



THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 2: CIJE Meeting and Planning Files, 1991–1999.

Box
64

Folder
3

CIJE staff retreat. Minutes and supporting material. Karen Barth presentation, "Mobilizing for Change", June 1996-August 1996.

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



staff retreat Aug 12-14

Karen - pres on mgmt of ch
 - disc of future

DAY 1

community mobilized - Nessa

~~what~~ gas what did get out to accomplish & why
 what did not get accomplished & why
 what plans
 what resources

bl'ds the profess. m - a.m.

DAY 2

content on mgmt - p.m.
 MEF on mobilz - afternoon

Annette - CAPT + its course w/ CITT

DAY 3

MEF - p.m.

Next steps in ~~work plan~~ ~~along the way~~ p.m.



for "annual report"

R + f domain

the CITE study of educators

- why did we do it?
- how did we do it?
- what did we learn?
- what are we doing, got it?

ADW - great people (lay + pro) + great ideas
came together to ch Jewish life

one story:

Commission → CITE → BID, capacity → research
→ pol of
→ TEI, Harvard, profs

Call Adrienne Bank

subject is removed
Adrienne Bank will write letter
② 15,000 bound of better than 25,000 - underst will 6.11 for time
③ Dec 1 1990 then Dec 31, essential
④ CITE controls all public rts, distrib
⑤ will want on disk
\$2800 CITE when done
S
Sheraton
Cleveland City Centre Hotel
ITT
The hospitality people of

Dec 1
- MAC - Sept 15 start

Write to Adrienne B.

CITE owns it - controls all public rights - plan to distrib

Jan + huge deadline pressure
Dec 1 deadline is fine will work out schedule - will give sched
advis com tee yes (1 day S-san, Barbara)

want it on disk

send copy of proposal for
we will show outline to our Kinder

[B.H. R will produce]

is this for pro, directors,
or sub people
- aig - pro, dirs, maybe pros

tests? AG said no

will ask around for examples - say this is pro
- AG said ok

O = S.C. views

CIJE WORKPLAN: 1995 TOWARDS 1996

1995	1996 Rollover	Planned or in Development States for 1996
<p>A. BUILDING THE PROFESSION</p> <p>a. In-Service Training</p> <p>i) TEI X 2 <i>meetings</i></p> <p>ii) Advisory Team on Early Childhood Education</p> <p>iii) Harvard Principle Center</p> <p>iv) Consultation on TEI for Torah u'mesorah</p> <p>v) Consultation on Professional Development for Schools</p> <p>b. Guidance to Communities in developing Comprehensive In-Service Training</p> <p>i) 3 Consultations in NYC for Milwaukee, Atlanta, Baltimore leading to local pilot initiative</p> <p>ii) Machon l'Morim in Baltimore</p> <p>iii) Cleveland College Masters Program consultation</p> <p>c. Exploring ways to mobilize existing training institutions, central agencies professional movements and denominations</p> <p>i) Consultation on Early Childhood with Colleges of J. Study</p> <p>ii) Planning process with Brandeis University</p> <p>d. Articulating and Disseminating (where necessary developing) in-service concepts, curriculae and standards</p> <p>---</p> <p>e. Comprehensive Planning for Building the Profession</p> <p>i) Establish advisory <i>comte</i></p>	<p><i>H</i></p> <p>- TEI x 45 <i>meetings</i></p> <p>- Recruit Cohort 2 - July '96</p> <p>- Meets-develops strategy-writes plan</p> <p>- Hrd. Principal's centre Spring+Fall</p> <p>- ?</p> <p>- Consultation in first 1/4 of '96</p> <p><i>too much??</i></p> <p>- 3 Consultations in NYC for Baltimore, Milwaukee, Atlanta, Plus Cleveland, San Francisco, Hartford (?), W. Palm Beach (?)</p> <p>- Will continue</p> <p><i>too much</i></p> <p>- ?</p> <p>- ? <i>L</i></p> <p>- Continue through 1996 <i>H</i></p> <p>---</p> <p>- Establish advisory committee with</p>	<p>- Principals for Community Day High Schools (Steinhardt, Jim Joseph, Avihaf)</p> <p>- Torah u'mesorah TEI</p> <p>- TTT a la Prof. Twersky</p> <p><i>teachers training teachers</i></p> <p>- National Conference with National Board of License, on issue of standards, certification and accreditation.</p> <p>- Best practices volume of Professional Development</p> <p>- Continental plan for Senior Personnel.</p> <p>-----</p>

CIJE WORKPLAN: 1995 TOWARDS 1996

1995	1996 Rollover	Planned or in Development States for 1996
<p><u>B. MOBILIZING THE COMMUNITY</u></p> <p>a.) <u>CIJE Board</u></p> <ul style="list-style-type: none"> - Vice Chairs - New Board Member <p>b.) <u>Impacting Jewish educational agendas on ever-increasing number of communities.</u></p> <ul style="list-style-type: none"> - Engage with some new communities (Hartford, Cleveland, San Francisco, Chicago, Columbus) - Work with CJF on new committee - 6A 1995 <p>c.) <u>Telling the Story</u></p> <ul style="list-style-type: none"> - Dissemination of Policy Brief - Sarna-type publication - Advisory group for media/communication - G. Dorph's article on TEI for 6A - Redesign and Repackage 2x Best Practices <p>- CIJE Luncheon Seminars - one in Dec. 1995</p> <p>d.) <u>Strategy for engaging potential champions</u></p> <ul style="list-style-type: none"> - Deferred <p>e.) <u>Wexner Heritage Retreat</u></p> <ul style="list-style-type: none"> - December 1995 	<p>-Continues</p> <p>-Continues</p> <p>-Continues</p> <p>-Earlier and deeper involvement in 1996 6A OR get out!</p> <p>-Continue at less intensity</p> <p>-Will continue</p> <p>-Establish Advisory Group for media and communications <i>create plan</i></p> <p>-Redesign and Repackage 2 BP's</p> <p>-3 in 1996</p> <p>---</p> <p>---</p>	<p>-Reconceptualize Board Structure</p> <p>-Dissemination Plan and Distribution</p> <p>-Dissemination Plan and Distribution of JCC Best Practices.</p> <p>-Integrated Report on Educational Leaders-published and distributed</p> <p>-Policy Brief on educational leaders</p> <p>-Case study for goals project: Ramah</p> <p>-Integrated CIJE publication plan</p> <p>-Data base for distribution and tracking</p> <p>-See discussion on reconceptualizing CIJE Board</p>

