



FROM YOUR NEWSLETTER EDITOR

Helena Miller >>> Helena.miller@ujia.org

For the past twenty five years, both in the UK and in North America, the focus for Jewish Education resourcing has been the day school. At the NRJE Conference this year in Cleveland, a number of sessions on aspects



Helena Miller

of Supplementary schooling illustrated a shift. "Learning and Community: Jewish Supplementary Schools in the 21st Century", edited by Jack Wertheimer, is the culmination of work undertaken in this area in the USA and will be published next Spring. It is advertised within this Newsletter.

Members of the NRJE are at the cutting edge of Jewish education research, and the quality of the articles submitted to our own Journal of Jewish Education attests to that fact. In this edition of the Newsletter, please note the new deadline for the upcoming themed issue of the Journal. That theme, teaching and teacher development, is a key element in any Jewish school setting, and investment in teacher education contributes to the successful outcomes of the educative process in that setting.

A further investment in the development of Jewish education is to support graduate students in their research studies. In this Newsletter, you will read about a new grant awarded to New York University by the Jim Joseph Foundation. This grant will address the need to invest in training the next generation of Jewish educational leaders.

A new Academic year is starting and a new Jewish year is almost upon us. As you read the articles in this Newsletter, you will see that this new year is full of energy and promise in the world of Jewish education research.

Shana tova to all.

ARTICLES FOR THE SPRING NEWSLETTER SHOULD REACH ME BY FRIDAY, MARCH 20, 2009.

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NETWORK EXECUTIVE

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 Carol Ingall – Past Network Chair
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 Lisa Grant – Network Chair
 Renee Rubin Ross – Graduate Student Representative
 Miriam Heller-Stern – 2009 Conference Program Chair
 Helena Miller – Newsletter Editor
 Alex Pomson – Immediate Past Chair
 Eli Schaap – Treasurer
 Lifsa Shachter – 2008 Conference co-Chair
 Jeffrey Schein – 2008 Conference co-Chair
 Michael Zeldin – Senior Editor, Journal of Jewish Education
 NEWSLETTER DESIGN – Nicole Ray

ADDITIONAL COPIES MAY BE OBTAINED AT: http://jesna.org/j/pdfs/re_netres30.pdf or by contacting JESNA at 111 Eighth Avenue, 11th Floor, New York, NY 10011 • 212.284.6878 tel • 212.284.6951 fax • nrje@jesna.org

Cultivating new members

NEWS FROM THE CHAIR >>> Lisa Grant

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As I enter my last year as chair of the NRJE, I find myself reflecting on our many accomplishments and the work we yet need to do. We are most fortunate to have a solid core of committed people who work tirelessly on behalf of the Network. Jeff Kress has been a constant contributor since serving as Program Chair several years ago and heading up the membership committee in

more recent years. I am delighted to announce that Jeff will assume the mantle as chair next year. We will all benefit greatly from his vision, leadership, and good humor. He is certain to advance the NRJE to even greater heights.



Lisa Grant

I am not quite ready to depart the scene, however. Over the last few years, we have developed a great many systems that help our organization run smoothly. Of course, it all comes down to the people who operate these systems

and we are blessed with a group of dedicated members who are invested in the future of our organization. One area, however, that I would like to strengthen even more, is the development of a stronger membership base. A substantial proportion of NRJE members belong to our organization regardless of whether they are able to attend the annual conference or not. Another significant percentage, however, join only for the year they attend the conference and then let their membership lapse. We do not yet have good systems in place for tracking those occasional members and enticing them to stay on as members even when they are unable to attend a conference.

Some months ago, a small committee put together a membership recruitment plan to further the growth of our organization. Cultivating new members is an important measure of organizational health. I want to share this plan with you since those of you who actually are reading this article are the most likely people to want to act on the strategies we offer. While its emphasis is on new members, the plan does not mean to ignore the importance of maintaining and retaining current membership, especially you!

Here are some preliminary thoughts about how to create more momentum in this area.

The traditional and core membership of the Network are academics and researchers who are active in the field of Jewish education, whether they work in academic settings or no. This includes professors with positions at ALOHA member institutions and at other universities or colleges. In addition, there are many scholars academic who work occasionally but not exclusively on Jewish education projects.

