Building a Field

Pulling Jewish Educators into and up the Israel Education Professional Development Ladder

Summary of Findings

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Introduction

After five years of working to develop the field of Israel education, the iCenter is now taking stock. Is the organization accomplishing its mission? If so, what are the major areas of accomplishments, and how might the iCenter continue to build on those accomplishments in the future?

To answer these questions, we conducted a survey of the alumni of iCenter programs and interviews with program alumni to ascertain goal accomplishment and to provide a frame for strategic planning and evaluation research going forward.

The survey was administered in October 2014 to 844 individuals, 289 (34%) of which completed it. The list included participants from a wide variety of programs, including those who attended a workshop of several hours at a conference for Jewish educators to those who have participated in a program such as the MA Concentration in Israel Education for Jewish Educators, which requires a two-year commitment.

We also conducted 15 interviews with the alumni of two iCenter programs—the iCenter MA Concentration in Israel Education and the iExperience. The interviews were conducted with individuals selected by the iCenter's staff to represent a diversity of the participants in those programs and whom the iCenter's staff felt received substantial benefit from attending the programs. Through the interviews, we sought to develop an understanding of the benefits of participation to better develop the survey.

The analysis focuses on the "Israel Education Professional Development Ladder" (the Ladder), which depicts the iCenter's strategy for recruiting and training Israel educators (see a graphic depiction on the next page).
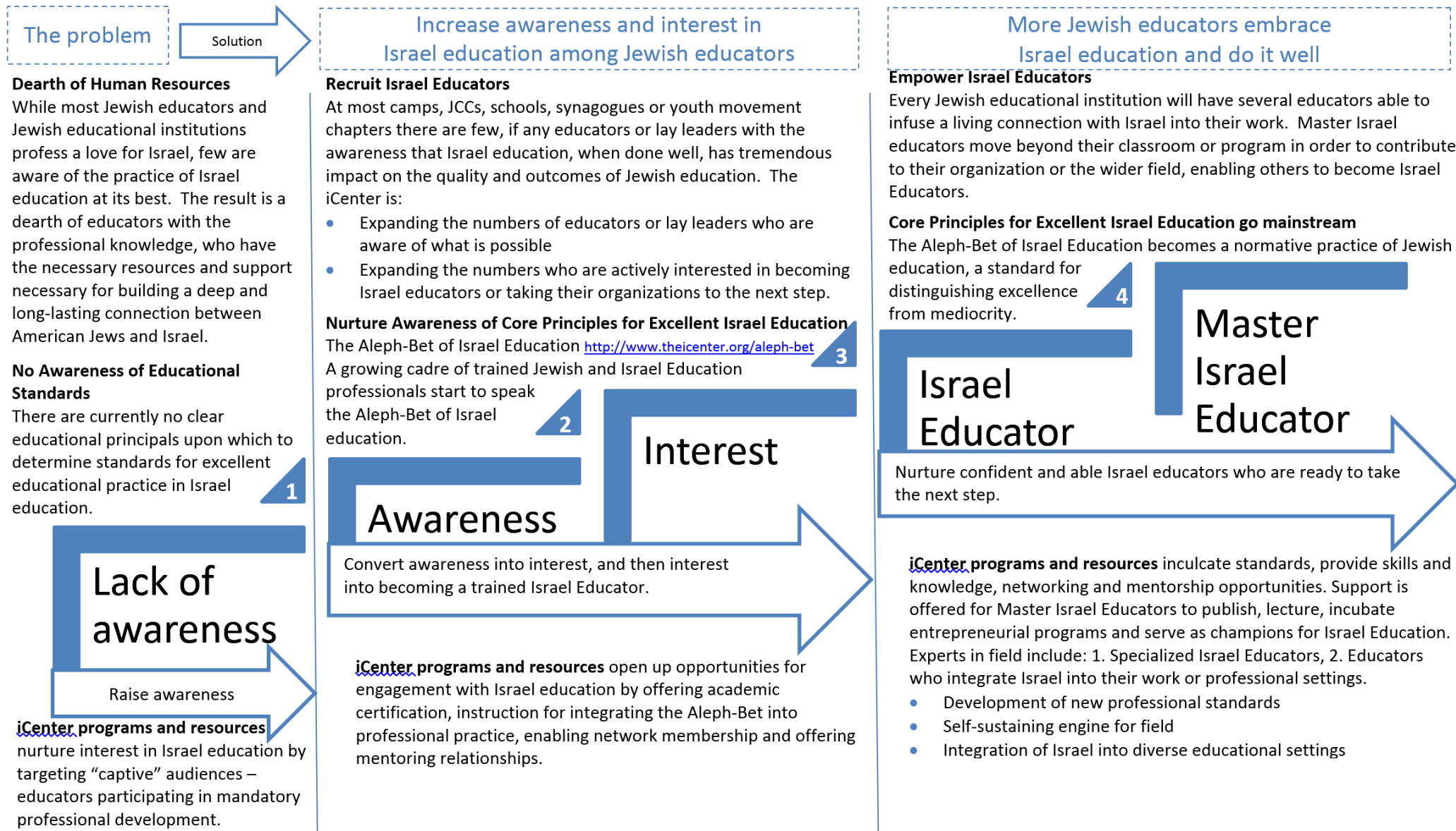
As a result of the iCenter's programming:

1. **Are Jewish educators** becoming curious and entering into the professional development process (step 1)?
2. **Are Jewish educators** embracing Israel education as integral to their work (steps 2 and 3)?
3. **Are Jewish educators** becoming more effective change agents for the field (steps 3 and 4)?

Each step of the professional development ladder offers the iCenter different opportunities to realize three major goals:

1. **Ensuring professional development** for Jewish educators by moving them into and up the ladder
2. **Providing resources** for the purpose of educational excellence, with increasing levels of sophistication and support as educators move up the ladder
3. **Building the field of Israel education** by increasing the numbers of educators at each stage of the professional development ladder and giving them access to the Israel educational resources

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iCenter's Israel Education Professional Development Ladder

The problem → **Solution**

Increase awareness and interest in Israel education among Jewish educators

More Jewish educators embrace Israel education and do it well

Dearth of Human Resources
While most Jewish educators and Jewish educational institutions profess a love for Israel, few are aware of the practice of Israel education at its best. The result is a dearth of educators with the professional knowledge, who have the necessary resources and support necessary for building a deep and long-lasting connection between American Jews and Israel.

No Awareness of Educational Standards
There are currently no clear educational principals upon which to determine standards for excellent educational practice in Israel education.

Recruit Israel Educators
At most camps, JCCs, schools, synagogues or youth movement chapters there are few, if any educators or lay leaders with the awareness that Israel education, when done well, has tremendous impact on the quality and outcomes of Jewish education. The iCenter is:
- Expanding the numbers of educators or lay leaders who are aware of what is possible
- Expanding the numbers who are actively interested in becoming Israel educators or taking their organizations to the next step.

Nurture Awareness of Core Principles for Excellent Israel Education
The Aleph-Bet of Israel Education http://www.theicenter.org/aleph-bet
A growing cadre of trained Jewish and Israel Education professionals start to speak the Aleph-Bet of Israel education.

Empower Israel Educators
Every Jewish educational institution will have several educators able to infuse a living connection with Israel into their work. Master Israel educators move beyond their classroom or program in order to contribute to their organization or the wider field, enabling others to become Israel Educators.

Core Principles for Excellent Israel Education go mainstream
The Aleph-Bet of Israel Education becomes a normative practice of Jewish education, a standard for distinguishing excellence from mediocrity.

1

2

3

4

Lack of awareness

Awareness

Interest

Israel Educator

Master Israel Educator

Raise awareness

Convert awareness into interest, and then interest into becoming a trained Israel Educator.

Nurture confident and able Israel educators who are ready to take the next step.

iCenter programs and resources nurture interest in Israel education by targeting "captive" audiences – educators participating in mandatory professional development.

iCenter programs and resources open up opportunities for engagement with Israel education by offering academic certification, instruction for integrating the Aleph-Bet into professional practice, enabling network membership and offering mentoring relationships.

iCenter programs and resources inculcate standards, provide skills and knowledge, networking and mentorship opportunities. Support is offered for Master Israel Educators to publish, lecture, incubate entrepreneurial programs and serve as champions for Israel Education. Experts in field include: 1. Specialized Israel Educators, 2. Educators who integrate Israel into their work or professional settings.
- Development of new professional standards
- Self-sustaining engine for field
- Integration of Israel into diverse educational settings

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The following are the evaluative statements we investigated, the major conclusions, and resulting recommendations.

