The Mandel Center for Studies in Jewish Education is dedicated to transforming the quality of teaching and learning in Jewish education by supporting innovative research, pioneering new approaches to professional development, and shaping discourse in the study and practice of Jewish education.
I need the Mandel Center! I need them to build capacity, and to continue to be that sounding board, as well as to nurture my thoughts and practice.

Glenda Speyer, fifth-grade teacher and schoolwide mentoring coordinator, The Rashi School, Newton, Massachusetts
Dear Friends of the Mandel Center,

I am pleased to share with you the 2005–2006 Annual Report, which outlines our activities and accomplishments in the past year.

Since the Mandel Center was established in 2002, we have offered rich programs of professional learning for Jewish educators at every career stage while pursuing a new scholarship on the teaching of Jewish studies. This work reflects our belief that transformative learning and teaching are at the heart of powerful Jewish education, engaging learners of all ages, no matter what the setting.

Looking back over the past year, I am proud of the ways in which the Center’s work is beginning to influence the field. Educators participating in professional development programs offered by the Mandel Center are touching the lives of thousands of Jewish children. Center researchers are highly visible in national forums like the PEJE Assembly and the Network for Research in Jewish Education. Our research agenda is also yielding first fruits as Center scholars generate new insights about the purposes, practices, conditions, and impact of Jewish education and professional development. Thirteen papers were published this year in journals or on our Web site.

This has also been a year of institutional growth as the Center added new staff, hosted two visiting scholars, and continued to benefit from the contributions of many talented instructors, research associates, and support staff. We said farewell to our inaugural postdoctoral fellow, Susan M. Kardos, as she moved into a key leadership position in Jewish education at Combined Jewish Philanthropies in Boston, and we recruited a new postdoctoral fellow, Eran Tamir. We celebrated the graduation of our inaugural dissertation fellow, Susie Tanchel, and awarded a new dissertation fellowship to Orit Kent for the upcoming year. As the only academic center concerned with the practice of Jewish education at all levels, we have regularly convened Judaic scholars, teachers, education professionals, researchers, and community leaders for serious deliberations. The Center’s home, just two years old, is filled almost to capacity.

In July, the Mandel Center and the field of Jewish education suddenly lost one of its most influential and visionary leaders, Professor Seymour Fox, z”l. A teacher, mentor, and friend to many of us, Seymour played a pivotal role in the establishment of the Mandel Center at Brandeis, and we will greatly miss his wisdom, guidance, and enthusiasm for our work. May our work be a fitting legacy to his memory.

If you have not yet visited us, I warmly encourage you to be in touch. We’d be happy to show you around and share some of the energy and excitement of our work.

Sincerely,

Sharon Feiman-Nemser
Director, Mandel Center for Studies in Jewish Education; Mandel Professor of Jewish Education
The faculty and staff of the Mandel Center mourn the sudden loss of Professor Seymour Fox, z”l, on July 10, 2006. Seymour was our teacher, advocate, and friend. We offer this remembrance of Seymour Fox by Israel Scheffler, Mandel Center scholar-in-residence.

I first met Seymour Fox not long after he became director of the School of Education at Hebrew University, following the Six-Day War. He came to Harvard and invited me to join the external committee he was forming at the school to advise him on appointments, programs, and various initiatives he was planning. Having accepted his invitation, I came to Jerusalem with my wife in 1968 for the committee’s first meeting, and met the other members, including Ralph Tyler, Joseph Schwab, and Ernest Hilgard. Seymour had arranged for us a memorable program lasting for over a week, incorporating not only reviews of the school’s academic programs and plans but also extensive travel throughout the country, to acquaint us with Israel’s geographical and cultural landscape and give us an extended opportunity to get to know one another. This committee, later augmented by Lawrence Cremin, continued for a number of years after that first meeting, and returned to Jerusalem several times for further advisory sessions.

Seymour and I clicked from the start, sharing similar backgrounds and outlooks. We both grew up in Orthodox families—his in Chicago, mine in New York; we were both educated in traditional yeshivot, then in research universities and the Jewish Theological Seminary, where I—older than he—graduated seven years before he did from its Rabbinical School; and we both pursued careers involving education. Moreover, we were temperamentally both traditionalist and modernist—loyal to the substance and human values of the Jewish religious heritage and intensely committed to blending such loyalty with the methods, results, and ongoing critical studies in all areas of the humanities and sciences.

