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Goals Project. Meetings and teleconferences, 1994-1996.

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SUMMARY OF CIJE GOALS PROJECT MEETING, Oct. 21, 1994

UPDATE

The update covered developments since the Goals Seminar in Jerusalem. It began with a brief survey of what had happened with the three communities that had been heavily represented in Jerusalem.

It was observed that while not a great deal had yet happened in Baltimore or Milwaukee, there had been a measure of progress. In the case of Baltimore, a spring kick-off for the Goals Project has been planned with some kind of a major event. The possibility of bringing Pekarsky and/or Fox for this event is something they have been discussing. In Milwaukee, there was virtually no activity, except for a single meeting that didn't seem to give rise to much, until a planning meeting at the tail-end of September to which DP was invited. There plans were made to divide up the work of engaging different possible candidates for the local Goals Seminar, and it was agreed that a series of 4 seminars would be launched in January. Pekarsky agreed to prepare some materials to help them in their effort to generate a clientele, as well as to come down once or twice between now and January to meet with representatives of institutions that may be interested in participating.

may be wrong
In passing, it is noteworthy that the Milwaukee-folk requested that we consider the possibility of exempting rabbinic leadership from the local seminars, fearing that an insistence that the rabbis participate might reduce overall participation on the part of local institutions. At today's CIJE meeting, we decided against their suggestion on the grounds that without strong rabbinic involvement no serious effort would be likely to succeed.

In contrast to Baltimore and Milwaukee, Cleveland has really moved ahead with the Goals Project. 1) A seminar for local educational leaders has been organized around the theme of goals, with Ackerman appointed as seminar-leader. That seminar has already met once. 2) CIJE has been approached by the Agnon School concerning the possibility of participating with it in a venture designed to make it a more vision-driven institution, and for us to learn through the partnership; 3) Rob Toren has developed documents which, when distributed, will invite local institutions to enter into a partnership with the JECC towards the development of vision-drivenness.

With respect to Cleveland, we noted the importance of getting back to Agnon ASAP concerning their interest in working with us. Though we as yet have nothing conclusive to convey to them, to be in touch with them is critical. Holtz will follow up on this. It was also noted that Ackerman has indicated that he is not entirely comfortable leading a seminar organized around a Goals-agenda, and that it might make good sense for DP to offer

to help give the seminar a measure of direction. DP will be in touch with Gurvis around this matter.

On another matter altogether, Daniel Marom's memo concerning Amy Gerstein was discussed. There continues to be great enthusiasm for meeting with her to explore her ideas, and, if warranted, possibilities for further involvement. Regrets were expressed that we hadn't moved faster on this, and it was agreed that DP should contact her ASAP to see whether we could meet with her in November, during her projected trip east.

DP reported on our meeting with the Program and Content Subcommittee, and the great interest that was expressed there in the subject of 'community-vision' or 'community goals'. He also reported concerning the possibilities discussed at a recent O'Hare airport meeting between Barry, DP, and John Colman. These matters will be folded into the discussion below and will not be summarized separately here.

POSSIBILITIES AND DECISIONS ON THE HORIZON

Recognizing that we need to make some basic decisions concerning priorities and directions, we proceeded to sketch out a list of possibilities from among which to choose. We pre-identified the following criteria as basic to the choice-process:

1. Outstanding commitments.
2. Do-ability, including know-how and resource-availability.
3. Fecundity, understood as the capacity of a given activity to forward CIJE's principal agenda.

Here is a list of the possibilities mentioned:

1. The planned agenda: following local seminars for local educating institutions in each of the three major communities represented at the Jerusalem conference, institutions would be identified for intensive work from among the participants. CIJE would not directly work with these institutions, but it would move the process along via two kinds of activities: a) work with individuals appointed by the institutions to carry their process further; and b) the development of a cadre of "coaches" or "resource people", to be drawn from the ranks of the most talented educators in the USA, who would be available to offer guidance to participating institutions.
2. CIJE could identify 3 to 5 different kinds of institutions that, given its agenda, it finds particularly promising. An existing community Day School; a JCC Camp; a community Day High School in the planning stages; and one or two congregations were among the possibilities considered, with promising instances of each category identified. There may, for example, be an interest

in such a venture on the part of Lee Hendler's congregation in Baltimore, Jay Roth's JCC camp in Milwaukee, and the Agnon School in Cleveland; and there was conversation about the possibility of being involved in Atlanta with a projected venture to open Hebrew High School.

3. "Community-vision" agenda. In Jerusalem as well as at our Program and Content sub-committee meeting in early October, there was great interest in the subject of "community-vision," with individuals as different as Jerry Stein, Dave Sarnat, and Maurice Corson all speaking to a pressing need for communities to make progress on this matter. This was not, as we understood, at the heart of CIJE's initial conception of the Goals Project agenda. But given the urgency felt by many concerning this matter, perhaps it needs to be given a more prominent place in our efforts.

4. Spreading the news. The Goals Seminar in Jerusalem introduced 3 well-represented communities and 2 not-so-well-represented communities to the Goals Project. Perhaps other communities should be introduced to our efforts via an America-based conference that resembles the Jerusalem Goals Seminar.

5. Use of the Goals/Vision theme to engage lay leadership in efforts to improve Jewish education.

Of these varied possibilities, all but #5, which needs to be further fleshed out, were discussed, and we emerged at the end of our deliberations with the tentative conclusions summarized below.

FUTURE DIRECTIONS

A. The development of capacity and prototypes. Recognizing the need meaningfully to honor outstanding commitments, we felt that we needed to pay special attention to the fecundity-criterion in making our decisions. With this in mind, and recognizing what we do and do not know and have in place at present, we felt that the next two years or so need to emphasize the development of capacity and prototypes. That is, our immediate challenge is to develop basic skills, understandings, and resources (human and other) that will facilitate the progress of this project. Concretely, this might mean the following:

1. Conceptualizing, organizing, and calendarizing a program of study for CIJE staff (and other key individuals) around Goals Project themes. The program of study would be designed to help us develop an approach or a battery of approaches in which we have a measure of confidence -- critical if we are to work with institutions and/or work effectively with "coaches" or other resource people. Among other things, this program of study would involve

opportunities for serious discussion with representatives of movements like Sizer's which are engaged in efforts from which we might learn.

2. Identification and recruitment of resource-people who could potentially work with institutions interested in taking on a Goals Project agenda. Here are the kinds of names that surfaced: Josh Elkin, Vicki Kellman, Susan Shevitz, Joe Riemer, Rob Toren (by no means an exhaustive list).

3. A seminar, scheduled for next summer, designed to bring the resource-people (identified in #2) fully on-board. Participation in the seminar would presuppose "broad strokes" identification with the Goals Project effort. Conceivably, and assuming such identification, representation from denominational training institutions might be desirable.

4. Identification of 3 to 5 prototype institutions which we are prepared to work with intensively over the next few years - with an eye towards a) their improvement, and b) our own learning, and c) writing up and disseminating what we learn. Though CIJE does not see itself as working at intra-institutional levels, it may be that for purposes of our own learning, we may want to be more intimately involved with one or more of these local efforts.

5. Developing with/for the institutions identified in #4 a set of tasks/activities that will put them in a state of "readiness" for a serious goals-agenda.

B. Outstanding commitments. As planned, Pekarsky will work with Milwaukee this year in the local seminars, and efforts will be made to be helpful to Gurvis and Ackie in the Cleveland seminar that has recently begun. In addition, we will try to be helpful to Baltimore as it moves ahead in the spring. Where any of these initiatives will actually lead we'll have to see as we move along. One thing that was very clear to us is that we must do everything we can to help out in Cleveland, which is by far the most promising of the communities to date.

PERSONNEL

y The Goals Project does not currently have the personnel needed to carry out its agenda in a meaningful way. Pekarsky works full-time at the University of Wisconsin and does not have substantial time available for this very demanding project. And while Dorph, Hoffmann, and Holtz may be able to take on some pieces of the project, they too are extremely busy and cannot realistically be expected to take on much more. And yet the tasks on the horizon are many, including:

1. Responsibility for coordinating, tracking, and

leading the local seminars planned for this year.

2. Identification and recruitment of resource-people from among senior educators in the U.S. who might work with our project.

3. The conceptualization and actual development of our own program of study.

4. The identification of institutions we want to work with as prototypes and to negotiate with them towards such an agreement. Along with this, the development of a process that will ready them for this work.

5. The development of a summer seminar for the resource-people we identify.

6. Day-to-day logistical and administrative matters, including communication with various institutions, communities, the Program and Content sub-committee, etc. concerning Goals Project issues.

While existing CIJE staff may be able to help out with some of these matters on a short-term basis, we recognized a critical need for additional CIJE staff to work on the Goals Project. Without such staff we will have to drastically curtail our agenda -- or else doom ourselves to very mediocre work.

Against this background, we focused some preliminary attention on the kinds of people who might prove suitable for our work. Depending on availability, we could imagine hiring either a partner to DP in this effort or someone who would be an assistant. A number of names surfaced, including Mari Blecher and Debbie Kerdiman (both of whom have worked with Lee Shulman). There was also an interest in seeing what might emerge in our conversation with Gerstein.

IN THE SHORT RUN:

1. DP will speak with Marom and Fox this Monday.

2. DP will draft and distribute for comment a summary of our meeting.

3. Pekarsky will communicate to Milwaukee our belief that Rabbis need to be involved and will send them "copy" to be used in their efforts to recruit folks for the Goals Project seminars.

4. Holtz will be in touch with the Agnon school.

5. Pekarsky will call Gerstein to try to arrange a time to meet.

6. We plan to emerge from our meetings with Seymour Fox in November with a clear work-plan for the year ahead.

AGENDA FOR CIJE STAFF MEETING ON GOALS PROJECT, NOVEMBER 1994

1. Purposes of meeting and summary of agenda

2. Background status-report:

Outgrowths of Jerusalem Seminar

the October Plan

recent conversations with Seymour Fox

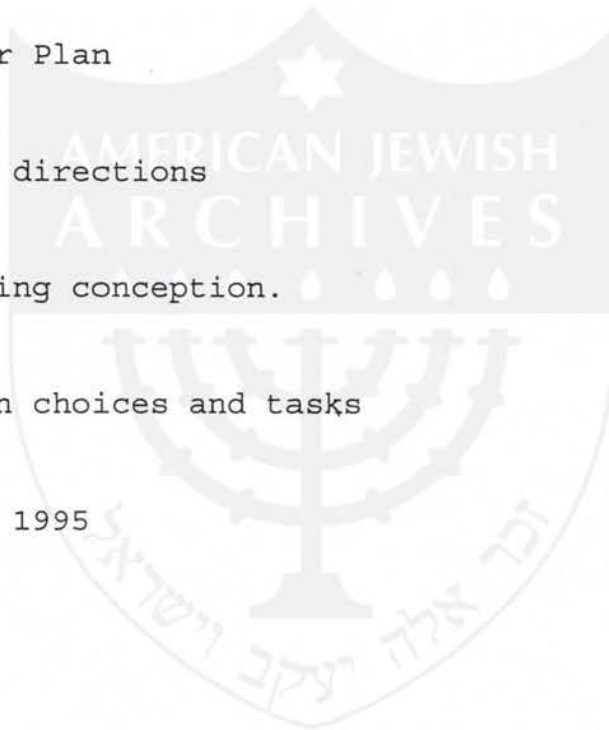
3. Review October Plan

4. Complementary directions

5. Finalize guiding conception.

6. Implementation choices and tasks

7. Work-plan for 1995



THE 'SEYMOUR-LENS'

1. What would optimal Goals Project success look like after, say, 3 years?
2. In the developing plan how might we take optimal advantage of CIJE resources?

a. How might the Monitoring, Evaluation, and Feedback Project contribute to the development of the Goals Project?

b. How might the Educated Jew Project contribute to the development of the Goals Project?

