MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003. Subseries 1: Meetings, 1990–1998.

Box Folder 18 2

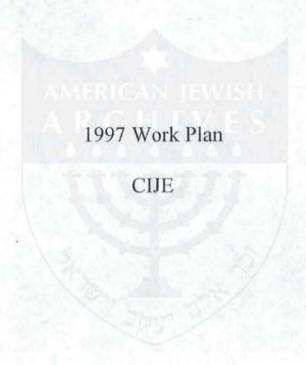
Barth, Karen. Meeting. 4 December 1996, 1996.

Pages from this file are restricted and are not available online. Please contact the <u>American Jewish Archives</u> for more information.

MLM/ADH/KAB MEETING 12/4/96, CIJE Offices

AGENDA

		Supporting Materials
1.	Budget and Workplan - Draft 3	#1
		#2
		#3
2.	Brandeis University - Next step	#4
3.	Relocation - Update	#5
4.	Office Administration: Design	
5.	Steering Committee meeting	#6 (Binder) #7 (Inside binder flap)
6.	Canceling April Board meeting?	
7.	Strategic Plan discussion	#8 #9
		#10



For Discussion December 5, 1996

WORK PLAN HIGHLIGHTS

- Complete a five-year strategic plan for CIJE
- Continue to build and refine our training pilots for teacher educators and principals
- Consult to new and existing program in professional development for educators
- Expand the Goals Project and conduct several pilots
- Create an extensive array of publications designed to:

Tell the CIJE story Seed the culture with powerful ideas Support policy-making with research Provide tools for change

- Continue to support our lead communities while preparing for a major new initiative in Community Mobilization (to be defined as part of the Strategic Planning process)
- Disseminate and utilize our Best Practice work
- Continue to expand capacity by adding to staff and by creating a cadre of General Education professors to help with our work
- Cut back on time devoted to core activities
- Do intensive planning for 1998 initiatives in:

Early Childhood Senior Educational Leadership Research and Development

WORK PLAN SUMMARY BY DOMAIN

DOMAIN	SUMMARY AND APPROACH
Building the Profession	Continue to refine and expand pilot training programs for teacher educators and principals; solidify the professors group; plan major initiatives for 1998
Community Mobilization	Maintain on-going relationships with lead communities, national organizations, and key lay leaders; broadly rethink our strategy in this area
Content and Programs	Run several pilots of the goals project, while undertaking a planning effort in this area; disseminate Best Practice materials and integrate them into our training institutes and programs
Monitoring, Evaluation, and Feedback	Continue rigorous monitoring and evaluation of TEI; use data from prior surveys to develop policy briefs; begin serious planning for building research and evaluation capacity
Publications	Develop an extensive array of publications; create a long term publications strategy; develop a database to support dissemination
Core	Complete a five-year strategic plan

DOMAIN: BUILDING THE PROFESSION

Category	Description	Responsibility	Complete By	Objective
TEI	Run 4 seminars for cohorts 1 and 2	GZD	Mar, Apr, Jun, Dec	Develop capacity and tools for in- service training of supplementary
	Start Cohort 3	GZD	Aug, Dec	school teachers
	Set up a network of TEI participants	NH	Dec	Control of the Control
	Create 4 video packages	GZD	Jan, Mar, Jun, Aug	
	Write the TEI story	GZD	Dec	
	Complete 1st phase of TEI evaluation (community map)	AG/EG/BR	Feb	
Lay/Professional Leadership Seminar	1 short lay/professional leadership seminar	GZD with lay advisors	Jan	Experiment with cooperative lay/professional leadership development
Leadership Seminar for Principals	1 five-day professional leadership seminar	GZD	Nov	Train educational leadership for schools
Build	3 day seminar in January	BWH/GZD	Jan	Develop a group of general education professors who will be
Capacity/Professors	5-day spring seminar	GZD/NEW	Jun	available to consult to institutions
	Recruit new professors	GZD/NEW	Dec	of Jewish education
	Fold professors into CIJE work	GZD/NEW	Ongoing	

