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Goals Project. Pekarsky, Daniel. Correspondence and updates,
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TO: VIRGINIA F. LEVI
FROM: DAN PEKARSKY
DATE: JANURARY 25, 1994
SUBJECT: GOALS PROJECT

Enclosed is a brief document I sent to Danny Marom. I thought you might find it of interest. I hope we can talk this week.



TO: DANNY MAROM
 FROM: DAN PEKARSKY
 DATE: JANUARY 25, 1994
 SUBJECT: GOALS PROJECT

I have had a chance to read and re-read a few goals project-related documents, and I wanted to pass on some thoughts while they are still fresh.

First, reactions to the "Thoughts in Wake of Goals Project Simulation." I found this piece very helpful. The process of defining or redefining goals which you describe seems sound to me. My one uncertainty concerns the extent to which the institution's front-line educators will be asked to participate in the process of goals-determination. To exclude them from this process -- to turn them into implementers of goals that others have developed -- strikes me as problematic (even if there is provision for inservice training).

I liked the suggestion that CIJE might do well to limit the number of institutions in a community that it involves in an intensive goals-determining process. One way to approach this is to invite institutions that are interested in participating in a serious process of this kind to become members of a kind of Coalition of Essential Schools. In return for an upfront agreement on their part to participate in a process specified by CIJE, CIJE would work with them intensively in the goals-defining process. An on-going seminar for representatives of the Coalition as well as individualized help (of the kind described in the first page of your paper) would be included.

The phrase "long-winded" is used a number of times in this document. I recommend dropping it, since it carries a negative rather than a positive connotation.

Now a few comments on the THEORY OF THE GOALS PROJECT paper. I think it does our enterprise a real service in drawing some very basic distinctions (e.g. between conceptions, principles, goals, etc.), and in suggesting relationships between them. I found the paper very interesting. Below I focus on a few points that might be worth thinking through some more or clarifying. I hope you find them helpful.

1. Our conversations often speak of the importance of being guided by a vision. Is this the same as what you call a "conception"?
2. When we speak of a conception or a vision, are we speaking about an individual ideal (as in the educated Jew project), about a social ideal (what the Jewish community as a whole, or a thriving congregation should look like), or about an educational ideal (what a desirable educational environment would look like). We are probably interested in all of the

above, but the way we talk often fails to make clear which of these things we're focusing on in any given context.

3. In paragraph 2, you indicate that the conceptions of human and social excellence provide answers to some basic questions. Though the questions you identify here seem generally good, I wasn't sure that the question "In what way do humans learn?" necessarily fits with the rest. A vision of human excellence does not necessarily incorporate or imply ideas about how people learn, or how they come to resemble this vision. That is, the specifically educational question may not be implicit or explicit in a vision of excellence (though, of course, sometimes a vision will entail or suggest certain approaches to education and to learning).
4. On p. 2, in speaking of PRINCIPLES, you speak of "desired motifs and values." Can you clarify? In particular, what is a "desired motif"?
5. On p. 9, in rightly emphasizing that having a mission or vision statement is not sufficient to meet CIJE's understanding of goals, you point to other criteria that need to be satisfied. Missing from this list is the insistence, implicit in your earlier discussion, that in the long run, if not initially, the relationship between goals and underlying principles and conceptions needs to be articulated.
6. As I mentioned in an earlier conversation, there may be room for an interesting conversation concerning the optimal relationship between Goals and concrete educational programs. It seems to me that Dewey offers an alternative to the Syllabus perspective on the ways in which visions and goals inform educational practice. Should we have this conversation via E-mail?

I hope these comments are helpful. I look forward to our being in touch on these and related matters. I will probably be sending you a document that overlaps this one in certain respects if I can figure out how to transfer it into my E-mail.

All the best. Regards to Shmuel, Ze'ev, etc.

P.S. What's the latest about a possible meeting in Israel 2nd or 3rd week in January?

TO: VIRGINIA F. LEVI
 FROM: DAN PEKARSKY
 DATE: JANUARY 25, 1994
 SUBJECT: THOUGHTS ON GOALS

SOME BASIC POINTS CONCERNING GOALS - PART I

Mainly as a way of assuring myself that I understand some of the fundamentals (to date) of the Goals Project, I want to summarize some basic points, some of them fairly mundane, that we (or some combination of a "we" that includes Seymour, Danny Marom, Shmuel, Alan, Gail, Barry, and myself) have discussed. The comments are based, in part, on my review of a tape of conversations that went on in Jerusalem in October, and in part on conversations that took place in Milwaukee in mid-November. I also identify a few issues/concerns that seem to me pertinent. I am hoping for feedback (corrections, additions, etc.).

1. In thinking about goals, three different levels seem pertinent:
 - a) the institutional level: the goals (or educational vision - see #2 below) that a congregations, schools, JCCs, etc. choose for themselves individually;
 - b) the denominational level: the goals, or visions, that inform the work of all institutions in a community affiliated with a particular denomination;
 - c) the community-level: the goals/vision that the community as a whole, made up of institutions representing a variety of educational and religious ideals, subscribes to. The three levels are all potentially important; they are also very different, and may require very different approaches on the part of CIJE. These differences need to be taken seriously, with attention to their implications for the kinds of aspirations and approaches that seem realistic and fruitful at each level.
2. The common language that defines work of the Goals Project needs refinement. The paper written by Shmuel V. and Danny M. entitled "The Theory of the Goals Project" represents an excellent start in this direction in its attempt to discriminate between conceptions, principles, goals, and objectives; and there is room for this effort to go still further. For example,
 - a. one hears a lot of references in our conversations and "visions": Is "a vision" the same as "a conception"?
 - b. When we speak of a conception or a vision, are we speaking about an individual ideal (as in "the educated Jew"), about a social

ideal (what the Jewish community, or an enclave within the larger community should look like), or about an educational ideal (what a desirable educational environment would look like)? We are probably interested in all of the above, but the way we talk often fails to make clear which of these things we're discussing.

3. In John Rawls' book A THEORY OF JUSTICE, he distinguishes between "primary goods" and other social goods: while many good things depend on the character of an individual's particular life-plan, there are certain good things -- which he calls "primary goods" -- that an individual will want no matter what his or her particular life-plan might be. The relevant point for us is that while there are a variety of goals that will differ for institutions and denominations, it is safe to say that there are certain goals - what I would tentatively call "instrumental goals" - that a community or an institution could agree on in principle even prior to having fully clarified their substantive educational ideals. Examples might include: increasing the numbers of educators who are engaged in formal Jewish study and in other professionally related study; increasing the number of students who continue their studies into the high school years; increasing the percentage of individuals who attend Day Schools; increasing the number who spend a summer or a year in Israel; increasing the number of children and adolescents who attend Jewish summer camps; increasing the number of full-time professional educators working in the community, etc. Such goals are "instrumental" in that they don't identify any particular substantive outcome, but at the same time are instrumental, or would contribute to, most substantive outcomes we could identify. Needless to say, how we understand the desired substantive outcomes will operate to interpret some of these instrumental goals; still, it may be possible to begin identifying and developing strategies to achieve some of these instrumental goals in advance of working through some of the difficult substantive issues at institutional and communal levels. Simultaneously as CIJE works with institutions and communities to develop substantive conceptions, it may be sensible to encourage a parallel process aimed at encouraging them to specify attainable and meaningful instrumental goals.
4. One of the interesting suggestions to emerge from the Jerusalem meetings was that perhaps, initially, CIJE should not attempt to work with all institutions in a lead community around goal-setting. Perhaps it would be wiser to start out working with a few. This led me to wonder (as I mentioned in our November meeting in Milwaukee) whether perhaps CIJE should invite interested institutions and agencies to become part of something like a Coalition of Essential Institutions: In return for an up-front commitment to participate with CIJE and other institutional partners in a serious vision/goals-setting process, these institutions would receive a variety of CIJE supports that might include:
 - a) participation of their lay and professional leadership in appropriate educational opportunities, with both a local and an Israel-component;
 - b) active and individualized help in developing the institutional

process through which the institution's leadership and membership could discover, refine, and consider the educational implications of their educational ideal;

- c) a certificate, on completion of the process, indicating that the institution had completed this kind of a rigorous goal-setting process. The effect of this approach, assuming that the expectations made of participating institutions are both serious and up front, is that it would select for serious institutions, ready to invest time, effort, and money in the process of goal-setting in return for what CIJE has to offer.
5. The Jerusalem meetings took note of the fact that in helping institutions develop their educational and Jewish visions, local institutions had a number of resources to draw on. These included:
- a) their existing mission-statements, which represent not a resting-point but a good starting-point for discussion and inquiry;
 - b) denominational documents dealing with such matters, which also may serve as a useful starting-point for deliberation;
 - c) "the educated Jew" project and the various resources (human and written) associated with it; and
 - d) "other" -- for example, the availability of CIJE staff to offer help of various kinds (along the lines suggested in Wygoda's and Marom's piece entitled "First Thoughts in Wake of a Goals Project Simulation").
6. There has been a lot of discussion concerning a possible seminar this summer in Jerusalem for Lead Community representatives. There remains some uncertainty in mind concerning matters, including:
- a) the substance of the seminar;
 - b) the clientele: top lay and/or professional leadership -- or more inclusive. A recent conversation with Gail led me to believe that, increasingly, the thought has been to focus on lay leadership from each of the three lead communities (along with the project's chief educational officer). According to Gail, this initial venture would in effect be a pilot for other seminars that could be held, in Israel or elsewhere, with other appropriate constituencies. Is this a shared understanding at this point? Clearly, the substance and aims of the seminar need to be framed with attention to the clientele.

7. In our Milwaukee conversations, I tried to articulate some very preliminary thoughts concerning what an Israel-Seminar might look like. I imagined a seminar of approximately 8 to 10 days. It included the following components:
 - a) Opportunities to study and reflect on different visions of Jewish existence, as represented in "the Educated Jew" positions and others that may seem pertinent. This section would include the active participation of Greenberg, Brinker, et. al., as well as discussion of how these visions differ from and resemble denominational visions and the personal visions of the participants.
 - b) Opportunities to think through the relationship between visions of Jewish existence and educational practice. The piece by Wygoda and Marom, dealing with the move from conception to principles to goals to objectives, is relevant here; so too is a piece like Dewey's THE CHILD AND THE CURRICULUM.
 - c) Opportunities for the representatives of each lead community to meet together, either alone or with appropriate CIJE staff to do two things: i. to begin a process of developing vision/goals for their own community, and ii. plotting out the "next steps" in this process for their community.
 - d) Perhaps there should also be an opportunity for the participants to engage in some serious text study as part of each day's activities.
8. At various points we have discussed the advisability of a paper that articulates what a thriving educational environment set some time in the future would actually look like -- something along the lines of what the Carnegie Commission developed in A NATION PREPARED. In the spirit of "one picture is worth a thousand words," I still think something like this would be very valuable -- particularly if (but even if it does not) exhibit the relationship between a particular conception of "an educated Jew" and concrete educational arrangements.
9. A book by Peter Senge of MIT dealing with the need for corporations to become "learning organizations" has recently come to my attention. There are some interesting ideas there, perhaps relevant to us. Are any of you familiar with it?

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TO: VIRGINIA F. LEVI
FROM: DAN PEKARSKY
DATE: FEBRUARY 7, 1994
SUBJECT: TOWARDS AN AGENDA FOR THE GOALS PROJECT

I. INTRODUCTION

The Goals Project is a multi-pronged effort to catalyze what might be called "vision-drivenness" in Jewish educational institutions. To refer to an educating institution as vision-driven is to say that its work is guided and energized by a substantive vision of what it wants to achieve, of the kinds of human beings it is trying to cultivate. To speak of a Jewish educational institution as vision-driven is to say of it that it is animated by a vision or conception of a meaningful Jewish existence. The Goals Project will encourage vision-drivenness by educating relevant individuals, groups, and institutions concerning the importance of vision-drivenness and through various strategies designed to facilitate and encourage both serious reflection on underlying visions and equally serious efforts to identify and actualize the educational implications of the answers arrived at through such reflection.

This principal aim of this report is to set forth, for purposes of our deliberation, some fairly concrete ideas -- or, rather, options - about how the Goals Project should proceed. Prior to describing these ideas, the framework for discussion will be laid out in three brief sections, respectively entitled Rationale, Caveats, Clarifications.

Many of the ideas expressed in this report summarize ideas developed in the course of discussions among CIJE staff in North America and an intensive set of meetings at the Mandel Institute in Jerusalem held in January, 1994.

Rationale. Along with "Best Practices" and "Monitoring and Evaluation", the Goals Project has been associated with the CIJE conception and agenda from the very beginning. The reasons for this are simple but compelling.

The Goals Project is predicated on the idea that much of what passes for Jewish education today is lacking in any sense of direction, much less a compelling sense of direction. That is, the enterprise is not informed by coherent sense of what it is that one wants to achieve. This undermines efforts at education in a variety of significant ways. Absent a clear sense of what it is one wants to achieve in Jewish education, there can be no thoughtful basis for deciding such basic matters as the organization of the educational environment, the principal focus of instruction and the appropriate kind of pedagogy, the kinds of curricular materials that are appropriate, and the kinds of characteristics that are desirable in educators. Nor, in the absence of a clear sense of what one hopes to achieve, is there a reasonable basis for evaluating our efforts at education and making recommendations for reform. As I have noted in another CIJE memorandum, the

upshot of this is that the de facto criteria of success in Jewish education become the following: Do the students continue coming? Are they non-disruptive? Do they seem engaged? Though these are, of course, vital matters that educators need to attend to, they do not establish a sufficient basis for determining educational practice.

To put the matter positively, the Goals Project takes it as a given that a necessary condition of success in Jewish education is the development of a clear and coherent vision of what it is that one hopes to accomplish. "What it is that one hopes to accomplish" can be interpreted in more than one way. It could, for example, refer to the kind of educational environment, peopled by what kinds of educators and featuring what kinds of activities, one would like to bring into being. This is, of course, important and part of what the Goals Project is interested in. Notice, however, that decisions concerning the kind of educational environment one would like to bring into being are themselves dependent on answering a more fundamental question: namely, what kinds of human beings, featuring what constellation of attitudes, understandings, commitments, and dispositions, should Jewish educational institutions be trying to nurture? What is one's vision of a meaningful Jewish existence? If Jewish educators and those that employ them are to take us significantly beyond where we now are, they need to be guided by thoughtful answers to such questions. This conclusion seems to us sound not only on theoretical grounds; there is also ample, empirically grounded literature from general education that identifies the existence of a substantive guiding vision as a critical ingredient of a thriving educational environment.

The contention that vision is indispensable is, of course, not intended to suggest the desirability of any particular vision. It does, however, represent an endorsement of the view that each educating institution should be hard at work identifying the vision appropriate for it, and then looking for ways to better embody this vision in the institution's culture and educational activities. It is this effort that the Goals Project will try to encourage and support.

Caveats. A few caveats are in order:

1. Being able to articulate a guiding vision of a meaningful Jewish existence and really being committed to that vision are two very different things. The power of a vision to influence practice for the better probably depends substantially on genuine commitment to the vision.
2. For a guiding vision to really guide, it is important that front-line educators as well as lay and professional leaders come to identify strongly with it.
3. The road from a compelling vision of a meaningful Jewish existence to the design and implementation of appropriate educational arrangements is long, complex, and under-determined. In particular, no unique set of educational arrangements can be deduced from any given vision of a meaningful Jewish existence. The movement from vision to a characterization of educational

arrangements that offer promise of realizing that vision pre-supposes a host of beliefs not contained in the original vision, as well as considerable imagination; and the movement from a portrait of optimal educational arrangements to actual practice in the real world in which we live is also anything but simple. [Time permitting, these points concerning the relationship between vision and practice will be elaborated in an appendix to this document.]

Clarifications. The more clarity there is concerning the nature and scope of the Goals Project, the more likely it is that we will proceed fruitfully. With this in mind, I want to stress or reiterate a few basic points that may help to clarify the enterprise.