Possible action: If you know of colleagues at your institution or elsewhere, who you think would be interested in the work of the

NRJE, please reach out to them and encourage them to join.

Related to this core are those who are embarking on planned careers in this field, namely graduate students in Jewish education or related fields where their primary research interests are in this area. Many of these students are known to NRJE members, but it is possible that there are students in other institutions interested in or working on issues related to Jewish education.

Possible actions: Take the time to let doctoral students in Jewish education and related fields know that the NRJE membership is an essential component of their professional growth. Encourage them to attend conferences, even if they are not yet ready to present. The NRJE Executive Committee would welcome a volunteer to join us to serve as Liaison to Doctoral Students, who will assume the task of working to involve doctoral students (in greater numbers and depth) in the activities of the Network.

Another group of members are practitioners in Jewish education who engage in action research and/or follow the latest research in the field. Typically, the NRJE reaches out to this population to encourage them to come to Conferences that take place in their local area.

“ Cultivating new members is an important measure of organizational health.”

Question: Is this a sufficient strategy for recruiting this target population or are there other angles that we should consider? How else can the Network be beneficial to this group?

Yet another under-tapped group is those who work in Jewish communal service and/or philanthropy; these professionals often make decisions regarding “policy” and funding allocations in Jewish education. Research often informs this decision-making; encouraging such professionals to attend the NRJE conferences (and many already do) can enrich their perspective on how such research is undertaken and developed and as well help researchers better understand how their research is utilized by such practitioners.

Question: How can we reach out to colleagues such as these? What would interest them enough to attend an NRJE conference or become involved in some way, ideally becoming members? Certainly some such colleagues could be identified by current NRJE members.

If this is an area where you would like to serve the NRJE, I invite you to contact me to get involved as coordinator of a membership outreach initiative. We would welcome your energy, your creative input, and your time!

This Year's Research Conference in Cleveland

>>> **Jeffrey Schein and Lifsa Shachter**, *Conference 2008 Chairs*

It was a real pleasure for Siegal College to host this year's research conference. Having hosted the conference in 1991 and 1997 provided us with an opportunity to see how much richer the network has grown in the intervening years between 1991 and 2008. This was reflected in the wider range, variety, and depth of topics presented at the conference. We enjoyed partnering with our "neighbor" the Maltz Museum of Jewish Heritage in

the Monday evening program that was of course festive and culinary but also with a touch of academic perspective with the help of Ben Jacobs and Mark Davidson. We were pleased that 40 some educators and community leaders of Cleveland were able to attend the conference and have their work in the field enriched by the scholarly perspectives presented at the conference.

Reflections on the Conference 2008 Program

>>> **Shani Bechhofer**, *Program Chair*

sbechhof@yu.edu

As expected, the 2008 annual conference of the NRJE took place in an atmosphere of intellectual challenge, critical inquiry, and an ultimate mission to strengthen Jewish education through the research endeavor. Welcomed with warm Midwestern hospitality by Cleveland's Siegal College, an increasingly diverse group of researchers joined in early June to share research findings, debate both theory and practice, and enrich the ongoing conversation that constitutes the field of Jewish education research. This field emerges from a number of disciplines and spans methodological and theoretical chasms. Applied and basic research, qualitative and quantitative data, social science and humanities, all were represented and play a critical role in building our understanding of the breadth and depth of inquiry into Jewish education taking place today.

It was a rich and rewarding three days. Sessions on action and practitioner research, organized by Sharon Feiman-Nemser and Lee Shulman, surfaced a number of thorny methodological issues and provided opportunity for participants to actively grapple with those issues. Sunday evening entertainment featured seasoned

researchers and research consumers Charles Edelsberg, Jennifer Rosenberg, Lee Shulman, Jack Wertheimer, and Michael Zeldin, engaging in an honest and critical conversation about bridging research and policy. Conference attendees had the opportunity to contemplate the particular challenges faced by such diverse individuals as Abraham Hochmuth (Hungary in the mid 19th century), David Hartman and Eliezer Schweid (contemporary Israel), and Sylvia Hershkowitz (contemporary America), and the educational visions they developed in response to those challenges. Papers were presented on a dizzying and dazzling array of topics including Israel education, Hebrew language instruction, orientations to the teaching of Rabbinic literature, the role of the camp director, bullying in Jewish day schools, and Orthodox youth cultures, to name just a few. Researchers reported on their studies of children, teachers, classrooms, curricula, schools, programs, communities, and movements.