Planning	National Center for Jewish Educational Leadership (JEWEL)	KAB	Oct	Develop vision for initiatives to be implemented in subsequent years
	Senior Personnel Planning	KAB	Oct	
	Norms and Standards	NEW	Dec	
	Early Childhood	NEW	Dec	
Consultations	Consultations on Professional development with: Brandeis, Torah Umesorah, Day School Training Initiative, Florence Melton Adult Mini-School, Melton Israel Short term program, Orthodox day school principals	GZD/BWH/ NH	Ongoing	Support the creation of new models in Professional Development
Professional Development Policy Brief	Combine what we've learned about Professional Development in General Education with what we know about Professional Development in Jewish Education to create a policy brief	GZD/BWH/ EG/AG/BR/ NR	Oct	Develop policies that can be adopted by communities to markedly improve Professional Development of teachers and educational leaders

DOMAIN: COMMUNITY MOBILIZATION

Category	Description	Responsibility	Complete By	Objective
Community Consultations	Work on development of personnel action plans	GZD	Ongoing	Experiment with mobilizing communities around the importance of professional
	Support pilot projects in lead communities e.g. Milwaukee leadership, Beth Israel, Atlanta- early childhood and others as appropriate	NR/GZD/DNP	Ongoing	development goals and evaluation
	Support evaluation efforts with lead communities	EG/AG	Ongoing	
Relationships with National Organizations	Continue to meet with and maintain relationship with key national organizations (e.g. movements, federations, JESNA)	KAB/NR	Ongoing	Build the reputation of CIJE and maintain relationships that enable us to work in partnership with others
Luncheon Seminars	Offer six luncheon seminars presenting "big ideas"	NR	Jan-Dec	Build a community of academics and policy makers in Jewish education/continuity in the New York area
Board/Steering Committee Board Seminar	Touch base in a meaningful way with key Board members	KAB	Jun	More effectively stimulate and energize lay and professional leaders to be informed advocates of Jewish education

DOMAIN: CONTENT AND PROGRAMS

Category	Description	Responsibility	Complete By	Objective
Dissemination of Best Practice Materials	Implement plan to further disseminate Best Practice materials	BWH/NR	Jun	Build awareness of our work and ensure that people outside of CIJE can make use of the Best Practice work that we have done
Use Best Practice materials in our work	Integrate learning from Best Practice work into TEI, Harvard Leadership, Milwaukee Leadership Project, and Professors project	BWH/NR	Ongoing	Ensure that we are fully utilizing our Best Practice materials in all of our institutes and programs
Goals Project	Milwaukee and Beth Israel Pilots Goals Publications Plan for future Goals Project strategy Consultations	DNP/NR DNP/NR DNP	Ongoing Dec Apr Ongoing	Create models of change at congregational and community levels; expand our understanding of the process of change; develop tools and case studies for use in change efforts, community mobilization and training; develop vision-sensitive CIJE resource people
	Form a network of leaders engaged in building institutions names	DNP	Ongoing	

DOMAIN: PUBLICATIONS

Category	Publication/Description	Responsibility	Completed By	Objective
Telling the CIJE Story	Current Activities Year-in-review	NR NR	Ongoing Feb	Let others in the Jewish community and the wider community know about CIJE and its work
	TEI story	GZD/NR	Dec	A STATE OF STATE OF
Seeding the Culture with Powerful Ideas	One document in essay series	NR	TBD	Help create the cultural changes needed for further education revitalization
Research for Policy	Professional Development Policy Brief	NR/BWH/ AG/EG/BR	Oct	Provide the facts necessary to shape policy
	Leaders Report Teachers Report	NR/EG/AG/ BR NR/EG/AG/ BR	Jun Mar	
Tools for Change	The Place of Vision in Jewish Educational Reform From Philosophy to Practice: Case Study of the Agnon School	DNP/NR NR	Dec	Create tools for use in mobilizing communities and institutions for change, and for training professional leadership
Strategy	Develop a longer term strategy for CIJE publications	NR	Jun	Clarify longer term approach to publications
Database	Develop dissemination database	NR	Apr	Facilitate distribution of published material and other mailings

