



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 6: General Files, 1990–2000.

Box
48

Folder
15

Goals Project. Coaches, 1994-1995.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

Sept. 4, 1994

Dear Alan, Barry, Danny, Gail, Ginny, Seymour and Shmuel:

In response to your request, I would like to report to you on my conversations with Amy Gerstein - the coordinator of for all Coalition of Essential Schools activities on the west coast and the person who developed and implements a training course for those who facilitate the Coalition's change processes in schools. After receiving materials from Barry on the massive critical study of the Coalition schools and from Amy on the Coalition's equivalent of a training course for coaches (called the "trek"), I had a chance to talk to Amy. At first I grilled her with questions about the Coalition and the trek and then I told her a bit about the goals project and let her respond. My primary concerns were:

a) to determine what we could learn from the experiences of the Coalition about major obstacles in creating change through work on goals with schools; is there some wisdom here which could provide us with "short cuts," as it were, as we also consider how to work with settings in Jewish communities through intermediary "coaches;"

b) to determine to what degree Amy was a person who might be a resource for the goals project; as I saw it, besides just getting a sense of her background and experience, this depended on whether or not she had:

- a genuine interest in Jewish education and an honest appraisal of what she does and does not know about it;

- a dogmatic loyalty to the Sizer approach to change or an open-minded capacity to bring her expertise to bear on settings and change approaches which are different or even opposed to the Sizer/Coalition approach;

The following is a point form summary of what emerged from our conversation:

1) The Coalition does not intervene directly into schools. Rather, they make their program of change known to schools and accept proposals to work together. As we already know, this program is based on nine specific goals which Danny Pekarsky would perhaps call "instrumental" rather than "substantive" goals - eg. "change the ratio of teachers per student" rather than "develop capacity to see moral issues in terms of Talmudic discourses."

In order for the Coalition to agree to work with a school, they demand 75% consensus among all the constituents of the school (board, administration, staff, etc.) for change according to Coalition program. Then, they invite 3-8 people from within the school to work with them for a period of a year so that they can discover, together with Coalition

"facilitators," how to implement the change process effectively while they themselves are carrying it out. This facilitation process is really what is called the "trek." It costs the school \$450 + room and board for a summer course in order to participate. Representatives from clusters of two to four schools from the same area do the trek together - each are called "critical friends."

As stated above, the trek is an ongoing training course which facilitates, accompanies, monitors, and provides consultation to the change agents from the school. The trek begins with a summer course and continues throughout the year with a series of visits/in-service days with the trek facilitators as well as visits/interchanges with critical friends. Schools getting involved with the coalition can do so on first on the level of "exploring," then as participants in a "network," and finally as full-fledged "members." Hence, the change process really continues after the one-year trek process.

2) Amy makes a number of important points here concerning what has emerged from the Coalition's experience. In her estimation, it is indeed possible to make a significant and transforming impact on the culture of the school with this kind of process, even in one year. She claims that the critical studies of the Coalition were extremely useful in helping them further develop their approach. These studies were done five years ago and the Coalition has incorporated much of what is learned from them into their approach.

However, Amy claims that there are a number of preconditions which the Coalition discovered as critical for success. First, the schools have to want change if it is really going to happen. Bringing the trek to the school failed. The school really has to ask for it from the start. This is the reason for the 75% consensus precondition and for the demand for the change to be facilitated by representatives from within the school. The aim is to give the school "ownership" over the change process while at the same time helping from outside to, in essence, subvert what it has been doing until the present. This is an "in vivo" transplant, not an amputation which is succeeded by the addition of a new artificial arpendage.

Keeping with this understanding, the Coalition demands that the team of representatives in the trek minimally include the principal, a school administrator and one teacher (note: no precondition for lay representation). Sometimes, argues Amy, it is worth compromising on the principal in order to bring the schools to the discovery that change cannot really take place without the principal being in on the process. Often, schools bring many of their staff. There is, in some cases, a third person called a "coach" who is an outside consultant to the school, well versed with the Coalition program, and is available to the school for the

change process. Note: there is a very significant additional work demand made upon the school representatives who work on the trek teams (eg. after hours and Sunday meetings). According to Amy, these people get no extra salary. The school has only to arrange for them to be replaced when they go to a trek seminar or visit schools of critical friends. Yet here too, an attempt is made to arrange for these events in off hours.

At the same time, in many cases, Amy suggests bringing those who "resist" the Coalition program into the "trek" team so as to develop an honest transformation process. This is an example of a new strategy developed in light of the findings of the report. The point which Amy stresses is that the mandate for change be made explicit. She does not attempt to get around opposition only through "top-down" force, but also to coopt the opposition into the synergistic change process. Both "top-down" force and "synergy" are critical to success. For "synergy," Amy sees as important the transformation of the school into a center of inquiry or a learning environment. The price, she argues, is that the process gets slowed down. This is a major difference between the kind of change processes which are generated by people with the business world and that which is particular to education. It takes alot longer to change a culture in a school than in a business. When the "client" is the community and the student, and when success is not measured in terms of "profits," the change process is much different.

3) Amy has had a pioneering role in setting up the training process for trek facilitators. Candidates are usually, but not always, people from within the Coalition world. The "facilitator most likely to succeed," according to her, is a person who has had classroom teaching experience and has also moved into an administrative position. This experience should have given the candidate for facilitation a real and intimate knowledge of the context in which introducing change will take place. This is something which is often lacking to business consultants and which explains, according to Amy, their impatience with change processes in schools.

On the other hand, she claims that a critical skill for facilitation which is not always present with school people is working with and creating consensus among adult groups (I understood this as the capacity to move from a mode of teaching children to working with adults). Also, alongside the demand for school experience, she sees a genuine eagerness to learn as a precondition for successfully learning how to facilitate the trek.

Amy herself set up and delivers the training seminars for Trek facilitators. Among her counterparts, she is known as being critical of the approach which sees it possible to successfully train facilitators without a practicum element. Those learning to facilitate, she argues, must be given a

chance to observe and study a trek while it is being carried out.

4) Amy has been in on the Coalition from very early on and is one of its major staff people. She is responsible for the whole Coalition operation on the west coast. At the same time, she is doing a doctorate with Lee Shulman in which she is assessing the Coalition change method. In speaking to her, I found her not to be dogmatically wedded to this approach. She seemed to have a sense that the realities of schools will not be easily addressed by any formula and was, I felt, more interested in the larger picture than in a "party line."

Amy was very interested in our conception of goals and, despite its obvious critique on that of the Coalition, was not closed in any way to considering a special change methodology for our approach. She seems to have a personal bent against the gross "process" approach to "vision processes" and discusses the uniqueness of change in educational settings in a chapter in her doctorate. She also thought that our general approach with the communities so far was wise, and stressed the importance of both not promising too much in advance and of coopting lay leadership from the beginning of the process. She was somewhat critical of the possibility of working with one model school, because it could estrange rather than motivate other schools from the process we were suggesting. She intimated that schools learn a lot from each other when they are involved in similar type change methodologies (as if they can admit to others what they cannot admit to themselves).

At the same time, though she had some experience giving consultation to a board of Jewish education on the east coast, Amy openly and unabashedly suggested that she would need to learn a lot about the content and context of Jewish education in order to be able to make a useful contribution. She gave me the clear message that she is very interested in being part of an effort in Jewish education.

5) My own feeling was that Amy's voice could be very significant in any CIJE deliberation on the goals project. More than asking her to teach us about the strengths and pitfalls of the Coalition experience, I felt that she could enter the goals project deliberation critically and creatively without bringing in dogmatic Coalition prejudices. Just how far this could go was difficult to tell in this limited communication. A major problem, of course, is that she would need to be educated about the context and content of Jewish education. This may be of relevance to the Mandel Institute's "personnel project." Also, I do not know how her relationship with the Coalition or with Lee Shulman affects the possibility of recruiting her in any way to the goals project.

At the very least, I think it would be worthwhile for any or all of you to meet with Amy and to consider how she might contribute to the goals project. At our last meetings, some of you expressed concern about how to set up a course for goals project "coaches." Amy could be part of an effort to think about this critically and constructively, as we continue to work together and with SF on formulating the change methodology we are assuming at the basis for the goals project.

I told Amy that I would share the content of our discussion with the CIJE and would like to continue picking her brain on the phone (415-326-4686), e-mail etc. It may be important for you to know that she will be on the east coast some time in November visiting her family. Please let me know what you think about all this so that we can coordinate a response before talking to her again.

Shana Tova to all of you,


Daniel Marom

Spec into GOALS
PROJECT file

Sandy

Sandy
 Please get me the
 an extra copy of the
 from the
 presentation
 read. See
 per 62D done

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu
TO: Alan, 73321,1220
DATE: 11/30/94 12:01 PM

Re: Enclosure file: GRSTNNY

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from VMS.HUJI.AC.IL by arl-img-2.compuserve.com (8.6.9/5.940406sam)
id LAA15020; Wed, 30 Nov 1994 11:54:03 -0500
Received: by HUJIVMS (HUyMail-V7a); Wed, 30 Nov 94 18:54:14 +0200
Received: by HUJIVMS via SMTP(128.104.30.18) (HUyMail-V7a);
Wed, 30 Nov 94 18:50:20 +0200
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Wed, 30 Nov 94 10:48 CDT
Message-Id: <2EDCAC78.CF87.0001.000.1@mail.soemadison.wisc.edu>
Date: Wed, 30 Nov 1994 10:47:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Enclosure file: GRSTNNY
To: 73321.1217@CompuServe.Com
CC: 73321.1221@CompuServe.Com, Gerstein@Leland.stanford.edu,
ALANHOF@vms.huji.ac.il, MANDEL@vms.huji.ac.il,
Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032

SUMMARY OF INITIAL MEETING WITH AMY GERSTEIN

On November 25, 1994, Gail Dorph and I met with Amy Gerstein to learn about the Coalition of Essential Schools. Amy has been involved with this project since its beginnings and has an intimate familiarity with its philosophy, its history, and its challenges. This familiarity, combined with her candor and articulateness, gave rise to a very rich two and a half hours together. I am hopeful that it will prove possible to find ways to continue the conversation with Amy in the months ahead, with attention not just to what the Coalition has been up to but also to the way its assumptions, emphases, strategies, etc. might apply to our own domain.

Below is my effort to summarize some of the main points Amy made during this session. Incidentally, Amy went out of her way at several points to stress that she was offering us her own interpretation of the various matters she took up, and that she should not be heard as authoritatively representing the Coalition's views. I am hopeful that Gail, as well as Amy (to whom I am sending a copy of this summary), will remedy any misinterpretations and/or significant omissions. And I would also like to request that the summary not be shared with anyone outside the core-staff until Amy has had a chance to review it. I would hate to have anything go out of our immediate group that she might be uncomfortable with.

BUILDING THE CONVERSATION

The Coalition of Essential Schools is described by Ted Sizer (and by Amy) as a conversation among friends. It's a multi-pronged effort to carry the conversation concerning education to a new level and in directions suggested by the nine principles associated with the Coalition. It is also an effort to encourage networking among institutions that show an interest in moving in these directions. The Coalition is organized around particular understandings of teaching and learning, as well as concerning the ways in which organizational change takes place and in which educators and institutions can help one another in the process of change.

While member-institutions are at the heart of the Coalition, the Coalition is much more than the sum of these institutions. The Coalition sponsors a variety of conferences, groups, and workshops whose constituencies include but go well beyond member-institutions. Among the institutions that are involved with the Coalition in such ways there are many that are in pre-membership stages.

COALITION MEMBERSHIP

Institutions that become members of the Coalition are institutions that have a broad-based, near-consensual, commitment to serious educational improvement organized around the Coalition's 9 goals. The Coalition does not actively recruit members; typically, institutions approach them. When they do, they are sent application materials and informed of a variety of Coalition-activities in which they can already participate. Such participation offers these institutions the opportunity to begin their process of development and to develop a better sense of whether what the Coalition believes in, offers, and expects is compatible with the institution's realities and priorities; this early participation also give Coalition-representatives a chance to get to know these institutions. The result is that by the time the issue of membership becomes serious, both parties know each other very well.

Membership in the Coalition offers a variety of significant benefits. These include substantial professional development opportunities for the institution's personnel, numerous opportunities to participate in workshops, groups, and conferences that help an institution enlarge its sense of what it is about as a school, and many opportunities to have its own educational efforts examined, clarified, and reconfigured with the help of outsiders that include "coaches" and "Critical Friends" (see below for an explanation).

Member institutions are not typically given financial resources by the Coalition although the Coalition does offer

these institutions help in applying for financial resources. This is not to say that participation in the Coalition is not costly, for it can be. The most costly feature of participation concerns the need to buy-out the time of school-staff so that they can participate in various Coalition activities.

BUILDING CAPACITY

Building capacity is central to the Coalition's activities. Institutions that will be embarked on a process of self-improvement of the kind envisioned by the Coalition will need help of various kinds, mainly in the form of human resources - thoughtful and skilled educators - who can help them better understand what they are doing and what they might be doing. The Coalition sponsors a variety of activities designed to develop this core of able and committed personnel.

The National Faculty Program. Every year, the Coalition sponsors a National Faculty Program whose participants come from member-institutions. The participants spend a week together in March, followed by an intensive 5-week summer experience at Brown University (the national home of the Coalition). Students in the program are paid for their participation. In return for the educational and financial benefits conferred upon them, participants agree to serve as Coalition-coaches, who - in a form to be discussed below - work with member-institutions in their efforts at self-improvement.

This summer program at Brown University works very closely with Brown's Summer High School program. Participants in the National Faculty Program do considerable teaching within the Summer School and have significant opportunities to receive thoughtful feedback concerning their teaching, against the backdrop of the Coalition's basic principles and convictions concerning the process and aims of education..

Although participants are drawn mainly from the ranks of teachers, there is also a principal's track; but here, too, the emphasis is on classroom learning and teaching, rather than on other matters that might be thought important to effectiveness as an administrator. Although this might be thought problematic, the rationale is that it's imperative for principals to fully understand the conception of learning and teaching that is at the heart of the Coalition approach; for in a significant sense, it is this that drives the enterprise. In addition to the Principal's track, there is a special (two-year track) for people who work in math and science. There has also been some, but not substantial involvement, on the part of district personnel.

While the National Faculty Program was initially organized and developed by Coalition staff, over the years increasing

responsibility for the structure and content of the program has been transferred to graduates of the program. At present, it is pretty much their program.

