



Providing for the Jewish Future

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Report of the Task Force on
**Professional
Recruitment,
Development,
Retention and
Placement**

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Placement**



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Preface

Do we need another report on the challenges of professional recruitment, development, retention, and placement in Jewish education?

For some time, we at JESNA believed that the answer was “No.” Not because these challenges are not real, and not because there is nothing to say about how to meet them, but because — happily — over the course of the past five years or so, the Jewish community has actually begun to move from hand-wringing to action! When we first convened the Task Force on Professional Recruitment, Development, Retention, and Placement under the chairpersonship of Dr. Sandra Gold, the evidence for this shift was just beginning to become apparent. By the time the Task Force finished its work, it had become clear that it was in fact riding the crest of a new wave of energy that has been giving rise to new programs and initiatives in the area of personnel at an encouraging rate.

We also came to recognize that, ironically, action alone is not enough. Though “everyone” knows the problems, and many know the solutions, if we are truly to resolve the Jewish educational personnel crisis, we will need more than a series of programs and initiatives, no matter how worthy and how successful. We will need a persistent communal commitment to tackle the issues of professional recruitment, development, retention and placement that is sustained, thoughtful, strategic, and broadly owned. And securing and maintaining this type of shared commitment does require a manifesto of sorts: a statement of the challenges and guidelines for solutions that can be referred to regularly, that can serve as a benchmark against which to measure our efforts and our progress, and that can be given to successive circles of leadership to encourage their involvement and inspire their activity.

Moreover, we recognized that the work of the Task Force deserves to be shared with the community. The Task Force, comprised of dedicated, insightful, hard-working volunteer and professional leaders, deserves to have its analyses and recommendations widely circulated. Those working on the front lines deserve to know that their endeavors are not isolated and idiosyncratic and to benefit from the wisdom of the Task Force as they seek continuously to expand and improve what they are doing.

Thus, we enthusiastically share this Report, which has three main sections. The first offers a succinct summary of the challenges we face in attracting, strengthening, and retaining the highest-quality professionals for Jewish education and the key principles that will enable us to meet this challenge. The second section outlines in some detail a specific strategy for addressing the personnel issue that is rarely being implemented: a systematic, community-wide process on the local level to upgrade professional recruitment, development, and retention. We chose this focus because it fills a critical gap not addressed elsewhere in the literature and because it is geared to practical action. Finally, the Report contains a set of appendices, including the recommendations of each of the Task Force’s individual Work Groups and a compendium of newly created recruitment, development, and retention initiatives.

Since we initiated the Task Force, we have, as a community, added significantly to our commitment to improve the quality of personnel serving our educational programs. Many of the initiatives are already making a difference. With the understanding that it is action, not principles or strategies, that must be our focus, we offer this Report in celebration of both the Task Force’s deliberations and the programs and initiatives that are beginning to transform the landscape of Jewish education in North America. The “chronic crisis” of Jewish educational personnel can be resolved, relieving us of an oxymoron we can no longer afford as a Jewish community. This is the conclusion the Task Force reached; this is the message we want this Report to carry. And the ideas and recommendations contained herein will, we hope, add momentum to the efforts now underway and help to usher in a new era in which Jewish education and Jewish educators will energize a far-reaching renaissance in Jewish life.

A handwritten signature in black ink, appearing to read "Jonathan S. Woocher".

Jonathan S. Woocher

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Introduction

A group of young Jewish professionals were recently talking about their activities when JoAnne started describing her teaching experience in a congregational religious school. JoAnne had always wanted to share her love of Judaism, which had emerged from her wonderful experiences growing up as a young Jewish woman, and so she found a teaching position in her local synagogue. The Educational Director was enthusiastic and offered her the opportunity to work with a group of fourth graders. But as the school year neared and she began to seek out information about what to teach, she discovered that little guidance was provided by the director or other members of the staff and that there was not much in the way of a curriculum other than a set of textbooks. Being a novice teacher, JoAnne became increasingly nervous about her new assignment, but plunged ahead hoping that her youthful enthusiasm would be sufficient to sustain her.

“As a young professional in the Jewish community,” she said, “I was amazed by the lack of support and attention given by the leadership team. I used the knowledge that I gained from youth group and summer camp, but it was not enough. As hard as I tried to succeed, I realized that becoming a good teacher required more than just hard work. I began to question whether my experience was typical of the field.”

On another occasion, a group of graduate students in a master’s degree program in Jewish education were debating the issues presented in a case study when Rafi interjected, “The principal has a great way of organizing the day school. Everything seems to work smoothly and the teachers are so upbeat about their work. Their love for the students simply radiates throughout the entire building.”

From the other side of the room, Sarah interrupted in an urgent tone to say, “How can these teachers be happy when they are so poorly compensated for their time, expected to put in extra hours at faculty meetings, and frequently asked to work in teams with other members of the faculty, including new teachers, that can only operate outside of the normal school day?”

JoAnne, Rafi, and Sarah are typical of so many who are beginning careers in Jewish education today. They are conflicted between their altruistic desire to serve the Jewish people and the realities that exist in many schools and institutions. They desperately wish to see the school as a place to learn and grow but are very concerned about the lack of community support. They see highly successful and inspirational individuals but no system to support their efforts. They struggle to hold on to their idealism while community resources necessary to create the very best Jewish education are not made available. “Is it possible,” they ask, “to follow my heart, to answer the call that resonates throughout my

“Our future security depends on our schools and the teachers who are key to the education of our children.”

— *Frances Hesselbein*

soul, by engaging in the all-important work of the Jewish people? Will I be able to provide my own family with Jewish educational opportunities such as camp, Israel experience, or day school if I choose Jewish education as my career? Will I be able to engage in a rich and fulfilling Jewish life while I am leading others to the ‘promised land?’”

How will the Jewish community in North America respond to these young, passionate voices with reassuring answers? Today, as we begin the 21st century, are we prepared to create a new system that will communicate the message that Jewish education can be a compelling and rewarding career, and to back up that message with transformed practices and policies? We know the barriers that prevent so many of our youth from even thinking about teaching and informal education as career options. We know that parents are the first to steer their children toward other professions. We know that few of our professionals speak openly about the joys of their work and rarely seek out young men and women to become colleagues. We know that Jewish educators generally do not receive the respect that other professionals in the Jewish community so deservedly command. And we know that the wealthiest Jewish community in our nearly 4,000-year history has yet to devote sufficient resources to make Jewish education the central focus of building a strong community for the future. These realities, alongside our deep commitment to build a strong Jewish people, challenge us to create a new vision and new approaches for attracting and retaining a new generation of Jewish educators.

I. Challenges

THE TASK FORCE AND ITS WORK

This is the challenge that motivated JESNA to convene the Task Force on Professional Recruitment, Development, Retention, and Placement. The questions placed before us by people like JoAnne, Rafi, and Sarah set the Task Force on its path: to seek new approaches to recruiting, preparing, and retaining the best and brightest for the field of Jewish education.

To ensure that the field was properly represented, a broad cross-section of the Jewish community, including both professional and volunteer leaders from both formal and informal Jewish education, was invited to join with members of the JESNA Board to serve on the Task Force. Specifically, representation was sought from each of the religious streams, from the fields of camping, youth education, day schools, congregational and communal education, adult Jewish learning, and early childhood education, and from the field of public education.

The Task Force developed a Mission Statement to guide its work (see Appendix A). Over the ensuing two years, it conducted research to guide its deliberations. During the two years that the Task Force was deliberating, the Jewish community was engaged in a rapid expansion of new initiatives to attract and train new educators either at the beginning of their careers or in mid-career transitions, to revise the nature and quality of existing professional development, and to address a number of issues relating to the status of educators working in the field. These new initiatives and others in public education were examined for common themes that could guide the Task Force in its work and inform its recommendations. Experts were consulted from a wide range of fields who provided insights into the critical issues involved in recruiting and retaining personnel in the field of Jewish education.

The Task Force decided not only to examine programmatic solutions, but also to explore deeply the issues surrounding the profession of Jewish education. It sought to understand the underlying forces and factors that affect the ability of our schools, youth organizations, camps, and agencies to recruit highly qualified personnel for the 35,000 to 40,000 full- and part-time educational positions in North America.

To facilitate its work, the Task Force divided into four Work Groups:

1. Defining the Profession
2. Developing the Profession
3. Supporting the Profession
4. New Visions for the Profession

Through these Work Groups, the Task Force reviewed the literature and the existing programs, and it met and talked with professionals at every level of the field, including lay leaders. Each Work Group identified the critical issues in its area, defined an agenda for gathering data and background, surveyed various components of both the Jewish and secular communities, and developed a set of specific recommendations (see Appendix C) for both the local and national constituencies of JESNA.

“Many of the most critical decisions that affect the quality of professional learning are made when educators gather around meeting room tables.”

— *Dennis Sparks*

At the conclusion of this work, the Task Force reconvened as a whole to synthesize the specific recommendations into a strategic approach for bringing about significant change in the field of Jewish education. Recognition was given to the highly diverse nature of the North American Jewish community and the wide spectrum of disciplines in which Jewish educators are engaged. There was a clear recognition that “business as usual” would no longer serve the needs of the community. Significant change would be required that would entail a rethinking of the basic principles that had guided the field over the past half century.

This report is a reflection of what the Task Force learned and the direction that it believes the Jewish community must take if it is to raise the level and quality of Jewish education. It does not advocate a single approach; rather, it lays out a road map for systemic change in a complex environment involving disparate organizations, diverse age groups, and a wide variety of settings. The recommendations of the Task Force address the field of Jewish education as a whole, including day schools, congregational education, youth movements, summer camps, Israel trips for all ages, and adult Jewish learning. This reflects the reality that Jewish educators often spend significant amounts of time in multiple venues during the course of their careers. At the same time, the Task Force recognizes that each setting has unique issues, ones to which a single report could not possibly do full justice. Nevertheless, the decision to focus on Jewish education as a system and to seek approaches that can be applied broadly and that address multiple leverage points, seems well justified. There is no single change that by itself will “resolve” the personnel crisis. Neither raising salaries, nor providing more professional development

programs, nor changing the attitudes of parents and community leaders will alone suffice. Rather, we must examine the entire scope of the educational career cycle, from planting the seeds of interest to the time that a person begins to demonstrate an interest in becoming a Jewish educator to the time when that same person retires from the field. If we are to build a *system* that will recruit, prepare, develop, and retain the Jewish educators we need to ensure a thriving North American Jewish community in the 21st century.

Illuminating this entire process, and suggesting ways in which we can improve it in its components and its entirety, is the goal that the Task Force set for itself. And though this Report surely does not fulfill this objective completely, we hope that it represents an important step toward the systemic change that is needed.

THE CHALLENGE

Jewish education is perhaps the single most significant activity of the North American Jewish community. The success of the educational enterprise directly affects the ability of the community to engage its members in lifelong Jewish activity. Every study suggests the importance that educational programs have in engendering a strong Jewish commitment in the lives of Jewish youth and adults; and high-quality educational programs are directly linked to having high-quality Jewish educators to design, implement, and oversee them.

The central challenge we face can be stated quite simply: there is a chronic shortage of Jewish educators at every level and in every setting. Schools, camps, and youth programs are constantly seeking staff, ranging from entry-level teachers, counselors, and advisors to the senior personnel necessary to administer institutions and programs. In an open society with few barriers for Jews, not enough young people are choosing to become Jewish educators, and not enough of those who make this choice stay with Jewish education as a lifelong career.

Jewish education as we know it in North America is a relatively recent phenomenon, dating back little more than 100 years. Early Jewish immigrants to America created a variety of programs for their children to learn to read Hebrew and to prepare for their Bar and Bat Mitzvah. They also created informal groups for their older children to meet each other and to engage in Jewish activities. They established camps so that children could escape the teeming cities and enjoy the great American countryside during the summer months. These programs evolved into a rich system of formal and informal educational and cultural activities for our youth. The evolution of the formal programs from the Talmud Torah system into an elaborate network of congregational schools, especially as the Jewish community moved away from the central city, created a new framework to address the educational needs of our children. Although a few Jewish day schools were opened in the

first half of the 20th century, it was not until after the Second World War, the establishment of the State of Israel, and, most important, the Six Day War that the day school movement began to expand dramatically.

Throughout much of the 20th century, the schools, youth programs, and camps had little problem in finding knowledgeable Jews to staff their programs. Most of the staff were new immigrants whose background in Hebrew and Judaica was learned in Europe. As the schools began to expand and more teachers were required, many schools turned to teachers from the public school system, whose knowledge of teaching enabled them to work effectively with Jewish children as they prepared for Bar and Bat Mitzvah. Although many of these teachers had a deep understanding of Judaism and were quite successful in preparing the children, others were barely able to stay one chapter ahead.