The vitality of our field is evident not only in the quality, numerous domains, range of levels of analysis, and conceptual depth of the conference sessions. It is also evident in the research life cycle represented. Some sessions reported

findings from major collaborative studies, such as the Educators in Jewish Schools Study and the study on Good Supplementary Schools. Consultation sessions, on the other hand, showcased studies in process, by both senior and emerging scholars, on exciting new topics like attitudes towards inclusion, parent involvement and parent education, motivation and the study of Talmud, the mentoring experience, attitudes of Jewish day school leaders, Holocaust education and coping styles, the Heschelian legacy, and trends in Jewish education in the UK. As in a forest, the coexistence of mature and new growth is an auspicious sign.

It was an honor and a great learning experience to serve as program chair of this conference. I thank each of the presenters, session chairs, and reviewers for their cooperation, patience, and excellent thinking. I am grateful for the opportunity to have worked collaboratively with two lovely, helpful, and wise people, Jeffrey Schein and Lifsa Schachter, Conference Chairs. I especially thank Lisa Grant and the entire Executive Committee for their extensive support and guidance, without which this conference could never have come about.

NRJE YOUNG SCHOLAR AWARDS

The NRJE Young Scholars Fund was established in 1999 and was designed to assist graduate students through annual grants in support of individual research projects. Applicant projects are evaluated for their quality of exposition, the potential for the goals of the project being realized, their engagement with relevant literatures, and especially for their contribution to the scholarship of Jewish education. Award-winning projects are ones that have the potential to present significant advances in knowledge or in methodology to carry the field forward.

The 2008 Awards Committee received the largest number of applications ever—11 total—representing scholarship at seminaries, state universities, private universities, and a national Jewish research organization. With the increased number of applications, the Committee came face to face with the reality that advanced graduate students (and recent PhD's) typically are in a much better position to submit persuasive proposals than people just starting out in graduate research. In our experience, advanced students have the advantage because (1) their research projects have already been reviewed and critiqued by dissertation committees and (2) their data collection and analysis are already "in motion," which enables them to explain their findings in a more sophisticated way.

In an effort to level the playing field of the Young Scholars Award competition, the Committee made a decision to begin honoring Award applicants in two categories: Advanced Students and more Junior Scholars.

Accordingly, in the first category, we were extremely pleased to name Sivan Kroll-Zeldin Zakai as the 2008 Young Scholar Award winner. Sivan is a doctoral student in Curriculum and Teacher Education at Stanford; her research looks at how curriculum and pedagogy are used to teach American and Israeli

history at a Jewish community high school. The Committee was particularly impressed by Sivan's mixed methodology of ethnography, interviews, artifact analysis, and use of a "think aloud" technique for data collection, as well as her sophisticated explanation of how her work "sits at the crossroads of research on Jewish education, research on history education, and research on adolescent Jewish identity."

In the Junior Scholar category, the Committee was delighted to award an Honorable Mention to Zohar Rotem, a graduate student in anthropology at the New School. Zohar's pre-dissertation ethnography of an Israel education class in a Jewish day school is paving the way for his doctoral research on ethnic identity of Israeli children. Using his award for travel to Israel, he will present his findings at the January 2009 meeting of the Israel Association for Research in Jewish Education.

Congratulations to both Sivan and Zohar, and thank you to the other applicants and referees who took time to submit outstanding materials in this highly competitive selection process. Thank you, as well, to the NRJE Executive Committee, that approved our request to increase the pool of Award funds from \$2000 to \$3000, thus enabling us to make larger awards than in the past.

And, finally, special thanks to the 2008 Young Scholar Awards Committee member: Isa Aron, Shira Epstein, Simone Schweber, Miriam Heller Stern, and Harold Wechsler. What a blessing to work with a committee that cares so deeply and works so diligently to give fair recognition to up and coming colleagues in our field.