THE FIVE-LEVELS SCREEN

Philosophy

Philosophy of Education

Translation into Curriculum

Implementation

Evaluation

SUMMARY OF CIJE STAFF MEETING ON GOALS PROJECT (with Seymour Fox and Annette Hochstein), New York Nov. 1994

This purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan, developed by the core CIJE staff in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting, this summary proceeds immediately to item c), which concerns questions posed by Seymour Fox in recent conversations, questions which offer us useful lenses to use in the planning-process.

SEYMOUR FOX'S QUESTIONS

1. Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?

b) Does a) exhaust our expectations of the Goals Project -- or is there more that we hope for that might not be captured in a)? If so, what is this "more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project?

2. What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3. The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

PHILOSOPHY

PHILOSOPHY OF EDUCATION

TRANSLATION INTO CURRICULUM

IMPLEMENTATION

EVALUATION

At which of these levels does the October Plan operate? Optimally, at what levels should we be

operating?

EXAMINING THE GOALS PROJECT AGENDA THROUGH "FOX-LENSES"

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan.

B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education (or the "Center for Research in the Philosophy of Jewish Education").
The Center would:

- a) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
- b) develop strategies to disseminate its research findings in ways likely to make an impact;
- c) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
- d) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.

B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.

2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:

- a. strategies and models that can guide efforts at institutional improvement;
- b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
- c. identification of institutional "readiness-conditions" if meaningful change is to take place;
- d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
- e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CIJE seeking to catalyze this kind of change.

3. The development evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering their experiences and their ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, of its feasibility, of work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc.

MEF AND THE EDUCATED JEW PROJECT IN THE FULL-BLOWN OCTOBER-PLAN

Monitoring, Evaluation and Feedback. MEF could contribute to the development of the October Plan in a number of ways:

1. MEF could be responsible for the case-studies;
2. MEF could be invited to develop the instruments to be used to assess current reality at the outset of a goals-process and the outcomes of having engaged in this process;
3. MEF could be invited to do the assessments described in #2.

The Educated Jew Project. Were CIJE to proceed with the October Plan, the Educated Jew Project could make a number of important contributions including the following:

1. Asking the Rosenzweigian questions. Not immersed in having to address - and possibly be compromised by - day-to-day political realities, the Educated Jew staff could help CIJE keep focused on some of the basic questions and concerns that are at the heart the Goals Project.
2. The Educated Jew staff could prove invaluable in our efforts to cultivate resource-people for our project or to educate other constituencies.
3. The Educated Jew staff may be able to offer valuable expertise to the 3 to 5 prototype-institutions identified in the October Plan.
4. The Educated Jew Project's papers on the Educated Jew could prove valuable resources to the 3 to 5 prototype institutions. Conceivably, if there is a clear need, the Educated Jew Project could be invited to commission additional papers that address issues that are particularly sensitive in the American Jewish community -- for example, those dealing with the role of women in Jewish life.

DISCUSSION

Our discussion took place against the general background defined the matters discussed above. Below I summarize some of the major themes and decisions that emerged in our discussion, and then I conclude with a draft of a work-plan that tries to be faithful to the spirit of our deliberations.

1. Supplementing our resources.

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of; the possibilities.

2. The Center-idea.

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could be folded into the work of the Center discussed in the larger conception defined by 3 long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined this agenda is, to say the least, substantial -- it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1) that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals.

Of particular interest was the suggestion that such a Center could be established, in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating

personnel that would work with such institutions; 3) the development of our own learning-curriculum.

A limited initial agenda. As the preceding paragraph suggests, whether called initially a Center or a Project, it is not necessary - and probably not desirable - for the new entity to take on "a full plate" from the very beginning. On the contrary, it might initially focus on only of the efforts that might eventually define its character. But it would be important to view these initial efforts, however narrow, in relation the larger plan of action.

Is an independent Center in our interests? It should be noted that while the idea of working towards a quasi-autonomous Center seemed of interest, at various points reservations were expressed. We should, it was implied, proceed with caution, with attention to the possibility that spinning-off the Center might not be in the best interests of CIJE.

Parallel centers. It was suggested that the model under discussion -- spinning off a CIJE effort and turning it into a quasi-independent satellite-center with strong ties to CIJE -- might in the long run also be the way to approach efforts like Monitoring and Evaluation and Educational Leadership. The thrust of this approach is to keep CIJE as a planning and catalyzing institution that does not get bogged down in implementation of the initiatives it helps to bring into being.

3. Who could serve as adequate coaches/resource persons to institutions embarked on a change-process?

One possibility presented at the seminar is that CIJE work with "coaches" who are themselves appointed by and representatives of the institutions that are embarked on the change-process. While this would enormously simplify our work in that we would not have to seek out a cadre of coaches, the suggestion was countered with the observation that it is unlikely that most such institutionally-appointed coaches would be in a position to help their institutions with the content-side of the goals agenda. In response, it was suggested that maybe we need to be thinking in terms of two kinds of coaches -- an institutional representative skilled in process-issues, and a more content-oriented person that CIJE cultivated (folks like Bieler and Gribbetz, Marom).

4. Working with Institutions: at what level does one begin?

It was reiterated that forwarding the Goals-agenda does not require beginning at the level of "philosophy of education." While efforts at the latter level are important for Jewish education, in any given institution the process might well begin at other levels e.g. with their Bible curriculum. Where one begins would need to be decided on a case-by-case basis.

5. Inventory of outstanding commitments.

While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage.
 - b. Agnon??
 - c. Possible involvement with Cleveland's Goals Seminar
 - d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises).
 - e. Milwaukee's JCC??
 - f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.
6. Other interesting possibilities.
- a. The Atlanta JCC Camp.
 - b. The Baltimore congregational program.
 - c. The new Atlanta Day School possibility.

[PEKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS

1. CIJE should design and establish a Center for Philosophy of Jewish Education.

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE.

2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda.

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions."

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part.

3. Developing capacity is a very high priority and must be at the center of our efforts.

a. Developing capacity has at least 3 dimensions: a curriculum of study for CIJE staff; the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning.

GOALS PROJECT WORK PLAN FOR 1995

1. Establishment of the Center for the Philosophy of Jewish Education.

- a. Initial conversations between Harvard, Mandel Institute, and CIJE. (Dec. 1994)
- b. Flesh out conception of the Center, the stages through which it would develop, and its initial assignments. (January, 1995)
- c. Develop funding support for the Center.

2. Honoring outstanding commitments.

- a. Four Milwaukee Seminars (January - May, 1995)
- b. Participation as planners and possibly as resources in the Cleveland seminar (Dec.'94 - June '95)
- c. Help launch the Baltimore seminars (spring, '95)
- d. Meet with Agnon to conceptualize and to help them begin to implement a goals-agenda. (Jan. - May 1995)
- e. Consult to Toren in his efforts to enter into Goals-focused relationships with local educating institutions. (as needed)
- f. Identifying "prototype-institutions" from among those participating in local seminars and/or other institutions -- i.e., institutions we are prepared to work with intensively (June, 1995). Begin work with these institutions in September 1995.

3. Building capacity

- a. Conceptualizing and planning our own learning-curriculum (Nov.-Dec., 1994)
- b. Resource persons
 - i. Identification of 5 to 20 promising individuals (Dec., '94)
 - ii. Recruitment of these individuals (Jan.'95)
 - iii. Development of a summer-seminar for these individuals (Feb. and March, '95)

iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

c.. Learning through prototype institutions

i. Begin with one or more institutions to which we may have preexisting commitments.
(January-June, '95)

ii. If and only if we have sufficient personnel after meeting requirements of #1,
identify other institutions. (Summer '95)

iii. Identify institutional representatives who will work with CIJE
(Summer, '95) and hold seminar with them (Fall, '95)

BY THE END OF '95:

1. We will have completed local seminars to which we've committed.

2. We will have established the Center for the Philosophy of Jewish Education -- or a project that is moving in that direction.

3. We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up.

4. We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.

5. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.

post February mtg

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

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 will be engaged in training coaches, and educational leaders with the 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.)

a. 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
Steve Chervin
Marci Dickman
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

Daniel Marom
Jay Goldman
Cindy Levine

Pekarsky Telecon Agenda

April 4, 1995

- I. ✓ Our working relationship with Isa and her project, a matter raised by Jay Roth as well as by Toren.
- II. ✓ 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.
- III. Cleveland-issues, including Ackie's Goals Seminar.
- IV. Relationship of our upcoming work to the In Service and MEF initiatives.
- V. How to proceed with the Community-wide Goals Dimension of our work.
- ✓VI. The compensation of coaches whose coaching-activity does not fall under their routine job-description.
- ✓VII. Authorization to begin contacting faculty for this summer's seminar.
- VIII. The contents of the Fieldbook to be developed for this summer.

5. I indicated that while my fall is busier than usual, I will only be teaching one course next spring -- perhaps we should be thinking about heavier CIJE involvement during that period.

6. In my conversation with Barry that followed the conversation with Alan, we returned to the question of the summer-seminar and we asked whether we should be thinking about invitees with attention to the communities they represent: would it not be desirable to have someone in attendance from Hartford, SF, Seattle, and Philadelphia? We agreed that each of us should try to generate names.

7. DP will generate a follow-up letter for the summer seminar to those we've contacted. The letter should be done by the end of the week and should go out beginning of next week.

8. Alan asked if the coaches should be trained to do regional or community-wide seminars. My sense is that this may be too much to ask of some of them, but that they should be prepared and able to run such seminars within an institution. My hope is to experiment with such a seminar (for lay/prof. leadership, as well as for parents and teachers) in at least one Milwaukee institution next year.



Goals

Date: Wed, 31 May 1995 10:11:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Re: Our meeting in New York. -Reply -Reply
To: gerstein%leland.stanford.edu@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

Dear Amy,

I haven't had a chance to talk to Alan or Gail about your meeting with them in San Francisco -- but I'm assuming it took place. Alan did mention his eagerness to have you participate in the seminar we have scheduled in Cambridge (with Scheffler, et. al.) on July 13/14 and 16/17. Will you be available for any or all of that time-period? I hope so! Let me know -- and then we can begin to think through a) your role in the seminar; b) which days would be most worth your being present; and c) compensation-issues. Let's try to get closure - at least on logistical matters - in the next few days.

I hope all is well. Write or call soon.

DP



Hi Alan and Danny:

Goals

Lenny Rubin of the JCCA staff spoke to me today about our camping meeting in December. He is concerned that bringing 3 people from each center for such a meeting is going to be very expensive for the centers and we will have trouble getting people. Perhaps funding would be available for the Milwaukee crew given Jay Roth's interest and Jane Gellman, etc. But he is afraid that the other places would balk at the costs.

He has an alternative suggestion: virtually all of these folks will be in Washington DC for professional development meetings in November. We could take 2 days at the end of their conference and use them for our meeting: it would be Nov. 8th and 9th. The week after our board meeting and the week before the GA. I told him I would consult with you both. My first reaction is that this may be a good thing. The date is "in-between" and I'm worried that he is right about the costs screwing up the plan.

Are you available? Do you think this is a good idea? Please respond.