However, in the last decades of the 20th century, finding quality people with the knowledge and background necessary to transmit the Jewish heritage to the next generation became a greater challenge. The second, third, and fourth generations of North American Jews grew increasingly less inclined to pursue careers in education. They suffered personally from a poor Jewish background as a result of a weak and mostly elementary Jewish education. For many, commitment to Judaism declined as they became more integrated into American society and as the barriers that prevented their parents from wider involvement in American social and cultural life fell by the wayside. This decline in both background and interest created a personnel crisis of major proportions as new, intensive programs were making greater demands for ever larger numbers of well-trained and knowledgeable Judaic studies teachers, Hebrew language teachers, and educational leaders.

As the shortage of personnel for all types of positions in Jewish education has deepened over the past two decades, greater attention has been given to creating new initiatives to attract and train young men and women, as well as people of all ages from other fields of education and those interested in changing careers. But recruitment initiatives cannot themselves address other factors that undermine the attractiveness of the field. As a career ladder, Jewish education tends to be relatively “flat,” with many individuals serving in roles (often part time) near the bottom as teachers, youth workers, and camp counselors, with a small cadre of people directing institutions and programs but with relatively few opportunities for continuous, systematic growth through mid-level positions with gradually increasing responsibilities. The result is that too many educators face discouraging options: leave the field, stagnate in one’s position, or rise to a top-level position without adequate preparation and with a commensurately greater chance of frustration or failure.

Changing this situation will require more than new recruitment and professional development programs. It will require a confluence of four key elements:

1. Quality leadership
2. Community support and funding
3. Respect and advocacy for educators and the profession
4. Building a systemic approach

Each of these elements is part of the “solution” that the Task Force proposes, and each merits brief individual elaboration.

QUALITY LEADERSHIP

“Jewish education is ultimately about people. The essential educational act is the encounter of student and teacher. Without committed, talented people to serve as teachers and without educational leaders who organize and manage the frameworks within which teachers teach and students learn, there cannot be outstanding Jewish education,” stated Jonathan Woocher. Teachers in this sense are not just those who teach in classrooms; they are also camp counselors, youth advisors, rabbis and cantors, and all others who engage learners in the educational process. They fulfill their role as part of a larger and more complex setting, whether in the school, synagogue, camp, or agency. Each of these institutional settings provides the critical structure within which Jewish learning takes place. Together they provide the vision and direction that allows teachers to fulfill their responsibilities to the learners and the community.

But it is not the structure itself that develops the vision. Rather, it is, again, the people within that structure, within the particular setting, who have the responsibility for developing and guiding the educational process. Whether they are professional or volunteer, they are charged with setting the standards and the direction for the organization and the entire staff, including all the teachers, youth advisors, and counselors. In most situations, the leadership includes both professionals and volunteers, but it is ultimately the professionals, the educational leaders of the programs, who are responsible for translating the vision of the community into an action plan for the educational program. The educational leader’s ability to work effectively with both volunteers and staff will determine the success of the educational program and will directly affect the overall success of the larger organization.

“Teachers are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.”

— Parker J. Palmer

Producing and keeping well-trained and experienced educators who will provide high levels of leadership to their organizations is a vital component of a systemic approach to dealing with the personnel problem. This is true not only because of the shortage of individuals to fill these roles, but also because having strong leadership in place makes it far easier to deal with other dimensions of the problem. Today, too many who serve in leadership roles lack both credentials and experience in the fields in which they are working. Often, out of necessity, they come to their positions without appropriate training or experience on the front lines, thus placing themselves at risk for being unable to fulfill the high expectations of the volunteer leadership and parent body.

The shortage of educational leadership is well known, and steps are being taken to address it. However, most of the efforts thus far, though qualitatively outstanding, have affected only a relative handful of individuals. Many more trained educational leaders are needed each year. Recruiting and training such leaders is, however, only the beginning. In a system where turnover and lack of success are common, newly appointed educational leaders continue to require expert assistance and guidance. In Jewish education today, such leaders are generally “on their own;” they are provided with little supervision, there are few programs that provide training in areas where they may have weaknesses, and there are few trained professionals ready to mentor them as they develop into quality professional Jewish educators. Even in large communities with significant numbers of educational leaders working in similar settings, it is rare to have organized professional development designed to meet their specific needs.

The system as it is currently structured lacks both the commitment and the financial resources to provide for the professional growth needs of its existing leadership. Educators throughout the system would greatly benefit from a well-organized and richly funded framework designed to meet the needs and challenges that arise every day. If we are to successfully provide every school, camp, youth program, and agency involved in Jewish learning with proper professional leadership, we must create a system for grooming and mentoring the best and brightest of our Jewish educators for these important roles.

New initiatives designed to meet this challenge will be required to supplement the already existing options, such as the graduate training programs that prepare both young and mid-career educators for leadership roles. Two of the most significant barriers to expanding the pool of students are the high cost of the programs and their limited geographic accessibility to the prospective students. New models utilizing distance learning technologies are responding to this challenge and have generated limited local support to reduce the costs for new enrollees. However, these opportunities remain small in comparison to the need.

Other models designed for educators already in the field continue to address the problem in a limited fashion. With the support of private foundations, both academic institutions and major national organizations have created successful programs that are addressing part of the need (see Appendix E). These initiatives provide a high-quality learning experience for the educator over a limited time frame. The impact is often significant in preparing the educator to respond to the immediate challenges of the position once he or she returns to the institutional setting. However, for many, participation in the program becomes a one-time event; despite having been to the well once and enjoyed the rewards, they rarely return to the same or other wells for additional sustenance. Research needs to be conducted to learn the reasons why this is the case. Thus, the overall impact of these programs still leaves a large gap between the needs of the field and the numbers of qualified candidates.

Building on the overall success and impact of the initiatives of the past few years, the Jewish community is in a strong position to establish a system-wide approach for recruiting and preparing a new generation of high-quality educational professionals. The people are there; they are ready to engage in the learning process; their talents are needed by the institutions and schools; and we know how to design effective programs. But we need the will and the support of the Jewish community to create a coordinated set of programs, both short term and long term, that will both prepare people at the beginning of their leadership careers and continue to challenge them to upgrade their skills and knowledge as they move forward. To accomplish this goal, investment will be required to create a support system consisting of highly trained mentors and supervisors who will share in the responsibility for nurturing our future educational leaders as they grow into their new positions.

“Leaders must work constantly to develop the capacity for continuous change and frequent adaptation, while ensuring that identity and values remain constant.”

— Margaret J. Wheatley

COMMUNITY SUPPORT AND FUNDING

In the past decade, Jewish education has achieved a new status in the North American Jewish community. The Jewish federation movement, along with many of its local affiliates, has identified high-quality Jewish education for all learners as a top priority. Foundations and other private funders have stepped forward with new support. Funding for special projects has expanded rapidly. New initiatives in recruitment, professional development, teacher recognition, curriculum development, school improvement, camp expansion, adult Jewish learning, and graduate training have gained support. We appear to be “in the moment” when Jewish education as a primary tool for building a strong and vital Jewish community in North America is widely recognized and appreciated. Jewish educators and volunteer activists are excited by the prospect that Jewish education will receive the respect and support that it deserves.

However, this new day arrives at a time when other significant issues in the Jewish community continue to capture much attention. As of this writing, the situation in Israel is the most serious, and it has direct impact both on the availability of funds and the willingness of youth, young adults, and others to participate in study tours and missions. What impact this will have on communal and philanthropic support for Jewish education remains to be seen.

The need for such support, however, is very real, and there is reason to hope that new investment will not diminish. The evidence is clear that such investment can make a difference. The availability of fellowships does produce increased enrollments in graduate programs. The vast majority of educators embrace opportunities for professional growth when these are accessible and affordable. We do not yet know, but would like to be able to test, whether substantial increases in educators' salaries and the benefits they receive would have dramatic effects on the attractiveness of the field for new recruits and on our ability to keep more of those who enter but then leave for greener pastures.

It is evident that additional financial support for Jewish education in general and personnel initiatives in particular is part of the "solution" to today's problems. The challenge, however, is to overcome the still prevalent skepticism that Jewish education is in fact worth the financial investment required to deliver it at consistently high quality levels. Slowly, this skepticism is giving way to a recognition that in the long run we cannot afford mediocrity. Thus we may hope that growing financial resources will be available for the many new initiatives that will be proposed over the years ahead.

RESPECT AND ADVOCACY FOR EDUCATORS AND THE PROFESSION

Jewish education is, according to our tradition, the foundation stone for the entire Jewish community. Maimonides suggests that a community without a Jewish school for its children should be "excommunicated until arrangements for Torah lessons are made. If the citizens of that town don't want to make such arrangements then the city should be destroyed, for the world exists only because of the [merit of the] Torah study of school children." The need for a formal setting for Jewish learning to take place is of such great importance that many Jewish communities established the school for the children before the house of worship or Beit Keneset.

With Jewish learning holding such great importance, teachers soon became critical in the overall development of the children. We know that the bonds that develop between children and their teachers often last a lifetime. When adults reflect on their most important experiences as children they often tell stories about teachers, camp counselors,

and youth advisors who changed their lives. They talk about how these individuals were critical in guiding them to becoming who they are today.

Jewish tradition, in the voice of Maimonides, compares the role of parents to that of teachers with the following words: “Just as a person is commanded to honor and revere her or his parents, so is she or he under an obligation to honor and revere her or his teacher, even to a greater extent than her or his parents; for parents give life in this world while it is the teacher who instructs in wisdom, and secures a place in the world to come.” If, in fact, the role of teachers and educators is so critical in the raising of a child, then their importance in the Jewish community should be reflected in the respect they receive from parents and communal leaders.

Unfortunately, as is all too well known, this is not the case. Careers in education are viewed by many as being of low status, resulting in low levels of compensation and public recognition. Even parents, who were for generations the strongest supporters of teachers, no longer necessarily take the side of the teacher in disputes involving their own children. But, more important, they rarely encourage their children to become educators, particularly Jewish educators.

Individuals who become Jewish educators demonstrate a deep commitment to their work and to the students with whom they interact. They know and understand the important contribution that they are making to the lives of their students and to the community at large. This commitment is a valuable resource that is underappreciated and rarely reciprocated. To achieve the status and recognition that Jewish educators deserve, and with it the greater likelihood that individuals will enter and remain in the field, a change in values and culture is required. Attitudes will need to be changed; perceptions will need to be adjusted; and realities will need to be altered. Jewish educators, whether they are teens involved in camps, college students engaged in their first teaching assignment, or adults working part time or full time in the classroom or in a leadership role, are the centerpiece of the educational process. That this is so must be conveyed both in word and deed. Marketing and public relations campaigns must be mounted to influence how educators are viewed by the public, in this case the Jewish public. Leadership at every level, from the smallest school committee to the federation board, must become actively involved in promoting the profession and encouraging people to consider becoming Jewish educators.

Welcoming educators to the tables where decisions are made, encouraging greater involvement by educators in the life of the community, and demonstrating the value that educators provide in a wide range of settings will add to their status and dignity. In the Jewish tradition, this concept is simply referred to as *derech eretz*, creating an environment for the individuals to flourish in their chosen activity.

Volunteer leaders must become the primary advocates for raising the status of the Jewish education profession. They must partner with the educators themselves in bringing a strong message to the entire community that Jewish education is the central value that provides for a Jewish future. But not just any Jewish education: in an age when Jews demand and expect excellence in every aspect of their lives, Jewish schools, camps, and youth programs must be of the highest quality. To achieve this, the educators who enter the classroom, lead the youth programs, and guide our camps must have the best training and represent the best values. This message of quality must be the central component of advocacy to raise the status of Jewish educators.

And then quality must be rewarded. It is not sufficient to speak well of educators and to insist that they be of the highest quality; we must also provide them with the tools and the rewards that are associated with excellence. Respect for educators means recognizing their need to function in well-equipped, well-maintained settings, to have access to the resources, guidance, and ongoing learning they require in order to perform at their best, to be compensated fairly, and to be treated with dignity. Taking seriously the mandate to respect our educators would inevitably set off ripple effects that would transform the entire climate for professional recruitment, development, and retention.

BUILDING A SYSTEMIC APPROACH

At the core of every change process is an understanding that the various components of the situation we face form an integrated system. In Jewish education, the quality of learning is linked to the knowledge and abilities of the teachers, which is in turn linked to the quality of the leadership team, all of which are linked to the financial support provided for resources, facilities, compensation, professional development, and benefits. There is no way to transform Jewish education by focusing on one element alone — structures, or curriculum, or funding, or teachers. All must be addressed in a thoughtful, systematic fashion, looking for points of leverage that can turn the character of the current reality to our advantage.