The National Faculty Program attracts at least two kinds of criticisms: first, it is felt by some that this is not a cost-effective program -- that a whole lot of money is spent on a very few people [the same kind of critique sometimes made of the Jerusalem Fellows]. The second criticism is that a program that supposed to be equipping coaches to work with institutions on organizational change should be spending more of its energies in this area (rather than so heavily emphasizing learning in the individual classroom). Regardless of the merits of this last criticism, the problem it points to tends to be remedied by the Trek Program, which heavily emphasizes organizational change and in which many graduates of the National Faculty program participate.

The Trek program. The Trek Program is a very intensive year-long institute designed to help participants learn how better to manage the change-process, with special emphasis on the way institutions can help one another in the process of change. At its heart is an intensive week-long summer program, followed by various meetings in the year that follows. Participants come from the ranks of the Coalition's member-institutions; each participating institution sends a group of from 3 to 6 or so individuals, including the principal and at least one teacher. Each such team is then clustered with two other teams, and the three will begin developing "a Critical Friends" relationship with one another. It is worth noting that Critical Friends Clusters do not include institutions from within the same district, the fear being that competitive and other kinds of pressures may stand in the way of the kind of helpful, supportive relationships that are essential to a fruitful Critical Friendship. The Trek Program is designed to equip the participants with the tools needed to play the role of "Critical Friends." Before describing the Trek program further it may be helpful to speak briefly concerning what's involved in being a Critical Friend.

The "Critical Friends" cluster of three teams gathers three times a year, once at each of the three institutional sites represented by the participants. On these site-visits, two things go on: first, the host-institution presents its visitors with issues it wants help with, and the next couple days are spent conceptualizing, strategizing, and implementing ways of illuminating these issues; second, the visitors have a chance to articulate and get a measure of help with some of their own issues. Most generally, then, Critical Friends are institutions that offer one another active help in their efforts to understand and work through issues that need to be addressed as they set about the process of reform. While representatives of the Trek

program and coaches may be present, this is primarily a process of peer-collaboration.

Because such activities define the agenda of the Trek training program, only institutions that are able and eager to partner with other institutions are eligible to participate in the Trek Program. The program itself focuses on a) understanding stages or dimensions of organizational change; b) developing tools for diagnosing an institution's realities and proposals for change; and c) team-building. Amy left with us a lengthy document that explains much of what actually happens in the Trek Program, and for this reason I will not on this occasion go into much depth concerning its content. Suffice it to say that the program helps participants to better understand what's involved in diagnosing of existing realities, in developing a vision of where they want to get, and in developing strategies for getting to these goals. What are called "logical" and "causal" lenses for understanding these matters (See the Trek document) are also passed on to the participants, who are given opportunities to employ these lenses during this week of study.

Amy emphasized the important role that the Team-Building activities play in the Trek Program. Her own background in Outward Bound programs taught her a great deal about "team-building", and of particular relevance are those activities designed to encourage group problem-solving. Such activities are of value in the Trek Program not just because they help build a sense of community but also because they offer opportunities to study up close the processes through which a team diagnoses a problem and develops strategies for addressing it. The team-facing-a-problem is a microcosm or metaphor for an institution struggling to address its ills; careful, sustained attention on the immediate case illuminates central issues and principles that are pertinent to the effort to improve institutions.

The week of Trek activities culminates, on the last day, with activities that give the *Critical Friends Clusters* a chance to experiment with this relationship amongst them. This is, in effect, a trial run for what they will be doing in the future in their respective institutions. For institutional teams to work effectively together in the way envisioned by Trek involves breaking the norms that govern the way institutions deal with each other (in ways intimated by the phrase "Critical Friends"); this is among Trek's central challenges.

COACHES

As mentioned above, the Coalition's member-institutions enjoy the services of coaches identified by the Coalition as individuals who have the skills needed to help an institution in its efforts at improvement. Typically, coaches come from within the ranks of Coalition member-institutions and have gone through

the National Faculty program and/or the Trek program; but there appear to be no hard-and-fast rules here. What does seem to be a clear rule is that coaches play this role only in relation to other institutions - not in relation to their own.

The coach's job is to facilitate and encourage the process of critical inquiry within an educational institution; the job is to help the institution to better understand what it's about and the issues it needs to be addressing, or to be differently addressing, in its efforts to become more thoughtfully organized around a serious learning-agenda. Effective coaches get the pulse of an institution - identify its critical issues and obstacles - by hanging out and by careful listening. What they can offer the institution is the kind of perspective that insiders often lose -- a perspective that emphasizes the Coalition's 9 fundamental principles, especially the first one which stresses that the primary role of schools is to help students learn to use their minds well. To listen well and to raise the right questions in the right way at the right time are at the heart of the coach's work, and there is no simple formula for doing this well.

Coaches (and the institutions they are drawn from) agree that coaches will give 20 days a year to their coaching. They are not paid a salary or honorarium for the time they spend coaching. However, the school which a coach serves pays the coach a modest planning-fee for work done in preparation for the on-site work; in addition, this school pays the coach's home institution enough money to cover the cost of the substitute who will take the coach's place.

Although not necessarily in all regions, in Amy's region, the coaches are gathered together once a month to share updates and to discuss issues they're encountering in the field. Although much of the focus is on specific problems, Amy views it as her task to draw out from them the larger issues that would be of relevance to all participants.

Amy mentioned two significant problems with the Coalition's coaching program. One of these problems is that especially because the coaches are exceptional educators who are actively involved in the life of their own institutions, it is often very difficult for them to get away for the 20 days per year to which they commit themselves. The Coalition is experimenting with a different kind of model to address this problem. In this model the coach is hired away from his or her institution full-time for a full year, during which time he/she is responsible for coaching some 4 institutions.

The second difficulty is that institutions often don't know how most effectively to use a coach. For this reason, the best coaches are often people who, in addition to their other skills,

have enough understanding of their role to be able to guide institutions into using them effectively.

A FEW MISCELLANEOUS MATTERS

1. The Coalition of Essential Schools national office at Brown University has a whole section devoted to Building Capacity. The head of this unit is Pat Evans (404-863-3384). Amy suggested that it may be useful for us to speak with her.

2. It is of interest that from among member educational institutions, some six have recently been identified as Lead Institutions. These 6 are institutions that are some 2 to 3 years into the process, have made significant progress, and - though in some sense ahead of the pack -- feel like they need some help if they are to make further progress. A seminar scheduled for this December - and designed for them as well as for coaches - will be central to the effort to help them. The seminar will emphasize a) ways of deepening classroom practice; b) what are, and how best use, Trek skills; and c) how foster a sense of community. [As I mentioned to Gail, the identification of six Lead Schools reminded me, in our own language, of 23 to 3!]

Well, that's it for now. I've probably failed to include a lot and/or misrepresented what was said -- but I'm counting on those who participated in the meeting with me to correct me.

Forwarded Mail received from: Dan Pekarsky

Dear Alan:

I've been under the weather for a couple of days; sorry I couldn't get back to you sooner. Here's another copy of the Marom letter.

By the way, Jay Roth came back from a meeting with other JCC directors in Phoenix raving about the session he had with Poupko and especially Isa Aron. His hope is that we will work together with her on the JCC agenda. I think we've got to talk through our relationship with Isa -- since this is not the first time we've been urged "by the field" to work collaboratively with her.

Talk to you soon.

D

--BoUnD_8KcZuX86QvYVtGo2f65d75f

Content-Type: TEXT/PLAIN; Charset=US-ASCII; name="ENCLOSURE"

Content-Transfer-Encoding: 7BIT

Date: 03/09/1995 04:07 am (Thursday)

Subject: Re: Our conversation -Forwarded

Dear Danny:

Thankyou for sending me the material.

A number of short comments, which if they are at all significant , I would like you to send on to Alan:

1) The three to five people who would be brought in on the seminar in August would not only be coaches in training, but also the future staff of a seminar for the training of a much greater number of coaches. They would be able to lead site visits in their respective coached institutions as well. This is in response to Alan's concern about how the project will expand.

2) My suggestion about Heilman was misunderstood. What I was saying was that in recruiting the 3 - 5 coaches, we might turn not only to our scan, or the list but to "informants" who might suggest people from their worlds. I thought Heilman could tap us into Judaica-anthropologists world, and that among his students or associates we might find one who is familiar with education. I think we need to explore such possibilities before we make decisions about who.

3) my point about familiarity with Jewish education as a precondition for a coach went a bit further than yours. I suggested that it was an important thing to have expertise in one content area in Jewish education. This was because I think it is important for a person to bring such expertise into the seminar.

4) I intend to pick up on the proposal for community wide goals discussion, once I get avalanche behind me, and issues of publication of the educated Jew project become clearer to me. At the same time, I think it is important not to lose the discussion we had with MEF. Is there any chance of being able to have a fraction of their time and talent for the purposes of the goals project (we can find something they will feel comfortable with if it is a question, as Adam said, of strengths and weaknesses).

Please keep me informed, if it is not too difficult for you in this busy

Dear Alan:

I hope all's well with you. At my end I've been laboring under two strains: one of them, a response to Scheffler's book that needs to be completed yesterday; and the other, an unpleasant case of the flu which has yet to leave me.

I want to discuss two matters with you:

1. I'm feeling increasingly anxious to get closure concerning the # of coaches, dates for training, etc. If we wait much longer, we could be in trouble when it comes to recruiting people in a timely enough way to move along this summer. I'd be grateful for your thoughts in reaction to the recent memo on these matters.

2. As I mentioned briefly in another memo, I think we need to think through our relationship to Isa. Rob Toren is in active contact with her in relation to Cleveland and has encouraged us to work collaboratively with her, and more recently, Jay Roth raved about her work with JCC execs. and also urged collaboration. I know she's not a great friend of CIJE, but I'm not sure we can afford not to try to develop bridges. What are your thoughts?

3. I had a lengthy meeting with Ackerman at O'Hare on Sunday, in which he spoke a great deal about the Goals Seminar there. I'd prefer to brief you orally rather than in writing concerning this matter.

Talk to you soon.

D

From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Coaches
To: 73321.1217@CompuServe.Com
CC: 73321.1221@CompuServe.Com, 74671.3370@CompuServe.Com,
ALANHOF@vms.huji.ac.il, marom@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Dear Nessa, Gail, Barry, Alan, and Daniel M,

Though we don't yet have closure on the the number of coaches we want, the meetings in Cambridge have given us a better idea of what they might look like. I would be grateful if each of you would give me names of two or three people in whom you have great confidence as possible coaches along the following dimensions: 1) strong potential as coaches (good Judaic background and a philosophic bent, good knowledge of Jewish education, strong interpersonal skills, including the capacity to raise challenging questions in a way that will call forth energy rather than defensiveness or indifference; 2) trustworthiness -- the kinds of people we could feel comfortable going back-stage with as we develop our work and who don't carry around negative baggage in relation to CIJE; 3) likely sympathy for an approach that puts questions of goals at the center.

Two or three such names from each of you ASAP would be very helpful.

I look forward to hearing from you.

D

From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Coaches
To: 73321.1217@CompuServe.Com
CC: 73321.1221@CompuServe.Com, 74671.3370@CompuServe.Com,
ALANHOF@vms.huji.ac.il, marom@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Dear Nessa, Gail, Barry, Alan, and Daniel M,

Though we don't yet have closure on the the number of coaches we want, the meetings in Cambridge have given us a better idea of what they might look like. I would be grateful if each of you would give me names of two or three people in whom you have great confidence as possible coaches along the following dimensions: 1) strong potential as coaches (good Judaic background and a philosophic bent, good knowledge of Jewish education, strong interpersonal skills, including the capacity to raise challenging questions in a way that will call forth energy rather than defensiveness or indifference; 2) trustworthiness -- the kinds of people we could feel comfortable going back-stage with as we develop our work and who don't carry around negative baggage in relation to CIJE; 3) likely sympathy for an approach that puts questions of goals at the center.

Two or three such names from each of you ASAP would be very helpful.

I look forward to hearing from you.

D

Date: Tue, 28 Mar 1995 15:02:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Summer Coaches Seminar
To: ALANHOF@vms.huji.ac.il
CC: 73321.1217@CompuServe.Com, 73321.1221@CompuServe.Com,
74671.3370@CompuServe.Com, marom@vms.huji.ac.il,
Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: multipart/mixed; BOUNDARY=BoUnD_8KcZuX86QvYVtGo2f786bd4

--BoUnD_8KcZuX86QvYVtGo2f786bd4
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Here is the summary of the meeting. I tried to draft in such a way that it might be presentable to Mort, as is; but I'm sure you're a much better judge of this than I am. Missing from the summary is the deliberation leading to the decision not to piggy-back with CAJE and not to hold this seminar simultaneously with the Personnel-Seminar.

Also missing is the agenda we've carved out for our upcoming weekly conversations. Here is a partial list:

1. Our working relationship with Isa and her project, a matter raised by Jay Roth as well as by Toren.
2. Identifying institutions to begin working with intensively in the fall (and whether Agnon is included among them). I am, by the way, beginning to raise this matter in Milwaukee.
3. Cleveland-issues, including Ackie's Goals Seminar.
4. Relationship of our upcoming work to the In Service and MEF initiatives.
5. How to proceed with the Community-wide Goals Dimension of our work.
6. The compensation of coaches whose coaching-activity does not fall under their routine job-description.
7. Authorization to begin contacting faculty for this summer's seminar.
8. The contents of the Fieldbook to be developed for this summer.

Please let me know if the summary I prepared is missing critical elements of our conversation or mis-represents anything.

--BoUnD_8KcZuX86QvYVtGo2f786bd4

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu
TO: (unknown), 73321,1217
(unknown), 73321,1221
Nessa Rapoport, 74671,3370
DATE: 3/28/95 4:10 PM

Re: Summer Coaches Seminar

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from wigate.nic.wisc.edu by dub-img-1.compuserve.com (8.6.10/5.941228sam)
id QAA27972; Tue, 28 Mar 1995 16:07:09 -0500
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Tue, 28 Mar 95 15:04 CST
Message-Id: <2F7879DB.CF87.3AD0.000@mail.soemadison.wisc.edu>
Date: Tue, 28 Mar 1995 15:02:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Summer Coaches Seminar
To: ALANHOF@vms.huji.ac.il
CC: 73321.1217@compuserve.com, 73321.1221@compuserve.com,
74671.3370@compuserve.com, marom@vms.huji.ac.il,
Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: multipart/mixed; BOUNDARY=BoUnD_8KcZuX86QvYVtGo2f786bd4

--BoUnD_8KcZuX86QvYVtGo2f786bd4
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Here is the summary of the meeting. I tried to draft in such a way that it might be presentable to Mort, as is; but I'm sure you're a much better judge of this than I am. Missing from the summary is the deliberation leading to the decision not to piggy-back with CAJE and not to hold this seminar simultaneously with the Personnel-Seminar.

