the iCenter
FOR ISRAEL EDUCATION

Nurturing Master Israel Educators

Or: What it Takes to Climb the
Israel Education Professionalization Ladder

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Dr. Ezra Kopelowitz

Research Success Technologies — Kibbutz Hannaton, Israel

Israel: 050-7276763   **USA:** 516 874-5124 **E-mail:** office@researchsuccess.com

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Summary of Findings

This is the second of two reports, the goal of which is to provide data to support the iCenter's effort to recruit, train, and retain sophisticated Israel educators for the field of K-12 Israel education in Canada and the United States.

The first report[1] developed a foundational understanding of Israel educators and their work based on interviews with 32 leading educators in the field. We learned that:

1. Israel educators have a strong personal connection to Israel
2. Recruiting educators for the field of Israel education requires a focus on the process whereby educators turn their personal connection into the basis for professional practice
3. There are three major dimensions of professional practice in Israel education:
   a. Degree of specialization
   b. Sophistication of educational practice
   c. Leadership

This report presents the results of a survey of Jewish educators who engage in Israel education with a focus on "Master Israel Educators" (MIEs). The MIE stands on the top of the Israel educator professionalization ladder (see flow chart in exhibit 1 on page 10). Based on the survey data we suggest a number of strategies for the purposes of:

1. Growing the number of MIEs working in Jewish education
2. Enabling those who are already MIEs to more effectively advance Israel education in both their organizations and the larger field.

We begin by offering a definition of who qualifies as an MIE. We ask: What factors distinguish MIEs from other Jewish educators? We then explore the factors which will enable more Jewish educators to become sophisticated Israel educators and then become leaders for the field.

Methodology

The survey targeted educators, educators of educators, or those involved in educational administration and policy for American and Canadian Jews from early childhood through 12th grade. For one month, from mid-February through mid-March 2013, 29 organizations helped the research team distribute the survey to their contact lists of Jewish educators (see Appendix One). The survey received responses from 1097 educators who work in the field of K-12 Jewish education in all major sectors including camps, community centers, day schools, supplementary schools, synagogues, and youth movements. Eight hundred and eight educators completed the entire survey.

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[1] Ezra Kopelowitz and Minna Wolf. March 2013. "Israel Education in Practice: Growth of the Field from the Educators' Perspective,"

MIE = Sophistication and Leadership

Drawing on knowledge gained from the first report and an analysis of the survey data, we created measures for distinguishing between respondents who are MIEs and those who are not. The two measures for determining if an educator is an MIE are: (1) The degree to which respondents consider themselves to be sophisticated Israel educators; and, (2) the leadership role they report playing for the field of Israel education.

Five hundred and fifteen respondents qualify as an MIE, indicating that they both regard themselves as sophisticated educators <u>and</u> leaders, who are seeking to advance Israel education in their organizations and beyond. We further distinguished between roughly half of the MIES who are "strong leaders" and those who are "moderate leaders." The MIE strong leaders state that they are working to advance Israel education in their organizations or the broader field "to a great extent." The moderate leaders are working to advance Israel education at least "to an extent" in either the broader field or their organizations.

Key finding: A core group of MIEs is already active in the field

Our starting point for the research was an assumption, grounded in the current research literature, that the challenge facing Israel education is a dearth of qualified educators. We assumed that the lack of qualified personnel is the key obstacle for any attempt to grow the field. If there are no qualified educators in any given organization who can act to push an Israel education agenda forward, it is unlikely that quality Israel education will occur in a comprehensive and sustainable fashion.

To address the dearth of qualified personnel, the iCenter is seeking to add 1,000 skilled, certified and employed Israel educators to the field of Jewish education by 2020.[2] As part of the effort to reach this goal, the iCenter commissioned this research project with the goal of creating a systematic understanding of who is a "qualified Israel educator."

The major finding presented in this report, is the realization that we need to reframe our initial assumption. As we will show, there is an active core of self-identified "Master Israel Educators" (MIEs) in all sectors of K-12 Jewish education in the Canada and the United States today. The current challenge is not to "create the field," but rather to empower those MIEs who are already working, and continue to grow their numbers.

Almost all the respondents to the survey are actively attempting to integrate Israel education into their K-12 Jewish educational work. Of the respondents, 515 qualified as MIEs (see discussion below). With the conservative estimate that there is at least an equivalent number of Jewish educators who consider themselves sophisticated Israel educators and take leadership positions in the field whom the survey did not reach, then there are likely as many as 1000, if not more, MIEs active in the field of K-12 Jewish education today.

As the survey results show, these active Israel educators are in need of professional development support and resources for increasing their level of professional expertise and for maximizing their leadership.

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[2] iCenter, ibid., pg. 25.

The following findings are factors, which taken together provide guidance for policy aimed at increasing the number of MIEs in the field.

I. Key differences between MIEs and non-MIES and the implications for growing the number of MIEs in the field

As a group, MIEs are more likely than non-MIEs to ....

1. Have a stronger personal connection to Israel - cognitively, emotionally, and in terms of actual ties to Israelis
2. Hold an educational degree that is relevant to Jewish education
3. Regard quality Israel education as a vital part of Jewish education
4. Place a greater emphasis on their students' personal connection to Israel
5. Personally identify as Zionists and regard that identification as relevant to their professional work
6. Express confidence in their knowledge and skills for educating about Israel.

The above six points taken together point to two related educational narratives with policy implications for recruiting and nurturing MIEs:

1. MIEs are a)Jewish educators b) who are concerned with producing an intensive and personal Jewish experience for their students c) in which Israel is central.
2. MIEs adopt this personal and intensive approach to Jewish education, because they themselves have had such an experience both personally and/or professionally.
   a. **MIEs' personal/life experience brings them into an intensive relationship with Israel.** For example, 85% of the MIEs have traveled to Israel four or more times, with 50% spending four or more months on an educational program in Israel. Given the time they have spent in Israel, it is not surprising that a large majority of MIEs feels confident in their knowledge of Israeli history and society. Even in an area such as Hebrew, where it is rare to find Jewish educators expressing confidence, 62% of the strong MIEs and 50% of the moderate MIEs feel confident utilizing Hebrew in their educational work.

   b. **MIEs' professional experience has enabled them to channel their passion for Israel into their Jewish educational work.** For example, of the 77% of strong MIEs who report traveling to Israel as an adult, 62% report participating in an Israel-based program specifically organized for Jewish educators. Among strong MIEs, 77% report participation in an Israel education professional development program.

The implication: An initiative aimed at recruiting MIEs should 1) target Jewish educators or those with an interest in Jewish education who report an intensely positive personal or professional experience in Israel; and then, 2) provide frameworks to enable those educators to channel their passion for Israel into Jewish educational practice.

II. MIE leadership and the implications for policy

Even though the 515 MIE respondents are a small group relative to the total number of Jewish educational institutions (see Appendix 2), they represent an active leadership cadre who are working to advance Israel education in their professional and volunteer roles in all sectors of K-12 Jewish education nationwide.

1. **MIEs work in the major geographical areas where Jewish educational institutions are concentrated**

Should an initiative targeting Israel educators focus on a particular geographical region, there are likely local MIEs to include as participants and/or who can serve as a leadership resource.

ReST

2. **A single MIE is a multi-dimensional resource for the field**

Most MIEs work with multiple age groups within K-12 Jewish education. Many of these same MIEs also work with young adult and adult populations.

3. **A majority of MIEs in day schools are Jewish Studies teachers**

Within the day school sector, a majority of MIEs are found in Jewish Studies, with smaller numbers working as Hebrew or General Studies educators. MIEs in General Studies report receiving less support and having access to fewer resources for their Israel education work than their peers in Jewish Studies and Hebrew.

4. **Shlichim/Israel based educators and ex-Israelis serve as a major leadership resource for the field**

Shlichim, Israel-based educators and Israelis who have lived outside of Israel for five or more years, are currently the major leadership resource for Israel education. In comparison to the other American and Canadian respondents, "the Israelis" are far more likely to be MIE strong leaders and devote most of their professional time to Israel education.

III. Factors for growing MIEs' leadership potential

1. **Specialization correlates with strength of MIE leadership**

The amount of time that educators devote to Israel education correlates with the strength of their leadership. The more time their organizations expect them to engage in Israel education, the more likely the educator is to report playing a leadership role. Thus, large potential exists to increase leadership capacity by moving those who are already sophisticated Israel educators into full or part time positions with a focus on Israel education. Such a move includes creating a formal expectation that the educator engage with Israel education, and providing resources (at least in terms of time) for leadership.

2. **There is a need to promote a more extensive educational tool kit for Israel educators**

Determining the sophistication of Israel educators in this report depends on respondents' self-reports of feeling competent and knowledgeable. Many of the MIEs who rate themselves as sophisticated Israel educators can benefit from professional development with the goal of further deepening their knowledge and expanding the pedagogic and curricular repertoire that they use to educate about Israel. Currently the one activity in which the majority of MIEs engage to promote Israel education in their organizations involves development of teaching resources, including curriculum development. Beyond this core activity, no more than a third of MIEs participate in any other activity. Should a change initiative wish to promote a broader "tool-kit" for use by MIEs in their work to promote Israel education, there seems room to do so.

Additional educational resources that a majority of MIEs state will be most useful include professional development opportunities and mentoring support, and resources for educating about Israel current events, modern Israeli history, Israeli arts and culture and Hebrew.

3. **MIEs report that their organizations' commitment to general Jewish education is higher than their commitment to the integration of Israel education into the Jewish educational agenda**

Educational administrators' commitment to Israel education is an essential building block in the campaign to advance quality Israel education. Overall, a majority of MIEs report that their organizations support their work in Israel education. However, MIEs report that their organizations have an overall greater commitment to general Jewish education than to Israel education as a central part of their organization's Jewish educational agenda.

4. **MIEs report lack of resources for their work**

A majority of MIEs report a lack of curricular, financial, and online resources and professional learning opportunities. MIEs who work alone or with few colleagues are far more likely to report lacking resources and support for their work.

5. **When asked to rank useful resources there is remarkable consistency across educational sectors**

In all the major sectors of K-12 Jewish education, the largest numbers of MIEs report that Israel current events curricula, Israel arts and culture resources, modern Israel history curricula, support for Hebrew education and professional development opportunities would be most useful for their work.

6. **A culture of professional development for Israel education exists on which to build**

A culture of professional development for Israel education does exist. Large majorities of MIEs report past participation in professional development programs. The most prevalent professional development frameworks for engaging with Israel are organized by the MIE's place of work or the movement or network of which their organization is a member. Providers of Israel education professional development opportunities—including the iCenter, the David Project, Makom and the Center for Israel Education—reach MIEs in all five major K-12 educational sectors.

7. **A quarter of of MIEs also volunteer time to advance the field**

All MIES are Jewish educational professionals, a quarter of whom also volunteer in additional frameworks beyond their work place. Encouraging greater MIE volunteerism will likely make a significant contribution to growing the field.

V. Strategies and considerations for recruiting Israel educators and converting Israel educators into MIEs

1. **Networking that begins within organizations will increase MIE interaction with non-MIE colleagues who are already engaged with Israel education**

There is large potential for advancing the field of Israel education through networking of MIEs with one another and with non-MIEs. Most MIEs report the presence of at least a small number of other colleagues at their organizations who are engaged in Israel education. Building workplace networks will enable MIEs to better engage and influence their non-MIE colleagues who are also interested in Israel education.

2. **Among Jewish educators who are not MIEs, individuals with a strong Jewish youth movement or camp background are an ideal target audience for recruiting MIEs**

Informal childhood Jewish education is very important to an interest in Israel education as an adult. Jewish educators with an interest in Israel education, who comprised four out of five respondents to the survey, participated in youth group, Jewish camp, and were active in organized Jewish life in college. Thus a recruitment effort targeting individuals with an interest in education or who are already educators, and who come from a strong informal Jewish educational background in youth movements and camps, and/or were active in Jewish organizations in college, will likely produce positive results.

3. **A recruitment strategy that connects MIEs with their former students who are now adults will serve as an effective means for recruiting Israel educators**

MIEs are more likely than non-MIEs to attribute influence on their current interest in Israel education to their childhood Jewish education. Yet, we also learned that in practice MIEs and non-MIEs received a similar childhood Jewish

education. We conclude that it is the quality, rather than quantity of the childhood educational experience that leads to interest in Israel education as an adult.

It is very likely that MIEs can readily point to important figures who had great influence on them as children. For example, 33% of the MIE strong leaders and 22% of the MIE moderate leaders point to the presence of a shaliach during their childhood years, as a "very important" influence on their current interest in Israel education.

A potentially effective recruitment strategy is to encourage MIEs who are or were shlichim, camp or youth movement counselors, Israel trip madrichim or school teachers, to reach out to their former students who are now themselves Jewish educators, for the purpose of recruiting them to programs aimed at nurturing MIEs.

4. **Exposure to Israel as a young adult or adult in an organized educational program about Israel or Israel travel is likely an effective strategy for converting educators with an interest in Israel education into MIEs**

In terms of travel and their personal and professional networks, MIEs, and in particular MIE strong leaders, have a very strong personal connection to Israel. MIEs, especially strong MIEs, are far more likely than non-MIEs to have participated in a young adult or adult educational program having to do with Israel or an educational Israel trip. A particularly significant finding is that MIEs who are strong leaders are twice as likely as non-MIEs to have participated in a trip to Israel sponsored by their place of work or by a program targeting Jewish educators.

Given the above findings it stands to reason that initiatives which nurture personal ties to Israel and Israelis will encourage Jewish educators both to take an interest in Israel education and then to convert that interest into becoming an MIE.

5. **Targeting students in programs offering higher degrees for Jewish education is likely an effective strategy for recruiting MIEs**

MIEs are more likely than non-MIEs to have formal academic training as educators or clergy. Just 11% of the MIE strong leaders report that they have "no degree relevant to Jewish education," in comparison to 28% of the non-MIEs. In addition, the higher the degree earned the more likely are we to find MIE strong leaders. It is thus reasonable to assume that targeting participants in higher degree programs for Jewish education will serve as a means for effective recruitment of MIEs.

6. **Offering more professional development programming with a stronger distinction between MIEs and non-MIEs will likely increase the recruitment of the latter.**

Seventy-seven percent of MIE strong leaders and 65% of MIE moderate leaders report participation in a professional development program with a focus on Israel education. In comparison, just 51% of the non-MIE respondents have participated in an Israel education professional development program.

On one hand, we would expect that increasing the numbers of non-MIEs participating in professional development will lead to an increase in the numbers who move from having an interest in Israel education to becoming MIEs. However, we can't assume that will be the case, as there do not appear to be many existing professional development programs that specifically target non-MIEs. Almost all the professional development frameworks covered by the survey show both MIE and non-MIEs participating. This finding leads us to ask: Are professional development programs appropriate for MIEs also appropriate for non-MIEs? If not, then future professional development programming should draw a stronger distinction between MIEs and non-MIEs.

7. **Converting significant numbers of non-MIEs to become MIEs will require policies to enable greater MIE participation by women**

Among non-MIEs, just 26% of the respondents are men, a number which is representative of the broader field of Jewish education. Yet, men are twice as likely to be found among MIEs than among non-MIE respondents. Among MIE strong leaders and moderate leaders, 44% and 40% respectively are men. Thus, if the goal is to recruit MIEs from the existing pool of Jewish educators, a relevant concern is to understand why there are fewer women among MIEs in comparison to their larger role in the field.

8. **Age matters – MIE strong leaders tend to be older**

The older the respondent, the more likely they are to be an MIE strong leader. Among MIEs who are strong leaders, 65% are older than 45 years of age. In comparison, 45% of the non-MIEs are older than 45 years. The greater representation of older respondents among strong MIEs points to the need to consider professional and leadership experience when designing an MIE recruitment strategy. It is likely that the most effective MIE recruitment strategies will distinguish between educators with extensive educational and leadership experience who are likely to be older and younger educators who are new to the profession and lack leadership experience in educational settings.

9. **Denominational background is not a basis for recruiting MIEs**

Israel education is one of a few areas that all the denominations continue to regard as important. Thus, it is not surprising that survey data points to MIEs coming from across the denominational spectrum. An MIE recruitment initiative should seek to recruit Israel educators and MIEs from all the major denominations, as well as outside them.

In Conclusion

We suggest that the focus of future efforts to recruit, train, and support sophisticated Israel educators no longer begins with the assumption that there is "a dearth of Israel educators." Rather, based on the research presented in this report, we suggest that the strategically appropriate question is: How do we build on the existing base of self-identified MIEs, to grow their numbers and maximize their potential leadership?

In this report, we have explored the characteristics of a core group of 515 self-identified MIEs, who likely represent a population at least twice that number. These are individuals who are active in leadership positions in all the sectors of K-12 Jewish education and are present in all the geographical areas of the country where Jewish educational institutions are concentrated. These MIEs share distinct personal and professional characteristics, including a unique approach that regards the development of a personal connection to Israel as vital for a quality Jewish education. In short, the MIEs are an elite group who are well placed to lead further development of the field.

In comparing MIEs to non-MIE respondents to the survey, we offered a number of insights into the attributes of an MIE and suggested a number of strategies for attracting Jewish educators to Israel education and then to grow the numbers of Israel educators who are MIEs. Most importantly, we suggest a focus on those who already consider themselves to be sophisticated Israel educators. Enabling these individuals to take on leadership positions in their organizations or for the wider field will most effectively and efficiently feed positive energy into the larger cycle of recruitment, training, and support of Israel educators. As the cadre of MIEs grows, they will come to represent a new generation of Jewish educators who understand Israel as central to Jewish education and bring to Jewish education specialized knowledge and skills for the purpose of leading their students to develop an intensive personal relationship with Israel.

Developing the field of Israel education, with a focus on educators

This is the second of two reports, the goal of which is to provide data to support the iCenter's effort to recruit, train, and retain sophisticated Israel educators for the field of K-12 Israel education in Canada and the United States. **Both reports focus on the "field" of Israel education.**

As a starting point, we draw on the following definition of a field, which appears immediately below.[3]

*"A **Field** is a community of organizations and individuals: 1) working together towards a common goal, and 2) using a set of common approaches to achieving that goal."*

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[3] The Bridgespan Group. June 2009. "The Strong Field Framework: A Guide and Toolkit for Funders and Nonprofits Committed to Large-Scale Impact." Page 2.

In our first report, we developed a number of foundational understandings of the field of Israel education:

1. **Israel educators have a strong personal connection to Israel**

While narratives vary, almost all highlight personal and familial connections to Israel as what turned them on to Israel education. Some speak about their early (e.g., teen) experiences in Israel as part of that journey, while others had only later Israel experiences. Israel educators build on their personal connection as a major source of motivation and inspiration for their educational work.

2. **Development of the field requires a focus on the process whereby educators turn their personal connection into the basis for professional practice**

Based on our first finding, a significant question is how to tap the strong personal connection many Jewish educators have to Israel and help them convert that connection into a desire to bring Israel education into their professional work. Once the motivation is in place to work as an Israel educator we then need to inquire into the professional capacity of the educator. Does the educator have the knowledge and skills needed to pull others into a personally meaningful relationship with Israel?

3. **There are three major dimensions of professional practice in Israel education:**
    a. **Degree of specialization**
        How much of an individual's job is devoted to Israel education?

    b. **Sophistication of educational practice**
        To what extent does the educator have a rich educational philosophy and corresponding set of educational methodologies?

    c. **Leadership**
        Does the individual move beyond his or her students in order to bring Israel education to other educators in his or her institution, movement, or broader professional network?

This report presents the results of a survey of Jewish educators who engage in Israel education in all sectors of K-12 Jewish education. The goal is to understand the extent of the specialization, sophistication, and leadership of Israel educators in the field.

For the interview report, we conducted 32 interviews with leading Israel educators.

The interviews enable a sketch of the core attributes of the emerging community of Israel educators. These are teachers, program and school directors, and other educational administrators and policy makers who imagine, design, and implement educational activities and programs having to do with Israel.

Focus is on "Master Israel Educators" (MIEs)

In this report, we focus on to the most qualified Israel educators, whom we call Master Israel Educators (MIEs).

Our goal is to utilize the research to support the work of the iCenter and other organizations who are striving to:

1. **Grow the number of MIEs working in Jewish education, and**
2. **To enable those who are MIEs to serve as change agents who can push Israel education forward in both their organizations and the larger field.**

The flow chart (Exhibit 1) below shows the "Israel Education Professional Development Ladder," developed by the iCenter as part of the larger research project of which this report is a part. This research project contributes to understanding who the MIE is, and points to factors that influence the ability of educators to climb its steps.

Through analysis of the survey data presented in this report, we offer a definition of who qualifies as an MIE and then seek to understand the factors that contribute to developing MIEs. In doing so, we explore the possibilities and impediments to enabling more Jewish educators to become Israel educators, and more Israel educators to become leaders for the field.