1. The Goals Project is closely linked to but is not identical with the Educated Jew Project. The Educated Jew Project is a long-term research endeavor that involves identifying a discrete number of visions of an educated Jew, or a meaningful Jewish existence, and then trying in a systematic way to think through what, educationally speaking, they might imply. The ideas, articles, and personnel associated with the Educated Jew Project are resources available to CIJE's Goals Project, but how they are used and at what stage needs to be decided on a case-by-case basis. It may, in some but not all instances, be a mistake to have some instances for the Goals Project to be the "Educated Jew" materials at the center of its efforts to stimulate serious thinking about goals.
2. Elsewhere I have drawn a distinction between two important, inter-related but nonetheless different, kinds of goals: substantive educational goals (that derive from a vision of a meaningful Jewish existence) and instrumental goals that a community or an institution sets for itself. Instrumental goals identify desiderata that are likely to contribute to success no matter what one's substantive vision might be (for example, increasing to a given level the number of appropriately qualified educational leaders or teachers in a school or community; increasing the number of students in Jewish educational settings like schools, summer camps, Israel programs, etc.) It has elsewhere been noted that the two kinds of goals are not as independent of each other as the distinction might suggest, but that is not my concern here. The important question concerns whether the Goals Project should be looking at both kinds of goals or only at the substantive educational goals. While reflection on instrumental goals will go on in the Goals Project, its primary mandate is to stimulate progress in the area of substantive educational goals. [If this is true, we need to be giving more thought as a group to the arena in which instrumental goals -- which are, I believe, invaluable -- will be developed for communities and institutions.]

3. What is the appropriate clientele for the Goals Project? The Goals Project is concerned with three major levels: educating institutions, Jewish communities, and the denominations. It is interested not only in working with each of these levels independently but also in encouraging them to support one another's efforts to articulate and actualize their educational visions. While the Goals Project has a special interest in the three Lead Communities, its work is not necessarily limited to them (and, in fact, as will be seen below, it may be fruitful to go beyond them).

II. SOME CONCRETE PROPOSALS

There are many possible ways in which CIJE might try to encourage serious and productive attention to questions of vision and goals, and it is an open question precisely how much or what we should be doing. Relevant considerations include the following:

- a) What seem to be fruitful ways of encouraging productive work in this area?
- b) What human and financial resources will be required by these different strategies, and are they available to us?
- c) What is the appropriate time-frame within which we should be working?

Below I summarize a number of strategies that have been under discussion within CIJE and the Mandel Institute. In putting some of these concrete ideas on the table, the expectation is not that one or all of them will be accepted but that they will provide a springboard to serious deliberation concerning what the Goals Project should be doing. My hope is that by the end of the February 10 meeting we will have arrived at a preliminary decision concerning a set of strategies that seem both feasible and fruitful, as well as the rudiments of a plan of action. The decision made might be to endorse one or more of the strategies discussed below, in the form presented or in a revised form; or it might be to pursue an as-yet unidentified route.

III. SOME STRATEGIES TO BE CONSIDERED

A. Encouraging vision-drivenness via educational efforts.

Whatever CIJE accomplishes with the Goals Project will depend in large part on whether the relevant groups, institutions, communities, and individuals come to recognize the important role of vision-drivenness in education. The need to nurture such an appreciation poses a serious educational challenge for CIJE. How this challenge is to be addressed will vary with different contexts; but there are certain general things we can be doing which may have a high pay-off across these contexts. In particular, the Goals Project should work systematically to develop a library of materials that explain the importance of and

exemplify vision-drivenness. Such a resource bank would include the following:

1. Thoughtful, readily understandable discussions of what it means to be guided by a vision, of the way vision-drivenness can contribute to the development, implementation, and evaluation of educational practices, and of the accumulating evidence from the world of general education that being vision-driven pays rich educational dividends.
2. One picture, the saying goes, is worth a thousand words. Examples of flourishing educating institutions that are vision-driven will be invaluable, particularly if accompanied by vivid accounts of the ways in which the vision informs what goes on in the institution. Such examples could come from the world of Jewish education but also from general education. The Waldorf school that grows out of the work of Rudolph Steiner has been pointed to as a possibly interesting example.
3. Examples of institutions that have gone through a serious goals-defining process and have, through this process, succeeded in transforming what they are doing in fruitful ways. Examples might well be found in the work of the Coalition of Essential Schools, as documented in their journal, HORACE.
4. "The future as history." Following the lead of the Carnegie Commission in A NATION PREPARED, CIJE would do well to commission one or more articles that vividly present educating institutions of the kind we -- or some segment of "we" -- might hope to see ten or twenty years down the road. The challenge would be i) to make the institution(s) come alive in an appealing way, and ii) to show how, down to its very details, it reflects a particular animating vision. The suggestion that more than one such article be commissioned reflects our sense that we would want to see portraits reflecting more than one vision of a meaningful Jewish existence.
5. The "Educated Jew" project is a potentially rich resource, particularly as the philosophical conceptions that are its starting-point are translated into portraits of educational institutions that adequately reflect that vision.

B. Strategies for working with individual educational institutions

1. A Coalition of Vision-Driven Institutions

This proposal is that a coalition be established for educating institutions that are seriously interested in going through a process of clarifying their underlying

vision and goals, as well as in articulating and working towards the actualization of the relevant educational implications. In addition to providing evidence of seriousness, participating institutions would have to meet a variety of standards in order to qualify for admission and to remain in good standing. Member institutions would be offered a variety of CIJE-resources designed to facilitate and support their efforts.

While some institutions from Lead Communities might well be interested in and qualify for membership in the coalition, the proposal does not assume that the coalition will be limited to Lead Communities. On the contrary, the hope is that institutions in other communities would want to enter the process.

It is far from clear how many institutions would be interested in participating in the coalition or would qualify. If the coalition were to begin with only two or three institutions, this would by no means be a disaster; indeed, it might be desirable. If, on the other hand, a host of institutions were both interested and able to meet the standards for entry, this might create some resource-problems for CIJE. In particular, it might well require CIJE to identify appropriate individuals in Jewish education from around the country who could serve as consultants or resources to the member-institutions as they set about their work. Identifying who such people might be and getting clearer on their availability is some thing that is probably worth getting started on.

If CIJE is to pursue this proposal, a variety of important tasks lie on the immediate horizon. It might also be useful to invite an articulate representative of the Coalition of Essential Schools to meet with us so that we can benefit from that coalition's experience and insight.

2. Identify a single institution, or perhaps one or two within each lead community, and work intensively with each one on issues of goals.

This proposal is in a sense more modest than the Coalition proposal (A., above). The intuition that informs it is that, particularly given possibly scarce human resources available to the project, we would be better off pouring these resources intensively into one or a few settings than to risk squandering them by trying to address the needs of too many institutions. It is conceivable that by investing a whole lot of thought and energy into one institution, we are likely to have greater success than if we try to work

to remain in good standing. Member institutions would be offered a variety of CIJE-resources designed to facilitate and support their efforts.

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- C. Strategies for working with Lead Community lay and professional leadership.

1. A planning seminar (planned for this summer).

This seminar would be designed to engage lay and professional leadership, especially within Lead Communities, around the theme of Vision and Educational Practice. The seminar, as now conceptualized, would include the following kinds of elements:

- a. Opportunities for participants to come to appreciate the important role that vision and goals can play in guiding the educational process;
- b. A chance to begin or continue working through their own visions of a meaningful Jewish existence;
- c. A chance to encounter other such views, including but not limited to formulations developed in the "Educated Jew" project;
- d. A chance to begin thinking about what's involved in trying to use such a vision to guide educational practice;
- e. A chance to develop a strategy for engaging educating institutions in their local communities in the goal-setting process. If such a seminar is to take place, a number of decisions need to be made fast. For example, when and for how long will it take place? Where will it take place -- in Israel or in the United States? Who will be the faculty? Who will be invited to participate? Should it be limited to the lay and professional leadership in the Lead communities or should it be opened to a broader clientele? If the latter, who should be included in this broader clientele?

2. Consultations to a community's leadership around efforts already under way or accomplished that are concerned with goals.

For example, in a community like Milwaukee that recently went through a strategic planning experience that put "visioning" at the center, CIJE could initiate a serious conversation designed to unearth and develop the substantive ideals, the educational visions, that underlie the proposals that emerged from the Strategic Planning process. And if it turns out that these substantive ideals prove elusive, this could be a fruitful catalyst for serious discussions of questions of visions and goals.

- D. At the denominational level, we need to find ways of encouraging

the national training institutions to develop a pro-active approach to the problem of goals for Jewish education, an approach that includes efforts to catalyze serious attention to vision and goals on the part of constituent educational institutions. The question is how to do this. Below a few possible directions in which to proceed are identified.

1. Encourage the denominations to clarify and more adequately articulate their own guiding visions of a meaningful Jewish existence. This could be done in more than one way. One route would be to use existing vision-statements as guides, or in any case, as springboards for further clarification. Another route might be to ask them to identify an educating institution that adequately exhibits what the denomination represents and strives for, and then to do a content analysis of the basic assumptions concerning the aims of education that seem to be implicit in that institution's practice.
2. Encourage national denominational institutions to work intensively with one or more carefully selected educating institutions on issues relating to the identification of a vision and its educational implications. Such institutions might, but need not be, located in the three principal lead-communities.
3. The kinds of efforts articulated in A. and B. might be launched via a series of two or more seminars that involve the denominational leaders in reflecting on these matters, as well as on ways of getting their constituent institutions to take issues of vision and goals seriously. Whether such seminars should be limited to members of any given denomination or should be cross-denominational would have to be decided; conceivably, the initial seminar that launches the project at the denominational level would be inter-denominational, while those that follow would be intra-denominational.

E. Pilot-Projects.

One way to approach the Goals Project, a way which overlaps but is not identical with the approaches discussed above, is to undertake one or more pilot-projects. For example, a pilot-project might take a particular dimension of Jewish education, e.g. the teaching of Bible or the Israel experience, and systematically explore it in relation to issues of underlying vision and goals. This could be done in a variety of ways and at a variety of levels. For example, a community might take it on itself to focus on a particular dimension of Jewish education - say, the Israel experience - and to catalyze serious reflection on the part of all local institutions (across denominations) concerning the foundational and derivative aims of such an experience and the way

such aims operate to guide practice. Conceivably, different communities would take different dimensions of Jewish education as their central focus.

One could also imagine national denominational organizations making an agreement to explore one or more dimensions of Jewish education in this way. Such an agreement could give rise to some fascinating results: for one would expect that if the denominations approached any given dimension of Jewish education - from the teaching of Hebrew to the teaching of Israel to the teaching of Bible - seriously and with careful attention to their different visions of a meaningful Jewish existence and the aims of Jewish education, important differences in educational emphasis and direction would emerge.

IV. CONCLUDING COMMENTS

My hope is that the foregoing discussion will suffice to stimulate and guide our discussion at our February meetings. Such discussion might profitably focus on

- a) unclarities, incompletenesses or mis-statements found in this document;
- b) the adequacy of the various proposals and ways of improving them;
- c) pertinent proposals not articulated in this document. Ideally, we will emerge with the rudiments of a strategy at each of the major levels discussed above.

Based on the foregoing, I would recommend the following agenda for our February 10 meeting:

1. Summarizing/refining/rethinking the basics:
 - a) Underlying assumptions and key distinctions that inform and define the goals project;
 - b) the levels at which the goals project is to work;
 - c) considerations pertinent to a decision concerning which strategy or strategies to adopt.
2. Summary, discussion and assessment of the major proposals represented in this report, as well as additional proposals that seem promising.
3. Action:
 - a) Decide on one or more proposals to pursue, and
 - b) Develop a plan of action, including a division of labor.

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Council for Initiatives
in
Jewish Education

*file -
School Proj.*

*To: Ginny
From: Abby*

5 pages incl. this page.



If there are any problems receiving
this transmission, please call:

972-2-619-951

From: "Dan Pekarsky"
Reply-To: PEKARSKY
To: ALANHOF
Date: Fri, 01 Apr 1994 12:48:00 -600
Subject: summer-part1

Date: 4/01/1994 12:45 pm (Friday)

Subject: summer-part1

CIJE'S GOALS PROJECT

WHAT IS THE GOALS PROJECT?

The Goals Project is a multi-pronged effort to catalyze vision-drivenness in Jewish educating institutions. A vision-driven educating institution is one that is guided by a substantive vision of what it wants to achieve, of the kinds of human beings it is trying to cultivate. To speak of a Jewish educating institution as vision-driven is to say that it is animated by a vision or conception of the kind of Jewish human being it is trying to cultivate, that is, by a vision of a meaningful Jewish existence. The Goals Project will encourage vision-drivenness through efforts to foster an appreciation among relevant constituencies of the importance of being vision-driven and through strategies designed to encourage educating institutions to work towards the articulation of their underlying visions and to identify and actualize the educational implications of these visions.

RATIONALE

To make good educational sense, an institution's decisions concerning what curricular goals to pursue, as well as how to interpret and prioritize them, need to be anchored in, and justified by, a coherent vision of what it is trying to bring into being. To know what it is about, what it is really after, an institution must have a compelling answer to the following question: what kind of a Jewish person, featuring what constellation of beliefs, attitudes, skills, commitments, and dispositions, should we be cultivating? An adequate guiding vision does not only offer a laundry-list of such characteristics but also exhibits how they fit together to compose a picture of a meaningful form of Jewish existence. Absent such a vision, not only are basic decisions concerning curricular goals hard to reasonably make, so too are decisions concerning the organization of the physical and social environment, appropriate forms of pedagogy, the background and skills desirable in educators, etc. In addition, the absence of a vision of the kind of human beings one is hoping to cultivate deprives an educational institution of the most important basis for evaluating the success of its efforts.

Given the important role that a vision plays in guiding the work of an educating institution, it is very unfortunate - but also unfortunately true - that many Jewish educating

institutions lack the sense of direction that grows out of having a clear and compelling vision of what they want to accomplish. True, educating institutions do often seem to have visions of sorts in the form of mission-statements; but typically, these mission-statements are too vague to offer any guidance, not very compelling to the institution's lay and professional leaders, and rarely even known in any serious way by the front-line educators. In the absence of compelling visions, many Jewish educating institutions evaluate their success by answers to questions like the following: Do students continue coming? Do they seem engaged? Are they non-disruptive? These are, of course, vital matters, but they do not offer a sufficient basis for determining or evaluating educational practice.

The guiding principle of the Goals Project is that enhancing the effectiveness of Jewish education in America will depend substantially on whether educating institutions can become significantly more vision-driven than most now are. This principle can be defended on theoretical grounds, but not only on such grounds. There is ample empirically grounded literature from general education that identifies the presence of a substantive guiding vision as indispensable to an educating institution's success.

The contention that vision is indispensable is, of course, not intended to suggest the desirability of any particular vision. It is intended to suggest that it is important for each educating institution to identify or refine the vision appropriate to it and to look for ways to embody, or to better embody, this vision in its everyday workings. It is this effort that the Goals Project hopes to encourage.

THE ROAD LESS TRAVELLED

The Goals Project does not assume that it is easy for an educating institution to become vision-driven. In fact, the opposite is the case. For an institution to develop a vision that is not only shared but also genuinely compelling to the key stakeholders is itself a very significant and difficult. But as important as it is to achieve a vision that captures the imagination of critical stakeholders, it is but one step in the process of becoming vision-driven, and there is hard work ahead. One reason for this is that there is no formula that takes one from a vision of the kind of human beings or community one is hoping to bring into being to a picture of the educational environment that will correspond to and support this vision. Various understandings (concerning, for example, teaching, learning, human nature, human growth, the power of the social environment, and the characteristics of the parent and student community) enter into the effort to trace out the vision's educational implications and to understand how they might be embodied in practice.

In other words, the development of a vision that is compelling to the relevant stakeholders and whose educational implications have been worked out is a labor-intensive, intellectually and Jewishly demanding activity. It requires careful thinking, ingenuity, soul-searching, study, and a measure of negotiation among the participants. It is also true that there are no guarantees of success; but the potential rewards for the participants in the process, both as individuals and as representatives of their institutions, can be very significant.

From: "Dan Pekarsky"
Reply-To: PEKARSKY
To: ALANHOF
Date: Fri, 01 Apr 1994 12:48:00 -600
Subject: Summer-part2

Date: 4/01/1994 12:46 pm (Friday)
Subject: Summer-part2

THE GOALS PROJECT'S AGENDA

The Goals Project will be spearheading a number of efforts to encourage vision-drivenness in Jewish education.

A library of educational resources. The Goals Project has begun a process of gathering materials, both theoretical and practical, that speak to the importance of vision and its relationship to educational goals and practice, as well as to the process of becoming vision-driven. This library of materials will be made available to communities and educating institutions that are interested in fostering vision-drivenness.