Also missing is the agenda we've carved out for our upcoming weekly conversations. Here is a partial list:

1. Our working relationship with Isa and her project, a matter raised by Jay Roth as well as by Toren.
2. Identifying institutions to begin working with intensively in the fall (and whether Agnon is included among them). I am, by the way, beginning to raise this matter in Milwaukee.
3. Cleveland-issues, including Ackie's Goals Seminar.
4. Relationship of our upcoming work to the In Service and MEF initiatives.
5. How to proceed with the Community-wide Goals Dimension of our

work.

6. The compensation of coaches whose coaching-activity does not fall under their routine job-description.

7. Authorization to begin contacting faculty for this summer's seminar.

8. The contents of the Fieldbook to be developed for this summer.

Please let me know if the summary I prepared is missing critical elements of our conversation or mis-represents anything.

--BoUnD_8KcZuX86QvYVtGo2f786bd4

Content-Type: APPLICATION/OCTET-STREAM; name="MRCHDS"

Content-Transfer-Encoding: 7BIT

SUMMARY OF MARCH 27 TELECONFERENCE CONCERNING NEXT STAGES OF THE GOALS PROJECT

INTRODUCTION

The purpose of our teleconference was to move towards closure concerning the Goals Project Agenda for the months ahead, with special emphasis on plans for identifying and cultivating coaches to work with designated Goals Project institutions. Though this summary is primarily concerned with these plans, other points were made that speak to the work of the Goals Project in the foreseeable future.

THE GOALS PROJECT AGENDA NEXT YEAR

The personnel and training needs of the Goals Project can only be meaningfully addressed with attention to what the Goals Project hopes to accomplish in 1995 and beyond. Hence the following succinct summary, which incorporates points made at our 3/27 meeting.

Work with institutions. In the 1995-96 year, the Goals Project will concentrate on working with select institutions (3 to 5) on a goals-agenda -- that is, around a serious effort to clarify their goals, to better embed them in practice, and to better assess their success in realizing their purposes. There is still some uncertainty concerning which institutions we will work with. It is likely that one or more of them will come from the ranks of institutions that were represented in the Jerusalem Seminar or that Pekarsky has been working with in the Milwaukee Goals Seminar.

Community goals seminars. In the 1995--96 year, the Goals Project will hold seminars that resemble the ones that have taken place in Jerusalem and Milwaukee for other communities that are involved in the CIJE process. It was suggested - though not

finalized - that communities that sign on to be part of a Coalition of Essential Communities would agree to engage with the Goals Project agenda. Such communities would provide the clientele for these seminars. We expect that these seminars will enable us to identify educating institutions with which we will work intensively around a goals-agenda.

One way to approach such seminar would be to hold separate set of seminars in each of the communities we are engaged with (the Milwaukee-model). Another approach, and the one better suited to our present capacity, is to hold regional seminars -- perhaps one on the East Coast, a second on the West Coast, and a third in the Midwest; this would be closer to the Jerusalem model.

Work with JCCs. In the 1995-96 year, CIJE will sponsor an intensive seminar or set of seminars for JCC's interested in working through various issues concerning their fundamental Jewish mission and goals. It is envisioned that through this seminar we will identify JCCs or JCC programs (e.g. summer camps, Early Childhood programs) that will want to work intensively with CIJE on a goals-agenda.

Work with Day Schools. In the 1995-96 year, CIJE will sponsor a Goals Seminar for interested Day School Directors around the country. In addition to serving as publicity for the work of the Goals Project and building support for it, it is also possible that through this seminar Day Schools will be identified with which it would be fruitful to work.

Community-vision. Not discussed at our meeting but mentioned at previous meetings that focus on upcoming Goals Project activity is work focused on "Community-Vision", and the possibility of identifying and working with a designated community in this arena.

THE GOALS PROJECT AGENDA BEYOND 1995-96

As the foregoing suggests, the activities the Goals Project will be engaged in next year have a twofold purpose: first, it is hoped that they will be intrinsically worthwhile, raising issues, concerns and questions that participants can in various ways make use of in strengthening the work they do in education. The second purpose is to in effect seed the ground for Goals Project activities that will carry us beyond the 1995-96 year. More specifically, we are assuming that the various seminars and workshops we will run next year will give rise to a cluster of institutions (JCCs, Day Schools, and other) that we will work with in an individualized way on a goals-agenda. We are also assuming that the limited work with 3 to 5 institutions next year will strengthen our technical capacity to work with the broader array of institutions beyond next year.

PERSONNEL NEEDS

The preceding summary of the Goals Project agenda for next year and beyond is of relevance because it helps us to identify our personnel needs for the Goals Project. Two categories of personnel will be needed for the success of this project:

a) coaches that will work with individual institutions on a Goals Agenda: In the coming year we will not need the services of many such coaches, the reason being that we will be working with only 3 to 5 institutions and the likelihood that Pekarsky and probably Marom will be working with at least two of them (with an eye towards refining their own understanding of the work at hand). But beyond next year, we expect to be working with increasing numbers of institutions drawn from the ranks of JCCs, Day Schools, and other kinds of institutions. There is therefore a need to begin identifying and cultivating coaches who will do this work.

b) senior personnel who will serve two purposes -- faculty ability to facilitate the kinds of seminars we've held in Jerusalem and, more recently, in Milwaukee. At this point, the major burden for this work has fallen on Pekarsky and there is a need to expand the pool of individuals who will be engaged in these efforts.

IDENTIFYING AND CULTIVATING PERSONNEL: THE PLAN OF ACTION

We recognize the long-term need to develop senior personnel, but also note that in the short run it is possible to organize community-wide seminars on a regional basis, making it less pressing to immediately cultivate senior personnel for this project. Though not pressing, we thought it wise to begin identifying individuals who fall into this "senior" category and to schedule a consultation with them, for some time next fall. But there is an immediate need to begin identifying individuals who can serve as coaches and to begin working with them. We assume that two or three of them may be involved working with coaches next year, while others will be paired with institutions the following year. Below is a summary of tentative decisions we made:

1. From the list of individuals we identified as potentially able coaches, we agreed to narrow down to some 10 especially promising individuals (additional to CIJE-staff) whom we would invite to an intensive Summer Seminar that will last some 3 or three and a half days. As suggested in earlier memos, at this seminar, participants would have a chance to be initiated into the concerns, strategies, convictions, theories, and literatures that have informed the Goals Project and the Educated Jew Project; to consider the merits of this approach to change as compared with others currently in use; to have practice via case-studies in finding ways to catalyze progress at the level of institutions. See in this connection Pekarsky's March 8 document, growing out of conversations with Marom concerning the summer seminar. Training may well continue in the course of next year through opportunities to enter into

designated educational settings wrestling with a Goals Agenda.

2. It is assumed that this group of 10 individuals represents the first tier of coaches. It is foreseen that next year other promising individuals will be identified.

3. Budgetary realities permitting, we felt it appropriate at this stage in our work to defray the transportation- and room-and-board costs of participants in the summer seminar. Pekarsky and Holtz were asked to develop a budget which takes into account these expenses as well as others (rental of space for programs, faculty-costs, etc).

4. We gravitated towards (but did not finalize) the idea of holding the seminar in Cleveland, beginning Sunday July 30. Beginning on a Sunday has the advantage of enabling people to take advantage of cheaper flights requiring a Saturday night layover. The date was arrived at after considerable uncertainty. One of its advantages is that it seems consistent with Marom's schedule (thought this will need to be confirmed); its disadvantages include the fact that Alan may have a scheduling conflict, as might Nessa.

Cleveland seems advantageous for a number of reasons: a) centrally located; b) the presence there of at least three individuals who we're hopeful will serve as coaches; c) the presence of sites and human resources that could be useful to us; d) everything considered, probably less expensive than other communities we've considered. We spoke about the possibility of meeting at the JCC, but also of the possibility of staying at Glidden House and using the facilities of MSAS at Case Western Reserve.

5. Attracting the right people:

a. we realize that we may not be able to get our top ten candidates and may need to move further down the list. The likelihood of attracting "the best and the brightest" is higher if we get to them very soon. We agreed that telephone-contact should be made with them as soon as possible in order to judge their interest and availability. It was felt that the initial contact should come from someone who already knows them well (and is familiar with the project). It was agreed that Holtz and Pekarsky would generate the top candidates from among the lengthy list that we jointly brainstormed during the teleconference (See Appendix at end of document for the long-list.)

b. In generating the top candidates, it was stressed that we should look for individuals who are "representative" along important dimensions: gender, denomination; kind of institution (JCC-world, congregational school, Day School)

b. faculty for the program: we need as soon as possible to determine the availability of Scheffler, Greenberg, and anybody else we thought appropriate to bring in. Amy Gerstein falls in this category; and - if he is available - so does Michael Fullan of the University of Toronto. Pekarsky agreed to follow up on these matters.

6. Though it was understood during our teleconference that we had not finalized the decisions we were gravitating towards, the sense of the group is that we need to finalize very quickly; otherwise we run an increasingly high risk of not getting the people or the sites that we want at the time we want them.

APPENDIX -- BRAINSTORM OF INDIVIDUALS TO SERVE AS COACHES

Elaine Cohen
Kathy Green
Danny Margolis
Rob Toren
Tzivia Blumberg
Elissa Kershann
Deborah Kerdimann
Stuart Seltzer
Susan Shevitz
Kyla Epstein
Alvin Confer
Shelley Meltzer
Jodi Hirsch
David Ackerman
Harvey Shapiro
Beverly Gribbetz
Michael Paley
Bernie Steinberg
Jay Goldman
Cindy Levine
Daniel Marom
Steve Chervin
Marci Dickman
--BoUnD_8KcZuX86QvYVtGo2f786bd4--

Joan We

From: barry holtz

TO: Dan Pekarsky

CC: Alan

DATE: 4/19/95 10:45 PM

RE: goals-- board meeting etc -Reply

Believe it or not, I'm getting nervous that we are getting too many people! We have budgetted for 12. Now there are 3 Clevelanders and I'm only partially counting them since the big expense is airfare and hotel. So far our picture looks like this:

Cleveland:

Rob Toren-- YES

Jeff Schein-- Maybe

Kyla Epstein--??? (tried yet, Danny?)

Outside:

Elaine Cohen--YES

Alisa Kurshan--YES

Alvan Kaunfer--YES

Shelly Kniaz --YES

Jody Hirsch YES

Harriet Blumberg YES

Maybes:

Stuart Seltzer

Danny Margolis

Sue Shevitz

Bernie Steinberg

Not yet reached:

Harvey Shapiro

Marci Dickman

Steve Chervin-- Danny did you try him yet?

Not yet tried:

Nancy (Nehama)Tamler

Jack Bieler (is he on our list at all?)

7= Yes (one of whom is from Cleveland)

6= Maybe



From: Dan Pekarsky
TO: Alan Hoffmann
DATE: 4/23/95 12:20 PM
RE: Draft of letter for seminar

Attached is a draft of the letter to coaches. As the letter indicates, an RSVP sheet should be prepared (by Debra?), to be sent out with the letter. Perhaps it would be a good idea to enclose one of our general sheets that offers an overview of the Goals Project - what do you think?

I have already asked Debra to track down addresses for the various people on our list. I am hopeful that by the end of the week we can get something in the mail to people.

I would welcome comments on the letter A.S.A.P., ideally by Monday evening. Thanks.

April 23, 1995

Dear Colleagues:

As you may already know, the Goals Project of the Council on Initiatives in Jewish Education is an effort to encourage Jewish educating institutions to become more vision-driven than many now are. We believe that an institution's ability to succeed in this effort will often depend heavily on the availability of sophisticated and talented resource people - or "coaches" - who can pose the critical questions at the right time and suggest fruitful approaches from among an array of alternatives. For this reason CIJE has organized a seminar aimed at individuals like yourselves who seem likely to make first-rate coaches.

We wish to extend to you a formal invitation to participate in a seminar/workshop this summer, intended to engage you in the work of the Goals Project, to strengthen our work with your insights, and to offer concepts, ideas, questions, and approaches that will prove valuable in helping Jewish educating institutions become more goals-sensitive and vision-driven than they typically are. Our hope is that as a result of the seminar, you will grow more effective in helping the communities, constituencies, and institutions you serve to become more goals-sensitive and vision-driven.

Since CIJE is now at a stage at which it will begin working with select institutions around the country on a Goals agenda, we also hope that some among you will become interested in serving as coaches to one or more such institutions. Through such work we hope to help these institutions grow, as well as to develop an ever richer knowledge base concerning the best ways to encourage more fruitful attention to goals in the life of educating institutions.

The seminar/workshop is scheduled for July 30 - August 2. For those of you coming from outside the Cleveland area, CIJE will cover your transportation and lodging costs. Details concerning the content and schedule of the seminar will follow shortly.

One or another CIJE representative has spoken with most of you by phone concerning your possible participation, and we are thrilled by the positive response we have been getting. Please fill out and return the attached sheet to confirm your participation at the seminar. It should be returned to CIJE no later than _____. We look forward to hearing from you.

Sincerely,

Daniel Pekarsky

Joale

MEMO TO: Seymour Fox and Daniel Marom
FROM: Daniel Pekarsky
RE: Coaches Seminar

As we agreed, I'm sending along some material that can be used as a starting-point for our conversation on Tuesday. I'll begin with a few comments concerning the projected invitees and then move on to discuss what seem to be some reasonable outcomes to expect. I won't be addressing the insides of the seminar -- "the how", but some preliminary work has been done in this area (See Marom's memo on this matter about a month ago).

INVITEES

Discussions concerning who to invite originally tended in two opposite directions -- with one side urging a small, intimate group of people we felt very sure of and with whom we could "go backstage", and the other side urging a large group of up to 25. In the course of deliberations over the last month and a half, a compromise-position was arrived at: we would aim for a group of some 10 to 15 individuals. The rationale for going beyond a very small group (my original preference) was 1) that for a variety of reasons some of the people we might identify as promising would turn out not to be appropriate or not to be able to serve as coaches, and 2) in inviting a somewhat larger group, we need not commit ourselves to employing all of them as CIJE-coaches down the road. Indeed, we assume that we'll discover - or they will - that some of them are not suitable to this kind of a project.