DOMAIN: RESEARCH & EVALUATION

Category	Description	Responsibility	Complete By	Objective
Ongoing Evaluation of TEI	Observations and follow-up interviews	EG/AG/BR	Ongoing	Gather data that can be used to evaluate the effectiveness of the TEI pilot project and to provide evidence
	Write one year report and interim case studies of communities	EG/AG	Oct	to support the spinoff of this project
	Present to communities	GZD	Dec	
Ongoing Community Consultations	Advise communities on evaluation issues as they arise	EG/AG/BR	Ongoing	Continue to build evaluation into the culture of our Lead Communities
Build Research Capacity	Engage in discussions with opinion research centers about building capacity for Research & Evaluation	EG/AG	Dec	Begin thinking about an infrastructure for Research in Jewish Education
Build Evaluation Capacity	Set up Evaluation Institute	EG/AG	Oct	Begin to create an evaluation capacity at the community and national level

DOMAIN: CORE

Category	Description	Responsibility	Complete By	Objective
Strategic Plan	Develop a five-year strategic plan to guide our future work, planning and decision making	KAB	Apr	Take a more vision-driven, more strategic approach to our work
Staff Meeting and Internal Planning	Continue to meet regularly with core staff only	KAB	Ongoing	Improve the time-efficiency of meetings and planning activities
	Start work planning in May/June	KAB	Oct	
Fundraising	Create and adhere to a rigorous fundraising schedule	KAB	Oct	Complete 1997 fundraising by October 1

PLAN FOR BUILDING STAFF CAPACITY

NAME	PERCENT OF TIME	JOB POSITIONS FOR 1997	LONG TERM JOB DESCRIPTION
Alan Hoffmann	Half time through August	Executive Director	Consultant/Advisor
Karen Barth	80%	Senior Consultant/Executive Director	Executive Director
Gail Dorph	100%	Senior Education Officer	Director of Building The Profession Domain
Nessa Rapport	100%	Director of Publications	Director of Communications
Barry Holtz	60% through August	Part-time Consultant	Director of Content and Programs
(new)	100%	Chief Administrator and Financial Officer	Chief Administrator and Financial Officer
Nellie Harris (new)	100% after August	Education Officer	Manager of selected ongoing BTP Programs
Building the Profession (new)	100%	Education Officer	Assistant with building future programs
Bookkeeper (new)	100%	Data entry and Reconciliations	Data entry and Reconciliations
Ellen Goldring	30-40 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Adam Gamoran	30-40 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Bill Robinson	100%	Field Evaluator	Field Evaluator
Dan Pekarsky	40 days	Consultant - Goals	Consultant - Goals

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

MEMORANDUM

To:

Alan Hoffmann, FAX: 011 972 2 567 1416

From:

Susanne A. Shavelson

Date:

November 27, 1996

Subject:

Tuesday's meeting

Enclosed please find materials for our meeting this Tuesday: the agenda, Joe's proposal for the initial focus area on youth and adolescence, and Susan's proposal for the colloquium on education and the Jewish future.

Unlike our previous meetings, this one will be in Conference Room A, Usdan Student Center from 3:00-6:00 p.m. Have your cab drop you off in front of Usdan. You will enter the building through a courtyard; then use the main door on the left. One of us will be by the entrance to show you to the meeting. Please let us know (via phone: 617/736-2991; or email: shavelson@brandeis.edu) your flight time so that we'll have an idea of what time to expect you.

Our office will be closed Thursday and Friday of this week for Thanksgiving.

We look forward to seeing you.

Susanne

TASK FORCE ON JEWISH EDUCATION AT BRANDEIS

AGENDA: DECEMBER 3, 1996 3:00-6:00 p.m. CONFERENCE ROOM A, USDAN STUDENT CENTER

- I. Funding issues (1997-1998 and beyond)
- II. Discussion of the proposed colloquium on education and the Jewish future
- III. Discussion of the proposed focus area on youth and adolescence
- IV. Presentation of plans to the task force: How to make a clear distinction between broad, long-term plans for the center and current specific proposals being formulated for the Mandel Foundation?
- V. Discussion of Brandeis plans in the context of the Jewish educational environment in the U.S. and Israel: How do the proposed Brandeis initiatives compare to CIJE's Goals project, Melitz, and/or the Hebrew University's program in non-formal Jewish education?