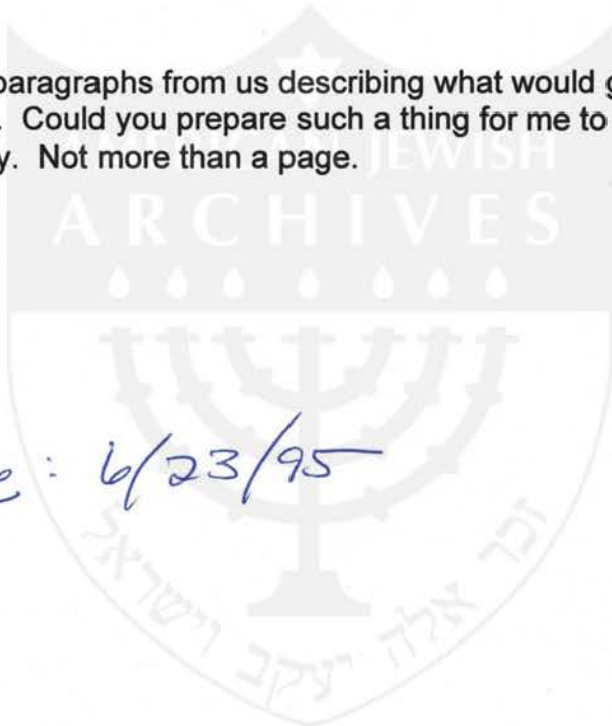
Danny:

Lenny needs a couple of paragraphs from us describing what would go on in these days so he can pitch it to the Centers. Could you prepare such a thing for me to give to him? I need it by the Monday or Tuesday. Not more than a page.

Thanks.

barry

Date: 6/23/95



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMORANDUM

To: NY Crew

From: Robin

Date: July 5, 1995

Re: July Goals Project Meeting Hotel Reservations

CIJE is staying at the Inn at Harvard Square for the Cambridge portion of the July Goals Project Meeting.

The Inn at Harvard Square

1201 Massachusetts Avenue

Harvard Square

Cambridge, MA 02138

(617) 491-2222

(617) 491-6520 FAX

NAME	NIGHT OF RESERVATION	CONFIRMATION #
GZD	JULY 12-13	181425
ADH	JULY 12-13	181423
BWH	JULY 13	181424
NR	JULY 13	181426

Alan Hoffmann

MEMO TO: Alan, Barry, Gail, and Nessa
FROM: DP
RE: The agenda for our upcoming meetings.

In order to focus our Monday morning conference call, I've drafted a proposal for our Cambridge/New York meetings. It begins with a summary of basic tasks and then goes on to sketch out an agenda. Please note that as these materials are being sent to you, I have not yet seen the materials that Fox and Marom said they would be sending to us on Monday; nor have I yet drafted the short piece I propose to write as background to our Thursday meeting. If one or both of these become available prior to our conference call, I will send them along; please check incoming faxes prior to our meeting at 10:45 a.m. (New York Time).

Lest we lose sight of them, I wanted to take note of a few of the points made during our last meeting. I begin with possible directions for the Goals Project that were noted in the course of our last conference call and then proceed to note concerns that were expressed. Following this is the proposed agenda for our upcoming meetings.

SOME POSSIBLE FUTURE DIRECTIONS (Based on our last conference call)

1. Pekarsky's two-pronged proposal that emphasizes:

a. via seminars, videos, publications, etc. aimed at appropriate constituencies (especially lay and professional leadership), building a culture and a communal discourse that take vision and goals seriously.

b. through work with select institutions, develop i) knowledge-base concerning the way to forward a goals agenda; ii) knowledge-base relating to coaching; iii) case-studies of the good things that can happen -- as well as the difficulties - when an institution struggles with a goals-agenda.

c. down-the-road, develop cadre of coaches and invite genuinely select institutions to work with them.

2. Curricularizing the Educated Jew Project: develop strategies and materials that will enable North American communities and institutions to use these materials as significant tools in the process of self-improvement. Two dimensions of such an effort were discussed during our meeting:

a. a grid that will identify that central

dimensions that need to be taken into account in using a conception of an educated Jew to develop an educational program;

b. the kind of process that is likely to engage, to motivate, stake holders in an institution to engage a serious process of institutional growth that makes use of these materials.

3. Encourage Seymour and Marom to teach "us", the North American personnel, how to draw out of our own scholars papers comparable to the "Educated Jew" papers. Is there a grid for "the Educated Jew"? This would be background to a serious effort to encourage key North American educators to develop their own visions of an educated Jew.

4. For those who have come to believe that issues pertaining to vision and goals are at the heart of what we're about, a critical challenge is to ensure that CIJE's various activities (in the areas of, say, personnel and community mobilization) include issues relating to goals and vision as central dimensions of what we do.

5. One activity that was proposed was an annual Mandel/CIJE collaboration around a case-study that considers a particular kind of institution's efforts at growth.

SOME CONCERNS

1. Justly or unjustly, concerns have been expressed that although we preach an agenda that insists on the importance of content as well as process, the content-agenda of the Goals Project has not received adequate attention in some of the programs we have developed and implemented.

2. Seymour has expressed two views that are in seeming contradiction: a) "You (Gail and Barry) can lead an institution through a goals-process with hands tied behind your back.," and b) "You don't know enough to bring potential coaches together for a discussion of coaching-related matters." These apparently - and I stress 'apparently' -- contradictory views need to be reconciled.

3. If we do change direction and put the coaching-agenda on the back-burner, we need to find a compelling way to describe this change to our CIJE Board and sub-committee (the Colman Committee).

4. Nessa expressed an interest in our convening a high - indeed,

super-high - level group of lay-leaders to think together about issues relating to goals and vision in relation to the larger predicament of American Jewry.

5. In our vision of an ideal world, we have one conception of what it would mean to work with an institution, agency, or community. But the real and living institutions and individuals who approach us for help may not be ready or able to approach their work with us in the ways we might hope. How can we work with them both to meet their experienced needs and "to raise them one notch higher" -- if not more?



GOALS PROJECT CONSULTATION, July 1995
preliminary draft

PRIMARY TASKS:

1. Arrive at a shared sense of the Goals Project's principal mission and the goals that flow from that mission.
2. Arrive at a shared sense of the principal activities through which this mission and these goals will be achieved, along with an appropriate time-line.
3. Arrive at a shared sense of the roles of CIJE and the Mandel Institute in the development of the project -- in carrying out the project's principal activities, in evaluating the project's work, in articulating and deciding among alternative courses of action. Included in #3 is the development of mechanisms that will assure timely and effective communication and coordination among the various participants in this project.
4. Deepen our understanding of what is involved in working with institutions around a serious Goals Agenda, with an eye towards refining our understanding of the skills, understandings, sensibilities, and knowledge-base needed by "coaches" (our current term for those individuals who will serve as resource-people to institutions engaged with a Goals-Agenda).

RULE OF PROCEDURE: The plan is to get far enough on #s 1 - 3 by the end of Thursday to enable us to take up #4 on Friday (with the possibility of returning to the first 3 items on Sunday). It is, however, understood by all participants that should we not get as far as we think necessary on Thursday's agenda, we will continue with #s 1-3 into Friday, deferring #4 for another occasion. Rob Toren, who will be participating in the discussion of #4 fully understands this possibility.

BACKGROUND MATERIALS FOR THE SEMINAR

For items 1 - 3,

Pekarsky's recent piece on Goals Project Priorities.

Pekarsky's brief piece written as background to our upcoming deliberations. (to be written)

The Mandel Institute piece identifying themes pertinent to our deliberations concerning the

future of the project (to be sent to me in Madison this Monday).

For Item 4:

The written summary of our February meeting.

Pekarsky's short piece, "Working with Institutions"

Possibly a "case" which DP has asked Rob Toren to develop as a springboard to a discussion of what it might mean to work with an institution.

THURSDAY AGENDA

1. Background: Brief overview of developments and issues that have emerged since February, culminating in a formulation of the critical issues to be discussed and decided. (Pekarsky)

2. "The Goals of the Goals Project"

Based on the background presentation and the pertinent written documents, a chance for participants to offer competing and complementary views of the principal desired outcomes around which this project should be organized. For purposes of launching this discussion, Pekarsky's short written piece will propose an answer to this question; conceivably, the piece coming from Jerusalem will serve a similar purpose.

3. Subsidiary goals and the pattern of activities that are desirable in light of the project's overarching goals: what are the principal things we should be doing?

4. The respective roles of CIJE and the Mandel Institute in shaping, implementing, and evaluating the Goals Project's activities and agenda; and the development of mechanisms that will ensure a maximally productive working relationship.

Thursday will be a successful day if we can achieve a measure of closure concerning all these matters. Closure of a desirable kind implies:

- a. Genuine agreement among those present.
- b. Decisions made honor existing commitments.
- c. Decisions made forward the larger CIJE agenda, especially with regard to content and goals.

FRIDAY'S AND MONDAY'S AGENDA

1. Background presentation by Pekarsky concerning the status of the "working with institutions" agenda, with special attention to the "Socratic gadfly" discussed in February and Pekarsky's "Working with Institutions" piece that grows out of those meetings.
2. Discussion of the ideas developed in #1, with attention to what we've learned (e.g. through Marom's experience at Agnon, Pekarsky's in Milwaukee, and Toren's in Cleveland) since February.
3. Examination of Toren's "Case". This case will be a written description, summarized by Toren, of an institution that is interested in serious self-improvement. Our energies will focus on how, given what the case puts before us, we would proceed -- what additional information we feel we need, what initial activities seem promising, what kinds of outcomes we would hope to attain, etc., etc.
4. Based on #3, an attempt to draw out some general points or hypotheses concerning institutional pre-conditions and the nature of the work.
5. Based on #s 1 - 4, a renewed attempt to understand the characteristics needed by coaches.
6. Depending on how we have interpreted the immediate Goals Project agenda, we might go on to discuss the kinds of people to bring in as coaches, how to bring them in, and how to equip them for the work at hand. This session might be defined as a preliminary attempt to plan an initial conference for coaches, or at least to identify the outcomes for such a conference.

For Book "Harvard"

Dear Danny:

The following are some of our tentative thoughts for discussion at the meetings at Harvard on Thursday and Friday. As we agreed in our phone conversation, the aim here was for this to serve as a basis for deliberation on the reconceptualization of the goals project.

Since you have already been successful in bringing institutions and communities to the point of wanting to undertake goals development, the issue which is addressed here relates to the next step: what does the goals project aim to achieve once the work with these institutions and communities gets underway?:

1. Engagement with and study of philosophical ideas about Judaism and Jewish existence: These are the conceptual underpinnings of Jewish education in that they provide conceptions of the very basis of Jewish existence: "What is a Jew?" Since we are working with groups with varying Jewish identities, these ideas will range from traditional philosophies expressed in classical and medieval writings (eg. Maimonides, Maharal, etc.) all the way to current ideas expressed by modern Jewish philosophers (eg. Hirsch, Soloveitchik, Rosensweig, Ahad Ha'am, Baeck, Heschel, Kaplan, etc.);

2. Engagement with and study of ideas within the philosophy of Jewish education as they relate to the practice of Jewish education: These ideas express substantial aims for Jewish education - ones which if achieved would enable graduates to live according to a particular conception of Jewish existence (as in #1): eg. "What is an educated Jew?" These ideas have been presented in the writings of thinkers mentioned above and by others, more recently by scholars of the educated Jew project. On the other hand, they may also be presented in person by local Rabbis, Judaica scholars, Jewish authors, etc.. People may adopt ideas espoused by Twersky (eg. his work at Maimonides school), Jack Cohen (eg. his work at the Reconstructionist school), etc..

3. Consideration of educational goals: The aim here is for goals of educational practice to be critically considered with respect to their capacity to contribute to the attainment of the larger aims of Jewish education. The interplay between educational goals and larger aims in Jewish education may transpire through a) an analysis of the educational ideas implied by educational practice (eg. goals statements, curriculum, teaching practice, etc.); b) an attempt to creatively consider which goals might lead to the attainment of levels one and two; or c) any number of other methods.