In trying to identify individuals to invite to the conference, we relied on a number of criteria (though we didn't insist that each candidate satisfy each and every one of them). These criteria included: 1) a philosophic bent; 2) good Judaic knowledge-base; 3) deep familiarity with one or more Jewish educational settings; 4) strong interpersonal skills, suggesting an ability to work with a number of different constituencies; and 5) the kind of good judgment that is necessary to decide whether, where, when, and how to intervene - or how to respond.

In addition to these general criteria, we've tried to take into account gender, denominational leanings, and geographical location.

Thus far, we've come up with the following:

YES: Rob Toren, Kyla Epstein, Elaine Cohen, Alisa Kurshan, Alvan Kaunfer, Shelly Kniaz, Jody Hirsch, Bernie Steinberg, Tzvia Blumberg, Nechama Tamler.

Maybe: David Ackerman, Stuart Seltzer, Danny Margolis, Susan Shevitz, Steve Chervin.

Yet-to-be-contacted: Marcie Dickman.

We've been wondering about the suitability of Cindy Levine and Jack Bieler. Any thoughts??

OUTCOMES

1. Deep familiarity with basic concepts, assumptions, and materials associated with the Goals Project and the Educated Jew Project. This familiarity includes an appreciation for the power of these concepts, assumptions and materials.
2. An awareness of other prominent approaches to institutional reform, and how these approaches relate to - and differ from - our own. Attention needs to be paid to what can be learned from other approaches, even as we recognize their limitations.
3. An ability to use the Project's concepts and principles as lenses through which to interpret the state of goals in the life of an institution - in ways that suggest critical questions that need to be raised.
4. An awareness of the different levels at which one "can cut in" to the problem, and of different strategies that can be used (at different levels) to stimulate serious reflection concerning vision and goals (and their relationship to existing practice and outcomes). There need to be opportunities to experiment with these strategies in the course of our seminar. Participants also need to emerge from the seminar with some sense of the appropriate level at which to intervene in any given institution.
5. An awareness of the sources of resistance to a serious inquiry into an institution's basic goals and their relationship to practice, as well as of the ways to defuse, circumvent, or exploit this resistance.
6. Awareness of the kinds of conditions that must obtain in an institution if one is to have a fighting chance of making progress on a goals-agenda.
7. Excitement about being part of a pioneering venture that is in its formative stages and that offers participants a chance to engage in and to share "action research".

I hope this proves a helpful start in launching our conversations concerning the seminar. Keep in mind that to date it looks like Amy Gerstein (of the Coalition for Essential Schools) will participate, but it looks like Greenberg and Scheffler will not be available. Note, though, that Alan won't concede their absence and thinks that an upcoming trip of mine out East may operate to change their plans. Marom will be coming, and it is possible that Seymour Fox will as well.

Incomplete and crude though this may be, I'm sending it along in

From: Daniel Pekarsky at ☎ 608-233-4044
To: CIJE at ☎ 12125322646

☎ 04-30-95 11:11 pm
☐ 004 of 004

hopes of its stimulating fruitful conversation.

P.S. I am also faxing a short document on "Working with Institutions" that may prove helpful in thinking about our seminar.

Date: Sun, 30 Apr 1995 10:20:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Coach's seminar
To: 73321.1217@CompuServe.Com, 73321.1221@CompuServe.Com,
74671.3370@CompuServe.Com, ALANHOF@vms.huji.ac.il
CC: Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Joan He

I asked Robin to defer sending out the letters to potential Coach Conference invitees until I have had a Tuesday a.m. phone conference with Seymour and Marom. Between the lines of Marom's most recent emails, I've sensed that they may have some uneasiness about the number of people we're planning to invite. I think they left the Feb. meeting thinking that we would be aiming for a very small clientele. In a response to Marom, I noted that the number we arrived at was something of a compromise between two views: that we should aim for 20 to 30, or for only 5 or so. The rationale for the in-between view, I suggested, is that it's far from clear that everybody we invite will prove suitable or will be able to be involved; hence the desirability of getting more people to the seminar than we may need in the short run. In any case, I will talk this through with them on Tuesday morning and will be in touch later in the day.

By the way, it sounds like David Ackerman is going to try to make it to the seminar. A letter should also be mailed to him.

I think it's important that we frame this coaches' seminar in the right way - both for ourselves and for participants. What this "right way" is I'm not yet sure; but I'm pretty sure we need to avoid presenting ourselves as experts who are training neophytes to do what we already know how to do. This framing-matter is, I think, very important and needs to be addressed soon. Along with scheduling a meeting in late May or early June around development of the seminar, it should be on the agenda for the telecon. between Barry, Alan, and myself for this week.

Draft budget
**GOALS COACHES TRAINING SEMINAR
IN CLEVELAND
July 30- August 2**

Item	Numbers	Per Day	Days	Airfare	Total
<u>Participants</u>					
Room*	12	50	3 nights		2400
Food	12	45	4 days		2160
Airfare	12			300	3600
<u>Staff</u>					
Room*	5	90	3 nights		1350
Food	5	45	4 days		900
Airfare	5			300	on Core budget
<u>Faculty</u>					
Room*	4	90	1		360
Food	4	45	1		180
Airfare	4			300	1200
Honoraria	4	500	1 per day		2000
<u>Conf. site*</u>	25	0	4 days		0
TOTAL					14150

Note

* Assumes that the group stays at Glidden House. Double-room accomodation for participants, single rooms for staff and faculty. If we stay at Glidden House, we can use their meeting rooms free of charge and we have no need of a minibus to transport people to the conference site.

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu
TO: robin mencher, 74043,423
DATE: 5/1/95 10:27 AM

Re: Goals Coaches Mailing -Reply

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from wigate.nic.wisc.edu by arl-img-4.compuserve.com (8.6.10/5.941228sam)
id KAA21673; Mon, 1 May 1995 10:17:24 -0400
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Mon, 01 May 95 08:07 CDT
Message-Id: <2FA4DCFB.CF87.1C53.000@mail.soemadison.wisc.edu>
Date: Sun, 30 Apr 1995 10:26:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Goals Coaches Mailing -Reply
To: 74043.423@compuserve.com
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Hi, Robin. I don't have addresses for the two folks you mentioned, but: 1) Rob Toren lives in Cleveland Heights, OH and he works at the Jewish Education Center of Cleveland, also in Cleveland Heights. If directory assistance isn't helpful, Steve Hoffman's office would have the Center's address. 2) Tziviva Blumberg lives in Skokie, IL (and may be under "Harriet Blumberg"), and she works at the Anshei Emet Day School in Chicago. I hope this helps.

I'd be happy pursuing the conversation with you concerning graduate schools. If you could give me some more information about possible areas of interest, I might be more helpful. Another person to talk to as you explore this matter is Ellen Goldring.

I'll be in touch soon concerning the letter to invitees. By the way, can you email the latest version of it, along with a list of the people to whom it is now scheduled to go. Thanks.

D.

Date: Tue, 02 May 1995 11:52:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Agenda for our Teleconference
To: 73321.1221@CompuServe.Com, ALANHOF@vms.huji.ac.il
CC: Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT



Our teleconference is scheduled for Wed. at noon (my time), 1pm your time. As requested, I'm proposing an agenda for the meeting.

1. Finalizing the letter and the people to whom it should be sent.

Note: Before turning to #2, perhaps go on to #8.

2. How to respond to Ackerman's concern about being free to be with his daughter in the evenings of the seminar.
3. A Gerstein-proposal: we invite her to teach in the seminar for one day (\$500), covering her expenses. We invite her also to participate in the remainder of the seminar as a participant-observer.
4. A seminar-planning schedule including one or more dates for us to meet on seminar outcomes and structure.
5. How to proceed on the Scheffler/Greenberg fronts (with Pekarsky scheduling a trip for late May or first week in June).
6. Agreeing on a strategy for making progress on next year's Goals Seminars (local, regional, and/or national).
7. Strategies for identifying and developing ties to promising institutions (to be coached).
8. Review Pekarsky's statement Pekarsky faxed to Jerusalem on seminar-outcomes. (I'm told the fax didn't come through; you will receive another copy either by email or fax prior to our meeting.) I have not yet discussed the Outcomes-document with Fox and Marom, but already want to add the following:
 - a. The seminar needs to focus attention on the way the initial contact with the institution is made, what the first steps are -- who one meets with, when, with what information in hand, what questions, etc. This is a crucial step and needs to be very carefully considered.
 - b. My assumption is that, with one or two exceptions, we will not be assigning these individuals to institutions for the fall. For one

thing, most will already have made fall commitments. Rather, assignments will be made in the course of the year to those who, in the light of the summer, seem particularly promising. In the fall, Pekarsky and maybe one or two others will be launching some efforts with institutions -- and these experiences should furnish the material for a second seminar, to be held in Dec. or January for the most promising individuals.

Talk to you tomorrow.

D.

*Joel
Fox*

Date: Tue, 02 May 1995 13:06:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Badly faxed doc.
To: 73321.1217@CompuServe.Com, 73321.1221@CompuServe.Com,
74671.3370@CompuServe.Com, ALANHOF@vms.huji.ac.il
CC: Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: multipart/mixed; BOUNDARY=BoUnD_8KcZuX86QvYVtGo2fa666d5

--BoUnD_8KcZuX86QvYVtGo2fa666d5
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Here is the short piece I drafted in preparation for my conversation with Marom and Seymour -- and which I tried unsuccessfully to fax. Please send it on to Robinson, Gamoran, and Goldring -- who are not yet entered into my email address system.

Thanks.

DP

--BoUnD_8KcZuX86QvYVtGo2fa666d5
Content-Type: APPLICATION/OCTET-STREAM; name="OUTCMSDS"
Content-Transfer-Encoding: 7BIT

MEMO TO: Seymour Fox and Daniel Marom
FROM: Daniel Pekarsky
RE: Coaches Seminar

As we agreed, I'm sending along some material that can be used as a starting-point for our conversation on Tuesday. I'll begin with a few comments concerning the projected invitees and then move on to discuss what seem to be some reasonable outcomes to expect. I won't be addressing the insides of the seminar -- "the how", but some preliminary work has been done in this area (See Marom's memo on this matter about a month ago).

INVITEES

Discussions concerning who to invite originally tended in two opposite directions -- with one side urging a small, intimate group of people we felt very sure of and with whom we could "go backstage", and the other side urging a large group of up to 25. In the course of deliberations over the last month and a half, a compromise-position was arrived at: we would aim for a group of some 10 to 15 individuals. The rationale for going beyond a very small group (my original preference) was 1) that for a variety of reasons some of the people we might identify as promising would turn out not to be appropriate or not to be able to serve as

coaches, and 2) in inviting a somewhat larger group, we need not commit ourselves to employing all of them as CIJE-coaches down the road. Indeed, we assume that we'll discover - or they will - that some of them are not suitable to this kind of a project.

In trying to identify individuals to invite to the conference, we relied on a number of criteria (though we didn't insist that each candidate satisfy each and every one of them). These criteria included: 1) a philosophic bent; 2) good Judaic knowledge-base; 3) deep familiarity with one or more Jewish educational settings; 4) strong interpersonal skills, suggesting an ability to work with a number of different constituencies; and 5) the kind of good judgment that is necessary to decide whether, where, when, and how to intervene - or how to respond.

In addition to these general criteria, we've tried to take into account gender, denominational leanings, and geographical location.

Thus far, we've come up with the following:

YES: Rob Toren, Kyla Epstein, Elaine Cohen, Alisa Kurshan, Alvan Kaunfer, Shelly Kniaz, Jody Hirsch, Bernie Steinberg, Tzvia Blumberg, Nechama Tamler.

Maybe: David Ackerman, Stuart Seltzer, Danny Margolis, Susan Shevitz, Steve Chervin.

Yet-to-be-contacted: Marcie Dickman.

We've been wondering about the suitability of Cindy Levine and Jack Bieler. Any thoughts??

OUTCOMES

1. Deep familiarity with basic concepts, assumptions, and materials associated with the Goals Project and the Educated Jew Project. This familiarity includes an appreciation for the power of these concepts, assumptions and materials.
2. An awareness of other prominent approaches to institutional reform, and how these approaches relate to - and differ from - our own. Attention needs to be paid to what can be learned from other approaches, even as we recognize their limitations.
3. An ability to use the Project's concepts and principles as lenses through which to interpret the state of goals in the life of an institution - in ways that suggest critical questions that need to be raised.
4. An awareness of the different levels at which one "can cut in"

to the problem, and of different strategies that can be used (at different levels) to stimulate serious reflection concerning vision and goals (and their relationship to existing practice and outcomes). There need to be opportunities to experiment with these strategies in the course of our seminar. Participants also need to emerge from the seminar with some sense of the appropriate level at which to intervene in any given institution.

5. An awareness of the sources of resistance to a serious inquiry into an institution's basic goals and their relationship to practice, as well as of the ways to defuse, circumvent, or exploit this resistance.

6. Awareness of the kinds of conditions that must obtain in an institution if one is to have a fighting chance of making progress on a goals-agenda.

7. Excitement about being part of a pioneering venture that is in its formative stages and that offers participants a chance to engage in and to share "action research".

I hope this proves a helpful start in launching our conversations concerning the seminar. Keep in mind that to date it looks like Amy Gerstein (of the Coalition for Essential Schools) will participate, but it looks like Greenberg and Scheffler will not be available. Note, though, that Alan won't concede their absence and thinks that an upcoming trip of mine out East may operate to change their plans. Marom will be coming, and it is possible that Seymour Fox will as well.

Incomplete and crude though this may be, I'm sending it along in hopes of its stimulating fruitful conversation.

P.S. I am also faxing a short document on "Working with Institutions" that may prove helpful in thinking about our seminar.

*second transmission
fee*

MEMORANDUM

To: ADH, BWH

Date: 5/2/95

From: VFL

Re: Comparative costs of Summer Goals Seminar

Following is a chart listing the costs associated with holding the seminar for goals coaches in Cleveland this summer. This assumes that people will arrive on Sunday, July 30, stay for 3 nights, and depart on Wednesday, August 2. It also assumes that there will be 3 participants from the Cleveland area who will sleep and eat breakfast at home, but will be present for all sessions and other meals.