To impact the field of Jewish education, the iCenter needs to engage educators in diverse sectors of Jewish education and communities throughout the United States.

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Reaching Diverse Populations

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The iCenter is reaching educators working in diverse geographical areas across the United States and in the major sectors of American Jewish education.

The respondents to the survey, alumni of iCenter programs, represent the diversity of American Jewish education, with 83% working or volunteering in supplementary schools, day schools, synagogues, or camps.

Which of the following best describes the Jewish organizational setting in which you work or volunteer? Select all that apply.

School – Supplementary (Hebrew School)	23%
Synagogue, Independent Minyan, or other types of Religious Community	22%
Camp	21%
School – Day School	17%
Federation - either local or national JFNA	14%
Other	12%
Israel Trip Provider	9%
Youth Movement	9%
Bureau of Jewish Education	7%
An organization that provides educational curriculum or programming for Jewish organizations	6%
Central Jewish Agency (besides Federation)	4%
Jewish Community Center	4%
Jewish Agency for Israel	4%
I do not work at a specifically Jewish institution. Please elaborate:	4%
Consulting/Research	3%
Israel advocacy organization	2%
Foundation	2%
Social Justice or Jewish Service Organization	2%

Of the respondents, 91% work in the United States, while the rest hail from Israel and Canada. The respondents from the United States work in 91 communities across 26 states.

Recommendation:
Strategic planning discussions and future evaluation work should further refine the iCenter's goals in terms of the geographical reach the organization seeks to achieve and the specific sectors of Jewish education it wants to impact the most. Factors include issues that are unique to particular communities and sectors of Jewish education to understand if the iCenter is maximizing its field-building potential in those areas.

The iCenter's professional development ladder is an analytical framework for understanding how the organization impacts the field of Jewish education.

The iCenter is reaching Jewish educators on all four steps of the professional development ladder, including those who are new to the field of Israel education and those who are already active. The higher the respondents are on the ladder, the more likely they are to hold senior administrative positions or have leadership roles.

Among the respondents, 18% are on step 1 (gained awareness), 29% are on step 2 (interested), 34% are on step 3 (Israel educators), and 19% are on step 4 (master Israel educators). Ideally, the target populations on the ladder should appear as a pyramid, with at least 40% of the participants being on step 1, followed in theory by 30% of participants on step 2, 20% on step 3, and 10% on step 4. The ladder should serve as a pipeline, pushing up as many educators as possible from the bottom to the top of the pyramid. The opt-in quality of the survey means that only those who feel a relatively strong interest in Israel education responded, leading to an undercount of step 1 educators who have yet to develop a strong interest in the field and a connection to the iCenter.

Location on the Ladder

Distribution of Respondents on iCenter Professional Development Ladder
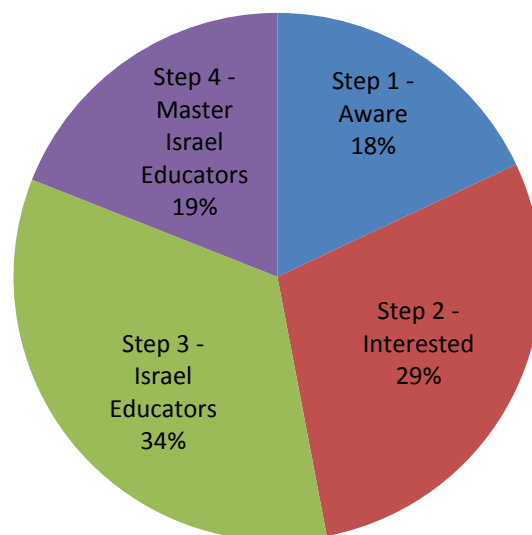
Recommendation:
Systematic and ongoing program evaluation is required to gain a better understanding of the proportion of participants at each level of the professional development ladder in the iCenter programs and to determine if the proposed pyramid/pipeline approach to evaluate success is correct.

