visions, grounded in Jewish thought, of what Judaism is about and of the kinds of Jewish human beings and community we should be trying to cultivate.

The Goals Project grows out of the Educated Jew Project of the Mandel Institute, conceptualized and developed by Professor Seymour Fox. The Goals Project is under the direction of CIJE consultants Dr. Daniel Pekarsky, Professor of Educational Policy Studies at the University of Wisconsin-Madison, and Daniel Marom, senior staff member of the Mandel Institute.

Beginning with the CIJE Goals Seminar in 1994, the Goals Project has advanced its agenda through consultations to various agencies and institutions and through pilot projects and seminars aimed at lay and professional leaders in Jewish education at both the communal and institutional level. Recent activities include:

1. **The Summer 1996 Goals Seminar:** This seminar in Jerusalem initiated into the project new colleagues who play significant roles in the landscape of Jewish education. The seminar was designed both to develop personnel for the Goals Project and to enable the participants to use goals concepts and concerns to illuminate their own work in building and/or guiding educating institutions.
2. **Pilot Projects:** Pilot Projects are designed to strengthen education in participating institutions, to deepen our understanding of what is involved in catalyzing vision-sensitive educational growth, and to provide case studies of the process of change. Daniel Marom has been involved in the pilot project launched in the fall of 1995 with the Agnon School in Cleveland; this community day school is engaged in the process of deepening its guiding Jewish vision and its relationship to practice. Daniel Marom has been presenting aspects of this ongoing case study in various settings, including the Summer 1996 Goals Seminar. A carefully documented case study is projected to result from this project. A second pilot project, coordinated by Daniel Pekarsky, has recently been launched with Congregation Beth Israel of Milwaukee, Wisconsin.
3. **Goals Consultations:** CIJE staff served as consultants in a year-long planning process leading up to a retreat organized for the East Coast alumni of the Wexner Heritage Foundation. Organized around the theme "What Works: Innovations for Revitalizing American Jewry," the retreat emphasized the role of vision in four critical areas: day schools, summer camping, adult education, and Israel experiences.

Other recent consultations focused on the development of guiding visions for community agencies and for educating institutions have been held in Atlanta, Baltimore, and Milwaukee, as well as with the Jewish Community Center Association in the area of camping. Currently, CIJE is consulting to groups in Cleveland and Phoenix that are working to establish new community

high schools, as well as to the planning sub-committee of education of the Federation of Rhode Island.

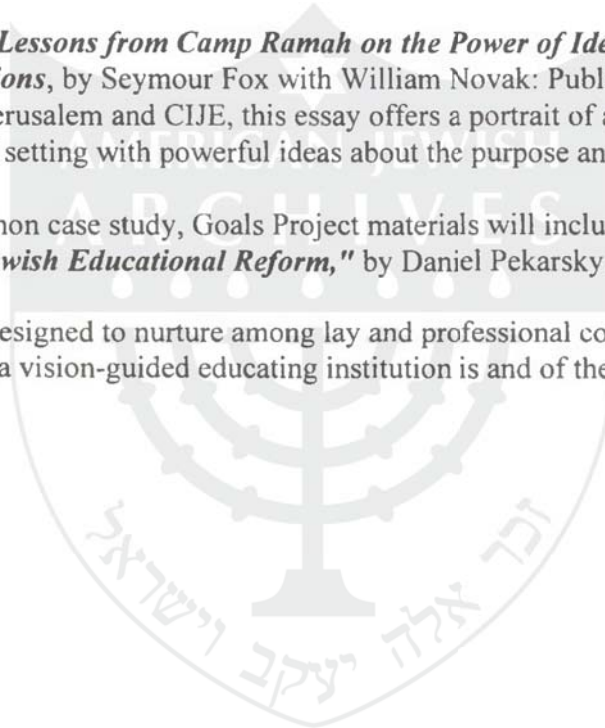
4. Under the auspices of the Goals Project, CIJE organized an initial meeting of the professional leadership of emerging and existing community day high schools. This meeting provided an important opportunity to identify and explore basic questions concerning the nature and guiding purposes of such institutions.

5. **Goals Publications and Resources:** In 1996-97, the Goals Project will continue to develop a number of materials that will serve as resources to the project and to the field of Jewish education.

Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions, by Seymour Fox with William Novak: Published in March 1997 by the Mandel Institute of Jerusalem and CIJE, this essay offers a portrait of an ambitious effort to infuse an educational setting with powerful ideas about the purpose and meaning of Jewish life.

In addition to the Agnon case study, Goals Project materials will include an article entitled *"The Place of Vision in Jewish Educational Reform,"* by Daniel Pekarsky.