Although this Report focuses on only one component — personnel — of the Jewish educational system in North America, the same need for systemic thinking and action applies to the other components. The issues of recruitment, development, and retention are inextricably intertwined. And all are anchored in the character and characteristics of the educational system itself. This is not surprising. The personnel “sub-system” — embracing recruitment, preparation, induction, ongoing development, and retention — represents the single largest financial component of the overall Jewish educational system, totaling between 75 percent and 80 percent of education’s cost. The people who are actively engaged in providing the day-to-day leadership and instruction in both formal and informal

settings are also responsible for the development and selection of the resources; the maintenance, design, and use of the facilities; and the determination of the general and specific directions of the overall program. They are in a position to create a meaningful and challenging educational product that will challenge the minds and engage the hearts of the learners — or to provide mediocre education that will inspire no one.

To operate first-rate, successful Jewish educational programs, we need high-quality personnel. To ensure high-quality personnel, a multifaceted approach to professional recruitment, development, and retention is required. Such an approach will involve more than simply creating new programs in each of these areas. These programs will themselves need to be linked to one another to form a web of mutually reinforcing endeavors. For example, mentoring programs that pair veteran teachers with novices can achieve multiple purposes: they provide veterans with opportunities for career growth and advancement, including additional compensation for greater job satisfaction, higher performance, and retention; while at the same time making success more likely for new recruits, which enhances the likelihood of their staying in the field and making it more attractive to new prospects. Similarly, publicly recognizing teachers by awarding them stipends that can be used for professional development not only affects the recipients, but also makes a public statement about the value of teaching and the importance of continuing growth that will affect other educators, community leaders, philanthropists, and prospective recruits.

Systemic approaches, however, must go beyond the realm of personnel initiatives alone. A much more fundamental realignment of the educational system as a whole will be required to create supportive contexts within which specific efforts to recruit, develop, and retain educators can succeed. Today's Jewish educational system is barely a system at all. Programs and institutions operate largely in isolation from one another. Continuity from one school to the next, from one grade to the next, or even from class to class in the same grade is largely missing. Furthermore, when there are few lines of communication between teachers and supervisors, or even among teachers themselves, there are few opportunities to learn and grow within the system. For teachers to appreciate their own contribution and to be successful, a better aligned, more collaborative system is required. Opportunities to become more involved, to grow professionally, and to share with colleagues in a system that values an integrated approach to learning for all learners is critical to building a strong, vibrant system.

Implementing a systemic approach to dealing with the personnel situation will require higher levels of cooperation among institutions. No one can ask that these institutions give up their ideological integrity or educational philosophies; this would undermine the diversity and autonomy that is one of the strengths of the North American Jewish educational system. But there is much that can be done to address the dysfunctions of the

“Reform will never be achieved by renewing appropriations, restructuring schools, rewriting curricula, and revising texts if we continue to demean and dishearten the human resource called the teacher.”

— *Parker J. Palmer*

current situation and to create sets of initiatives that address simultaneously the multiple dimensions — financial, organizational, image related, and qualitative — of the so-called personnel crisis.

These four elements — quality leadership, community support and funding, respect and advocacy for educators and the profession, and building a systemic approach — are the building blocks for an intensified effort to transform the personnel situation in Jewish education. We turn now to the specific strategies that the Task Force believes will effect this transformation.

II. TOWARD A STRATEGY FOR COMMUNAL CHANGE

Meaningfully addressing the personnel shortage in Jewish education will require action on many different levels and from many different sources. Everyone — institutional and communal leaders, training venues, national bodies, philanthropists, and educators themselves — bears a measure of responsibility for the current situation, and everyone can contribute to its amelioration. The detailed recommendations of the Task Force’s Work Groups include many suggestions, ranging from the obvious and basic — e.g., raising salaries and increasing benefits — to the more complex and less evident — e.g., conceptualizing and supporting career “lattices” that encourage educators to both remain in the field and enrich the field through either lateral moves to other educational venues or moves to more advanced positions.

In this section, we wish to focus on one key set of recommendations: those that describe how a community can apply the concept of developing systemic and systematic approaches to educator recruitment, development, and retention on the local level. We choose this focus because of the configuration of Jewish education in North America. Although there is much that can and should be done nationally or continentally, or within the compass of specific institutions and movements, the local community is an especially important organizing framework for much of what needs to be accomplished in order to transform the current situation. When communities make educators a priority, they provide a powerful spur for enlisting other key actors in a coordinated approach with the potential to have a decisive and long-lasting impact.

The Task Force developed a six-step model for how communities can make educator recruitment, development, and retention a priority and identify and implement the action steps necessary to effect change:

- ▶ Step 1: Convene a professional recruitment and development task force.
- ▶ Step 2: Map the local profile and infrastructure of Jewish educators and Jewish educational positions.
- ▶ Step 3: Define a set of principles and attributes that will guide a local change initiative.
- ▶ Step 4: Prepare a comprehensive report on current professional recruitment and development practices, programs, and policies.

“We have no choice but to figure out how to invite in everybody who is going to affected by change.”

— *Margaret J. Wheatley*

- ▶ Step 5: Develop an action plan based on the principles chosen by the local community in order to implement a systemic approach to professional recruitment and development.
- ▶ Step 6: Monitor and evaluate the work of the task force continuously.

STEP 1: CONVENE A PROFESSIONAL RECRUITMENT AND DEVELOPMENT TASK FORCE

The first step in the process is to engage communal leadership in addressing the issues involved in recruiting and preparing high-quality personnel to staff all educational programs.

This is best done, we believe, by convening a formal local task force with a broad representation of community leaders, both volunteer and professional, from educational and communal institutions to take ownership of this issue. The local task force may be convened under the auspices of the central agency for Jewish education, the federation, or a Jewish Continuity or Renaissance Commission, depending on what will be most effective in the local setting. In all events, the task force should include representation from:

- ▶ educational administrators from agencies, schools, synagogues, youth programs, and camps who carry the portfolio for professional development, educational accountability, and finance;
- ▶ volunteer leadership from synagogues, communal agencies, schools, youth movements, and camps who are charged with policymaking and fiscal oversight;
- ▶ professionals from the community at large who possess particular expertise in recruitment, training, professional development, adult learning, and retention of personnel in the workplace;
- ▶ educational personnel engaged in the delivery of Jewish learning within the synagogue, school, youth movement, and camp settings;
- ▶ Jewish communal leaders who are responsible for community planning, resource development, and allocation of resources for educational purposes;
- ▶ representatives from the academic community with particular expertise in educational planning, professional development, human resources, and educational leadership.

The professional recruitment and development task force should be charged with developing a community-wide system for identifying, engaging, and retaining individuals as Jewish education professionals. The system should include appropriate training, induction, and evaluation processes designed to assure that the educators' work in the field will be successful, particularly in the early stages of their careers.

STEP 2: MAP THE LOCAL PROFILE AND INFRASTRUCTURE OF JEWISH EDUCATORS AND JEWISH EDUCATIONAL POSITIONS

The Local Configuration of Positions

The first step in designing a community system for educator recruitment, development, and retention is to map the current configuration of Jewish educational positions in the community. What positions exist and how are they currently being filled? Are these full-time or part-time positions? Are they being filled by individuals with professional credentials or not? How were the current occupants recruited? How much turnover is there from year to year? Are individuals working in more than one position? Is there a perceived need for upgrading the quality of those filling these positions or the quality of candidates for openings? In addition to looking at positions that already exist in synagogues, schools, JCCs, camps, youth groups, central agencies, and other settings, it is also important to ask what positions should exist that currently do not. This kind of map will not only define the needs that exist in the community in more specific terms, but will also identify the particular challenges that are likely to be encountered in seeking to address these needs (e.g., a high prevalence of part-time positions).

“If we want people to be innovative, we must discover what is important to them, and we must engage them in meaningful issues.”

— Margaret J. Wheatley

The Local Professional Profile

The second component of the mapping process should focus on the backgrounds and motivations of the people who are engaged in the field. A study of the individuals who currently serve as educators in the community will provide a road map for a more effective system of recruitment, development, and retention. Some of the key issues to examine are:

- ▶ the backgrounds that educators bring to the field;
- ▶ their motivations and influences for entering the field;
- ▶ the factors that encourage educators to remain in the field;
- ▶ the time commitments that educators are willing to make to the community and to their educational work;
- ▶ educators' willingness to pursue advanced learning.

This information is critical to designing (or redesigning) systems for professional growth that include such elements as pre-service recruitment activities, induction programs for new staff, ongoing professional development activities for line workers, and advanced training for those seeking to move into higher-level positions. Jewish educators are a widely diverse group with different backgrounds, routes of entry into the field, professional aspirations, and willingness and ability to work full or part time. Matching these individuals to positions in which they can both contribute and thrive requires that these differences be acknowledged and addressed.

Profiling Recruitment and Professional Development Activities

Most communities provide some forms of professional development for the educational personnel in their community. Many also have programs in place designed to bring new people into the field. Mapping these current activities and programs is the third component of developing a community profile. The questions that should be posed include:

- ▶ How does recruitment currently take place? Who is responsible? What pools of candidates are being approached? Is recruitment haphazard or systematic? Is recruitment tied to professional preparation in any form?

- ▶ How is the professional development organized? Who is responsible? What is the content? What are the target audiences? What is the format (teaching/learning style, intensity, duration, follow up)? Is there a sequence in the content that encourages individual growth? Is it differentiated by the role, function, and population group served by the personnel? Is there an understanding of what “good” teaching and youth work is? Is there a connection between the vision and goals of the professional development and the vision and goals of the schools and/or programs where the educators are employed? Are the programs designed to meet the individual and institutional needs of the educators participating? Does the content of the professional development activity match the content needs of the program? In sum, are the various components aligned to create a systemic approach to Jewish educator recruitment, development, and retention in the community?

A full profile of the community’s recruitment and professional development efforts should also incorporate information about the auspices of these activities, the capacities of those currently carrying out these tasks, the investment of resources, the current patterns of participation, the incentives for participation, and the effectiveness of what is being done.

STEP 3: DEFINE A SET OF PRINCIPLES AND POLICIES THAT WILL GUIDE A LOCAL CHANGE INITIATIVE

Understanding the current reality on the ground is a vital step in designing initiatives aimed at changing this reality. Equally important is defining the principles and policies that will guide these initiatives. The JESNA Task Force developed nine principles that it believes can form the foundation for a systematic approach to professional recruitment and development for educational personnel:

1. Recruiting and nurturing high-quality personnel to serve in educational roles is understood as a communal responsibility.
2. Pre-service preparation and induction for new recruits is recognized as critical to their success and to the overall professionalization of the field.
3. Professional development for all educational personnel is seen as the cornerstone of educational improvement and is built into the normal routine of all educational personnel.
4. All educators should possess a deep understanding of Judaica, should have a thorough knowledge of and ability to work with educational methodologies appropriate to their setting, and should be enthusiastic communicators of the Jewish tradition.
5. Communal policies encourage educators to be actively involved in planning and implementing high-quality professional development programs.
6. Senior professional leaders are prepared to provide assistance to all educational personnel and volunteer leadership in creating effective recruitment and development programs.
7. The community provides incentives that encourage and support individual and collaborative endeavors aimed at professional growth and institutional change.
8. Educators have access to extensive resources to support their professional growth, including programmatic and curricular materials, strategies for educational reform, and models of successful high performance.

9. Evaluation of all professional development activities and their support systems is a standard component of communal practice and provides feedback that is used to improve these on an ongoing basis.

The local community professional recruitment and development task force should review these principles and, where needed, make adjustments to reflect the values of local leaders and institutions. The task force should seek support for these principles from the boards and committees of each organization involved in Jewish education as part of building a community approach to professional recruitment and development. Once a set of principles has been adopted, a set of standards and indicators should be adopted that translate the principles into specific benchmarks to measure the community's progress as it seeks to embody these principles in both institutional practice and in new programs and initiatives.

A sample set of indicators geared to the nine principles listed above is found on pages 22 and 23.

STEP 4: PREPARE A COMPREHENSIVE REPORT ON CURRENT PROFESSIONAL RECRUITMENT AND DEVELOPMENT PRACTICES, PROGRAMS, AND POLICIES

Changing a community's policies and practices to recruit, develop, and retain Jewish educators is a complex task. Often these changes will require that both structures and cultures be transformed. New ways of working both within and across institutions must be accepted and implemented. New relationships will need to be forged, and necessary resources will need to be invested. Therefore, it is vital that the local task force reach out aggressively to the community to share its findings and to advocate for the principles that it has adopted to guide change efforts. Although this can and should be done in a number of ways, including one-on-one meetings with key leaders and boards, community forums, stories in the Jewish press, and strategic use of outside resources, a report outlining the task force's findings and conclusions, distributed to key constituent institutions throughout the community, can also serve as a valuable focal and reference point for a more broad-based advocacy effort and for the next stage of work: formulating specific recommendations and initiatives. The report should identify the critical issues in professional recruitment, development, and retention with a clear understanding that

“People, like all life, are creative and good at change.”