>>> Diane Tickton Schuster
Committee Chair

N.B. Applications for THE 2009 YOUNG SCHOLAR AWARDS will be due AT THE END OF MARCH 2009.
FOR MORE INFORMATION, PLEASE CONTACT DT.SCHUSTER@VERIZON.NET

NYU Awarded \$4.96 Million Grant from Jim Joseph Foundation for Graduate Scholarships in Jewish Education

>>> **Harold Wechsler**, *Department of Humanities and the Social Sciences Steinhardt School of Culture, Education, and Human Development New York University*

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New York University will receive a grant of \$4.96 million over six years for scholarships to support masters' and doctoral students in Jewish education. The grant was awarded by the Jim Joseph Foundation, addressing a need to invest in training the next generation of Jewish educational leaders. NYU's program in education and Jewish studies prepares researchers and practitioners for leadership positions in a wide range of Jewish educational settings, from Jewish day schools and yeshivas, foundations and universities, to cultural organizations. The first scholarships will be awarded in 2009.

"We're deeply grateful to the Jim Joseph Foundation for this exceptional grant," said Mary Brabeck, dean of NYU's Steinhardt School of Culture, Education, and Human Development. "The Foundation's generosity will allow us to recruit and train even more students, to further strengthen our programs, and to inspire a new generation of men and women to devote their lives to teaching and learning."

"We are proud to be associated with NYU in supporting these programs," said Alvin Levitt, the Foundation's board president. "The Jim Joseph Foundation believes that NYU's outstanding Education and Jewish Studies faculty and graduate student community provide an ideal setting in which this kind of training for future Jewish educational leaders can take place."

Graduate students benefiting from the Foundation's grant support will be named Jim Joseph Foundation Fellows. The graduate students will be selected from the following programs:

The current doctoral program in Education and Jewish Studies: Established in 2001, the Ph.D. program in Education

and Jewish Studies at NYU is the first of its kind to be offered at a major research university in the United States. Students benefit from the rich resources and course offerings of NYU Steinhardt and the Skirball Department of Hebrew and Judaic Studies in the Graduate School of Arts and Science (GSAS). Eight Jim Joseph Foundation Fellows will receive full scholarships to

Joseph Foundation for enabling this historic development in Jewish education," said Catharine Stimpson, dean of NYU's GSAS.

"Our graduate students in education and Jewish studies are geographically diverse and come from every sector of the highly diversified Jewish world: Orthodox, Conservative, Reform, Zionist, cultural, and secular," said Robert Chazan, co-director,

“ *The Foundation's generosity will allow us to ... inspire a new generation of men and women to devote their lives to teaching and learning.* ”

complete their doctoral degrees over the course of the six year grant.

A new double masters program in Education and Jewish Studies and Hebrew and Judaic Studies: Beginning fall 2009, a new masters program will enable students to simultaneously earn an M.A. in Education from NYU Steinhardt and an M.A. in Judaic Studies from GSAS. The program is designed to serve administrators and teachers in the field who would like to enhance their professional qualifications without undertaking the long-term commitment of doctoral studies. Sixteen Jim Joseph Foundation Fellows will receive full scholarships to complete their double masters degrees over the course of the six year grant.

Additionally, the Foundation's grant will include funding for program administration and will allow for the hiring of adjunct faculty members in both NYU Steinhardt and Skirball Department of Hebrew and Judaic Studies.

"The Graduate School of Arts and Science (GSAS) is deeply grateful to the Jim

with Professor Harold Wechsler, of the Education and Jewish Studies programs. "What's common among them is the desire to assume leadership positions in Jewish educational enterprises. The excellent programs in education and Jewish studies and Hebrew and Judaic studies represent a real breakthrough in the training of the next generation of Jewish leaders."

"The Jim Joseph Foundation believes ardently in the importance of Jewish educators and their critical role in ensuring a vibrant Jewish future," said Chip Edelsberg, executive director of the Foundation. "We are confident this significant investment in NYU supporting these degree programs will produce future Jewish educational leaders."

Students interested in learning more about the programs should consult <http://steinhardt.nyu.edu/humsocsci/jewish>. Reporters wishing to speak with faculty or deans related to NYU's programs in education and Jewish studies should contact Tim Farrell, NYU Office of Public Affairs, at 212.998.6797.

Building a Professional Learning Community in Northern New Jersey

>>> Wallace Greene

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Dr. Wallace Greene is the Director of Jewish Educational Services for the UJA Federation of Northern New Jersey. He is also President of The National Board of License for Teachers and Principals of Jewish Schools in North America.