A Summer Seminar in Jerusalem. The Summer Seminar will bring to Israel lay and professional leaders in Jewish education, primarily but not exclusively from Lead Communities, for an intensive period of study and planning. The seminar is designed to foster in participants an appreciation for the critical role that vision plays in Jewish education and to think through various issues that must be addressed if Jewish educating institutions, in general and in their local communities, are to become more vision-driven than they typically are. The seminar is designed with the expectation that on their return from the seminar, participants will collaborate with CIJE in its efforts to encourage work in this arena in their home-communities.

Although details of the Summer Seminar are still being worked out, the following elements will be included:

1. Opportunities to develop an understanding of the ways in which having a vision can contribute to the design and effectiveness of an educating institution, as well as a chance to look at empirical studies that suggest the power of vision.

2. A chance to read articles by and to meet with some exceptionally thoughtful individuals who have long pondered the question of what is an educated Jew, of what Jewish education should be educating towards. Encountering and wrestling with the visions propounded by these individuals is designed not only to clarify for participants what it means to have a vision of a meaningful Jewish existence, but also to encourage them to develop or refine their own visions.

3. A chance to think through the educational implications of one or more of the

visions encountered in the seminar; what implications does a given vision have for the determination and interpretation of educational priorities, as well as for such matters as the design of the educational setting, the training of educators, and so forth? The road from vision to education design is by no means an easy one, and the seminar will try to illuminate the kinds of knowledge that are necessary to make this journey, as well as significant challenges that need to be addressed along the way.

4. A chance to wrestle with the difficult question: how stimulate the relevant stake-holders of an educating institution to work towards being vision-driven? How approach the task of developing a compelling and widely shared vision?

5. A chance to visit, via literature, via film, and/or via direct encounter, educating institutions that are vision-driven and to see the way the vision functions to given coherence and direction to their efforts.

6. A chance to develop concrete, practical strategies for engaging local educating institutions in the process of becoming more vision-driven.

Local seminars in Lead Communities (and beyond). CIJE will sponsor a series of seminars in each Lead Community next year for the representatives of local educating institutions. To participate an institution will need to agree to come to all of the sessions and to have in attendance the key stakeholders from its professional and educational leadership (typically, the Rabbi, the educational director, the Chairperson of the Board of Education, and a teacher). The seminars are designed to encourage local educating institutions to begin the process of becoming, or becoming more, vision-driven. It is the responsibility of the community's lay and professional leadership to develop the clientele for these seminars.

CONCLUDING COMMENTS

CIJE does not believe that becoming vision-driven is easy or that it is sufficient to remedy the ills of Jewish educating institutions. But it is convinced that it is indispensable to success, and it welcomes your participation in the effort to encourage more careful attention to "the vision thing" among educating institutions in Lead Communities and elsewhere.

MEMO TO: Alan Hoffmann

FROM: Daniel Pekarsky

RE: Community mobilization

As you might recall, at the conclusion of our Wednesday evening phone conversation, I mentioned that there was one other matter I wanted to mention -- for which there wasn't time. While it's still fresh in my mind, and because I believe it's important, I wanted to pass it on now.

I felt that a number of critically important issues were discussed at our meetings, issues which can and should have an important bearing on how we proceed. One of these concerns the strong connection between elements -- say, personnel development and community-mobilization -- and the difficulties we may get ourselves into, both practically and conceptually, if we begin acting as though we can meaningfully do the one without the other.

A second issue -- and this is really the one I want briefly to focus on -- concerns the narrower issue of community-mobilization. What I heard coming out of the seminar was this: if, as we have acknowledged, community-mobilization is a critical ingredient in our overall efforts, it may be that our staff needs to be supplemented so as to introduce community-organization expertise of a kind that can facilitate the kind of community-mobilization we think desirable.

Three considerations lead me to stress this point. First, I think it's a mistake to decide too quickly that any given community cannot be brought to a state of "readiness" -- we have to seriously explore the possibility that we have not done the kinds of things that might facilitate a movement towards this kind of readiness, and that we have to adjust our time-table and strategy to make this happen. It is conceivable that someone sophisticated about community-organization could be very helpful to us in this arena.

Second, I worry about a possible decision to limit ourselves to communities like Cleveland who are already in, or close to, a state of readiness. Bearing in mind that as problematic as they may be, the other communities we've been working with are the best we could come up with, it sounds to me like part of "where the action is" - or should be - in Jewish education is how to bring communities up to a state of readiness.

A third consideration is that I think the skills of a good community-organization person might also prove valuable at the institutional level -- that is, in efforts to organize, say, a congregational community, around the need to reform its educational efforts, to develop a guiding vision, etc.

From: Daniel Pekarsky at 608-233-4044
To: Alan Hoffmann at 8-2163915430

08-25-94 12:29 pm
003 of 003

All of this may prove naive. There may simply not be the kind of expertise in community-organization that can help us make significant progress in these arenas. But I think it's worth exploring.

I hope this is helpful.



FROM: "Dan Pekarsky", INTERNET:PEKARSKY@mail.soemadison.wisc.edu

TO: (unknown), 73321,1220

DATE: 9/1/94 2:41 PM

Re: Goals in Cleve.

Sender: pekarsky@mail.soemadison.wisc.edu

Received: from VMS.HUJI.AC.IL by dub-img-1.compuserve.com (8.6.4/5.940406sam)
id OAA12374; Thu, 1 Sep 1994 14:37:47 -0400

Received: by HUJIVMS via SMTP(128.104.30.17) (HUyMail-V6n);
Thu, 01 Sep 94 20:37:50 +0200

Received: by dogie.macc.wisc.edu;
id AA24380; 5.57/42; Thu, 1 Sep 94 13:24:41 -0500

From: "Dan Pekarsky" <PEKARSKY@mail.soemadison.wisc.edu>

Reply-To: PEKARSKY@mail.soemadison.wisc.edu

To: ALANHOF@VMS.HUJI.AC.IL

Cc: PEKARSKY@mail.soemadison.wisc.edu, 73321.1217@CompuServe.Com,
73321.1221@CompuServe.Com

Date: Thu, 01 Sep 1994 13:18:00 -600

Subject: Goals in Cleve.

X-Gateway: iGate, (WP Office) vers 4.03 - 1032

Mime-Version: 1.0

Message-Id: <2E661C61.8A97.0001@mail.soemadison.wisc.edu>

Content-Type: multipart/mixed; BOUNDARY=BoUnD_8KcZuX86QvYVtGo2e660e56

--BoUnD_8KcZuX86QvYVtGo2e660e56

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

Content-Transfer-Encoding: 7BIT

I am planning to send the following letter to Gurvis within the
next few days. Any reason why not? See attachment.

--BoUnD_8KcZuX86QvYVtGo2e660e56

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

Content-Transfer-Encoding: 7BIT

August 30, 1994

Dear Mark:

It was good seeing you last week. I wanted to tell you again
something which I'm sure you've heard from any number of people:
the presentation that you, Ray, and Dan made concerning the Goals
Seminar was beautifully done, and people who heard it were very
moved. On a more personal note, I was extremely gratified that
the seminar had been helpful to people of the very high calibre
that came from Cleveland.

I was also glad for the opportunity to meet with you and
Lifsa concerning your plans at the local level. As I understand
it, you will be proceeding along two tracks:

1. Beginning this October, there will be a seminar for

senior educators in the community organized around the theme of vision and goals. Led by Walter Ackerman, this seminar is intended to be, or to turn into, an ongoing seminar for lead educators in the community.

2. Independently of this effort, the JECC will initiate a partnership with 3 institutions that will be embarking on a serious and intensive effort at self-improvement, an effort in which attention to the issue of goals and vision will play a significant role. (As we discussed in our conversation, to say that goals-related issues need to figure significantly in the effort does not imply that they are necessarily the starting-point; nor is there any single way to approach the effort to become more goals- and vision-driven. These strategic matters probably need to be decided on a case by case basis in light of institutional realities.)

In our conversation you asked me, what role CIJE would be prepared to play in relation to these efforts. With respect to #1, the seminar, I suggested that CIJE would be ready and willing to offer some input concerning the conceptualization of the projected seminars. I offered something initial reactions to the outline when we spoke and hope to give you more feedback shortly. Though Alan Hoffmann needs to sign off on this, it's also my sense that, if there is a need, it would be appropriate for CIJE to lead/coordinate one or more of the seminar's sessions -- how many, which ones, etc. are matters we would need to jointly work out. In addition to this, to the extent that it would be helpful, I think CIJE, myself included, would be happy to consult with you, Ackie, or anyone else thinking through the logic and/or implementation of the seminar as the seminar unfolds.

With respect to #2 (the identification of 3 local institutions that will be involved in serious efforts at self-improvement), I noted at our meeting that while the process through which these institutions were to be identified was different from what CIJE had tentatively laid out in Jerusalem, CIJE's interest in being in some way connected to the effort to work with these institutions was by no means contingent on adherence to this process. What I think would be important to CIJE as it determines its own pattern of commitments is that these be institutions that seem very serious about tackling the challenge of becoming more goals- and vision-driven. As to the precise role that CIJE would play in a partnership that included the institutions, the JECC, and CIJE, this - as was clear in our conversation with the Agnon representatives - is something we all need to give more thought to (with attention to the issues that arose in that conversation).

Let me conclude by reiterating a comment I made when we

talked: both 1. and 2. represent exciting initiatives that have the potential to offer a lot to Cleveland. While CIJE will, I hope, be able to make some contribution to these efforts, it is also my belief that CIJE will be able to learn important things from Cleveland's efforts and from its collaboration with these efforts.

I look forward to our being in touch soon concerning these matters. If we don't speak before next, my best wishes for the New Year.

Sincerely,

Daniel Pekarsky

--BoUnD_8KcZuX86QvYVtGo2e660e56--



Sandy.

12/28

Please copy this for
Bany[✓] and arrange
for Thom and I to
meet about the
concrete work outline
included in paper ② and
③ 01.03.98 1 PM

This must happen before
I go to Cleveland on 1/4/98
I also need it for my
contribution when I
speak

FROM: "Dan Pekarsky", INTERNET:pekarsky@mail.soemadison.wisc.edu
TO: Alan, 73321,1220
DATE: 11/30/94 2:24 PM

Re: Enclosure file: GRSTNEVA

Sender: pekarsky@mail.soemadison.wisc.edu
Received: from VMS.HUJI.AC.IL by arl-img-1.compuserve.com (8.6.9/5.940406sam)
id OAA22537; Wed, 30 Nov 1994 14:19:32 -0500
Received: by HUJIVMS (HUyMail-V7a); Wed, 30 Nov 94 21:19:29 +0200
Received: by HUJIVMS via SMTP(128.104.30.18) (HUyMail-V7a);
Wed, 30 Nov 94 21:16:30 +0200
Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;
Wed, 30 Nov 94 11:01 CDT
Message-Id: <2EDCAF92.CF87.0003.000.1@mail.soemadison.wisc.edu>
Date: Wed, 30 Nov 1994 10:58:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Enclosure file: GRSTNEVA
To: ALANHOF@vms.huji.ac.il
CC: 73321.1217@CompuServe.Com, 73321.1221@CompuServe.Com,
MANDEL@vms.huji.ac.il, Pekarsky@mail.soemadison.wisc.edu
X-Gateway: iGate, (WP Office) vers 4.04b - 1032

Nov. 29,1994

Dear Alan, Gail, Barry, and Daniel (Marom):

Below I summarize some Goals Project matters.

GERSTEIN

You should by now all have received (or else will soon be receiving) my summary of the meeting Gail and I had with Amy Gerstein. We were both very impressed with her: she has good interpersonal skills, she exercises a lot of initiative in her work, she's thoughtful, she has a deep understanding of the Coalition's approach, and we suspect that she has superb instincts when it comes to coaching institutions. Her knowledge in this last area is largely tacit rather than formal and systematic - but this may be in the nature of things. We were not certain about how strong she is theoretically, but it wasn't clear to us that this was essential for our purposes. We are also not sure about the extent of her Jewish background but suspect that, while she may well be interested in growing Jewishly, her knowledge-base is not strong.

Amy's Coalition work is, officially anyway, on the side. Her main challenge this year is to finish a dissertation (under the direction of Larry Cuban at Stanford). For this reason she

has little time available for travel over the next few months, but said she'd be happy to communicate via email or to meet with one or more of us in California. In view of this, here are some possibilities:

- 1) for one or more of us to meet with her in California later this year concerning follow-ups to our last conversation.
- 2) to bring Amy in as a consultant to CIJE staff and to meet with us in the late spring -- and possibly, in the aftermath, to meet with the individuals we gather as resource-people for a projected seminar in July.
- 3) to hire Amy full- or part-time to work with us and with Jewish educating institutions. She would serve as a partner in the Goals Project. Such a plan would need to be accompanied by an insistence that she engage in some serious Jewish study -- something which both the work at hand and the credibility-issues would require. This could be viewed as part of an effort to bring "new blood" - new talented blood! - into the field. For the record, though Amy hopes to finish her dissertation this year, she seems very uncertain about what she wants to be doing next year. I read her comments as inviting some kind of a proposal on our part; I could be all wrong about this.

Notice that 1) and 2) above could be viewed as a way of testing the desirability of #3. In any event, please give thought to this matter.

IMMEDIATE WORK ON THE HORIZON

In addition to deciding how to best work with Gerstein, and following the lines of our recent meetings in New York, I'd like your thoughts on the following proposal for how to proceed in the next few weeks:

a. Recruit 5 to 10 talented resource-people to work with us in the Goals Project. To do this will require our jointly coming up with names, contacting the people we agree on, giving them a preliminary sense of the nature of the enterprise and what they might be doing, giving them a sense of the kinds of learning activities scheduled for them (and for us) this spring and summer, giving them an inkling concerning compensation for work they will be doing. If we are to proceed on this front, I will need your active help a.s.a.p. If, given other commitments, this is unrealistic to hope for, please let me know.

b. Plan a two-day spring seminar at which these individuals will be initiated into the work of CIJE and the Goals Seminar and at which time we can determine

who is and is not appropriate for continuing participation in this project.

c. Plan a 5-day summer seminar for us and our new resource people during which we plot out the work ahead, with attention to conceptual and practical issues. Guest lecturers at the seminar might range from Fox to Gerstein to Fullan to Levin, but the seminar must include substantial integrating and planning time at the end.

d. Conceivably, prior to the seminars mentioned in b. and c. our staff needs to gather for our own mini-seminar concerning the various matters alluded to.

e. Using our contacts, we should begin approaching pertinent individuals (like Hank Levin and Michael Fullan), with an eye towards establishing times when they can meet with us -- or we can come to them.

f. DP will draft and circulate a draft of the memo he wants to send to Israel Scheffler concerning a possible Center.

g. a decision concerning how, if at all, to engage Gerstein.

WORK WITH LOCAL COMMUNITIES

While I'm fairly clear on where we are with Milwaukee and Cleveland, I'm not sure of where things are in Atlanta (and who is supposed to be following up on this), and I'm also not sure of where we are with the Agnon School or with Baltimore. I'd be grateful for input (from anyone on Atlanta), from Barry on Agnon, and from Gail on Baltimore. One last comment: based on recent conversations, my impression is that Ackerman, Gurvis, and Schachter met together and emerged with strategies for improving the seminar they had launched for senior personnel. My impression is that the next session went very well. I have indicated my availability to help out, but have not been asked to do so.

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January 3, 1995

Dear CIJE Colleagues:

Below you will find my effort to summarize where we are in the Goals Project and to look ahead, with special attention to the "building capacity" theme. In the back of my mind were questions posed by Alan and Barry concerning the kinds of people we should be recruiting to serve as coaches and resource people and the kind of preparation they will need. In considering these matters, I found that it was impossible to proceed without at least some, even if very crude, characterization of the nature of the work we imagine them doing -- something which requires, in turn, some reflection concerning our views on the nature of the change-process at the level of institutions. So....I ended up trying to say something concerning these various matters; and though the account is lacking in adequate depth and detail, I think it may help to move some of our thinking along (as much through the questions it may provoke and the omissions it suggests as through what it does say). Since I have not had the opportunity to see a hard copy of this draft, there are probably various errors (stylistic and other) for which I apologize in advance.