1995

1996 Review

PLANNING/DEVL. 1996

C. MONITORING, EVALUATION AND FEEDBACK

a) Building Research Capacity

- Integrated Report on Teachers
- Reports on Educational leaders in 3 communities (individual and combined)
- Research papers on teacher power, teacher in-service and levers for change

-
-
Policy brief on leaders

Research paper on leaders

Distribution, dissemination of all

Pol brief on early work?

b) Building Evaluation Capacity for North America

- CIJE Manual
- develop
- Proposal for evaluation institute
- Consultation on evaluation institute

Publish and distribute

Dissemination plan

c) Evaluating CIJE Initiatives

- Evaluating TEI

Continued and increased

d) Planning for the Future

- Informal education
- consultation
- Plan for seminar on what have we learned

Continued towards design of instruments and survey in 1996-97 school year

Hire staff and develop institute

July 1996 in Israel

1995	1996 ROLLOVER	PLANNED OR IN DEVELOPMENT STAGES
<u>D. CONTENT AND PROGRAM</u>		
a) Best Practices <ul style="list-style-type: none"> i) Complete JCCA-Best Practice ii) Best Practices in professional development - begin iii) One day short consultation on in-service iv) Plan for presentations to lay leaders 	Publish volume Write and publish One-day short consultations <i>why?</i> Presentations to lay leaders	Dissemination plan
b) Goals Project <ul style="list-style-type: none"> i) Engage with prototype institutions ii) Plan for extending capacity iii) Engage with communities iv) Wexner Heritage 	Continues July 1996 Seminar ? ?	
<u>E. FINANCE AND ADMINISTRATION</u>		
a) Hire new executive director	?	"Curriculum" for new director, overlap with previous director
b) fully-functioning payroll and benefits in New York	-	
c) Successor to VFL	-	
d) Full set of inter-office procedures for fiscal management	Continued	
e) Fundraising plan and implementation	Continued	



15 East 28th Street, New York, NY 10010-1579

TEL 212-532-2360
FAX 212-532-2646

Josie Mowlem

8/19/96

Adam -

We missed you
at the Staff
Retreat. Enclosed
is a set of the
materials.

I'm also enclosing
a set of the Steering
Committee inserts.
Please note the
calendar. h

CONFIDENTIAL

Mobilizing for Change: An Overview of the Technology of Change Management

CIJE

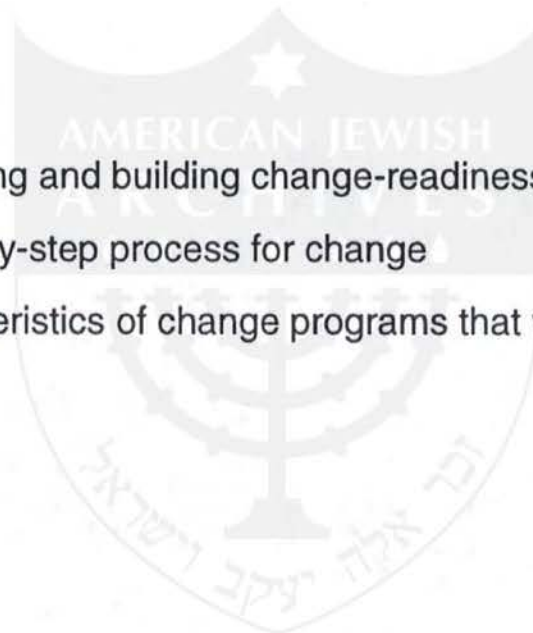
Staff Retreat

August 1996

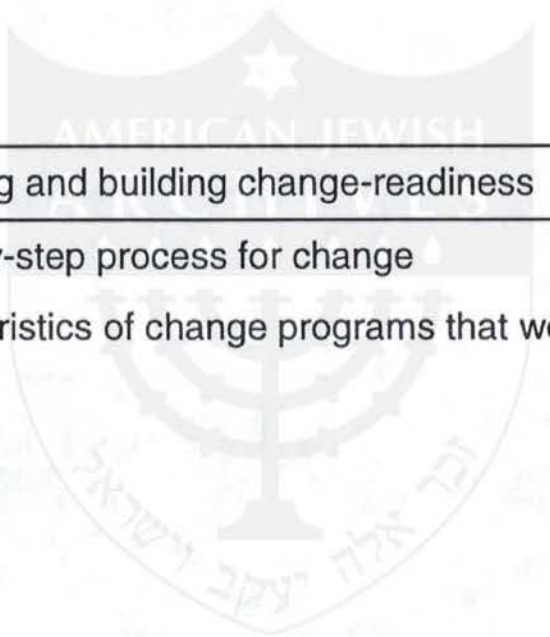
This report is solely for the use of client personnel.
No part of it may be circulated, quoted, or reproduced for
distribution outside the client organization without prior
written approval from McKinsey & Company.