Whenever teachers engage collegially in analyzing the why and how of what they do a PLC is said to exist. Hebrew in America is a community-based program that has created and fostered a PLC. Jewish Educational Services of the UJA Federation of Northern New Jersey received a grant from The Memorial Foundation for Jewish Culture to elevate the teaching of Hebrew in our community. In order to do this we needed to create a new approach and new teaching materials *ex nihilo*, and also to create a PLC.

There may be *Ivrit B'Ivrit* taking place in the primary grades, but there is no real understanding of the learning process. Pre-packaged programs/texts are utilized. Where programs exist they are school based, not community-wide, and teachers rarely meet to discuss techniques or strategies. The programs falter and disappear in the upper grades.

The conceptual basis of our program is to change the culture regarding Hebrew in Jewish pre-schools, day schools, and synagogue schools. The first challenge was getting principals and early childhood directors to agree to participate in this initiative. The success of this initiative is due directly to the creation of a PLC.

We developed a two-pronged approach based on teaching Hebrew as a second language, and utilizing brain research about how young children learn. Schools choose between three separate programs.

1. *Chalav U'dvash*
2. *Total Physical Response (TPR) or Ivrit*
3. *Hebrew in Thematic Units*

These three modules have been tested for three years and they work. The excitement of teachers learning and trying a new technique is often palpable. Teachers cannot wait to share their successes with their colleagues or to trumpet a new fillip added on their own. As teachers break down their lessons and unpack the underlying methodology, one can see heads nodding as the group acknowledges the collective *Aha! Moment*. An important factor in this PLC is the ability to stretch and take risks, all with the knowledge that our staff will guide them and insure their success.

Constructive criticism allows them to grow. Peer support is a powerful motivator. One of the additional enhancements of this PLC is the coming together of teachers from Solomon Schechter Day Schools with teachers from right wing and modern Orthodox schools.

Success breeds enthusiasm to excel and to participate with others in a PLC. In addition to the supervision and the mandatory summer workshops, we offer free tuition to our local Ulpan. There are also visits and sessions with outstanding Israeli teachers.

We have learned that with the proper motivation, encouragement, supportive environment, resources, tools, (and funding) any group of teachers can become a Professional Learning Community. The Hebrew language experiment is now in its fourth year of a projected ten-year development period.

The program is now run by Drora Arussy and Shoshana Glatzer is our consultant.

NRJE CONFERENCE 2009 JUNE 7 – 9 • YESHIVA UNIVERSITY, NEW YORK

We are delighted to report that Dr. David Schnall will be the 2009 conference chair for the NRJE. We are really looking forward to being hosted by YU in 2009 and now have a terrific team in place with Miriam Heller Stern as program chair and David Schnall as conference chair. The Call for Proposals will be posted in the next few days and we are moving forward in great shape!

NEWS FROM THE JOURNAL OF JEWISH EDUCATION

JournalofJEd@aol.com

>>> THE JOURNAL STARTS PUBLISHING QUARTERLY

Starting in 2009, expect to find the *Journal of Jewish Education* in your mailbox four times a year—in March, June, September and December. This marks an important milestone for the Journal and reflects the Journal's reputation as the place to publish quality research in Jewish Education.

>>> AND SPEAKING OF RECEIVING THE JOURNAL IN YOUR MAILBOX...

Good things come in "twos" in November. Volume 74, No. 3 is the long-awaited issue on day school curriculum integration, marking the Thirtieth Anniversary of Bennett Solomon's seminal article on the subject. In addition, thanks to special funding from the Mandel Foundation expect a supplemental issue containing an outstanding sampling of conference papers presented in memory of Seymour Fox, z"l, last year.

>>> THE NEXT THEMED ISSUE

Teaching and Teacher Development

Intent to submit requested

by November 1, 2008;

Manuscript due by February 1, 2009

For many centuries, studying, teaching and learning have been perceived and cultivated as important values of Jewish life and culture. From the biblical dictum "teach your children diligently" to rabbinic narratives about the nature of the relationship between teacher and student, from the emphasis on hevruta learning (a special kind of partner in learning) to ideas about what subjects can appropriately be taught at given ages, Jewish tradition has expressed its interest in a wide array of themes that are connected to teaching and learning. Recent interest in topics related to teaching, learning and learning to teach invite us to attend to these areas in the contexts of Jewish education.