— *Margaret J. Wheatley*

the challenges faced will require a serious investment of time, energy, and financial resources.

Making the case for change requires that the entire picture be made available to decision-makers. Thus the report should focus on such topics as:

- ▶ the current annual financial investment by all communal agencies, schools, and organizations in recruiting, developing, and retaining personnel for all Jewish educational settings;
- ▶ the nature of the institutions that are actively involved in recruitment and development programs and how effectively these responsibilities are being carried out;
- ▶ the decision-making process utilized by the communal system and each individual institution and organization to determine the financial commitment, content, format, and responsibility for implementation of professional recruitment and development programs;
- ▶ the relationship between the recruitment and development policies and practices and the educational goals of the programs for which they are designed;
- ▶ the connection between the professional recruitment and development activities and improved practice within the learning environments of the schools, camps, youth activities, and other educational settings;
- ▶ the impact of the professional recruitment and development on the nature and quality of the educational programs and the experience of learners.

The report to the community provides an opportunity to foster a communal dialogue on the current situation and its strengths and weaknesses. This discussion should explore deeply the central question concerning the kind of professional recruitment and development that is required to meet the needs of learners in the wide range of Jewish educational settings found in the community. This will set the stage for the next critical step: mobilizing support behind new initiatives aimed at expanding and improving local practice.

continued on page 24

NINE PRINCIPLES FOR A SYSTEMIC APPROACH TO PROFESSIONAL RECRUITMENT, DEVELOPMENT, AND RETENTION

Please refer to page 20.

Principle 1

Recruiting and nurturing high-quality personnel to serve in educational roles is understood as a communal responsibility.

Indicators:

Volunteer and professional leaders across the community place a high value on the quality of personnel engaged by all educational institutions and programs. Communal policies support educators who have achieved high standards through communal recognition ceremonies and awards. Support is provided through communal institutions to publicize all initiatives designed to recruit new personnel to the field.

Principle 2

Pre-service preparation and induction for new recruits is recognized as critical to their success and to the overall professionalization of the field.

Indicators:

Resources are committed to recruiting and preparing master educators who will serve as mentors to new recruits. Each new recruit is assigned a mentor and provided with time for in-depth collaborative learning activities.

Time is allocated for new recruits and their mentors to observe each other in the workplace.

Principle 3

Professional development for all educational personnel is seen as the cornerstone of educational improvement and built into the normal routine of all educational personnel.

Indicators:

Time is allotted for all educators to engage actively in professional development. Resources are provided to underwrite the costs and to provide incentives for educators to engage in professional development activities. Such activities are designed to interface directly with the professional activities of the educators. Such activities should be personalized to meet the needs of each educator.

Principle 4

All educators should possess a deep understanding of Judaica, should have a thorough knowledge of and ability to work with educational methodologies appropriate to their setting, and should be enthusiastic communicators of the Jewish tradition.

Indicators:

Opportunities are readily available for educators to engage in active Judaica learning. Educators are actively encouraged to expand their repertoire of educational tools within their areas of responsibility.

Principle 5

Communal policies encourage educators to be actively involved in planning and implementing high-quality professional development programs.

Indicators:

Each community has established a high-level committee to establish policy and advocate for high-quality professional recruitment and

development for all educational personnel in the system. Each organization that sponsors or operates a Jewish educational program has placed the importance of providing high-quality personnel in every position and for providing them with appropriate induction and professional development activities.

Principle 6

Senior professional leaders are prepared to provide assistance to all educational personnel and volunteer leadership in creating effective recruitment and development programs.

Indicators:

Top professional leadership is actively engaged in promoting and advocating for high-quality professional recruitment and development for all educational staff. In the budgeting process, allocations are made to support professional recruitment, development, and retention activities.

Principle 7

The community provides incentives that encourage and support individual and collaborative endeavors aimed at professional growth and institutional change.

Indicators:

Resources are provided through incentives and direct allocations for educators to engage in both individual and collaborative initiatives that encourage and lead toward more effective practice. Opportunities are provided for educators to utilize their creativity in developing new materials and approaches for use in their programs. Educators are encouraged to share their latest creations with their colleagues. Awards are provided to the educators for both

outstanding new and established contributions to the field.

Principle 8

Educators have access to extensive resources to support their professional growth, including programmatic and curricular materials, strategies for educational reform, and models of successful high performance.

Indicators:

Resource materials are provided in a central location for educators to explore new approaches for the delivery of high-quality Jewish learning. Educators are given access to the latest technologies, which will enable them to obtain the newest and most innovative materials available with appropriate training in their use. Internet-based collections of new and innovative materials are made accessible to all educators.

Principle 9

Evaluation of all professional development activities and their support systems is a standard component of communal practice and provides feedback that is used to improve these on an ongoing basis.

Indicators:

All allocations of new resources include appropriate funds to conduct a full and complete evaluation of the effectiveness of the project. Professional evaluators are recruited and trained in each community to be responsible for oversight and evaluation of all new initiatives.

STEP 5: DEVELOP AN ACTION PLAN BASED ON THE PRINCIPLES CHOSEN BY THE LOCAL COMMUNITY IN ORDER TO IMPLEMENT A SYSTEMIC APPROACH TO PROFESSIONAL RECRUITMENT AND DEVELOPMENT

At this point, the local task force is ready to move from research and community education/advocacy to action by developing an action plan that identifies strategic goals (e.g., increasing the number of people interested in and capable of teaching in congregational schools) and the specific action steps corresponding to these goals (e.g., recruitment/preparation programs targeted at high school and college students, parents of religious school students, and retired public school teachers). To the greatest extent possible, these goals and action steps should grow out of existing policies and practices in order to create a visible pathway for improvement (evolutionary change is always easier than revolutionary). They should also be consistent with the principles of a systemic approach to professional recruitment and development adopted by the community.

In designing a systemic approach, there are several additional factors that must be kept in mind:

1. *Allowances must be made for the diversity of educational settings and the different needs and resources that exist.* “Systemic” does not mean “uniform.” Although it is desirable to look for opportunities to implement initiatives that cross institutional and even arena boundaries (e.g., developing programs for high school students that encourage them to become “para-professionals” in religious schools during the year and work in local Jewish day camps during the summer), not everything that is appropriate for one need or setting will work in other settings. The needs and strategies for recruitment and professional development for day schools will likely be quite different than those for youth groups. Small synagogues may not be able to do all of the things to support their educators that larger institutions can manage. The challenge is to balance the need to tailor initiatives for specific settings with the desire to achieve broad-scale change for what is a system-wide problem, encouraging innovation and facilitating collaboration.
2. *A local plan of action should also incorporate programs and resources that are found outside the community.* No community can, or should have to, sustain a full-fledged systematic recruitment, development, and retention program for its educators on its own. Tapping into the vast array of resources that exist on the national and even global level for recruitment,

**“I touch the future,
I teach!”**

— *Christa McAuliff (lost
in the Challenger disaster)*

professional preparation, continuing development, and educator recognition should be part of any community action plan. Accessing these resources is becoming even easier, both because the number of new programs is growing and because technology makes it possible to transcend geographic boundaries relatively easily and inexpensively.

3. *New initiatives require new financial resources.* The action plan should address explicitly the financial resource requirements and suggest strategies for securing these. These may include reallocation of existing resources, but it is critical that the community understand that effective recruitment, development, and retention of educators requires expenditure of money. Presenting this as an investment in the future and not merely a current expense may help in making the case for new financial resources.
4. *Some changes, especially those that seek to create a new “culture” in the community, do not necessarily require substantial new expense.* There are many things that can be done to strengthen educator recruitment and retention that do not require major investments of dollars. Rabbis can promote education as a career and publicly recognize the educators in the congregation. Educators can be given prominent places at community events. Local business people can provide discounts to educators and to teens who participate in “future educators” programs. An action plan that embodies the principle that recruitment is everyone’s responsibility will look for ways to change the community climate that go beyond specific recruitment or training programs.

The action plan is the core of the local task force’s work. If it has done its research diligently and communicated extensively with the larger community, it should have laid the groundwork for a plan that will be focused, relevant, and achievable.

STEP 6: MONITOR AND EVALUATE THE WORK OF THE TASK FORCE CONTINUOUSLY

Ultimately, the test of this or any process aimed at addressing a major community challenge is whether the steps it proposes are in fact implemented, and, if so, whether they work. By establishing ongoing evaluation as a critical element in its process, the local task force will be communicating a strong message that quality is important. Effective evaluation involves the establishment of clear goals for the program from the outset in conjunction with a set of measurable indicators of progress toward those goals.

Carefully monitoring the implementation of the community initiative as it unfolds enables the program planners to make necessary adjustments as new knowledge is gathered. By establishing a process of evaluation as part of its recommendations and action plan, the task force will be acknowledging that learning from the process is as important as going through the process itself. Continuous learning will lead to more effective strategies in the future. The six-step process that is suggested here is not a panacea. Nor should it be seen as the only way in which a community committed to strengthening professional recruitment, development, and retention as critical factors in building quality Jewish education can proceed. However, the JESNA Task Force believes that without the kind of focused, research-based, action-oriented approach outlined above, achieving substantial change in the ways in which we seek to attract, prepare, and retain our educators will be difficult. This is in many respects the same process that the JESNA Task Force itself went through and that yielded a broad-based set of recommendations for action on the national level that is now being pursued through a wide range of vehicles.

In the end, the Task Force believes that only a combination of national and local initiatives will achieve the transformation needed today. But if we can in fact align our work across the entire Jewish educational system, the potential for significantly ameliorating what has been Jewish education's "chronic personnel crisis" for more than half a century is better today than it has ever been in the past.

It is time to take action. If we do, the Task Force is confident that the prospects for success and for realizing all the dividends for Jewish life that will flow from this success are great.

III. Appendices

APPENDIX A: MISSION STATEMENT

Quality human resources are the key component of an effective system of Jewish education. During the past generation, the North American Jewish community has been unable to attract and retain sufficient numbers of qualified educators to provide for the staffing needs of schools and informal educational programs. The resulting shortage places a continuing strain on those responsible for hiring new educators to replace those who move into other positions or leave the field. Shortages at the administrative level are especially damaging, since they affect the quality of entire institutions. If the Jewish community is to provide for its future, it must give serious thought to creative and visionary approaches to the issues that are at the core of Jewish education’s chronic personnel crisis — recruitment, professional development, retention, and placement.

JESNA is convening this Task Force on Professional Recruitment, Development, Retention, and Placement to provide guidance to the agency in defining its role in addressing Jewish education’s personnel needs during the next decade.

The Task Force will:

1. focus attention on the personnel needs of the schools and agencies that provide Jewish education for the North American Jewish community;
2. identify opportunities and key leverage points for creating broad-based changes in the professional system, including recruitment, pre-service training, in-service professional development, career advancement, improvement of the status of the educator, and funding sources for new and continuing personnel initiatives;
3. use current research on personnel issues in the field and actively look to identify and foster new research where needed;
4. identify exemplary programmatic models for engaging and preparing Jewish educators for lifelong careers in the field with particular attention being given to career “latticing;”
5. recommend appropriate initiatives in the areas of professional recruitment, development, retention, and placement to the JESNA Board for action in the near future;
6. foster collaboration among those institutions actively engaged in recruitment, development, retention, and placement of Jewish educational personnel.

Task Force membership includes members of the JESNA Board, lay leaders from national and local agencies and organizations concerned with the personnel shortage, and professionals from academic training institutions, central agencies, the religious movements, professional educator organizations, and other national agencies that recognize the serious need for qualified personnel to staff the Jewish educational system. The Task Force will begin its formal work in March 1999 and is expected to present its findings and recommendations to the JESNA Board early in the year 2000. It is anticipated that during this period the entire Task Force will hold at least two meetings, each lasting approximately two days, as well as a number of conference calls for the small working groups. A final report with the findings and recommendations of the Task Force will be published and circulated to the field and to local communities within six months of the conclusion of the Task Force's work.