These materials are designed to nurture among lay and professional constituencies a richer appreciation of what a vision-guided educating institution is and of the benefits of moving in this direction.



The Lead Community Project

One of the original recommendations of the Commission on Jewish Education in North America was the selection of communities that would serve as lab sites for the recommendations of the commission. Three communities--Atlanta, Baltimore, and Milwaukee--were chosen.

From the point of view of the Commission, the task was clear: These communities would be sites where the hypotheses generated by the Commission would be tested. They would demonstrate in "real life" how building the profession of the Jewish educator and mobilizing communal support on behalf of the education agenda could begin to transform the quality of Jewish life. The successes and processes--and even failures--of these lab sites would be described and analyzed in the reports written by the Monitoring, Evaluation and Feedback team (one of whose members would live and work in each community). From this work, the Jewish community would gain some diagnoses of the current status of education and of educators; some images of what could be; and descriptions and analyses of what works. Lead communities would also be laboratories for institutional change and for other educational innovations.

CIJE was faced with a variety of challenges as its work with the lead communities began. The address for the lead community initiative was the federation because of its anticipated success in driving forward an agenda of the whole community. The strength of the federated system has always been its ability to create consensus among communal members. And yet CIJE's agenda, although communal, was one of change rather than consensus.

Each community was asked to create a wall-to-wall coalition of communal members across institutions and denominations; and to designate a person in charge of this change process. Although each community did so, the work required to create communal support for making education in general and building the profession in particular key communal priorities was more difficult and time-consuming than originally imagined. It required its own planning and implementation processes. In addition, the leadership of the community, presumed advocates of this agenda because of their support of the lead community process, nevertheless needed to be educated about the requisite pre-conditions and implications of this approach.

Today, we have indeed begun to see progress. Two communities have created innovative pilot projects: a long-distance Masters degree program for Milwaukee Jewish educators run by the Cleveland College of Jewish Studies; and a professional development program in early childhood in Baltimore: Machon l'Morim: Breishit. The first of these programs, funded through communal and private foundation funding, is a cooperative effort of the central agency in Milwaukee, the local Lead Community Project, and the Cleveland College. The latter is privately funded and has the benefit of expertise from Baltimore Hebrew University and the central agency. Both have benefited from CIJE planning and consultation.

Lead communities, with CIJE's help, have also become venues for other innovative Jewish educational projects. At this time, for example, each of the communities will have a synagogue affiliated with the Experiment in Congregational Education (ECE) of Hebrew Union College. A pilot project for developing lay leadership for Jewish education in Milwaukee is now underway.

Lead community educators have taken part in all of CIJE programs in a greater proportion than educators in other communities, which is to be expected. More important, there is greater post-program communication and follow-up work in these communities than in others represented in our programs. Groups of educators who have attended the CIJE/Harvard educational leaders seminars have continued to meet together, usually with the encouragement of the director of the central agency. Participants in CIJE seminars have begun to take leadership roles at home in both the professional councils of educators and in communal committee structures. All of these are positive signs that the agenda of educational reform is now becoming part of the lead community landscape.



Brandeis University Planning Consultation

One of the primary missions of CIJE is to help Jewish educational institutions do the strategic planning necessary to have a significant impact on Jewish life in North America. In the spring of 1995, Brandeis University began a series of conversations with CIJE about the expansion of the university's capacity for and impact on Jewish education. In the fall of 1995, Brandeis submitted a funding proposal to the Mandel Associated Foundations to plan for Brandeis's future in Jewish education. The central deliberative body of the planning process, The Task Force on Jewish Education at Brandeis, met for the first time in December 1995.

The primary purpose of the university planning process for Jewish education is to determine what Brandeis's priorities should be in serving the educational needs of the Jewish community. The process is overseen by the task force, consisting of Brandeis faculty and leaders of the Boston-area Jewish educational community; a steering committee of five members of the task force; and two consultants from CIJE.

The task force is considering the following questions:

- What are Brandeis's current involvements in Jewish education?
- What are the educational needs of the North American Jewish community?
- How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?
- What are the university's highest priorities in developing its resources to serve the identified educational needs of the Jewish community?

Under the leadership of Brandeis president Jehuda Reinharz, the planning process involves a valuable collaboration between the university and the CIJE. CIJE consultants are working closely with the task force on identifying the Brandeis resources most appropriate for addressing the community's educational needs, targeting areas for most immediate attention, and developing a framework for the university's Jewish educational initiatives.

Following this planning process, Brandeis intends to put these resources to work on meeting the specific programming, training, and research needs in North American Jewish education.