	Sheraton City Centre	Glidden House for Entire Program	Glidden + Dively Building
Room: Single	\$44x8 rooms x 3 nights = \$1056	\$88x8rooms x 3 nights= \$2112	Stay at Glidden \$2112
Double	\$47x7 rooms x 3 nights = \$ 987	\$98x7rooms x 3 nights= \$2058	2058
Meeting Space	\$175/day x 4 = 700	N.C.	\$3x25peoplex3days= \$225
Breakfast	\$7.50 x 3days x 22 people = 495	N.C.	N.C.
Set-up for serving kosher catered meals	\$15 x 25 people x 6 meals = 2250	N.C.	N.C.
TOTAL	\$5,488	\$4170	\$4395

The chart lists only set-up costs (if any) for lunches and dinners to be served as part of the seminar. The actual cost of bringing in kosher food is not listed above, and is considerable. For lunches, we can do a combination of box lunches and platters at a cost of \$9.50 and \$10.00, respectively, plus 18% service (\$10 x 25 people x 3 lunches = \$750 + 18% = \$885). If we serve 2 cold, "less fancy" dinners (\$20x2 meals x 25people + 18% service and \$60 to serve each = \$1300) and one hot, catered dinner (\$27.50x25 people + 18%service = \$811.25), the total cost for lunches and dinners would be \$2996.25.

I think the nicest arrangement would be to use the Glidden house for any evening meetings, and the Dively building for meetings during the day, including lunch and dinner. There will be an additional charge for A/V equipment and other incidentals that I may not have anticipated.

I need to confirm space and sign contracts, so would appreciate your guidance on which we should plan to do.

Gunny- this is
8-11- If you want
any of the articles,
just let me know-
Robin
C- Belgrade in file
C- G.D. Lerman

Chair
Morton Mandel

Vice Chairs
Billie Gold
Ann Kaufman
Matthew Maryles
Maynard Wishner

Honorary Chair
Max Fisher

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
John Colman
Maurice Corson
Susan Crown
Jay Davis
Irwin Field
Charles Goodman
Alfred Gottschalk
Neil Greenbaum
David Hirschhorn
Gershon Kekst
Henry Koschitzky
Mark Lainer
Norman Lamm
Marvin Lender
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Lester Pollack
Charles Ratner
Esther Leah Ritz
William Schatten
Richard Scheuer
Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

May 4, 1995

Dr. Sharon Feiman-Nemser
615 Northlawn
East Lansing, MI 48823

Dear Sharon

I am delighted that you will be joining us on May 31 and June 1.

Our consultation will be devoted to planning a program to create a cadre of "teacher trainers" to work in the planning and implementation of professional development programs for supplementary school education. This program is part of two larger projects:

- a. a three-year project funded by the Nathan Cummings foundation
- b. the creation of a cadre of Jewish education professionals ready to work in professional development in the areas of early childhood and day school education

In order to prepare for our meeting, I am sending you several CIJE background documents and articles that have influenced our thinking.

Background documents:

1. CIJE Policy Brief highlighting the background and training of the teachers in the three laboratory communities with which we are working.
2. Best Practices in the Supplementary School describing the characteristics of seven supplementary schools that are recognized in the field as outstanding.
3. The Cummings Grant Proposal, which briefly describes the project itself.

Articles:

1. J. W. Little, "Seductive Images and Organizational Realities in Professional Development"
2. JWL, "Teachers' Professional Development in a Climate of Educational Reform"
3. G. W. McDiarmid, "Realizing New Learning for All Students"
4. L.D. Hammond, Instructional Policy Into Practice: "The Power of the Bottom Over the Top"
5. L.D.H. "The Current Status of Teaching and Teacher Development in the United States"

I look forward to seeing you on May 31. Shortly before the meeting, I will be sending you an agenda for the consultation.

Sincerely,


Gail Dorph

Date: Thu, 04 May 1995 14:47:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Revised Plan
To: 73321.1221@CompuServe.Com, ALANHOF@vms.huji.ac.il
CC: Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: multipart/mixed; BOUNDARY=BoUnD_8KcZuX86QvYVtGo2fa92293

--BoUnD_8KcZuX86QvYVtGo2fa92293
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Attached is a report summarizing our discussion, including my efforts to frame critical issues that need to be considered as we review the plan we began developing yesterday. I like the direction of the plan; the only real question in my mind is whether we be wise deferring the seminar even beyond January. The text will suggest some of the considerations behind this question. Whether or not they prove meritorious, I will feel better know that we've considered them.

Sorry for the length of the document. I suspect that, for its content, it could be shorter, but I think it wiser to send it along than to work on it.

DP
--BoUnD_8KcZuX86QvYVtGo2fa92293
Content-Type: APPLICATION/OCTET-STREAM; name="RECONDS"
Content-Transfer-Encoding: 7BIT

TOWARDS A RECONCEPTUALIZATION OF EFFORT TO DEVELOP COACHES
--SUMMARY OF HOFFMANN/HOLTZ/PEKARSKY TELECONFERENCE, MAY 3, 1995
(interspersed with some of Pekarsky's reflections that attempt to frame some of the issues)

Introduction. I'm not sure that this discussion is sequenced as well as it might be -- but I felt the need to get this out to you as soon as possible. In the first part of the discussion, I discuss the concerns that gave rise to our conversation yesterday and to the effort to develop a reconstituted plan. In this first "Background" section and the section under the heading of "readiness" I try to sketch out the central issues that have given rise to this situation and that need to be given thought to as we review the wisdom of the reconstituted plan we began developing yesterday and that I've sketched out in the last part of the document.

One last comment: while the discussion below addresses the "Coaches-question," it doesn't discuss a matter that we readily agreed on in our conversation: the imperative need to develop more

effective and ongoing communication with our partners in Jerusalem. It would probably be wise for us to move beyond agreement at a general level and to consider concrete mechanisms for doing this.

Background. Our conversation was prompted by strong concerns emanating from Seymour Fox in Jerusalem concerning the wisdom of the kind of seminar for potential coaches that we have been in the process of planning. Seymour had expressed his concerns to Pekarsky the night before and more briefly to Hoffmann in the morning prior to our conversation. Hoffmann and Fox have a longer conversation planned for Sunday, to be followed up by another Hoffmann/Holtz/Pekarsky conference call next Tuesday (2 pm Pekarsky's time). Though final decisions will await that conversation, we were able to make some tentative decisions in the meantime, and these will be summarized below - after a discussion of the issues.

Seymour's concerns were of two kinds: first, he had some doubts concerning the aptitude or readiness of many of those we were hoping to invite for the work we envisioned; second, he was concerned that we don't yet know enough about the work of coaches and the coaching-process to enter into a process of training them. For these two reasons, he felt that the kind of seminar we had in mind was seriously premature and would ultimately undermine the effectiveness of the entire effort.

When I responded to Seymour that we knew that we were still at a very formative stage in our understanding of the coaching-process, and that our sense was that through the projected summer seminar we would further develop our ideas, he expressed skepticism concerning whether the people on our list were the right people if our aim was to deepen our understanding of coaching.

As I understand it, his view is that at this stage we should do the following: 1) hold a seminar this summer for a very small - and elite - group of individuals with whom we can jointly develop and refine our ideas about the nature and practice of what we've been calling coaching; and that, following this, 2) one or two "in-house" individuals, most likely Pekarsky and Marom, would enter into coaching-relationships with a very few institutions as a way of testing, refining, and adding to the understandings arrived at in the course of our study and discussion through the summer. The combination of 1) and 2) might put us in a position in which we are ready to move ahead with the cultivation of coaches, assuming a suitable clientele.

On "readiness". Without commenting right now about whether I think Seymour is right about our readiness to proceed, I want to reiterate here what I said when we spoke about "readiness". Whether or not we are "ready" to train coaches and send them into the field has to do not just with how much knowledge and know-how

we have; it also has to do with how "ready" we feel we have to be in order to begin. Our own instinct has been to launch our work in the field at what is admittedly a very formative stage in our understanding of what we are doing in the belief that:

- a. While we lack a lot, we have over the last couple of years gathered quite a few insights concerning the conditions for success, as well as some ideas about how to enter into fruitful conversation with an institution;
- b. We can make valuable contributions even at this point;
- c. Na'aseh v'nishmah! At a certain point, the growth of our own knowledge-base requires taking what we have been thinking about and trying it out -- what Alan referred to as a dialectic between thinking/studying and acting, through which our understanding, skill, and effectiveness will grow.

Seymour's view, I am conjecturing, is that at this formative stage we are unlikely to do much good, and that in fact we might be counter-productive in three respects: 1) we might make a negative contribution to the institutions we work with; 2) if we prove ineffective, we might generate skepticism or cynicism concerning the worthwhileness of the goals-agenda-- that is, it might give the Goals Project a bad name; and 3) if we proceed into practice prematurely, we may in fact jeopardize the development of the knowledge-base we need.

One could view a plan which says, "A seminar this summer, followed by very selective coach/institution relationships next fall or year (via Marom and Pekarsky)," as a plan which does justice to both views just sketched out. It recognizes the need to engage in practice, but is also cautious about who is to get involved and how extensive our involvement should be at this stage.

I think all of us, including Seymour, are sympathetic to this approach, an approach that is at the heart of the revised plan presented below. Nonetheless, I think there may remain some disagreement about how soon we will be ready to train others and to engage them in the work: our own conversation yesterday tended towards deferring until January what we had intended to do in the summer. Rightly or wrongly, Seymour would, I think, contend that we will not have travelled far enough by January to do something much more significant than we could do in the summer -- even if the January seminar follows on an intensive summer experience and work in the field in the fall.

In response to Seymour's concern over premature entry into a multitude of coaching-relationships this coming year, Alan has voiced a concern that a failure to take on more than one or two

institutions in the near term might lead us to be viewed as delivering too little after all the build-up in Jerusalem and beyond concerning the Goals Project. While I don't at this moment want to comment on whether this is in the end a correct judgment, I do want to indicate some counter-arguments for which, as I noted when we talked, I have considerable sympathy (especially b., c., and d.):

- a. as noted above, if there is real doubt about whether we know enough to do fruitful work, this is of decisive importance: delivering too little is better than delivering a lot badly and in ways that give us a bad name. More generally, we shouldn't underestimate the newness and the difficulty of what we're attempting and the importance of giving ourselves time to develop a quality product.
- b. it's not as though institutions are knocking at our door, demanding that we come through with coaches. We're still at a stage of trying to locate appropriate institutions. So there may not be a question of disappointing the field. In fact, we do not yet know whether there will - in the near future, anyway - many institutions that want to go beyond the seminar-stage with us, or that we will feel good enough about to proceed with;
- c. two or so serious coaching efforts, carefully undertaken, studied, and publicized as pioneering and thoughtfully conceived building capacity efforts, could from a PR and from other vantage points, do us a lot of good and undercut any "They're doing nothing!" view;
- d. The Goals Project is projected in any case to be very actively involved along other dimensions (to which we need to pay attention soon): namely, the development of goals-seminars -- communal, regional, national, or else tailored to particular audiences (like the Day School or JCC communities). Similarly, we might conceivably be meaningfully involved with the Wexner folks -- and perhaps we'll be fleshing out some of the stuff on "community vision".

Such considerations lead to the view that if we think a "Go slower" approach makes good sense from the standpoint of the development of the project's knowledge-base, we would not be in political trouble for riding with this judgment: if we suitably publicize what we are doing and frame it in the right way, we are unlikely to be perceived as unproductive. From this perspective, we need not be damaged by a launch that is even slower than the one we discussed yesterday.

THE RECONSTITUTED PLAN DISCUSSED AT OUR MEETING

The foregoing indicates questions that need to be seriously considered as we review any proposed plan, including the plan we gravitated towards and agreed to give thought to over the next few days. This plan reflects the shared sense in our conversation that there may well be wisdom in Seymour's observations, as well as our belief that nothing good will come of getting embattled around this. The importance of maintaining the bonds of the CIJE/Mandel Institute community of spirit and effort easily over-rides whatever embarrassment we might suffer for deferring the summer's seminar. The plan is an attempt to steer a course that takes into account Seymour's concerns and other relevant considerations, political and otherwise. Whether it does so adequately is what we should think through over the next few days; and I hope the preceding sections of this report will suggest relevant considerations.

THE PLAN

1. A summer seminar (at a time that will accommodate the participants) aimed at a much-narrowed clientele: CIJE's core-staff, Seymour, Daniel Marom, if possible, Scheffler, and perhaps one or more of the following: Gerstein; Toren; Bernie Steinberg; an exceptionally thoughtful and otherwise appropriate Day School director (like Josh); an appropriate Congregational School director (I still would ride with Kyla). It would be important for Pekarsky to spend a day or two prior to the seminar meeting with those who are new to the Goals Project agenda.

This would be a back-stage seminar where we could seriously wrestle with and deepen our understanding of what the work is about and about the way to approach it. The rationale for including the two School Directors is that they would keep us connected to institutional realities and complexities. Steinberg and Toren, in addition to having a serious philosophical bent, know JCCs well and in the case of Toren (at least one central agency).

2. Other individuals that we've informally invited to our seminar would be informed that the seminar has been deferred. The initial suggestion is that the deferral be until January - though this is a matter that may need more discussion. Alan's suggestion is that we level with them and tell them that, on consideration, we felt that we would be more effective with them if we deferred and did some more preliminary conceptual and field work.

3. Between the summer and the winter seminar, Pekarsky and Marom would do some coaching in institutions. They would keep a careful record of how they proceeded and what they were learning.

4. The winter seminar would build on what we now know and on what

Seymour
Please note that
I (ASH) think that
we should be
working in 3
months which
means Pekarsky,
Marom plus one
other.
Alan

we will have learned through the summer seminar and the institution-based work in the fall (which form the basis for something like case-studies to be drawn on in the seminar).

5. The winter-seminar would provide us with a basis for determining who among the invitees seems promising as a coach. By then, with the JCC seminar planned for October behind us, we may be in a position to begin assigning a few individuals to one or more institutions, being very careful not to select anyone in whom we don't have genuine confidence, and also not to pick an institution where the chance of anything meaningful happening is slim. The latter is as important as the former.

(6. Through continuing field work in the spring, we would continue refining our knowledge-base and our know-how and should perhaps be thinking of a summer workshop a year from now to move the work further along.)