PLAN FOR THE COLLOQUIUM: DRAFT

Susan Shevitz, 11/27/96

Overview

The Colloquium on Education and the Jewish Future is an ongoing and central feature of the center. Its approach is multi-disciplinary and will involve approximately 20 members who represent different academic disciplines and professional perspectives. With the long-term goal of changing the way the relationship between Jewish education and society is understood, it provides the context for deliberation about the largest ideas and forces facing the Jewish people which have impact on how Jewish identity and identification are construed and transmitted. Examples of themes which might be chosen for analysis are Change in the Jewish World, The Impact of Pluralism, or Emerging Spirituality in the Jewish Community. A colloquium theme will be investigated over several years; each year related topics will be presented from a variety of perspectives.

The colloquium will meet five times each year and will have papers commissioned for presentation. Most members of the colloquium will participate for several years so that a core of knowledge and a sense of professional camaraderie will develop. The meetings will be designed to foster discussion among academics and practitioners who don't necessarily share a common professional vocabulary but whose involvement in the inquiry often represents personal, as well as professional, interest. As the group meets, over time it will yield an expanded and rich understanding of the ideas being explored and their implications for Jewish life and education. Its meetings will support the multiple purposes of this kind of interchange. Four of the meetings will be half day discussions. The fifth meeting will be two days long, with a conference or retreat format. Attentiveness to building a sense of community among the colloquium's members will yield deeper conversations with more cross-fertilization of fields and perspectives. It will also invest them more deeply in the colloquium, stimulating interest in the other functions of the colloquium.

The impact of the colloquium is intended to reach beyond its participants. A second goal of the colloquium is to influence how Jewish education is conceptualized and practiced. By framing salient issues in Jewish education, the colloquium can influence work on those issues. This will happen over the long-term in direct and indirect ways only if there are sufficient and sturdy bridges to the worlds of Jewish educational policy and practice. Several mechanisms are built into the colloquium's design to ensure that this occurs:

- The content of the deliberations will be disseminated through print and internet capacities.
- Practitioners and academics at other sites will become part of the deliberation through the use of teleconferencing or other technological innovations. Over time this might lead to policy analyses and discussions which can be tailored to regional concerns.
- Members of the colloquium will be available to present the ideas at conferences and professional gatherings.
- Sponsor "renaissance weekends" for Jewish leaders, intellectuals, artists, etc.
- While the specific results of the colloquium cannot be predetermined, it will be a generative process; the colloquium will generate spin-offs in the form of additional study and/or action groups which will relate to the content from particular vantage points. For example, the topic of change in the Jewish world might spawn a discussion group of school principals, federation planners and central agency consultants who try to apply the insights to their realities or an action research project on a single type of

change. These groups will have different proportions of practitioners and academics, depending on content and purpose. Members of the colloquium's deliberation will work with the spin-off groups. The spin-off groups will become self-supporting within two years.

Intellectual Direction

For its first year (1997/98) of operation, the selection of the content and format for the colloquium will be made initially by a small group of five individuals which represents different vantage points. Any topic needs to hold interest to practitioners, scholars and the wider community. This committee will be given the broad mandate of developing the colloquium in 1997/98. The director of the center or his/her designate will chair this committee.

After the first year a steering committee of three individuals (including the center director or designate) will be responsible for conceptualizing, planning and evaluating the colloquium. Three considerations will be important to developing the colloquium from the start: 1) intellectual domain and depth; 2) a "level playing field;" and 3) group process. Special attention will be given when the colloquium is being planned to the challenge of developing settings in which practitioners and scholars can productively discuss intellectually rich material together, without implicitly creating a hierarchical model in which either theory or practice dominate. Models at other places will be adapted, as appropriate, so that the colloquium becomes a stimulating, evolving deliberation in which the worlds of practice and thought are related.