Other CIJE Planning Initiatives

In 1995, CIJE, together with JESNA, convened a first consultation toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives. As the Jewish community and its leadership allocate resources to a range of Jewish educational projects, the issue of evaluation is becoming urgent. When new initiatives are undertaken, how can their impact be measured and assessed against other approaches?

CIJE is committed to increasing the capacity for research and evaluation with implications for communal policy. In partnership with JESNA, we are currently planning and designing an **Evaluation Institute for Jewish Education** to be launched in the coming year.

CIJE is also a consultant to the following projects:

Machon L'Morim, an early childhood initiative in Baltimore funded by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund;

The New Atlanta Jewish Community High School;

The Milwaukee **Masters of Judaic Studies in Jewish Education**, a pioneering M.A. program funded by the Helen Bader Foundation. The M.A. degree, from the Cleveland College of Jewish Studies, will be earned by Milwaukee educators in a distance-learning program of the Lead Community Initiatives project of the Milwaukee Jewish Federation.

CIJE is also actively consulting on the professional development of teachers with the **Torah U'Mesorah** movement; and with **She'arim**, a new program for the recruitment and education of future day school teachers, co-sponsored by **Drisha Institute** and the **Beit Rabban Center** in New York.

The CIJE Board Seminar Series

Beginning in Fall 1994, CIJE has held an invitational seminar twice a year preceding the CIJE Board Meeting. The seminar, convened for Board members and communal and professional leaders in the New York area, invites speakers from the academic community to apply their disciplines to the current Jewish condition and Jewish educational policy.

Previous programs have included:

Dr. Terrence E. Deal, Professor of Education and Human Development at Vanderbilt University and Co-director of the National Center for Educational Leadership (NCEL):

Frames for Thinking about Educational Leadership.

Dr. Jonathan Sarna, Braun Professor of American Jewish History at Brandeis University:

A Great Awakening: The Transformation that Shaped Twentieth Century American Judaism and its Implications for Today.

Dr. Arthur Green, Philip W. Lown Professor of Jewish Thought at Brandeis University:

Transforming the Aleph: Judaism for the Contemporary Seeker.

Rabbi David Hartman, philosopher, activist, founder of the Shalom Hartman Institute in Jerusalem:

The Road to Sinai in Our Time.

Dr. Lawrence A. Hoffman, Professor of Liturgy at Hebrew Union College-JIR:

The Transformation of the Synagogue in the Coming Century.

The CIJE Essay Series

CIJE publishes the Board Seminar series in essay form and distributes the publications widely to communal and educational leaders in the North American Jewish community.

Currently available:

A Great Awakening: The Transformation that Shaped Twentieth Century American Judaism and its Implications for Today, by Jonathan Sarna.

Transforming the Aleph: Judaism for the Contemporary Seeker, by Arthur Green.

Co-published by the Mandel Institute of Jerusalem and CIJE:

Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions, by Seymour Fox with William Novak.

Other publications are forthcoming.

The CIJE Education Seminar Series

Since Fall 1995, CIJE has convened an invitational seminar that meets four times a year to consider recent academic and conceptual work in the broad field of Jewish education, identity, and policy. Participants are drawn from the greater New York area's academic institutions, Jewish communal organizations, and foundations. Papers or chapters are mailed in advance to participants, who meet to reflect upon findings and raise interdisciplinary questions to further one another's work.

Previous programs have included:

Dr. Jonathan Woocher, Executive Vice President of JESNA:
"Toward a 'Unified Field' Theory of Jewish Continuity."

Professor Michael Rosenak, of the Melton Centre for Jewish Education at Hebrew University:
"Realms of Jewish Learning: Two Conceptions of the Educated Jew."

Dr. Gail Z. Dorph, Senior Education Officer at CIJE:
"Content-Specific Domains of Knowledge for Teaching Torah."

Dr. Sherry Blumberg, Associate Professor of Jewish Education at Hebrew Union College:
"To Know Before Whom You Stand: A Philosophy of Liberal Jewish Education for the Twenty-First Century."

Dr. Bethamie Horowitz, Senior Scholar at the Center for Jewish Studies at the CUNY Graduate Center:
"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity."

Dr. Barry Kosmin, Director of Research for the Institute for Jewish Policy Research in London and member of the Doctoral Faculty in Sociology at the City University Graduate Center:
"Sociological Insights for Educators Arising from the Survey of Conservative B'nai Mitzvah Students in North America."

Dr. Tova Halbertal, of the faculty of the Melton Centre for Jewish Education in the Diaspora of the Hebrew University:
"Mothering and Culture: Ambiguities in Continuity."

Dr. Steven Bayme, Director of the Jewish Communal Affairs Department at The American Jewish Committee:
"Understanding Jewish History: Texts and Commentaries."

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