What is your role at the Jewish organization for which you work or volunteer? Select all that apply.

	iCenter Professional Development Ladder			
	Step 1	Step 2	Step 3	Step 4
Educator	38%	45%	51%	56%
Senior Administrator - Executive Director, Director, Assistant Director, Head of School	9%	38%	35%	44%
Educational Leadership	12%	17%	29%	36%
An external consultant (I don't work within an organization itself.)	6%	7%	12%	21%
Project Director / Manager	12%	16%	12%	18%
Communications / Marketing / Public Relations	12%	9%	12%	15%
Youth Professional	21%	10%	20%	10%
Clergy (Rabbi or Cantor)	3%	7%	4%	8%
Fundraising / Development	6%	7%	12%	8%
Other	27%	14%	13%	8%
Shaliach	0%	2%	7%	3%

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iCenter's Field Building Work – 2014 Survey of Participants in iCenter Programs

To contribute to the development of the field of Israel education, iCenter programs need to pull Jewish educators into and up the professional development ladder. Are participants in the iCenter programs entering into and moving up the ladder? What are the implications for their professional work?

In comparison to five years ago, is your interest in Israel education greater, the same, or less?

	Step 1	Step 2	Step 3	Step 4
Less	0%	2%	0%	0%
Same	41%	29%	24%	32%
Greater	59%	69%	76%	68%

[Asked of those who answered "greater"] To what extent did the iCenter contribute to your increased interest in Israel Education?

	Step 1	Step 2	Step 3	Step 4
Not at all	13%	3%	8%	6%
A small extent	25%	17%	13%	28%
An extent	44%	35%	29%	39%
To a great extent	19%	45%	50%	28%

The iCenter is moving educators into and up the professional development ladder.

About half of the respondents were drawn into the field of Israel education by an iCenter program, and a majority of them are moving up the iCenter professional development ladder. A majority at each step of the iCenter professional development ladder state that their interest in Israel education has grown over the past five years, most of whom attribute that growth to their participation in iCenter programs. For the majority of steps 1 and 2 educators, positive growth is limited to the emotional and cognitive interests in the field of Israel education. In comparison, for the majority of steps 3 and 4 educators, the growth is also behavioral, impacting their teaching, organizations, and the broader field.
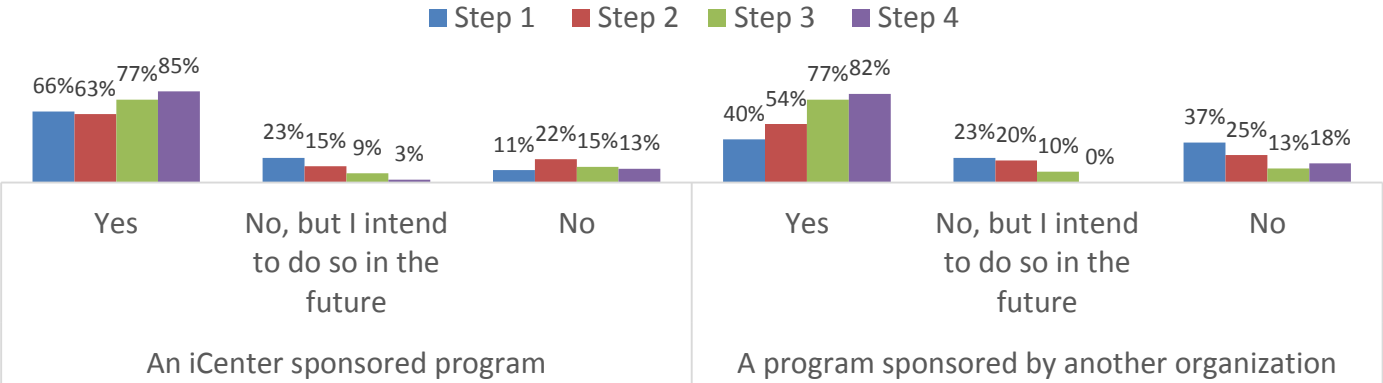
Recommendation: The iCenter should further refine its measures of professional growth and involvement in the field of Israel education to understand how that growth enables the center to impact the quality of educators' work in Jewish education.