Exhibit 1:
iCenter's Israel Education Professional Development Ladder
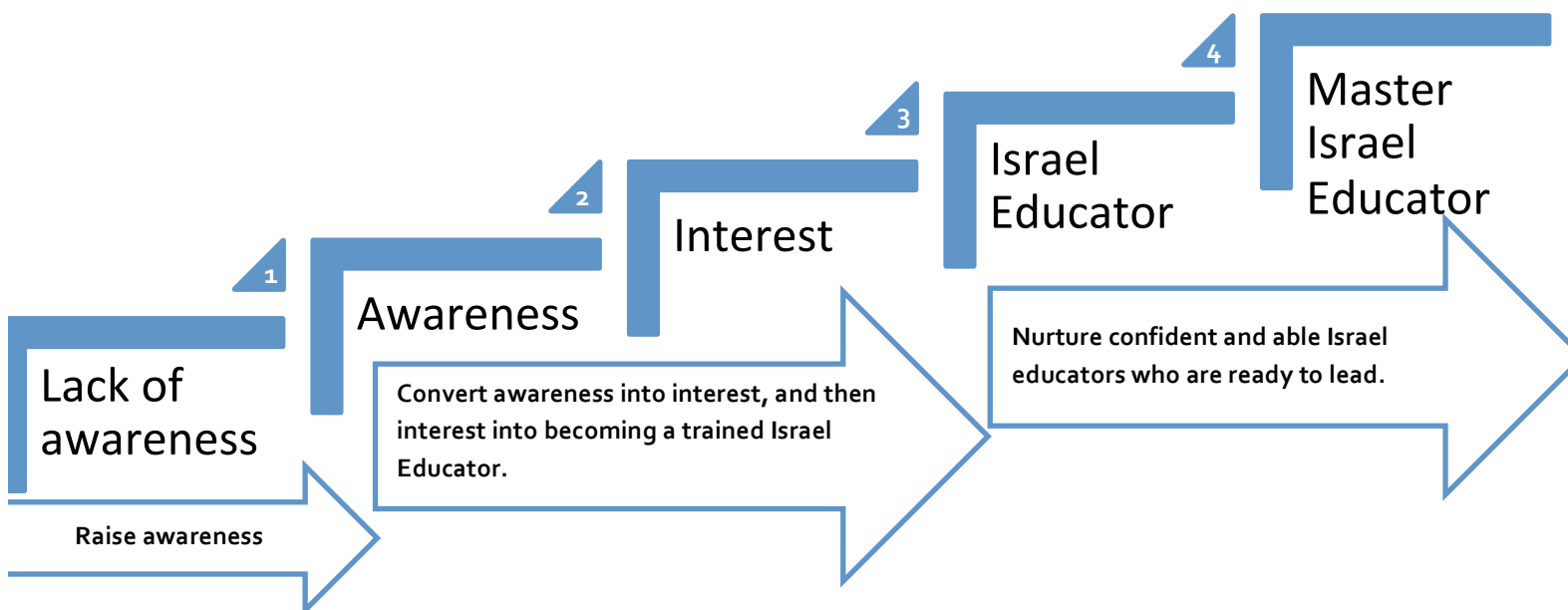
1 Lack of awareness

Raise awareness

2 Awareness

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

3 Interest

4 Israel Educator

Nurture confident and able Israel educators who are ready to lead.

Master Israel Educator

Methodology

The survey targeted educators, educators of educators, or those involved in educational administration and policy for American and Canadian Jews from Early Childhood through 12th grade. The survey invitation invited all K-12 Jewish educators with an interest in educating about Israel to participate.

For one month, from mid-February through mid-March 2013, 29 organizations and venues helped the research team distribute the survey to their contact lists of Jewish educators. These included alumni of iCenter programs and individuals on a contact list compiled by the research team, who received an e-mail survey invitation and up to three reminders directly from the research team. In addition, four websites and list-serves frequented by Jewish educators distributed the survey invitation. Finally, the research team contacted educational institutions, organizations and a foundation who had access to substantial contact lists of Jewish educators, and who agreed to send out a letter and link to their lists. Each participating organization also sent out one reminder. A list of websites, listservs and organizations appears in the info-graphic on the right side of this page and in greater detail in appendix one.

ORGANIZATIONS THAT DISTRIBUTED THE SURVEY

In total:

- 1,258 people started the survey. Of these 1,097 are involved in some way with K-12 Jewish education in North America and thus qualified to take the survey.
- 985 advanced beyond the first section of the survey.
- 808 completed the full survey.
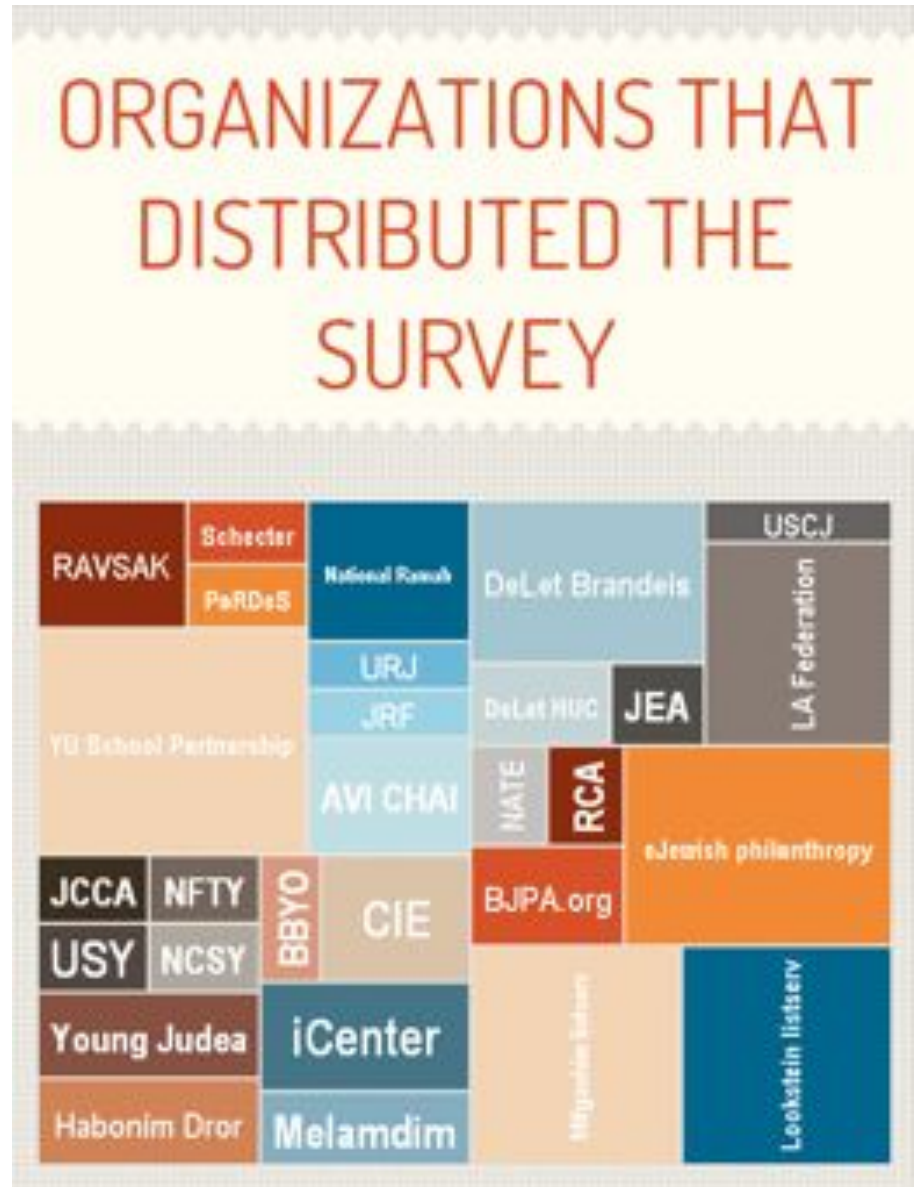
Key Finding:
A core group of self-identified MIEs is already active in the field

Our starting point for the research was an assumption that the challenge facing Israel education is a dearth of qualified educators. We assumed that the lack of qualified personnel is the key stumbling block to any attempt to grow the field. If there is no qualified individual in any given organization who can act to push an Israel education agenda forward, it is unlikely that quality Israel education will occur in a comprehensive and sustainable fashion.

In 2003, Karen Abrams Gerber and Aliza Mazor argued that there is no field of Israel education in the United States and called for "the requisite development of a curricular approach, systemized training, professionalization, and the creation of a central address to coordinate and streamline this process."[4] By 2009, Alex Pomson, Howard Deitcher and Michal Muszkat-Barkan pointed to a tremendous shift taking place, with a dramatic increase in the amount of curricular resources available and the number of organizations offering consulting and support for Israel education in North American Day Schools. A 2012 report, in which iCenter staff reviewed existing research, notes:

> The key building blocks of field development have been put in place since 2003. Standards of practice have been identified and articulated. Professionalization of the field has begun to happen through regular conferences on Israel Education and certification programs by academic institutions. Makom and the Center for Israel Education at Emory continue their work and in 2009, the iCenter emerged as a North American capacity-building address for the field. And key funders are embracing Israel education as a long-term strategic priority.[5]

However, despite progress made, a common link between the 2003, 2009 and 2012 reports is a concern with a lack of qualified Israel educators who are capable of pushing the field of Israel education forward. For example, Pomson, Deitcher and Muszkat-Barkan note:

> "Israel education is a multi-dimensional activity that straddles the formal and informal curriculum; it calls for work with teachers and with a battery of external providers; it requires organizational skills and educational ones too; and it is often conducted in more than one language. There are very few individuals who have mastered all of these skills...."[6]

To address the dearth of qualified personnel, the iCenter is seeking to add 1,000 skilled, certified, and employed Israel educators to the field of Jewish education by 2020.[7] As part of the effort to reach this goal, the iCenter commissioned this report with the goal of creating a systematic understanding of who is a "qualified Israel educator."

The major finding presented in this report, is the realization that we need to reframe our initial assumptions. As we will show, there is an active core of "Master Israel Educators" (MIEs) in all sectors of K-12 Jewish education in the United States today. Almost all the respondents to the survey are actively attempting to integrate Israel education into their K-12 Jewish educational work. Of the respondents, 515 qualified as MIEs (see discussion below).

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[4] Karen Abrams Gerber and Aliza Mazor. 2003. "Mapping Israel Education: An Overview of Trends and Issues in North America." Gilo Family Foundation. Pg. 20.
[5] iCenter. 2012. "Mapping the Landscape: The Emerging Field of Israel Education."
[6] Alex Pomson, Howard Deitcher, Michal Muszkat-Barkan et. al. April 2009. "Israel education in North American day schools: A systems analysis and some strategies for change." Report submitted to the AVI CHAI Foundation. Pg. 15.
[7] iCenter, ibid., pg. 25.

With the conservative estimate that there is at least an equivalent number of MIEs whom the survey did not reach there is likely as many as 900, if not more, MIEs active in the field of K-12 Jewish education today.

The current challenge is not to "create the field," but rather to empower those MIEs who are already working and to continue to grow their numbers. Most importantly, many of the 1000 educators whom the iCenter seeks to certify are already active and experienced Israel educators. By the criteria used in this survey, they qualify as MIEs. Thus, alongside the goal of recruiting and training sophisticated Israel educators, we add the goal of enabling current MIEs to maximize their potential through needed professional development support and resources.

The findings presented in the remainder of the report are factors that will enable the realization of these goals.

Defining an MIE

A MIE is a sophisticated Israel educator

In order to determine if an educator is an MIE we created a set of measures for determining "Israel education sophistication," with a focus on three dimensions.

Three sophistication dimensions

1. **Confidence**
   A general feeling of confidence having to do with the ability to educate about Israel
2. **Competence**
   The respondent's feeling of competence to teach using a range of topics
3. **Knowledge**
   The extent of knowledge that respondents feel they have about Israel

The Sophisticated Israel Educator Index

Based on the above three dimensions, we created the "Sophisticated Israel Educator Index." The index enables us to place each respondent on a scale of 0 to 100, with the most sophisticated educator receiving a score of 100, meaning that he or she scores the highest possible score on the confidence, competence, and knowledge dimensions. To create the index we honed in on three key questions, each of which statistically best represents a larger group of questions that reflect each of the three sophistication dimensions.[8] The answers to the three questions, shown in Exhibit 2 on the next page, are compiled to constitute the "Sophisticated Israel Educator Index."

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[8] The questions are selected using a statistical method called factor analysis, which enables the researcher to categorize the survey questions into distinct analytical dimensions and then within each dimension to locate questions which are statistically most representative of a particular dimension.

Exhibit 2

Sophisticated Israel Educator Index

- Twenty-three percent of the respondents are "highly sophisticated" Israel educators scoring 100 points on the index

- At the low end of the index are 21% of the respondents who score between 0 and 56 points

- The mean score for all respondents to the survey is 76.

Mean score of index of 0 to 100 points

Highest sophistication (23% of respondents, 100 points)	100
High sophistication (22%, 79 to 89 points)	89
Moderate sophistication (34%, 57 to 78 points)	73
Low sophistication (21%, 0 to 56 points)	43
All respondents	76
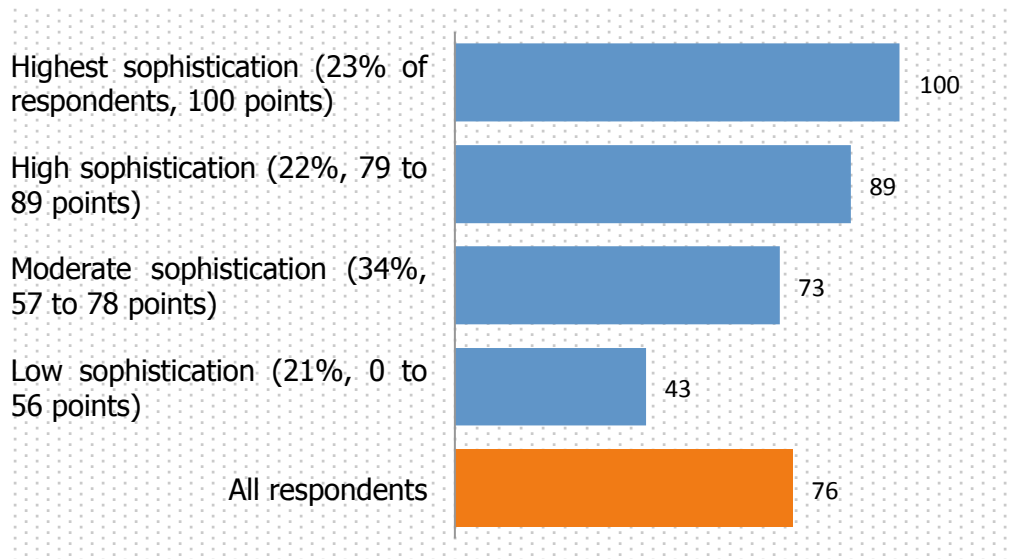
N = 746

Exhibit 3

Questions composing the Israel Educator Sophistication Index

		To a great extent	To an extent	To a small extent	Not at all
Knowledge	I feel knowledgeable about contemporary Israeli society	49%	38%	11%	2%
Competence	I feel confident utilizing modern Israeli history as a portal or opening for engaging the children or educators I teach about Israel	47%	37%	12%	4%
Confidence	I have sufficient pedagogical skills for educating others about Israel	46%	39%	10%	5%

MIEs are leaders

There is a strong correlation between sophistication and leadership, indicating that the most educationally sophisticated respondents are also most likely to report taking leadership initiative either in their organization or for the broader field.

To assess leadership we asked two questions as shown in Exhibit 4 below.

1. One question focused on leadership within an organization, to which 37% of respondents indicated that they have tried to further Israel education in their organization "to a great extent."
2. The second question focused on leadership for the field, to which 21% answered that they have tried to further Israel education beyond their organization "to a great extent."

Exhibit 4 shows us that the higher a respondent scores on the Sophisticated Israel Educator Index the more likely are they to take a leadership role in their organization or the field.

- Whereas 41% of the most sophisticated have taken a leadership action vis-à-vis the broader field, just 6% of those in the lowest scoring group have done the same

- Likewise, 58% of the respondents in the highest scoring sophistication group report trying to further Israel education in their organization, while just 9% of those in the lowest scoring group have taken a similar leadership initiative.

Exhibit 4

Sophistication and Leadership Correlate

- Highest sophistication group (23% of respondents, 100 points)
- High sophistication (22%, 79 to 89 points)
- Moderate sophistication (34%, 57 to 78 points)
- Low sophistication (21%, 0 to 56 points)

I have tried to further Israel education in my organization "to a great extent"
- 58%
- 51%
- 30%
- 9%

I have tried to further Israel education beyond my organization "to a great extent"
- 41%
- 26%
- 12%
- 6%

N = 836

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Exhibit 5 Quotes from respondents illustrating the relationship between sophisticated education and leadership

"I work with others in my school to encourage the use of modern Hebrew language throughout the building in order to deepen the connection to Israel. We encourage faculty to use Israeli newspapers to teach; to participate in organizing the 8th grade Israel trip and to help orient parents and students to the trip; to increase playing Israeli music and supporting and encouraging Israeli dance. We also send faculty to professional development about Israel."

General studies teacher at a day school

"We are working in a twinning program with Partnership 2Gether. The work includes advancing Israel education throughout the school; including, making news from Israel part of the classroom, encouraging students who travel to Israel to write a journal and share with their peers upon return, checking the weather in Israel, listening to Israeli Music, and engaging with Israeli nature from one season to the next and more."

Teacher at a supplementary Hebrew school

"I have created or strengthened the 8th grade trip to Israel, put Israel into our curriculum, modified the Hebrew program to develop a stronger modern Hebrew language program with knowledge about modern Israel, twinned with other schools including exchanges of students and teachers, and built a curriculum that integrates Israel into every grade and on both sides of the curriculum."

Educational leader at a day school

In order to discern types of leaders, we made the following six-part distinction:

1. **Strong Leadership for both the field of Israel education and their organizations**
   These are the 15% (n=134) of respondents who "to a great extent" have tried to further Israel education in both their organization *and* beyond their organization.

2. **Strong organization leadership only**
   These are the 20% (n=174) of respondents who "to a great extent" have tried to further Israel education in their organization, but did not report doing so beyond their organization.

3. **Strong field leadership only**
   These are the 5% (n=39) of respondents who have tried "to a great extent" to further Israel education beyond their organization, but have not done so within their organization.

4. **Moderate leadership for field and organization**
   These are the 28% (n=250) of respondents who have tried to further Israel education "to an extent" or "to a small extent" in organization and beyond their organization.

5. **Moderate leadership for organization only**
   These are the 22% (n=187) respondents who tried to further Israel education in their organization either "to an extent" or "to a small extent" but did not further Israel education beyond their organization.

6. **Does not play a leadership role**
   These are the 10% (n=84) of respondents who answered that they have not tried to further Israel education within or beyond their organization at all.

Strength of Israel Education Leadership

Strong leadership for both field and organization, 15%

Does not play a leadership role, 10%

Strong organization leadership only, 20%

Strong field leadership only, 5%

Moderate leadership for organization only, 22%

Moderate leadership for field and organization only, 28%
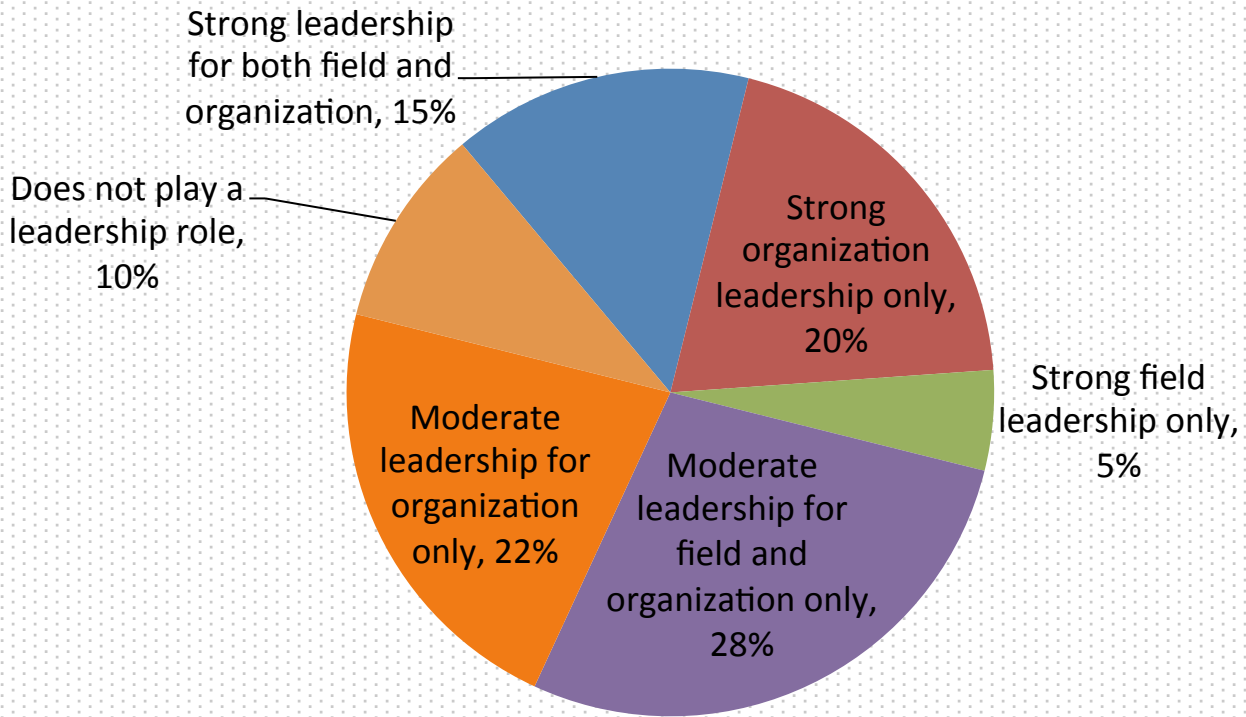
N =868

"*My organization holds many activities concerning Israel, ranging from a monthly Israel film night to visits by Israeli youth ensembles to two-week celebrations of Israel. I supervise the shaliach and coordinate staff who deal with these programs. I also promote travel to Israel on education-oriented trips and help plan the itinerary for Federation missions. Outside of my organization, I provide educational resources to Jewish schools and organizations and involve them in community-wide activities. Currently, I am working with a non-Jewish private school that is planning a week-long study of Israel.*"
Educational Leader at a Federation, Board of Jewish Education, and J.C.C.