Participants

Participants will include scholars and practitioners from Brandeis, the local community and elsewhere. The intent is to have a mix of people with deep interest in some aspect of the theme, inquiring minds and openness to multi-disciplinary discussions. There will be a mix of longer-term participants (approximately 15) who will be asked for a three-year commitment so that there is time for the group to become a learning community which has a shared vocabulary and norms and thoroughly investigates a theme. They include core faculty of the center, leading Brandeis scholars with interest in the topic and leading practitioners whose perspectives are formed by theoretical and practical concerns. Other participants, including visiting faculty at the center, will be involved for single years.

Staffing

Initially the director of the center, or his/her designate, will chair the committee responsible for the colloquium and the center's administrator will be responsible for all managerial and logistical support. After the first year, a member of the center's staff will assume overall responsibility for the growth of the colloquium, with emphasis on stimulating and providing support for the action and discussion groups, as well as the renaissance weekends, which emerge. This will be a half time position.

General timetable

(Given the goals and the operating design, a detailed timetable can not be specified. Projects and discussion groups will emerge organically, though this provides some sense of the progression.)

1997/98:

Colloquium planning: committee, models, content, participants "Kick-off" conference, Spring 1998

1998/99

plan and hold 4 day long meetings and 1 retreat publication from 1998 conference hold renaissance weekend

1999/2000

add 2 "spin-offs"/working groups add distance component

2000/01

add another set of "spin-off" projects hold renaissance weekend



JEWISH YOUTH AND ADOLESCENCE FOCUS

The proposed center for Jewish education at Brandeis will have as its first focus Jewish youth and adolescence. This focus will allow the center to develop its multidisciplinary approach to Jewish education in a directed way that represents a definable contribution to the field. The center will seek partnerships with other creative forces in the Jewish community and bring to those partnerships the unique contributions of a research university. This document envisions those contributions.

GOALS

The long-term goal of the Jewish youth and adolescence focus is to help change the prevailing norm in American Jewish life that Jewish involvement ends with the coming of adolescence. The new communal norm would be that families and communities that wish for their children to become involved Jewish adults would seek and support their Jewish involvement through their adolescent years. This would be made possible by developing in each major Jewish community an array of educational and cultural opportunities that would appeal to large numbers of Jewish adolescents and their families. The result would be far more regularized participation by Jewish adolescents and youth in high quality programs and activities that would better prepare them to become thoughtfully engaged Jewish adults.

ANALYSIS

These long-term goals cannot be achieved under current conditions. While there are exciting educational opportunities available for Jewish adolescents and youth, there is no organized field of Jewish adolescent education. No one has taken the intellectual leadership needed to conceptualize what this field should look like. That is the first task of the Brandeis focus on youth and adolescence.

YOUTH AND ADOLESCENCE (2)

In conceptualizing the field, the key analytic question is not: How do we improve the current set of programs that are designed for Jewish adolescents? For that question would take what exists as its starting point and isolate the world of Jewish youth from its larger Jewish and American contexts.

Rather the focus ought to be on three points: (1) What holds in place the current perception that while education for bar and bat mitzvah is important, any serious involvement beyond these years is extra and strictly voluntary? (2) How have other successful changes in American Jewish cultural norms been introduced? (E.g., girls as well as boys should become bar/t mitzvah; day schools are not just for the Orthodox.) (3) What trends in middle-class American teen culture need to be noted to understand how efforts to recast this field can run with, rather than against, larger cultural currents?

Along with this analysis of the cultural setting serious attention needs to be paid to questions of content: what knowledge, skills and values are essential to the Jewish education of the youth of the next decade and century? Answering this question may require developing a vision of an educated Jew for the next century. That vision could guide communities to develop the educational experiences needed to help youth develop the requisite Jewish skills, values and knowledge.

These questions would form the basis for a Youth Seminar that would be run on an on-going basis under the intellectual leadership of the director of the center. The seminar would invite regular participation from scholars from a number of disciplines relevant to the inquiry and from professional educators and lay leaders with broad experience relating to youth. The seminar would explore these issues broadly, but also move towards reconceptualizing where the field of adolescent Jewish education ought to heading and how the Jewish community can support those directions.