APPENDIX B: ROSTER OF TASK FORCE MEMBERS AND WORK GROUPS

Sandra O. Gold, Chair, Bergen County, NJ	Ferne Katleman, New York
George Adler, Rochester	Marty Katz, Milwaukee
Sheila Adler, Mt. Kisco, NY	Jeffrey Lasday, St. Louis
Ramie Arian, New York	Sara S. Lee, Los Angeles
Lisa Barzilai, Bergen County, NJ	Marlene Myerson, Toronto
Linda Blumenthal, Baltimore	Steve Noble, New York
Joy Brand, New York	Dan Polster, Cleveland
Mark Charendoff, New York	Mitchell Schneider, Cleveland
Adabeth Cutler, MetroWest, NJ	Paul Schneider, Baltimore
Joel Daner, New Jersey	Henry Schreibman, San Francisco
Gail Dorph, New York	Dan Segal, Philadelphia
Claire Ellman, San Diego	Miriam Klein Shapiro, New York
Brenda Gewurz, Montreal	Sara Shapiro, Chicago
Toby Gold, Columbus	Susan Shevitz, Boston
Joyce Goldstein, MetroWest, NJ	Elizabeth Shulman, West Palm Beach
Amy Gooft, Washington, DC	Yonaton Shultz, Los Angeles
Lee Hendler, Baltimore	Moshe Sokolow, New York
Michal Hillman, Atlanta	Zena Sulkes, Orlando, FL
Stephanie Hirsh, Dallas	Nicki Tanner, New York
Cecile Jordan, San Diego	Diane Troderman, Springfield, MA
Cindy Kaplan, Rhode Island	Saul Wachs, Philadelphia
	Cyd Weissman, Philadelphia

WORK GROUP ASSIGNMENTS

Defining the Profession	Developing the Profession	New Visions for the Profession	Supporting the Profession
Ramie Arian	Sheila Adler*	Linda Blumenthal	George Adler
Joy Brand	Lisa Barzilai	Mark Charendoff	Adabeth Cutler
Gail Dorph	Joel Daner	Toby Gold	Brenda Gewurz
Michal Hillman	Claire Ellman	Joyce Goldstein*	Amy Gooft*
Stephanie Hirsh	Sara Lee	Ferne Katleman*	Lee Hendler
Paul Schneider	Miriam Shapiro	Martin Katz	Cecile Jordan
Daniel Segal	Sara Shapiro	Jeffrey Lasday	Cindy Kaplan
Saul Wachs	Mitchell Schneider	Marlene Myerson	Steve Noble
Cyd Weissman*	Susan Shevitz	Henry Shreibman	Dan Polster
	Yonaton Shultz	Moshe Sokolow	Diane Troderman
	Zena Sulkes	Nicki Tanner	

* = Work Group Chairs

APPENDIX C: WORK GROUP RECOMMENDATIONS



Work Group on Defining the Profession

DRAFT RECOMMENDATIONS

This Work Group has been focusing more on the recruitment issues in its recommendations. Effective recruitment and nurturing of educational personnel is directly connected to educational programs that are grounded in a clear understanding of their vision and goals. Quality Jewish education requires that institutions connect their vision to standards of excellence for both the staff and the learners. Prospective educational personnel are more likely to join the field when they recognize that the school or program is built on a solid foundation of principles and beliefs and has high expectations for all of its participants. By creating a positive environment within which educators work, we will be in a better position to maintain their involvement and to recruit new educators for the future.

Advocacy

Recommendation #1

Quality Jewish education is directly tied to having quality personnel who feel respect and are valued by the community in which they serve. To demonstrate to the educational personnel that the community shares the vision and goals of the program, the educators require *proper financial and human rewards* that are commensurate with their training and experience. This begins with a significant benefits package and includes additional perks that encourage them to become actively involved with the community at large, such as reduced or free memberships to synagogues and centers.

Recommendation #2

Effective *recruitment strategies* vary according to the interests and needs of those who are being recruited. Responding to the needs of the community through the adoption of multiple strategies will have greater impact on the number and quality of those who choose to become actively involved in Jewish education.

National Approaches

Recommendation #3

Establish a *national database* of information for recruitment — a central repository for people seeking employment and for different types of positions broken down by fields.

Recommendation #4

Establish a *national center for Jewish teaching and learning* with regional offices and outreach to communities. The purpose of the center will be to plan and develop model programs for professional recruitment and development that may be implemented on national, regional, and local levels and to network with those people engaged in this work at all levels within the system.

Recommendation #5

Create a *national recruitment staff* to promote the field of Jewish education to prospective candidates on university campuses, in post-university programs of Jewish involvement both in North America and in Israel, to teachers and educational leadership currently involved in general education, and to other such groups in which prospective candidates may be identified.

Recommendation #6

Develop a *program for young adults* just out of college who share an interest in Jewish life to learn about Jewish education in practical terms by providing opportunities for travel to Israel for professional training and touring, with the stipulation that they return to their community for a period of two years of service as a Jewish educator, either in formal or non-formal education. This program could be modeled on the experience of Teach for America and OTZMA.

Recommendation #7

Create *marketing strategies* and initiatives to be shared with local agencies with appropriate methodologies for recruitment of local people. The design should serve as a template for identifying and attracting people from the community to join the ranks of Jewish educators.

Recommendation #8

Develop a *manual of case studies* based upon the successful work of various communities, both large and small, that encourage local people to become involved in Jewish education.

Local and Institutional Based

Recommendation #9

Because *mentoring and nurturing* of young professionals is a key to their continued involvement in the field on a long-term basis, create opportunities for senior professionals and lay leaders to learn the skills required for serving as effective mentors both within the local communities and in regional and national settings.

Recommendation #10

The first experience as a Jewish educator is critical to long-term success. By providing a formal program of *induction* for both first-year teachers and first-time educational leaders, from department heads to heads of schools, the newly appointed professional will gain the appropriate skills and understanding necessary to achieve success in the field. Such an induction program should focus on the development of personal satisfaction and personal growth as key factors leading toward full-time commitments to the field.

Recommendation #11

Build a system for *connecting new recruits* who are beginning their careers in either part-time or full-time settings to appropriate pre-service or in-service training programs and/or to induction programs sponsored by the local agencies and universities that are responsible for preparing educational personnel.

Leadership Development

Recommendation #12

Provide opportunities for *educational leaders*, both lay and professional, to learn the various approaches and skills necessary to create an effective recruitment program within their organization and throughout the community. Areas of particular emphasis include effective role modeling, mentoring, and induction.

Recommendation #13

Effective recruitment of new personnel is connected directly to the *culture and environment* of the school or institution. Adults look to a school or institution as a meaningful work environment when they observe that the system values learning at all levels and that the activities engage all learners at all times. Establishing this culture is the primary role of the lay and professional leadership, who require specific training to embed a proper culture within the institution.



Work Group on Developing the Profession

DRAFT RECOMMENDATIONS

General

Recommendation #1

Provide educational leaders with *advanced training in the strategies and techniques for delivering quality professional development* and support for educational personnel within their organization. Proper financial and public recognition should be provided to those who successfully complete the development programs and translate the experience into programs for their faculty and other educators.

Recommendation #2

Professional development programs that are specifically designed for *teaching personnel* should be established based upon the latest thinking in the preparation of and continuing professional development for professionals working in the fields of education and related areas.

Recruitment Initiatives

Recommendation #3a

Establish a recruitment program in local communities that includes serious training in the skill areas required for successful professional practice to attract people for teaching and leadership roles in congregational schools. These programs should be developed by the central agency for Jewish education in collaboration with other organizations.

Recommendation #3b

Recruit knowledgeable Jews who have no formal training in education to serve as teachers, youth advisors, and educational leaders. Provide training programs in education to prepare them for their new roles as members of the professional team.

Recommendation #4a

Recruit day school general studies and public school teachers with proper secular credentials to participate in programs of advanced Jewish study that prepare them for similar roles as teachers of Jewish studies.

Recommendation #4b

Recruit congregational teachers, camp counselors, and youth advisors and directors for professional roles in Jewish education, both within their current area of expertise and in

other related areas. Provide meaningful professional development opportunities to prepare them for their new full-time roles in Jewish education.

Recognition

Recommendation #5

Encourage local communities and national organizations to provide visible *recognition through stipends, certificates, and/or public ceremonies* for teachers and educational leaders. Such programs should be connected to both the completion of continuing professional development activities and to the pursuit of advanced training in academic settings.

Local Initiatives

Recommendation #6

Establish a program of *mentoring* for all new or novice teachers and professional educational leaders that will involve a combination of initiatives, including personal mentoring by a senior professional with experience in their specific area, a training program for the mentors, and a seminar for the mentors and novices. A training guide should be developed that defines the steps and delineates the process of creating a proper welcoming system for new educators.

Recommendation #7

Encourage individual congregations to develop *intensive training programs for congregants* to learn with the rabbi, educator, and others in preparation for formal roles as teachers and youth leaders. Assistance in the design of the program should be provided through the development of a training manual and course of study and with the support of local central agencies for Jewish education.

Recommendation #8

Re-examine the system of funding Jewish education, which is centered primarily within each individual institution. Develop new approaches that *share financing Jewish education* for our youth in formal and informal settings, especially for salaries and benefits, among all segments of the Jewish communal structure.

University-Based Programs

Recommendation #9

Develop programs with universities to provide *intensive professional development programs* for people who wish to become actively involved in Jewish education either as professionals or in avocational roles utilizing summer institutes, winter seminars, and appropriate supervised internships and fieldwork.

Recommendation #10a

Create model or experimental programs for *Jewish students majoring in education* at local universities to complete their student teaching requirements within the Jewish day school framework. Where there is also a Jewish studies program at the same university, encourage the establishment of a joint degree program in education and Jewish studies designed to prepare teachers for the Jewish school system.

Recommendation #10b

Create model or experimental programs for *Jewish students majoring in social work* at local universities to fulfill their fieldwork assignments within the Jewish communal system, especially in the areas of informal education. Where there is also a Jewish studies program at the same university, encourage the establishment of a joint degree program in social work and Jewish studies designed to prepare informal educators for youth and camp settings.

Regional and National Programs

Recommendation #11

Develop a program for establishing *regional development programs* for teachers, informal educators, and educational leadership to advance their professional skills and knowledge. New technologies should be incorporated wherever appropriate, both as tools for learning by the educators and to be used by them in their work.

Recommendation #12

Establish *regional and/or national centers for lead educators* to participate in serious professional development programs, similar to the Institute in Jewish Educational Leadership for New Principals sponsored by Brandeis University and JESNA. These programs may be connected to already existing meetings and programs, such as the CAJE Conference and the UAHC Kallot.



Work Group on New Visions for the Profession

DRAFT RECOMMENDATIONS

Introduction

Establish a *systemic approach to recruitment and professional development for the profession*.

Structure of the System

Recommendation #1

Bring the top leadership of the Jewish community — UJC, JESNA, ADCA, Hillel, JCCA, CAJE, UAHC, USCJ, JRF, UTJ, YU and OU, Torah U'mesorah, and the Foundation for Jewish Camping — together to create a *continental system* with agreed-upon roles and a unified mission and with each taking on a different component of the larger system as the lead agency. To facilitate the process, a steering or coordinating committee should be established that develops a unified approach with participation from all or most parties and that includes designated point people from each of the national bodies.

Collaborative initiatives in the various areas of recruitment, development, and retention that are built on a sharing of knowledge and information between the sponsoring groups should be encouraged.

Advocacy

Recommendation #2

Create a *continental system of advocating for career development* with a full-scale marketing and public relations campaign. The goal of the campaign will be to contribute to the creation of a more positive environment for Jewish educators to work within. Leadership at all levels should be encouraged to adopt positive attitudes and values toward the profession and to demonstrate its support in positive ways throughout the community. Appropriate recognition should be given to Jewish educators in public forums throughout the year.

Recommendation #3a

Jewish educators have a major role in the community as the *primary advocates for the value of Jewish education*. They need to get out of the classroom and youth programs to share their commitment and to provide leadership on the importance and value of a high-quality Jewish education for all members of the Jewish community. To be

successful, they need to participate actively in training and development programs that provide them with the tools, skills, and knowledge for fulfilling this important task. They need to be encouraged to fulfill this vital role so that they can become the “heroes” who guide the funders in their philanthropy.

Recommendation #3b

Define the *skill sets and competencies* required to enable the educators to fulfill their roles as advocates for Jewish education in the community. This may include learning how to promote oneself and one’s knowledge and gaining a broader personal perspective on the role of being an educator that goes beyond the level of being only a classroom teacher or a youth advisor.

There are three separate components:

1. Jewish educators need to become the primary advocates for their field within the community. To be effective they will require extensive training in the methodologies of advocacy and encouragement in reaching out to top leaders in the community, whether in the federation and its agencies or in the congregations, day schools, and informal education programs.
2. Educators deserve greater respect from both lay and professional leaders in the community. They need to be welcomed into organizational leadership both as members and as resources. As educators, they need to be encouraged to share their knowledge and expertise in a wide variety of settings where lay leaders and members of the community come together. Only through an active involvement in these areas will the educators earn this respect and gain greater access to leadership settings.
3. Educators need to be invited to leadership gatherings as resources for Jewish learning, in order to engage lay leaders in formal and informal study of Jewish texts, ideas, and values relating to their role as leaders.