To what extent do the following statements describe your work in Israel education in comparison to five years ago?

		Working to integrate Israel into my professional work	Pushing for changes in my organization's approach to education	Pushing for greater integration of Israel into my organization's educational work	Connecting with colleagues who have an interest in Israel education	Working to improve the state of Israel education for the broader field of Jewish education
Step 1: Aware	More active	39%	30%	38%	27%	24%
	Same	39%	57%	46%	50%	57%
	Less	23%	13%	17%	23%	19%
Step 2: Interested	More active	36%	27%	38%	32%	37%
	Same	46%	60%	49%	57%	47%
	Less	18%	14%	14%	11%	16%
Step 3: Israel Educator	More active	67%	64%	70%	56%	54%
	Same	19%	23%	17%	33%	33%
	Less	15%	13%	13%	10%	13%
Step 4: Master Israel Educator	More active	39%	50%	50%	54%	61%
	Same	54%	43%	43%	43%	32%
	Less	7%	7%	7%	4%	7%

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To develop the field of Israel education, participants in iCenter programs need to pull in their colleagues into the professional development process. To what extent do respondents encourage other educators to engage in Israel education professional development? Do they perceive a growing interest in Israel education among their colleagues?

Respondents are recruiting peers and perceive a growth of interest among their colleagues. A majority at each step of the ladder have encouraged others to attend an Israel education professional development program. A majority of respondents among steps 2–4 educators also report increased interest in Israel education among their colleagues and in their professional environment, majority of whom acknowledge the iCenter as playing a positive role. A majority of step 1 educators are not yet immersed in the field to the point that they felt able to provide such assessment.

Have you personally encouraged other educators to attend a professional development program on Israel education?

■ Step 1 ■ Step 2 ■ Step 3 ■ Step 4

	An iCenter sponsored program			A program sponsored by another organization		
	Yes	No, but I intend to do so in the future	No	Yes	No, but I intend to do so in the future	No
Step 1	66%	23%	11%	40%	23%	37%
Step 2	63%	15%	22%	54%	20%	25%
Step 3	77%	9%	15%	77%	10%	13%
Step 4	85%	3%	13%	82%	0%	18%

In the past five years, has there been a growth of interest in Israel education?

		iCenter Professional Development Ladder			
		Step 1	Step 2	Step 3	Step 4
Among your colleagues	Yes	31%	58%	78%	77%
	No	9%	14%	1%	5%
	Not sure	31%	25%	16%	13%
	Not relevant for me	29%	3%	4%	5%
At your organization	Yes	20%	58%	84%	76%
	No	14%	14%	3%	3%
	Not sure	20%	19%	10%	8%
	Not relevant for me	46%	10%	3%	13%
At the institutional network to which your organization belongs	Yes	27%	53%	68%	67%
	No	6%	7%	1%	3%
	Not sure	32%	29%	22%	18%
	Not relevant for me	35%	12%	9%	13%

Recommendation:

The iCenter should develop measures to track "viral growth" to understand how peer recruitment enables the growth of Israel education in particular geographical communities, specific sectors of Jewish education, and the broader field.

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Desire for Professional Development Motivates

How does participation in an iCenter program contribute to an educator's motivation to embrace Israel education and move up the ladder?

The desire for professional development is the most commonly cited reason for participating in iCenter programs (see table below). We learned that educators' understanding of the term "professional development" shifts as an individual moves up the ladder. Stage 1 educators focus on the realization that their students can benefit if they improve their professional performance. Stage 2 educators show an awareness of the importance of Israel education as a field, with skills, practices, and knowledge that are both distinct from, yet integral to, the broader field of Jewish education. Stage 3 educators have "bought in" and are active Israel educators. Their goal is to do networking, learn, and professionalize their work. Stage 4 educators want to stay on top of the game. They are highly motivated and knowledgeable and want to stay current with the latest trends and opportunities (see the info graphic on the following page).

Other factors that bring educators to iCenter programs include the desire to bring their love for Israel to their students, the opportunity to participate in a long-term iCenter program (MA Concentration, Taglit Fellow, Goodman Camping, etc.), and the perception that the iCenter conducts high-quality programs.