TODAY'S PRESENTATION

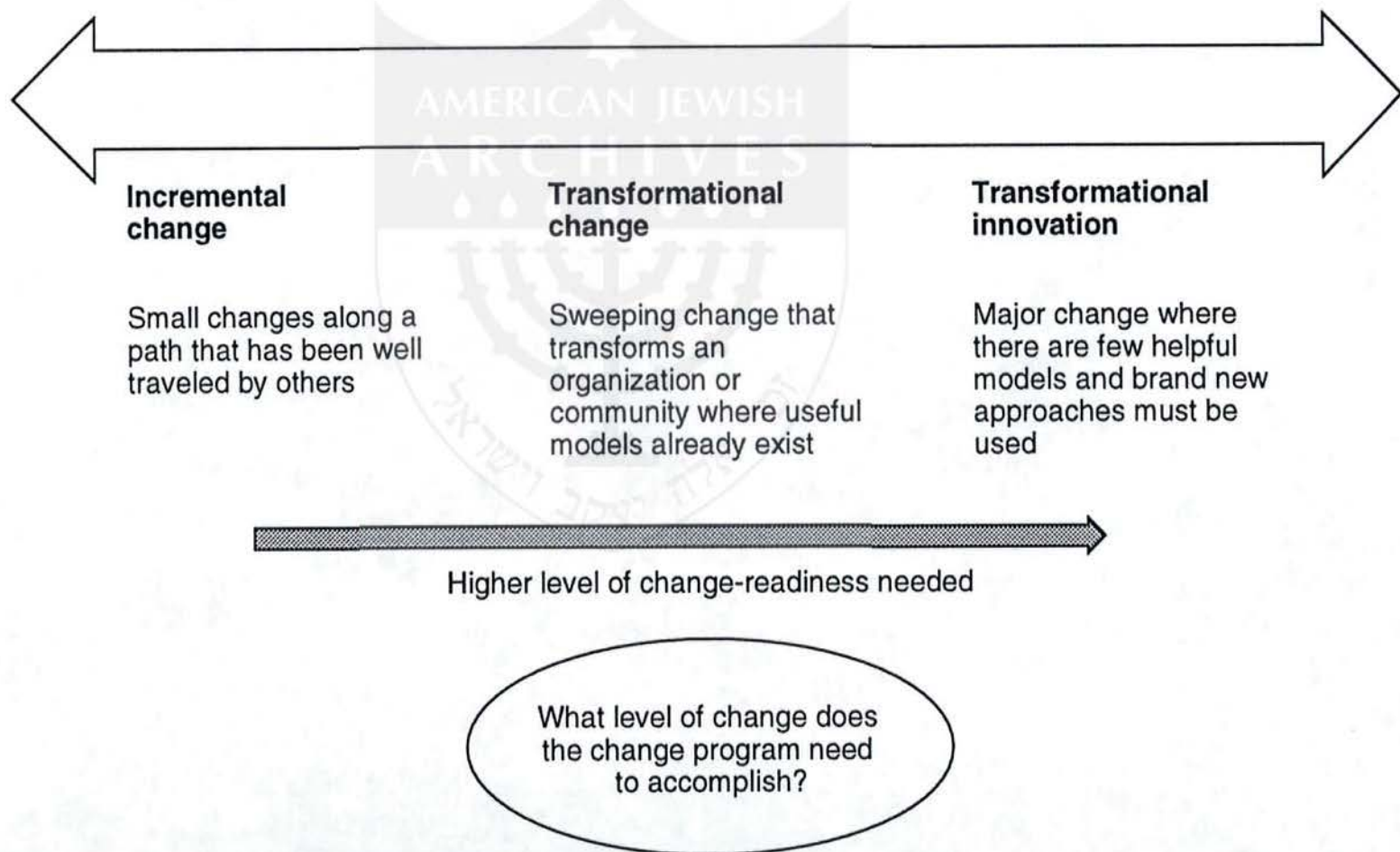
- Assessing and building change-readiness
- A step-by-step process for change
- Characteristics of change programs that work



TODAY'S PRESENTATION

- 
- The logo of the American Jewish Archives is a shield-shaped emblem. At the top is a white Star of David on a dark background. Below the star, the words "AMERICAN JEWISH" are written in a serif font. The central part of the shield features a menorah. At the bottom, there is a circular band containing Hebrew text: "וְכָרְאֵלֹהִים יַעֲקֹב וְיִשְׂרָאֵל".
- Assessing and building change-readiness
 - A step-by-step process for change
 - Characteristics of change programs that work

THE CHANGE SPECTRUM



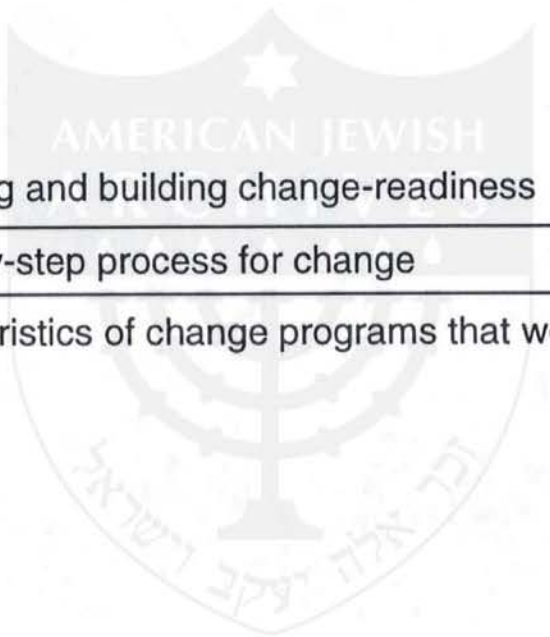
ASSESSING CHANGE-READINESS

- ? Is there a clear understanding of the problem/opportunity that is causing the need for change?
- ? Is there a recognition of the need for change among leadership? Others?
- ? Is there an existing or potential leadership group that can drive the change?
- ? Are there talented, middle-level people who can participate in the change process?
- ? Are there sufficient resources to support the change program?
- ? Is there an internal or external person(s) who can play a facilitator role?
- ? Is there the beginning of a shared vision for change?
- ? Is there sufficient energy to make it through a long and potentially painful period of change?