Goals letter

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu
TO: robin mencher, 74043,423
DATE: 5/5/95 6:17 PM

Re: Goals letter -Reply

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from wigate.nic.wisc.edu by dub-img-2.compuserve.com (8.6.10/5.941228sam)
id SAA28970; Fri, 5 May 1995 18:09:48 -0400
Date: Fri, 5 May 1995 18:09:48 -0400
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Fri, 05 May 95 11:10 CDT
Message-Id: <2FAA4DFD.CF87.0BDE.000@mail.soemadison.wisc.edu>
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Goals letter -Reply
To: 74043.423@compuserve.com
CC: 73321.1221@mail.soemadison.wisc.edu, ALANHOF@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Item Type: Appointment
From: Dan Pekarsky
To: soe1.internet("74043.423@compuserve.com")
CC: Holtz, Hoffmann
Subject: Goals letter -Reply
Start Date: 05/05/1995 11:10 am (Friday)
Duration: 12 Hours

Robin:

I'm sending this to you in hopes that you'll be able to make sure that Alan gets it before Shabbat. I am sending him and Barry a copy, but am less than confident that they'll be looking at their email today.

I want to reiterate a view implicit in my lengthy memo yesterday: From a political standpoint, I think enough fruitful Goals Project work will be going on next year to make it imprudent to proceed with training and placement of coaches before we really feel ready. A message that says: We're preaching the gospel

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu
TO: robin mencher, 74043,423
DATE: 5/5/95 3:01 PM

Re: Goals letter -Reply

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from wigate.nic.wisc.edu by dub-img-1.compuserve.com (8.6.10/5.941228sam)
id OAA21093; Fri, 5 May 1995 14:54:28 -0400
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Fri, 05 May 95 11:32 CDT
Message-Id: <2FAA530E.CF87.0C13.000@mail.soemadison.wisc.edu>
Date: Fri, 05 May 1995 11:30:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Goals letter -Reply
To: ALANHOF@mail.soemadison.wisc.edu, 74043.423@compuserve.com
CC: 73321.1221@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

I just want to reiterate my sense that, from a political standpoint, I don't think we would be in trouble if we decide that the coaching-agenda will take a longer time to unfold than we originally anticipated. An agenda for the next year that includes: 1) a slew of seminars with different kinds of audiences, ranging from Wexner to Day School Directors, to JCCs, to various communities that are addressed locally, regionally, or nationally; 2) two or three pilot-coaching-projects which we are studying and learning from - and appropriately publicizing; 3) conceptual and other work on the theme of Community Vision -- all this seems quite rich. Appropriately packaged, it suggests a thoughtful investment of our time in direct contribution (via the seminars) and in R&D (via the pilot projects, the Community Vision work, and - when we launch it - the training of potential coaches. I am not saying that there might not be compelling reasons to begin with the coaches in January - but if we don't, I don't think this would be disastrous. (I say this with the qualification that I don't have all the relevant knowledge of the politics of the situation that you have.)

If you have a chance, I'd love to know what happens in your conversation with Seymour.

DP

May 8, 1995

Dear Seymour,

Having polled the staff regarding the Goals conversation, these are the results:

Staff Member	July Availability	August Availability
D. Pekarsky	Free	1st - 24th
ADH	4th - 8th, 13/14 & 16/17	1st - 24th
BWH	4th - 8th, 13/14 & 16/17	1st - 4th
GZD	4th - 8th, 13/14 & 16/17	1st - 4th, 7th - 11th, 13th - 18th (should be at CAJE)
NR	4th - 8th, 13/14 & 16/17	not available

The three best possibilities that I see from this are

- 1) July 4th - 8th
- 2) July 13, 14 & 16, 17
- 3) August 1st - 4th

Please let me know as soon as possible which of these dates would be most convenient for you and Danny. My sense is that any of these dates would work well.

The best date in January 1996 for a seminar for Goals coaches is 14 - 17 of January. As we postpone, I would like to give this information to those already invited to August.

Thank you,

Thank to you Wed 3p.m. (your time)

Alan D. Hoffmann



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

*15 East 26th Street, 10th Floor
New York, NY 10010-1579
(212) 532-2360
Fax: (212) 532-2646*

FAX TRANSMISSION COVER SHEET

*Date: May 8, 1995
To: Seymour Fox
Fax: 662-837
Re: Goals Project
Sender: Alan Hoffmann*

*YOU SHOULD RECEIVE PAGE(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL (212) 532-2360.*

Kolben on
Seymour Fox
Can weaker

MEETING AGENDA
SEYMOUR FOX/ALLAN HOFFMANN
MAY 7, 1995

- I. Steinhardt, Felix *Rosen*
- II. Goals Seminar
- III. Fundraising
- IV. Executive Search
- V. Board meeting and June (Mandel)
- VI. CIJE/JESNA/CJF
- VII. Jewish Agency - ~~Barry~~ *8*
- VIII. CIJE Academic Board
- IX. Twersky
- X. Hirshhorn
- XI. In-service Education
- XII. Nessa

D

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

15 East 26th Street, 10th Floor
New York, NY 10010-1579
(212) 532-2360
Fax: (212) 532-2646

FAX TRANSMISSION COVER SHEET

Date: May 9, 1995
To: Seymour Fox
Fax: Mandel Institute
Re: D. Pekarsky notes
Sender: Alan Hoffmann

YOU SHOULD RECEIVE 7 PAGE(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL THE PAGES, PLEASE CALL (212) 532-2360.

Dear Seymour,

Attached are the notes I just downloaded dated May 4th from our May 3rd conversation with Danny Pekarsky. I thought you might like to peruse them prior to our conversation tomorrow. I will call you at 3:00pm. (your time)

Sincerely,

Alan



Mandel Institute**מכון מנדל**

Tel: 972-2-662832

Fax: 972-2-662837


FACSIMILE TRANSMISSION**To:** Alan Hoffmann**Date:** May 11, 1995**From:** Seymour Fox**No. of Pages:****Fax Number:**

Dear Alan,

I am going to be calling Scheffler today. If he is unable to participate, why shouldn't the meeting be in Israel. It certainly would not cost any more, since you, Danny and I would be here and we would not only save on air fares but also hotel expenses.

I will let you know about Scheffler.

Best regards.


 Seymour Fox

- Seymour*
1. You had said that Scheffler was critical to the process.
 2. The dates I sent you ~~are~~ do not allow for CITE staff travel in both directions — Barry and I will have all sort of commitments on both ends of those dates.
 3. I am in the U.S. all of August; in July I am in Israel for 10 days before Naam's bar-mitzva. I cannot take off 4 full days then.
 4. I could stay on 4-7th July.

This would mean bringing:

- 1 Danny P.
- 2 Barry
- 3 Gail
- 4 Extra coach (or two)
- 5 Amy Gester

Goals

Date: Fri, 12 May 1995 16:10:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Seminars
To: 73321.1217@CompuServe.Com
CC: 73321.1221@CompuServe.Com, 74671.3370@CompuServe.Com,
ALANHOF@vms.huji.ac.il, marom@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Alan and I agreed in conversation about the importance of moving forward on a Goals Seminar agenda for next year. As a group we've talked about the possibility of a national seminar (a cross between the Jerusalem Seminar and the Harvard Seminar); local seminars on the model of Milwaukee addressed to communities like Atlanta, Baltimore, Cleveland or new affiliates; the possibility of regional seminars on West and East Coasts and possibly in the Midwest. We've also talked about seminars for the Wexner folks and for specialized clienteles like the JCCs and Day School Directors.

The argument for these seminars is threefold: a) they help to change the discourse concerning Jewish education at communal and institutional levels; b) they may encourage institutions to approach what they're doing in more fruitful ways, using the lenses the seminars offer; c) they offer us opportunities to discover coach-able institutions, to work with in the next phase of our work. We have, I think, the conceptual and programmatic know-how to do a good job with these seminars.

In my conversation with Alan, we agreed that if these seminars are to become a reality, we need to develop a concrete plan of action very, very soon. When I asked him who would be "the point person" in CIJE in our efforts to determine a strategy and make arrangements with target-communities and constituencies, he thought that you (GD) would be the person for me to be working with on this (since you know the communities so well). In any event, I'd like to have a conversation with you about this at the beginning of the week.

I hope all's well.

Shabbat Shalom!

DP

Goals

Date: Sun, 14 May 1995 20:41:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Goals Coaches -Reply
To: 76322.2406%compuserve.com@mail.soemadison.wisc.edu
CC: 73321.1217@CompuServe.Com, 73321.1221@CompuServe.Com,
ALANHOF@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Does "an additional coach" mean that we are limited to one additional coach -- rather than two or three? My initial thought was one Day School Director, one Congregational School person, and one JCC person, which would mean three folks. Does Alan think this is too many, as the message you sent me seemed to imply? Please clarify - if possible, prior to my afternoon conversation with Barry and Gail.

Please also remind Barry and Gail that I'll call them tomorrow afternoon re: 1) the matter alluded to above, and 2) Seminars for next year. Also 3) Remind them, if they haven't yet done so, to contact the people we had informally invited to the seminar to tell them of the postponement. Thanks.

One last item: do we have a conference call scheduled for this Tuesday or any other time during the week? If not, I think we need to schedule it. Also -- any progress concerning the date for the summer seminar -- can we get clarity on this?

DP

Goals

Date: Mon, 15 May 1995 08:36:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Goals Coaches -Reply -Reply
To: 76322.2406@compuserve.com
CC: ALANHOF@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Thanks, Debra. Note that equally important for my purposes is a firm date for the seminar. I am not in a position to make any summer plans for myself (CIJE or other) until I get clarity on this -- nor can I invite Gerstein (or anyone else we decide on), with the risk that they will be otherwise engaged. Please urge on Alan the importance of finalizing a date when you speak with him. Thanks again.

DP

Council for Initiatives in Jewish Education

Goals Project

Update

From October, 1994 through April, 1995

Background

The Goals Project is designed to help Jewish educating institutions become more effective through careful attention to their guiding goals. The project's assumptions are straight-forward. First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators; they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design.

Second, many Jewish educating institutions suffer from a failure to be meaningfully organized around clear and compelling goals. Third, efforts to improve Jewish education usually deal inadequately with goals. Often, institutions by-pass serious issues relating to goals altogether; and when the stake holders in an educating institution do address the question of goals, the process is usually not one that asks them to examine Jewish sources that might illuminate their deliberations. Nor are systematic efforts typically made to organize and evaluate educational practice in the light of the goals arrived at; too often, and for reasons that need to be seriously addressed, mission-statements just gather dust!

The Goals Project launched its work with communities through a seminar in the summer of 1994 intended for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stake holders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; that others would use the opportunities provided by these seminars to improve their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work with CIJE beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project.

Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

Alongside these efforts, CIJE collaborated with lay and professional leaders in Atlanta around the development of an all-day seminar on goals in February for some sixty key stake holders in a new Community High School. There have also been conversations concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations that seem particularly interesting.

Projected activities.

Next fall, the Goals Project is scheduled to begin working with a limited number of select institutions interested in undertaking a systematic effort to develop and organize practice around a set of clear and compelling goals.

One significant new project will be a meeting co-sponsored by CIJE and the JCCA to explore the goals of residential camping programs in the realm of JCCs. 4-6 JCCs will be invited to join in a two-day seminar on the goals of JCC camping. Each JCC will send a team of three people--the JCC director, the camp director and the JCC Jewish educator. Following upon that meeting CIJE and the JCCA hope to begin to develop a major intervention project in selected JCC camps.

We believe that such collaborations will benefit these institutions and will contribute significantly to our own knowledge-base. But our success in such partnerships will depend heavily on our ability to build capacity in two major areas.

First, the success of our work with individual institutions on a goals-agenda will depend on our ability to expand our base of knowledge and know-how. Of special importance is finding ways

to engage the stake holders in these institutions in wrestling with issues of Jewish content in the face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

Second, since CIJE's core-staff will not itself be able to work with individual institutions around the country in any sustained way, we need to recruit and cultivate a cadre of resource-people or coaches to work with these institutions. Since the pool of people with the requisite background and talent is small, and they are the kind of people whose energies are typically already fully engaged, this is a difficult challenge.

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. During the coming summer CIJE will be running a 4-day workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.

In addition to those pointed to above, the issue of community-vision also needs to be addressed. The Program and Content Committee expressed great interest in this topic, as did many participants in the Jerusalem Summer Seminar. How to address it meaningfully without giving short shrift to other facets of our work remains an important challenge. The talk Professor Michael Rosenak's delivered at last summer's seminar, when transcribed and edited, may provide a useful avenue for approaching this matter. CIJE's recent statement concerning community-vision may also provide a useful springboard to discussion.

Goals Coaches List
for Invite letter

Elaine Cohen
5 Holly Road
Montreal,
Quebec H3X 3K7
Canada

Alisa Kurshan
9 Leslie Lane
Huntington,
NY 11743

Rabbi Alvan Kaunfer
50 Sargent Street
Providence, RI 02906

Rabbi Shelly Kniaz
United Synagogue for Conservative Judaism
Education Department
155 Fifth Avenue
NY
NY 10010

Jody Hirsch
Jewish Community Center
5601 S. Braeswood Blvd.
Houston, Texas 77096

Nehama Tamler
Jewish Community Federation
121 Steuart Street
San Francisco
CA 94105

You need to get Rabbi Robert Toren and Ms. Harriet Blumberg's addresses from Danny P.

Goals

FROM: barry holtz, 73321,1221
TO: Alan, 73321,1220
CC: Danny, INTERNET:PEKARSKY@mail.soemadison.wisc.edu
DATE: 5/16/95 10:21 AM

Re: goals seminar, etc.

HI ALAN AND DANNY,

I AM FORWARDING A MESSAGE FROM ELAINE COHEN AFTER HEARING FROM ME THAT THE GOALS SEMINAR WAS CANCELLED. SHE IS OBVIOUSLY DISAPPOINTED SINCE SHE WAS LOOKING FORWARD TO THE INTELLECTUAL "UP" FROM BEING AT THE SEMINAR. I'M WONDERING IF WE SHOULD INCLUDE HER IN THAT "SMALL" MEETING-- AS A PERSON WITH VERY GOOD PEOPLE SKILLS AND A SENSE OF THE PRACTICAL REALITIES IN A LARGE, AND SOMEWHAT PROBELMATIC DAY COMMUNITY SCHOOL.

I THINK HIGHLY OF HER-- BUT SHE IS NOT A "PHILOSOPHER TYPE" ALA BERNIE STEINBERG (OR JOSH ELKIN I SUPPOSE).