4. Devise and pursuit of a strategy for setting vision-drivenness in motion in actual settings of Jewish education: There is a broad range of possibilities here. In some settings, it may be advisable to begin by focusing on one program in one area of Jewish

education (eg. the teaching of Bible). In others, it may be more appropriate to begin by engaging board members in the study of philosophical ideas of education (eg. the study of Buber's view of the educated person/Jew). If implemented successfully, these initiatives could branch into expanded efforts in other areas (eg. teacher training, curriculum, evaluation, etc.), and create a movement towards broader vision-drivenness. A question which has arisen in our discourse over the last year has been the kind of staff which would be able to help devise and implement these strategies for and with those who are involved with Jewish education in a particular setting. In addition, having set vision-drivenness in motion in a particular setting, it may be important to consider how its progression and expansion could be supported, nurtured and deepened.

5. Create interaction between local, national and international efforts to undertake goals development: Since the goals project assumes that educational vision is an expression of a larger view of Jewish life shared by groups within and across Jewish communities, there may be much to be gained by bringing local, national and international players in Jewish education to interact with each other around goals project initiatives. For example, a local denominational school in search of new educational ideas in order to set its own goals may find intellectual and spiritual leaders from its own denominational offices to be an appropriate resource. In turn, these intellectual and spiritual leaders from within a denomination may find it useful to formulate their educational ideas with reference to alternative conceptions of the educated Jew as presented by the scholars of the educated Jew project. This in turn may affect educational thinking across the denomination.

We hope you find these thoughts to provide a useful basis for setting the agenda for our meetings at Harvard. Since I cannot find a time when both Seymour and I will be available together for a phone conversation, my suggestion is that we talk first and I will pass on your comments to Seymour. Please let me know when I can be in touch with you later tonight or tomorrow night (I fly early tomorrow morning and land in Boston tomorrow night). You may want to do this by sending a fax to me (972-662837). In every case, I will try to reach you by phone later on.

Sincerely,

Daniel Marom

GOALS PROJECT CONSULTATION, July 1995

BACKGROUND

Against a background of some uncertainty concerning both the future direction of the Goals Project and the best way for the Mandel Institute and CIJE to collaborate on this project, the primary tasks of this consultation are:

- a. to arrive at a shared sense of the project's mission and the goals that flow from this mission;
- b. to arrive at a shared sense of the principal activities through which the project's mission and goals will be achieved.
- c. to arrive at a shared sense of the roles of CIJE and the Mandel Institute in the development of the project - - in determining, implementing, and evaluating the project's priorities and activities. Included here is the identification of mechanisms that will facilitate more effective communication and coordination.
- d. to deepen our understanding of what is involved in working with institutions around a serious goals-agenda, with an eye towards refining our understanding of the skills, understandings, bodies of knowledge,, and sensibilities, needed by coaches who guide the efforts of institutions.

Preliminary discussions of this set of tasks have suggested that a better understanding of item d. may be invaluable when we consider items b. and c., and therefore the sequence for the proposed agenda looks like this:

1. MISSION AND GOALS OF THE GOALS PROJECT
2. WORKING WITH INSTITUTIONS: THE NATURE OF THE WORK (with participation of Rob Toren)
3. THE PRINCIPAL ACTIVITIES THAT THE PROJECT WILL UNDERTAKE
4. CONCEPTUALIZING AND OPERATIONALIZING THE CIJE/MANDEL INSTITUTE COLLABORATION IN THE GOALS PROJECT

Our work can be considered a success if we can achieve a measure of closure concerning our mission, our principal activities, and our collaborative relationship. Closure of a desirable kind implies: a) genuine agreement among those present; b) decisions made honor existing commitments; c) decisions made forward the CIJE agenda. The agenda is filled out below.

AGENDA

1. Overview (Pekarsky)

Review the consultation's tasks and agenda against background of developments since February.

2. The Goals of the Goals Project

Discussion of different views of the principal desirable outcomes around which the project should be organized.

Immediately relevant materials include Marom's letter to Pekarsky (summarizing some of his and Fox's thinking) and Pekarsky piece on "The Goals of the Goals Project." [It may be wise to take 10 minutes to review these documents at the beginning of the discussion since not everyone will have had the chance to see them prior to the meeting.]

Background materials you may want to consult along the way include Pekarsky's "Priorities" document and the summaries of the Oct. and Nov. Goals Project consultations.

3. "Working with Institutions"

Pertinent materials include the summary of our February consultation in Cambridge and Pekarsky's "Working with Institutions" piece.

a. Background presentation by Pekarsky concerning the status of the "working with institutions" agenda, with special attention to the progress made at our February meetings, other developments, and issues that have arisen since that time.

b. Examination of one or more cases, with an eye towards surfacing pertinent issues, strategies, and insights concerning the nature of working with institutions and the skills, knowledge-base, and understandings needed to carry out the work fruitfully. Designated participants have been asked to launch this discussion via one of two different routes, and we can decide as we move along which seems most promising:

i. examining a hypothetical case of an institution interested in serious self-improvement. We might consider how, given the information provided, we would proceed: what additional information we need, what initial activities seem promising, possible arenas in which to intervene, what kinds of outcomes we

would hope to attain, etc.

or

ii. considering some actual cases that relate to our on-going work, e.g. the Atlanta consultation relating to a new high school; the upcoming set of workshops for Baltimore's central agency; issues arising out of Marom's work with the Agnon School; the way to approach our upcoming work with select JCC camps.

c. An attempt to draw out some general points, hypotheses and questions concerning the nature of goals-oriented work with institutions, concerning institutional preconditions, etc.

d. Based on foregoing, revisit question of the characteristics needed by coaches.

3. Determination of priorities and activities

With attention to our discussions under items 1 and 2, identify priorities and activities that should define our efforts in the foreseeable future.

4. Determining roles and relationship of CIJE and the Mandel Institute in the development of the project.

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education (eg. the teaching of Bible). In others, it may be more appropriate to begin by engaging board members in the study of philosophical ideas of education (eg. the study of Buber's view of the educated person/Jew). If implemented successfully, these initiatives could branch into expanded efforts in other areas (eg. teacher training, curriculum, evaluation, etc.), and create a movement towards broader vision-drivenness. A question which has arisen in our discourse over the last year has been the kind of staff which would be able to help devise and implement these strategies for and with those who are involved with Jewish education in a particular setting. In addition, having set vision-drivenness in motion in a particular setting, it may be important to consider how its progression and expansion could be supported, nurtured and deepened.

3. Create interaction between local, national and international efforts to undertake goals development: Since the goals project assumes that educational vision is an expression of a larger view of Jewish life shared by groups within and across Jewish communities, there may be much to be gained by bringing local, national and international players in Jewish education to interact with each other around goals project initiatives. For example, a local denominational school in search of new educational ideas in order to set its own goals may find intellectual and spiritual leaders from its own denominational offices to be an appropriate resource. In turn, these intellectual and spiritual leaders from within a denomination may find it useful to formulate their educational ideas with reference to alternative conceptions of the educated Jew as presented by the scholars of the educated Jew project. This in turn may affect educational thinking across the denomination.

We hope you find these thoughts to provide a useful basis for setting the agenda for our meetings at Harvard. Since I cannot find a time when both Seymour and I will be available together for a phone conversation, my suggestion is that we talk first and I will pass on your comments to Seymour. Please let me know when I can be in touch with you later tonight or tomorrow night (I fly early tomorrow morning and land in Boston tomorrow night). You may want to do this by sending a fax to me (972-662837). In every case, I will try to reach you by phone later on.

Sincerely,

Daniel Marom

Background Materials for
July 1995 Meetings

GOALS PROJECT CONSULTATION, July 1995

BACKGROUND

Against a background of some uncertainty concerning both the future direction of the Goals Project and the best way for the Mandel Institute and CIJE to collaborate on this project, the primary tasks of this consultation are:

- a. to arrive at a shared sense of the project's mission and the goals that flow from this mission;
- b. to arrive at a shared sense of the principal activities through which the project's mission and goals will be achieved.
- c. to arrive at a shared sense of the roles of CIJE and the Mandel Institute in the development of the project - - in determining, implementing, and evaluating the project's priorities and activities. Included here is the identification of mechanisms that will facilitate more effective communication and coordination.
- d. to deepen our understanding of what is involved in working with institutions around a serious goals-agenda, with an eye towards refining our understanding of the skills, understandings, bodies of knowledge,, and sensibilities, needed by coaches who guide the efforts of institutions.

Preliminary discussions of this set of tasks have suggested that a better understanding of item d. may be invaluable when we consider items b. and c., and therefore the sequence for the proposed agenda looks like this:

1. MISSION AND GOALS OF THE GOALS PROJECT
2. WORKING WITH INSTITUTIONS: THE NATURE OF THE WORK (with participation of Rob Toren)
3. THE PRINCIPAL ACTIVITIES THAT THE PROJECT WILL UNDERTAKE
4. CONCEPTUALIZING AND OPERATIONALIZING THE CIJE/MANDEL INSTITUTE COLLABORATION IN THE GOALS PROJECT

Our work can be considered a success if we can achieve a measure of closure concerning our mission, our principal activities, and our collaborative relationship. Closure of a desirable kind implies: a) genuine agreement among those present; b) decisions made honor existing commitments; c) decisions made forward the CIJE agenda. The agenda is filled out below.

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i. examining a hypothetical case of an institution interested in serious self-improvement. We might consider how, given the information provided, we would proceed: what additional information we need, what initial activities seem promising, possible arenas in which to intervene, what kinds of outcomes we

would hope to attain, etc.

or

ii. considering some actual cases that relate to our on-going work, e.g. the Atlanta consultation relating to a new high school; the upcoming set of workshops for Baltimore's central agency; issues arising out of Marom's work with the Agnon School; the way to approach our upcoming work with select JCC camps.

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d. Based on foregoing, revisit question of the characteristics needed by coaches.

3. Determination of priorities and activities

With attention to our discussions under items 1 and 2, identify priorities and activities that should define our efforts in the foreseeable future.

4. Determining roles and relationship of CIJE and the Mandel Institute in the development of the project.

TO: Participants in the July Cambridge Seminar
FROM: Daniel Pekarsky
RE: Goals for the Goals Project

As a way of helping to launch our attempt to develop a shared understanding of what the Goals Project is about, I am drafting this brief statement that articulates my own view of the basic goals around which this project should be organized. In order not to distract from the focus on basic goals, the identification of activities associated with each goal was developed separately in the second half of the document.

1. Cultivation of A vision-and-goals-sensitive culture.

The cultivation of a culture and a discourse (at national, communal, and institutional levels) that evidence an understanding and appreciation of the importance of seriously addressing basic questions pertaining to the goals of Jewish education. An important measure of success in this area is the extent to which communities and institutions exhibit an eagerness to embark on a sustained and serious goals-process. The following must be cultivated:

- a. An awareness of the multiple and critical roles that having a shared and compelling vision and set of goals can play in contributing to educational effectiveness - and of how far most educating institutions are from a vision-driven reality today.
- b. A deep awareness that the process of deliberation concerning vision and goals is profoundly enriched by opportunities to study and ponder visions of an educated Jew and of a meaningful Jewish existence that can be found in Jewish religious thought and in the products of the Educated Jew Project.
- c. An appreciation that engaging in this process of deliberation in the right way is itself an intrinsically rewarding opportunity to grow as a Jewish human being.

2. Development of the knowledge-base and the curricular resources needed to help appropriate educating institutions (and the agencies that support them) carry through a serious goals-agenda.