In all the many institutions that Seymour designed and brought into being, this outlook shines through brightly, evincing an overarching love of the Jewish people, as well as an overriding respect for scholarship, whether traditional or modern, and reflecting both the human values of Jewish religious life and the single-minded Talmudical devotion to logical argument bearing on issues in contention.

It is to Seymour that I owe my involvement in Jewish educational matters relating particularly to curriculum, policy, and practice as well as theory. He was for nearly four decades my treasured friend and inspiring colleague, as well as a consistently pioneering contributor to Jewish education and the living tradition that it sustains. I will forever feel his loss.

Israel Scheffler
Scholar-in-Residence
Mandel Center
July 11, 2006
The Mandel Center has undergone significant institutional growth. Through scholarship and writing, conference presentations, national seminars, and local events at the Center, we are shaping a broad conversation about the study and practice of Jewish education.

**Institutional Development**

**Growing, Building, Shaping**

**Growing capacity**

We added staff to continue building our research capacity and institutional strength. Joining us this year: Sarah Birkeland, senior research associate; Susan P. Fendrick, senior research associate; Gevelyn McCaskill, associate director of finance and operations; Sue Stibel, field instructor and Induction coach/documenter; Eran Tamir, postdoctoral fellow (beginning July 2006); and David J. Weinstein, communications specialist.

**Building community**

The Center’s monthly lunch seminar series brings together the Mandel Center faculty and staff to study with Center scholars and learn about works-in-progress. Presenters this past year included Miriam Ben-Peretz of Haifa University; Israel Scheffler, Center scholar-in-residence; Susan M. Kardos, postdoctoral fellow; Orit Kent, doctoral student and *Beit Midrash* Research Project coleader; Susan Shevitz, Pluralism Project leader; Rahel Wasserfall, senior research associate; and Jonathan Cohen (Hebrew University) and Jonathan Krasner (Hebrew Union College), spring 2006 Mandel Center visiting scholars.

Assistant Academic Director Jon A. Levisohn launched a monthly Faculty Pedagogy Colloquium, bringing together a group of junior faculty at Brandeis from a range of humanities departments to create a grassroots culture of serious pedagogical exploration.

**Shaping thinking and practice in the field**

**Selected seminars and conference presentations:**

- Sharon Feiman-Nemser, Susan Kardos, and Vivian Troen led a daylong seminar on transformative professional development in Jewish day schools as part of the biennial national Solomon Schechter Principals Conference.


- At the **Network for Research in Jewish Education Annual Conference**, Bethamie Horowitz, Sharon Feiman-Nemser, and Susan M. Kardos presented a Spotlight Session focused on research from the Mandel Center’s Choosing to Teach study. Individual presentations were made by Jon A. Levisohn; Jonathan Krasner; and Susan Shevitz and Rahel Wasserfall.

- At the international conference **Reframing Jewish Day School Education Worldwide**, sponsored by the Melton
Centre at the Hebrew University, papers were given by Mandel Center researchers Jon A. Levisohn (“Community as a Means and an End in Jewish Education”) and Susan Shevitz (“Fostering a Community of Communities at a Pluralistic Day High School in the United States”).

Public events

• Lee S. Shulman, president of the Carnegie Foundation for the Advancement of Teaching, spoke to leaders in the Boston Jewish education community on “Elements of Excellence in Teaching: Insights for Jewish Education from Unexpected Sources,” part of Shulman’s three-day visit to Brandeis University, which was cosponsored by the Mandel Center, the Brandeis Education Program, the Spencer Program for Educational Research, and the Office of the Dean of Arts and Sciences.

• Scholar-in-Residence Israel Scheffler’s Philosophy of Education Research Colloquia (PERC) featured Kurt Fischer of the Harvard Graduate School of Education, Sandra Aliza Parker of Northeastern University, Ellen Winner of Boston College, David W. Rudner of Washington University, and Jon A. Levisohn of the Mandel Center.

• Scholars from Brandeis, Harvard, and Northeastern Universities joined the Mandel Center for a colloquium honoring Israel Scheffler on the occasion of the publication of his Gallery of Scholars: A Philosopher’s Recollections (Kluwer Academic Publishers, 2005).