THINK ABOUT IT. IF NOT, I'M WONDERING IF THERE IS SOMETHING ELSE--ALAN-- THAT WE COULD GET HER INTO. (SHE IS NOT A TEACHER TRAINER, IN THE CUMMINGS MODE, I THINK.) AS I SAID TO YOU ALAN, AFTER NEXT YEAR THEY WOULD BE OPEN TO A MOVE FROM CANADA TO NY AND I'M WONDERING IF THERE MIGHT BE A PLACE FOR HER AT CIJE IN SOME WAY DOWN THE ROAD:

----- Forwarded Message -----

Subject: goals seminar, etc.
Date: 16-May-95 at 07:14
From: Stephen P Cohen, 72302,1655

To: barry holtz,73321,1221

Dear Barry;

I am going to consider myself invited to the seminar whenever it will be - indeed, I am sorry about the need for postponement because it would be an excellent time for a "pick me up." However, I'll wait until winter - just let me know as soon as you can. Meanwhile, is there something else coming up under the initiative of CIJE, a round table discussion, a collection of essays on a particular theme where I could make a contribution? Six months is too long to wait given the expectancies created and the need for the "loop" activities that we spoke about! I will plan to work on a couple of articles this summer, I think. Let me know how things develop. Elaine

From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Coaches
To: ALANHOF@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Handwritten signature

Dear Alan:

I hope all's well with you. At my end I've been laboring under two strains: one of them, a response to Scheffler's book that needs to be completed yesterday; and the other, an unpleasant case of the flu which has yet to leave me.

I want to discuss two matters with you:

1. I'm feeling increasingly anxious to get closure concerning the # of coaches, dates for training, etc. If we wait much longer, we could be in trouble when it comes to recruiting people in a timely enough way to move along this summer. I'd be grateful for your thoughts in reaction to the recent memo on these matters.
2. As I mentioned briefly in another memo, I think we need to think through our relationship to Isa. Rob Toren is in active contact with her in relation to Cleveland and has encouraged us to work collaboratively with her, and more recently, Jay Roth raved about her work with JCC execs. and also urged collaboration. I know she's not a great friend of CIJE, but I'm not sure we can afford not to try to develop bridges. What are your thoughts?
3. I had a lengthy meeting with Ackerman at O'Hare on Sunday, in which he spoke a great deal about the Goals Seminar there. I'd prefer to brief you orally rather than in writing concerning this matter.

Talk to you soon.

D

Alan,

In the Staff meeting on Monday, I was given to understand that you thought I was too busy to be taking care of making the arrangements for the Goals Coaches Seminar and that Robin might be responsible for this. Was this message perhaps meant for her?

Thanks,

Debra

----- Forwarded Message -----

From: Ginny Levi, 73321,1223
TO: Debra Perrin, 76322,2406
CC: Ginny, 73321,1223
DATE: 5/23/95 8:54 AM

RE: Goals Coaches Seminar

Debra, I talked with Alan yesterday (Mon.) about the Boston seminar. It seems that step one in making arrangements is for you to e-mail to Annette Hochstein to find out who at Harvard you should be dealing with. If we're lucky, she'll say that she'll make the arrangements. If not, she should give you the name of someone at Harvard who can at least send you in the right direction, at best do the arranging him/herself. The point is that if we do it through ARH's Harvard connections, we will get much better rates. Let me know if you need help.
Ginny

July
13/14
16/17

I suggest Robin
takes care of her.

l

Robin -
this is you

U - Deb

E-MAILED ARH 5/30/95

Date: Wed, 31 May 1995 10:35:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: An additional coach
To: 73321.1221@CompuServe.Com, ALANHOF@vms.huji.ac.il
CC: marom@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

My conversation with Seymour yesterday was more abbreviated than I would have hoped, the reason being that he was running off for a teaching engagement; but we did briefly discuss the "additional coach" question.

Among ourselves, we had spoken of Toren being a good candidate, but as you will recall, Seymour had expressed some concerns about this. But since, of the available candidates, he continues to seem the most promising and since - with or without our involvement - he will be doing related work in Cleveland next year, I decided - after consultation with the two of you - to discuss this matter with Seymour again.

Seymour continues to be somewhat concerned about Toren's aptitude for this kind of work and is especially worried about how well he knows schools. He seemed more comfortable with Toren if, in view of his JCC experience, we think of him as an Informal Education coach and tie him to the world of JCCs and camps. Though my own sense is that since the time Toren has been in Cleveland, he has had opportunities to become more savvy about a number of educational settings, including schools; still, I think the idea of encouraging Toren to become more focused on the world of informal education is promising -- remember that, after all, he was involved with the Retreat Institute for a year.

In any event, having expressed his reservations, Seymour urged us to follow our own judgment in this matter. He asked about Gerstein, and I said we were trying to get her to come, and he seemed comfortable with this.

Everything considered, though disquieted somewhat by the possibility that Seymour's reservations might prove apt, I think we should go with Toren. I will speak with him today and see whether we can work it out.

Sunday

- 1) no air cond.
- 2) loan of
he to come in
and he gets
fig. m.



15 EAST 26TH STREET • NEW YORK, NY 10010-1579 • PHONE (212) 532-4949 • FAX (212) 481-4174

74
6/21/95

6/21/95

Date

FROM: ROBIN MENCHER - CUE

TO: Josie Mowlem

RE: Meeting Room Reservations

SUNDAY 7/16

9:30-6:00

MONDAY 7/17

9:00-6:00

1) I have scheduled a meeting on _____ from _____
(Day and Date) (Time)
to _____
(Time)

2) There will be approximately 10 number of people.

3) I will need:

- X a) coffee and tea
_____ b) lunch for _____ people
_____ c) special equipment - please list

4) The room set-up should be:

Boardroom: 3 tables making one, big rectangle - ☒
Main study: one table - ☐

5) Department, Grant or Project to be charged for meals

Please return form to Lori Proscia.

July 1995 Goals Seminar
Hotel Reservations

Inn at Harvard Square 617-491.2222 (PENEE)

July 12, 13 ADH

July 13 GZD, BWH, DNP, NR
~~R. Toren~~, A. Gerstein

DNP - 7/11-7/15
R.T. - 7/13-7/15

Rate: \$140/night

room may be cancelled until 6:00 pm the night of the reservation

Roger Smith Hotel

July

ES 7/16 DNP 7048
RT 7/17 RT 7049

RT - cancellation
34890

Rob Toren should pay for his own expenses just like Pekarsky does. This is no different than any other consultant travel is it? I see no problem with making the Roger Smith reservations in CIJE's name. Just let the individuals know that if the reservations have to be cancelled, they need to give sufficient notice so that there will be no charge.

U/b

• Ruth Cohen

- Date for next visit in Milwaukee

• Call Bill

6/16

Amy Gerstein has anyone gotten ahold of her

DNP - Boston
Thurs, wed, Th, fri, Sat

7048 DNP NY
Sun, Mon

NY + Sun, Mon

Rob Toren

216. 371. 0446

7049 RT NY
Sun Mon

Th f Boston

T f/s

SM

NY

Sun

2
140
5
705

Sunday July 16
Monday July 17

1
140
2
203
705

2
140
5
705

290

** CONFIRMATION REPORT **

TRANSMISSION

TRANSACTION(S) COMPLETED

NO.	DATE/TIME	DESTINATION	DURATION PGS	STATUS	MODE
250	JUN. 7 7:53		212 995 4197 0* 00' 37" 001	OK	N ECM

Tuesdays
until 3:00

Charles 864.1200 \$160
inn 491.2222
Sheridan 547.4800

w/ AUGSE
Philo's of Ed. research center
will pay
I. Scheffler

renne-Laplanche

July 13 - Thursday ~~to rooms~~
BWH, GZD, NR, DNP, R.T. Owen Alterstein

July 12, 13 ADH

\$140

~~5/11~~ Inn at Harvard ☐
renée

** CONFIRMATION REPORT **

TRANSMISSION

TRANSACTION(S) COMPLETED

NO.	DATE/TIME	DESTINATION	DURATION PGS	STATUS	MODE
307	JUN. 12 16:20		4158570343 0° 02' 11" 005	OK	N ECM

call pekarsky - number of people
- responsible for arrangements
o & these people.

Thursday

for G2D BWH, NR

WED/TH - ADH

Sun 10-6 - lunch

Mon 9-5 lunch

b/fast
things

① inn at Harvard square

② Sheraton commander

Mandel Institute

מכון מנדל

Tel: 972-2-662832
Fax: 972-2-662837

FACSIMILE TRANSMISSION

To: Alan Hoffmann	Date: June 6, 1995
From: Suzannah	No. of Pages:
Fax Number:	

Dear Alan,

JoAnne in Prof. Scheffler's office deals with reservations.

Best,

Suzannah

Ag. S. 2596

Th-Fri Harvard

*reservations
call Joanne*

*- Inn at Harvard Square
- Sheraton*

Sun Mon N I

*- fox & mawr
already at
the chairs*

*Evening arrangements - Thurs. Friday
ADH WTF*

Research conference

Brief

Adam's paper

Letter from NR

Background & study of nursing educators
levers for change

• 620

- speak to Cindy Chasen

• Don't send Adam's paper

send paper w/ integrated
report in future



Remain

Fax at 620's sister's house; in Rolodex

Seminar: Teacher Educator ~~Project~~
Institute.

947-9770
947-9770

606-7-9009
2/2

copy of
tax exempt
Linda
Enlich

Call Jo Anne

** CONFIRMATION REPORT **

TRANSMISSION

TRANSACTION(S) COMPLETED

NO.	DATE/TIME	DESTINATION	DURATION PGS	STATUS	MODE
310	JUN. 13 7:58	2163915430	0' 03' 54" 007	OK	NORMAL



AAO

- call Debra
874.3531

- Gail
download E-mail & fax to Stan
fax ~~415~~ 857.0343

- info from glidden house
reservations
- form / deposit

~~Bills~~
ADH - sign? ✓
- send to
Cleveland

create form -
VIS, I'm planning
to participate
arriv: time/date
leave: time/date
I would like to
room with
loans -
registration

A25

Gindy Chazen
- returning call
next Tues
Israel

203.232.4483 x385

wenw
call call room

• call Janet Schattner (at desk) - back of post-it | reload

appt between JS, GZD, ADH
Telephone time 1/2 hour
Fax
urgent? call in next couple of days
- trying to setup appt
- dates that work w/ Janet & Alan
July 5 or after

Pile on Friday
Barry's tape

need help before
than want girl

** CONFIRMATION REPORT **

TRANSMISSION

TRANSACTION(S) COMPLETED

NO.	DATE/TIME	DESTINATION	DURATION PGS	STATUS	MODE
261	JUN. 7 14:40		972 2 662837 0' 00' 12" 001	OK	N ECM

To Anne
Home #



Understand that you are dealing
w/ lunch & dinner / room for
meetings

Taking care of all arrangements

10

which one?

Small group

(4) NYS

DNP

E. Toren

Army Herstein

— IS

SF

DM

— pref.?

NOT
NY

9:30 Sunday
- no dinner
6 PM

[DNP, SF, ADH Dinner]
Monday
9:00 - 5:00
NOT
NY

June 19, 1995

Ms. Robin Mencher
CIJE
15 East 26th Street, 16th Floor
New York, NY 10010

✓ PEKARSKY 181427 - cancel night
of July 11
✓ DORPH 181425
add night of July 11

Re: Harvard University
Graduate School of Education
Philosophy of Education Research Center

Dear Ms. Mencher:

Thank you for taking a moment to let me know of the changes for your guests' arrival and departure dates for their Harvard visit in July, 1995.

Following are the names, dates and confirmation numbers (all are guaranteed the Preferred Harvard rate of \$140.00 per evening.):

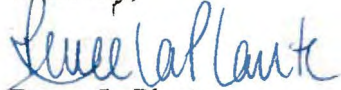
Name	Dates	Confirmation Number
Alan Hoffman	7/12-14	181423
Barry Holtz	7/13-14	181424
Gail Dorph	7/13-14	181425
Nessa Rapoport	7/13-14	181426
Daniel Pekarsky	7/11-15	181427
Rob Toren	7/13-16	191428
Amy Gerstein	7/13-14	181429

Cancelled
7/12/95

Ms. Mencher, we understand to guarantee all overnight accommodations to Harvard Graduate School of Education, Philosophy of Education Research Center. We also understand that each guest will settle their own charges. If you find you need to cancel any of the reservations, please do so prior to 6:00pm.

Thank you again, Ms. Mencher. We are looking forward to welcoming your guests as ours in July.

Sincerely,



Renee LaPlante
Sales Manager

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent:

Time sent:

No. of Pages (incl. cover): 2

To: LOUISE

From: Robin

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: 212-881-0554

Fax Number: 212-532-2646

COMMENTS:

HOFFMANN
DORPH
RAPOPORT
HOLTZ

NY-BOSTON-NY

TORON - CLEVE. - BOSTON
BOSTON-NY
NY-CLEVE.

GERSTEIN- S.F. - BOSTON
BOSTON-NY
NY-SF

DEKARSKY MADISON-BOSTON
BOSTON-NY
NY-MADISON

LOUISE

PLEASE NOTE ON THE
ATTACHED FORMS THE
TOTAL ESTIMATED PRICES
OF THESE FARES,

TAKING INTO ACCOUNT
BACK-TO-BACK TICKETING
WHERE APPLICABLE.

PLEASE FAX BACK ASAP.

CALL ME (EXT 440) OR
DEBRA (EXT 426) IF
YOU HAVE ANY QUESTIONS.

THANK YOU.

Robin

MEETING/WORKSHOP BUDGET REQUEST

No. 1.3

Effective 7/2/93

Page 3 of 4

Entity CIE

Project GOALS

Responsible Person/Meeting Coordinator

Purpose

Date(s) of Meeting 7/13-7/14 CAMBRIDGE Time of Meeting From:

Meeting City/Airport 7/16-7/17 NY Arrival Date and Latest Suitable

Arrival Time

Departure Date and Earliest Suitable

Departure Time

Meeting Agenda Attached? Yes ___ No ☒Location: Where? CAMBRIDGE / NY
- WISE - CIE

Phone

Address

Fax

Is the location already reserved? Yes ☒ No ___

* Attendees (*If more space needed please attach separate sheet)	Airport Departure City	Travel Air ¹	Travel Taxi/Drive	Rooms	Meals	Total
NY-BOSTON- NY ALAN HOFFMANN	NY		50	BOSTON 280	30	
Y-BOSTON- NY GAIL DORPH	NY		50	BOSTON 140	30	
NY-BOSTON- NY NESSA RAPPOPORT	NY		50	BOSTON 140	30	
NY-BOSTON- NY BARRY HOLTZ	NY		50	BOSTON 140	30	
EVE-BOSTON XTON- NY + CLEVELAND ROB TOREN	CLEVELAND		50	BOSTON 280 NY 290	30	
NY GERSTEIN	SAN FRANCISCO		50	NY 280	30	
BOSON- XTON- NY + MADISON DAN PELARSKY	MADISON, WI		50	BOSTON 700 NY 290	30	
SEYMOUR FOX					30	30
DANNY MAROM					30	30
Attendee Cost						

It turns out, due to plane schedules, that I will need to leave Boston Saturday night. Can you shift my hotel reservations so that I can be at the Roger Smith on Saturday night (the 15th)?