Recruitment and Development (Pre-Service)

Recommendation #4

Develop an extensive college and university undergraduate training program for preparing people for teaching in Jewish schools, linking with the schools of education and the departments of Jewish studies.

Recommendation #5a

Create a *continental service program* similar to Teach for America and the JCSC program of Hillel to encourage recent college graduates to enter the field with a proper induction program consisting of mentoring, guidance, training, and development.

Recommendation #5b

Create a continental approach for welcoming graduates of master's level training programs into the field with appropriate *induction and mentoring* activities. Provide employers of recent graduates with the appropriate training to serve in this important role with the new professionals.

Recommendation #6a

Provide *new opportunities for educators in general education* to transition into the field of Jewish education by offering courses and seminars to develop their Judaic background and to learn the necessary skills for teaching Judaica in Jewish school settings. Develop marketing strategies to attract educators to join in this important venture. Components should be created that address their specific needs, e.g., in Judaica, methodology, and administration. Establish a national endowment with funding for educators who do not have the requisite skills to be effective in their new jobs to attend appropriate professional development programs as a part of their commitment to the institution.

Recommendation #6b

Establish a formal program of at least a year in duration for educators who wish to move *from general education into the field of Jewish education*. Recognizing that many will not be able or willing to spend a year in Israel on programs such as the Sr. Educators, such a program should be established domestically.

Career and Professional Development and Retention (In-Service)

Recommendation #7

Develop a continental system for educators to learn the skills and knowledge necessary for *career advancement*. (Programs for teachers to become administrators already exist at both JTS through the Avi Chai grant and at YU.) Through the establishment of an endowment system, such programs can become a formal component of the system rather than continue as dependent on grants.

Recommendation #8

Develop an extensive system of *distance learning for educators* in the field to further their development as Jewish educators. Through the utilization of the new technologies of the Internet and video conferencing, educators in all communities and in all settings can be reached for professional growth opportunities.

Recommendation #9

Educators in all areas of Jewish education should become *actively involved in curriculum and program development* as a component of their personal professional development. Opportunities should be provided, with appropriate support and training, for Jewish educators to contribute their own expertise to the future development of the Jewish education enterprise.

Recommendation #10

Develop a system to encourage and assist *people who are moving from one position to another*, either locally or from community to community. Prepare a document of protocols or FAQs that will assist them and their families in making the transition. Provide the appropriate support, both financial and human, to make the transition easier.

Recommendation #11

Create *composite jobs within Jewish communities* that will allow full-time employment for Jewish educators. Appropriate salaries and benefits need to be complemented by training and recognition by community leadership.

Financial/Funding

Recommendation #12

Develop *new strategies for bringing compensation and benefits* to a level that will attract and retain people in the field.

Recommendation #13

Build *major endowments for Jewish education* that will encourage funders, both individually and in cooperation with others, to support new and innovative initiatives in Jewish education.

Recommendation #14

Create a university position on major campuses for a recruiter for careers in Jewish education and Jewish communal service. Promote the various possibilities for careers. Connect the recruitment initiative to training and actual placements in jobs.

Recommendation #15

Create a national system of *guidelines for personnel practices*.



Work Group on Supporting the Profession

DRAFT RECOMMENDATIONS

Marketing the Profession

Recommendation #1

Develop *marketing tools* for young adults and others who are making *career choices* to learn about the positive benefits of becoming a Jewish educator. Create local initiatives to entice and encourage such people to pursue academic training to become Jewish educators. Specific focus should be given to university students by having veterans who are excited about their work in Jewish education facilitate small group discussions for those who are interested in learning more about the field.

Recommendation # 2

Market the field to professionals who teach part time but have no idea that there are *full-time opportunities*. This approach could be used both for preparing people for day school teaching and for moving part-time teachers into administrative positions. Add more full-time positions with the day schools. Create combinations between various part-time roles both within a single institution and across institutions to create full-time positions with incentives. Provide benefits as an incentive to encourage more people to assume additional responsibilities.

Financing Professional Growth

Recommendation #3

Establish a *matching grant program* with local communities to encourage people to pursue graduate degrees in Jewish education or a related field with the stipulation that they return to the local community for a fixed or minimum period of service. This could be open to either recent college graduates or mid-career people.

Recommendation #4

Create new sources of *funding for scholarships and fellowships* for graduate study as well as for significant increases in salaries and benefits for educators already working in the field.

Recommendation #5

Establish a program for *working with the funders* to look at opportunities in Jewish education. Develop a better system for seeking funding from the various sources — government, foundations, and federations (endowments). Create an ambitious approach to funding the various activities recommended in the Report.

Recommendation #6

Establish a formal *connection between professional growth and financial advancement* through the creation of professional standards and credentials. Requirements should be established for each area of professional status within the field of Jewish education, with appropriate certification provided to those who fulfill the requirements.

Recommendation #7

Establish standards for community support and involvement in the professional development of all educational personnel, including volunteer leadership. Research suggests that quality performance requires a serious commitment, both financially and in real time, to professional growth and development. Ten percent of budgets should be devoted to the professional growth of all staff, and 25 percent of an individual's time should be devoted to professional growth and development.

Professional Growth and Development

Recommendation #8

Establish *mentoring programs for teachers and educational personnel* in the first five years of their tenure that build on the expertise of veterans in the field and recent retirees. Provide training programs for the mentors along with both financial and public recognition incentives for the veterans and retirees to help them assume this important professional function within the community. Quality mentors should be encouraged to work with beginning educators both within their community and in distant communities through the use of the new technologies.

Recommendation #9

Establish a model for *individualized professional development plans* for all educational personnel that is linked to the standards established for licensure and certification.

Recommendation #10

Create career ladders of educational personnel to provide opportunities to grow from teachers through the ranks to educational leaders. Incentives, mentoring, and professional development programs are key to successful growth for educators.

Recommendation #11

Reconfigure all educational positions *from seasonal or academic calendars to full-year* positions. Build into the annual cycle ongoing professional development activities, particularly during summer breaks. Such activities should take the form of intensive summer institutes focusing on specific skills or content areas. Build professional development incentives into budgets of all educational institutions to cover all expenses of

participation in the programs, including compensation for time spent outside of the regular contract time.

Recognition and Respect for Educators

Recommendation #12

Encourage the establishment of local and national forms of *public recognition for educators*. Appropriate ceremonial events for the educators should be combined with similar events for other professionals in the Jewish community and for lay leadership.

Recommendation #13

Provide *opportunities for educators* to make formal presentations at public events and important meetings in the community to demonstrate their exceptional knowledge and capabilities. By encouraging educators to engage communal leadership in learning activities, their status will be strengthened. Appropriate professional development opportunities should be provided to prepare the educators to facilitate the learning of the adult community in an effective and exciting manner.

Recommendation #14

Establish formal programs of *sabbaticals for educators* to study for extended periods in Israel or university settings to renew their skills. Provide opportunities, with appropriate compensation, for personal and professional renewal for educators.

Recommendation #15

Create opportunities for *educators and parents* to learn and work together with the goal of *establishing strong personal relationships* between the parties that have major influential roles in the formation of Jewish identity in our youth. Combine the programs with professional development opportunities for the educators to learn more about working with parents and opportunities for the parents to learn the importance of effective parenting. Also, incorporate special programs for the students on the significance that teachers and educational personnel have had in Jewish life.

Recommendation #16

Create a *mandatory code of ethics* for parents on a community-wide basis. Connect the values of the Jewish tradition to effective parenting and the significance of the parents' role in the Jewish development of their children.

Research

Recommendation #17

Develop a mechanism for *learning the reasons why* educators either make Jewish education a long-term career or leave the field after a short tenure. Utilize surveys, focus groups, exit interviews, and other social science techniques to gain a deeper understanding of the motivating factors for people to either continue in the field or leave the field. Determine the factors for keeping quality educators in Jewish education.

APPENDIX D: PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Template for Learning About the Profession

The purpose of the interviews is to discover what is happening in the field. There are several key areas of consideration, which include:

- ▶ What is the problem?
- ▶ What is being done about the problem?
- ▶ What is effective in addressing the problem?
- ▶ What does NOT work?

In the initial discussion between the Work Groups we have started to identify the issues and solutions. Among the ideas discussed thus far are:

- ▶ Developing a communal approach
- ▶ Creating comprehensive positions (full time)
- ▶ Decentralization
- ▶ Providing financial incentives
- ▶ Creating a mentoring and induction program
- ▶ Creating more positive lay/professional relations
- ▶ Developing an effective recruitment strategy

We should speak about formal and informal education rather than divide the topic into more specific areas so as not to confuse the listeners.

Query the people in a position to make a difference about what they would do if they had the resources. Where would they really like to put their energies?

Introductory comments:

My name is _____.

I am calling on behalf of the JESNA Task Force on Professional Recruitment, Development, Retention, and Placement to ask a few questions. We are trying to gain a better understanding of what the current state of the field is and to gather a few of the more creative ideas for what could be done to alleviate the chronic shortage of qualified Jewish educators in our community. We have learned that there are many outstanding ideas in our community that need to be gathered if we are to make a significant difference in the status of the Jewish educator. For our purposes, we are considering all people who work in the field of Jewish education, including both the formal educators in schools and the informal or non-formal educators working in camps, youth movements, JCCs, and other settings. We are also looking at educators who are engaged with learners from the early childhood years through adulthood. Our questions will only take a few minutes. But before I begin, do you have any questions about our purpose?

Ask the questions and at their conclusion be sure to thank the person for the time devoted to our work.

We have developed two distinct and separate sets of questions. They should not be asked of the same interviewee.

Suggested Questions (First Set)

- ▶ What are the local needs?
- ▶ What are the major issues in your community or discipline?
- ▶ What is your agency or organization doing to address these issues?
- ▶ If you had the resources what would you do — first, second, and third?
- ▶ What do you see as effective models and approaches?
- ▶ What do you see as ineffective models or approaches?

Suggested Questions (Second Set)

Group 1 — Defining the Profession

- ▶ Tell us the job titles and job descriptions of the Jewish educators in your system (school, agency, camp, youth movement, etc.). What are the tasks that are required for each?
- ▶ For all job titles, what are the qualifications of the people that you generally hire? What are the qualifications that you would like people to have?
- ▶ For each job title, what is the salary level and benefit package that is provided?

Group 2 — Recruitment

- ▶ Give a brief description of how you recruit for these positions and a brief description of what would be helpful to you that currently does not exist.

Group 3 — Developing the Profession

- ▶ Please describe the approaches that you currently use for staff development.
- ▶ If you could design your own staff development program for the staff and resources were not an issue, what would be at the top of your agenda? What would your staff find to be most useful and beneficial? What support systems would you need to make this a reality?

Group 4 — Retention

- ▶ What techniques and approaches do you utilize to retain staff from year to year? Do you usually experience a high staff turnover rate?
- ▶ Describe the types of systems and supports that you would like to have in order to reduce the turnover rate.
- ▶ If you could create your own highly effective system of retention for your staff, what would be the components?

Finally, are there any questions that you can think of that we may not have asked?

APPENDIX E: RECRUITMENT, DEVELOPMENT, AND RETENTION PROGRAM MODELS

Initiated Since the Establishment of the Task Force

Throughout the decade leading up to the creation of the Task Force, the shortage of qualified personnel to staff the wide variety of educational programs in the North American Jewish community became an increasingly important and significant issue. During these years, relatively few new models were initiated by either local or national agencies to attract and provide initial training for members of the community to enter the field on either a part-time or full-time basis. Three programs initiated by JESNA and the Covenant Foundation were models that have been adapted and expanded widely in recent years. These are the Lainer Interns for Jewish Education, the Institute on Jewish Educational Leadership for New Principals, and the Avocational Teacher Recruitment programs. However, in the years since the Task Force began its deliberations, new program initiatives have been established to attract new educators to the field, better prepare those in the field, and provide the necessary encouragement for our best educators to remain in the field. Both local and national agencies have demonstrated through their actions that fostering the development of highly qualified personnel is critical to building a strong and dynamic system of Jewish education.

These new models are designed to introduce high school and university students to the future possibilities as well as to attract adults at various stages of their professional lives to enter the field. They are also designed to meet the needs of every venue where personnel are required if we expect to provide quality Jewish education from the early childhood years onward, through all types of formal and informal educational settings. The programs that follow represent a cross-section of these new initiatives that were started after the Task Force commenced its deliberations in late 1998. They represent the best thinking of educators and communal leaders from throughout the continent as well as the commitment and support of private and community foundations, federations, congregations, and schools. These programs are not meant to be exhaustive, nor have they been subjected to rigorous evaluation. What they do represent is the dramatic change that has taken place throughout North America in recognizing that recruitment, development, and retention of the best personnel for our educational programs is a critical issue that faces the entire Jewish community. These models are designed to provide a stimulus for greater expansion of our work as a Jewish community in meeting the challenges that a high-quality Jewish education requires of us all.