- a. The requisite knowledge-base and resources must be developed with attention to the project's assumption that a serious goals-process includes as an integral component (and not as an aside or as a kind of perfunctory bow to Tradition) significant encounters with conceptions of Jewish existence found within classical Jewish texts, Jewish philosophy, and the

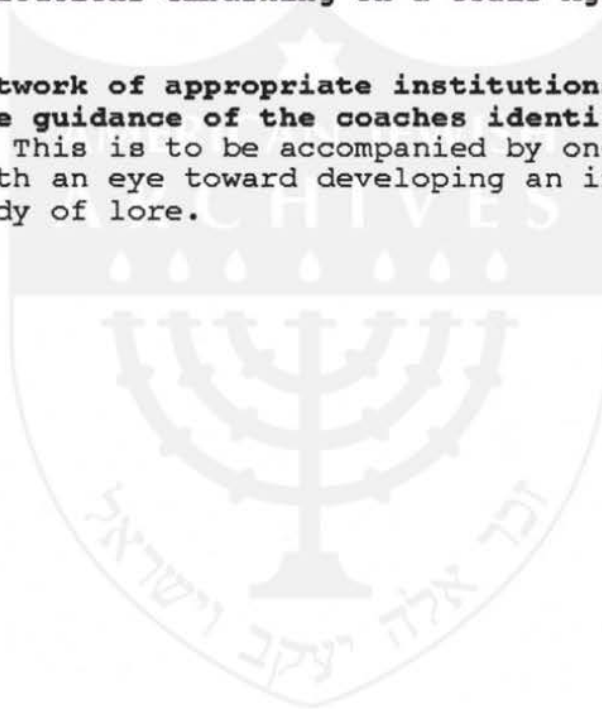
products of the Educated Jew Project.

b. The requisite knowledge-base and resources need to encompass ideas concerning the institutional pre-conditions for taking on a goals-agenda; possible levels of intervention and available strategies at different levels - along with considerations pertinent to determining level and strategy; the skills, knowledge (Judaic, pedagogical, and other), and sensibilities needed to "coach" an institution.

Building on progress made with goals 1. and 2.,

3. Recruiting and training appropriate individuals to serve as coaches to institutions embarking on a Goals Agenda.

4. Develop a network of appropriate institutions pursuing a goals agenda under the guidance of the coaches identified and trained by the project. This is to be accompanied by on-going study of what happens with an eye toward developing an increasingly rich and fruitful body of lore.



ACTIVITIES ASSOCIATED WITH EACH OF THE PRINCIPAL GOALS

Goal 1: Towards a goals-sensitive culture and discourse.

Seminars, conferences, workshops, presentations aimed at carefully targeted groups. This effort must include the development of a range of strategies and materials that will enrich these activities and make it likely that they will have an enduring and fruitful impact. One of the challenges here is to find ways to more fully exploit opportunities that come our way - for example, with the Atlanta high school or with Baltimore's upcoming central agency retreat - to nurture a deeper appreciation of the importance of goals and how they can fruitfully be approached.

Development, production, and dissemination of articles and books and other materials that in compelling ways help to convey the insights and nurture the culture we hope to establish. This should be assumed to include the development of strategies and materials that will make it likely that these documents will be used in powerful and appropriate ways. Below are some representative activities:

Publication of the Educated Jew papers and the development of additional paper in the same general genre. Along with this, the development of materials, strategies, and exercises that will enhance the usefulness of these essays.

A vivid case-study -- perhaps a video -- of what happened, and especially of the good that came about, when an institution underwent a serious goals-process;

An "educational utopia" based on, say, Greenberg's ideas - a vision-driven institution organized around his ideal. Or perhaps a book that offers three or four different ways Greenberg's ideas might be used as guides to educational change.

Goal 2: Developing the knowledge-base and curricular resources needed to facilitate a goals-process in an educating institution.

Pilot projects. Carefully monitored and documented work on a goals agenda with a few carefully selected institutions.

High-level seminars designed to examine, improve, and learn from the work going on in the field and to work towards the development of materials and strategies that will forward the work. It will be especially important to develop effective ways of engaging institutional participants in serious reflection on Jewish content and practical deliberations that build on this reflection.

Careful written accounts that distill what is learned through the preceding activities about the nature of the work, about useful strategies, about obstacles, about the nature of effective coaching, and about the characteristics that make for a good coach.

Goal 3: Identifying, recruiting, and training coaches.

Workshops and seminars that include immersion in the philosophy of the project and in the work of the Educated Jew Project, a lot of work with cases designed to help participants become more adept at judging when, where, how, and why to intervene; opportunities for clinical work. The training builds on and uses understandings, materials, and strategies developed through the work subsumed under Goal 2.

Goal 4: Towards a network of vision-driven institutions.

Develop criteria to determine appropriateness to undertake a Goals-process under our auspices. This means articulating principles of readiness and seriousness. It may prove appropriate to establish different levels of participation depending on the institution's readiness-stage (rather than taking an all-or-nothing stance).

Identify appropriate institutions through a process we need to determine.

Pair institutions with coaches so that the work can begin and work out financial and other logistical arrangements.

Periodic seminars, workshops for the coaches that afford opportunities to share and examine what they are learning, to explore pertinent problems, to contribute to our own knowledge-base, and to become acquainted with new ideas.

Periodic opportunities for key stake holders in participating institutions to actively network and to learn from one another's experience.

ACTIVITIES ASSOCIATED WITH EACH OF THE PRINCIPAL GOALS

Goal 1: Towards a goals-sensitive culture and discourse.

Seminars, conferences, workshops, presentations aimed at carefully targeted constituencies. This effort must include the development of a range of strategies and materials that will enrich these activities and make it likely that they will have an enduring and fruitful impact (rather than being interesting events that may have no after-life). One of the challenges here is to find ways to more fully exploit opportunities that come our way - for example, with the Atlanta high school or with Baltimore's upcoming central agency retreat - to nurture a deeper appreciation of the importance of goals and how they can fruitfully be approached.

Development, production, and dissemination of articles and books and other materials that in compelling ways help to convey the insights and nurture the culture we hope to establish. This should be assumed to include the development of strategies and materials that will make it likely that these documents will be used in powerful and appropriate ways. Below are some representative activities:

Publication of the Educated Jew papers and the development of additional papers in the same general genre that will educate and stimulate thoughtful deliberation. Along with this, the development of materials, strategies, and exercises that will enhance the usefulness of these essays in work with lay and professional, communal and institutional, constituencies.

A vivid case-study -- perhaps a video -- of what happened, and especially of the good that came about, when an institution underwent a serious goals-process;

An "educational utopia" based on, say, Greenberg's ideas - a vision-driven institution organized around his ideal. Or perhaps a book that offers three or four different ways Greenberg's ideas might be used as guides to educational change.

A careful effort to ensure that all dimensions of CIJE's work in such areas as personnel development, community mobilization, and Monitoring and Evaluation are sensitive to and advance the concerns at the heart of the Goals Project.

Goal 2: Developing the knowledge-base and curricular resources needed to facilitate a goals-process in an educating institution.

Pilot projects/Case studies: Carefully monitored and documented work on a goals agenda with a few carefully selected institutions.

High-level seminars designed to examine, improve, and learn from the work going on in the field and to work towards the development of materials and strategies that will forward the work. It will be especially important to develop effective ways of engaging institutional participants in serious reflection on Jewish content and practical deliberations that build on this reflection. [See, in this connection, Marom's companion piece which specifies important kinds of engagement with Jewish content that need to be encouraged among communal and institutional constituencies. A major challenge is to discover productive ways of engaging them in such study and reflection and infusing their practical deliberations with themes and questions that emerge from such study.]

Careful written accounts that distill what is learned through the preceding activities about the nature of the work, about useful strategies, about obstacles, about foreseen and unforeseen outcomes, about the nature of effective coaching, and about the characteristics that make for a good coach.

Basic and applied research activities designed to illuminate our understanding of such matters as the nature of work with educating institutions and communal agencies and the kinds of outcomes to be sought; the kinds of philosophical ideas about Judaism and Jewish existence that it would be fruitful to infuse into institutional and communal deliberations, along with ideas about how to effectively do this. Also efforts to produce appropriate tools -- especially, for example, in the area of evaluation.

Goal 3: Identifying, recruiting, and training coaches.

Workshops and seminars that include immersion in the philosophy of the project and in the work of the Educated Jew Project, a lot of work with cases designed to help participants become more adept at judging when, where, how, and why to intervene; opportunities for clinical work. The training builds on and uses understandings, materials, and strategies developed through the work subsumed under Goal 2.

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Periodic opportunities for key stake holders in participating institutions to actively network and to learn from one another's experience.



MEMO TO: Robin or Debra

FROM: DP RE: MATTER IN NEED OF URGENT ATTENTION

Attached are two documents that should be part of the general packet to be given to participants in Thursday's program.

The sequence should be:

- THE CIJE CONSULTATION/AGENDA
- MAROM'S LETTER TO PEKARSKY
- PEKARSKY'S "GOALS OF THE GOALS PROJECT"
- PEKARSKY'S PRIORITIES PIECE
- THE SUMMARIES OF THE OCT. AND NOV. MEETINGS
- THE SUMMARY OF THE FEBRUARY MEETINGS
- THE "WORKING WITH INSTITUTIONS" PIECE

If the faxing proves inadequate in any way, leave a message for me at the Inn at Harvard Square, where I'll be arriving late morning. In any case, I'll be in touch in Cambridge.

I'm a bit nervous about the sheer number of materials we're giving folks on short notice. Conceivably the the Oct./Nov. summaries could be there and available "on request" and not given out to everybody. Check with Alan or others on this; if uncertain, include them!

Talk to you soon.

PS Tell Alan I had a very nice evening with the Greenbergs and that if he needs to reach me, he can leave a message or fax me at the Inn at Harvard Square.

Thanks for your help!!

**COUNCIL FOR INITIATIVES
IN
JEWISH EDUCATION**

FAX COVER SHEET

Date sent: 7/12/95

Time sent: 9:10 AM

No. of Pages (incl. cover): 3

To: Sheila Allenick

From: Robin Mencher

Organization:

Phone Number:

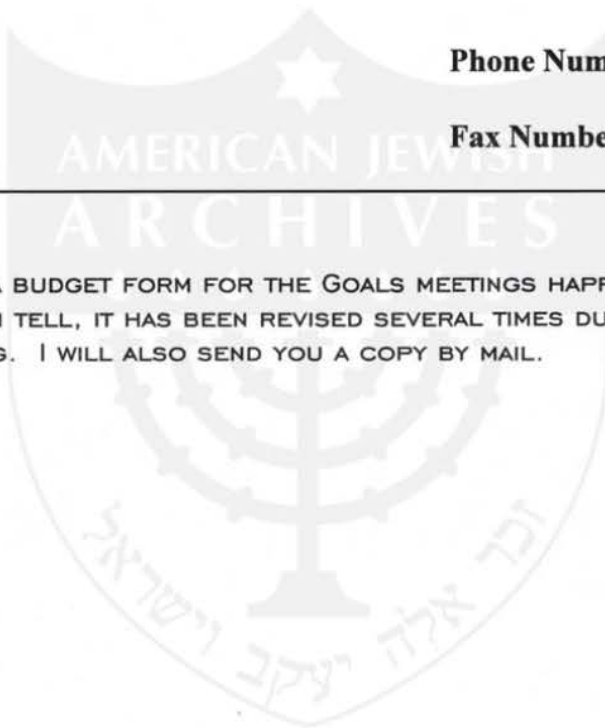
Phone Number: 212-532-2360

Fax Number:

Fax Number: 212-532-2646

COMMENTS:

ATTACHED PLEASE FIND A BUDGET FORM FOR THE GOALS MEETINGS HAPPENING THIS WEEK AND NEXT WEEK. AS YOU CAN TELL, IT HAS BEEN REVISED SEVERAL TIMES DUE TO CHANGES IN THE CONTENT OF THE MEETING. I WILL ALSO SEND YOU A COPY BY MAIL.