Selected publications

• Jon A. Levisohn, “A Plea for Purposes,” Jewish Educational Leadership, Fall 2005.


• The following suite of research papers on the teaching of Bible has been submitted to the Journal of Jewish Education, with an introduction by Jon A. Levisohn:

  Susie Tanchel, “Investigating High School Student Responses to the Documentary Hypothesis”

  Beth Cousens and Jeremy Morrison, “Using the Contextual Orientation to Facilitate the Study of Bible with Generation X”

  Jon A. Levisohn, “Introducing the Contextual Orientation: A Comparative Study”

The following papers from the Beit Midrash for Teachers study will appear in the Journal of Jewish Education:

• Sharon Feiman-Nemser, "Beit Midrash for Teachers: An Experiment in Teacher Preparation”


• Orit Kent, “Interactive Text Study: A Case of Hevruta Learning”
When Elaine Cohen, associate director of the United Synagogue of Conservative Judaism’s Department of Education, was developing the program for the national Solomon Schechter Principals Conference, she wanted to include substantive learning about teacher development, so she called on the Mandel Center. Sharon Feiman-Nemser enlisted colleagues Vivian Troen and Susan M. Kardos to develop a seminar on promoting quality teaching through serious and sustained learning opportunities for teachers.

This collaborative planning effort led to an intensive daylong seminar in December for educational leaders from across the country. As one measure of success, participants ended the day asking for more from the Mandel Center—more guidance, more insights, more materials.

This event is one example of the way that the Mandel Center has been shaping a national discourse in Jewish education around issues of professional development.

The Center’s involvement with the Partnership for Excellence in Jewish Education (PEJE) Assembly is another such example. When Sharon Haselkorn, program officer for coaching services for PEJE, was developing a strand of the program for the national PEJE Assembly on teaching and professional development, she, too, called on the Mandel Center. Feiman-Nemser enlisted colleagues Troen, Kardos, Nili Pearlmutter, and Sarah Birkeland, and the collaborative planning process with PEJE led to a rich offering of sessions in March 2006 for the one thousand professional and lay leaders from across North America in attendance.

In four coordinated sessions, Mandel Center faculty and staff shared a coherent approach to teacher development, drawing on research in general education and studies under way at the Mandel Center.


The vision of teacher development behind these examples also animates the Boston Mandel Teacher Educator Institute (MTEI), which works with leadership teams at Jewish supplementary schools in the Boston area to develop their institutional capacity for ongoing teacher learning. In these forums, national and local, the Mandel Center is fostering a conversation in Jewish education about the power of serious and sustained professional development to transform the culture and practice of teaching in Jewish educational settings.
In Depth—Doing Transformational Work in Schools: “Rounds” for Teachers

It is still uncommon for teachers to observe in their colleagues’ classrooms; it is even more unusual to see teachers gathering across disciplines and grade levels to discuss each other’s practice based on their observations. Yet that is precisely what is happening at two Mandel Center partner day schools, with great impact on classroom teaching and learning.

South Area Solomon Schechter Day School (SASSDS) in Stoughton, Massachusetts, has been a partner with the Mandel Center for four years. Since 2002, SASSDS teachers have mentored DeLeT fellows for their yearlong internships, during which fellows both observe and teach.

Several mentor teachers decided it would be valuable for DeLeT fellows to observe other teachers in the school, and approached Vivian Troen, DeLeT instructor and leader of the DeLeT mentor teacher development initiative, with the idea. She suggested they use the structure of “rounds,” modeled after the rounds made by physicians and interns in a teaching hospital.

SASSDS Head of School Jane Cohen enthusiastically supported the idea. She invited several teachers to participate, and rounds began with observations in the classrooms of the three mentor teachers, followed by focused conversations. Soon, additional teachers were volunteering to observe and opening their classrooms to colleagues for observation.

Support for the initiative continues to grow among faculty and staff at SASSDS two years into the experience. “The rounds experience,” says Cohen, “from the perspective of our teachers, is one of the most profound opportunities for professional development they’ve ever had.”

The case of rounds at SASSDS was presented at a daylong seminar on professional development that the Mandel Center hosted for principals attending the national Solomon Schechter Principals Conference in December 2005.