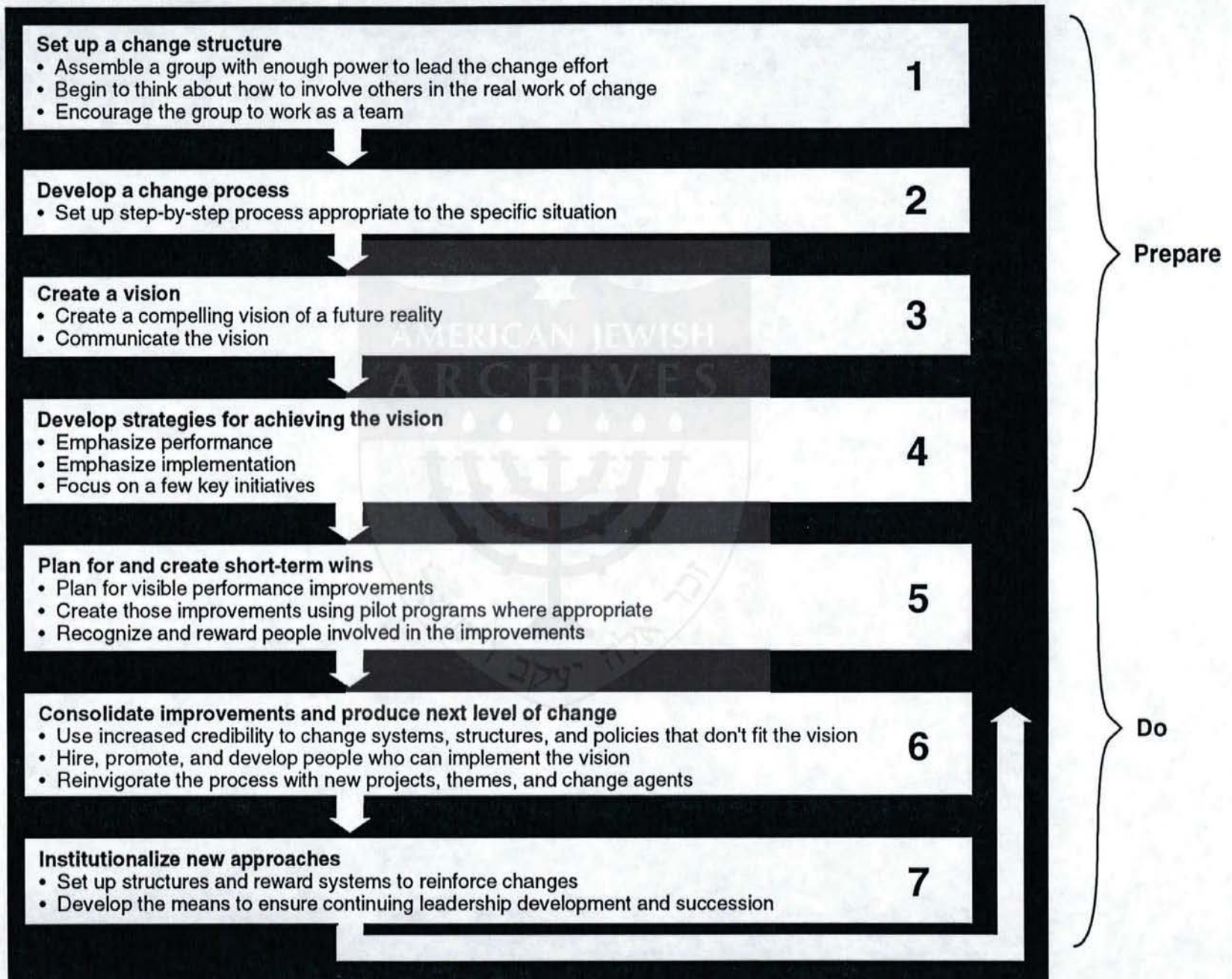
BUILDING CHANGE-READINESS

Issue	Options
Unclear understanding of the problem	<ul style="list-style-type: none">• Fact-based analysis of the issues
Lack of recognized need for change	<ul style="list-style-type: none">• Look at models of success• "Market research," e.g., surveys, focus groups, parlor meetings• Present and discuss available information
Lack of leadership/ middle-level talent	<ul style="list-style-type: none">• Recruit/promote/train new leaders or talent
Insufficient resources	<ul style="list-style-type: none">• Raise funds to support change program
No facilitator	<ul style="list-style-type: none">• Recruit from in-house or through paid or pro bono assistance from community
No shared vision	<ul style="list-style-type: none">• Develop a mission statement and hold initial discussions on future vision; consider an off-site retreat

TODAY'S PRESENTATION

- 
- The logo of the American Jewish Archives is a shield-shaped emblem. At the top is a white Star of David. Below it, the words "AMERICAN JEWISH" are written in a serif font. In the center is a menorah. At the bottom, there is a circular band containing Hebrew text: "אגף ארכיון" (Archive Department) on the left, "אגף חינוך" (Education Department) on the right, and "אגף תרבות" (Culture Department) at the bottom.
- Assessing and building change-readiness
 - A step-by-step process for change
 - Characteristics of change programs that work

SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION



SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION

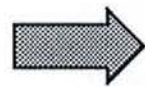
Set up a change structure

- Assemble a group with enough power to lead the change effort
- Begin to think about how to involve others in the real work of change
- Encourage the group to work as a team

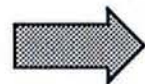
1



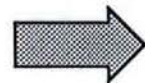
ISSUES TO CONSIDER IN SELECTING A CHANGE LEADERSHIP GROUP?



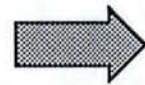
Is there enough power to make (or at least strongly influence) decisions?



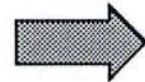
Are all the key constituencies represented?



Are all needed skills covered?