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MIE = Sophistication and Leadership

Based on the above analysis, an MIE is a person who is both a sophisticated Israel educator and a leader. We determine if respondents qualify as an MIE by combining their scores on the "Sophisticated Israel Educator Index" and "Israel Education Leadership," with the resulting three-part distinction:

1. **MIE strong leader**

An MIE strong leader is an individual who scores at least 75 points on the sophistication index and falls into at least one of the following three categories of leadership (as defined two pages above).

   a. Strong Leadership for both field and organization
   b. Strong organization leadership only
   c. Strong field leadership only

2. **MIE moderate leader**

A MIE moderate leader is someone who scores 75 points or above on the Sophisticated Israel Educator Index and is a member of either the moderate leader for field or moderate leader for organization groups.

3. **Everyone else**

Everyone else = all respondents who not fall into either of the above MIE categories.

Exhibit 7

MIE = Sophistication + Strength of Leadership

MIE strong leader – 34%
Sophisticated Israel educators who are strong leaders for their organizations and/or the field

MIE moderate leader – 28%
Sophisticated Israel educators who are moderate leaders for the field and/or their organizations

NON-MIE - 38%
Lack sophistication to qualify as an MIE

N = 715
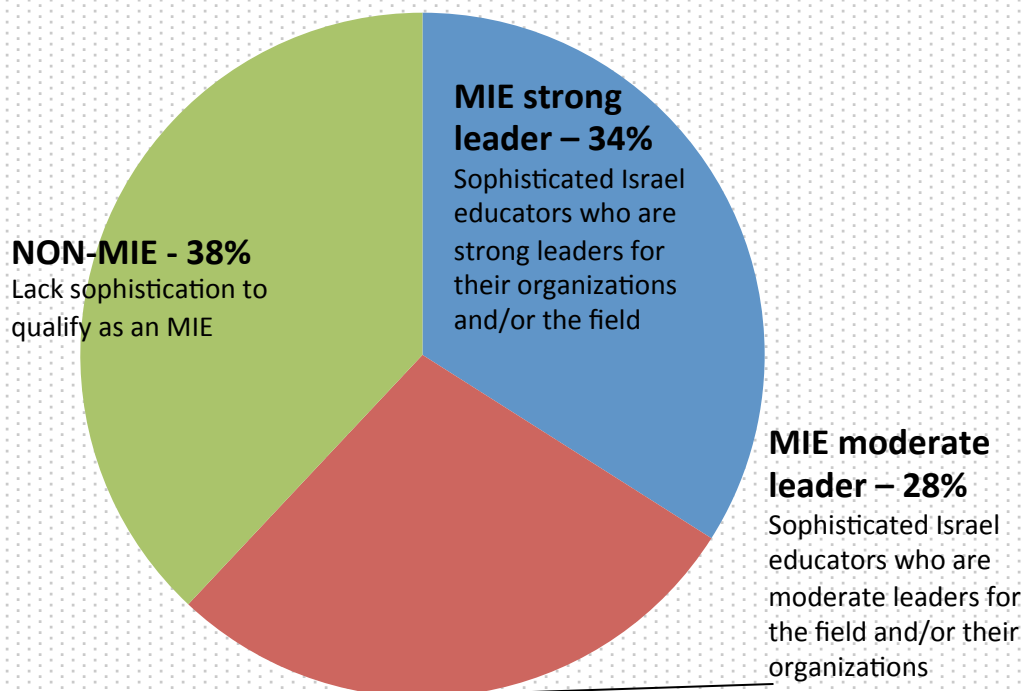
Key differences between MIEs and non-MIEs

What is the difference between those who qualify as an MIE and those who do not? This section answers the question looking at the MIEs' personal connection to Israel, their professional approach to Israel education and the manner in which they take leadership roles.

MIEs have a stronger personal connection to Israel

Jewish educators with enough interest in Israel to take this survey have a strong personal connection to Israel. Exhibit 8 shows that **almost all of the MIEs and 81% of the non-MIEs report a positive experience in Israel at some point in the past " to a great extent."**

Where the MIEs stand out, and especially those who are strong leaders, is in their emotional attachment to Israel and feeling of personal connection to Israelis.

- Whereas 96% of MIE strong leaders feel agree that they are emotionally connected to Israel "to a great extent," 65% of the non-MIEs feel the same way.
- 93% of the MIE strong leaders feel personally connected to Jewish Israelis "to a great extent," as opposed to 51% of the non-MIEs.

Exhibit 8

Emotional Connection to Israel
% = "to a great extent"

- MIE strong leader (n=245)
- MIE moderate leader (n=201)
- Non-MIE (n=268)

I have had a very positive experience in Israel at some point in the past
- 97%
- 94%
- 81%

I am emotionally attached to Israel
- 96%
- 88%
- 65%

I feel personally connected to Jews living in Israel
- 93%
- 75%
- 51%
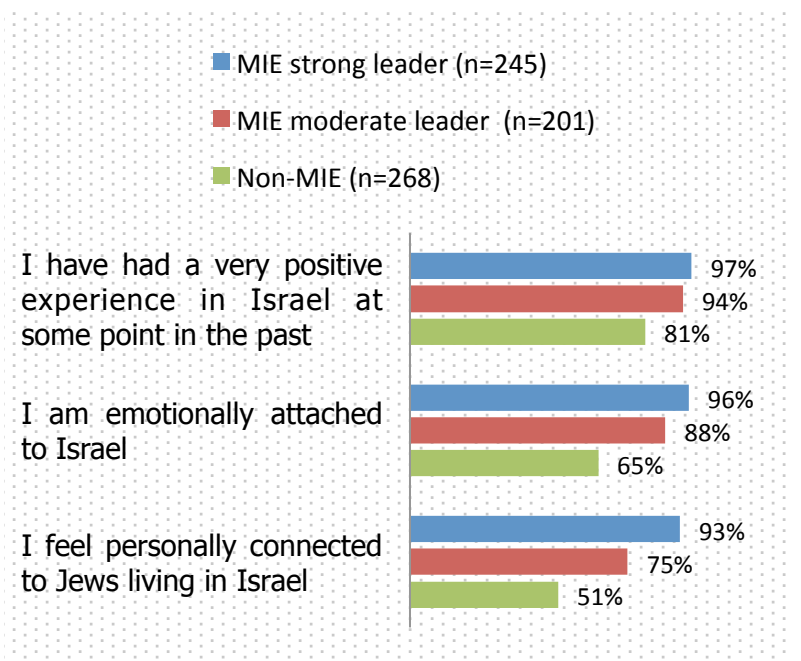
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MIEs are much more likely to regard Israel as cognitively central and of intellectual interest than non-MIEs. Exhibit 9 shows that MIE strong leaders are twice as likely as the non-MIEs to "agree to a great extent" that Israel is a central part of their Jewish identity.

Israel is a central part of my Jewish identity (% = "Agree to a great extent")

- MIE strong leader (n=245) 88%
- MIE moderate leader (n=201) 72%
- Non-MIE (n-269) 45%
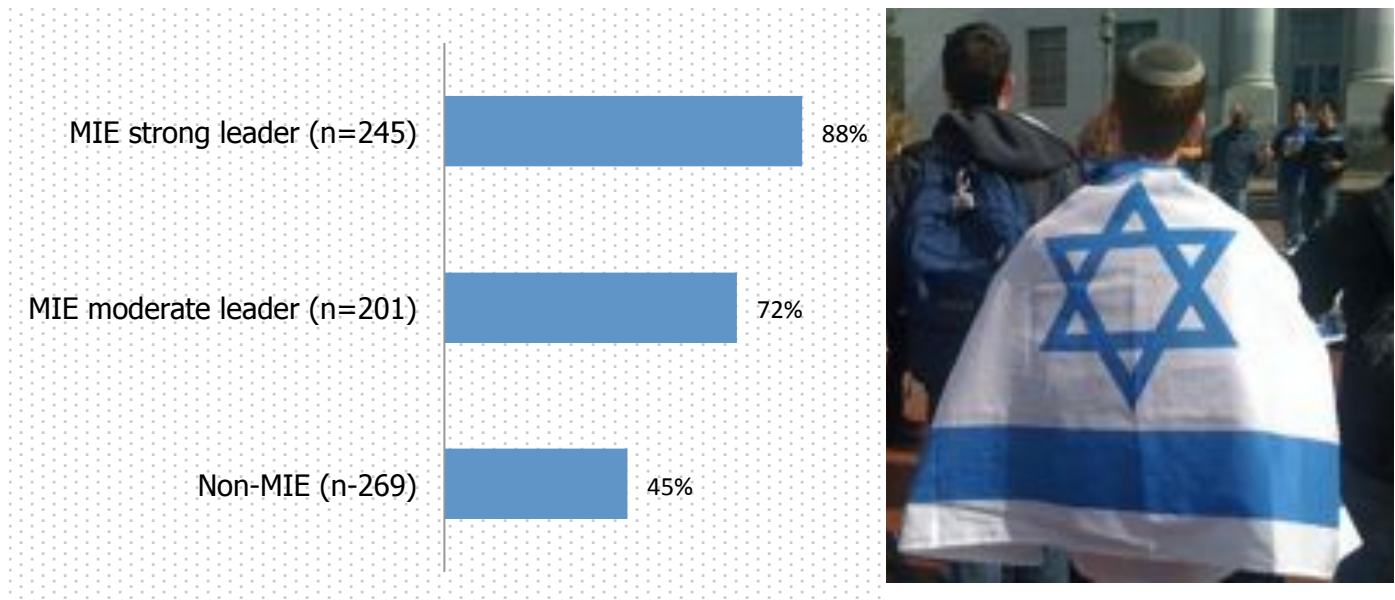
Exhibit 10 shows that MIEs who are strong leaders are twice as likely as non-MIEs to follow Israeli current events.

I seek out Israeli current events (% = "Agree to a great extent")
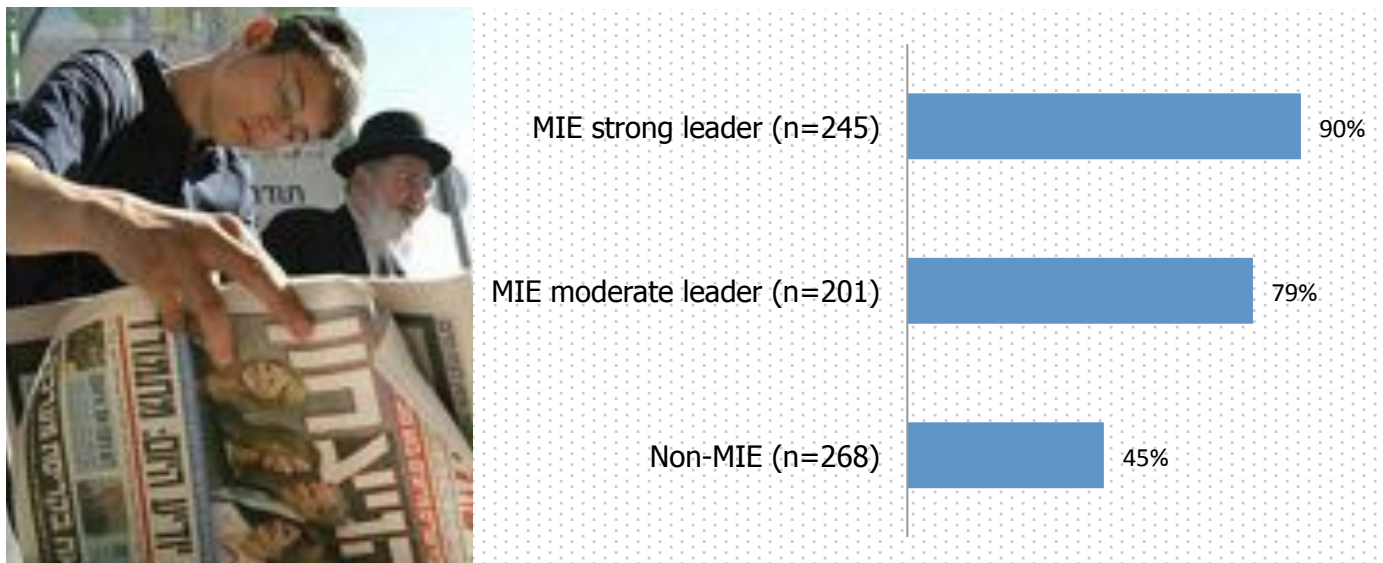
- MIE strong leader (n=245) 90%
- MIE moderate leader (n=201) 79%
- Non-MIE (n=268) 45%

MIEs are educated educators

MIEs are more likely than non-MIEs to have formal academic training as educators or as clergy.

- Overall, 79% of the Jewish educators who answered the survey have some form of formal academic training that is directly relevant to Jewish education.

- Just 11% of the MIE's strong leaders report that they have "no degree relevant to Jewish education," in comparison to 28% of the non-MIEs.

Exhibit 11:

Highest education-relevant degree attained by MIEs and non-MIEs

Legend: ■ MIE strong leader (n=242) ■ MIE moderate leader (n=200) ■ Non-MIE (n=266)

Category	MIE strong leader	MIE moderate leader	Non-MIE
No degree relevant degree to Jewish education	11%	20%	28%
Other degree relevant to Jewish education	12%	6%	9%
BA major in education	8%	8%	9%
Post BA teaching certificate	6%	5%	9%
MA in education or Jewish education	36%	36%	32%
PhD in education or Jewish education	7%	5%	4%
Rabbinic or Cantorial ordination	19%	21%	9%

- Among MIEs in the camping, day and supplementary school, synagogue and youth movement sectors, between 48% and 60% report an MA in education or Jewish education.

- Rabbis and cantors are most likely to be found among MIES at camps, day schools and synagogues where approximately 1/3 have ordination.

- In comparison to the other sectors, Day schools have twice to three times the rate of MIEs with a PhD in education or Jewish education.

Exhibit 12

All education relevant degree attained by MIEs by sector

	Camp (n=91)	Day school (n=140)	Supplementary school (n=153)	Synagogue, indp. minyan (n=125)	Youth movement (n=78)
A BA major in education	20%	24%	28%	19%	18%
Post BA teaching certificate	7%	19%	14%	7%	16%
MA in education or Jewish education	48%	60%	56%	51%	54%
PhD in education or Jewish education	3%	12%	7%	7%	6%
Rabbinic or Cantorial ordination	34%	30%	15%	31%	20%
Other degree relevant to Jewish education	29%	16%	27%	24%	22%
No relevant degree reported	35%	6%	12%	39%	12%

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MIEs offer a unique approach to Jewish education

MIE strong leaders are far more likely than MIEs who are moderate leaders and more than twice as likely as non-MIEs to regard quality Israel education as very important to their current professional work.

Exhibit 13

It is important to develop quality Israel education in my professional work
% = "Agree to a great extent"

> "*I try to increase the quality of our Israel education work and work to integrate more into our programming.*"
>
> Rabbi-educator at a camp

MIE strong leader (n=244)	83%
MIE moderate leader (n=197)	46%
Non-MIE (n=269)	45%

MIE strong leaders are more likely than MIEs who are moderate leaders and non-MIEs to view Israel as integral to Jewish education.

Exhibit 14

Israel education is a vital part of Jewish education
% = "Agree to a great extent"

> "*Israel education is vital to our school curriculum. We have many formal and informal programs emphasizing love and support of the Hebrew language, culture, history, people, and values.*"
>
> Educational leader for an Israel trip provider

MIE strong leader (n=244)	76%
MIE moderate leader (n=199)	63%
Non-MIE (n=269)	59%
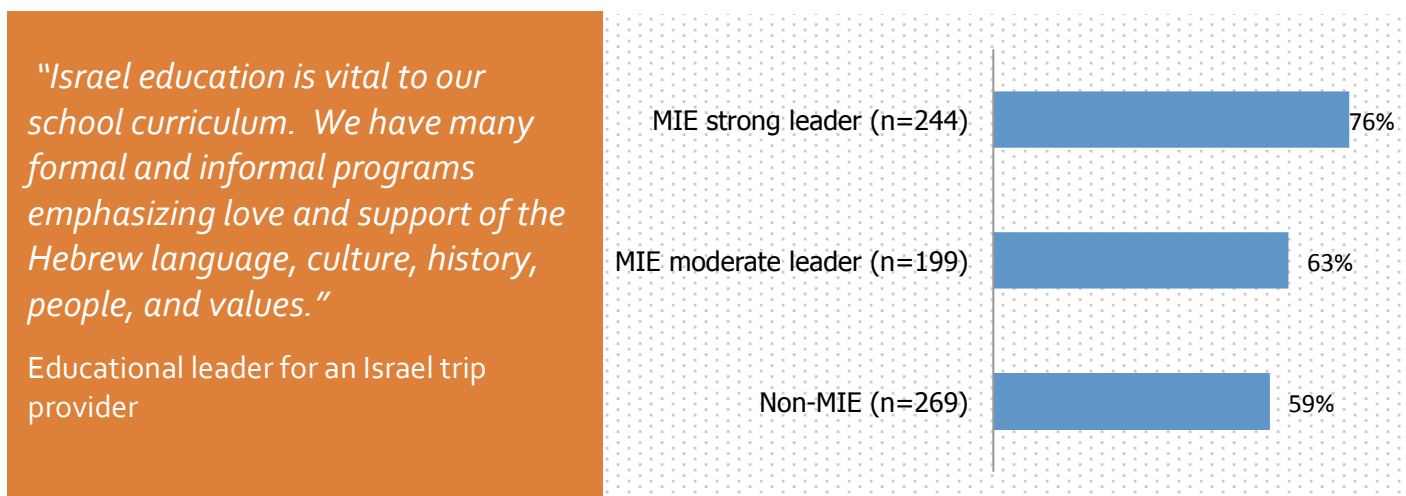
When asked to describe the role Israel currently plays in their Jewish education educational work, the written comments reflect the above finding that MIE strong leaders are far more likely to regard Israel education as important for their work and as vital to quality Jewish education. For example:

"Israel is the centerpiece of our work as we are an organization dedicated to providing curricular resources and teaching strategies for teaching about Israel."

Project director at an organization providing educational curriculum/programming for Jewish organizations

MIE strong leaders were more likely than the MIE moderate leaders and non-MIEs to use the following words to describe the role Israel plays in their work in Jewish education: "integral," "fundamental part of curriculum," "central," "important," "front and center," "main focus." Many of the MIE strong leaders detailed ways that they integrate Israel into their curriculum in innovative ways.

"I feel that it is my responsibility as someone who works with Jewish youth to give them a strong background understanding of the history and current events facing Israel."
Educator in a youth movement

"Israel is integrated through modern Hebrew, song, holiday and land of Israel history, geography, etc. by related topic."
Project director of an independent after school program

"It is woven into every grade level, so that Israel is brought up naturally as part of conversations."
Supplementary school educator

"Israel is one of the five pillars that define Jewish education at our school."
Day school Israel education coordinator

"We work with a full time shaliach in the congregation. This puts Israel front and center in the curriculum."
Supplementary school educator

"Israel Education and Jewish identity is behind everything we do. However, we bring out it through innovative ways."
Educational leader at a camp

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In contrast, in their written responses the MIE moderate leaders were more likely to refer to the role Israel plays in their work in Jewish education as "just a priority" or "just important," with far fewer references to the role being integral or a main focus of their work in Jewish education. For example, some describe that they offer the opportunity to talk about Israel, but that teaching it is not mandatory. Additionally, any focus on Israel in their curricula is not done on a regular basis, but rather sporadically or for holidays. For example:

"I encouraged and guided the 12 graders to spend a year of Torah study in Israel after high school. In addition, in my teaching of Chumash (and other subjects) the topic of Israel inevitably comes up and I try to infuse those lessons with extra enthusiasm. In my work in an after-hours setting for public school students I have taught a class on Israel advocacy."