I welcome your feedback and am hopeful that this proves helpful in thinking together in Cleveland about the next stage of our work.

Dan Pekarsky

PS to Ginny Levi: Please make copies of this document for participants in our meeting on Thursday. If it's possible to get the document to participants prior to the meeting, this would be desirable. (If I can get my own copy on Wednesday around 4 pm - which is when I believe I will be meeting with Alan - I would be grateful. Than ks.

January 1995

THE GOALS PROJECT'S "BUILDING CAPACITY" AGENDA

BACKGROUND

The Goals Project Agenda. CIJE's Goals Project assumes that progress in Jewish education depends significantly (though by no means exclusively) on the ability of educating institutions to become clearer concerning their major educational goals and to use these goals as a tool for organizing and assessing their educational practices and policies. The challenge of the Goals Project is to encourage and actively support efforts in this direction.

Past, continuing, and projected activities. Against the background of work done in Israel under the auspices of the Mandel Institute's Educated Jew Project and serious discussions in the first part of 1994 between CIJE and the Mandel Institute concerning the direction of the Goals Project, the Goals Project launched its work with communities through a seminar in the summer of 1994 designed for lay and professional educational leaders from a number of communities in the United States. This seminar was designed to educate the participants concerning the important place of goals and vision in Jewish education and to encourage them to engage their local educating institutions back home in a process of becoming more thoughtful concerning their goals and the relationship between these goals and educational practice.

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

Since the time of the 1994 Summer Seminar on Goals, all 3 of the major communities that were represented in Jerusalem have embarked on Goals-related efforts. In Baltimore, a set of seminars organized around goals is scheduled to be launched with a special program in the late spring. Moreover, a Baltimore institution that participated in the Jerusalem seminar reports that the seminar has catalyzed some fruitful efforts at self-improvement over the last

several months. In Cleveland, a seminar organized around the theme of goals and led by Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rob Toren has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. Finally, Cleveland's Agnon School has approached CIJE with a proposal for collaborative work around a goals-agenda, a proposal to which we have yet to respond. In Milwaukee, a four-session seminar on goals is scheduled to begin in February for a constituency that will include two Day Schools, the JCC, and possibly also one or more congregations.

Alongside these efforts, CIJE has agreed to organize an all-day seminar on goals in Atlanta for the key stakeholders of a new Hebrew High School that is now being developed there. There have also been conversation concerning Goals Project involvement with a number of JCC camps and possibly with one or more congregations (for example, in Baltimore) that seem particularly interesting.

The "building capacity" challenge. Based on its work to date, CIJE is well-equipped to develop and run the kinds of seminars that it will be holding in the months ahead. Such seminars have the promise of helping representatives of participating institutions become substantially more aware of the important role that goals ought to play - but usually do not - in guiding our efforts at Jewish education, as well as of stimulating a lot of reflection concerning the status of goals and vision in their own institutions. If successful, these seminars will also generate a serious desire on the part of at least some participating institutions do launch into a serious effort at self-improvement that takes the goals-issue to heart.

CIJE is, however, not yet adequately positioned to move the Goals Project agenda beyond the stage represented by this year's local seminars. If CIJE is to be able adequately to support the efforts of educating institutions to become substantially more goals-sensitive than they now are, it needs to do much in the way of building capacity in this area. Specifically, capacity needs to be built up in two areas: first, we need to develop more of the kind of knowledge and know-how that are necessary if serious educating institutions are to be adequately helped in their efforts to implement a goals-agenda. Second, since CIJE's core-staff cannot itself work with individual institutions around the country in any sustained way, there is a need to identify, recruit, and cultivate a cadre of resource-people who will be available to work with educating institutions.

So important and pressing is this matter of building capacity that it needs to be viewed as the Goals Project's pre-eminent

challenge and priority in the months ahead. We must use the period between now and the fall of 1995 to become "tooled up" for the next stage of the Goals Project.

BUILDING CAPACITY: A SKETCH OF THE PLAN OF ACTION

Building our knowledge-base and know-how. With respect to the development of the right kind of knowledge-base and know-how, our strategy is fairly straight-forward. We are aware of the major literatures and resource-people in areas that concern the Goals Project agenda.

1. Within the orbit of Jewish education, we need to do what we can to continue working with and learning from the individuals associated with the Mandel Institute's Educated Jew project. Special attention needs to be paid to the "curricularization" of the "Educated Jew" ideals.

2. We need to learn what we can from other instructive efforts going on in Jewish education that are related to our agenda - for example, the project Isa Aron has undertaken (both its conceptualization and the experience to date).

3. As a staff, we need to fully digest and assess the relevance to our own work of the pertinent efforts in general education (and organizational development). This includes the work done under the auspices of the Coalition of Essential Schools and of the Accelerated Schools movement; it also includes the work of change-theorists like Michael Fullan, Peter Senge, and related literatures. In addition to studying the relevant literatures, we need to continue the process initiated in our recent conversation with Amy Gerstein (of the Essential Schools Coalition) of arranging meetings and/or seminars with key individuals representing different approaches to reform. The aim of meetings with such individuals will be not just to better understand their views but to encourage them to reflect with us concerning how their approaches might lend themselves to work in our arena.

4. Intellectual energy and time need to be given to the effort to pull together the results of the efforts described in #s 1 - 3, to integrate them into an approach that will be adequate to the training of resource-people and to the work they will need to be doing. As will be discussed below, our work to date already suggests quite a lot in this area; but there is reason to hope the process of learning described above will continue to refine our understandings and skills.

Developing personnel. With respect to the other part of "capacity-building" - the part that concerns personnel, our plan of action, roughly speaking, is as follows:

1. to identify from 5 to 10 individuals who will be recruited and trained to serve as coaches/resource people to communities and institutions. (January, 1995)

2. to hold a one-to-two-day workshop in the late spring, probably right after Pesach, for these individuals, which will be used to "bring them up to speed" with the work of the Goals project - to initiate them into the project's concerns, universe of discourse, core-literature, and agenda. This workshop will be an opportunity for both CIJE and each of the individuals we've recruited to make an assessment of whether a continuing relationship is desirable; that is, in addition to educating the participants concerning the rudiments of the Goals Project, the workshop will also provide an opportunity to identify obvious mis-matches.

3. a week-long seminar for the same set of participants (CIJE staff and the resource-people) this coming summer, probably in July. At this seminar, the participants will have the opportunity to develop understandings and tools that will enable them to enter into working relationships with institutions as coaches/consultants.

It is anticipated that the seminar will include sustained day-long opportunities to meet with thoughtful representatives of approaches to educational reform which seem most closely related to our own efforts; opportunities to initiate participants into a CIJE approach that draws on these various approaches; opportunities to acquire a repertoire of strategies and skills that will be useful in working with institutions; opportunities to struggle with concrete cases that require decisions concerning the appropriateness of different strategies.

4. Precisely because the cadre of resource-people will be "out in the field" after the summer, it will prove important to have periodic follow-up seminars during the 1995-96 year. This will provide all of us with an opportunity to continue our learning. The next paragraph develops this point.

Building capacity through work with institutions. It is important not to draw a sharp distinction between "building capacity" and "work with institutions". In fact, one of the ways, and perhaps the most important way, in which our knowledge-base

concerning such matters as goals, the change-process, the traits desired in the coaches/resource people who will work with institutions, etc. will expand is through the actual process of working with institutions. This, of course, will only happen if we do what we can do view and use our work with institutions as experiments from which there is a lot to learn. This in turn entails serious efforts to keep track of what happens in the institutions we work with. Note that this is not intended to suggest that we or our cadre of coaches will enter into work with institutions without substantial knowledge and know-how; but it is to acknowledge that there is much that remains to be learned, and that much of this learning can only arise out of work "in the trenches".

ARTICULATING AND ADDRESSING AN OBSTACLE TO THE IDENTIFICATION AND CULTIVATION OF COACHES/RESOURCE PEOPLE WHO WILL WORK WITH INSTITUTIONS

"The problem." As already noted, our challenge this spring is to identify a cadre of coaches/resource people who, after a suitable initiation into the work, can carry forward the Goals Project agenda with educating institutions. But in order to identify the right kinds of coaches/resource people to work with institutions and in order to develop an adequate curriculum that will serve to initiate them into their work with institutions, we need to understand the nature of that work, and this, in turn, requires us to have an understanding of the ways in which fruitful change in educating institutions can be catalyzed and guided. Unfortunately (and as evidenced by our insistence that our effort to build capacity this spring needs to focus heavily on the development of understanding and know-how), we don't yet have as much knowledge in these areas as we need. In view of this, it would thus seem that an attempt in the near future to identify coaches/resource people and to develop a curriculum for them is a good example of "putting the cart before the horse."

Putting "the problem" in perspective. There is, it is true, a measure of truth in this characterization of our situation and in the objection that it implies; and certainly it would be better if we had a clearer theory than we now do of the conditions of institutional change and the ways in which coaches/resource people can contribute to it. But the objection is not decisive; and the reason that it is not decisive is that we have in fact been developing considerable lore concerning the work to be done with institutions. This lore falls way short of a full-fledged "theory" or "approach", but it includes significant familiarity with the approaches identified with different reform movements, as well as a number of fundamental beliefs that are jointly sufficient to guide us in selecting coaches/resource people and in developing

fruitful working-relationships with institutions -- relationships that will both benefit them and offer us opportunities to deepen our own understandings of the work at hand. The critical point is to organize our efforts in such a way as to maximize our learning and to feed it back into our work.

I want, in this connection, to stress that we do not need to feel any embarrassment concerning the fact that we don't have a full-fledged theory or approach to guide our efforts. In point of fact, it is far from clear that anyone has an adequate theory or approach to the kind of work at the level of institutions that we want to encourage. If, for example, we look at the most prominent movements (like the Essential Schools Coalition), we discover that: a) studies of their efforts show very mixed results; b) the approaches associated with such movements are themselves fluid and evolving; and c) these approaches are in many ways very open-ended and depend on a whole lot of "seat-of-the-pants" intuition on the part of the participants.

This said, I want to illustrate the claim made above that we already have a quite a few ideas concerning the nature of institutional change process in which we would like to engage institutions. I will do so by summarizing some of these points. Then, in the concluding section, I will speak briefly about some of the implications of these ideas for the identification and cultivation of coaches/resource people to work with our project.

SOME GUIDING PRINCIPLES IN OUR WORK WITH INSTITUTIONS

As just suggested, in this section I identify some of the basic assumptions that can guide our work. I have not attempted to develop an exhaustive list of assumptions but to articulate enough of them to offer some guidance in thinking about identifying and cultivating a cadre of coaches/resource people for the work ahead. Some of these assumptions have been explicit or implicit in our conversations; in some cases I go beyond these conversations, drawing on insights gleaned from other arenas. These assumptions are tentative in two senses: first, they may be revised or withdrawn based on our own conversations; second, even if they "pass muster" among ourselves right now, they may need to be dropped or revised in light of experience. And, as noted above, even if reasonable, this list of assumptions will need spelling out and augmentation. In any event, here is the list:

1. Under the best circumstances fundamental change is difficult to achieve and cannot be guaranteed in advance; but there will not even be "a fighting chance" unless an institution's key stakeholders and a substantial element in its core constituency are committed to the effort.
2. The identification of compelling educational goals, as

well as serious efforts to organize practice in their light and to assess these efforts at regular intervals, must play a prominent role in the process of institutional self-renewal.

3. As part of its efforts to clarify the goals and the vision that are to inform its work, the major stakeholders of a Jewish educating institution should unearth and struggle to give voice to their own most heart-felt convictions; but the process should also include a serious opportunity to encounter and struggle with other visions of a meaningful Jewish existence, for example, those emerging from the Educated Jew project and from denominational ideologies.

4. Institutions that enter into the CIJE goals-process will undertake a careful survey of what they are presently doing: special attention will focus on the identification of the institution's avowed goals and how they are and are not expressed - and with what effect - in the life of the institution.

5. To suggest that thoughtful attention to goals needs to be at the heart of the process of change in Jewish education is not intended to imply that the process of improvement necessarily begins with a "visioning-activity" or any other institution-wide effort to articulate underlying goals. On the contrary, there are many possible roads an institution might travel in its efforts to clarify and better achieve its fundamental goals. Which road to travel depend on an array of local circumstances that need to be assessed on a case by case basis. A measure of intuition and eclecticism, informed by a thoughtful survey of the situation at hand and an awareness of a range of possible strategies for "cutting into" the situation, is indispensable to the enterprise. The appropriate plan should be determined after careful deliberation by the institution in collaboration with CIJE staff.

6. In order to enter into a partnership with CIJE around a goals-agenda, an institution will need to identify a team of key stakeholders who will be responsible for overseeing and guiding the institutional process. The institution will need to make it financially and otherwise possible for this team to participate in periodic and sometimes extended seminars and workshops organized by CIJE for teams of institutional representatives. Opportunities for such teams to meet on-site with teams representing other institutions for purposes of give-and-take consultations will also be provided.

7. When CIJE agrees to work with an institution, it will appoint a coach identified and trained by CIJE to serve as a consultant to the institution and as a liaison to CIJE. The job of the coach will be to help the institution to identify and keep focused on central questions, to encourage appropriate forms of study and self-study, to identify and to help in deciding among and implementing strategies for advancing the reform-agenda, to access appropriate CIJE-resources, and to encourage periodic self-assessment.

In addition to the initial training provided by CIJE, coaches will participate in periodic seminars and workshops in which they will continue their learning and will share what they are learning in the field with their colleagues and with CIJE.

8. The coach and the institutional team will have shared responsibility for keeping and sharing with CIJE a record of its efforts.

IMPLICATIONS OF THE GUIDING PRINCIPLES FOR THE IDENTIFICATION AND CULTIVATION OF COACHES/RESOURCE PEOPLE

Based on the foregoing, we can begin to identify the kinds of individuals who would make good institutional coaches. For example, a) such individuals would need to have a familiarity with a variety of subject-matters ranging from the Educated Jew Project to different approaches to institutional reform; b) they would need to have at their finger-tips a number of different strategies that, at different stages, might be used by an institution to forward and to assess its efforts; c) they would need to have an in-depth grasp of the role of vision and goals in the process of education and of ways to work towards strong coherence between goals and practice; d) and they would need to have a solid grasp of the kinds of goals that are likely to figure prominently in Jewish education and of competing interpretations of these goals. But such skills and understandings, while important, will prove no substitute for the savvy and thoughtfulness needed to size up a situation and arrive at a judgment concerning what is needed at a particular juncture, or for the interpersonal skills needed to develop fruitful working relationships with the diverse stakeholders that make up an institution.

Some of the characteristics identified in the preceding paragraph can be nurtured through seminars, workshops, and other CIJE-sponsored initiatives; but others, and particularly those that pick out traits of character - savvy, thoughtfulness, good judgment even under pressure, and interpersonal skills, may well be beyond our capacity to cultivate. In looking for appropriate individuals for the work of the Goals Project, we need to seek out individuals

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who already seem to have these characteristics.

CONCLUSION

Time permitting it would be possible to go on to do two very important things: first, to offer a fuller characterization of what adequate coaches would look like; and second, to more fully discuss the implications of the foregoing analysis of the organization of the projected summer-seminar. Such matters will, however, need to be deferred



CIJE

Goals Project Update

February 24, 1995

Background

The Goals Project is designed to help Jewish educating institutions become more effective through careful attention to their guiding goals. The project's assumptions are straight-forward.

First, educational effectiveness depends substantially on the extent to which the work of educating institutions is organized around goals that are clear and compelling to the key stake holders. Such goals enhance the motivation of educators; they make possible evaluation and accountability; and they play a critical role in guiding basic decisions concerning such varied matters as personnel, in-service education, and curriculum design.

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

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

CIJE promised to support such local efforts by means of a series of seminars in the local communities aimed at key stake holders in their educating institutions. It was assumed that the clientele for these seminars would be generated by these communities. It was also assumed that among institutions participating in these seminars, some would decide that the goals-agenda did not meet their needs; that others would use the opportunities provided by these seminars to improve

their educational efforts; and that from among the latter group of institutions a few would emerge as candidates for intensive work with CIJE beyond the period of these local seminars. These institutions might become the nucleus of a kind of coalition of institutions seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project. Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

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

Projected activities.