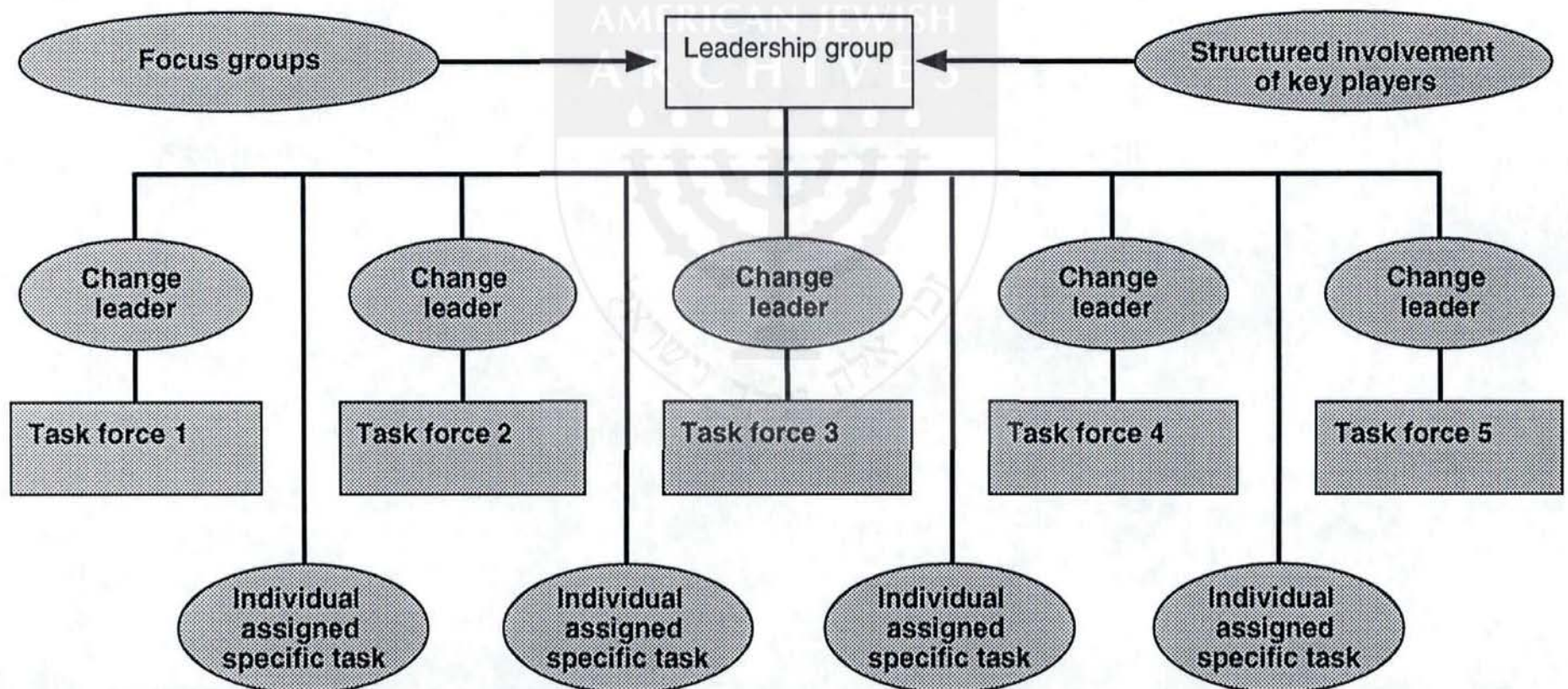
Will the group be able to work together?



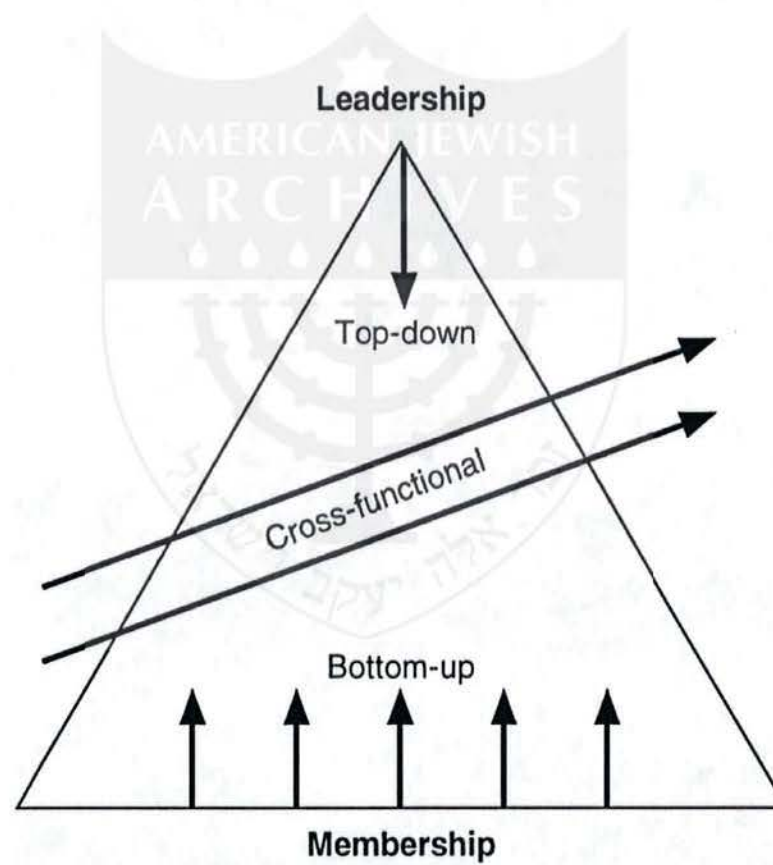
How will the members of the group be affected by the reward system they work under?