The Journal invites articles that explore current issues and challenges in Jewish Education related to teaching, learning and learning to teach, including research about the preparation and professional development of teachers, their classrooms, their students and the families and communities with whom they work. Research is to be understood broadly and submissions can fall into one of three broad categories: empirical work, including a variety of qualitative and quantitative approaches to research; thick descriptions and analysis of programs and practices; and conceptual analyses, which may include philosophical or historical studies. Successful articles will describe the context of their inquiry, detail the research methods used, highlight key findings, and discuss implications for the field of Jewish education and other cognate fields.

Manuscripts should be submitted according to the Instructions for Authors available online at the *Journal of Jewish Education* website: <http://www.tandf.co.uk/journals/titles/15244113.asp>.

Specific questions regarding submissions should be directed to Gail Dorph at gaidorph@earthlink.net or JournalofJEd@aol.com.

מכון מנדל למנהיגות
Mandel Leadership Institute



MULTIPLE IDENTITIES IN JEWISH EDUCATION 5th International Conference of The Israel Association for Research in Jewish Education

JANUARY 7-8, 2009

ORANIM ACADEMIC COLLEGE OF
EDUCATION (January 7th)

THE MANDEL SCHOOL FOR EDUCATIONAL
LEADERSHIP (January 8th)

Jointly hosted by Oranim Academic College of Education in Tivon and the Mandel Leadership Institute in Jerusalem, this conference offers researchers in Jewish education a critical opportunity to engage together around a central issue in Israeli and diaspora Jewish education.

We look forward to welcoming you to this conference. With over **80 proposals involving more than 100 scholars from Israel and abroad** this is not a conference to be missed. Please enter the dates in your calendars now.

KEYNOTE ADDRESSES:

Professors Amia Lieblich and Lee Shulman

The detailed conference program will be published in October 2008.

*For further details, please contact
the Conference Coordinator,
Tally Gur at tally_g@staff.ornim.ac.il
or Tel: +972-4-9838739*

Yours sincerely,
Dr. David Mittelberg, Conference Chair
Dr. Jen Glaser, Associate Chair

CAJE 33

>>> **Jeffrey Lasday**, *CAJE Executive Director*

jlaskday@caje.org

This past August 10 – 14 over 1,500 Jewish educators converged on The University of Vermont for the 33rd Conference on Alternatives in Jewish Education. This hugely successful gathering was by far the largest CAJE conference held in the past seven years. Sensing a change in direction, with more intensive learning opportunities, different program venues, and cutting edge themes, the conference attracted an increased number of younger Jewish educators along with veteran Jewish educators who had not been to a CAJE conference in a number of years. The conference proved to be so popular that in-residence registration sold out in July.

Chair Joel Hoffman and Co-chair Melanie Birger-Bray infused the conference visioning, planning and implementation process with their own very unique, out of the box leadership styles. Through their influence CAJE explored the use of wikis and blogs in conference planning, introduced a major conference “Round Table Fishbowl” program on congregational education, and restructured the conference to create greater opportunities for developing community through inspiring keynote and plenary sessions.

Major conference themes included:

- ◆ Jewish Congregational Education: Evolution AND Revolution
- ◆ The Early Childhood Conference @ CAJE 33
- ◆ Eco-Judaism
- ◆ Educational Technology: Jewish Learning in a Digital World
- ◆ Israel @ 60

Continuing CAJE’s desire to add more in-depth learning opportunities at the conference, CAJE 33 included the following “conference with-in a conference” collaborations:

- ◆ The Consortium for the Jewish Family
- ◆ The URJ CHAI Curriculum Training Institute
- ◆ The URJ Mitkadem Training Institute
- ◆ Panim’s National Educators’ Institute for Jewish Service-Learning
- ◆ Challenge and Change: History of Jews in America
- ◆ Creating Mentor Teachers

In addition, Boston’s Hebrew College provided for credit offerings with-in the conference structure.