Educator at a camp, day school and supplementary school

"So far Israel education is a not a big focus, because we go by units by the cycle of the year."

Educator at a Jewish preschool

"Here at our school, we offer the opportunity to have students gather once a week to discuss important Israel-centered issues and/or celebrate and learn about holidays."

Educator for an Israel Club at a public high school
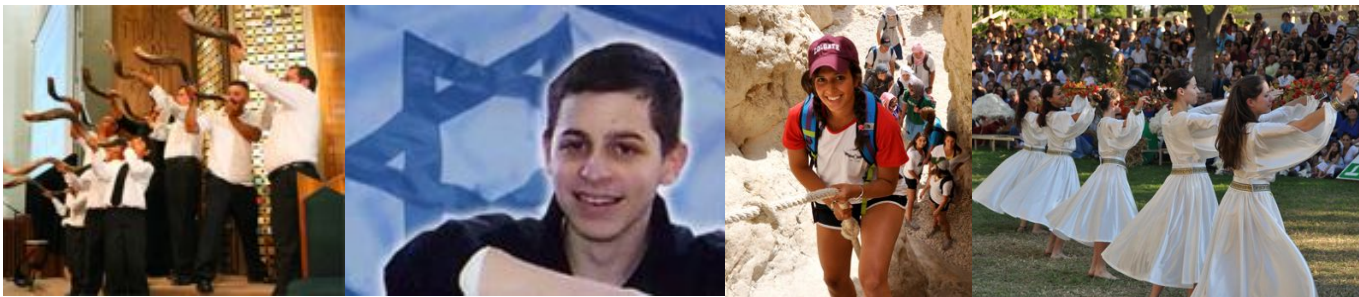
Among the non-MIEs words such as "try" and "strive" were commonly used.

"While there is no specific curriculum to integrate Israel education, it is something I strive to include when possible."

Project director for a youth movement

"I try to educate my students about the land of Israel today and make connections to the biblical land of Israel we study."

Educator at a synagogue

"So far, Israel education plays a relatively small role but I am about to begin a unit on returning captives in which I will bring in the case of Gilad Shalit."

Educator at a day school

MIEs place a greater emphasis on their students' personal connection to Israel

Exhibit 15

It is very important to me to invite those whom I teach to actively participate in a conversation about Israel
% = Agree to a great extent

MIE strong leader (n=243) — 80%

MIE moderate leader (n=198) — 61%

Non-MIE (n=264) — 34%
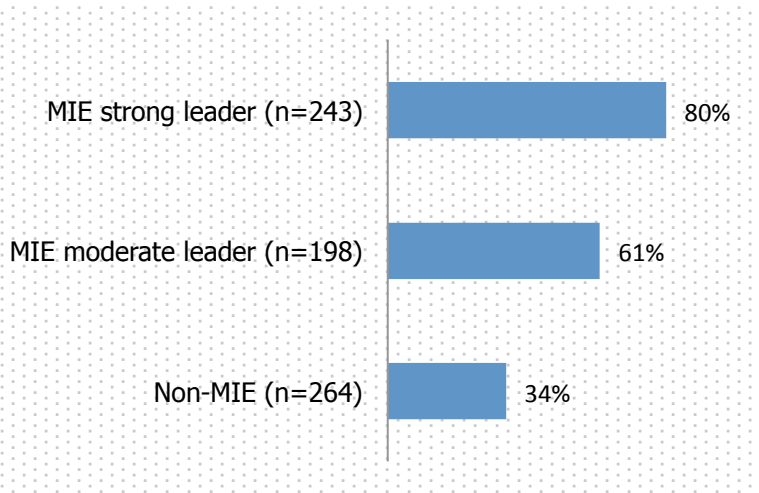
- In comparison to non-MIEs, MIE strong leaders are two and half times more likely, and MIE moderate leaders are twice as likely to want their students to "actively participate in a conversation about Israel."

- When the respondents are asked about developing their students' personal relationship to Israel and Israelis, we again see that MIE strong leaders are more likely to prioritize the personalization of Israel education.

Exhibit 16

Effective Jewish education requires… % = Agree to a great extent

Delegation from the Hareali Matos School in Haifa, Israel traveled to the Bay Area to meet their peers at the Wornick Jewish Day School in Foster City. 2008. San Francisco Federation Website

MIE strong leader (n=244)
MIE moderate leader (n=199)
Non-MIE (n=268)

Developing a personal connection to Israel
- 85%
- 66%
- 58%

Developing personal connections between Israeli Jews and Jews living outside of Israel
- 73%
- 57%
- 42%

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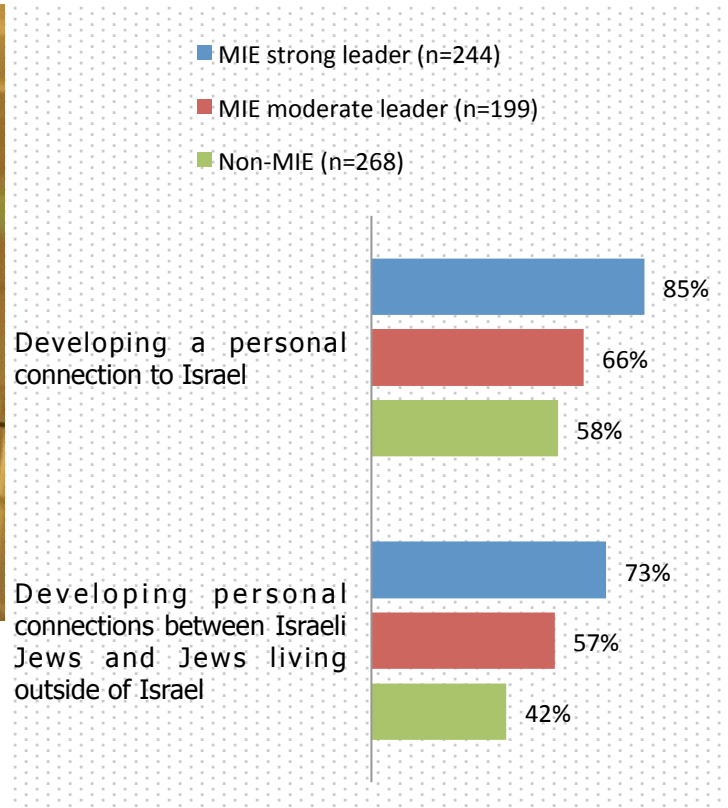
MIEs' are far more likely to personally identify as Zionists and regard that identification as relevant to their professional work

When asked about "Zionism" ......

- MIEs are more likely than non-MIEs to personally identify as Zionists (Exhibit 17)
- MIEs are more likely than non-MIEs to regard the manner in which they personally identify as a Zionist as relevant to their approach to their professional or volunteer work (Exhibit 18).
- MIEs are more likely than non-MIEs to regard the term as relevant to their Jewish educational work (Exhibit 19)

Exhibit 17

In thinking about your personal approach to Israel, which of the following descriptions, if any, describe you? (Select all that apply)

■ MIE Strong Leader (n=244)   ■ MIE moderate leader (n=200)   ■ Non-MIE (n=267)

	Just a Zionist	Religious Zionist	Cultural Zionist	Secular Zionist	Other	I am not a Zionist	I don't find these categories relevant	I am not sure	I don't want to categorize myself
MIE Strong Leader	25%	23%	23%	16%	10%	1%	17%	3%	18%
MIE moderate leader	24%	21%	26%	23%	11%	2%	16%	6%	24%
Non-MIE	17%	15%	15%	9%	6%	2%	22%	14%	30%

MIEs more likely to choose than non-MIEs | Little difference between MIE and non-MIE | Non-MIE more likely to choose than MIE

Exhibit 18

Is the answer you gave to the previous question (Exhibit 17) at all relevant for your approach to Israel in the context of your professional or volunteer work?

■ MIE strong leader (n=232)   ■ MIE moderate leader (n=185)
■ Non-MIE (n=226)

	MIE strong leader	MIE moderate leader	Non-MIE
Very relevant	53%	36%	20%
Relevant	25%	41%	33%
Of little relevance	10%	14%	25%
Not relevant at all	12%	10%	22%
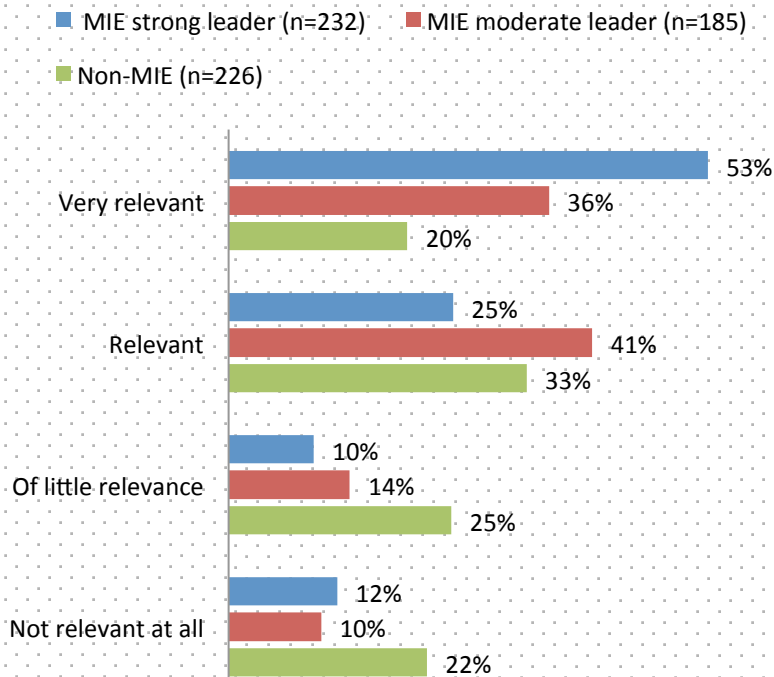
Exhibit 19

Is the term Zionism at all relevant for your work in Jewish and Israel education?

■ MIE strong leader (n=150)
■ MIE moderate leader (n=148)
■ Non-MIE (n=193)

	MIE strong leader	MIE moderate leader	Non-MIE
Yes	89%	84%	71%
No	3%	7%	10%
Not sure	9%	9%	19%
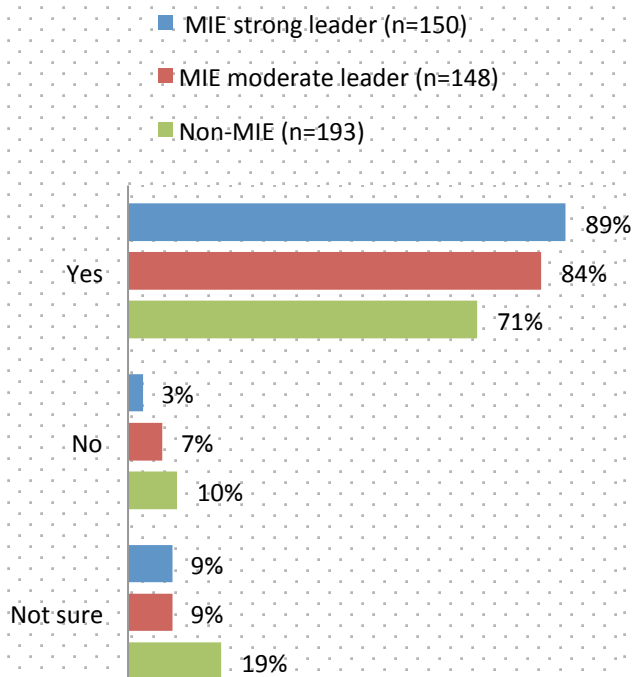
Non-MIEs are far less likely to express confidence in their knowledge and skills for educating about Israel

For all measures of confidence in knowledge and skills for Israel education, MIEs score much higher than non-MIEs.

▪ **The greatest difference between MIEs and non-MIEs has to do with sufficient pedagogical skills.** Whereas 76% of MIEs who are strong leaders "agree to a great extent": that they "have sufficient pedagogical skills for educating others about Israel," just 9% of the non-MIEs feel the same way.

▪ **MIEs are far more confident in their knowledge required for key areas of Israel education than non-MIEs, and strong MIEs even more so than moderate MIEs.** For example, 74% and 67% of the strong and moderate MIEs, respectively, "agree to a great extent" that they are able to use their knowledge of modern Israeli history for the purpose of engaging those they teach about Israel. Just 9% of the non-MIEs felt the same way. Similar differences are seen for knowledge areas such as Hebrew, Israeli culture and Israeli current events.

Exhibit 20

MIEs express far greater confidence in their knowledge about Israel and pedagogical skills
% = Agree to a great extent

Leadership Development

{ Readiness: the skills and confidence to take action }

- MIE strong leader (n=245)
- MIE moderate leader (n=201)
- NON-MIE (n=269)

I have sufficient pedagogical skills for educating others about Israel
- 76%
- 64%
- 9%

When educating about Israel, I feel confident in terms of my knowledge
- 67%
- 53%
- 11%
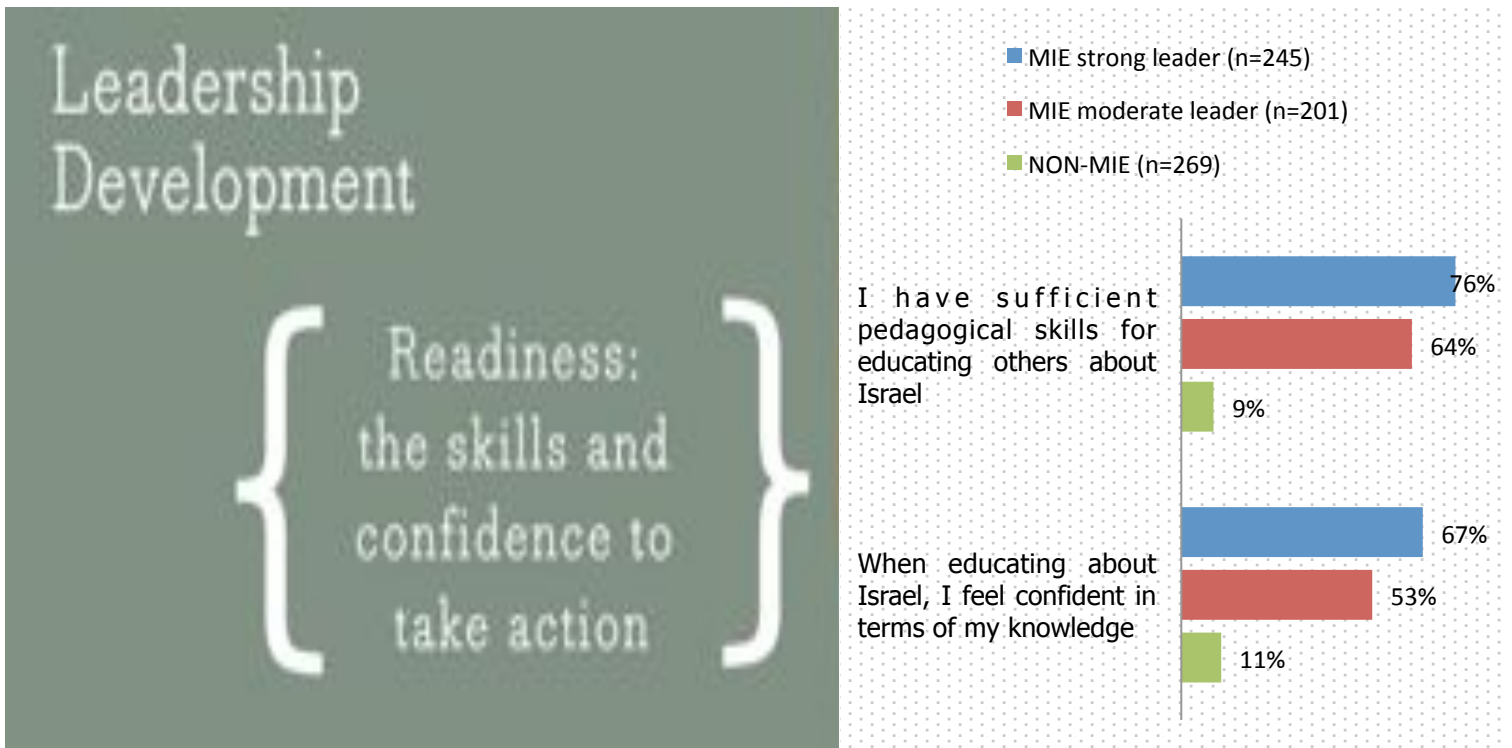
Exhibit 21

I feel knowledgeable about...... % = Agree to a great extent

- MIE strong leader (n=245)
- MIE moderate leader (n=201)
- NON-MIE (n=269)

Israeli history
- 82%
- 73%
- 15%

Contemporary Israeli society
- 77%
- 66%
- 11%

Israeli culture (e.g. arts, music, literature, etc.)
- 57%
- 48%
- 9%
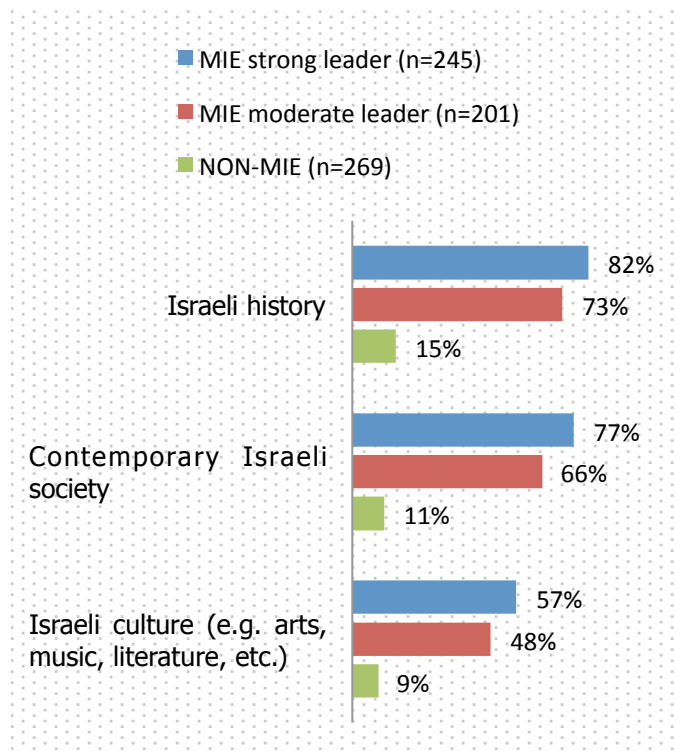
Exhibit 22

I feel confident utilizing portals or openings for engaging the children or educators I teach about Israel...... % = Agree to a great extent

- MIE strong leader (n=245)   - MIE moderate leader (n=201)   - NON-MIE (n=269)

How Israel is part of my own story as a Jew
- 88%
- 73%
- 42%

Modern Israel History
- 74%
- 67%
- 9%

Current events
- 73%
- 58%
- 14%

Everyday life in Israel
- 72%
- 60%
- 28%

Israel's contributions to the world
- 68%
- 53%
- 26%

Israeli culture (e.g. arts, music, literature, etc.)
- 64%
- 55%
- 28%

Hebrew
- 62%
- 50%
- 25%

Non-religious, secular or cultural Judaism in Israel
- 52%
- 41%
- 10%

Jewish religious movements in Israel
- 50%
- 39%
- 12%

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What constitutes MIE leadership?

Leadership involves planning and implementing

Involvement in system wide planning - % = Agree to a great extent

Leadership is all about planning and implementing. MIE strong leaders are far more likely than MIE moderate leaders or non-MIEs to be involved in all aspects of planning and implementing Israel education programming.

For example:

- Ninety-one percent of MIE strong leaders are involved with curriculum development, in comparison to 58% of the non-MIEs.
- Seventy-six percent of the MIE strong leaders are involved with planning a systematic approach to education about Israel to their organizations as opposed to 34% of the non-MIEs.