INVOLVING OTHERS IN THE CHANGE PROCESS – AN EXAMPLE

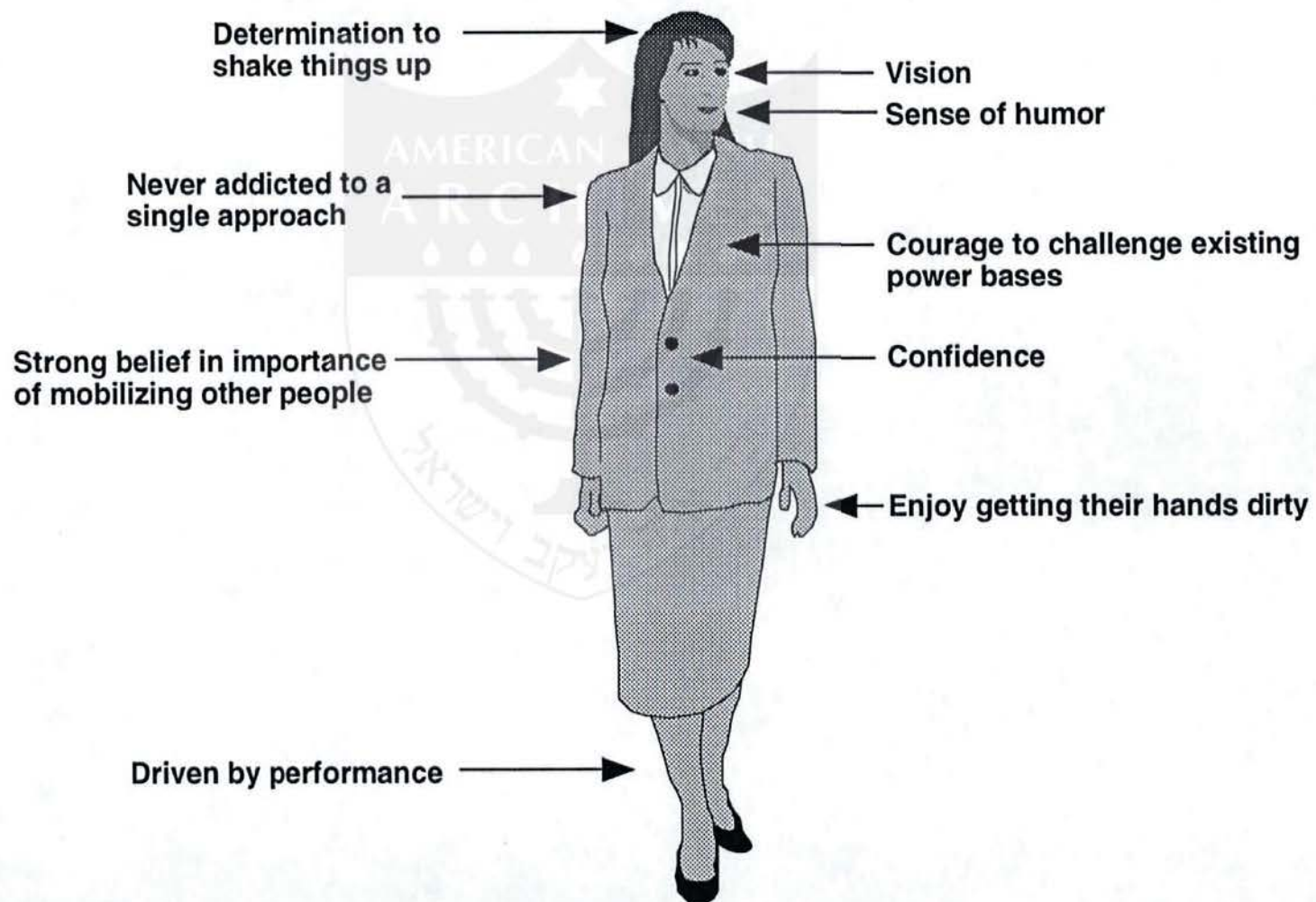
 Vehicles for involving others



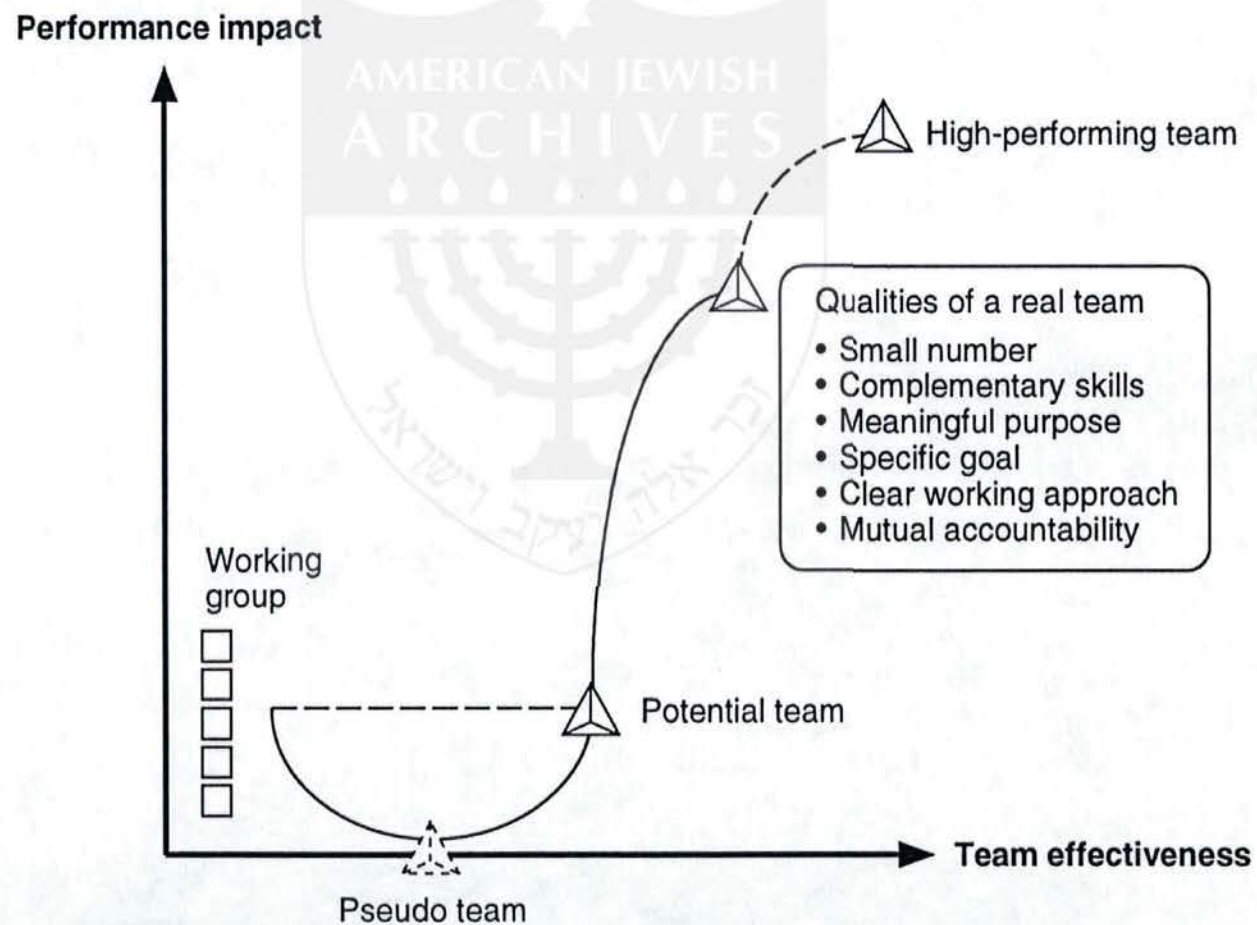
MULTIDIRECTIONAL INVOLVEMENT IS IMPORTANT