At the presentation, Troen spoke of the power of rounds as a tool for professional development based not on outside experts but on local knowledge. By making teaching public, and by encouraging honest, productive teacher talk, the practice of rounds builds on teacher knowledge in a school, and has great potential for ongoing growth.

The Rashi School in Newton, Massachusetts, a Mandel Center partner school for four years, has also implemented rounds during the past year with help from the Center. As interest grows within the Jewish day school community, other schools have approached Troen for guidance on how to adapt this professional development initiative to their settings.
Educating Jewish Educators

Mandel Center programs for Jewish educators serve as laboratories for research on teacher education and professional development, while building capacity in the field. Projects address the learning needs of educators at different career stages, putting the Center’s research into practice.

Day School Leadership through Teaching (DeLeT)

**Director: Judy Elkin**

DeLeT (Day School Leadership through Teaching) is a thirteen-month fellowship program that prepares beginning teachers to teach general and Jewish subjects in grades 1–6. DeLeT graduates are reflective teachers with a strong beginning practice, a commitment to curricular integration, a deep investment in their identities as Jewish educators, and the capacity to be leaders in the Jewish day school movement. The program involves two summers of study at Brandeis and a yearlong internship in a local day school, and meets the requirements for initial licensure in the Commonwealth of Massachusetts.

Now entering its fifth year, DeLeT is having a noticeable impact on the day school community in Boston and beyond. Every year the corps of DeLeT alumni serving as day school teacher-leaders grows throughout the country. These top-notch educators are influencing teaching and learning far beyond their own classrooms, affecting their school cultures and communities. Of the thirty-four DeLeT alumni, twenty-five went on to teach general and/or Jewish studies in fourteen day schools across the denominational spectrum, in five states; nineteen entered the Brandeis Master of Arts in Teaching Program for Jewish Day Schools; and eight others are pursuing further study or serving the Jewish community in other capacities.

DeLeT alumni have touched the lives of several thousand day school students, serving as strong Jewish role models and teachers of general and Jewish studies. The DeLeT program is a valued source of beginning day school teachers for Boston, with twenty DeLeT fellows now hired by area schools. DeLeT also works intensely with mentor teachers through a monthly study group and annual summer institute, led by Vivian Troen. To date, DeLeT has invested in the development of twenty-four mentor teachers, promoting teacher leadership and increasing schools’ capacity for on-site mentoring of beginning teachers.

To garner community support for DeLeT and related Center initiatives that serve day school teachers in the community, and to increase the program’s visibility, the Mandel Center convened key professional and community leaders in the Greater Boston Jewish and day school communities for three “Community Conversations” at the Center in January. Brandeis President Jehuda Reinharz participated in these conversations and continues his enthusiastic support of DeLeT and the Mandel Center.
In June 2006, the fellows of Cohort 4 (2005–06) presented their teaching portfolios to a group of seventy people including mentor teachers, heads of schools, community leaders, and Brandeis faculty and staff. Laura Lauder, founder and start-up funder of DeLeT, made the opening remarks. For the first time, all the fellows created online portfolios with entries featuring their teaching philosophies, lesson and unit plans, student work, and classroom video clips. The public review of these portfolios showcased the quality of the fellows’ practice after their year of academic and clinical studies and stimulated serious conversation about teaching and learning in Jewish day schools.

In June, we also welcomed the fifth and final cohort of fellows under the current national funding structure. In summer 2007, DeLeT will become the Jewish day school concentration in the Master of Arts in Teaching Program at Brandeis. This will enable us to preserve the vision, structure, and spirit of DeLeT while adding the benefits of a graduate degree from Brandeis.
Interviewing thirty teachers from three “mission-driven” teacher education programs, began data analysis, and presented early findings at the annual conference of the Network for Research in Jewish Education.

Leaders: Pearl Mattenson and Vivian Troen

The early years of teaching are a critical stage in the life of new teachers, determining not only whether they stay in teaching but what kind of teachers they become.

The Induction Partnership helps day schools create the professional culture and structures that enable new teachers to thrive. It is also studying what it takes to implement school-based induction programs. With the long-term goal of helping Jewish day schools everywhere better retain and develop strong beginning teachers, the partnership is laying the groundwork for spreading its expertise through national venues.