MIE strong leader (n=244)
MIE moderate leader (n=199)
Non-MIE (n=262)

80% / 58% / 59% — Integration of Israel education into many aspects of your educational setting

76% / 42% / 34% — Planning a systemic approach to education about Israel in your organization
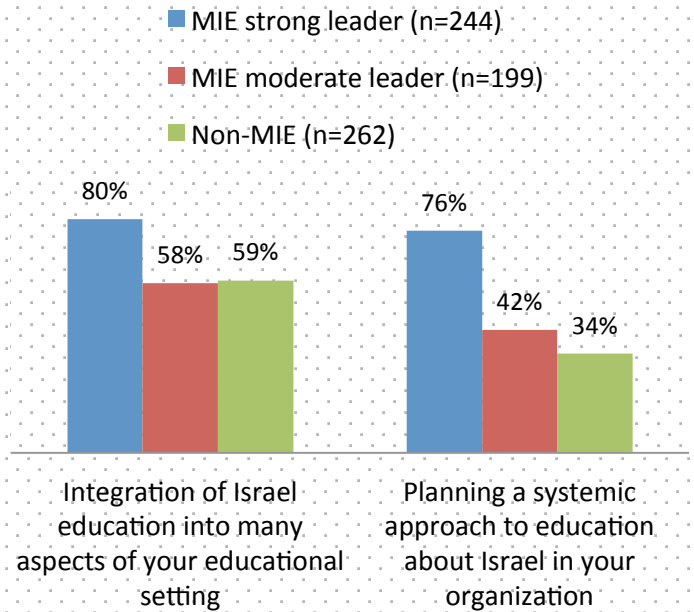
Involvement in implementation of educational programming
% = Agree to a great extent

MIE strong leader (n=244)   MIE moderate leader (n=199)   Non-MIE (n=262)

	MIE strong	MIE moderate	Non-MIE
Israel curriculum development	91%	71%	58%
An Israel Independence Day celebration	81%	75%	69%
An Israel related ceremony or event (other than Independence day or Israel day)	79%	64%	52%
A person-to-person program with Israelis and Americans	75%	57%	51%
An Israel Day (Yom Israel) activity	72%	58%	56%
Hebrew language instruction	71%	68%	55%
Israel advocacy	59%	40%	35%
Involvement in a twinning program with an Israeli institution or community	56%	28%	27%

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MIEs are working to advance Israel education in all sectors of K-12 Jewish education

Should a field development initiative focus on a particular sector there is a leadership cadre on which to draw. Even though the 515 MIE respondents are a small group relative to the total number of Jewish educational institutions (see appendix 2), they represent an active leadership cadre who are working to advance Israel education in all sectors of K-12 Jewish education.

- **MIE strong leaders are most likely found in sectors that provide planning, consulting and funding for educational organizations.** In these organizations, between 60% to 86% of the MIEs are strong leaders, with the highest concentration found in the Foundation sector.

- **In comparison, among educational organizations such as camps, youth movements, JCCs, and synagogues there is a lower concentration of MIE strong leaders.** In these sectors at least half of the MIE respondents to the survey are moderate leaders with the lowest concentration found among camp respondents, where 47% of the respondents are moderate leaders.

Exhibit 25
Distribution of MIE strong and moderate leaders per sector of K-12 education

	MIE strong leader	MIE moderate leader	N
Foundation	86%	14%	14
Federation - either local or national JFNA	81%	19%	36
Israel trip provider	76%	24%	37
Jewish Agency for Israel	74%	26%	19
Board of Jewish Education	71%	29%	24
Organization providess curriculum or programming	71%	29%	41
Israel Advocacy	65%	35%	26
Central Jewish Agency (besides Federation)	60%	40%	15
Consulting/Research	60%	40%	30
Day school	58%	42%	140
Supplementary (Hebrew school)	55%	45%	153
Social justice or Jewish service organization	52%	48%	23
Youth movement	49%	51%	78
Jewish Community Center	48%	52%	25
Synagogue, independent minyan or another type of religious community	48%	52%	125
Camp	47%	53%	91

MIEs play diverse leadership roles

Exhibit 26 shows MIEs working in the major areas of K-12 education in roughly the same proportion as the non-MIE respondents to the survey.

Exhibit 26
Are you involved with… (Select all that apply.)

	MIE strong leader (n = 198)	MIE moderate leader (n = 177)	Non-MIE (n=230)
Educating students, pre-K through 12th grade	87%	93%	88%
Educating educators, youth or communal professionals or clergy	53%	48%	45%
Development of educational policy and Initiatives	44%	33%	34%

Among respondents, MIEs who are strong and/or moderate leaders are over-represented among shlichim, consultants and clergy. In contrast, MIEs are under-represented among youth and development/fundraising professionals.

- Sixty-seven percent of shlichim qualify as MIE strong leaders. All shlichim are MIEs.
- Of the youth professionals who answered the survey, just 22% qualify as MIE strong leaders.

Exhibit 27
Your role(s) at the organization(s) for which you work (select all that apply)
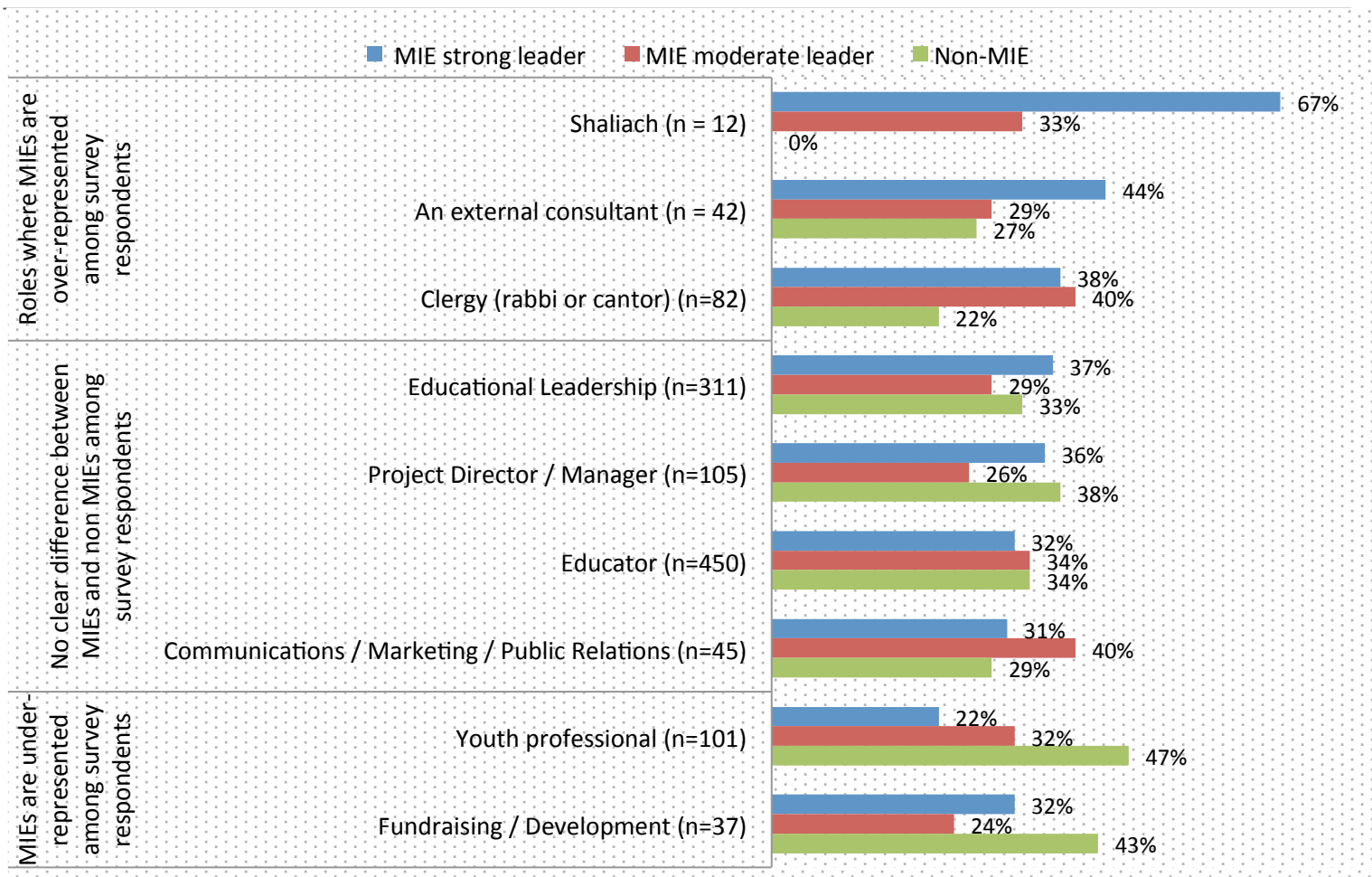
Policy Relevant Findings

MIEs work in the geographical areas where Jewish educational institutions are concentrated

Should an initiative targeting Israel educators target a particular geographical region, there are likely local MIEs who may either participate or serve as a resource.

Exhibits 28 through 30 provide an overview of the geographical distribution of the MIE respondents to the survey

National Distribution of MIE respondents
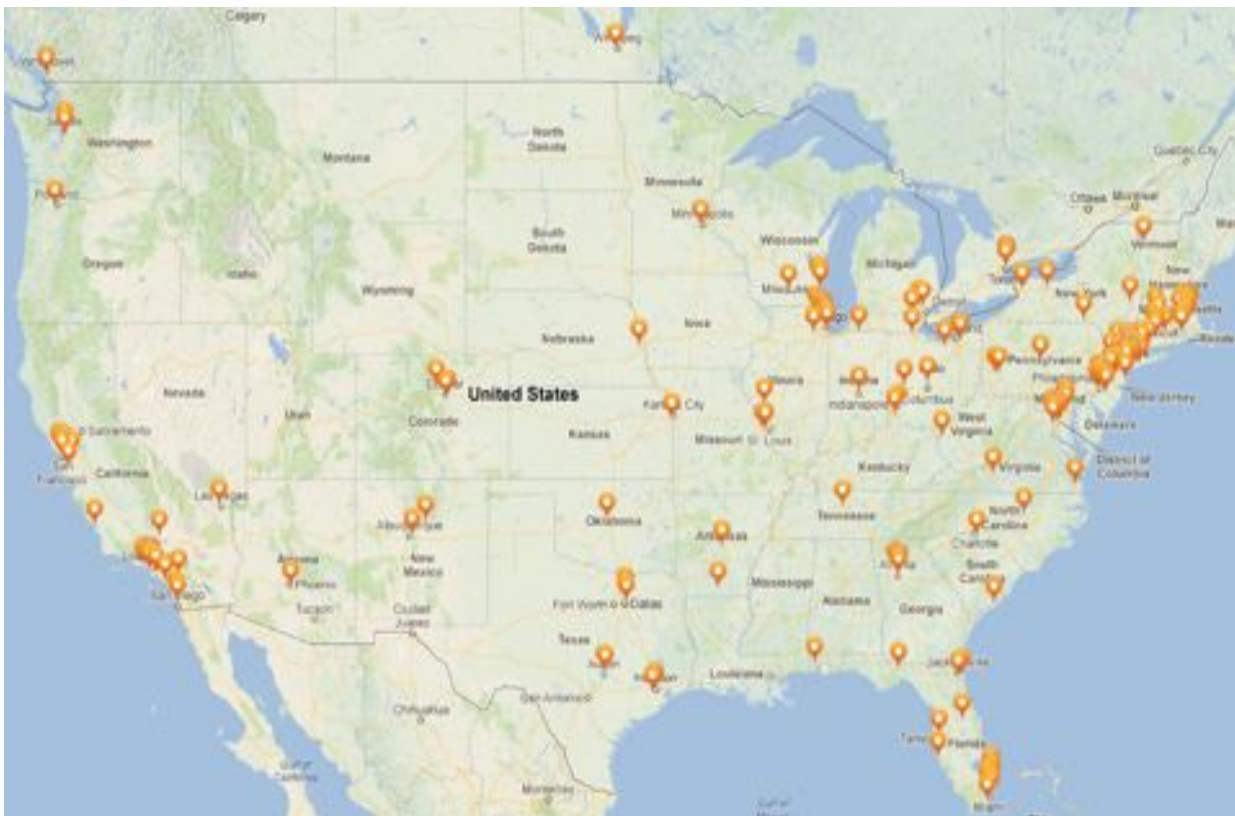
Localities with highest concentration of MIE respondents

City/Town	# of MIEs
NEW YORK CITY	35
CHICAGO	15
LOS ANGELES	12
BOCA RATON	9
ATLANTA	8
ROCKVILLE	7
SILVER SPRING	7
ELKINS PARK	6
SKOKIE	6

States with highest concentration of MIEs

State	# of MIEs
NY	69
CA	48
IL	41
FL	27
MD	26
MA	25
PA	23
NJ	19
GA	12
OH	12
TX	11
CT	8
WI	8
VA	7

More than one age group benefits from the presence of an MIE in the field

Each individual MIE is more often than not a resource for advancing Israel education among multiple age groups. In some sectors work with diverse populations seems a core feature of an MIEs Israel education work.

The presence of MIEs in the difference age sectors of Jewish education varies per sector.

- In four of five sectors a majority of MIEs work with most of the K-12 age groups, and in addition some work with college or adult populations.
    - Overall, the day school MIEs focus on fewer age groups than their colleagues in other sectors and are more likely found working with the elementary and middle school ages.
    - Among those associated with the day schools sector, surprisingly few report working in the area of educating educators.
- Even though the survey focused on K-12, in some sectors we learn that the K-12 educators are also involved with college age and adult populations. Most noticeably:
    - A majority of camp and youth movement educators report working with college age youth, most likely referring to those who work as counselors for their organizations.
    - A majority of supplementary school and synagogue MIEs also work in early childhood and adult education, most likely referring to their work with those age groups at their congregations.

Exhibit 31
MIEs work with multiple age groups in all sectors of K-12 Jewish education

	Camp (n=84)	Day school (n=131)	Supplementary school (n=145)	Synagogue, indp. Minyan (n=120)	Youth movement (n=76)
Early childhood	37%	47%	63%	69%	40%
Elementary age	80%	71%	88%	91%	67%
Middle school age	88%	66%	92%	91%	91%
High school age	91%	53%	86%	90%	99%
College age	68%	12%	32%	43%	57%
Adult Jewish education	41%	23%	71%	74%	41%
Educating educators	29%	9%	28%	30%	33%

▲ DR. EZRA KOPELOWITZ

ReST

In day schools MIEs are most likely found in Jewish Studies

In day schools, a majority (71%) of MIEs are found in Jewish Studies, with 40% and 25% respectively reporting that they teach Hebrew and General Studies.

Exhibit 32

Distribution of MIEs in day school educational areas (respondent may work in multiple areas)

Jewish Studies (other than Hebrew language instruction) — 71%

Hebrew language instruction — 40%

General (secular studies) — 25%

Other — 16%

Physical education — 2%
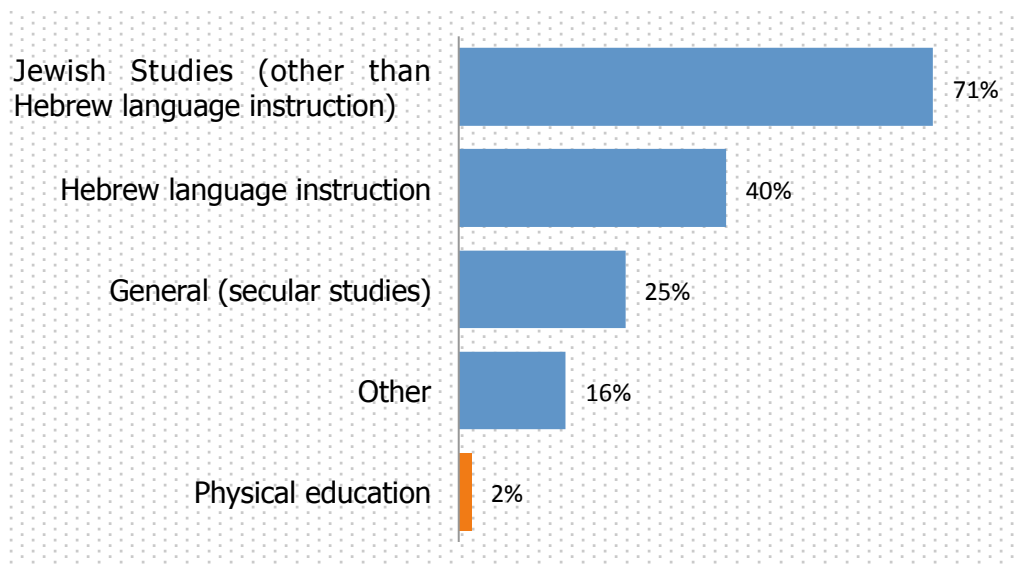
N = 83

MIEs working in the RAVSAK network are at least twice as likely to work in General Studies in comparison to MIEs from the other two networks. Almost all Schechter MIEs work in Jewish Studies, with about half of those also teaching Hebrew.

Exhibit 33

Distribution of MIEs by education areas by day school network*

	PARDeS	RAVSAK	Schechter
General (secular studies)	17%	32%	7%
Hebrew language instruction	50%	42%	47%
Jewish Studies (other than Hebrew language instruction)	67%	71%	93%
Total	6	31	15

*N too small to include YU-School Partnership

MIEs working in general studies are markedly less confident in their ability to educate about Israel, including their skills and knowledge, and support that they receive from their institutions.

Exhibit 34

Comparison of MIE assessment of their ability to educate by day school education area
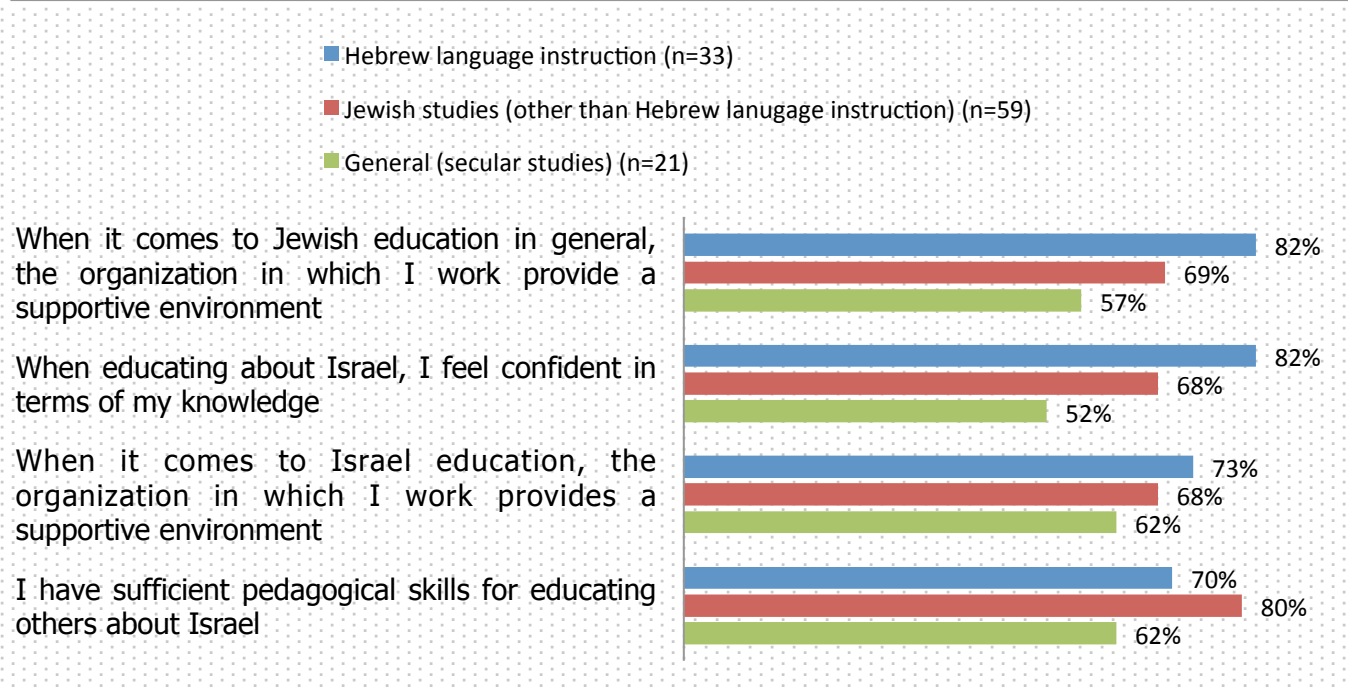
- ■ Hebrew language instruction (n=33)
- ■ Jewish studies (other than Hebrew lanugage instruction) (n=59)
- ■ General (secular studies) (n=21)

When it comes to Jewish education in general, the organization in which I work provide a supportive environment
- 82%
- 69%
- 57%

When educating about Israel, I feel confident in terms of my knowledge
- 82%
- 68%
- 52%

When it comes to Israel education, the organization in which I work provides a supportive environment
- 73%
- 68%
- 62%

I have sufficient pedagogical skills for educating others about Israel
- 70%
- 80%
- 62%

Shlichim/Israel based educators and ex-Israelis serve as a major leadership resource for the field

Shlichim, Israel-based educators, and Israelis who have lived outside of Israel for five or more years, are currently the major leadership resource for Israel education. In comparison to the other American and Canadian respondents, "the Israelis" are far more likely to be MIE strong leaders and devote most of their professional time to Israel education.