Please explain briefly why you decided after your first Israel education professional development experience to participate in additional professional development opportunities?

	iCenter Professional Development Ladder			
	Step 1	Step 2	Step 3	Step 4
Desire for professional development	50%	45%	60%	46%
Passion for Israel	25%	10%	13%	15%
Working/worked with the iCenter as part of my job	0%	14%	4%	15%
Involved in a long-term iCenter program (MA Concentration, Taglit Fellow, Goodman Camping, etc.)	17%	21%	13%	0%
iCenter has high quality programming	8%	10%	10%	23%
Total	100%	100%	100%	100%

Recommendation:

Use of per-program evaluation surveys will enable a refined understanding of the motivations that bring educators to particular programs and will enable effective marketing to educators at each of the four steps of the professional development ladder.

Voices from the Field: The desire for continued professional development

Step 1: Gained Awareness of the Field

"It is important to provide my students with the most accurate and current information available."

Step 2: Interested in becoming an Israel Educator

"I learned a great deal at iCamp including the notion that Israel education is distinct from Jewish education and independently important. I returned to visit Israel and will continue to learn about Israel and how to teach it."

Step 3: An Israel Educator

"Before being involved in this professional development experience, I was already working in Israel education - but without formal training. I so thoroughly enjoyed the iCenter program and the resources it opened up for me that since then I have been activly seeking out and engaging with other Israel education professional development opportunities."

Step 4: A Master Israel Educator

"There's always more to learn about the field. The iCenter is keeping the pulse on the changing landscape of Israel education. To be a successful educator you always need to know what's new, both new programs that are being offered and new ideas about pedagogy."

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iCenter's Field Building Work – 2014 Survey of Participants in iCenter Programs

The Networking Effect

The iCenter staff has a working theory that networking is critical to the success of the organization's field-building effort. In this research, we sought a deeper understanding of the "networking" concept.

We learned from the respondents' written comments that the "the networking effect" contributes to (1) the individual educators' professional development through peer learning, (2) the establishment of emotional and cognitive connections to a community of educators, thus fortifying the idea of the field of Israel education, (3) the development of connections between educators within sectors of Jewish education, and (4) the desire of the educators to spread the word about Israel education to their colleagues. In the context of a particular institution, a geographical community, or a national organization, networking can also catalyze the formation of a group of educators who then become agents for broader change processes (see the case study on the following page).

"I HAVE BEEN IN THE FIELD FOR MANY YEARS, ONGOING PROFESSIONAL DEVELOPMENT, MEETING PRACTIONERS AND EXCHANGING IDEAS IS CRITICAL TO REMAIN RELEVANT AND IN A COHORT OF THINKING AND REFLECTIVE"

"I NEEDED THE COMMUNITY OF PRACTICE, SINCE I AM THE ONLY EDUCATOR ON STAFF INVOLVED IN ISRAEL EDUCATION."

"PARTICIPATING IN THE PROGRAM OPENS UP NEW POSSIBILITIES FOR OUR SCHOOL TO COLLOBRATE WITH OTHER SCHOOLS."

"OUR EXPERIENCE WITH THE ICENTRE WAS THROUGH THE GOODMAN INITIATIVE FOR MODERN ISRAEL EDUCATION, A COLLABORATION WITH THE FOUNDATION FOR JEWISH CAMP. AS A CAMP PROFESSIONAL, IT WAS A VERY POSITIVE EXPERIENCE .... GOODMAN, GAVE ME THE OPPORTUNITY TO ATTEND GREAT WORKSHOPS AND SEMINARS, AND ALSO INTRODUCED ME TO ANY OTHER CAMP PROFESSIONALS WHO I NOW CONSIDER TO BE CLOSE FRIENDS AND COLLEAGUES TO BOUNCE IDEAS OFF OF."

"THERE IS ALWAYS SOMETHING NEW TO LEARN, ISRAEL CHANGES AND THE WAY WE EDUCATE ABOUT IT SHOULD AS WELL. I WAS NEW TO SUPPLEMENTAL EDUCATION AND WAS INTERESTED TO LEARN HOW OTHER SUPPLEMENTAL EDUCATORS WERE ENGAGING ISRAEL AND WANTED TO LEARN FROM THE EXPERT CONSULTANTS IN THE FIELD. "

Recommendation:

To effectively evaluate the role of networking in the iCenter's field-building enterprise, there is a need to develop a clear theory of change, in which the iCenter categorizes the types of networking it seeks to propagate and the corresponding implications for the iCenter's programs and measures for evaluating goal attainment.