ATTN: ROBIN

429.

MEETING/WORKSHOP BUDGET REQUEST

No. 1.3

Effective 7/2/93
Page 3 of 4

Entity: CJE

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: (3)

Departure Time:

Meeting Agenda Attached? Yes No X

Location: Where? CAMBRIDGE / NY
- WASE - CJE

Phone:

Address:

Fax:

Is the location already reserved? Yes X No

* Attendees <small>(if more space needed please omit attendee name)</small>	Airport	Departure City	Travel Air	Travel Taxi/Drive	Rooms	Meals	Total
71-BOSTON NY ALAN HOFFMANN	NY		—	50	BOSTON 280	30	\$360
7-BOSTON NY GAIL DORPH	NY		300 RT	50	BOSTON 280	30	\$660
47-BOSTON NY NEENA ENGELST	NY		300 RT	50	BOSTON 140	30	\$ 520
47-BOSTON NY EMERY HOLTZ	NY		300 RT	50	BOSTON 140	30	\$ 520
57-BOSTON NY ROB TOREN	CLEVELAND		337.50	50	BOSTON 420	30	\$ 837.50
71-BOSTON NY DANIEL STEIN	NY		120	50	BOSTON		
47-BOSTON NY DANIEL STEIN	MADISON NJ	(6 RT)	412	412.50	BOSTON 420 NY 435	30	\$ 1486
SEYMOUR FOX						30	\$30
DANIEL MARMON						30	\$30
Attendees Cost			1788	300	2115	240	4,443.50

R/T = ROUND TRIP FARE FOR 1 TICKET

BB = BACK/BACK FARE PER TICKET.

10 - Robin

No. 1.3
Effective 7/2/93
Page 4 of 4

MEETING/WORKSHOP BUDGET ELEMENTS

ATTENDEE COST: (Brought forward from front side)

\$ 4443.50

DESCRIPTION

MEETING ROOM(S):

\$ Ø

GROUP MEALS:

(CHECK APPROPRIATE BLOCK(S) AND INDICATE THE PER PERSON COST AS WELL AS THE TOTAL)

☐ BREAKFAST \$ 3 (PER PERSON)
 ☐ LUNCH \$ 12 (PER PERSON)
 ☐ DINNER \$ 15.20 (PER PERSON)

\$15.20 =

(270) Ø

(ALREADY ADDED
INTO THE MEALS
SECTION ON PAGE 1)

EQUIPMENT:

\$ NOTHING Ø
EXTRA

GROUP REFRESHMENTS:

\$ NOTHING Ø
EXTRA

OTHER (SPECIFY):

\$ NOTHING Ø
EXTRA

TOTAL MEETING/WORKSHOP BUDGET

\$ 4443.50

Submitted By <u>Bob V. Mencher</u>	Date <u>7/6/95</u>	Financial Approval:	Date
Air Fares Estimated <u>BTI AMERICAS (INT)</u>	<u>6/29/95</u>	Operations Approval:	
Knowledge Center Approval <u>[Signature]</u>	<u>7/2/95</u>	Final Approval:	

*Required for budgets allowing less than 30 days notice.

SUMMARY OF HOFFMANN-HOLTZ-PEKARSKY-MAROM CONFERENCE CALL
July 24, 1995

The need to develop a report for the CIJE Steering Committee necessitated deferring this summary of our conversation; so I apologize in advance if I have failed to reconstruct it adequately.

TOWARDS CONCRETENESS AND DIVISION OF LABOR

The background to our conversation was a document purporting to summarize decisions made at the end of our July deliberations and suggesting a work-plan designed to carry out these decisions. Before discussing that document concretely, Pekarsky, based on an earlier conversation with Marom, sketched out what in very practical terms this work-plan might look like. The sketch tried to identify what Marom and Pekarsky would be doing, both individually and together. Focusing on them was not meant to suggest that others would not be actively involved; but it was a nod to the reality that they will be central to the effort. Below is the division-of-labor Pekarsky proposed:

MAROM

1. Agnon Pilot-project

- a) Continue working with Agnon;
- b) Document everything pertinent that happens;
- c) Analyze the experience (through reflective reports, through discussions with Pekarsky, and through periodic consultations and seminars organized around concerns and questions emanating from this work.

2. Kitchen-work

- a) Dig into the work in the kitchen with a fairly narrow but doable effort that has the potential to illuminate the nature of kitchen work.

The challenge would be to pick a movement within contemporary Jewish life (e.g. Reform, Conservative, or non-denominational "community institutions") and an area (say, "Hebrew" or "Israel" or "Prayer"), and do an inventory of pertinent resources that already exist and that would be useful in working with institutions in that movement in this area; develop additional materials, maps, etc., making use of the 5 levels we've discussed and the grid as appropriate.

- b) Curricularize the Rosenak material (with Pekarsky)

3. Educated Jew Project

- a) Finish the book.
 - b) Curricularize the Educated Jew materials for use by communities and institutions (with Pekarsky)
 - c) Organize a conference around the Educated Jew Project for a carefully chosen clientele.
4. Help to plan the January and July seminars, to be held in Israel.
 5. Participate to the extent possible in other seminars we will be holding across the year in the United States.

PEKARSKY

1. Plan and facilitate the various seminars and workshops planned for the coming year.
2. The kitchen
 - a) Develop a fleshed-out conceptualization of the work that needs to be done.
 - b) Do work focused on another movement that is parallel to Marom's effort to develop a thorough understanding of a particular domain (like "Israel"); possibly the Conservative movement.
 - c) Conceptualize and develop proposals for substantial publication-projects along the lines of "The Future As History" or a Jewish Sarah Lightfoot book.
 - d) Work with Marom on curricularizing the Rosenak and the Educated Jew materials.
3. Pilot-projects
 - a) Work with Marom to document and analyze his work at Agnon.
 - b) Identify and begin working in a pilot-project site.

REACTIONS TO THE PROPOSAL

What do we mean by "maps" and "mapping"? We have used such terms a lot when referring to the kitchen-work. What exactly do we have in mind?

There is in fact some unclarity here, and achieving clarity concerning this is one of the challenges of Pekarsky's initial "kitchen-assignment" (which is to conceptualize the kitchen-

work). But it is worth noting that the unclarity surrounding the "mapping" language is not a symptom of empty rhetoric; rather, the term is richly suggestive! It points us towards "logical maps" which exhibit the relationships between, say, curriculum and pedagogy to conceptions of the aims of Jewish education and to more fundamental beliefs concerning the nature of Jewish existence; and it also points us to "strategic maps" which suggest different routes we can take when confronted with particular institutional circumstances. Pekarsky's initial piece on the kitchen will need to clarify these and other meanings of "mapping".

Where in the plan is there provision for educating the kinds of individuals who came to the Jerusalem Goals Seminar? The Seminar for the Leadership of Affiliate Communities is intended for a comparable constituency.

In this connection, a suggestion was made that perhaps we should be encouraging more institutional teams to attend this seminar than had been present in Jerusalem; Agnon seems to have greatly benefitted from the circumstance that both its president and its principal were in attendance. In response to this, a concern was raised about our running the risk of not having the human capacity to meet the demand for help with a goals-agenda that might come our way from "turned-on" institutions. This discussion was not pursued in this conversation.

What's the purpose of the Summer 1996 Seminar in Jerusalem? Does this represent an effort to train coaches? The idea behind this seminar is to bring into the culture of the Goals Project some exceptionally talented individuals whose outlook and background make it likely that they will be sympathetic to our work and possibly able to contribute to it. They will be invited without preconceptions concerning whether or how they will be involved with our project beyond the seminar. It is conceivable that some might be engaged to do "culture-seeding" work; others kitchen-work; others pilot-projects; and others nothing at all. All of this we will have to see as we move along. In general terms, though, the intent is to create capacity for the Goals Project by bringing more people into our conversation, thereby also seeding the field with more people who speak the language of the Goals Project.

Don't forget the front-line educators! Based on his recent work with Agnon, DM urged us that as we think about the constituencies to work with, we should not forget that unless educators who are involved in day-to-day efforts at education get actively engaged (and in relation to their own work) with the concerns the Goals Project is concerned with, our success will be limited. This means that as we try to shape initiatives aimed at principals and teachers (for example, the Cleveland-Milwaukee initiative), we should find ways to encourage meaningful attention to goals. [In the case of principals, one of the challenges may be to help them find ways to engage their teachers

in thinking productively about such matters.]

Does the work-plan allow for on-going efforts to refine the overall direction and conception of the project? Very much so! Note, for example, the consultation in Jerusalem projected for January of 1996. Perhaps, though, the work-plan itself needs to reflect this critical dimension of our work.

Marom's participation in seminars in the U.S. It will be important to think through Marom's travel-schedule in relation to our seminars and to try to coordinate his trips with the seminars at which his availability would be the most useful.

Does movement-linked kitchen-work involve working with denominational bodies? When DP speaks of tackling a content-area in the context of the Conservative movement (drawing on the expertise of Barry and Gail), this could be heard as an overly-ambitious effort to get involved in active work with the denominations. But at least at this stage of our work, DP wants to do something much more preliminary - something that does not involve, though it might provide groundwork for, work with denominational groups.

Synchronizing our language usage: "community". Alan expressed some concern that we've begun using the term "community" in too many senses, thereby breeding some confusion. He suggested we limit the term to geographic Jewish communities under the organizational leadership of Federations.

Need for sub-categories. It was suggested that in developing our work-plan it might be useful to discriminate between on-going commitments and one-time commitments.

Analysis of pilot-project data: Involve the participants! The view was expressed that we would do well to include pilot-project participants in analyzing what is happening with pilot-projects. For example, Ray Levi's input could be invaluable, and this should be taken into account when we plan opportunities to examine the Agnon experience.

THE MOST MAJOR CONCERNS EVOKED BY THE PROPOSED DIVISION OF LABOR

The general thrust of the proposed plan seemed congenial to the participants in our conference call. But two general concerns were raised:

1. If we look at the work that's been projected for Marom and Pekarsky in this conversation, is there anything significant that's been dropped from what we seem to have agreed to during our deliberations in Cambridge in NY? (Our intuitive sense is that the answer is "No," but we agreed that it would be important for Pekarsky to review the proceedings of our sessions with this in mind prior to our next conference

call.)

2. The proposed set of activities seems very ambitious, particularly given the fact that Pekarsky and Marom are both heavily committed in other arenas.

One possibility would be to prioritize the various tasks and to put aside or defer some of them -- for example, the effort to curricularize the Rosenak material for use in North American communities.

Another possibility, and one that seemed to make some initial sense, was to accept this formulation of the plan but to regard it as a plan that would be completed not in a year but in a year and a half -- in Dec. of 1996. In view of Pekarsky's greater availability for a period beginning in January of 1996, this might make the plan more readily achieved.

SOME FINAL POINTS

1. Alan let us know that Rosenak may be available to work with various constituencies in the United States. We all thought that this would be great. We should be thinking carefully about how to optimize the use of his time so that it will forward our principal efforts. Further information concerning his availability would be very valuable; perhaps Marom or Hoffmann could clarify this.

2. DP mentioned that as a result of the Chaggim and CIJE commitments he would be missing a lot of UW classes and expressed some concern about getting to Israel for a fall meeting with Fox and Marom. He wondered about the possibility of a meeting around Dec. 20. Marom responded that he will be in the U.S. in the fall and perhaps the meeting that had been proposed for Jerusalem could be held in the States.