Next fall, the Goals Project is scheduled to begin working with a limited number of select institutions interested in undertaking a systematic effort to develop and organize practice around a set of clear and compelling goals. We believe that such collaborations will benefit these institutions and will contribute significantly to our own knowledge-base. But our success in such partnerships will depend heavily on our ability to build capacity in two major areas.

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

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

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

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. Upcoming activities will include at least one substantial workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.

Dr. Daniel Pekarsky
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Projected activities.

In Baltimore a one-day goals retreat for the leadership of the central agency for Jewish education is planned for Fall 1995 (November)

In 1996

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~~Dr. Daniel Pekarsky~~

~~Director of the Goals Project~~



MEMO TO: Alan Hoffmann and Daniel Marom - and the CIJE gang
FROM: Daniel Pekarsky
RE: Proposal RE: Next Steps in the Goals Project
DATE: March 8, 1995

This document is less than I would want it to be in two ways. First, I had hoped to process it with Daniel Marom prior to sending a draft off to Alan Hoffmann; second, it is not as fully developed as I had hoped. The truth is that between mid-term commitments at UW and trying to draft my piece on Scheffler for the Philosophy of Education conference, I've been buried this week and haven't had the chance to write as full a piece as I would like. Hopefully, what follows is true to the conversations which Daniel Marom and I had and our shared sense of where we should go. DM will, I trust, correct any misrepresentations and significant omissions. In any event, I thought it best to get some version of the document off as soon as possible so as to move the process along.

THE GOALS PROJECT IN '95-'96: PROPOSAL

The Three Elements

Three elements will define the Goals Project in '95-96: 1) work with institutions (with the help of coaches); 2) Goals Seminars modelled on the Jerusalem and/or Milwaukee models, designed to initiate leadership in major communities and/or regions to the importance of the Goals Agenda; 3) progress on the community-vision theme, possibly including work with a promising community. Note that both 2) and 3) contribute to Lay Leadership development, a matter that may be independently explored with Paley and the Wexner folks. This document focusses exclusively on the #1, which is concerned with work with institutions.

Towards Work with Institutions

1. Marom and I anticipate initial work next year with a small number of institutions - from 3 to 5; ideally, there will be at least one JCC, Congregation, and Day School involved. Getting two of any one type might be desirable from the standpoint of our own learning - and it cannot be emphasized enough that we need to regard these pioneering efforts as opportunities to learn!

Please note that the proposal to work with a limited number of institution is consistent with CIJE's interest in moving from 3 to 9, since according to this proposal, other pieces of the Goals Project will be involved in introducing new communities to the project's ideas (via the projected seminars).

2. Coaches: In addition to Marom and Pekarsky, who will probably serve as coaches in year #1, we want to recruit an initial cohort of 3 to 5 additional individuals to be cultivated as coaches.

Our sense was that at this initial stage, rather than

cast a wide net, we should zero in on a select group of individuals in whom we already have great confidence -- confidence concerning their ability and our ability to work with them in a collegial and trusting atmosphere.

Our sense was that in addition to some of the varied attributes we've indicated in the past (an intellectual bent, strong interpersonal skills, a seriousness about Jewish education, etc.), they need to be individuals who are intimately familiar with the kinds of Jewish educational settings in which they will be working.

One way to identify these individuals is for each of the core-CIJE staff to identify the 2 individuals (say, from among the extensive list we had drawn up) that generate the most confidence as coach-candidates.

A few people who came to mind are: Toren, possibly Kyla Epstein, and Cheryl Finkel (each of whom is close to a different kind of educational setting). DM wondered whether Sam Heilman might be good and available for something like this. Were he in the country, a Mark Rosenstein might be great for this. (Speaking of Marks, how about Smiley?)

Note that we view the initial cohort of coaches as a foundational group. We anticipate that as early as next year, by which time our own sense of the m'lachah and the theory will be considerably more developed than it is now or will be this summer, the group will be considerably expanded.

3. We imagined an intensive seminar in Cambridge, probably early August for the coaches-to-be, in the company of Scheffler, Howard, Fox -- and possibly Gerstein as a resource-person.

4. Although we felt no immediate urgency about blocking out the seminar now, both of us had given some thought to it, and our thoughts were along similar lines. I summarize Marom's conception of it below:

a. Develop a summary of, as well as a response to the varied change-strategies now being proposed or in use. Emphasis should focus on how and why our approach may differ.

b. An in-depth immersion in the materials and ideas that have defined the different phases of the Educated Jew Project.

c. Exercises with mission-statements, curriculum-guides, etc., with an eye towards articulating and teaching strategies for using these as vehicles of raising consciousness concerning goals-issues and

catalyzing a desire to address them.

d. Work with Cases: e.g., deliberations concerning a problem situation that might arise in a goals-process.

e. Based on a very favorable recent experience at Agnon in Cleveland, Marom has proposed that prior to the summer, he and Pekarsky embark on some preliminary field-work in institutions as a way of enhancing our knowledge-base. At the seminar, issues, insights, and questions arising out of this work would be reported.

f. Though our feeling is that a coach's role is more multi-faceted than is the Socratic gadfly we discussed in Cambridge, nonetheless, having a repertoire of strong questions and activities to be drawn on thoughtfully and selectively is essential. Prior to the summer such a resource will have been developed. Along with a more comprehensive fieldbook which summarizes assumptions and concepts that define the Goals Project, the seminar will take participants through this instrument, which will no doubt be refined through the discussion.

g. Consultations on actual institutions that we are planning to get involved with, with an eye towards understanding them and thinking through strategies for entry.

Based on this plan, our tasks between now and the summer in relation to this phase of the Goals Project (Others will require a different plan) are the following:

1. identifying coaches.
2. identifying institutions.
3. Field work in institutional settings by both Marom and Pekarsky
4. Develop a compendium of approaches to change and the relationship of such approaches to our own.
5. Develop a Goals Project Handbook that can guide the work of coaches. This Handbook will include a succinct Goals Project description of the kind Nessa has been asking for, a set of questions to be used as a tool by a coach, a set of pertinent articles, etc.
6. Develop a faculty and a full-fledged curriculum for the summer.

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

03-09-95 01:12 am
005 of 005

In a nut-shell, this is roughly how we think we'd like to proceed. The plan is significant but is not overly ambitious. By the way, the plan assumes MEF involvement in monitoring some of our efforts and perhaps doing institutional profiles.

I look forward to discussing this document with you in the very near future. For what it's worth, here's my upcoming schedule: On Thursday, I'm out of commission due to the Milwaukee Seminar, and on Friday I've got a slew of meetings - though I'll certainly be reading my email. Sunday I am meeting with Ackerman at O'Hare, and Monday I need to finish my response to the Scheffler book. Still, I should be reachable on Sunday evening or Monday - and by Tuesday, if all goes well, my schedule is pretty open -- and this might be an optimal time to talk.

Once again, I apologize to DM for not processing this draft with him before sending it on to others, but I certainly don't regard it as final or authoritative.

Talk to you soon.



C - Plans are under
way for a 7/95
goals seminar.
This belongs in file
on that subject.

Goals *Alt*

From: Dan Pekarsky
TO: Alan
DATE: 4/18/95 8:15 PM

RE: Summary of 4/18 telecon

Here's a brief summary of my conversation with Alan:

1. With respect to the Summer Seminar, Alan received an update and we spent some time talking about who might be a good guest to invite (in addition to Gerstein). Fullan might be good but is probably unavailable; Greenberg would be good, if available; and Seymour would be great, if he could come. It was agreed that I should follow-up on all these leads, possibly planning May trips to Philadelphia and Boston.

2. We also discussed the generation of institutions for the Goals Project to work with. I indicated my sense that Goals Seminars on the model of Milwaukee and Jerusalem might be a promising route to go; they could be held in local communities, or regionally. They give us visibility; they may provide us with a clientele for intensive work-with-institutions; and they may be of benefit to participants quite apart from whether they move on to the next stage with us. In addition, such seminars serve to "spread the word" about goals. As a twist on this idea, Alan suggested the possibility of a national Goals Seminar at Harvard next year fall or early winter on the model of the Principal's Seminar. The clientele would be lay and professional leaders from communities and institutions around the country.

We also discussed other ways of generating clientele to work with intensively: 1) the projected Goals Seminar for Day School leadership; 2) preliminary identification (based on what we already know) of promising institutions, followed by an invitation to their leadership teams to come to a seminar at which we discuss the Goals Project Agenda. We agreed that these various routes need to be thought through in the near future, so that we can move ahead.

3. Alan asked questions about the projected Goals Seminars, expressing a fear that we would be besieged with more requests for further work with us than we could honor. My response was that we have to frame the invitation in such a way that such expectations are not raised. Also keep in mind that a policy of asking institutions to pay for coaches may operate to reduce the number of institutions that want to move with us to the next stage.

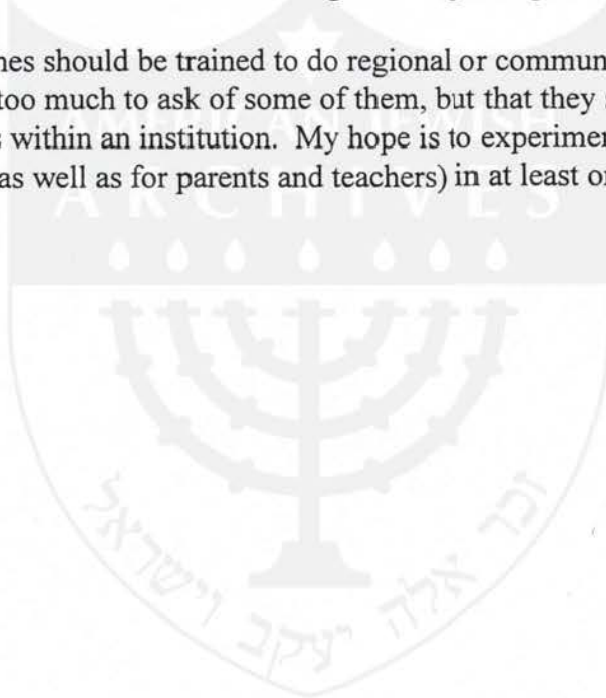
4. The idea was put on the table that perhaps the issues of future Goals Seminars - or future directions for the Goals Project - should be discussed at the May Community seminar in New York. Perhaps DP should come in for that.

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.



CIJE Content and Program

UPDATE

From October, 1994 through April, 1995

Goals Project Update

Background

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

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

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

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

seriously striving to be vision-driven.

Recent and current activities

The Jerusalem Seminar has stimulated a variety of goals-related efforts over the last several months. For example, in Cleveland, a seminar organized around the theme of goals and led by Professor Walter Ackerman has become a vehicle for bringing together key lay and professional leaders in the Jewish education from across the community for regular meetings. In addition, Rabbi Robert Toren of the Jewish Education Center of Cleveland has been hard at work with his Drisha Project, which is designed to engage local educating communities (schools and congregations) in a serious self-improvement process in which issues pertaining to goals play a very prominent role. CIJE has been consulting to Rabbi Toren in this process, and he has suggested CIJE-involvement in working with the institutions that participate in this local project. Also in Cleveland, CIJE has been in conversation with the Agnon School concerning collaborative work around a goals-agenda. In Milwaukee, a four-session seminar on goals began in February for a constituency that includes over 35 people representing 4 Day Schools, the JCC, and two congregations.

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

Projected activities.

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

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

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

First, the success of our work with individual institutions on a goals-agenda will depend on our ability to expand our base of knowledge and know-how. Of special importance is finding ways to engage the stake holders in these institutions in wrestling with issues of Jewish content in the

face of their tendency to rush impatiently towards a consensus based on the beliefs they bring to the table.

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

Alongside the various seminars scheduled for the next few months, our work this spring and summer is organized around this "building capacity" agenda. Upcoming activities will include at least one substantial workshop designed to bring on-board potential resource-people for our project and to further our own learning concerning ways of working with institutions on a serious goals-agenda.

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

Best Practices Project

Background

The Best Practices Project is an effort to document exemplary models of Jewish educational work and to use these examples for improving the quality of Jewish education in the field. The Project has delineated a number of different domains in which to document examples of successful practice. Up to this point two volumes have been published: Best Practice in the Supplementary School and Best Practice in Early Childhood Jewish Education.

Recent and current activities

At the General Assembly Dr. Gail Dorph and Dr. Barry Holtz presented a workshop session on the findings of the Best Practices Project about supplementary schools. About thirty lay leaders and educators attended the session and had the opportunity to use the best practices volume and its findings as a way of analyzing supplementary schools with which they were familiar. This session was very well received by the participants and offered a kind of model for using the project as a practical aid toward improving Jewish education in the field for both professionals

and lay leaders.

We plan to do similar workshops in other settings during the course of the year-- in the three lead communities where opportunities for this work are being planned and at national meetings. CIJE, for example, has been invited to do a major session of this kind at the Jewish Educators Assembly, the organization of Conservative educators, at their annual convention in March. The CIJE Leadership Institute, conducted last fall at the Harvard Principals Center, helped prepare the way for these best practices sessions by engaging local school principals in a process of self-improvement for themselves and their schools. Parallel sessions for lay leaders would also seem to be appropriate.

The Best Practices Project is currently involved with three initiatives documenting examples of successful educational practice. In the area of **Jewish education in the JCC arena**, CIJE is working in a joint effort with the JCCA. Dr. Barry Holtz is conducting the project in coordination with Dr. Steven M. Cohen who has been engaged by the JCCA for the purposes of the project. The project is using the model that has been successfully employed in the other best practice volumes: a group of experts gathered together with Drs. Holtz and Cohen to delineate criteria for best practice in this domain and to choose six outstanding JCCs and six "stand alone" programs within other JCCs for further research. For this volume it was decided that the individual JCCs will not be written up as separate studies, but rather will serve as examples which will be incorporated into a long analytic essay written by Holtz and Cohen about Jewish education in the JCC. The stand alone programs will be written up by local practitioners describing their own programs.

Holtz and Cohen will each visit two JCCs (one jointly and one separately). Two other researchers have been engaged to write up the other two sites as research reports. The research reports of the entire team will be supplemented by an investigation of published materials (reports, board meeting notes, catalogues, etc.) from each of the selected JCCs along with interviews with knowledgeable informants from the world of JCC education. After Holtz and Cohen write the draft of their report, the original advisory committee will reconvene, joined by representatives from the best practice sites for a review of their findings. It is expected that this volume will be published in the late spring, 1995.

Secondly, the work throughout CIJE on the area of in-service education of teachers needs to be served by the Best Practices Project as well. With the publication of the CIJE Policy Brief on the background and training of educators last fall, upgrading the quality of educators in the field has become prime focus of activities in a number of different domains of CIJE. Dr. Holtz will be preparing a volume on best practice in the area of in-service education-- both in general and Jewish education-- to guide local schools and communities as plan for improving the skills and

knowledge of their educators. This volume will look at examples of successful in-service education and seek to learn from those examples specific practical advice for implementing "programs that work."

The third best practice "documenting" initiative is in the area of **day schools**. Following upon meetings with outstanding practitioners in day school education organized by Rabbi Robert Hirt at Yeshiva University and Rabbi Robert Abramson at the United Synagogue, along with consultations with other experts in day school education from the field and from academia, it was decided that the complexity of day school education would require more than one volume on best practices. CIJE will look at selected topics of great interest to day schools and then move on in the future to a volume on "the good day school." The first topic to be addressed will be Hebrew language instruction in the day school. Since this is one of the primary motivations for day school education and since it is an issue that cuts across denominational lines, the topic is particularly appropriate as a first approach into the day school arena.

Dr. Holtz has been conducting interviews and discussions with a number of experts in the field of Hebrew language instruction and has drafted a "guide" for researchers in the area of best practice in Hebrew language teaching in the day school. He has now turned to a number of expert informants to help choose the sites that will be written up in the final report. These sites are expected to represent a range of successful schools-- as geographically, educationally and religiously as diverse as is appropriate. It is expected that this volume will be ready in the fall of 1995 or early winter, 1996.

The fundamental issue facing the Best Practices Project is the way that institutions can learn from places that succeed. The successful model employed at our session during the General Assembly leads us to believe that there is a considerable amount that people can learn from these kinds of "hands-on" sessions. For CIJE, of course, this raises the question of how to allocate time and resources. Given the size of the CIJE staff and wide range of need in the field (in so many different arenas), CIJE could not possibly spend all of its time doing hands-on sessions to help schools and other educational institutions all around the country. The approach that is most on the CIJE agenda at this time is to think about "building capacity" for best practices facilitators/trainers. This approach coordinates well with other domains of "building capacity" on the CIJE plan for this year-- in Goals and in Building the Profession.