During the first year of this three-year research and development project, supported in part by a grant from the Covenant Foundation, expert coaches from the Mandel Center worked closely with instructional leaders and mentor teachers to build induction programs in their schools. Board members and heads of school from each partner school reviewed the project’s preliminary research findings, assessed their progress during the first year of the project, and set goals for year two. Project staff presented preliminary findings at the Partnership for Excellence in Jewish Education (PEJE) Assembly.

Choosing to Teach builds on a collaboration with the Alliance for Catholic Education (ACE) at the University of Notre Dame that grew out of a highly successful retreat with ACE and DeLeT hosted by the Mandel Center in 2005. The study focuses on aspects of new teacher formation that have received little attention in general education research: the interaction of professional and personal (religious or ideological) identities in novice teachers.

This unique study will provide important learnings for strengthening new teacher recruitment, development, and retention in Jewish, Catholic, and public schools.

This year, researchers completed data collection by interviewing thirty teachers from three “mission-driven” teacher education programs, began data analysis, and presented early findings at the annual conference of the Network for Research in Jewish Education.
Leader: Nili Pearlmutter
Coleaders: Shira Horowitz and Glenda Speyer

The Beginning Teacher Network nurtures a professional community among beginning teachers in Jewish day schools, in support of effective teaching. Open to all K–8 first- and second-year teachers in the Greater Boston Jewish day school community, the network offers thoughtful conversation and practical advice about the challenges and dilemmas that new teachers face in their work.

During 2005–06, a dozen K–8 teachers of general and Jewish subjects from six day schools met monthly at the Mandel Center under the leadership of a DeLeT instructor and two experienced mentor teachers.

The Beginning Teacher Network is one of several Mandel Center initiatives designed to support new teachers and build awareness about the importance of new teacher support and development.

Leader: Gail Z. Dorph

The Boston Mandel Teacher Educator Institute (MTEI) works with teams of educational leaders from Boston-area schools to build school capacity for serious, ongoing professional learning opportunities.

This was the first effort to adapt the national MTEI program to a local community, and 2005–06 was the final year of this four-year project in Boston, sponsored jointly by the Mandel Center and the Bureau of Jewish Education of Greater Boston, with support from Combined Jewish Philanthropies.

Following two years of seminars and on-site coaching, eight schools participated in a follow-up program designed to sustain and strengthen the professional development initiatives they launched with the program’s support.

To date, more than three hundred teachers in congregational and day schools in the area have participated in programs for professional development initiated through the Boston MTEI. Lessons from the Boston MTEI are informing the next community-based MTEI program, in the San Francisco Bay Area.
As a Bible scholar who is invested in . . . exposing others to the joys and challenges of biblical scholarship,” writes Susie Tanchel, the inaugural Mandel Center Dissertation Fellow (2004–05), “and as a Jewish educator who is highly invested in students’ continued connection to the Bible as a sacred text, I am very concerned with how teachers teach the modern critical ideas that I explore in my research, and how students learn this material, struggle with it, and integrate it into their lives.”

This dual identity as Bible scholar and Tanakh teacher found a parallel in the two halves of Tanchel’s dissertation in the Near Eastern and Judaic Studies Department at Brandeis.

Titled “Honoring Voices: Listening to the Texts and the Teacher, the Scholars, and the Students—A Study in the Uses of Subject Matter Knowledge of Tanakh in the Contexts of Research and Teaching,” Tanchel’s dissertation combines original scholarship on Bible and innovative research on the teaching of Tanakh to students in a pluralistic Jewish high school.

Tanchel successfully defended her doctoral dissertation at Brandeis in spring 2006 before professors Marc Brettler, David Wright, and Sharon Feiman-Nemser of the Near Eastern and Judaic Studies Department, professor Barry Holtz of the Jewish Theological Seminary, and an audience of her colleagues and students. The spirited discussion ranged from technical points of biblical Hebrew grammar to profound issues of the role of Tanakh in contemporary Jewish ideologies.

A teacher and associate head of school at Gann Academy—The New Jewish High School of Greater Boston, and an instructor in the DeLeT program, Tanchel is an acclaimed teacher of both teens and adults. She has presented her research at the Mandel Center’s Conference on the Teaching of Bible and at the Network for Research in Jewish Education, and was a 2005 recipient of the Keter Torah Award for Excellence in Jewish Education from the Boston Bureau of Jewish Education.