3. DP and ADH agreed about the need to talk together about the possibility of a DP leave-of-absence from the UW in the fall of 1996. Given the bureaucraties involved, this discussion should take place soon.

4. Pekarsky agreed to develop a brief summary of where we had gone in this conversation, with attention to anything important that the proposed plan leaves out. This summary should be faxed to all of us in preparation for our next conference call on August 4 (8:30 a.m., Madison-time; 1 hour later in New York, and 8 hours later in Jerusalem).

Sorry for any omissions or misinterpretations, but I trust you'll catch them.

OUR NEXT MEETING

Note that, in general, our discussion left intact the activities identified with Pekarsky and Marom that were discussed at the beginning of our meeting. I suggest that our next meeting try to do the following:

1. A report from Pekarsky re: the relationship between this proposed plan and what we agreed to in our NY/Cambridge deliberations.
2. Reactions to the summary of our discussion offered in this document.
3. Achieving closure on this, or a revised, plan.



① Goals Project into
② my Goals Project also
③ To talk to Israel. -done

1

GOALS PROJECT CONSULTATION

July 1995

Below you will find DP's attempt to articulate major decisions we made at our Sunday meeting based on our work over the last few days. In reviewing the material, please try to do the following:

1. Read it critically with an eye to catching any omissions or misrepresentations or any other problems.

2. Review it for overall soundness. Two criteria come to mind:

a. On reflection, does the proposed agenda and set of activities make good sense? Is there anything important that we should be doing missing? Or are some of the things listed not worth doing?

b. Time!

The question is not just whether there is enough time to do all these things -- but whether there is enough time to do them all meaningfully. **I am particularly concerned that the "kitchen-work" not get pushed aside in favor of the other activities. It may be that we will need to review the proposed set of activities with this concern in mind.**

If at all possible, feedback concerning these and other pertinent matters should be pooled by the beginning of next week.

DECISIONS EMERGING OUT OF THE THREE DAYS OF DELIBERATION

Major emphases

1. Seminars, consultations, and workshops organized around the following:

Seeding the culture -- bring lay and professional leaders in the field of Jewish education to a deeper appreciation of CIJE's convictions in this domain, and thus laying the ground for communal and institutional initiatives (e.g., Seminar for leadership from Affiliated Communities; Module in fall principals' seminar and at heart of spring seminar)

Meeting outstanding commitments we've made (e.g., to Baltimore, the JCC, Wexner, and possibly Atlanta and Cleveland)

Thoughtful deliberations designed to better understand the project and decide from among competing directions and projects (e.g., consultation scheduled for January, '96)

Bringing some top-notch people into the work without preconceptions concerning how they will fit in; some of the "kitchen-work" will play a significant role in this seminar (e.g. the seminar scheduled for July, '96)

2. The Kitchen

While work in this area needs to be determined based on a comprehensive plan that still needs to be worked out, we discussed some immediate projects that will need attention:

- a. an inventory of existing resources in different domains.
- b. a paper to be developed by NR and SF that details the ways in which Ramah is a vision-driven institution and what was necessary in the way of inputs for it to become so.

Less immediate but also discussed as possibly important kitchen work (though in need of further consideration) were the following:

- a. building maps of different content-domains.

b. monographs dealing with one or more of the following: i. "The Future As History", looking at a comprehensive and adequate approach to Jewish education in the non-Orthodox world; ii. a Jewish Sarah Lightfoot piece that looks at existing vision-guided institutions; iii) a book modelled on HORACE'S SCHOOL, detailing the process through which a fictional Jewish educating institution becomes more vision-driven.

3. Pilot Projects: Marom will continue his work with Agnon and, if it can be worked out, Pekarsky will work out an arrangement with another institution. (Toren's work with the Schechter School in Cleveland may also be pertinent here.)

Our discussion emphasized the critical importance of careful written documentation of the work that goes on in the pilot projects, as well as analyses of these experiences. Along the way, seminars designed to analyze the work being done and what is being learned would be pertinent.

4. An imperative and immediate need to develop a plan that carefully breaks down #s 1-3 and determines priorities based on their importance and on available time and resources.

Note that #s 1-4 do not include any reference to the immediate identification and education of facilitator- or coach-figures. As I understand it, we have agreed - for reasons that have in part to do with the need to develop the kitchen - to remain temporarily agnostic concerning the desirability of facilitators, our role in identifying and training them, etc. This matter will be re-approached during our January consultation.

WORK PLAN, REMAINDER OF 1995 AND 1996

July - Dec., 1995

1. Further articulate the plan for 1995 and 1996 with attention to the larger conception of the project, and with special emphasis on what's to go on in the kitchen (both short- and long-term). The plan needs to be reviewed carefully both CIJE and Mandel Institute partners to the project.
2. Planning and implementation of seminars we've committed to (Wexner, JCC, Baltimore, and possibly Atlanta)
3. Conceptualize, recruit for, and organize the seminars projected for 1996. These include the January consultation, the principals seminar, the seminar for the leadership of the affiliated communities.
4. Pilot-projects: Work-in-settings and systematic efforts to document and analyze (Pekarsky and Marom)
5. Kitchen-work: To be based on a comprehensive plan to be developed during summer of 1995. The plan will probably include a projected paper by SF and NR dealing with the conditions that made possible the development of Ramah as a vision-driven institution.
6. Module in the fall seminar for principals.

1996

1. January consultation in Jerusalem (CIJE, Mandel Institute and selected additional participants)
2. Outstanding commitment: support and/or guide Cleveland's efforts to clarify its goals for Beth Torah
2. Spring principals' seminar
3. Seminar for representatives of new affiliated communities
4. Israel Seminar in July designed to draw in potential leaders and resources (e.g. Steinberg, Paley, Hirsh, Elaine Cohen, selected rabbis)
5. Continuing kitchen work (based on plan that will soon be developed)
6. Continuing pilot project efforts (along with appropriate documentation, analysis, and discussions based on them)
7. Other activities as determined based on future deliberations, especially the January consultation.

From: INTERNET:MAROM@vms.huji.ac.il, INTERNET:MAROM@vms.huji.ac.il
TO: Alan, 73321,1220
DATE: 8/13/95 3:48 AM

RE: doc for telecon

Dear Alan, Barry, Danny, Gail, and Nessa:

In my last phone conversation with Danny Pekarsky, we agreed that I would send you the enclosed "Background notes to the Goals Project Workplan." Together with the Workplan which Danny will be sending you, this will be the basis for our conference call on Monday. I look forward to speaking to you all.

Daniel Marom

Background notes to the Goals Project Workplan:

Since the workplan is broken down according to types and dates of activities, it may be useful to note in advance how these activities are seen to interrelate both across and over time. In the larger perspective then, the CIJE goals project workplan seeks, with the cooperation of the Mandel Institute and the support of Harvard's Philosophy of Education Research Center (see under "project development consultations"), to simultaneously:

- a) generate a desire and demand for development in the area of the content and goals of Jewish education among lay and professional leaders in the field (see under "seeding the culture" and "honoring existing commitments");
- b) develop resources (see under "resource development center"), expertise (see under "resource development center" and "pilot projects"), and professional capacity (see under "personnel") for effective professional assistance to lay and professional leaders in the field in the area of the content and goals of Jewish education.

If the workplan is successfully implemented, by the end of 1996 the CIJE will be in a position to consider, with its associates, alternative ways of systematically bringing a) and b) to bear on each other. The point is that rather than seeking to provide immediate assistance to a limited number of communities and/or institutions over the next year and a half, the workplan wants to work towards the development of a demand and infrastructure for effective ongoing and widespread attention to the content and goals of Jewish education in North America. Following this route, the 1997 workplan would be addressing the possibility of activities such as the development of an independent center providing assistance to lay and professional leaders in the field in the area of the content and goals of Jewish education and/or the development of a systematic plan for intervention in particular communities and institutions of Jewish education in that area (including,

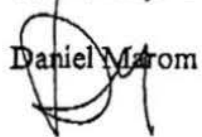
perhaps, the training of goals "coaches", publication of a resource and methodological guide for goals "coaching" etc.).



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MEMO TO: CIJE/Mandel Institute collaborators on the Goals Project
FROM: Daniel Pekarsky
RE: Some general issues and the work-plan.

Introducing the work-plan. Daniel Marom and I have been in touch since our last conference call, with special attention to a work-plan. The work-plan in question is attached. A few preliminary comments are in order. First, you will notice that the JCC and the Baltimore efforts on the horizon have been placed under the "Seeding the Culture" category. We were unsure about whether this was accurate; perhaps these activities more properly belong in an "Outstanding Commitments" category. They are placed in the "Seeding the Culture" section mainly as a way of reminding us that we can and should use these events as opportunities to nurture the kinds of appreciation and understanding we believe important. Still, there was some uncertainty among us about whether this categorization made sense.

Second, please note that we toyed with but did not yet feel ready to commit in a work-plan to two items that seem worth contemplating. Both of these items point us beyond 1996 to new stages in the unfolding of the project. We want to mention them simply to indicate the kinds of things that may be on the horizon and that may be worth beginning to think about. They are:

Development of a "Working With Institutions on a Goals Agenda Fieldbook", to be part of a curriculum for training institutional guides.

Goals Seminars (on the model of Milwaukee) in one or two communities that participated in the summer 1996 Goals Seminar for New Affiliate Communities.

Third, be on the lookout for a fax or email from DM that will offer some background and context for the work-plan. It should arrive prior to our Monday conference call.

Some questions to consider. In the course of the Pekarsky-Marom conversations, some very important questions arose that have a significant bearing not just on how we see what we are doing but also on the kinds of initiatives we think it wise - and unwise - to take up. Let me summarize two such questions below:

1. In the course of our deliberations over the last several weeks, we seem to have converged on the following areas: a. Seeding the culture; b) the (to-be-renamed) kitchen; c) pilot-projects and other building capacity efforts. But it is noteworthy that we have also undertaken a number of commitments which do not in all cases comfortably fall under these headings; some of them seem more like "Service" in response to requests from the field. Examples might include the two-day consultation for the JCC camps and perhaps the Baltimore central agency initiative.

The question we want to pose is this: to what extent, if at all, should what might be called "Service" be a category for the Goals Project when it is not clearly and meaningfully subsumable under one of the other headings? Should we be responsive to requests from Baltimore, Atlanta, the JCCs, etc. if we don't see opportunities for meaningful pilot-projects emerging from these initiatives or if they do not show significant "seeding the culture" promise? Put differently, if Baltimore's community agency initiative doesn't have the potential to turn into a serious and ongoing pilot-project, is it the kind of thing we should be staying away from at this stage in our development?

Note that this needn't be an all-or-nothing matter: in between saying, a) "No - we can't engage in this kind of service at this stage because to do so would jeopardize developing the kinds of tools and capacity that will make our contributions more valuable down the road," and b) "Yes, we will run a set of workshops for you to help you meet your immediate needs," we could say something like, c) "We will be eager to consult to you about what you are thinking about doing - and to offer our thoughts about what it would mean to do this seriously; but we do not have the resources to do more than this with you at this time (without jeopardizing the project's development by diffusing its scarce energies).

2. A related question is this: The Goals Project has expressed an interest in working with agencies and institutions in a sustained way, and we have been skeptical of agencies which come to us -- midstream, so to speak -- for help on a particular matter to which they do not want to devote more than, say one or two sessions. Our view has been - and perhaps should be - that we should be trying to encourage serious initiatives that involve an effort over time to wrestle with Jewish sources and to think systematically about questions of goals and their relationship to practice.