JESNA/THE JEWISH EDUCATION SERVICE OF NORTH AMERICA, INC.

111 Eighth Avenue, Suite 11E
New York, NY 10011-5201
(212) 284-6950
info@jesna.org

Jewish Educators Corps: The goal of this program is to recruit undergraduate students on North American campuses to the field of Jewish education, in both formal and informal settings. The program is a partnership between JESNA, Hillel, and the local community's Central Agency for Jewish Education. It combines multi-session seminars on Jewish education coordinated by the Central Agency and Hillel staffs with a supervised and mentored experience in a local educational setting. The students also benefit from becoming part of a support network provided by JESNA and the other sponsoring agencies.

THE COVENANT FOUNDATION

1270 Avenue of the Americas, Suite 304
New York, NY 10020
(212) 245-3500
info@covenantfn.org

The following is a list of programs that are funded by the Covenant Foundation in the areas of recruitment, development, and retention of educators and are sponsored by a variety of central agencies for Jewish education. The Covenant Foundation staff will be happy to respond to inquiries about any of the programs.

- ▶ The Center for Jewish Educational Resources of the Jewish Federation of Rockland County, New City, NY. To support a second year of training for avocational teachers with an emphasis on mentoring.
- ▶ The Central Agency for Jewish Education, Miami, FL. To develop an early childhood training program for high school students in conjunction with Dade Community College.
- ▶ The Central Agency for Jewish Education, St. Louis, MO. To develop a teacher-training program based on teacher teams that work with education directors to strengthen synagogue in-service programs.
- ▶ Jewish Education Association of MetroWest, NJ. To develop a master teacher-training and mentoring program within the context of a comprehensive program for the development of synagogue education.
- ▶ Jewish Educational Services, Atlanta, GA. To support pedagogic training and mentoring for avocational teachers.
- ▶ Bureau of Jewish Education of Greater Boston with and as fiscal agent for the Greater Boston Professional Development Collaborative, Newton, MA. Educators for the Jewish Renaissance. To support recruiting, training, and mentoring of Jewish educators in the Greater Boston area.
- ▶ The Detroit Alliance for Jewish Education in conjunction with the Agency for Jewish Education, Detroit, MI. Community Education Interns: A Program That Makes a Difference. To support the recruitment of college seniors to become community interns who receive specialized training and mentoring as they work in community agencies.
- ▶ The Hillel at the Ohio State University and the Columbus Commission on Jewish Education, Columbus, OH. Partnership for College-Age Teacher Development and Recruitment of Jewish Communal Professionals. To support a program to recruit and support college students teaching in Jewish schools.

- ▶ The Western Canadian Coalition of Jewish Educators and York University, Toronto, Ontario, Canada. A New Model for Partnership in Jewish Teacher Recruitment and Preparation. To support a program at York University to recruit and train educators for Western Canadian communities.
- ▶ Auerbach Central Agency for Jewish Education, Melrose Park, PA. Teacher Recruitment Initiative. To expand the Teacher Recruitment Initiative, a program to recruit, train, and retain teachers in the Greater Philadelphia area.

DELET: DAY SCHOOL LEADERSHIP THROUGH TEACHING

601 Skokie Boulevard, Suite 2B
Northbrook, IL 60062
(847) 564-4515
info@delet.org

DeLeT Teaching Fellowships: This prestigious new full-time fellowship will immerse the fellows in the world of Jewish day school teaching. DeLeT opens the door to a teaching career in elementary and middle school teaching in Jewish day schools in North America through a 15-month full-time residency including two summers of residential learning, a mentored internship, and a generous stipend. DeLeT was founded by Laura Lauder in cooperation with JESNA, HUC-JIR, and Brandeis University.

HILLEL: THE FOUNDATION FOR JEWISH CAMPUS LIFE CHARLES AND LYNN SCHUSTERMAN INTERNATIONAL CENTER

800 Eighth Street, NW
Washington, DC 20001
Jill Goldwater
(202) 449-6558
(202) 449-6458 (fax)
jgoldwater@hillel.org

Professional Coaching Initiative (PCI): A formalized mentoring and coaching program that links new Hillel directors (zero to three years tenure) with successful senior Hillel directors and/or regional directors. PCI has several goals, including providing training and development for new directors, retaining talented directors, and improving Campus Strategic Services' ability to better tailor the International Center's services to foundations. PCI is a voluntary program that typically lasts two years.

Hillel-Pardes Summer Learning Institute: The Institute, a partnership between Hillel: The Foundation for Jewish Campus Life and Pardes Institute of Jewish Studies, is a three-week integrated Jewish learning and program development opportunity for Hillel professionals that is held in June at the Pardes Institute in Jerusalem. The program brings together up to 20 professionals who have worked with Hillel for at least two years and who will continue to work with Hillel during the next academic year. Participants join in the regular Pardes morning classes and two Pardes afternoon classes each week. The Hillel-specific portion includes each student developing and delivering a d'var Torah, an exploration of how to bring Jewish learning back to campus, speakers about Israel today, and other pertinent topics, as well as increased bonding among the professionals.

PARDES INSTITUTE OF JEWISH STUDIES/HEBREW UNIVERSITY OF JERUSALEM

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AMERICAN PARDES FOUNDATION

136 E. 39th Street
New York, NY 10016
Tehilah Eisenstadt
(212) 447-4333
educators@pardesusa.org

Graduate Program for Day School Teachers: Funded by the Avi Chai Foundation, this is a two-year joint graduate-level program at Pardes and Hebrew University in Israel. The foundation will support two cohorts of 10 to 15 students as they earn both a certificate of Advanced Jewish Studies at Pardes and a master's degree in Jewish Education at Hebrew University. The program also includes supervised student teaching in a North American day school for one month each year. Upon completion of the program graduates must commit to spending three years teaching full time in a day school in North America.

JEWISH FAMILY & LIFE

Heather Smith
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JSkyway: A collaborative initiative between Jewish Family & Life!, JESNA, and the Nash Family Foundation. This is a new project linking educators, schools, and resources worldwide. Created with the goal of improving general and Judaic education, JSkyway delivers professional development courses and content to

schools utilizing the latest technology. Via Web-based live audio, video, and data networks, teachers will learn from professionals, share curriculum and resources, and collaborate on projects.

UNION OF AMERICAN HEBREW CONGREGATIONS

633 Third Avenue
New York, NY 10017-6778
Rabbi Jan Katzew
(212) 650-4110
Jkatzew@uahc.org

Educators Track at the Kallah-National Jewish Learning and Spirituality Retreat: This six-day seminar is designed for 30 Reform Jewish educators from UAHC congregations who have yet to obtain a master's degree in Jewish education. In addition to exploring the fundamentals of educational administration, Reform Judaism, and pedagogy, participants will be able to participate in all other aspects of the Kallah program.

FOUNDATION FOR JEWISH CAMPING

6 E. 39th Street, 10th floor
New York, NY 10016
Rabbi Ramie Arian
(212) 792-6222 (tel)
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ramie@jewishcamping.org

The Cornerstone Fellows: The goal of this new program is to help camps committed to Judaism enhance the Judaic strength of their programs by providing an incentive package and advanced professional development seminar for counselors returning for their third summer. A select group of host overnight camps will be allotted Cornerstone Fellowship slots. Participants will attend a four-day professional development seminar in mid-May, 2003, and receive a stipend to supplement their summer salary.

Aseh Lecha Rav: This program seeks to enhance the Jewish educational effectiveness of summer camps by creating a higher-quality college-aged staff who are the front-line educators. The specific objectives are to create an inventory of “teachable moments” that arise spontaneously but predictably in camp settings; to create camp-ready curricular materials that enable inexperienced college-aged staff to capture such “teachable moments” and use them to transmit powerful lessons; to identify at least one “delivery format” through which to train the college-aged staff; and to make pilot materials accessible to all 120 Jewish overnight not-for-profit camps in North America.

Spielberg Fellowship: Spielberg Fellows will enhance the theatrical programs of select camps by bringing a distinctly Jewish approach to theater arts with an emphasis on Jewish values and texts. Spielberg Fellows will undergo training that includes hands-on experience in theater arts and ample demonstration of how to use theater as a vehicle for teaching Jewish values and ideas. A goal of this program is to involve in Jewish camping both undergraduate and graduate students and young professionals who would not otherwise have considered spending the summer in a Jewish camp setting. Spielberg Fellows will receive a subsidy in addition to their salary.

Jewish Environmental Nature Education (JENE) Fellowship: Select camps will receive JENE Fellows who will be trained to approach three core areas of environmental education: outdoor living, camp craft, and appreciation for the natural environment; Jewish values and texts on environmental issues; and the pedagogy of how to transmit these skills and values to the staff and campers of their respective camps. The training program, which includes ample demonstration of how to use the natural environment as a vehicle for teaching Jewish values and ideas, will assist the Fellows in translating the skills and curriculum into meaningful experiences for both

staff and campers. A goal of this program is to attract students or young professionals in the fields of ecology or environmental conservation who would not otherwise have considered spending the summer in a Jewish camp setting. JENE Fellows will receive a subsidy in addition to their salary.

Tze Ul'mad (Go and Study): A program designed to enhance the Jewish education of camp directors. Directors will be encouraged to enroll in programs of study for their own Judaic enrichment, with a subsidy to cover a significant portion of the costs. The premise underlying the program is that directors who are actively engaged in their own Jewish learning will help create more intense Jewish programming in their camps.

UNITED SYNAGOGUE OF CONSERVATIVE JUDAISM

The Rapport House,
International Headquarters of the USCJ
155 Fifth Avenue
New York, NY 10010-6802
Serene Victor
(617) 964-6844
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New Directors Institute: This five-day seminar and year-long mentoring program is designed to prepare new congregation-based directors of education with zero to two years of experience for success in their synagogues. The focus of the five-day summer institute is on the meaning and importance of cultivating a stance as an educational leader. Particular emphasis will be placed on the ability to make decisions and guide a process that promotes excellence in Jewish education.

LOS ANGELES BUREAU OF JEWISH EDUCATION

6505 Wilshire Boulevard, 8th floor
Los Angeles, CA 90048
Aviva Kadosh
(323) 761-8623
AKadosh@bjela.org

Machon L'Morim: This experimental program of the Los Angeles Bureau of Jewish Education to train Judaica teachers is designed to prepare experienced general studies educators to become teachers of Judaica in the Conservative, Reform, and Community day schools in Los Angeles. This three-year program is part time and is aimed at professionals who will continue to teach in their classrooms.

Moreinu: An 18-month program to train lay people to be supplemental schoolteachers. Participants in the program are recruited through the local newspaper. The first year of the program consists of three classes given on Sunday mornings, which are a class in pedagogy given by local educators, a Judaica class taught by local rabbis, and an observation class. Participants visit and teach classes and are assigned mentor-teachers as part of the observation class. The mentors attend mentor-training sessions once a month for six months and are compensated for their participation. Principals of participating schools also participate in sessions designed to prepare them to work more effectively with both the new teachers and the mentors. Participants are gradually integrated into the school in the last six months of the program. They student teach with their mentor-teachers, attend faculty meetings, and receive a salary as teaching assistants. One Sunday morning a month is reserved for training classes. Participants receive a certificate of completion after 18 months of participation.

JEWISH EDUCATIONAL SERVICES

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Dr. Wallace Greene
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wallyg@ujaberger.org

B'YACHAD: A 10-session course that focuses on the basic skills of pedagogy and is suitable for teachers in day school and congregational school settings. It is designed to provide the Jewish educator with general education theory within the framework of the Jewish classroom setting. Upon satisfying the requirements of the course, each participant will receive three credits towards licensure from the National Board of License.

The Center for Excellence in Jewish Teaching: A program for teachers currently teaching Judaica in grades one through eight at a Jewish school in the Jewish Educational Services and UJA Federation of Bergen County & North Hudson catchment area. Its five components are tailored for teachers at all skill and knowledge levels. The program consists of an intensive 13-week pedagogic training component, participation at the annual Conference on Alternatives in Jewish Education (CAJE), a mentor component, project grants, and an individualized Judaic enrichment program. The program will establish a professional atmosphere for the training of Jewish community educators. Both novice and experienced teachers will benefit from this multifaceted teacher education program.