Tanchel’s dissertation fellowship is part of the Mandel Center’s commitment to developing the academic field of Jewish education by supporting talented scholars at different career stages.

The Mandel Center’s Scholars Program includes dissertation fellow Orit Kent (2006–07); postdoctoral fellows Susan M. Kardos (2004–06) and Eran Tamir (2006–08); visiting scholars Jonathan Krasner of Hebrew Union College (spring 2006), Jonathan Cohen of Hebrew University (spring 2006), and Elie Holzer of Bar Ilan University (fall 2006); and Scholar-in-Residence Israel Scheffler.
Pedagogies of Jewish Studies

The Mandel Center sponsors a set of projects that investigate the teaching of Jewish texts in various settings. These studies break new ground in the scholarship of teaching Jewish studies and other Jewish pedagogies such as *hevruta* learning.

Initiative on Bridging Scholarship and Pedagogy in Jewish Studies

**Leader: Jon A. Levisohn**

The Initiative on Bridging Scholarship and Pedagogy in Jewish Studies convenes thoughtful, talented practitioners at every level, from primary and secondary education to higher and adult education, to foster conversation and generate scholarship on the purposes, practices, and challenges of teaching Jewish studies across institutional settings. The project is influencing scholars and teachers and is fostering a new tradition of scholarship on the teaching of Jewish studies that advances thinking and practice.

The Bridging Initiative operates on a three-year cycle. Following the successful conference in January 2005 on the teaching of Bible, 2005–06 was spent developing articles and videos from the project for dissemination in print and online. The project’s Web site was expanded to include five edited working papers and sixteen video clips from the 2005 conference. Three papers developed from the conference were submitted for publication in the *Journal of Jewish Education*, accompanied by an introduction by Jon A. Levisohn. In addition, Levisohn’s article “A Plea for Purposes,” which presents the conceptual background for the project, appeared in *Jewish Educational Leadership* (Fall 2005).

The project’s second cycle, focused on the teaching of rabbinic literature, begins in 2006–07. Preparation and planning included two consultations in New York and Boston with eleven scholars, and the recruitment of nine outstanding scholars and educators for a research seminar on the topic.

“Most faculty never talk about teaching, even with their closest colleagues. I learned that it is not only okay to talk about teaching, it is good to talk about teaching.”

—Marc Z. Brettler, Dora Golding Professor of Biblical Studies, Brandeis University

From videotape of the Bridging Initiative’s 2005 Teaching Bible conference, now available for viewing on the Mandel Center’s Web site.


**Beit Midrash Research Project**

“The process of studying intensely with a partner during Beit Midrash has been an incredibly powerful and fruitful learning experience during DeLeT. I’ve learned a lot about how to listen to my partner’s thoughts and questions, to ask for clarification, to express my own ideas, and to jointly push each other toward a greater understanding of the text.”

—Ilana Glosser, DeLeT Fellow, Cohort 4 (2005–06)

**Leaders: Orit Kent and Elie Holzer**

The innovative Beit Midrash for Teachers component in the DeLeT program engages DeLeT fellows in close study of Jewish texts to develop their capacities for textual interpretation and collaborative learning. The Beit Midrash Research Project is studying the design and implementation of this opportunity for professional learning, including the dynamics and effects of text study in pairs (hevruta). The project is building knowledge that can inform the deliberate use of this mode of study in teaching and professional education.

For four years, the project has been documenting the planning, teaching, and learning in the Beit Midrash for Teachers. This year, three papers from the project were accepted by the *Journal of Jewish Education*. Project coleader Orit Kent successfully defended the proposal for her doctoral dissertation on hevruta learning. Project coleader Elie Holzer of Bar Ilan University will be a visiting scholar at the Mandel Center in fall 2006, writing about the enacted curriculum of the Beit Midrash for Teachers and the ways it relates to teachers’ professional development.

**Multimedia Cases of Jewish Teaching and Learning**

**Leader:**

**Sharon Feiman-Nemser**

In order to transform the practice of Jewish education, teachers and professional developers need access to vivid images of vibrant, content-rich, and compelling teaching, along with evidence of the learning that such teaching brings about. The long-term goal of this project is to develop a collection of compelling Web-based cases to fire the imagination of Jewish educators and serve as powerful resources in professional development.