THE REAL CHANGE LEADER



THE TEAM PERFORMANCE CURVE



SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION

Set up a change structure

- Assemble a group with enough power to lead the change effort
- Begin to think about how to involve others in the real work of change
- Encourage the group to work as a team

1



Develop a change process

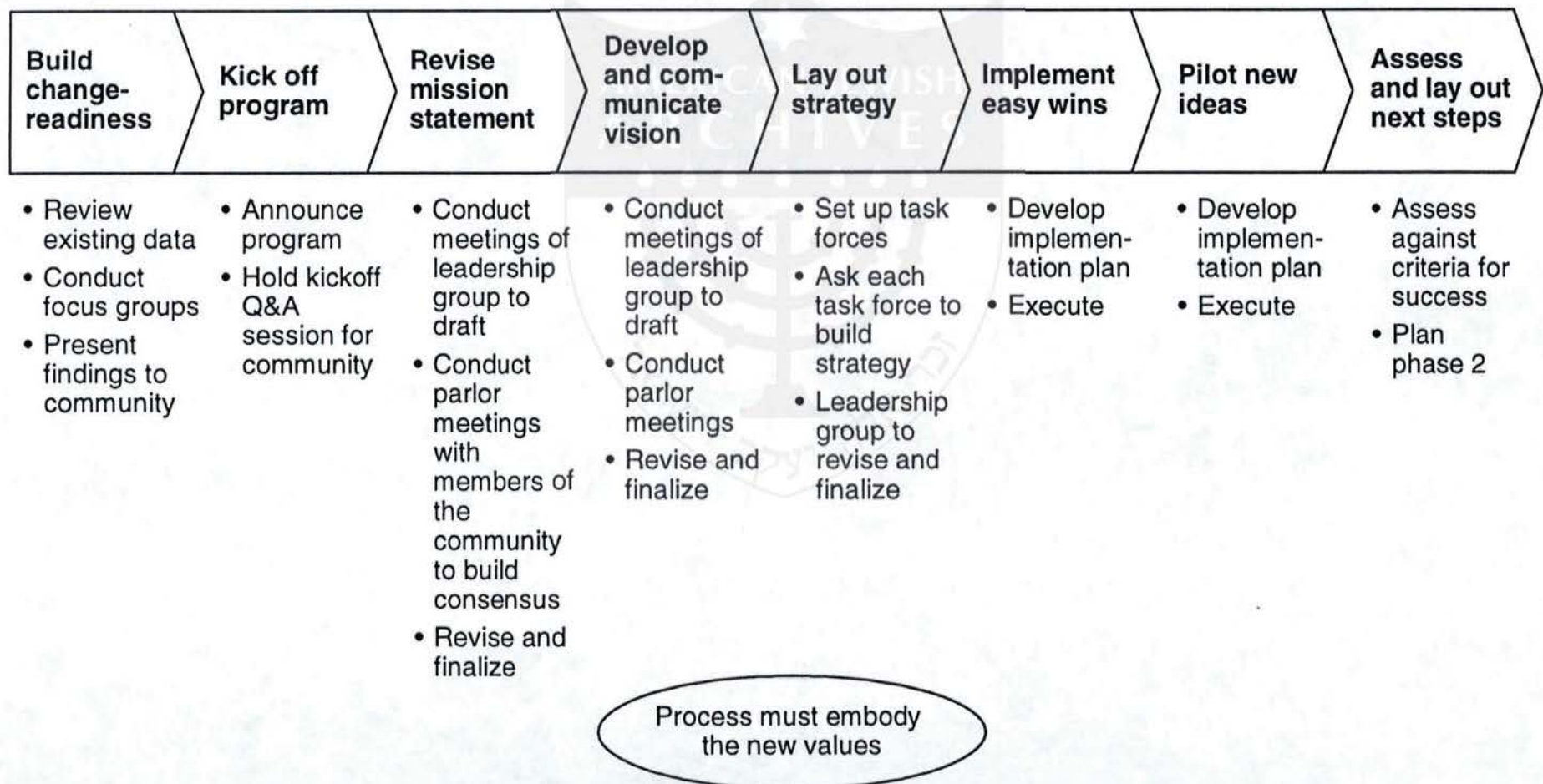
- Set up step-by-step process appropriate to the specific situation