AUERBACH CENTRAL AGENCY FOR JEWISH EDUCATION

7607 Old York Road
Melrose Park, PA 19027
Helene Tigay
(215) 635-8940
htigay@acaje.org

“The Aaron A. Gold Scholars”/ Penn Literacy Network Program of the Graduate School of Education/University of Pennsylvania: The program is designed to meet the needs of Jewish supplementary schools and their teachers and education directors. The goal of this program is to develop a text-based, meaning-centered framework for Jewish schools that focuses on the teaching and learning of prayer. Some of the foci of the program include: participation in a professional development course that focuses on literature, writing, and music and creating a meaning-centered collaborative learning community in the classroom; enhancing teaching and learning practices to provide active, hands-on, collaborative learning experiences for students and their families; providing a model for curriculum development that fosters a love of learning and lifetime practice through the teaching of prayer; and providing a model that can be replicated within the local area and across the country to build a supportive professional network between the University of Pennsylvania’s Graduate School of Education, participating education directors, teachers, and families.

The NESS Initiative: The NESS (Nurturing Excellence in Synagogue Schools) Initiative, a unique collaboration between the Auerbach Central Agency for Jewish Education, FOUNDATIONS, Inc., and the Penn Literacy Network of the University of Pennsylvania Graduate School of Education, is a cutting-edge program for improving synagogue schools. The program combines assessment of a school’s assets and limitations through a newly designed standardized instrument, teacher and

mentor teacher training, and leadership training for school directors. Participants learn innovative teaching strategies and meaningful Jewish content as well as techniques for integrating them in ways that will capture the interest of today’s students. NESS incorporates opportunities for teachers to practice these newly acquired strategies and skills under the supervision of specially trained mentors. The program involves training lay leaders along with the professionals so that together they can provide the underpinning support for everything the schools are working to achieve. NESS is a three-year, whole-staff program conducted on site.

JEWISH EDUCATIONAL SERVICES

4549 Chamblee Dunwoody Road
Atlanta, GA 30338
Janice Alper
(770) 677-9480
execdir@jesatlanta.org

Morim L’Atideinu — Teachers for Our Future: A project facilitated by the Jewish Educational Services to identify, recruit, train, and educate individuals to teach/facilitate Jewish learning in Atlanta’s synagogues. The goals of the project include: identifying individuals in the Atlanta Jewish community who will make a commitment to teach for a minimum of three years in Atlanta’s synagogue education programs; providing a program of basic Jewish literacy and classroom pedagogic skills that will equip participants to function effectively in Jewish educational settings; developing an infrastructure for ongoing teacher education and development; and facilitating the bonding of veteran and new teachers to serve as models and mentors for each other.

Project Maimonides: This is a teacher induction program designed specifically for teachers who are new to teaching in synagogue schools. A 20-hour intensive seminar focusing on teaching styles and approaches for the Jewish classroom is combined with classroom observation and three additional sessions for which the goal is integrating the learning into practice.

Machon L'Morim — The Pre-School Teachers Institute: An adaptation of a similar program that originated in Baltimore. Teachers meet twice a month to study Judaic content and talk about its application in the pre-school setting. The following year the teachers develop curriculum for their schools in which they integrate Judaic content and secular studies.

DOLEV: A new project jointly developed in cooperation with Project Oren in Israel. DOLEV is a two-year program in which local teachers, education directors, and synagogue lay personnel will have the opportunity to participate in live synchronous learning sessions with educators in Israel, mostly by phone and video conferencing. The goal of the DOLEV project is to provide an environment in which the educators will be able to share knowledge and engage in dialogue regarding pedagogic issues. American participants will develop new models for connection to Israel and the teaching of Israel in Atlanta's Jewish school system, and Israeli participants will gain a better understanding of the American Jewish educational system. An integral segment of DOLEV is to bring Israel to the Diaspora through "Israel Teach-Ins" in Atlanta and provide a Mifgash (encounter) of Atlanta educators who will visit Israel. Five Atlanta congregational schools are participating in the pilot program.

JEWISH FEDERATION OF THE NORTH SHORE

21 Front Street
Salem, MA 01970
Deborah Coltin
(781) 598-1810
dcoltin@jfns.org

Early Childhood Institute: A joint program with the Hebrew College for pre-school and religious school educators. Students enroll in a variety of courses held at Hebrew College's satellite campus in the community. Courses are partly subsidized by the Federation, and teachers receive \$100 upon completing each course. A certificate in Early Childhood Jewish Education is awarded upon graduation from the program.

COLORADO AGENCY FOR JEWISH EDUCATION

300 S. Dahlia Street
Suite 101, Denver, CO 80246
Carol Morris
(303) 321-3191
caje@caje-co.org

CAJE Teaching Fellows: Designed to address the shortage of qualified teachers who will stay in the schools and change the way that the community views Jewish teaching, the CAJE Teaching Fellows will provide six to 10 hours of orientation in the summer followed by seminars throughout the year. The program emphasizes individualized attention and the uniqueness of each fellow, who will work closely with a trained mentor. Mentors will observe and give feedback to the teachers and prepare them to observe others so that peer mentoring pairs may be created.

Help Your Community, Change Your Life: A project to recruit college students new to the Colorado area to become teachers in area congregational schools. This program successfully recruits, trains, and mentors Colorado college students by working with the principals of schools and providing the students with ongoing support and mentoring.

Keshet Teen Fellows: A year-long invitation-only leadership development program intended to help teens step into community leadership roles. Projects include team building, philanthropy, and educational and community awareness.

Jewish Youth for Vision and Excellence: A two-year project funded by the Colorado Jewish Venture Philanthropy Fund to involve teens in Boulder in meaningful Tikkun Olam as an entry point into the Jewish community. Social awareness, leadership training and development, and social justice are the key outcomes.

JEWISH EDUCATION ASSOCIATION OF METROWEST, NJ

901 Route 10 East
Whippany, NJ 07981
www.jeametrowest.org
Suzi Adelson Weiner
(973) 428-7400, x 318
swainer@jeametrowest.org

Project Moreh: This is an intensive 45-hour pedagogic training program, either as a summer program or during the academic year, for recruiting and preparing novice (zero to three years experience) teachers for congregational schools in the community.

CENTER FOR JEWISH EDUCATION OF ROCKLAND, NY

900 Route 45, Suite 1
New City, NY 10956
www.cjrock.org
Laurie Hoffman
(914) 362-4200, x 130
lahoffman@qed.net

LIMUD Teacher Development Institute: This is a two-year recruitment and professional development program for teachers in both day school and congregational settings. Each participant is assigned a trained mentor. Each graduate receives a certificate as a teacher and a higher salary, coordinated with the salary scale of the Educators' Association of Rockland.

BOARD OF JEWISH EDUCATION OF GREATER WASHINGTON

4928 Wyaconda Road
Rockville, MD 20852
Jackie Land (LEI, BEI, Morasha, and TEI)
(301) 255-1956
jackie@bjedc.org

Dara Holop (MEI)
(301) 255-2301
Dholop@aol.com

Mindy Silverstein (JTI)
(301) 255-1957
mindy@bjedc.org

Teacher Quest: This is a multifaceted initiative focusing on educational change and improvement in congregational education throughout the greater Washington community. The focus is on recruitment and professional development for lay leaders interested in becoming teachers (LEI), beginning teachers (BEI), music teachers (MEI), teen educators (JTI), and technology educators (TEI). In addition, all educators are encouraged to participate in the Morasha, the

Florence Melton Adult Mini-School for teachers, which is an in-depth program focusing on building deeper Judaic knowledge.

BUREAU OF JEWISH EDUCATION OF GREATER BOSTON

333 Nahanton Street
Newton, MA 02459
www.bje.org
Penni Moss
(617) 965-7350, x 244
pmoss@bje.org

Ruderman Fellows: A five-year program to assist local undergraduates who wish to become Jewish educators that provides them with the comprehensive guidance and formative experiences that will shape their future careers. Fellows participate in ongoing seminars, professional networks, and conferences; focus on Judaic, education, and specialized studies; and receive training and supervision in a nurturing Jewish school environment. Participants receive generous financial stipends; upon graduation, each fellow fulfills a three-year commitment as a full-time Jewish educator, including pursuing a master's degree in the field.

Boston TEI (Teacher Educator Institute): A Professional Development Project with support and guidance from Combined Jewish Philanthropies and Brandeis University's Center for Studies in Jewish Education and supported by the Mandel Foundation, the Boston TEI is a serious and sustained program designed to enhance and support the intellectual and professional development of Jewish educators. This two-year program is open to teams of educators that are ready to devote time, energy, and resources to study, planning and implementing powerful programs of teacher learning in their institutions.

The Renaissance Educator Initiative: Administered by

the BJE as one of the professional development components of the ACE Initiative of the Commission on Jewish Continuity, and supported by the Professional Development Collaborative. The Renaissance Educator Initiative creates full-time positions for Jewish educators who will fill multidimensional roles and facilitate change projects. The Initiative provides each educator with an individualized plan of academic and professional experiences, a network, an on-site mentor, and opportunities to participate in other BJE network meetings pertinent to their work.

RABBI JOSEPH B. SOLOVEITCHIK INSTITUTE

34 Philbrick Road
Brookline, MA 02445
www.rav.org
Amy Katz
info@rav.org

Teacher Training Internship Program: A one-year student teaching program at Maimonides School, a K through 12 co-ed Modern Orthodox day school. Interns supplement their student teaching with course study at Boston-area universities. The program will begin in the fall of 2003; to qualify, candidates must have obtained an undergraduate degree and have demonstrated great promise in Jewish education. Upon completion of the first year, the Soloveitchik Institute will place interns in select Modern Orthodox day schools across the country for two additional years, during which time they will receive ongoing support.

COMMUNITY FOUNDATION FOR JEWISH EDUCATION AND SPERTUS INSTITUTE OF JEWISH STUDIES

618 South Michigan Avenue
Chicago, IL 60605
www.cfje.org
William Rubin
(312) 913-1818
wrubin@cfje.org

Seminar for Jewish Educational Excellence: This groundbreaking new program for training the kind of teachers most valuable to congregational religious schools is grounded on research conducted on professional development opportunities for religious school teachers throughout the United States. The Seminar initiates an exciting new phase in the preparation of outstanding Jewish educators for the Chicagoland area.

Jewish Early Childhood Institute for Excellence (JECIE): A two-year course of study for teachers of early childhood Jewish education, JECIE emphasizes the integration of Jewish and general curriculum and includes Judaic content and child development theory. JECIE provides teachers with the knowledge and skills needed to implement “best practice.” Study includes material that is required for eligibility and acquisition of the Child Development Credential, nationally recognized in the general field of early childhood education.

The Accreditation Program for Jewish Early Childhood Programs and Schools: This accreditation program is designed to raise the level of excellence and professionalism of the field of Jewish early childhood education by promoting an integrated developmental approach within an enriched Jewish experience.

BOARD OF JEWISH EDUCATION OF GREATER NEW YORK

426 West 58th Street
New York, NY 10019
www.bjeny.org
(212) 245-8200
Chaim Lauer
ChaimL@bjeny.org

School Administrators (SAs) and District Administrators (SDA) Certificate Programs:

- ▶ This is a joint certificate program in Educational Administration and Supervision with Long Island University (LIU). The post-graduate SDA (School and District Administrator) program provides participants with a New York State Certificate in Educational Administration. The first cohort of 20 students will receive their SAS or SDA certificates after fulfilling their required internships in Jewish educational settings. The cohort model offers students a built-in professional support group and provides BJE with opportunities for significant scholarships.
- ▶ **Master’s Degree in Instructional Technology:** Created in collaboration with the New York Institute of Technology and funded in part by a grant from the Covenant Foundation, this 36-credit program uses a cohort approach. This model produces enhanced interaction and sharing among the students with a supportive environment for each participant. In addition, each student is assigned a mentor who is available to assist the student in his or her activities. Each mentor is a leader in the field of Jewish and general instructional technology. Given the technology developments in general and Jewish education, this program seeks to enhance teacher skills and opportunities for effective anytime/anywhere learning in day, congregational,

and informal Jewish educational settings. The program has significant additional implications for improved teaching for children with learning disabilities and other special needs.

JEWISH FEDERATION OF GREATER MONMOUTH COUNTY

100 Grant Avenue
Deal, NJ 07723
www.jewishmonmouth.org
Ann Goldman
(732) 531-6200
agoldman@jewishmonmouth.org

LIMUD: A congregational school teacher recruitment and training program funded by the Jewish Federation to help congregational schools improve the quality of their educational programs by providing a community-based approach for new teacher development. Through a 14-session content-loaded study program led by local community educators and professionals, community members will gain the necessary tools to begin their roles as teachers in the congregational schools.

In addition to the above community-based initiatives, a number of new and/or expanded graduate programs have been started that focus on Jewish education and Judaic studies. The Guide to Academic Programs in Formal and Informal Jewish Education, a complete listing of new and continuing academic programs, can be found on the JESNA Web site at www.jesna.org/cgi-bin/academic.php3.

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