YOUTH AND ADOLESCENCE (3)

RESEARCH

Reconceptualizing needs bold ideas; but those ideas need to be based on empirical data. There is currently a dearth of research on American Jewish adolescents. This focus needs to address that dearth.

A basic research question needs to be addressed: Is it the case, as has been hypothesized, that continuing one's Jewish education through the adolescent years has long-term effects on one's adult commitments as a Jew? There are currently retrospective and correlational studies that suggest this hypothesis, but the available data need to be supplemented by well-designed prospective studies that offer more reliable and informative research findings. That is a research goal this center could undertake.

Along with the basic research there need to be field-based action research projects. Their focus should not be on specific programs, but on communities and settings in which a new norm of education for youth and adolescents is developing. How have communities gone about changing the prevailing norm? What is involved in helping a community begin to change that norm? What types of programs run by which kinds of staff are needed to turn around a community's approach to its youth? These are the practical research questions that this focus should be seeking to explore in partnership with others who can help gather field-based data. These data will be essential to the effort to reconceptualize this field.

CONSULTATION AND MODEL-BUILDING

While the research effort is on-going, the staff of this focus will convene consultations with community leaders and youth professionals who are involved with interesting experiments in youth education. For new possibilities are already emerging in various corners of this and other religious communities, and it makes sense to access that information as part of the data gathering and reconceptualizing.

YOUTH AND ADOLESCENCE (4)

These consultations should not focus solely on Jewish professionals who are developing new and exciting programs, but extend to youth and youth educators in other contexts. The crucial question is what is possible and desirable in the way communities approach and involve their youth. The consultations are opportunities to build partnerships with communities and institutions from around the continent that have interest in our research and reconceptualizing projects. They stand to benefit from what we are learning and we from their practical experiences in working with youth in new ways.

Over time the cumulative work of the Youth Seminar, the research efforts and the consultations will result in building new models for how Jewish communities and institutions can develop a new norm for offering an array of possible settings for increased youth involvement. These models will not be built over night, but will be designed and redesigned as new data are gathered and analyzed and as new ideas come to the fore. The models will have a philosophic base and a theoretical dimension; but they will also grow out of the consultations and partnerships that the center will be developing in the course of its work. A university can offer the best of its thinking to the field; but it will require partnerships with functional agencies in a variety of communities for these models to be honed to the realities of the lives of Jewish youth in their communities.

TRAINING

Designing new models of operation requires a training effort that prepares those people involved in the implementation with the new skills they will need to do their work by the light of the new models. Training needs to be the final responsibility of this focus.

Training should go hand-in-hand with consultation and modelbuilding and build upon the conceptual and empirical work of the center. But to be successful, the training efforts cannot be envisioned as a set of workshops to be delivered by the Brandeis staff for the community's professionals. Rather, training in this context involves working with the lay and professional leadership of a community to

YOUTH AND ADOLESCENCE (5)

develop a new understanding of how to work with their youth and adolescents. Training involves the discovery of which new skills and resources will need to be developed to make possible these new ways of working with youth. In this sense training is a learning experience for both the "trainers" and the "trainees."

Brandeis will not be able by itself to do all the training needed to achieve the stated goals. But the center - working with other departments in the university - can train the trainers: those leaders who could return to train the others in their communities. Brandeis can also train through its Master programs those professionals who will provide a new leadership in youth education for the communities in which they will be placed.

TIME-TABLE

Though many of the activities of this focus area will tend to overlap and inform one another, there is a rough time table to the development of the functions described above.

- Year 1: Initiate the Youth Seminar and the basic research project.
- Year 2: Continue to develop the above and initiate the first consultations and action research projects.
- Year 3: Continue to develop the above as well as first public iterations of a new model for working with youth.
- Year 4: Continue to develop the above as well as seek active partners to test the new models and develop training opportunities for those involved in implementation.
- Year 5: Continue to develop the above as well as disseminate the the first reports of the new models as they have emerged and been first tested in the field.