Exhibit 35

Shlichim, Israel-based educators, and ex-Israelis are far more likely to be MIE strong leaders (table shows MIEs only)

	Shlichim and other Israel based respondents (n=40)	Ex-Israelis (Israelis living outside of Israel for 5+ years) (n=130)	Other American/Canadian respondents (n=545)
MIE Strong Leader	73%	48%	28%
MIE moderate leader	23%	31%	28%
Non-MIE	5%	22%	44%

Exhibit 36

Shlichim, Israel-based educators, and ex-Israelis devote more of their work time to Israel education

	Shlichim and other Israel based respondents (n=38)	Ex-Israelis (Israelis living outside of Israel for 5+ years) (n=102)	Other American/ Canadian respondents (n=306)
Formal expectation that I devote most of my time to Israel education	71%	14%	7%
Formal expectation that I devote at least some time to Israel education	29%	66%	61%
I try to integrate Israel education into my work, but there is no formal expectation that I do so	0%	21%	32%

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ReST

Shlichim in comparison to ex-Israelis and other local educators are more likely to report access to curricular and online resources. A large majority of all respondents, including shlichim and Israel-based respondents, report lacking professional learning opportunities and financial resources.

Exhibit 37

Shlichim and Israel based respondents are most likely to report access to resources (chart shows MIEs only)

■ Shlichim and other Israel based respondents (n=38)

■ Ex-Israelis (Israelis living outside of Israel for 5+ years) (n=102)

■ Other American/ Canadian respondents (n=306)

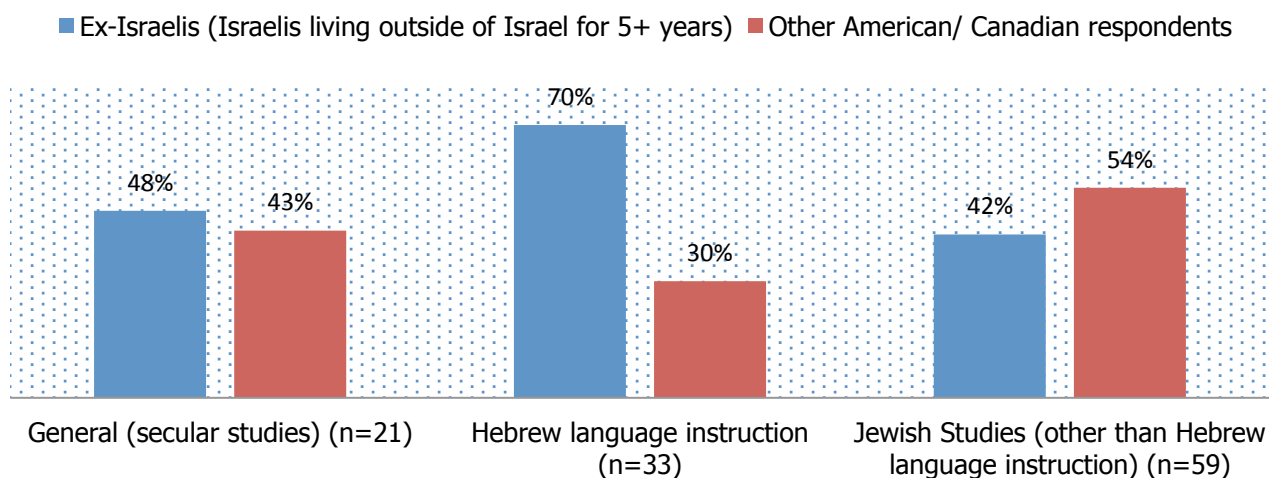|	I have access to sufficient curricular resources to educate about Israel	I have access to sufficient online resources that are designed to help in educating about Israel	I have access to sufficient professional learning opportunities	I have access to sufficient financial resources to educate about Israel
Shlichim and other Israel based	61%	53%	32%	21%
Ex-Israelis	40%	37%	27%	19%
Other American/ Canadian	41%	36%	24%	20%

Expat Israelis are particularly important in the day school sector, where they have the highest representation, constituting 37% of the MIEs. Within the day school sector the ex-Israelis are over-represented among Hebrew language instructors, making up 70% of the MIEs working in that area.

Exhibit 38

Presence of Shlichim/Israel based, Expat Israeli and American MIEs per sector

	Shlichim and other Israel based respondents	Ex-Israelis (Israelis living outside of Israel for 5+ years)	Other American/ Canadian respondents	N
% of all MIEs	8%	22%	70%	423
Synagogue, independent minyan or another type of religious community	5%	17%	78%	125
Camp	12%	12%	76%	91
Board of Jewish Education	8%	17%	75%	24
Supplementary (Hebrew school)	5%	20%	75%	153
Social justice or Jewish service organization	9%	17%	74%	23
Israel Advocacy	12%	15%	73%	26
Consulting/Research	17%	13%	70%	30
Youth movement	15%	15%	69%	78
Federation - either local or national JFNA	14%	17%	69%	36
Jewish Community Center	20%	16%	64%	25
Foundation	14%	21%	64%	14
Central Jewish Agency (besides Federation)	20%	20%	60%	15
An organization that provides educational curriculum or programming for Jewish organizations	32%	10%	59%	41
Day school	6%	37%	56%	140
Israel trip provider	38%	19%	43%	37
Jewish Agency for Israel	68%	5%	26%	19

Exhibit 39

Expat Israeli vs. other American MIEs by educational areas of day school education

■ Ex-Israelis (Israelis living outside of Israel for 5+ years) ■ Other American/ Canadian respondents

General (secular studies) (n=21): 48%, 43%
Hebrew language instruction (n=33): 70%, 30%
Jewish Studies (other than Hebrew language instruction) (n=59): 42%, 54%

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ReST

Factors for growing MIEs leadership potential

The ability of MIEs to lead depends on Jewish organizations making Israel education an expectation of their educators
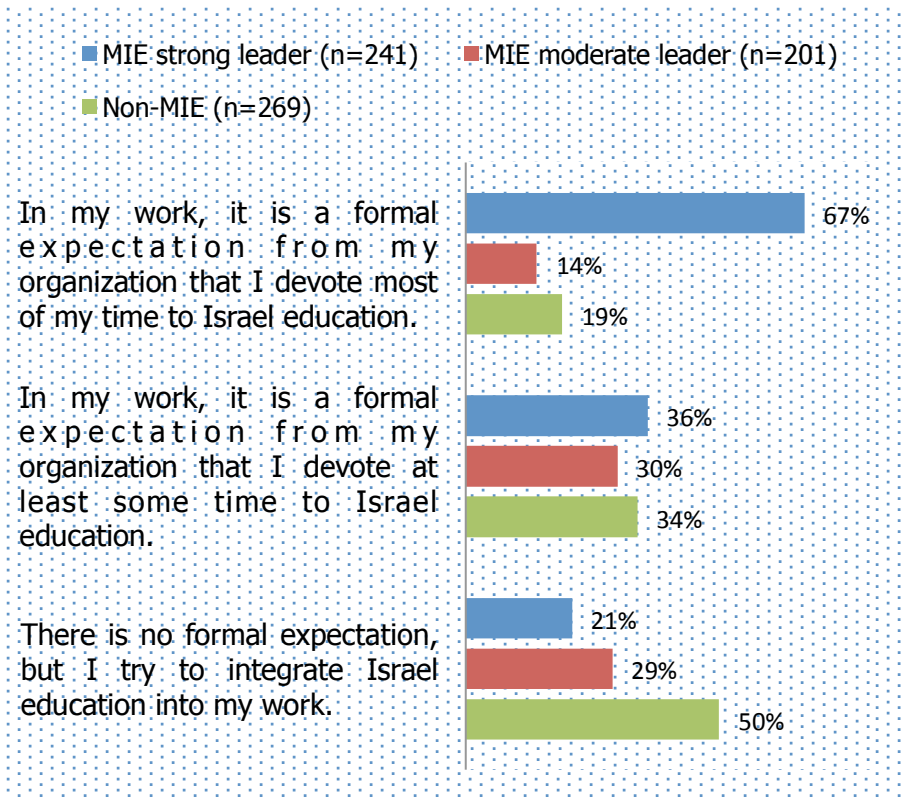
Leadership and specialization go hand in hand for MIEs.

- **MIEs tend to work with a formal expectation from their organizations that they devote some to most of their time to Israel education.** Just 21% of MIE strong leaders and 29% of MIE moderate leaders work for organizations that have no formal expectation that they devote time to Israel education. In comparison, 50% of the non-MIEs report no formal expectation from their organization.

- **The amount of time devoted to Israel education correlates with the strength of the leadership role an MIE plays.** Whereas 67% of MIEs who are strong leaders report that they "devote most of their time to Israel education," just 36% of the MIE moderate leaders report the same.

In summary, it appears that leadership in the field of Israel education has much to do with the presence of organizations who are willing to hire Israel educators with the formal expectation that they educate about Israel.

Exhibit 40

Which of the following best describes the role of Israel education in your work?

Legend:
- MIE strong leader (n=241)
- MIE moderate leader (n=201)
- Non-MIE (n=269)

In my work, it is a formal expectation from my organization that I devote most of my time to Israel education.
- MIE strong leader: 67%
- MIE moderate leader: 14%
- Non-MIE: 19%

In my work, it is a formal expectation from my organization that I devote at least some time to Israel education.
- MIE strong leader: 36%
- MIE moderate leader: 30%
- Non-MIE: 34%

There is no formal expectation, but I try to integrate Israel education into my work.
- MIE strong leader: 21%
- MIE moderate leader: 29%
- Non-MIE: 50%

Large potential exists to increase leadership capacity by moving those who are already MIEs into full or part time positions with a focus on Israel education

Based on the analysis on the previous page, a large potential exists to increase leadership capacity by moving those who are already sophisticated Israel educators into full or part time positions with a focus on Israel education. Such a move includes creating a formal expectation that the educator engage with Israel education and providing resources (at least in terms of time) for leadership.

- In 14 of 17 sectors, no more than a third and as few as 9% of MIEs are employed with an expectation that they engage in Israel education on a full time basis. Only among Jewish Agency employees are a majority working as full time MIEs (either full or part time).

- Eighty percent or more of the MIE respondents to the survey work in Israel education as part of their job description in youth movements, organizations that provide curriculum or programming, Israel advocacy organizations, foundations, Israel trip providers, and Jewish Agency for Israel work. In comparison, a third or more of the MIEs initiate Israel education activities with no formal expectation from their organizations, at boards of education, federations, central Jewish agencies, consulting and research organizations, JCCs, supplementary schools and synagogues.

Exhibit 41

Distribution of MIEs per sector by degree of specialization (table only shows MIEs, with no distinction between strong and moderate leaders)

	In my work, it is a formal expectation from my organization that I devote most of my time to Israel education	In my work, it is a formal expectation from my organization that I devote at least some time to Israel education	There is no formal expectation, but I try to integrate Israel education into my work	N
Jewish Agency for Israel	68%	26%	5%	19
Israel trip provider	49%	41%	11%	37
Organizations provides curriculum or programming	49%	37%	15%	41
Federation - either local or national JFNA	33%	39%	28%	36
Israel Advocacy	31%	54%	15%	26
Consulting/Research	30%	33%	37%	30
Central Jewish Agency (besides Federation)	27%	33%	40%	15
Foundation	21%	64%	14%	14
Jewish Community Center	20%	52%	28%	25
Youth movement	18%	65%	17%	78
Social justice or Jewish service organization	13%	65%	22%	23
Board of Jewish Education	13%	54%	33%	24
Day school	12%	66%	21%	140
Camp	12%	65%	23%	91
Supplementary (Hebrew school)	10%	59%	31%	153
Synagogue, independent minyan or another type of religious community	9%	55%	36%	125

▲ DR. EZRA KOPELOWITZ

ReST

In their work to promote Israel education, MIEs will benefit from a more extensive tool-kit than that which is currently in use

Determining the sophistication of Israel educators in this report depends on respondents' self-reports of feeling competent and knowledgeable. Many of the MIEs who rate themselves as sophisticated Israel educators can benefit from professional development with the goal of further deepening their knowledge and expanding the pedagogic and curricular repertoire that they use to educate about Israel.

Exhibit 42 provides an analysis of the written answers MIEs provided to the request: "In a few words, tell us how you have tried to further Israel education in your organization." The analysis showed 10 commonly cited areas in which MIEs wrote that they work to advance Israel education in their organizations.

- In all five sectors, the dominant activity to promote Israel education involves developing teaching resources, including curriculum development, in which 64% to 75% of MIEs participate. Beyond this core activity no more than a third of MIEs participate in any other activity. **Should a change initiative wish to promote a broader "tool-kit" for use by MIEs in their work to promote Israel education, there seems room to do so.**

- The need for a more extensive tool kit is particularly evident among youth movement MIEs. In the camp, day school, supplementary school and synagogue sectors at least 20% of the MIEs engage in the same five or six actions to promote Israel education. Among youth movement MIEs there is only one area in which more than 20% engage. In other words, **the range and depth of youth movement MIEs are less than for MIEs working in other sectors.**

Exhibit 42 Analysis of written responses to the question:

Tell us how you have tried to further Israel education in your organization

	Camp (n=30)	Day school n=63)	Supplementary school (n=62)	Synagogue, indpd. Minyan (n=42)	Youth movement (n=26)
Consult or implement curriculum changes and development of educational resources (including Hebrew)	70%	71%	68%	64%	73%
Organize lectures, dialogue, workshops and reflective processes about Israel	33%	19%	29%	26%	15%
Work in conjunction with P2K, supervise shaliach, twinning with schools/communities in Israel, mifgashim	23%	22%	29%	33%	19%
Personally speak, lecture, educate, writes about Israel	23%	32%	24%	29%	15%
Organize, promote, plan, lead trip to, study in Israel	23%	24%	23%	36%	15%
Organize community service, volunteer work, community events with Israel or Israel advocacy as focus	20%	27%	29%	26%	19%
Seek grant opportunities for Israel education, Israel trips for teachers	10%	3%	3%	10%	12%
Focus on hiring Israeli staff and those who lived, studied in Israel and/or encouraging Israeli participation in community	10%	6%	7%	5%	12%
Collaborate with other organizations for Israel education	7%	6%	11%	10%	4%
Introduced Israel as part of the vision of the organization	0%	5%	2%	2%	0%

In response to the question, "In a few words, tell us how you have tried to further Israel education beyond your organization," MIE respondents cite ten areas. Here too, most MIEs work with a relatively limited repertoire.

- Three of the areas are cited by at least 20% of the MIEs in most of the sectors, including the development of community alliances, advocacy, and consulting in order to promote Israel education.

- When comparing sectors, significant differences appears, most noticeably:

    - The promotion of community alliances is more prevalent among the camping and supplementary school MIEs than the other sectors.

    - Day and supplementary school MIEs are most focused on consulting and curriculum.

Exhibit 43
Tell us how you have tried to further Israel education beyond your organization

	Camp (n=11)	Day school n=28)	Supplementary school (n=23)	Synagogue, indpd.. minyan (n=21)	Youth movement (n=14)
Community alliances to advance volunteer, educational/ and political initiatives having to do with Israel	46%	25%	44%	29%	29%
Advocates for pursuing Israel education and promoting research, writing about Israel in newspapers	36%	14%	26%	24%	29%
Consulting, including provision of Israel related information and curricular materials	27%	43%	17%	33%	29%
Initiates programs and conferences	18%	11%	9%	19%	14%
Refers people to related events, activities and learning opportunities	9%	4%	0%	5%	0%
Initiates curricular development, professional development and new programming activities	9%	18%	13%	10%	14%
Connects with Israelis and schools in Israel	9%	18%	0%	0%	0%
Speaks at schools, community events and disseminates information	0%	25%	9%	24%	7%
Encourages Israel trips	0%	11%	17%	14%	14%
Fundraises and promotes partnerships with donors	0%	7%	9%	10%	0%

"I am currently seeking partners for at least two community wide initiatives regarding Israel education."

Department Head, Board of Education

"I am a huge advocate for birthright and other organized trips to Israel. I do all that I can to help my students, and former students to go to Israel, as this was such a meaningful experience in my life."

Fundraising/development at a synagogue

"I consult and advise other institutions and develop research knowledge for the field."

Project manager, Consultant/Research

"I brought in Israeli flags, maps and bulletin boards focused on Israel into the classrooms and hallways. I mandated Israel focused instruction and built it into the curriculum. I plan an annual Israel Day event for the school. I help facilitate a Yom Haatzmaut community worship service. I participate in local Jewish Federation Israel Independence community-wide annual event and encourage family attendance and participation. I try to hire teachers who have lived or studied in Israel. I encourage young teachers to attend Birthright trips and provide letters of support. I look for grant opportunities to send teachers to Israel."

Educational leader in a supplementary school

MIEs report a gap between their organizations' commitment to Jewish education and Israel education

Working with educational administrators to gird and further increase commitment to Israel education is an essential building block in the effort to advance quality Israel education. Overall, a majority of MIEs in all the major K-12 educational sectors report that their organizations support their work in Israel education. However, between the five sectors, from 6% and 19% of the MIEs report that their organizations have an overall greater commitment to Jewish education than to Israel education.

Exhibit 44
To what extent do you agree with each of the following statements?
(% = to a great extent)

	Camp (n=91)	Day school (n=140)	Supplementary school (n=153)	Synagogue, indp. Minyan (n=125)	Youth movement (n=78)
When it comes to Jewish education in general, the organization in which I work provides a supportive environment	75%	73%	69%	76%	69%
When it comes to Israel education, the organization in which I work provides a supportive environment	56%	67%	53%	60%	59%

MIEs report lack of resources for their work

A majority of MIEs in all sectors report a lack of curricular, financial, and online resources and professional learning opportunities, which is especially acute for professional training opportunities and financial resources. Just 13% to 22% of MIEs in the five sectors feel that they have sufficient financial resources.

Exhibit 45
To what extent do you agree with each of the following statements?
(% = to a great extent)

	Camp (n=91)	Day school (n=140)	Supplementary school (n=153)	Synagogue, indp. Minyan (n=125)	Youth movement (n=78)
I have access to sufficient curricular resources to educate about Israel	45%	43%	32%	39%	38%
I have access to sufficient online resources that are designed to help in educating about Israel	41%	37%	33%	31%	32%
I have access to sufficient professional learning opportunities	23%	29%	19%	26%	22%
I have access to sufficient financial resources to educate about Israel	19%	22%	14%	18%	23%

"I am very excited that you are collecting and studying this information. I look forward to seeing the results and learning about future professional development opportunities in Israel education. Thank you!"
Camp educator

"Emory's workshop for educators about Modern Israel was a huge help to me in implementing Israel education in my school. I wish they would have a follow-up advanced workshop for educators who have taken their initial workshop."
Day school educator

MIEs who work alone or with few colleagues are most in need of additional resources and support for their work

There is a correlation between loneliness and the ability of an MIE to educate about Israel. MIEs working alone or with a small number of colleagues that engage with Israel education are most likely to report lack of support and resources for their Israel education work.

- A large majority of MIEs report that their organizations provide a supportive environment for Jewish education. In contrast, just a quarter and half of the MIEs who respectively work alone or with a small number of colleagues to engage with Israel education, report that their organizations provide a supportive environment for Israel education.

- A similar pattern appears for all the questions touching on support and resources as shown in Exhibit 46 below.