Looking ahead, next summer’s CAJE conference will take place August 2 – 6 at Trinity University in San Antonio, Texas. Building upon CAJE 33, preliminary major conference themes will include; early childhood Jewish education, building successful congregational educational programs, eco-Judaism, technology and social action. CAJE is looking forward to continuing its organizational collaborations and is interested in expanding the number of “conference within a conference” intensive program offerings. From a research perspective CAJE is also very interested in exploring the question of the impact that CAJE and CAJE conferences have had on individual educators professional development and on the field of Jewish education as a whole. To get involved in CAJE 34 please contact Jeffrey Lasday at jlaskday@caje.org.

For pictures, session hand outs, program book, press releases and additional information about CAJE 33, please go to www.caje.org

NEWS FROM OUR MEMBERS

OFRA BACKENROTH has been promoted Associate Dean of the William Davidson Graduate School of Jewish Education.

SUSAN BERGER has successfully defended her doctoral dissertation "A Clandestine Curriculum of resistance: Hope, Survival and Determination in the Warsaw Ghetto, 1939-42."

SHAUL (PAUL) R FEINBERG has been awarded an honorary Doctorate of Humane Letters from Hebrew Union College, Jerusalem. He is a member of the Academic Planning Committee for the October 22 Conference at Haifa University: Present Directions in Curriculum Studies – Research and Application. The conference is held under the auspices of the Israeli Association for Research and Development of Curriculum Studies, in conjunction with the International Association for the Advancement of curriculum Studies: Ministry of Education.

JEFFREY GLANZ Silverstein Chair of Professional Ethics and Values at the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University had a monograph published in Spring 2008 entitled "Pedagogical, Curricular, Leadership, and Moral Imperatives for Inclusive Practice in Jewish Schools. Dr. Glanz can be reached at glanz@yu.edu.

MIRIAM HELLER STERN has taken a position as Director of Curriculum and Research at the Fingerhut School of Education, American Jewish University.

TALI E. HYMAN has successfully defended her dissertation "The Liberal Jewish Day School as Laboratory for Dissonance in American Jewish Identity Formation". She is assistant professor in the Rhea Hirsch School of Education, HUC-JIR Los Angeles.

JEFFREY KRESS will be the next Chair of the NRJE, from June 2009. Mazal tov!!

EVIE ROTSTEIN and SUSAN TICKER are presenting at the "Promoting Jewish Literacy in Educational Settings" Conference at the University of Maryland this Fall. Their topic is "The Power of Jewish Camping" and explores the impact of Jewish Literacy and Identity for counselors involved in an intensive leadership program.

DEENA SIGEL has been awarded a Fellowship grant from the Memorial Foundation for Jewish Culture for post-doctoral research that will lead to the production of a manual for educators on teaching Midrash.

ALEX SINCLAIR has begun work as the Director of research at Makom, the Israel Engagement Network, housed within the Jewish Agency in Jerusalem. He will also be a member of the faculty of Machon Shechter, the higher education Institute of the Conservative Movement in Israel and will continue his various responsibilities as an adjunct member of the JTS faculty.

SUSAN TICKER has celebrated the wedding of her daughter Leora Rosenblum to Hazzan Jesse Holzer. Mazal tov to both families.

JTS JEWISH EDUCATION SERIES: New Publications

Ever since we began publishing the Jewish Education series at JTS Press, we have heard from many of you that it has been really hard to actually buy the books! The JTS website was not well set up for it and there were lots of problems with orders. You were right! Finally, I am happy to say, the JTS Jewish Education Series (and indeed, all the books of JTS Press) can be found on Amazon.com. We are hopeful that this will solve the problems that many have encountered. The list of books is below, including a wonderful new book by Gil Graff, published in recent weeks.

Barry W. Holtz
Textual Knowledge: Teaching the Bible in Theory and in Practice (2003)

Lisa Grant, Diane Tickton Schuster, Meredith Woocher, and Steven M. Cohen
A Journey Of Heart And Mind (2004)

Daniel Pekarsky
Vision At Work: The Theory and Practice of Beit Rabban (2006)

Carol K. Ingall
Down the Up Staircase: Tales of Teaching on Jewish Day Schools (2006)

NEW PUBLICATION:

Gil Graff
"And You Shall Teach Them Diligently": A Concise History of Jewish Education in the United States (2008)

JEWISH SUPPLEMENTARY SCHOOLS New publication

Learning and Community: Jewish Supplementary Schools in the 21st Century, edited by Jack Wertheimer, has been accepted for publication by Brandeis University Press, and will be published in the spring of 2009. The book contains ten case studies written by Isa Aron, Randal Schnoor, Susan Shevitz, Harold Wechsler and Jack Wertheimer. This study was funded by the AVI-CHAI foundation, which will publish Jack Wertheimer's summary report, entitled "Schools that Work" in November, 2008.