Sharon Feiman-Nemser is contributing to a national conversation about teacher education through her participation in a two-year project at the Carnegie Foundation for the Advancement of Teaching, which supported teachers and teacher educators in developing cases of powerful teaching and teacher education.

Her participation is laying the groundwork for a parallel project that would generate cases of excellent teaching and learning in Jewish education. This year, Feiman-Nemser and research assistant Rachel Kulick created a Web-based case that documents Feiman-Nemser’s teaching in a Brandeis undergraduate course.

In addition, experienced teacher-leader and DeLeT mentor Shira Horowitz wrote a paper and prepared...
Pluralism in Jewish Education

Leader: Susan Shevitz

Pluralist settings are becoming places that prepare people to affirm and develop their own Jewish identities while respecting different approaches and engaging productively with people unlike themselves.

This is a formidable challenge in schools, camps, and other Jewish educational venues where identity development is central to the agenda.

This project was one of the first field-based studies to focus on how a pluralistic education is enacted in a multi-denominational setting. It was designed to document the school’s vision in action and to show how it has affected students and faculty in a multidenominational Jewish high school.

“Pluralist Education,” by project leader Susan Shevitz, appeared in the March 2006 issue of Sh’ma: An Online Journal of Jewish Responsibility. Project leaders presented findings at the Network for Research in Jewish Education annual conference, and the Reframing Jewish Day School Education Worldwide conference at the Melton Centre for Jewish Education at the Hebrew University. The project produced two research papers on the enactment of pluralism, which are available on the project’s Web page within the Mandel Center Web site, and have been submitted for peer review and publication.

materials for a Web-based case featuring her unique approach to teaching the weekly Torah portion to first graders. The Mandel Center now has the intellectual framework and artifacts (classroom videotapes, student work, teacher interviews) for a multimedia case of teaching Torah to young children, the first such case in Jewish education. The experience of constructing these cases will help us design and seek funding for the next stage of the project.
Mandel Center Staff

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Mandel Professor of Jewish Education

**Director of DeLeT:** Judy Elkin

**Assistant Academic Director:**
Jon A. Levisohn, Assistant Professor of Jewish Education

**Associate Director of Finance and Operations:**
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**Department Coordinator:**
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Sue Stibel
Susie Tanchel
Vivian Troen

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Kathy Parnes

*The Rashi School:*
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Sandy Chapple
Dave Rosenberg
Eve Youngerman

*Striar Hebrew Academy of Sharon:*
Cookie Rosenbaum
Leslee Rotman
Faith Spencer

*South Area Solomon Schechter Day School:*
Batya (Beth) Forman
Shira Horowitz
Sharon Duman Packer

**Mentor Teacher Development**

**Leader:** Vivian Troen

**Beginning Teacher Network**

**Leader:** Nili PearlMutter

**Coleaders:**
Shira Horowitz and Glenda Speyer

**Choosing to Teach Comparative Study**

**Leader:** Susan M. Kardos

**Senior Research Associates:**
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**Boston Mandel Teacher Educator Institute (MTEI)**

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**Coordinator:** Marion Gribetz

**Initiative on Bridging Scholarship and Pedagogy in Jewish Studies**

**Leader:** Jon A. Levisohn

**Senior Research Associate:**
Susan P. Fendrick

**Beit Midrash Research Project**

**Leaders:** Elie Holzer and Orit Kent

**Multimedia Cases of Jewish Teaching and Learning**

**Leader:** Sharon Feiman-Nemser

**Case Developer:** Shira Horowitz

**Research Assistant:**
Rachel Kulick

**Pluralism in Jewish Education**

**Leader:** Susan Shevitz

**Senior Research Associate:**
Rahel Wasserfall

**Philosophy of Education Research Colloquia (PERC)**

**Director:** Israel Scheffler
The Mandel Center is a partnership of the Mandel Foundation of Cleveland, Ohio, and Brandeis University, which has enabled Brandeis to recruit talented staff and establish the Center's home on the Brandeis campus. The Mandel Center acknowledges the guidance and support of the Mandel Foundation and its leadership and staff.

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**DeLeT partners**
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