Chair

Morton Mandel

Mr. Allan Finkelstein Executive Director, JCCA

Vice Chairs Billie Gold Ann Kaufman Matthew Maryles Maynard Wishner 15 E. 26th Street New York, NY 10010

November 20, 1996

Honorary Chair Max Fisher

Dear Allan:

Board David Arnow Daniel Bader Mandell Berman Charles Bronfman John Colman Maurice Corson Susan Crown Jav Davis Irwin Field Charles Goodman

Alfred Gottschalk Neil Greenbaum Lee M. Hendler David Hirschhorn Gershon Kekst Henry Koschitzky Mark Lainer Norman Lamm Marvin Lender Norman Lipoff Seymour Martin Lipset

Bennett Yanowitz Executive Director Alan Hoffmann

Florence Melton Melvin Merians Lester Pollack Charles Ratner Esther Leah Ritz William Schatten Richard Scheuer Ismar Schorsch David Teutsch Isadore Twersky

This letter serves as formal notice that the CIJE plans to relocate its offices within the next several months. We are aware that our lease contains a six month prior notice clause. It is our hope that the JCCA will be able to be flexible in this restriction. We would like to move our offices before March 1997 if you can accommodate this.

Sincerely.

Alan D. Hoffmann

cc: Morton L. Mandel

VISION STATEMENT - DRAFT 2

ARCHIVES

Steering Committee Meeting

December 5, 1996

DRAFT VISION FOR OUTCOMES IN THE NORTH AMERICAN JEWISH COMMUNITY

Centrality of Learning/Knowledge	Jewish learning broadly defined (e.g., including arts, history, meditation as well as traditional types of learning) is central to the life of North American Jews. There is a recognized minimum level of knowledge and skills that most Jews achieve and a substantial group that achieves much higher levels.
Jewish Identity	Being Jewish is at the heart of the self-image of most Jews.
Moral Passion	Moral passion and a commitment to repairing the world is recognized as being at the heart of what it means to be Jewish.
Jewish Values	Jews and the organized Jewish Community are actively involved in bringing Jewish values to bear on their own lives and on the problems of the wider society.
Pluralism	Many different ways exist of being and living as a committed Jew but there is a recognized core common "language" and an atmosphere of mutual respect.
Involvement/Commitment	Most Jews are deeply involved in one or more organizations that engage in learning, community work, cultural activities, prayer and/or other Jewish activities and that are central to their identities. These communities serve almost as extended families.
Intensity/Energy	There is a feeling of energy in these organizations and an intensity of involvement. These organizations engage the heart and mind.
Relationship with Israel	There is an strong, active, positive, mutual relationship with Israel.
Leadership	There is a large, talented group of lay and professional leaders driving continuous improvement and innovation in all aspects of Jewish Life.
Continuous Renewal	There is an ongoing process of continuous innovation and change and a built-in culture of creativity that drives this process.
	Jewish Identity Moral Passion Jewish Values Pluralism Involvement/Commitment Intensity/Energy Relationship with Israel Leadership

THE SYSTEM OF JEWISH EDUCATION - DRAFT VISION

Institutions

- A multiplicity of high-quality institutions provide life-long learning opportunities. These include synagogues, day schools, supplementary schools, JCC's, camps, youth groups, Israel trips, Universities, early childhood programs and possibly other new institutional forms that do not exist today. Also much learning takes place outside of formal institutions (e.g., within the family) and there are programs that support these informal learning institutions.
- Institutions within the system are driven by their own clear vision of what Judaism is about and of what is an educated Jew. Every aspect of their design is geared to support this vision.

Community support

The community strongly supports education, providing access to high-quality formal and informal Jewish educational experiences for all
children and adults regardless of their financial situation or where they live. The community provides support to existing educational
institutions in their continuous effort to refine their goals and improve the quality of the educational services they provide. It also funds the
development of new institutional forms.

Lay leadership

There is a substantial, highly talented group of senior lay leaders who are committed to working on the continuous development and
improvement of the system of Jewish education in their own communities and across North America. There is a much larger group of
more junior lay leaders who are committed to supporting individual educational institutions. There is an accepted cultural norm among lay
leadership that education is a critical area of communal focus.