Also on Tuesday night the 11th I won't be in Boston but in Philadelphia, where I'm meeting with Moshe Greenberg. Can you cancel the Boston reservation for that evening and set me up in a hotel (near downtown in Philadelphia for the 11th. thanks.



Cancel 7/11 + 7/15

/ Did Roger Smith part.

Roger Smith

add July 15

\$35 \$20

4508

5518
4967

From: Daniel Pekarsky at 608-233-4044
To: CIJE at 12125322646

06-28-95 11:01 pm
002 of 010

MEMO TO: ALAN HOFFMANN, BARRY H., GAIL D., NESSA R.
FROM: DANIEL PEKARSKY
RE: JULY SEMINAR

It dawned on me that you may not have seen the July-seminar-outcomes-statement that I sent to Seymour and Daniel Marom a few weeks back. It will be the subject of my discussion with them the first week of July. If you have any thoughts on this, I would welcome them.

MEMO TO: Seymour Fox and Daniel Marom
FROM: Daniel Pekarsky
RE: the July Seminar in Cambridge
DATE: June 5, 1995

As promised, I'm sending along some thoughts that might serve as a springboard to conversations over the next several weeks concerning the agenda and materials around which to organize our July seminar in Cambridge. I have, by the way, not yet confirmed Gerstein's attendance; but I did, following my conversation with Seymour, invite Rob Toren, and he, after conversation with Gurvis, indicated that he would enthusiastically attend. In my conversation with him, I floated the possibility of his working with a JCC, and he seemed amenable. It is worth noting, though, that in his Jewish Education Center of Cleveland role he will be working next year with the local Schechter School on questions that substantially overlap our project.

Following the advice Seymour offered on another occasion, I will stay away from actual seminar content on this occasion in order to focus on desirable outcomes. For your reference, I am including two additional pieces of material at the end of this memo. One of them is the list of tentative outcomes I had proposed when we were thinking about the larger end-of-July seminar; my sense is that some, but certainly not all of them, continue to be pertinent. The other is a copy of a document concerning the nature of coaching entitled "Working with Institutions" which, based in part on our meetings last winter in Cambridge, I drafted earlier this year. I may or may not have already sent it to you; but I thought it might be a useful document to work with.

SEMINAR OUTCOMES

In very general terms and as a first approximation, my understanding is that the July seminar is designed a) to deepen our understanding of the activities and purposes associated with coaching educating institutions in the direction of greater vision-drivenness, with an eye towards b) better understanding the skills and understandings needed by coaches and c) clarifying the critical elements that need to enter into a training-seminar for coaches. (Note that I use the word "coach" more out of habit than out of conviction - for I'm not sure that the word adequately captures the work of the person who is to serve as a guide/gadfly to educating institutions).

As a first approximation, I want to suggest that these general purposes will be best achieved if we accomplish the following at the seminar:

1. Revisit and, if necessary, expand on the general conception of the coach's mission that we discussed in February. As a springboard, see Pekarsky's brief document "Working with

Institutions..."

2. Clarify the minimal (institutional) conditions under which a relationship between CIJE and an educating institution around a goals/vision agenda is likely to prove fruitful.

3. With attention to local circumstances that have a bearing on appropriateness, articulate and refine the kinds of strategies that are likely to raise the level of consciousness and discussion concerning goals and to stimulate serious reflection and study that is more than values-clarification.

4. A corollary of #3: identify fruitful ways of launching the relationship between CIJE and an educating institution. What should the coach say, offer, stipulate, recommend, ask, do, insist on, request, organize, etc. at the outset in order to get the process off to a good start? What should the coach avoid doing? In answering such questions in concrete cases, what circumstances need to be taken into account?

5. Clarify different degrees of success to be aspired to in working with an educating institution. What would success in a full or partial sense look like?

6. Understand other approaches to educational change (notably Senge/Fullan and Sizer), with an eye towards grasping how our approach differs from theirs and also what we might learn from them that would be helpful to our efforts.

7. Clarify how experimental fieldwork now under way (through via Pekarsky and Marom) can provide insight into the aims, processes, and challenges of coaching educating institutions.

8. Based on 1 through 7, what are the skills and understandings that a coach needs in order to be an effective catalyst and facilitator of a vision/goals agenda? And, related to this, what should a coaches training-seminar focus on?

8. Finally, last but by no means least, clarify the working relationship and communication-patterns between CIJE and the Mandel Institute on the Goals Project, so that in an ongoing way our efforts will be complementary.

Though the foregoing represents my real views at this moment in time, I also regard it as no more than a conversation-starter and welcome your reactions.

I want to note that I view #8 as very important and believe it should occupy us on the first day of the seminar - either for half the day or the full day. I have alerted both Toren and Gerstein to the possibility that there will be a closed meeting at some point during our seminar to discuss what I described to them as "house-keeping" matters.

I look forward to hearing from you. I'll be in New York for the CIJE meetings from Wednesday to Friday and will then be in Madison pretty much for the rest of the month. All the best.

APPENDIX 1: OUTCOMES IDENTIFIED IN EARLIER MEMO SKETCHING OUT THE SUMMER SEMINAR (scheduled for end of July, but postponed)

1. Deep familiarity with basic concepts, assumptions, and materials associated with the Goals Project and the Educated Jew Project. This familiarity includes an appreciation for the power of these concepts, assumptions and materials.
2. An awareness of other prominent approaches to institutional reform, and how these approaches relate to - and differ from - our own. Attention needs to be paid to what can be learned from other approaches, even as we recognize their limitations.
3. An ability to use the Project's concepts and principles as lenses through which to interpret the state of goals in the life of an institution - in ways that suggest critical questions that need to be raised.
4. An awareness of the different levels at which one "can cut in" to the problem, and of different strategies that can be used (at different levels) to stimulate serious reflection concerning vision and goals (and their relationship to existing practice and outcomes). There need to be opportunities to experiment with these strategies in the course of our seminar. Participants also need to emerge from the seminar with some sense of the appropriate level at which to intervene in any given institution.
5. An awareness of the sources of resistance to a serious inquiry into an institution's basic goals and their relationship to practice, as well as of the ways to defuse, circumvent, or exploit this resistance.
6. Awareness of the kinds of conditions that must obtain in an institution if one is to have a fighting chance of making progress on a goals-agenda.
7. Excitement about being part of a pioneering venture that is in its formative stages and that offers participants a chance to engage in and to share "action research".

APPENDIX 2: PEKARSKY'S "WORKING WITH INSTITUTIONS" DOCUMENT,
DRAFTED IN LIGHT OF OUR FEBRUARY, 1995 SEMINAR.

WORKING WITH INSTITUTIONS:
THE GOALS PROJECT AGENDA

INTRODUCTION

The CIJE proposes to work with select institutions around a goals-agenda. Its guiding convictions are:

1. Thoughtfully arrived at goals play a critical role in the work of an educating institution. They help to focus energy that would otherwise be dissipated in all-too-many directions; they provide a basis for making decisions concerning curriculum, personnel, pedagogy, and social organization; they offer a basis for evaluation, which is itself essential to progress; and, if genuinely believed in, they can be very motivating to those involved.

2. In Jewish educating institutions, as in many others, there is inadequate attention to goals. All too often, one or more of the following obtain: goals are absent or too vague to offer any guidance; they are inadequately represented in practice; they are not understood or identified with in any strong way by key-stake holders; they are not grounded in some conception of a meaningful Jewish life which would justify their importance.

Goals Project work with institutions would focus on remedying these deficiencies. The following discussion tries to explain the presuppositions and the nature of this work.

WORK WITH INSTITUTIONS

Presuppositions. CIJE's work with institutions around a Goals Agenda is informed by a number of critical assumptions, including the following:

- a. Key stake holders need to be committed to the effort to work on a goals-agenda.
- b. Wrestling with issues of Jewish content is an integral, though not the only, element in the process.
- c. A coach identified and cultivated by CIJE will work with the institution around the Goals Agenda. (The work of the coach is described more fully below.)
- d. The institution will identify a Lead Team that will be in charge of its efforts and work with the coach in

designing appropriate strategies. The Lead Team will have primary responsibility for implementing the plan.

e. The institution's Lead Team will be invited to participate in seminars, workshops, and other activities designed to enhance their effectiveness. This may well include the development of a partnership with the Lead Team of one or two other institutions engaged in similar efforts at improvement.

f. There is no one strategy for encouraging fruitful wrestling with goals-related issues. Whether to begin with lay leaders, with parents, with the principal and/or with teachers; whether to start with mission-statement, curriculum, and/or evaluation -- such matters need to be decided on a case-by-case basis by the institution's lead-team in consultation with CIJE.

The heart of the work. The essence of the work that will be done with institutions under the auspices of the Goals Project has three dimensions:

1. A serious, multi-faceted examination of the way goals do and don't fit into the institution's efforts at present. This phase of the work is designed to identify the institution's challenges by highlighting weaknesses: for example, unduly vague goals, inconsistent goals, goals that are lacking in support by key stake holders, goals that are not reflected in practice in meaningful ways.

2. Reflection and deliberation. Stake holders engage in a thoughtful effort to wrestle with the uncertainties and challenges identified through #1. This effort includes a serious effort to clarify their fundamental educational priorities, through a process that includes wrestling with issues of Jewish content. Materials emanating from the Mandel Institute's Educated Jew Project will be invaluable to this effort. This stage will give rise to basic decisions concerning what needs to be accomplished.

3. The institution determines what needs to happen and be done in order that the basic decisions articulated in #2 can be accomplished. Strategies need to be developed and then implemented.

4. The effort to implement needs to be carefully monitored and the outcomes evaluated. This is indispensable if there is to be learning and a chance of serious mid-course corrections in aims and/or strategies.

The work of the coach. The coach is involved in all phases of this work. The coach works with key constituencies (separately and sometimes together) and wears a number of hats: he or she is sometimes a consultant on questions of strategy; sometimes a bridge to extra-institutional resources that are necessary to the effort; sometimes a thoughtful critic of directions for change that are proposed. In these and in other matters, the coach's primary job is to help the institution get clearer about its primary goals and their relationship to practice.

The initial and perhaps most important challenge of the coach is to stimulate the institution to do the kind of serious examination and self-examination that will identify its critical challenges. This means posing basic questions of different kinds, although which ones it will be fruitful to ask at any given time will depend heavily on local circumstances. Below is a list of some of the basic questions:

1. What are your avowed goals (as found in the opinion of key stake holders, as found in mission statements, as found in the curriculum)?
2. Are the avowed goals (as articulated or implicit in these different ways) clear or are they very vague? Do the participants understand what they mean and entail?
3. Are the various avowed goals mutually consistent?
4. Do the key stake holders - lead-educators, parents, and teachers - really believe in these goals?
5. If the stake holders do believe in these goals, why do they believe they are important? How will accomplishing them help make the life of the student as a Jewish human being more meaningful in the short- and/or long-run?
6. Are the goals anchored in an underlying vision of a meaningful Jewish existence? Can the stake holders flesh out the vision that is implicit in the goals they have identified as important?
7. As a way of better understanding what they are committed to or might be committed to in #s 5 and 6, have the stake holders looked seriously at alternative views?
8. In what ways and to what extent are the avowed goals actually reflected in the life of the institution - in its social organization, in its pedagogy, in what happens in classrooms, etc.?
9. To what extent are the goals achieved? To what extent are actual educational outcomes consistent with the goals?
10. If you were serious about Goal X or Y, what would you need

From: Daniel Pekarsky at 608-233-4044
To: CIJE at 12125322646

06-28-95 11:05 pm
009 of 010

to do in order to have a realistic shot at accomplishing it?

*For
file*

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from VMS.HUJI.AC.IL by dub-img-4.compuserve.com (8.6.10/5.950515)
id RAA20241; Wed, 31 May 1995 17:55:52 -0400
Received: by HUJIVMS (HUyMail-V7b); Thu, 01 Jun 95 00:55:50 +0200
Received: by HUJIVMS via SMTP(128.104.30.18) (HUyMail-V7b);
Thu, 01 Jun 95 00:50:22 +0200
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Wed, 31 May 95 10:36 CDT
Message-Id: <2FCC8CF9.CF87.202A.000@mail.soemadison.wisc.edu>
Date: Wed, 31 May 1995 10:35:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: An additional coach
To: 73321.1221@CompuServe.Com, ALANHOF@vms.huji.ac.il
CC: marom@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

My conversation with Seymour yesterday was more abbreviated than I would have hoped, the reason being that he was running off for a teaching engagement; but we did briefly discuss the "additional coach" question.

Among ourselves, we had spoken of Toren being a good candidate, but as you will recall, Seymour had expressed some concerns about this. But since, of the available candidates, he continues to seem the most promising and since - with or without our involvement - he will be doing related work in Cleveland next year, I decided - after consultation with the two of you - to discuss this matter with Seymour again.

Seymour continues to be somewhat concerned about Toren's aptitude for this kind of work and is especially worried about how well he knows schools. He seemed more comfortable with Toren if, in view of his JCC experience, we think of him as an Informal Education coach and tie him to the world of JCCs and camps. Though my own sense is that since the time Toren has been in Cleveland, he has had opportunities to become more savvy about a number of educational settings, including schools; still, I think the idea of encouraging Toren to become more focused on the world of informal education is promising -- remember that, after all, he was involved with the Retreat Institute for a year.

In any event, having expressed his reservations, Seymour urged us to follow our own judgment in this matter. He asked about Gerstein, and I said we were trying to get her to come, and he seemed comfortable with this.

Everything considered, though disquieted somewhat by the possibility that Seymour's reservations might prove apt, I think we should go

with Toren. I will speak with him today and see whether we can work it out.