But as just noted, institutions often do not come to us with this in mind: they want immediate, short-term help. Here are two possible responses.

a. One option that we have is to say: "Look here - this is not the kind of thing we do; and we think you would be wiser to undertake the more intensive and time-consuming process we recommend.

b. another possibility is to say to ourselves: "They're not where we might want them to be, and we may not get them where we would like them to be; still, here's an opportunity to take them somewhat beyond where they were, to raise the level of discourse and deliberation a notch --- and to do so in such a way that they will want to turn to us for assistance in the future." In a sense, I would describe this as a Deweyan approach.

a. and b. carry very different implications for what we should be doing. Getting clearer on this matter -- as about #1 -- would be very helpful. Implicit in these questions is the following general question: What should be the basis for accepting or refusing an invitation to work with an institution or a community?

I hope we can discuss these matters during our Conference Call.



GOALS PROJECT WORK-PLAN: AUGUST 1995 - DECEMBER 1996

Seeding the culture

Module in Fall Principals Seminar.

Retreat for the some 400 graduates of the Wexner Program (Dec. 1995)

Workshop(s) for lay and professional leadership of Baltimore's central education agency around questions of mission and goals (Sept. - Nov. 1995)

Two-day workshop with 5 JCCs concerning the goals of JCC camps (Nov. 1995)

Seminar for principals, organized around the theme of goals, vision, and evaluation (spring 1996)

Extended initiatory seminar on goals for lay and professional leadership of new Affiliate Communities (Spring or summer, 1996)

Participation in the Summer Seminar for Personnel Development leaders, with the intent of integrating the goals-dimension into their deliberations (Summer 1996)

Seminar for carefully targeted individuals around the Educated Jew articles (Fall, early Winter 1996)

A conference organized around the Rosenak essay on community-goals (and led by Rosenak); aimed at lay and professional leadership of one or more North American communities. Conceivably, this could also become dimension of conference for new Affiliate Communities (Spring or Fall, 1996)

Consultations

1. Honoring Pre-existing commitments.

Consultations to Cleveland Jewish Education Center concerning the future of Beth Torah (Fall 1995; Winter-spring, 1996)

2. Project Development Consultations

CIJE-Mandel Institute Consultations, including:

Weekly Conference Calls between Pekarsky and Marom organized around theoretical and practical issues in the life of the Goals

Project.

Periodic CIJE-Mandel Institute Consultations on the Development of the Goals Project, the first one to be held in January 1996.

Intermittent consultations

Periodic consultations with the Philosophy of Education Research Center at Harvard.

Consultation with Sharon Feiman-Nemser and Deborah Ball concerning curricularization of the Goals Project Agenda for institutions (spring 1996)

Consultation with Amy Gerstein of the Essential Schools Coalition; possibly, this consultation could be combined with the Feiman-Nemser/Ball consultation (Spring 1996)

Building capacity

1. Personnel

Seminar for senior-senior leaders in Jewish education designed to initiate them into the work of the project and to recruit them, as appropriate, into different facets of the project's work (Summer 1996)

2. Pilot-projects

Continuing work in the Agnon School. By December of 1995 Marom will produce a paper that documents work-to-date and that offers pertinent analyses and insights concerning the nature of the work. By December of 1996, Marom will produce an article summarizing the effort and what we learn from it (along dimensions to be determined).

Continuing work with two Milwaukee institutions. By end of January 1995, Pekarsky will produce a paper that documents work-to-date and that offers pertinent analyses and insights. By end of 1996 Pekarsky will draft an article analyzing this experience.

Periodic seminars for selected clienteles organized around Marom's and Pekarsky's analyses of Pilot Project efforts at different stages. Seminar topics will vary but will be selected based on their capacity to illuminate what is involved in helping an institution

go through a goals-sensitive change process, as well as the skills, training and resources needed to guide an institution through such a process. (January 1996, July 1996, December 1996)

Resource Development Center (the kitchen of old)

A conceptual piece that systematically lays out the varied kinds of work that needs to be produced in the Resource Development Center (Pekarsky).

Continuing development of a resource-bank of tools, exercises, conceptual maps, etc. a) along lines laid out in Pekarsky's late 1995 essay and refined through internal discussions and through the January consultation, and b) in response to insights and needs emanating from the pilot-projects.

Initial development of the resource-bank will include an experimental in-depth exploration and analysis of a single content-domain culminating in an in-progress report by the end of 1995 (Marom, Pekarsky, Dorph, and Holtz).

Curricularization of the Rosenak essay on community-vision for use by North American communities (In-progress through 1996, with some materials available by end of year). (Marom and Pekarsky)

Curricularization of the Mandel Institute's Educated Jew papers for use by North American communities and educating institutions, to be done Sept. - Dec., 1996. (Marom and Pekarsky)

An article that explains the sense in which Ramah is a vision-driven institution and the inputs that were necessary for it to come into being. Draft completed by Dec. 1995; ready to be published or published by Dec. 1996 (Fox and Rappaport).

Development of a to-be-published monograph (Future as History, or Jewish Lightfoot, or Journey to vision-drivenness, or...), precise topic to be decided during the January 1996 CIJE/Mandel Institute Consultation; draft completed by Dec. 1996.

Look under "Pilot Projects" for additional products, projected for this period.

Loas Project
H



GOALS CONSULTATION - HARVARD GSB

- ① Nature of relationship CITE-MI
- ② Substantive uncertainties about mission of the project.
 - Coaches / about nature of mission

15:

Goal should not be disconnected from what is to do here and now.
Goal "should be directed about what to do here and now"
So as to avoid separating the two levels of "thinking big and acting small"

Problem about urging people to be philosophical:

- a. Gee, philosophy is too deep for me - not my style
- b. Philosophy is not working anything - too deep for me but also it is worthless.

Teaching people to think philosophically involves dealing with both problems.

∴ Don't talk about it, do it.

SF:

On a supernatural level, project has had a relatively early time selling why goals. WHAT IS IT ALL ABOUT?

Have a big advantage.

Curriculum for use of philosophy in Jewish schools -
HAS NOT BEEN DEVELOPED.

What would it be if wanted to do it.

VA:

Coen as a diagnostic thinker. Coen needs to have a sense of what health and sickness.

BM:

Atlanta Day was a problem because they had avoided the toughest questions.

Q: How does an institution reach conclusions about goals.
e.g. Subgroup on prayer in Atlanta.

WHAT level of conclusions DOES ONE HAVE TO COME TO AT ALL?

Have we ever ~~been~~ said that the goal of the goal project is institutional change.

Maybe there are 2 goals project \leftarrow ^{higher}

IS:

IS:

Selling something unknown to something else. maybe each one

has need to keep a log and develop for themselves.

IF I HAD A MAGIC WAND, AND I COULD TRANSFORM AN INSTITUTION — WHAT WOULD IT LOOK LIKE.

Put us into his problem personally, in a way that not all educators

move from SOLIDIST TO PLATONIC

More

IS:

would be wonderful if every school had a commitment to a continuing process of reflection and self-study.

Means that don't just write a mission statement - is an ongoing curriculum conversation.

Not led by an outsider necessarily.

Should find resources themselves.

may need some initial examples.

ADD:

why ~~not~~ won't this go to lower common knowledge

IS:

needs to be commitment by staff, but also has to have true freedom

Doing it requires process to ensure freedom.

lot of fakery around question of "ultimate concern" (Tillich). lot of gameplaying. Has to be done with freedom and security about thinking radical thought.

How to create space for honest exchange of ideas

Do it with reading lists, presentations.

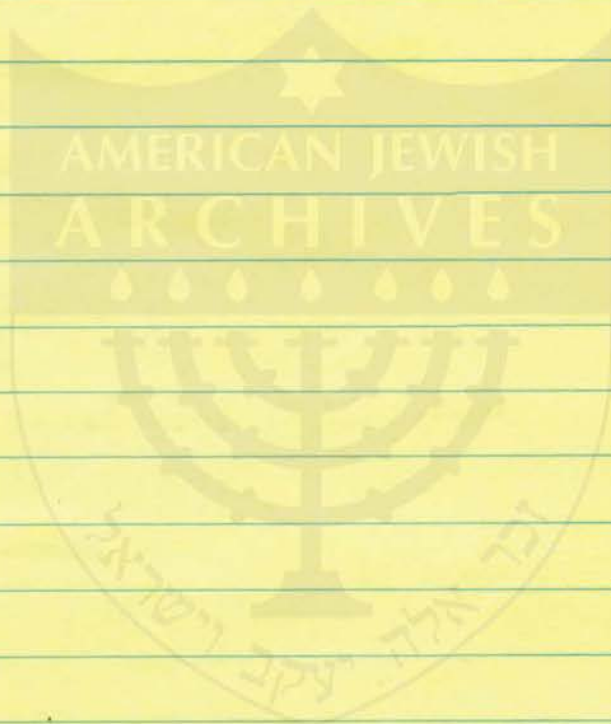
DP:

How do you nurture a culture that makes this possible

IS : may not feel under the gun about the ultimate questions

SF :

Compulsion of the quick panacea.



FROM: Alan, 73321,1220
TO: Debra abcPerrin, 76322,2406
DATE: 2/6/96 2:55 AM

Re: Rosenak in Atlanta; rosenak day on thursday

GOALS FILE

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

From: Barry, 73321,1221
TO: Gail Dorph, 73321,1217
Alan Hoffmann, 73321,1220
CIJE NYC-OFFICE, 74043,423
Danny Pekarsky, INTERNET:PEKARSKY@mail.soemadison.wisc.edu
Nessa Rapoport, 74671,3370
CC: Josie, 102467,616
DATE: 2/2/96 11:02 PM

RE: Rosenak in Atlanta; rosenak day on thursday

To: Alan, Danny Pekarsky, NY staff:
Hi all,

I spoke with Mike R. today and with danny p.

Mike is staying at the Gracie Inn on the East side.

Josie has changed his flight for sat. night arrival and Robin is trying to get the right hotel name from Chervin.

Someone needs to talk to Bill Robinson about being Mike's escort around-- does he need to pick him up on Sat night?

As to Thursday:

- 1) What time do we start? Danny suggests 9 am.-- because of items #2 and #5 below.
Is that possible for all? For Mike?
- 2) Because Danny needs to see his cardiologist we will end at 6 pm and NOT meet at night.
- 3) Danny is available on Friday morning. I cannot make a meeting then because of a JTS mtg, but perhaps Gail or Nessa could see Danny?
- 4) Danny will prepare brief agenda for the day.
- 5) Our suggestion is that we meet with Mike until around 2:30, say goodbye to Mike and then the rest of us continue with a discussion of the summer (Israel, we think now) Goals "coaches" meeting: invitees, curriculum, etc.
- 6) Alan and Danny should try to talk before Thursday so danny can get Alan's take on all that.

Shabbat shalom,

barry

FROM: Alan, 73321,1220
TO: Debra abcPerrin, 76322,2406
DATE: 2/7/96 6:32 AM

Re: RE: SEYMOUR AND MAROM, boston

GOALS FILE

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

From: gail dorph, 73321,1217
TO: Alan, 73321,1220
DATE: 2/5/96 6:28 AM

RE: RE: SEYMOUR AND MAROM, boston

I took shuttle up to boston with sseymour today. talked about twersky and educated jew and he was "cool" about twersky teaching some text that reflected his vision and working toward a discussion of his ,vision. he suggested that I talk with marom.

I have a response from marom to the last message that I sent him, I don't want to forward it to you unless I'm sure, it won't wonder. so let me know how to send it to you.

Ellen has been a star at this consultation. she is unbelievable substantive. no one else that is here holds a candle to her in terms of her knowledge and her thoughtfulness on issues of educational leadership. gail