Networking Case Study: The Dallas Community Initiative[1]

The iCenter works with local Jewish communities to help further Israel education amongst the community's educators. In 2014, a program was run for Dallas. While the program focused on professional development for Israel education, a major outcome, among others, was the networking of local educators.

The Schultz Family Israel Educators Fellowship is a program designed to educate and train religious school teachers about Israel and to deliver first-hand knowledge and experiences of Israel to their students, their peers, and the community. The aim of the program is to provide professional development education and training, including a trip to Israel, making religious school educators in Dallas more effective and passionate about Israel in their classrooms, and providing the opportunity for educators to build and deepen their own personal relationship with the land and people of Israel. The content and structure of this program were devised and implemented by the staff of the Jewish Federation of Greater Dallas, the Dallas Center for Jewish Education, and the iCenter.[1]

Peta Silansky, the program coordinator, reports:

> *"As a consequence of the Israel educational professional development program and working with the iCenter, we now have a community of educators in Dallas. The teachers discovered that they have mutual interests and have formed a great bond. Dallas is a large city where synagogues tend to work with their own community. While the teachers do participate in Federation sponsored professional development programs and might have met one another, they don't have the opportunity to create such an intensive and on-going professional connection to one another."*

[1] Based on an interview with Peta Silansky, who is the program coordinator for the community initiative.

[2] Peta Silansky, December 2014. The Schultz Family Israel Educator Fellow Program: Evaluation. Jewish Federation of Greater Dallas and Center for Jewish Education.

Are iCenter programs designed to successfully attract target audiences by their position on the professional development ladder? Do respondents report receiving step-appropriate content during their participation in iCenter programs?

iCenter programs, for the most part, successfully target educators at each step of the professional development ladder. Programs that require higher levels of commitment and/or provide more intensive professional development tend to attract participants who are on steps 3 and 4 of the ladder. We also learned that participants cite benefits from their program participation that match their place on the professional development ladder. Educators on the lower steps are more likely to cite concrete takeaways for their teaching, while on the higher steps, the educators' attention is on the challenges involving the advancement of Israel education in their classrooms, institutions, and the field (see the info graphic on the next page).

Recommendation:

As with many of the other findings in this report, we need to further refine our understanding. In this case, at each step of the professional development ladder, what are the intended benefits of each iCenter program? Are they appropriate for the educators in terms of their position on the ladder? Are those benefits realized in practice?

iCenter programs by level and commitment required, showing distribution of participants by position on ladder and number of iCenter programs in which they participated.
*Table shows programs for which at least 10 participants responded to the survey.

	Entry Level	Commitment Level	Respondents' Position on Professional Development Ladder				# iCenter Programs Taken by Respondents			
			Step 1	Step 2	Step 3	Step 4	One	Two	Three	Four+
Israel Education WZO January 2013 Colloquium (n=18)	Advanced	High	0%	50%	0%	50%	20%	20%	60%	0%
iChallenge Chicago Community Initiative (n=15)	Advanced	High	18%	9%	36%	36%	60%	20%	20%	0%
July 2014 WZO/GOI Israel Conference (n=14)	Advanced	High	9%	9%	64%	18%	0%	22%	78%	0%
MA Concentration in Israel Education (n=44)	Medium to Advanced	High	30%	22%	22%	26%	42%	12%	42%	3%
InFuse Day School (n=11)	Medium to Advanced	High	0%	25%	75%	0%	50%	0%	38%	13%
iExperience (n=16)	Entry to Medium	Moderate	0%	55%	27%	18%	67%	0%	25%	8%
Taglit Fellows (n=53)	Entry to Medium	Low	25%	21%	42%	13%	85%	0%	15%	0%
Goodman Camping Initiative (n=46)	Entry Level	Moderate to High	15%	37%	30%	19%	46%	16%	35%	3%
Consultation With Staff (n=42)	Any Level	Any Level	4%	29%	43%	25%	5%	5%	74%	16%
iCenter Sessions, Workshops, or Presentations (n=48)	Any Level	Low	3%	25%	47%	25%	26%	9%	44%	22%
Local Community Teacher Workshops (n=13)	Any Level	Low	0%	38%	38%	25%	20%	0%	60%	20%