Exhibit 46

Correlation between working alone and lack of resources among MIEs working in camping, day and supplementary schools, synagogues and youth movements (% = to a large extent)

■ Most of those working in the organization   ■ A substantial number   ■ A small number   ■ Just me
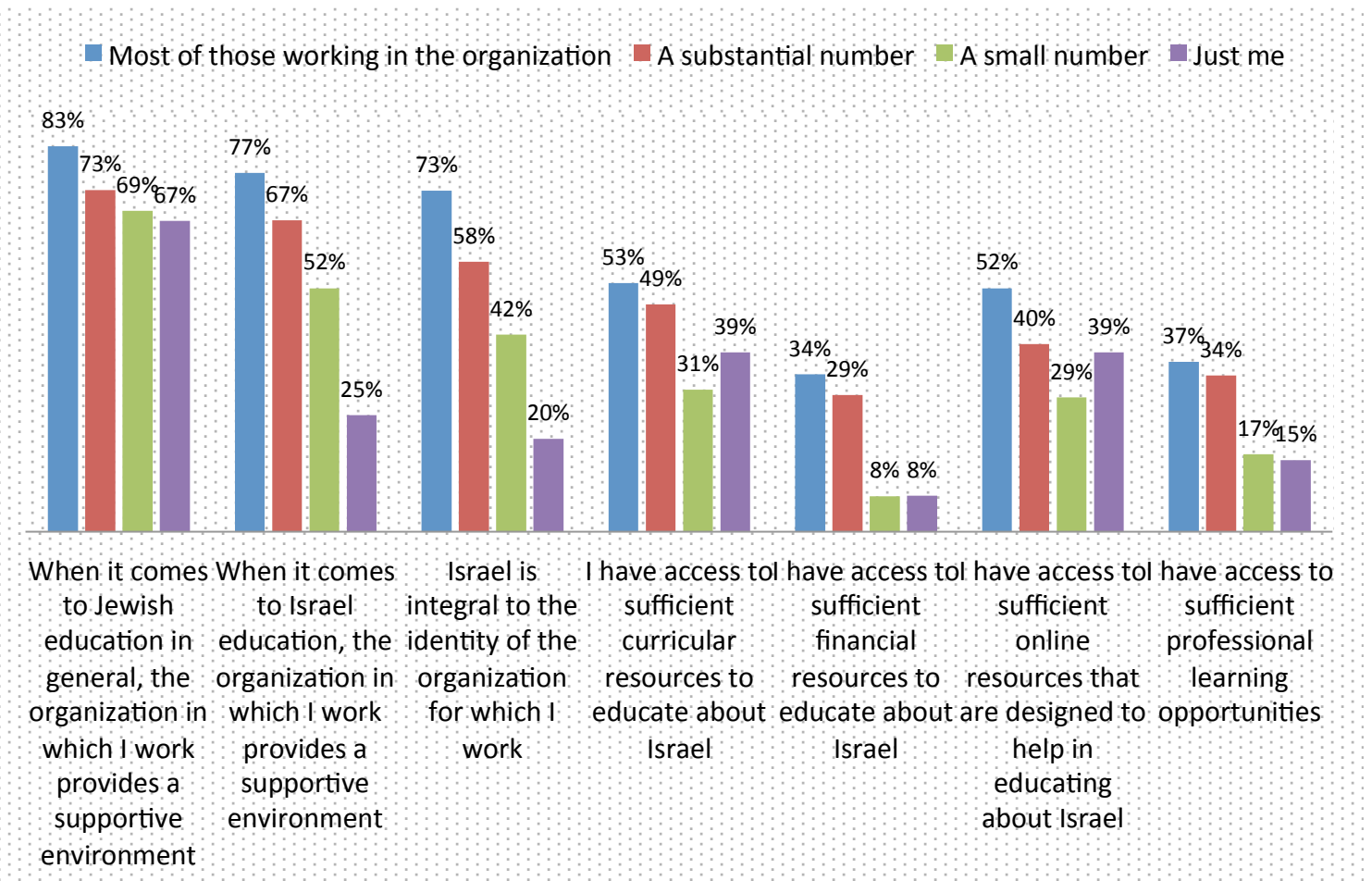
N = 363

When asked to rank useful resources there is remarkable consistency across educational sectors

When asked to rank the top three resources that would be most useful for their work, there is remarkable consistency across the five educational sectors.

- In all five sectors the largest numbers of MIEs report that Israel current events curriculum, Israel arts and culture resources, modern Israel history curriculum and professional development opportunities would be most useful for their work.
- The variation is within these categories. Day school educators are the most likely to cite need for Israel education professional development opportunities and modern Israel history curriculum and are less likely to focus on Israeli arts and culture resources. The opposite is true in the other four sectors.

Exhibit 47

Educational resources MIEs rank as among the top three which would be most useful for their educational work regarding Israel

	Camp (n=87)	Day school (n=132)	Supplementary school (n=149)	Synagogue, indp. Minyan (n=122)	Youth movement (n=74)
Israeli current events curriculum	60%	46%	54%	54%	55%
Israeli arts and culture resources	54%	38%	48%	44%	49%
Modern Israel history curriculum	39%	50%	41%	39%	46%
Israel education professional development opportunities	38%	55%	50%	44%	38%
Mentoring support from an educator with expertise in Israel education	30%	25%	24%	25%	26%
Hebrew language program support	29%	27%	23%	28%	26%
Twinning program planning and implementation support	18%	17%	25%	29%	22%
Israel trip planning support	15%	23%	15%	16%	18%
An Israel advocacy seminar	12%	11%	15%	14%	15%
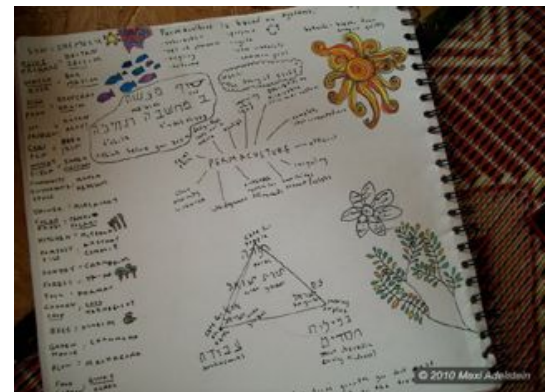
A culture of professional development for Israel education exists on which to build

A culture of professional development for Israel education does exist, in that large majorities of MIEs report past participation in professional development programs. Within the context of the survey, we are unable to determine the quality and focus of these professional development frameworks.

- The level of MIE participation in professional development programming having to do with Israel education is similar in each of the five sectors. Between 2/3 and 3/4 of the MIEs have participated in a professional development program.

Exhibit 48

Percent of MIEs who have participated in a professional development program with a focus on Israel education

Camp (n=91)	Day school (n=139)	Supplementary school (n=153)	Synagogue, indp. Minyan (n=125)	Youth movement (n=78)
71%	65%	71%	74%	64%

- The most prevalent professional development frameworks in which MIEs report participating were organized by their employers or movements

- Day school MIEs stand out as the most likely to participate in employee sponsored professional development and the least likely to participate in movement based professional development

- All four major providers of Israel education professional development, the iCenter, the David Project, Makom and the Center for Israel Education reach MIEs in all five sectors.

Exhibit 49

Providers of professional development programming in which MIEs participated*

	Camp (n=65)	Day school (n=90)	Supplementary school (n=108)	Synagogue, indp. Minyan (n=91)	Youth movement (n=50)
My place of employment or volunteership organized the activity	38%	49%	44%	44%	52%
My movement organized the activity	46%	20%	35%	35%	52%
iCenter	35%	28%	31%	33%	36%
Other	29%	36%	39%	43%	34%
The David Project*	15%	23%	16%	16%	12%
Makom*	12%	19%	16%	18%	16%
Center for Israel Education* (Emory University)	11%	22%	23%	18%	10%

*Note that the survey distribution included contact lists from the iCenter, but not those of the David project, Makom and Center for Israel Education. Thus, the level of participation in these three frameworks is likely higher.

Twenty-four percent of MIEs also volunteer time to advance the field. Encouraging greater MIE volunteerism will increase impact.

All MIES are Jewish educational professionals, a quarter of who also volunteer in additional frameworks beyond their work place. Encouraging greater MIE volunteerism will likely make a significant contribution to growing the field. This is particularly the case of sectors such where there are relatively low rates of MIE volunteerism, such as day schools where just 19% of the MIEs reporting volunteering over and above their professional work.

Exhibit 50
Extent of volunteerism per sector

	MIEs who volunteer in some capacity for a Jewish organization over and above their professional work	MIE that do not volunteer over and above professional work	N
% of all MIEs	**24%**	**76%**	**442**
Social justice or Jewish service organization	57%	44%	23
Israel Advocacy	54%	46%	26
Jewish Community Center	44%	56%	25
Youth movement	41%	59%	78
Camp	37%	63%	91
Jewish Agency for Israel	37%	63%	19
Federation - either local or national JFNA	36%	64%	36
Supplementary (Hebrew school)	31%	67%	151
Synagogue, independent minyan or another type of religious community	30%	70%	124
An organization that provides educational curriculum or programming for Jewish organizations	29%	71%	41
Board of Jewish Education	29%	71%	24
Foundation	29%	71%	14
Consulting/Research	20%	80%	30
Israel trip provider	19%	81%	37
Day school	19%	78%	136
Central Jewish Agency (besides Federation)	13%	87%	15

"I consult for the iCenter; Israel comes up a lot in my volunteering for my kids' day school."
Rabbi at a synagogue and camp

"I am retired from the field and serve only as a volunteer in several local Jewish organizations at present."
Retiree at an after school Jewish program

"I have been involved in a number of volunteer based programs having Israel education as the central focus. Examples: The Israeli day parade, Maccabi Games, AIPAC, Hasbara Fellowships, Birthright next."
Project manager at a J.C.C.

ReST

Strategies and considerations for recruiting Israel educators and converting them into MIEs

Networking within organizations will increase MIE interaction with non-MIE colleagues

There is large potential for advancing the field of Israel education through networking of MIEs with one another and non-MIEs at their work place. Most MIEs report the presence of at least a small number of other colleagues at their organizations who are engaged in promoting Israel education.

- In all sectors of K-12 Jewish education almost all respondents there at least a small number of their colleagues working to advance Israel education at their organization.
- There is little difference in the answers of MIEs and non-MIEs (comparison not shown here). Most indicate that they work with others who seek to engage with Israel education. Thus, we assume that many MIEs work alongside non-MIEs. Building workplace networks will enable MIEs to more effectively engage their non-MIE colleagues who are also interested in Israel education.

Exhibit 51

Numbers engaged with Israel education per sector (table only shows MIEs)

	Most of those working in the organization	A substantial number	A small number	Just me	N
Foundation	62%	23%	8%	8%	13
Israel Advocacy	50%	13%	33%	4%	24
Central Jewish Agency (besides Federation)	43%	14%	36%	7%	14
Organization provides curriculum/programming	41%	18%	36%	5%	39
Social justice or Jewish service organization	41%	27%	27%	5%	22
Youth movement	36%	34%	29%	1%	76
Israel trip provider	35%	29%	29%	6%	34
Consulting/Research	35%	28%	28%	10%	29
Camp	29%	35%	33%	3%	89
Jewish Agency for Israel	26%	32%	32%	11%	19
Jewish Community Center	22%	30%	35%	13%	23
Federation - either local or national JFNA	20%	29%	46%	6%	35
Day school	20%	44%	33%	4%	135
Board of Jewish Education	18%	18%	59%	5%	22
Supplementary (Hebrew school)	16%	33%	47%	4%	150
Synagogue, independent minyan	15%	36%	44%	6%	123

"The Hebrew Schools in our community are not at all united in the area of Israel education. I believe that it would be to our advantage to have at least some areas in which we have common goals. Much of what we have in place for pre-B'nai Mitzvah children is juvenile, trite and many times irrelevant. … It is critical that we do all we can to develop a love and a connection to Israel which is real, deep and genuine for the 21st century."

Supplementary school educator

▲   DR. EZRA KOPELOWITZ

ReST

Individuals with a strong Jewish youth movement or camp background are an ideal target audience for recruiting MIEs

Informal childhood Jewish education is very important to an interest as an adult in Israel education for both MIEs and non-MIEs. Four out of five Jewish educators with an interest in Israel education participated in youth group, Jewish camp and were active in Jewish life in college. In contrast, formal Jewish education is not important for understanding who is interested in Israel education. Among respondents, Jewish schooling is diverse, with approximately 20% reporting no formal childhood Jewish education at all and approximately 19% reporting a day school education in high school.

We conclude that individuals with a strong informal Jewish educational background in youth movements and camps are a key target population for recruiting Israel educators.

Exhibit 52
Childhood Jewish education

		MIE strong leader (n=237)	MIE moderate leader (n=196)	Non-MIE (n=262)
During high school, did you ever participate in a Jewish youth group?		80%	79%	78%
Did you ever attend a Jewish-sponsored overnight camp, as a camper or staff?		78%	75%	71%
During college, did you regularly participate in any Jewish organizations?		70%	74%	66%
What is the main type of Jewish schooling you received, if any, between ages 6 and 13, if any?	I had a private tutor	0%	1%	1%
	Hebrew school or religious school that met once a week	9%	9%	13%
	Hebrew school or religious school that met more than once a week	45%	44%	48%
	Day school or yeshiva	26%	33%	28%
	Other	14%	8%	3%
	None	17%	24%	21%
What is the main type of Jewish schooling you received, if any, between ages 14 and 18, if any?	I had a private tutor	1%	3%	1%
	Hebrew school or religious school that met once a week	26%	26%	33%
	Hebrew school or religious school that met more than once a week	18%	17%	19%
	Day school or yeshiva	17%	20%	19%
	Other	21%	10%	8%
Traveled with school, camp, youth movement, community center or synagogue trip for peers my age prior to graduation from high school[9]		36%	55%	36%

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[9] Ns for this item are: MIE strong leaders: n=146, MIE moderate leaders n=148, Non-MIEs: n= 222

▲ DR. EZRA KOPELOWITZ

ReST

A recruitment strategy that connects MIEs with their former students who are now adults will serve as an effective means for recruiting Israel educators

As shown in Exhibit 53 [10], MIE strong leaders are at least twice as likely as non-MIEs to attribute a positive influence to their childhood Jewish education on their current interest in Israel education. MIE moderate leaders are also more likely to attribute importance to childhood education than non-MIEs but not at the same level as the MIE strong leaders.

Given that Exhibit 52 on the previous page shows that in practice MIEs had a very similar childhood Jewish educational experience to non-MIEs we can conclude that the quality of the same educational experience makes a big difference for the MIEs. It is very likely that MIEs can readily point to educators who had great influence on them as children. For example, Exhibit 53 shows 33% of the MIE strong leaders and 22% of the MIE moderate leaders pointing to the presence of a shaliach during their childhood years as a "very important" influence.

In summary, the data points to the potential of encouraging MIEs who are or were shlichim, camp or youth movement counselors or school teachers to reach out to their former students who are now themselves Jewish educators for the purpose of recruiting them to programs aimed at nurturing MIEs.

Exhibit 53

Attribution of importance of childhood education and Israel travel to current interest in Israel education. % = Very important

How important were any of the following to your current interest in in Israel education?			
	MIE strong leader (n=236)	MIE moderate leader (n=198)	Non-MIE (n=267)
Participation in a youth movement/organization	60%	49%	34%
Learning Hebrew	59%	52%	32%
An Israel trip as a teen (between 13 and 18 years of age)	57%	56%	41%
Jewish camp	55%	49%	39%
Childhood Jewish schooling	45%	39%	23%
Shlichim	33%	22%	15%
An Israel trip as a child (up to 12 years of age)	26%	18%	12%

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[10] All items in this table show high correlation with one another, with childhood Jewish education standing at the center fo the correlation cluster (using factor analysis).

Exposure to Israel as a young adult or adult in an organized educational program about Israel, or Israel travel, is likely an effective strategy for converting educators with an interest in Israel education into MIEs

In terms of travel and their personal and professional networks MIEs, and particular MIE strong leaders, have a very strong personal connection to Israel.

- MIEs are far more likely to have traveled to Israel four or more times (Exhibit 54)
- MIE strong leaders are twice as likely as non-MIEs to state that family and friends in Israel are "very important" for their interest in Israel education (Exhibit 54).

Exhibit 54

Visits to Israel and role attributed to family and friends to interest in Israel education

	MIE strong leader (n=226)	MIE moderate leader (n=186)	Non-MIE (n=258)
I have visited Israel four or more times	84%	85%	58%
Israeli family or friends were very important for my current interest in Israel education	62%	46%	31%
I traveled to Israel on a family trip	72%	62%	51%

Given the above findings it stands to reason that initiatives which nurture personal ties to Israel and Israelis will encourage Jewish educators both to take an interest in Israel education and then to convert that interest into becoming an MIE. Indeed Exhibits 55 and 56 reinforce the relationship between exposure to Israel and Israelis as an adult or young adult and intensity of involvement with Israel education.

When non- MIEs are compared to MIEs, especially strong MIEs, they are far less likely to have participated in a young adult or adult educational program having to do with Israel or an Israel trip.
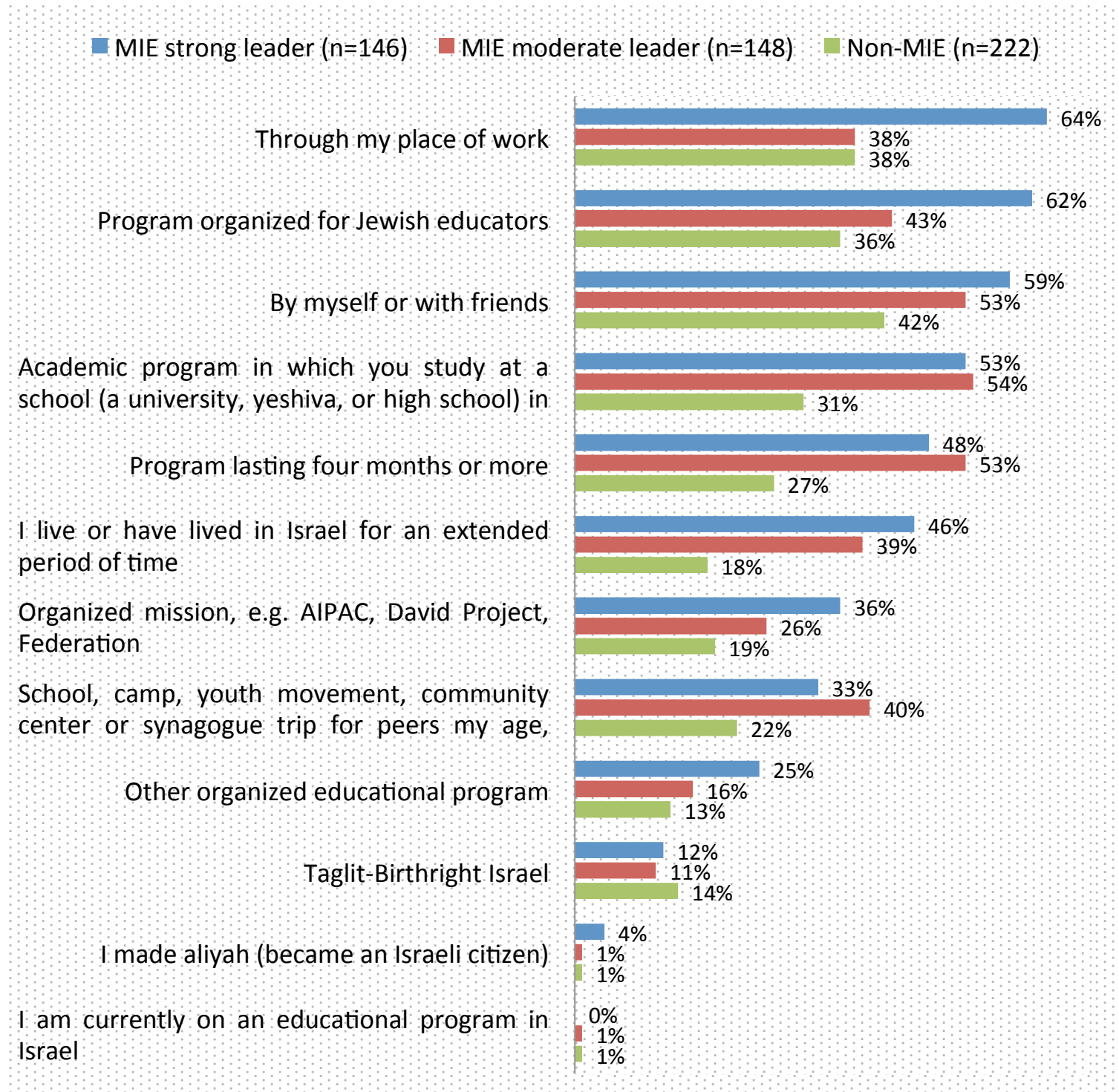
Exhibit 55

Exposure to Israel or Israel as a young adult
% = very important

	MIE strong leader (n=227)	MIE moderate leader (n=190)	Non-MIE (n=264)
An Israel trip as an adult	77%	72%	59%
An Israel trip in college	53%	57%	32%
An academic seminar on Israel education	44%	27%	11%
My Jewish involvement in college	40%	35%	19%
A course or seminar outside of college having to do with Israel	40%	30%	16%
An Israel studies course in college	35%	30%	14%

A particularly strong finding is that MIEs who are strong leaders are twice as likely as non-MIEs to have participated in a trip to Israel sponsored by their place of work or by a program targeting Jewish educators.