JESNA – Newest Publication

lisaacs@jesna.org

*Making Jewish Education Work:
Complementary School Change Initiatives
Lessons Learned From Research and Evaluation in the Field*

JESNA has just released the third publication in its "Making Jewish Education Work" series on Complementary School Change. By offering a synthesis of lessons learned from evaluations conducted by JESNA's Berman Center of 10 school change initiatives, and by contextualising and extending these evaluations with insights from the general field of organisational and educational change and the growing literature in the Jewish field, the report is both a product of, and an advocate for, collaborative, systemic change efforts. The primary focus of this report is process rather than impact. Whilst the report is not meant to be an exhaustive or detailed guidebook about complementary school change, it provides important insights that should inform and enlighten professionals and volunteers engaging in change and improvement initiatives.

The report is a product of JESNA's Publications and Dissemination Project (PDP), an initiative of JESNA's Learning and Consultation Center (LCC). The complete study is available online at www.jesna.org/j/pdp3.pdf.

Education Faculty Position at Siegal College

Siegal College will be making a new appointment to its education department beginning with the 2009-10 academic year. Candidates need to have earned or be completing a doctorate in education. The responsibilities include teaching in the Siegal education department, the mentoring of our master's students, and a significant focus on professional development in the Cleveland Jewish community. Extensive experiences working with congregational schools, day schools, and training of Hebrew teachers are valuable assets for this position. Continued academic research and writing is encouraged as part of the position.

Those interested in applying to the position should send a vitae to Dr. Jeffrey Schein at Siegal College (jschein@siegalcollege.edu).

Director, Initiative for Day School Excellence

Combined Jewish Philanthropies, a progressive and innovative federation dedicated to building, strengthening and maintaining an open, welcoming and vibrant Jewish community, seeks a seasoned professional for the role of **Director, Initiative for Day School Excellence**.

Use your strategy, relationship building, and managerial skills to support a vibrant department where your leadership is vital to our continued success.

Join an organization which brings to life cutting edge solutions that touch the lives of people in Greater Boston and around the globe.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Formulate, articulate and communicate overall vision, activities, and shape of the Day School project to multiple audiences.

Implement community-wide Jewish day school strategic plan.

Cultivate, strengthen and maintain relationships with multiple constituencies, e.g. school leaders; high level, visionary donors/donor families; day school donors and volunteers; community leaders; Gateways (community Special Education organization); Brandeis; Hebrew College; and others.

Lead successful launch of premiere Jewish day school affordability and advocacy plans.

Assist Jewish schools with implementation of individual long-range strategic plans.

Oversee Special Education Initiative, including community-wide vision for Jewish special education, donor stewardship and grant management.

Empower and manage team of internal and external professionals to attain goals of the project.

Oversee comprehensive program evaluation and heads of school Community of Practice (CoP).

Use quantitative and qualitative data to solve problems.

Manage ~6M\$ annual budget.

ESSENTIAL QUALIFICATIONS:

Masters degree required (MA, MEd, or MBA), Ed.D. or Ph.D. preferred

10+ years of related experience in education (Jewish Ed preferred), school leadership, non-profit management, community organizing.

Commitment to formal Jewish education.

Commitment to pluralistic Jewish community.

Demonstrated leadership, management, and interpersonal skills.

Excellent presentation and public speaking skills; Excellent analytic and writing skills.

Understanding of and ability to operate successfully on systems, organizational, and personal levels.

Big-picture vision as well as attention to detail. Highly disciplined and organized.

Ability to work independently and creatively in a dynamic environment and ability to build and lead a team of talented professionals.

Proficient in Windows environment, including MS Word, Excel, PowerPoint, Database and Internet.

HOW TO APPLY:

Email cover letter and resume to: jobs@cjpa.org