Professionals

- The profession of Jewish education is a high-status occupation with compensation and benefits competitive with other professional fields. It attracts many of the best and brightest.
- There is a group of committed, senior professional educators of the caliber of leaders in medicine, law, business and academia in the most important senior-level positions.
- There are mid-level professionals in key positions throughout the system including principals, central agency personnel, teacher
 educators and field evaluators who are Jewishly committed, Jewishly literate and well-trained in the relevant areas of educational theory
 and practice from the field of General Education.
- Teachers are well-qualified Jewishly and in the field of General Education and are continuously updating their skills.
- Rabbis have the skills and training to be dynamic, inspiring spiritual leaders and teachers, and they view education as central to their mission.

Content

- Jewish educational content is different in every educational setting but there is an evolving understanding of a core knowledge base that
 is crucial to basic Jewish literacy. The Jewish community is struggling both formally and informally to define and redefine this knowledge
 base.
- There are multiple connection points each with their own types of content. These might include spiritual/meditative learning, the arts,
 Yiddish language and culture, historical learning as well as more traditional types of text study.
- The content of Jewish learning is relevant and infused with meaning for those who participate. It is based in tradition but is presented in such a way that it captures the hearts and minds of those who engage with it at any age.

Continuous improvement/innovation

Jewish education uses state-of-the-art teaching methodologies from general education as well as methods from the Jewish tradition.
 There is active ongoing development of new materials, curricula, programs and institutional forms. New technologies (e.g., CD ROM, Internet) are integrated into the Jewish system of education.



CRITICAL OUTSTANDING ISSUES

- What does pluralism really mean? What are its limits? What level of respect/tolerance/involvement is needed between different groups to achieve real pluralism?
- Where do the spiritual seekers fit into our vision? Do we have the institutional forms and people who will engage them in a meaningful way?
- Does our vision fit with the expressed needs of the "customer," especially with those who are currently unaffiliated? If not, do we believe
 that the "customer" has latent needs that fit with our vision and could these latent needs be awakened?
- What new institutional forms should become part of this future vision? What new governance forms should be contemplated? What new jobs and roles need to be created?
- Where do we see marginalized groups fitting into our vision (e.g., immigrants, Jews by choice, retirees, intermarried families, gays/lesbians)?

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13 Generic Approaches to Achieving Transformational Change

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Steering Committee Meeting

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	Name	Description	Examples
1	Relationships	Organizing opportunities for role modeling and mentoring by effective change leaders	Women's campaign in Milwaukee
2	Leadership Training	Teaching the how and why of change in the classroom to people currently in leadership positions or potential leaders/change agents	Jerusalem Fellows TEI Harvard Seminars Alberto Senderay Wexner Heritage Wexner Fellows
3	Convening/Networking	Bringing together like groups of people with institutions to support each other in the work of change	Coalition of Essential Schools CAJE
4	Consulting	Sending process and/or content experts to help build and implement a change vision at the institutional or community level	CIJE consultations Goals Project
5	Publishing and Speaking	Writing or speaking about the why and how of change	CIJE Publications JESNA Publications
6	R & D (Let a thousand flowers bloom)	Seeding many small experiments in the hope that some will succeed and can be "rolled out" broadly	NY Continuity Commission
7	Research	Using rigorous research and evaluation to motivate change and to set direction	The CIJE Study of Educators

8	Modeling Change	Modeling change with a new or existing institution or within an entire community	Lead Communities B'nai Jeshurun
9	Modern Marketing	Motivating people to change through media advertising, direct marketing, personal sales	Willow Creek Church Lubavitch National Jewish Outreach
10	Magic Bullets	Introducing a simple initiative into an environment that catalyzes change on a broad scale	Bookshelves in former Soviet Union
11	Money	Using financial incentives to change behavior	Challenge grants
12	Accreditation/Prize	Encouraging organizations to change so that they can receive a prize or accreditation	Baldridge awards Covenant awards
13	People	Bringing new people or new types of people into key positions	?