There are other approaches that also should be employed: Using publications, we may want to begin to think about short reports along with the longer best practice volumes. These reports will be along the lines of the CIJE "Policy Brief" on Jewish educators that emerged out of the longer research project directed by Adam Gamoran and Ellen Goldring. A policy brief, for

example, on "how to improve your supplementary school" could be developed based on the best practice volume already published by CIJE.

A second kind of publication that clearly seems to be necessary is something that describes the process by which an institution becomes successful. In other words, the current best practices volumes represent a kind of snapshot of a "finished product." But how did the good school become such a good school? What were the steps that the leaders took? Who initiated the process? We have found that practitioners in the field find these questions to be of the most interest.

Finally, we might want to think about other modes of documentation. Video documentation of best practices might be an important route to create a knowledge base for Jewish education and a resource for teacher education and improvement. By looking at "best practitioners" and documenting their work (both in writing and on film), a new kind of training model for all the areas of Jewish education could be developed. What sites might best lend themselves to this approach would have to be explored as the project develops.

The Best Practices Project has another important role as well-- informing community lay leaders about successful educational practice to help them in decision-making for communal policy. Local lay leaders should have the information about Jewish education that can help them influence Federation planning for Jewish education in effective and useful ways. By educating our lay constituents we can begin to fulfill the mandate of CIJE for building community support for Jewish education.

We have begun planning such an approach that would take advantage of the existence of a pool of graduates from the Wexner Heritage Program. These carefully selected lay leaders have been involved through Wexner Heritage in an intensive two-year program of Jewish study. Many of them are anxious to help initiate change in their communities, but they are ill-informed about what changes they should be advocating for, and why. Through an educational program focussed around goals and best practice, CIJE has the opportunity to help a group of young and potentially influential lay leaders supporting local endeavors for improving Jewish education. Our recent meeting in Atlanta which centered on the issue of creating a local day high school is an excellent example of the kind of work that could be done to inform and work with local lay leadership through best practice and goals workshops.

Barry W. Holtz and Daniel Pekarsky

Joel Hope

Date: Thu, 04 May 1995 10:04:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Today's developments
To: 73321.1221@CompuServe.Com
CC: 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

Thanks for checking! The answer to your first question is that I do feel okay about today's developments - in fact better than okay. Though I think the specifics of how we proceed may need some fine-tuning, the general directions makes good sense to me in view of the considerations we need to be taking into account. There may be a measure of awkwardness attached to deferring the conference, and I continue to have some skepticism about whether Seymour will find the re-conceptualization radical enough - but I think this is a reasonable way to proceed.

Most of all, what I found myself thinking after our meeting was about how good I feel working with you guys. I came away with the sense that this is not "buck-passing," "blame-focused" group. We make mistakes, we own up to them, and we move on to figure out how to make the best of it. There was something about the way we jointly approached all of this that I found very moving - and not common. Which is to say that over and above the challenge of the work, I have experienced some real human rewards in this project.

As for the Rosenak book, if upon reading it, I think I could say something worthwhile about it, I'd be happy to review it. Will you send me a copy of the galleys (along with, if possible, the pieces of yours you referred to)?

Talk to you soon.

D.

Joali.

Date: Thu, 04 May 1995 14:51:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: The conversation-summary
To: 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

You have probably already received an email that includes as an attachment a report summarizing our conversation yesterday. I tried to frame the email and the report in such a way that, if you thought it helpful, it could be shared with the folks in Jerusalem. I therefore left out some parts of our conversation. With this exception, the report is as faithful as I could be to our conversation and to concerns that I think it appropriate for us to be considering.

I look forward to hearing from you. I'd like your reactions.

If we don't talk before then, Shabbat Shalom.

DP



Joali Proce

Date: Thu, 04 May 1995 15:28:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: CIJE -Reply -Forwarded
To: 73321.1221@CompuServe.Com, ALANHOF@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: multipart/mixed; BOUNDARY=BoUnD_8KcZuX86QvYVtGo2fa92b03

--BoUnD_8KcZuX86QvYVtGo2fa92b03
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

Forwarded Mail received from: Dan Pekarsky
As the attached letter indicates, given his need to make flight-plans and the possibility of our messing him up, I felt it important to alert David Ackerman to the possibility that the seminar would be deferred. I hope I didn't err in sending this to him.

DP
--BoUnD_8KcZuX86QvYVtGo2fa92b03
Content-Type: TEXT/PLAIN; Charset=US-ASCII; name="ENCLOSURE"
Content-Transfer-Encoding: 7BIT

Date: 05/04/1995 03:23 pm (Thursday)
Subject: CIJE -Reply

Dear David,

I got your message at the beginning of the week and was delighted to hear of your interest in being involved with the project. I didn't respond earlier in the week because over the last few days there have been some serious discussions about the advisability of deferring the seminar past the summer.

While I final decision hasn't been made, and won't be until early next week, it's likely that the seminar will be deferred until later in the year. I wanted to let you know about this possibility as soon as possible, so that you can develop your summer plans accordingly. Give me a call (608-262-1717, or, at home, 608-233-4044) or email me if you want to discuss this further.

I hope you'll continue to want to be involved with this project. I'll send you more definite information as soon as I have it, which should be early in the week. I apologize for throwing confusion into your summer plans. I will certainly understand if you need to finalize your plans this week, on the assumption that there won't be a summer seminar.

Let's be in touch soon.

Shabbat Shalom.

*Spall
Prover*

Date: Fri, 05 May 1995 11:30:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Goals letter -Reply
To: ALANHOF@vms.huji.ac.il, 74043.423%compuserve.com@mail.soemadison.wisc.edu
CC: 73321.1221@CompuServe.Com
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

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

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

DP

MEMO TO: Alan Hoffmann
FROM: Daniel Pekarsky
RE: Goals Project Update
DATE: May 27, 1995

INTRODUCTION

Below is a succinct summary of major developments with the Goals Project in the last month or so. In general, but with one qualification, we are on track with the agenda we have set for ourselves for the months ahead. As you know, this agenda has two major dimensions:

- a. Goals Seminars (of the kind held in Jerusalem, Milwaukee, and Atlanta), animated by two aims: first, encouraging a new kind of discourse among leaders in Jewish education - a discourse that focuses their attention on questions of vision and goals, as well on the relationship between goals, educational practice, and educational outcomes; second, identifying institutions that are ready for intensive work on a goals-agenda with guidance by CIJE.
- b. Building capacity, especially the kind of capacity that will be necessary to work with educating institutions around a goals-agenda. The requisite capacity that needs to be developed is of two kinds: knowledge-base and personnel.

I will comment about developments in both of these areas below.

GOALS SEMINARS

Milwaukee Goals Seminars. In May, the last of 4 scheduled seminars was held. Unlike the preceding three, the last session was individualized --which is to say that I met with each institution separately. Each institution was to have met in preparation for this meeting, with an eye towards identifying goals-related issues that it felt a need to address. For a detailed discussion of these meetings, see the lengthy summary that I have prepared. In general, I would describe these sessions as more successful than I would have anticipated; and I believe that there is considerable interest on the part of at least three institutions in moving on to Phase II, which involves institution-specific projects aimed at becoming more vision-driven, goals-sensitive institutions. Follow-up meetings have been planned for the month of June. More on this in the building-capacity section below.

Before concluding this section, a number of miscellaneous observations:

1. Our impressionistic assessment of the Milwaukee seminars is very positive, and we are now in process of trying to get some formal data from the participants. We'll report on this when the findings are in.

2. I want to add that two of our seminars profited immensely from the availability of the Educated Jew pieces to our participants. These papers have a remarkable capacity to provoke serious, high-level thinking.

3. In projected work with institutions, there will be a "taking stock" dimension, and I feel the need to revisit the question of MEF support in an effort to generate institutional profiles.

4. The work we have done to date with institutions confirms our intuition that, in addition to contributing to their welfare, this work has the capacity to contribute significantly to our own knowledge-base.

Other projected seminars. As you know, we have been hoping to hold local, regional, and/or national seminars next year, and we have made progress on this front. For example, I have been in touch with Michael Paley of Wexner concerning our planned involvement in their scheduled December seminar for some 400 Wexner graduates; and I have been in conversation with Atlanta's Lead Community Project coordinator, Steve Chervin, concerning Goals Project involvement in their effort to work with institutions. Similar discussions have been under way with Cleveland's Rob Toren, who would like support from CIJE's Goals Project in his work with two local Day Schools. As I have indicated in conversation, while I am pleased with our progress on this front, I would feel better if we had a clearer sense of "the big picture" for next year, and of the way these individual initiatives fit into it. This means developing a conceptualization of Goals Seminars across the year and across the country. Though it may not be possible to finalize this conceptualization until after we've emerged from our building-capacity discussions this July (see below), my sense is that developing a preliminary Goals-seminar map for next year is an immediate and important priority. I am hopeful that you, Gail, Barry, and I can discuss this matter soon.

BUILDING CAPACITY

As noted above, our "building capacity" agenda has two dimensions. First, we need to better understand how we can best help educating institutions become more goals-sensitive and vision-driven; and second, we need to identify, recruit, and bring along a cadre of individuals who can serve as coaches to institutions interested in pursuing a goals-agenda.

Developing a knowledge-base. We have recognized that our efforts at developing a knowledge-base must have at least three different elements:

1. reviewing work in other arenas - e.g., the worlds of general education and business - that has been concerned with ways of encouraging the participants in an institution to become mobilized around a set of compelling goals.
2. high-level seminars (of the kind held with Professors Scheffler and Howard and with the staff of the Mandel Institute in February), aimed at refining our understanding of what a goals-process should be aiming for and of the way CIJE staff can facilitate this process;
3. experimental work with institutions, aimed at testing our preliminary hypotheses and strategies, as well as surfacing new and pertinent insights, strategies, and issues.

While the first two of these three elements have been at the heart of our work, the third has awaited our identification of appropriate institutions. Our hope was that two or three such institutions would emerge from out of the series of Goals Seminars held this spring in Milwaukee. Fortunately, this has turned out to be the case. Based on my most recent set of meetings in Milwaukee this date, I anticipate work on a goals-agenda of varying intensity with approximately 3 institutions next year.

While one of our principal interests is in helping these institutions make progress, we will approach this work in such a way as to maximize our own learning concerning the best way to facilitate a goals-process on an institutional level. In addition to this work in Milwaukee, I expect that we will also learn a great deal from Marom's efforts with the Agnon School in Cleveland and Rob Toren's work with the Schechter School in Cleveland. Carefully recording and studying our experience in these institutional settings is critical at this juncture.

Developing institutional coaches. As you will recall, our original plan had been to identify some 10 to 15 possible coaches and to bring them to an intensive summer seminar, in preparation for beginning to assign them to educating institutions in the course of next year. As of now, we have succeeded in identifying and eliciting the interest of over 10 very promising individuals who are eager to participate in the proposed seminar. But, as you will also recall, we have decided to postpone the proposed seminar for these individuals.

The reasons for the postponement were in part logistical, e.g., the unavailability of certain critical individuals in the

summer, but in part more substantive. The principal substantive reason for postponement was our sense that we needed to know somewhat more about the actual work with institutions prior to trying to train these coaches.

Our revised plan is to hold a smaller seminar this summer that focuses on the work with institutions, a seminar that will include core-staff from CIJE and the Mandel Institute, as well as Israel Scheffler of Harvard University and Amy Gerstein of the Coalition for Essential Schools. Also participating at this seminar will be an additional individual who will serve as a coach down the road. It is our expectation that the progress we will make at this seminar, coupled with what we learn through the work being done with educating institutions in Milwaukee and elsewhere in the months ahead, will put in a significantly stronger position when we begin working with prospective coaches.

We are now working on the agenda and materials for the July seminar. It will be held in Cambridge and will be developed primarily by myself, Barry Holtz, and the staff of the Mandel Institute.

As a way of keeping actively engaged those individuals who have expressed an interest in the Goals Project, I am also planning somewhat shorter seminars for later this summer. Already scheduled is a seminar for select lead educators in Cleveland, at the end of July.

CONCLUSION

Our developing sense of direction. As noted above, my sense is that we are steadily and thoughtfully making progress on the Goals Project Agenda. It is reasonable to hope and expect that through the Goals Seminars, we will help spawn a culture in Jewish education that is seriously attentive to issues of vision and goals, so that increasingly communal and institutional leaders scan educating efforts with an eye to these important matters. It is also reasonable to expect that, suitably studied, our experimental coaching work with select institutions this year will significantly refine the knowledge-base needed not just to coach institutions but to train coaches. To the extent, moreover, that our seminar-efforts and coaching-efforts are successful and well-publicized, they will help to create a desirable kind of momentum that will facilitate our future work.

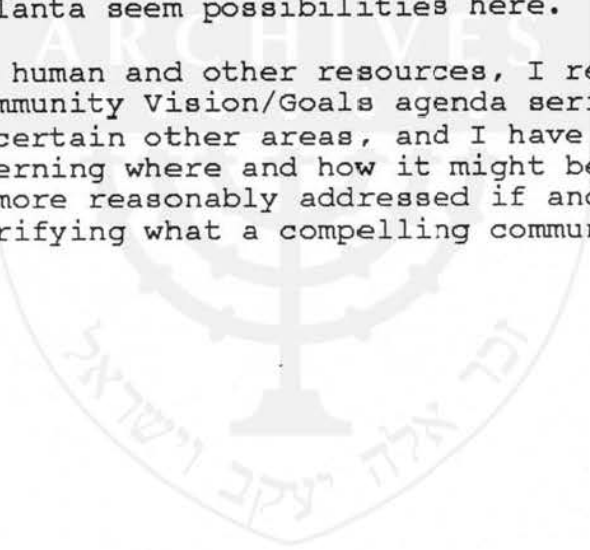
Community vision. Note that this update has not spoken to the issue of Community Vision, which continues to be on the back-burner as we approach other more pressing matters. Because I believe the community-vision topic to be important and challenging, and because there is, as far as I can tell, great interest in this matter on the part of a number of constituencies, I find it problematic that we have not been able to make more head-way on this front. I would therefore like to close by proposing that we make more room for this dimension of

our work.

This community-vision agenda would build on the CIJE statement concerning community-vision already on record (See the materials for our February, 1995 Steering Committee meeting), and it would take full advantage of the expressed interest in this matter on the part of John Colman's committee. There are two inter-related challenges in this domain: first, to better conceptualize what it means to have a communal vision and how having one would contribute to communal life and to Jewish education; and second, to understand how a community might set about working towards such a vision.

At the April meeting of Colman's sub-committee we discussed the possibility of a special meeting organized around the theme of Community Vision, and I continue to believe this a very good idea. Though I think this very premature, I also think it might be of interest to explore with key stake holders of a single community why and how they might be interested in participating in an effort to nurture a Community vision within which Jewish education could be nested. For different reasons, Milwaukee, Cleveland, or Atlanta seem possibilities here.

Given our finite human and other resources, I recognize that to undertake the Community Vision/Goals agenda seriously might mean cutting back in certain other areas, and I have no immediate suggestions concerning where and how it might be done. But this matter might be more reasonably addressed if and when we've succeeded in clarifying what a compelling community-vision agenda might look like.



MEMO TO: Alan Hoffmann and Barry Holtz
FROM: DP
RE: GOALS PROJECT PRIORITIES
DATE: June 15, 1995

This is a follow-up to a preliminary conversation Alan and I had concerning Goals Project priorities for the coming year. In general terms, the situation is like this: there are a number of things in the hopper, some of them definite and some of them less certain. If all of them actually come about, we may be on overload, but it's not clear that all of them will come about or what, if they do come about, they will demand. More importantly, given the number of activities we will potentially be involved with, we may be in danger of losing focus -- of diffusing our limited energies and finding ourselves in a reactive mode (simply responding to requests that happen to come our way). It is therefore critical that we step back and determine what we believe it most important to focus on in light of resources, capacity, and needs. This will, I hope, be at the center of the upcoming conversation between the three of us.