Exhibit 56

Travel to Israel as an adult

■ MIE strong leader (n=146)   ■ MIE moderate leader (n=148)   ■ Non-MIE (n=222)

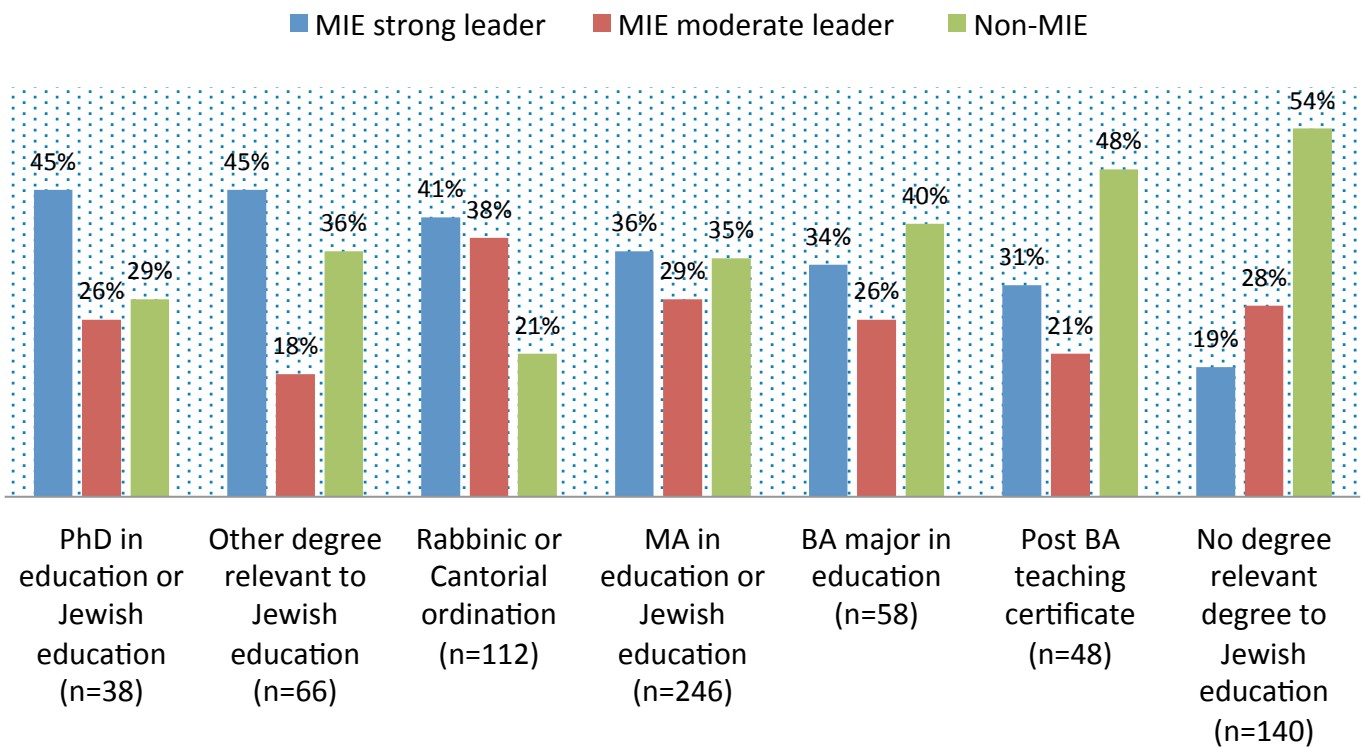|	MIE strong leader	MIE moderate leader	Non-MIE
Through my place of work	64%	38%	38%
Program organized for Jewish educators	62%	43%	36%
By myself or with friends	59%	53%	42%
Academic program in which you study at a school (a university, yeshiva, or high school) in	53%	54%	31%
Program lasting four months or more	48%	53%	27%
I live or have lived in Israel for an extended period of time	46%	39%	18%
Organized mission, e.g. AIPAC, David Project, Federation	36%	26%	19%
School, camp, youth movement, community center or synagogue trip for peers my age,	33%	40%	22%
Other organized educational program	25%	16%	13%
Taglit-Birthright Israel	12%	11%	14%
I made aliyah (became an Israeli citizen)	4%	1%	1%
I am currently on an educational program in Israel	0%	1%	1%

Targeting students in programs offering higher degrees for Jewish education is likely an effective strategy for recruiting MIEs

As shown above in the section titled "MIEs are educated educators," MIEs are more likely than non-MIEs to have formal academic training as educators or clergy. Just 11% of the MIE strong leaders report that they have "no degree relevant to Jewish education," in comparison to 28% of the non-MIEs.

Exhibit 57 below shows that the higher the degree earned the more likely are we to find MIE strong leaders among the recipients of that degree. It is thus reasonable to assume that targeting MIE participants in these high degree programs will serve as a means for effective recruitment of MIEs.

Exhibit 57

Highest degree earned by respondents, MIEs compared to non-MIEs

Legend: ■ MIE strong leader ■ MIE moderate leader ■ Non-MIE

Degree	MIE strong leader	MIE moderate leader	Non-MIE
PhD in education or Jewish education (n=38)	45%	26%	29%
Other degree relevant to Jewish education (n=66)	45%	18%	36%
Rabbinic or Cantorial ordination (n=112)	41%	38%	21%
MA in education or Jewish education (n=246)	36%	29%	35%
BA major in education (n=58)	34%	26%	40%
Post BA teaching certificate (n=48)	31%	21%	48%
No degree relevant degree to Jewish education (n=140)	19%	28%	54%

Offering more professional development programming with a stronger distinction between MIEs and non-MIEs will likely increase recruitment of the latter

MIE strong leaders and MIE moderate leaders are respectively 26% and 14% more likely that non-MIEs to report participation in a professional development program with a focus on Israel education. Half of the non-MIE respondents have participated in an Israel education professional development program.

There do not appear to be many existing professional development programs that specifically target non-MIEs.

- None of five major professional development frameworks, shown in Exhibit 59, specializes in a particular population.

- For all five, the largest group reporting participation are MIE strong leaders

- The lack of differentiation between programs for MIEs and non-MIEs is confirmed with a per program appraisal of iCenter offerings (see exhibit 60 on the next page).

We think it likely that programs designed specifically for MIEs and non-MIEs, will likely serve each type of educator more effectively.

*Note that the survey distribution included contact lists from the iCenter, but not those of the David project, Makom and Center for Israel Education. Thus, the response regarding these latter organizations might not be representative of their larger population of program participants.

Exhibit 58
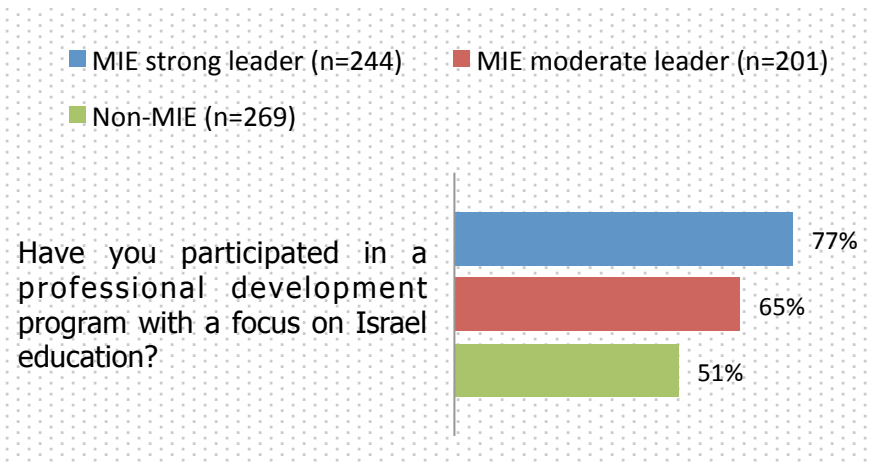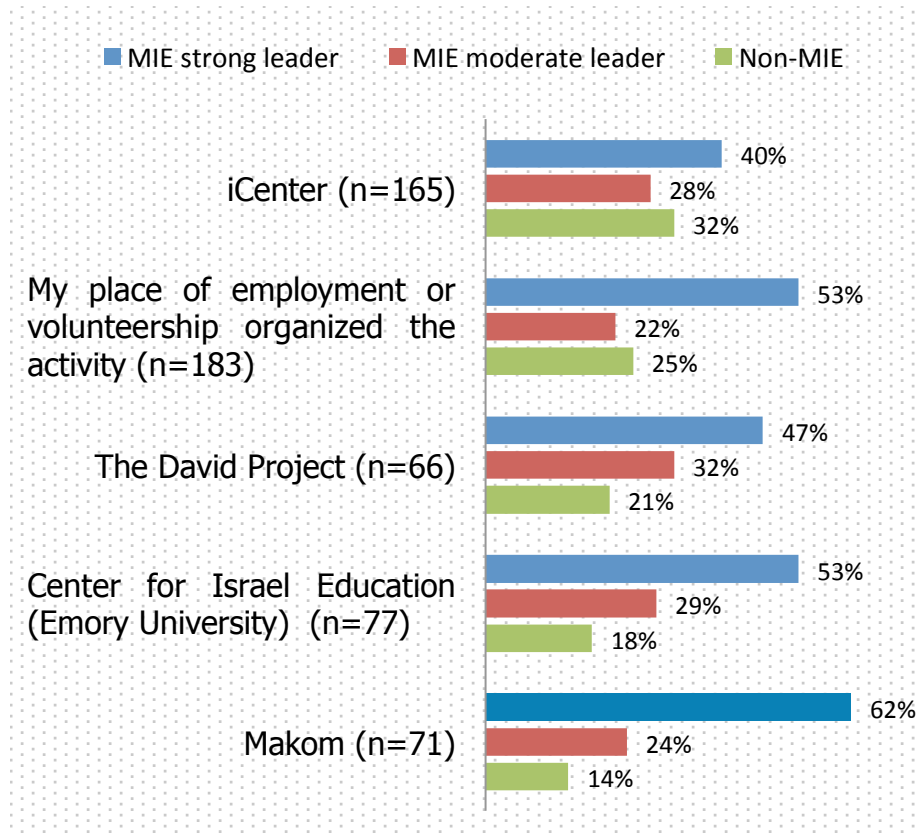### % of MIEs and non-MIE reporting participation in an Israel education professional development program

Exhibit 59
Providers of the professional development programs In which MIEs and non-MIEs participated*

The lack of differentiation between programs for MIEs and non-MIEs is seen in the following breakdown for iCenter programs. In none is the majority comprised of non-MIEs. **If the goal is to convert non-MIEs into MIEs then more programs specifically calibrated to the lower levels of passion, knowledge and skills for Israel education, which are typical of the average non-MIEs, are likely needed.**

Exhibit 60

Respondents' participation in iCenter programs shows no single program with a majority of non-MIEs participants

In which of the following iCenter programs and initiatives have you participated? (Select all that apply)	MIE strong leader	MIE moderate leader	Non-MIE
% of all respondents who participated in iCenter programs (n=165)	**40%**	**28%**	**32%**
NAACCHHS Israel Education Workshop (n=6)	50%	0%	50%
iChallenge Ideas Incubator (n=14)	57%	7%	36%
iCamp 2011 (n=34)	59%	6%	35%
Public High School Hebrew Teacher (n=3)	33%	33%	33%
Goodman Camping Initiative (n=27)	41%	30%	30%
Other (n=20)	40%	30%	30%
MZ Teen Israel Internship (n=14)	57%	14%	29%
MA Concentration in Israel Education (n=18)	39%	33%	28%
Teacher Workshops in your community (n=37)	46%	27%	27%
iCenter sessions, Workshops, or Presentations at Jewish conferences (n=63)	44%	29%	27%
iCamp 2009 (n=19)	68%	11%	21%
Individual Consultation with iCenter Personnel (n=43)	56%	23%	21%
Israel Education WZO Colloquium (n=18)	67%	22%	11%
Shlichim and Youth Professionals Convening (n=18)	50%	39%	11%
ADCA Israel Education Gathering (n=10)	80%	10%	10%
Project InCITE (n=12)	58%	33%	8%
iThink: Release of Mapping the Landscape Report (n=5)	100%	0%	0%
Teen Israel Experience Gatherings (n=11)	82%	18%	0%

Converting large numbers of non-MIEs to become MIEs will require policies to enable greater MIE participation by women

Among MIEs men are overrepresented, which is a potential problem in a female dominated profession.

▪ Men are twice as likely to be found among MIEs, than among non-MIE respondents to the survey.
▪ Among non-MIEs, 26% of the respondents are men, a number which is likely representative of the broader field of Jewish education.[11]
▪ Among MIE strong leaders and moderate leaders, 44% and 40% respectively are men.

If the goal is to recruit MIEs from the existing pool of Jewish educators, a relevant concern is to understand why women are underrepresented among MIEs in comparison to their larger role in the field.

Exhibit 61
MIEs and non-MIEs by gender

|	MIE strong leader (n=237)	MIE moderate leader (n=196)	Non-MIE (n=263)
Male	44%	40%	26%
Female	57%	60%	74%

Age matters – MIE strong leaders tend to be older

The older the respondent, the more likely they are to be an MIE strong leader. Among MIEs who are strong leaders 65% are older than 45 years of age. In comparison, 45% of the non-MIEs are older than 45 years.

The greater representation of older respondents among MIEs is likely the outcome of the need to gain professional and leadership experience, in order to qualify as an MIE. If so, should proportionally more resources be applied to initiatives seeking to recruit MIEs from among veteran educators?

Exhibit 62
MIEs and non-MIEs by age

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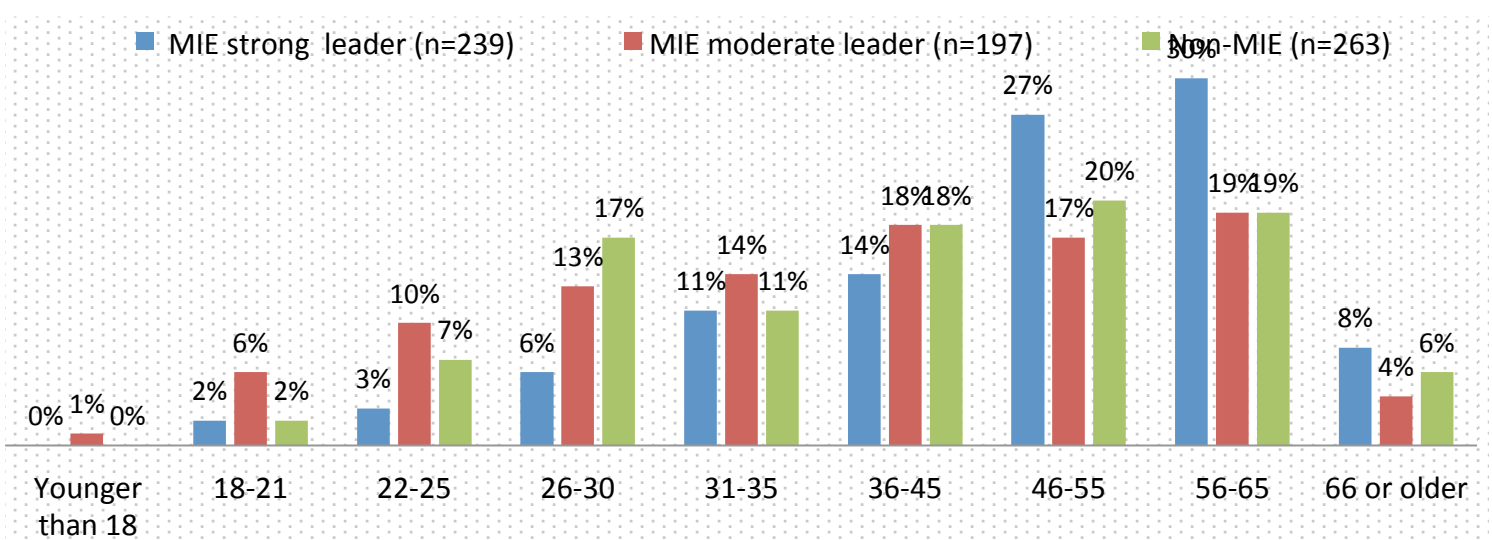
[11] The Educators in Jewish Schools Study (EJSS) found that The EJSS study found that 79% of in Jewish day school and complementary school educators are women. Ibid., p. 6.or

Denominational background is not a basis for recruiting MIEs

Respondents come from across the denominational spectrum. As with childhood Jewish background, no dominant pattern jumps out at us that would lead us to associate denomination with an interest in Israel education and/or as a factor explaining why a Jewish educator with an interest in Israel education will become an MIE.

Exhibit 63

Denominational identification of MIEs and non-MIE respondents

	MIE strong leader (n=239)	MIE moderate leader (n=197)	Non-MIE (n=266)
Haredi Orthodox	1%	2%	1%
Modern Orthodox	20%	17%	12%
Conservative	34%	34%	36%
Reform	23%	23%	35%
Reconstructionist	7%	8%	6%
Humanist Jew	6%	3%	4%
Culturally Jewish	17%	13%	14%
Secular Jew	12%	8%	5%
Just Jewish	15%	26%	12%
Other Jewish	5%	5%	3%
None are appropriate for me	8%	4%	6%
Not Jewish	0%	0%	1%

In Conclusion

We suggest that the focus of future efforts to recruit, train, and support sophisticated Israel educators should not begin with the assumption that there is "a dearth of Israel educators." Rather, based on the research presented in this report, we suggest that **the strategically appropriate question is: How do we build on the existing core of self-identified MIEs, to grow their numbers and maximize their potential leadership?** How do we ensure that Jewish educators with a strong personal passion for Israel will convert that passion into educating about Israel and gaining the professional and leadership knowledge, skills and resources to become MIEs?

In this report, we have explored the characteristics of a core group of 515 Master Israel Educators (MIEs), whom we estimate to represent a population of MIEs of at least twice that number. These MIEs:

♦ Are active in leadership positions in all the sectors of K-12 Jewish education and are present in all the geographical areas of the country where Jewish educational institutions are concentrated; and,

♦ Share distinct personal and professional characteristics, including a unique approach that regards the development of a personal connection to Israel as vital for a quality Jewish education.

In short, the MIEs who responded to this survey are an elite group, who with needed support and resources will lead the future development of the field.

In comparing MIEs to non-MIE respondents we provide a number of insights into the attributes of an MIE and suggest strategies for attracting Jewish educators to Israel education and then for growing the numbers of Israel educators who are MIEs (see summary of findings section at the start of this report).

Most importantly, we recommend a field development strategy that emphasizes the importance of those who already consider themselves to be sophisticated Israel educators. Enabling these individuals to take on leadership positions in their organizations or for the wider field will most effectively and efficiently feed positive energy into the larger cycle of recruitment, training and support of Israel educators.

Appendix One: Organizations and venues that assisted in distributing the survey

1   AVI CHAI Foundation (AVI CHAI)
2   BBYO Youth Movement
3   Berman Jewish Policy Archives (BJPA.org)
4   Center for Israel Education (CIE)
5   DeLet Brandeis
6   DeLet HUC
7   eJewish Philanthropy newsletter (eJewish Philanthropy)
8   Habonim Dror
9   Hartman Melamdim Teacher Education program (Melamdim)
10 iCenter
11 Jewish Community Center Association (JCCA)
12 Jewish Educators Association (JEA)
13 Jewish Reconstructionist Federation (JRF)
14 Lookstein listserv
15 Los Angeles Federation (LA Federation)
16 Mifgashim listserv
17 National Association of Temple Educators (NATE)
18 National Council of Synagogue Youth (NCSY)
19 National Federation of Temple Youth (NFTY)
20 National Ramah Commission (National Ramah)
21 PaRDeS day school network (PaRDeS)
22 Rabbinical Council of American (RCA)
23 RAVSAK day school network (RAVSAK)
24 Schecter day school network (Schechter)
25 Union of Reform Judaism (URJ)
26 United Synagogue Youth (USY)
27 United Synagogue of Conservative Judaism (USCJ)
28 Young Judea
29 YU School Partnership

Appendix Two:
Count of unique organizational units who stand to benefit from employing an MIE

In this report, we count 515 Master Israel Educators (MIEs) among the survey respondents. We further estimate this group to represent a population of MIEs of at least twice that number.

We argue that this group of MIEs represents a leadership cadre that while important, are nevertheless a small group vis-à-vis the needs of the broader field. To base that statement, we conducted an informal survey (canvasing contacts at organizations and websites) to ascertain the number of Jewish organizations that can benefit from employing an MIE. The following are some numbers that give a sense of the broader need, if we assume that each Jewish educational organization should employ or at least have access to an MIE.

Rough count of organizations, which could potentially employ an MIE
- Congregations
    - 3727 congregations[12]
- Jewish day schools[13]
    - Jewish day schools (851)
    - Supplementary schools (2,094).
- 50 local central agencies and/or bureaus of Jewish education
- JCCs
    - 170 independent JCCs
- Camps
    - 155 overnight camps
- Youth Movements (not exhaustive):
    - BBYO: 600[14]
    - NFTY chapters at 750 Reform affiliated congregations
    - USY chapters at 675 Conservative affiliated congregations
    - Bnei Akiva: 27[15]

Rough count of unique organizational units in Jewish education
Many youth movement chapters and supplementary school programs are associated with congregations. Thus to get a count that closely approximates the number of Jewish organizations that might employ an MIE, we limit the count to congregations, day schools, overnight camps, JCCs and BBYO chapters (BBYO is not affiliated with congregations) and central agencies for Jewish education.

In total: 5553 unique organizational units

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[12] As of 2002. http://www.ajc.org/site/apps/nlnet/content2.aspx?c=7oJILSPwFfJSG&b=8479733&ct=12487929
[13] Educators in Jewish Schools Study (EJSS). Jewish Education Service of North America (JESNA). 2008: http://www.bjpa.org/Publications/details.cfm?PublicationID=356
[14] http://en.wikipedia.org/wiki/BBYO
[15] http://en.wikipedia.org/wiki/Bnei_Akiva