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iCenter's Field Building Work – 2014 Survey of Participants in iCenter Programs

The infographic below presents representative quotes for educators at each level of the ladder. The quotes show the step 1 educators focus on concrete takeaways. The level 2 educators tend to write about awareness and access to resources in general. The levels 3 and 4 educators are most likely to write about particular types of higher level educational challenges or the desire to gain access to the breadth of educational strategies available and currently in use in the field.

Voices from the field: Examples of statements pertaining to strategies and resources for teaching about Israel

Step 1: Gained Awareness of the Field

"Concrete ideas for improving my birthright trips (site-specific exercises and activities, creative count off ideas and tie-in sessions, etc)."

Step 2: Interested in becoming an Israel Educator

"A greater awareness about contemporary educational resources available to me."

Step 3: An Israel Educator

"Better integration of Israel into Jewish programming."

Step 4: A Master Israel Educator

"Breadth of Israel based approaches."

Conclusion

iCenter programs are pulling Jewish educators into and up the Israel education professional development ladder. Jewish educators who were unaware of the field of Israel education are now active, and those who were already active are increasing their commitment. Further refinement of the iCenter's theory of change and the consistent use of program evaluation surveys will enable a sharper focus on variables and metrics, which are critical to furthering the organization's goals. These include the following:

1. Grappling with factors that are unique to the growth of Israel education, particularly geographical communities and sectors of Jewish education
2. Understanding the proportion of participants at each level of the professional development ladder that need to be reached by way of iCenter programs
3. Developing more precise measures for tracking professional growth and involvement in general, as well as the role of peer recruiting in generating increased interest in Israel education
4. Refining our understanding of the motivations that bring educators to particular programs to market them most effectively to educators at each of the four steps of the professional development ladder
5. Categorizing the types of networking the iCenter seeks to propagate and the corresponding implications for programming and evaluation
6. Refining our understanding of the benefits that educators receive at each step of the professional development ladder to ascertain the extent to which those benefits are attained in practice

ON THIS PAGE

The iCenter's professional development ladder is an analytical framework for understanding how the organization impacts the field of Jewish education. This page explains how answers to survey questions are used to place an educator on the ladder.

To operationalize the iCenter's professional development ladder, each respondent receives a score on two indices.

The **Israel Education Sophistication Index** compiles the answers to the following three questions, placing each individual on an index of 0–100 points.

To what extent do you agree with the following statements?
1. I feel knowledgeable about the contemporary Israeli society.
2. I feel confident utilizing modern Israeli history as a portal or opening for engaging the children or the educators I teach about Israel.
3. I have sufficient pedagogical skills for educating others about Israel.

The **Involvement in the Field of Jewish Education Index** compiles the answers to the following three questions, placing each respondent on an index of 0–100 points.

To what extent are you
1. working to integrate Israel into your professional work?
2. pushing for changes in your organization's approach to education?
3. pushing for greater integration of Israel into your organization's educational work?
4. connecting/networking with colleagues who have an interest in Israel education?
5. working to improve the state of Israel education for the broader field of Jewish education?

The table below shows the cross-tabulation of the Field Involvement and Educational Sophistication indices and the categorization scheme used to locate respondents on the iCenter professional development ladder.

Involvement in Field Index by Self-Assessed Sophistication Index. % shows percentage of total respondents (table = 100%)

	Very low sophistication (0–25 points)	Somewhat sophisticated (26–50 points)	Sophisticated (51–75 points)	Highly sophisticated (76–100 points)
Very low involvement (0–25 points)	1%	1%	1%	0%
Somewhat involved (26–50 points)	1%	2%	11%	2%
Involved (51–75 points)	1%	6%	17%	5%
Highly involved (76–100 points)	0%	6%	28%	19%

Step 1: Awareness of the field

Step 2: Interest in becoming an Israel educator

Step 3: Becoming an Israel educator

Step 4: Becoming a master Israel educator

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