As background to our conversation, I will do the following below: a) lay out our projected activities; b) identify the 3 major directions which, in varied combinations, we might pursue; c) discuss how we might reasonably proceed in relation to the larger purposes of the Goals Project and CIJE. My hope is that by the end of our July meetings, if not before, we (a "we" that includes our Jerusalem partners) will emerge with an agenda that feels sufficiently shared, clear, meaningful, and do-able to permit us to move along expeditiously.

In sketching out the range of things we are thinking about and or committed to doing, my intention is to put before us the kinds of data we need to deliberate concerning our priorities and possibilities. But in addition to this and for purposes of stimulating some pertinent discussion, I also put forward a substantive proposal towards the end of the document. This proposal explores a possibility that Alan and I briefly considered during our New York conversation -- namely, what would the Goals Project look like in the immediate and long-term future if we take seriously the concerns we have been recently discussed regarding our immediate readiness to proceed with the coaching-agenda? What would the Goals Project look like if the coaching-agenda were not the center-piece (at least in the short run)? I am aware that the proposal I make may be politically problematic, but I will rest easier knowing it has at least been seriously considered.

I look forward to discussing these matters with you.

PROJECTED ACTIVITIES

1. Milwaukee.

begun to come into focus. There is now serious conversation going on concerning Beth Torah -- a Hebrew-oriented supplementary school that is made up of children from three major Conservative congregations in town (Park, Bnai Yeshurun, and Beth Am). In recent years, children have gone to their respective congregations for Sunday programs (with a non-Hebrew emphasis) and to Beth Torah during the week. The question is whether Beth Torah should survive at all, and if so, in what form. As Toren and Gurvis see it, this question needs to be addressed in relation to larger issues of community- and institutional-goals. In conversation amongst themselves, they began thinking that perhaps CIJE could be helpful in this process.

5. Wexner Seminar

I will be involved - as will all of you - in the Wexner retreat scheduled for early December. As best I can tell, this is a one-shot deal, and that my primary work will be in planning and preparing facilitators for the very first session. This is an opportunity to communicate the importance of vision/goals to the Wexner graduates -- but Lauffer (or is it Lauffman?) has eaten away at some of the program's potential with his own program conception. It may be worth our having a conversation about whether we would like to see our involvement with this effort as the beginning of a longer-term involvement with the organization or its graduates. I met with Paley and Lauffer last week in NY, and I have a meeting in New York with Paley scheduled for the Monday after our August 25 meeting.

6. The JCC Seminar

Some time this fall or winter is the projected seminar for a number of JCC institutions. I am not entirely clear at this point a) who will be participating; b) what would count as a desirable outcome; and c) what follow-up work is imagined. [Note: since drafting this paragraph, Barry has clarified some of this for me, but I would profit from further conversations.]

7. Furthering the Coaching-agenda.

Three projects are in the planning. The first is the small seminar scheduled for mid-July, intended for us, for the Mandel Institute folks, and for Scheffler. My understanding is that our challenge at this seminar is to further clarify the work of coaches with attention to three issues: a) what skills, understandings, sensitivities, etc. do coaches need?; b) what's the best way to train them?; and against this background and more practically, c) who should be recruited, how should they be trained, and when should the training begin?

The second project (which tentatively presumes a certain answer to question c. in the preceding paragraph) is that in January

of 1996 we hold a seminar for prospective coaches, designed to initiate them into the work, with an eye towards deciding who among them are the most promising and perhaps beginning to think about where to assign them.

The third project, pointed to above, consists in efforts by Pekarsky and hopefully Marom and Toren to get involved with educating institutions as a way of enriching our knowledge-base in the area of coaching institutions.

8. Whereas 1 - 7 reflect efforts that we have committed to and/or been leaning towards, we have also had serious discussions concerning the following:

- a. Regional Goals Seminars, to be held around the country.
- b. A national Goals Seminar, on the Harvard Model, to be held in Jerusalem or Cambridge next summer.

9. Distinct from 1 - 8 in that we have never moved beyond the "It might be interesting and important..." stage are the various activities associated with the Community Vision agenda (including: writing a serious think-piece; getting Rosenak's piece edited and made available; a serious seminar designed to better understand the nature and importance of this domain, etc. See my recent paper for some thoughts about this.)

THE THREE MAJOR DIRECTIONS

If we review the various activities we've committed ourselves to or are thinking about, there emerge three general and variously inter-related directions which need to be prioritized and balanced in a meaningful way.

a. Changing the culture and the discourse in Jewish education so that issues of vision and goals become part of the conversation: the Goals Seminars. Goals Seminars aimed at communal leadership, at central agencies, at educating institutions (individually or in groups) are designed to change the discourse among those interested in Jewish education -- to provide new lenses through which to view educational practice and to stimulate serious reflection concerning underlying vision and goals. Such seminars have to date included "one-shot" programs as well as more sustained educational encounters. But there has yet to be a seminar that includes the kind of sustained study that we have sometimes hoped for. While such seminars have been viewed as essential to the coaching-agenda (in that they may be a source of interested institutions), they have also been viewed as possibly integral to the Community Mobilization agenda.

b. Encouraging and facilitating work with educating institutions: the coaching agenda. The coaching-agenda is concerned with helping a seriously committed educating institution make serious progress on a goals-agenda with the help of a CIJE-trained professional. The work of the Coach has been the subject of our discussion on a number of occasions, most notably in Cambridge in February, 1995.

c. The Community Vision agenda. There has been a lot of interest on the part of a number of our constituencies in the subject of "community-vision": what would it mean - and how would it help - to be "a vision-driven community", and how might such a vision arise? My recent paper on the subject is an attempt to try out some ideas concerning what it might mean to pursue this agenda in a reasonably serious way.

REFLECTIONS ON THE MENU

Uncertainties. Various uncertainties contribute to the difficulty of choosing from among this menu of possibilities. Most notably, when we scan the list of activities that we've projected, it is not clear whether each and every one of them will pan out and what will grow out of those that do pan out. As an example of the latter point, even assuming a slew of Goals Seminars that excite representatives of communities and educating institutions, we don't know how many institutions will be eager and able to take the next step -- to commit to a serious Goals Agenda will require; and this uncertainty has a bearing on the number of coaches we need to be cultivating.

Considerations relevant to prioritization. In the face of such uncertainties and limited resources, it is all the more important that we be very clear about what our priorities are, so that we know how to react to the possibilities that come our way and can set about systematically shaping the project's future. For without an overall game-plan, we may well get caught responding in an ad hoc way to various requests that come our way. Prioritizing our possible efforts and weaving them into a coherent plan should be based on such matters as 1) outstanding commitments and expectations; 2) foreseeable contribution to the larger CIJE agenda and, more narrowly, to the outcomes we envisage for the Goals Project; 3) necessary and available resources, including time, money and competence.

Note that we have discussed these matters before -- most extensively at our November 1994 meetings with Seymour and Annette (see the appendix to this document for the relevant text from that discussion). Based on that discussion and on our experience since that time (including recent conversations with Seymour), I will propose a 5-Year Plan for the Goals Project that should guide our decisions and allocation of energies.

3 AND 5-YEAR OUTCOMES

The outcomes described below reflect what we should strive for over the next five years. Not all these outcomes need be sought after immediately; proceeding in stages might prove wiser. In this spirit, I propose a two-stage plan, the first two years in length and the second three years. I have starred the outcomes that might be the focus of our immediate efforts for the first two-year period; the others, while in some cases launched in the initial period, are the principal objects of attention in the second stage.

*1. 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 seminars, publications, film, conferences for different constituencies, etc. It is critical that this "consciousness-raising" be done in ways that include and highlight the importance of serious study of Jewish sources that speak to issues of goals and vision.

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

*3. Out of the first-order work in institutions and its analysis in the case-studies, we would acquire 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.

*4. 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.

5. 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.

6. Guided by the resource-people identified in 5., an expanding community of partnered institutions, each engaged in a goals-agenda and offering their experiences and their ideas to one another on a regular basis.

In the first stage (1-4), the thrust of this plan is to do two things:

a) to emphasize, exploit, and expand the Project's potential to raise consciousness concerning the importance and role of vision and goals in Jewish education. This would include an ongoing effort to improve our Goals Seminars, with special attention i) to finding ways of introducing more serious study into them, and ii) to developing follow-up activities. In addition to enabling us to identify institutions that seem promising candidates to engage in a serious goals-process, this effort will contribute to the Community Mobilization agenda. Also, depending on the outcome of future deliberations, it could also include a "community-vision" dimension.

b. to use a limited number of case-studies as opportunities to build our knowledge-base concerning various matters, including: the nature and conditions of change, the role of coaches, evaluation-strategies, and the like.

In the second stage, the achievements at the first stage would become the basis for training a cadre of coaches, for extensive work with varied institutions, and for the coalition-idea.

The proposal tries to be responsive to a number of concerns surrounding our readiness at this moment to proceed to the full-fledged coaching agenda. 1) Since we don't yet know very much about how the goals-process plays out in institutions, we are not as ready as we might want to be to train a cadre of coaches; 2) Until we grow clearer, via Pilot Projects, about how to facilitate an institutional goals process, it may be wise not to get involved with too many institutions; 3) It is not yet clear that there is yet an eager clientele among institutions for what we are proposing.

I hope this doesn't sound too cautious. My own view is that this plan allows for addressing major CIJE priorities and commitments as well as for significant research at both stages of the process. If there is a strong need, political or otherwise, to move on with the coaching-agenda in Stage 1, I do believe this can be done in a meaningful way, but I think we would need to be extremely careful in selecting institutions, rather than trying to expand too fast. This is not just a question of whether we are ready to work with a large number of institutions; it is also imperative that we resist the assumption that any institution whatsoever that says "We're ready to do this with you!" is really "ready" to pursue a Goals-agenda in a serious way. As we've said on numerous occasions, unless an institution is really serious, the results - for them and for us - are not likely to be good ones. We cannot afford to lose sight of this principle.

APPENDIX: OUTCOMES-DISCUSSION AT THE NOV. '94 MEETINGS

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.



Date: Sun, 18 Jun 1995 11:09:00 -600
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>
Reply-To: pekarsky@mail.soemadison.wisc.edu
Subject: Moving our project along
To: marom@vms.huji.ac.il
X-Gateway: iGate, (WP Office) vers 4.04b - 1032
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; Charset=US-ASCII
Content-Transfer-Encoding: 7BIT

✓ ~~DNP~~
look.

I hope all is well with you and that Mee'looeem went okay. I am hoping that it will be possible in the near-future to have the conversation we've talked about having between Seymour, yourself, and me concerning desirable outcomes for the July seminar. I am guessing that Seymour is very busy til late June; so perhaps a second best alternative is for you to touch base with him informally and then for you and me to have a phone conversation -- in anticipation of a three-way conversation late June. Let me know how you would like to proceed; I am reluctant to do much in the way of planning before getting input from the two of you. Another possibility might be to email me your thoughts in anticipation of a conversation; this would give me time to mull them over in advance of talking. (If, by the way, it makes sense for me to come to Jerusalem at the beginning of July for a few days to work through seminar-related matters, I would consider this - but I'm not sure it's necessary, and it's getting late to get a ticket. In any case, I could only do it after July 2.)

On another matter: is the Mandel Institute encouraging Mike to edit the transcribed presentation he gave at last summer's Goals Seminar, so that it could be published. I think this piece could be a useful tool in stimulating some good discussion back in the States! If Mike is not being encouraged in this direction, perhaps this is something we should be considering doing.

Finally: a young couple I know (not particularly well-off financially but also not poor) is looking for an apartment in Jerusalem from roughly September through December. Any ideas?

I am now teaching a course that meets all week, for 3 hours a day, I tend to leave the house very early in the morning. The best time to reach me by phone to set up an extended conversation time would be late at night my time (up to midnight).

All the best.

D.

DRAFT

MEMO TO: Alan, Barry, Daniel (Marom), Gail, Nessa, and Seymour
FROM: Daniel Pekarsky
RE: Goals Project update
July 25, 1995

In light of recent deliberations that included CIJE core-staff, Seymour Fox and Daniel Marom of the Mandel Institute, Professors Israel Scheffler and Vernon Howard of Harvard, and Rob Toren of the Jewish Education Center of Cleveland, I thought it would be useful to summarize where we are and where we are heading with the Goals Project.

The imagined future that animates the work of the Goals Project is one in which Jewish educating institutions are actively engaged in serious deliberation and study designed to clarify and deepen their sense of what they are really trying to achieve, to develop practices that seem adequate to their considered educational aspirations, and evaluation procedures that will allow for better coordinating aspirations and educational practice. We imagine a future in which the language of vision, goals, and evaluation figure prominently in the discourse of educators and lay constituencies, a future in which a culture of inquiry makes it possible to treat these matters seriously, and in which educational realities are increasingly enriched and improved through this treatment. Three principal emphases have defined our efforts to move towards this imagined future.

THE THREE PRINCIPAL EMPHASES

Seeding the culture. First of all, the Goals Project is an effort to cultivate a culture in the Jewish community that takes questions of vision, goals, and evaluation to heart, a culture that recognizes that educational and communal well-being depends on the institutionalization of processes to think critically and regularly about such matters in their relationship to practice. Efforts to encourage educating institutions to make progress on a serious goals-agenda that is more than a quick-fix are unlikely to come to much good unless these institutions are embedded in communities that recognize the importance of what they are doing and, in tangible and other ways, support these efforts.

We have informally begun to describe as "seeding the culture" these efforts to cultivate a culture of this kind. What the metaphor of "seeding" is intended to suggest is that out of this kind of effort some very good things are likely to grow, including institutions that approach us with the intent of wrestling in a serious way with what they are really about as an educating institution. As we have discussed on more than one occasion, the phrase "in a serious way" is critical here; for what we have in mind is not a one-shot "visioning session" but a process of self-study, Jewish study, and candid deliberation that will give rise not just to more adequate practices and

aspirations but also to an institutional culture of inquiry that will support continuing efforts at self-improvement. Efforts to seed the culture will be successful if they create a demand on the part of institutions and those that support them for help in launching this kind of a process.

Several of CIJE's efforts past and continuing efforts are organized around this "seeding the culture" agenda. The Jerusalem seminar last summer, the set of 4 seminars held in Milwaukee during the spring, and the upcoming retreat in December with the some 400 graduates of the Wexner program are examples of this kind of efforts. Equally important has been our recognition that if we are serious about nurturing a goals- and inquiry-sensitive culture in Jewish education, CIJE efforts that have something other than goals and vision as their primary focus must nonetheless find ways of incorporating the goals-vision-evaluation issue as a dimension. As long as questions of goals and vision are confined to "Goals Seminars" but do not permeate all of our efforts, we won't make much progress.

"The kitchen." We have come to refer to "the kitchen" as the backstage where we develop the resources - the materials, the know-how, the conceptualizations -- that are required if we are to be effective both in "seeding the culture" and guiding institutional efforts to become seriously goals-sensitive. Kitchen-work is wide-ranging: it includes publications that exhibit and make vivid the power of a guiding educational vision (by painting real and fictional institutions that have achieved this state); maps of subject-areas like "Hebrew", "Israel" of "Text Study" that indicate what are the different approaches to these areas and how different approaches are congenial to different conceptions of the aims of Jewish education; exercises and evaluation-tools that will deepen the understanding of institutional stakeholders concerning what they are trying to achieve and what they are actually achieving; continuing efforts to develop "Educated Jew" materials that have the promise of raising the level of consciousness among lay and professional constituencies concerning the aims of Jewish education; a repertoire of strategies that can be drawn on in the effort to encourage institutions to "take the next step" on a goals-agenda, etc.

Developing capacity. A third emphasis of our work has been on developing the human capacity to work with communities and institutions on a goals-agenda. If we are successful in creating a serious demand for goals-sensitive efforts at educational reform, there will need to be people with the aptitudes, skills, knowledge-base, and convictions who will help institutional and other bodies make progress with such efforts. It is in this connection that we have spoken about the need for a few carefully selected pilot-projects designed to deepen our understanding of the work that needs to be done, as well as about recruiting and educating a group of what we have been calling "coaches" or "guides" who will work with institutions.

Our actual work with institutions to date is at the "pilot-project" stage. Daniel Marom's intensive work with Cleveland's Agnon School is a principal example; and I have been engaged in some fledgling efforts in this domain with Milwaukee institutions that participated in the spring Goals Seminars.

Such pilot-projects are critical to the success of our efforts. They offer a wealth of information concerning institutions and institutional change; they teach us a lot about the art of guiding institutions in fruitful ways; and they let us know what kinds of products "the kitchen" needs to be producing to help this process along. In addition, even one successful pilot-project, if suitably documented, analyzed, and packaged, could do wonders for our effort to convey what it means to take on a goals-agenda and the benefits of doing so.

BALANCING THE THREE EMPHASES

Based on our work and experience to date, our July meetings can perhaps best be understood as an effort to clarify and deepen the relationships between these three emphases and to determine the most fruitful way to distribute our available energies among them. Our general conclusions were 1) that all three of these emphases continue to seem worthy and need to be simultaneously pursued, and 2) that more in the third area identified, "Developing Capacity", our immediate work should favor selected pilot-projects over an attempt to train a cohort of coaches. The reason for this is our developing sense that our ability to train individuals to work with institutions will be enormously enhanced as a result of what we will learn through selected pilot-project, especially when combined with inter-related efforts "in the kitchen" to develop a library of pertinent and accessible conceptualizations, strategies, and materials that can be used. Such an approach is more likely to serve the interests of the project. At the same time, 3) we should be actively working to initiate individuals into our work individuals who seem to have the potential to work well with educating institutions, so that at the appropriate moment they can be recruited to work with institutions.

CAPSULE SUMMARY OF THE WORK AHEAD

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, Cleveland, and possibly Atlanta)

Deepening our own understanding of the work (e.g., consultation scheduled for January, '96)

Bringing some top-notch people into the work without preconceptions concerning how they will fit in (e.g. the seminar scheduled for July, '96)

2. The Kitchen: Developing our Understandings and Tools

On-going efforts to develop a library of resources, materials, strategies, evaluation tools, etc. that will enhance our efforts to forward our work in its various dimensions. It is crucial that we not side-step that part of our work!

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

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

WORK PLAN, REMAINDER OF 1995 AND 1996

July - Dec., 1995

1. Planning and implementation of seminars we've committed to (Wexner, JCC, Baltimore, Cleveland, and possibly Atlanta); follow-up to Milwaukee seminars.

2. Conceptualize, recruit for, and organize the seminars projected for 1996. These include the January consultation organized around our own learning and deliberations, the spring Principals Seminar, a seminar for the leadership of the new CIJE-affiliated communities, and an extended seminar, planned for next summer, aimed at top-notch senior educators who we hope to draw into our work.

3. Pilot-projects: Work-in-settings and systematic efforts to document and analyze (Pekarsky and Marom)

4. Kitchen-work: 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. possibly 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.

5. Module in the Fall Seminar for Principals.

1996

1. January consultation in Jerusalem (CIJE, Mandel Institute and selected additional participants)

2. Outstanding commitments: support and/or guide Cleveland's efforts to clarify its goals for Beth Torah

2. Spring Principals' Seminar, to be organized around questions of vision and goals.

3. Seminar for representatives of new affiliated communities, possibly on the model of the Jerusalem Goals Seminar of July 1994.

4. Israel Seminar in July designed to draw into our work a cadre

of carefully selected senior educator-leaders who have the potential to contribute to our project in various ways that may include but are not limited to work with institutions.

5. Continuing "kitchen work".

6. Continuing pilot project efforts (along with appropriate documentation, analysis, and discussions based on them)

6. Other activities as determined based on future deliberations, especially the January consultation.



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Executive Director

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On the Goals of Jewish Education

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith. As a motto and declaration of hope, we might adapt the dictum that says, "They searched from Dan to Beer Sheva and did not find an am ha'aretz!" "Am ha'aretz," usually understood as an ignoramus, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, and concerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

Professor Isadore Twersky

*A Time To Act: The Report of the Commission on
Jewish Education in North America*

The Council for Initiatives in Jewish Education (CIJE)

Created in 1990 by the Commission on Jewish Education in North America, CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish education. CIJE's mission, in its projects and research, is to be a catalyst for systemic educational reform by working in partnership with Jewish communities and institutions to **build the profession of Jewish education and mobilize community support for Jewish education.**

CURRENT ACTIVITIES

The Harvard-CIJE Leadership Institute

In the fall of 1994, the staff of CIJE developed with the Harvard University Principals' Center the first inter-communal and trans-denominational institute on **Jewish educational leadership**. Fifty leaders of Jewish schools and early childhood programs from across the country attended the institute. The intensive program drew on the latest research and thinking in general education to address such questions as: What is effective school leadership? How do leaders create a powerful vision and implement it within their schools? What does the Jewish tradition teach us about the critical role of leaders in education?

A new institute will be convened at Harvard in March. "**Jewish Education with Vision: Building Learning Communities**" will include the previous attendees and expand our orbit to other school directors and principals.

A powerful component of the first institute was the learning and exchange fostered at Harvard among educational leaders across denominational affiliations. These exchanges have continued within the communities that participated. Among our goals is the creation of **leadership networks**, peer learning groups of educational leaders from many school settings within local communities.

Policy Brief: The Background and Professional Training of Teachers in Jewish Schools

One result of CIJE's commitment to building the profession of Jewish education was the publication of this policy brief. The brief juxtaposes the severe lack of training of most teachers in Jewish classrooms with an unexpected degree of commitment and stability, making a strong case for far greater and more comprehensive in-service training for teachers than currently exists. Drawing on the extensive CIJE Study of Educators, the brief offers **both hard data and an action plan** for communities.

The impact of these data and policy recommendations continues to grow as more communities undertake surveys of their educators in order to create an action plan for building the profession of Jewish education.

**"Transforming the Supplementary School":
The CIJE Teacher-Educator Institute**

In May 1995, CIJE received a three-year grant from the Nathan Cummings Foundation to forge a **national cadre of teacher educators** who will design and implement new approaches to the professional development of teachers. (There is a nationwide shortage of qualified teacher educators for Jewish educational institutions.)

CIJE has decided to address one of the major shortages in this area--in-service training for supplementary school educators--by creating a national cadre of qualified teacher educators for the supplementary school system in North American Jewish education. The teacher educators in CIJE's **Teacher Educator Institute (TEI)** will have the expertise to design and help implement teacher-training programs in their local communities and throughout North America.

Directed by Drs. Gail Dorph and Barry Holtz, this pioneering initiative was undertaken to transform the quality of teaching in the classroom by giving institutions and communities access to skilled professionals who can guide the improvement of teachers' growth, learning and practice. Serving as advisors to this project from Michigan State University are Dr. Sharon Feiman-Nemser, Professor of Teacher Education, and Dr. Deborah Ball, Associate Professor of Education.

This project will result in:

1. **A cadre of 30 teacher educators**, who will be available to enhance significantly the quality of supplementary school teacher education in their own communities and in others.
2. **A CIJE policy brief**, outlining the "best practices" of in-service education and making recommendations for upgrading the professional development of supplementary school teachers.
3. A library of **videotapes of teachers** with an accompanying **manual**, to be used as effective catalysts for transforming practice in the classroom. Teachers improve their practice not only by deepening their understanding of Judaica and pedagogy and by learning new skills, but by watching and reflecting on the practice of other teachers at work.

The Best Practices Project

Under the direction of Dr. Barry Holtz, CIJE has produced two volumes: *Best Practices in Supplementary Schools* and *Best Practices in Early Childhood Education*. Selected from supplementary schools and early childhood programs across North America, the portraits in these volumes are an inventory of "success stories" in contemporary Jewish education. These volumes offer examples of excellence--"best practices" in settings where many have been skeptical that outstanding teaching and learning can take place.

By the end of 1995, CIJE will have completed the next stage of the Best Practices project--*Best Practices in Jewish Community Centers*. As JCCs consciously set about becoming settings for Jewish education, leadership again plays a pivotal role. This study examines 6 sites where informal Jewish education is vital, engaging, and has transformed the JCC. The partnership of the JCC executive director and Jewish educator is a linchpin in supporting this new environment.

Building Research Capacity: Toward an Evaluation Institute for Jewish Education

CIJE is committed to helping set an agenda and build the capacity to conduct research with implications for communal policy--one of the most underdeveloped areas in Jewish education. CIJE consultants Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of the Peabody College of Education, Vanderbilt University, are directing CIJE's efforts in this area.

A pressing issue that has resulted from our work is the ongoing need for evaluation. In this decade, when the Jewish community and its leadership are allocating increasing resources to a range of Jewish educational projects, the issue of evaluation has become urgent. When new initiatives are undertaken, how can their impact be measured? Currently, there is not a sufficient group of trained local evaluators to help institutions and communities assess their programs.

CIJE envisions the creation of an **evaluation institute for Jewish education**. In November, a first consultation was held toward the goal of establishing a national program for training locally based evaluators of Jewish educational initiatives.

Private-Communal Partnerships

CIJE was founded to serve as a catalyst for change in partnership with others. One of the most exciting aspects of our work has been the partnerships that have resulted as critical needs have been identified. In CIJE's laboratory communities and nationally, new personnel initiatives for Jewish education have been funded **by the Children of Harvey and Lyn Meyerhoff Philanthropic Fund** in Baltimore, **The Helen Bader Foundation** in Milwaukee, and **The Nathan Cummings Foundation**.

The Goals Project

The North American Jewish community has entered a critical stage of reflection and analysis. Contemporary Jewish education requires not only new approaches but also new formulations of purpose.

The CIJE Goals Seminar (Jerusalem: July 1994) brought together lay and professional leaders from several communities to work together on conceptualizing "**vision-guided**" **institutions** and communities--that is, those with a distinct vision of their work and clarity about their goals.

Since then, CIJE--with the Mandel Institute in Jerusalem--has been engaged in a series of seminars in communities and pilot projects in Jewish educational institutions for lay leaders and professionals, under the direction of Dr. Daniel Pekarsky, Professor of Educational Policy Studies at the University of Wisconsin.

Together we have begun to address the question facing all of us: How can our institutions and communities offer a richer, more meaningful vision of what it means to be a North American Jew today?

December 1995

GOALS PROJECT UPDATE

January 1996

INTRODUCTION

According to plan, between August and December the Goals Project (GP) has focused on two efforts that are critical to our effectiveness: activities designed to deepen the appreciation of critical constituencies concerning the need to wrestle with questions of vision and goals; and, in collaboration with the Mandel Institute, activities designed to build our capacity to meet the needs of institutions that want to take on a goals-agenda. After summarizing these activities, the report goes on to discuss future plans as these were refined during the CIJE-Mandel Institute January 1996 consultation, held at the Mandel Institute.

RECENT ACTIVITIES

Seeding the culture. A number of CIJE's recent activities have been used as vehicles of what we have come to call "seeding the culture" -- that is, of nurturing among critical constituencies an appreciation for the need to wrestle with "the big questions" concerning the basic goals of Jewish education. One of these activities was an all-day retreat for Baltimore's central Jewish education agency, designed to help its leadership clarify the role of the agency in the community. A second activity was a day-and-a-half conference in Washington, D.C. for the leadership of the JCCA and five JCC overnight camps concerning the Jewish dimension of JCC camps. Pekarsky's upcoming work with the JCC camp in Milwaukee will follow-up on this very successful effort; other forms of follow-up are under consideration. A third activity was CIJE's collaboration with the Wexner Heritage Foundation in planning a weekend retreat for some three hundred East Coast alumni of the Wexner program. Held in Landsdowne, Virginia in December 1995, this retreat was designed to engage graduates of the Wexner program in efforts to revitalize Jewish education in their home-communities. This was an ideal opportunity to underscore the critical role that thoughtfully determined visions and educational goals play in the development of inspiring and effective educating institutions.

Building capacity. Current GP efforts to build capacity emphasize pilot-projects intended to produce greater goals-seriousness in designated educating institutions and designed to deepen our understanding of a goals-sensitive educational reform process; the development of a library of resources that can be used as tools in such a process; and the identification of human resources needed by the GP. Each of these is briefly discussed below.

As planned, Daniel Marom of the Mandel Institute continued the pilot-project he had launched with Cleveland's Agnon School. An intensive visit to the Agnon School, supplemented by regular long-distance contact, enabled Marom to make considerable headway on a goals-agenda with this institution. Marom's thoughtful in-progress discussion of this work is proving a rich source of insight concerning the process of helping an institution pursue a goals agenda.

Pekarsky developed a concept piece entitled "Designing the Kitchen" that was intended to do two things: first, to identify crucial resource-materials that would prove invaluable to GP efforts to "seed the culture" and to work with institutions; and second, to develop a classification system for these resources that would facilitate ready access to them.

How to approach the third element of the "building capacity" challenge - the recruitment of human resources who can in various ways enhance the GP's development - was a prominent subject of the recent CIJE-Mandel Institute deliberations. This matter will be discussed below.

THE JANUARY CONSULTATION

The January consultation was designed to deepen our understanding of what is involved in facilitating a goals-sensitive reform effort, to finalize decisions concerning the resources needed for GP efforts, and to identify the kinds of human capacity the GP needs and how to bring appropriate individuals into the work. Major themes addressed and decisions made are described below.

The Agnon pilot-project. Marom's work with the Agnon school stimulated some valuable discussion concerning what it takes to work successfully with an institution on a goals agenda. His in-progress paper and the discussion based on it illuminated the kinds of preconditions that are essential if progress is to be made and led to some important points concerning the bases for interpreting and responding to encountered institutional realities. There was consensus among participants in the consultation that continuing work on this pilot project and its documentation is a high priority for the GP. If it proves possible for Pekarsky to develop a parallel pilot project with one of the Milwaukee institutions he is exploring, this would be important as well; but it was also stressed, partly based on what is being learned from Marom's efforts, that such a project ought only to be entered into if appropriate pre-conditions are in place.

Developing resources for the Goals Project. As the consulting team reviewed the resources relevant to the GP's work that were summarized in Pekarsky's "Designing the Kitchen" document, it became apparent that some strategic choices would have to be made. Seeking to identify the most essential resources, we were especially interested in materials that would prove valuable in more than one arena, e.g., in seeding the culture, in working with institutions and in training personnel for GP work. In the end, the following to-be-published materials were identified as most important:

- a) at least one case-study, built on a pilot-project, that documents the efforts of an educating institution to become more vision-informed, with special attention to the strategic decisions made by the individual facilitating this process of change;
- b) one vivid, in-depth description of a vision-guided institution - of an institution that has succeeded in becoming organized around a compelling vision of a meaningful Jewish existence.

c) a well-articulated discussion of the theory of the project which highlights the critical reasons for believing it critical that educators and leaders concerned with Jewish education pay careful attention to questions of vision and goals.

By the end of the consultation the aforementioned assignments were distributed among CIJE and Mandel Institute staff and integrated into the 1996 work plan. The consultation team felt that, when prepared, these materials, in conjunction with those made available through the Educated Jew Project, will effectively support many GP challenges. We also felt, however, that the GP would benefit from certain additional resources which are presently beyond our capacity to produce. These resource-priorities need to be kept in mind as we recruit new individuals for the GP's work (See below).

Building human capacity. The GP requires human capacity in at least two domains: individuals who will work with institutions around a goals-agenda and who, by documenting their efforts, will enrich our understanding of the work; and individuals who will participate in the effort to develop appropriate resources for the GP. In order to meet this need, it was agreed that CIJE and the Mandel Institute would jointly develop an intensive set of two seminars, the first next summer and the second next December, for select individuals who have the potential to become serious colleagues in the GP initiative. Between the two seminars, participants will complete assignments designed both to further their own learning and to contribute to the GP's stock of resources.

It is expected that this plan of action will serve the interests of the GP at least two ways. First, it will increase the GP's working partners, enabling it to expand the circle of its activities. Second, it will enrich the body of tools and resources that are essential to the GP's work.

CONCLUDING COMMENTS

It is important to add that as CIJE's work has unfolded, we have grown committed to the principle that questions pertaining to goals need to be integrated into the whole gamut of CIJE activities. As an example, GP staff will collaborate on the planning of the upcoming Harvard Principals Seminar, and the important place of vision and goals in educational leadership and planning will be featured during the seminar. This insistence that CIJE's own activities need to be infused with a goals-dimension represents a serious commitment to practice what we preach, and it promises to enhance CIJE's effectiveness.

3= Not yet reached

2= Not yet tried

So should we try Nancy and Jack?

David Teutsch told me that Philadelphia AJE (their Bureau) is involved in a kind of "goals" project-- should we talk to them. Gail seems to feel that although the people are good educators, they are not "abstract" thinkers all in all. Any thoughts?

barry