2





EXAMPLE OF A CUSTOMIZED CHANGE PROCESS UNIQUE TO ONE SITUATION



SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION

Set up a change structure

- Assemble a group with enough power to lead the change effort
- Begin to think about how to involve others in the real work of change
- Encourage the group to work as a team

1



Develop a change process

- Set up step-by-step process appropriate to the specific situation

2

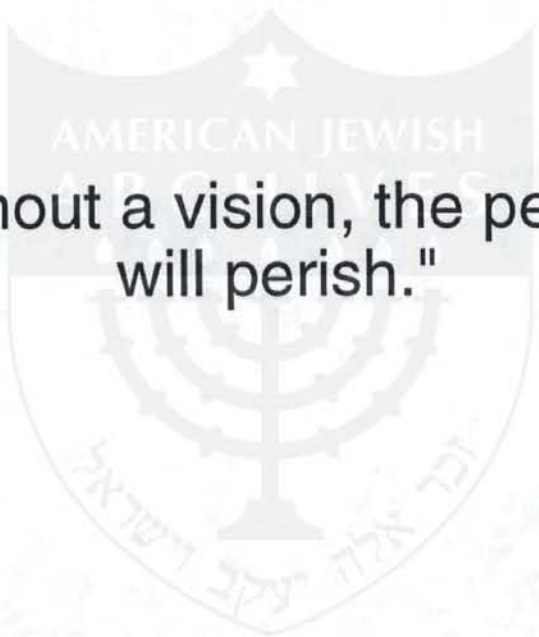


Create a vision

- Create a compelling vision of a future reality
- Communicate the vision

3

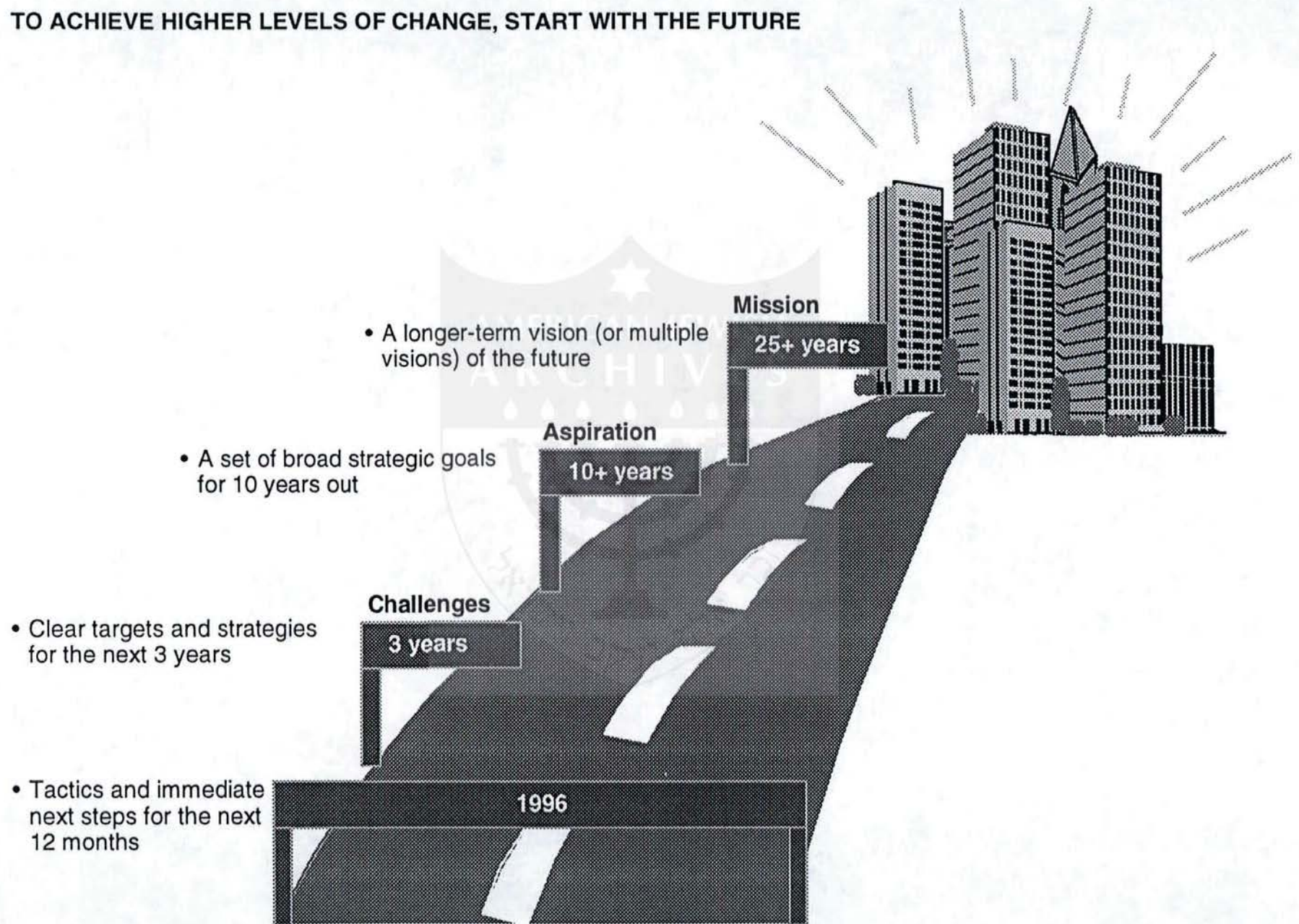


The logo of the American Jewish Archives is a shield-shaped emblem. At the top is a white Star of David on a dark background. Below the star, the words "AMERICAN JEWISH" are written in a serif font. The central part of the shield features a menorah. At the bottom of the shield, there is Hebrew text: "זכר אלה יעקב" (Zecher Elokha Yaqov) on the left and "אלא ישראל" (Ala Yisrael) on the right.

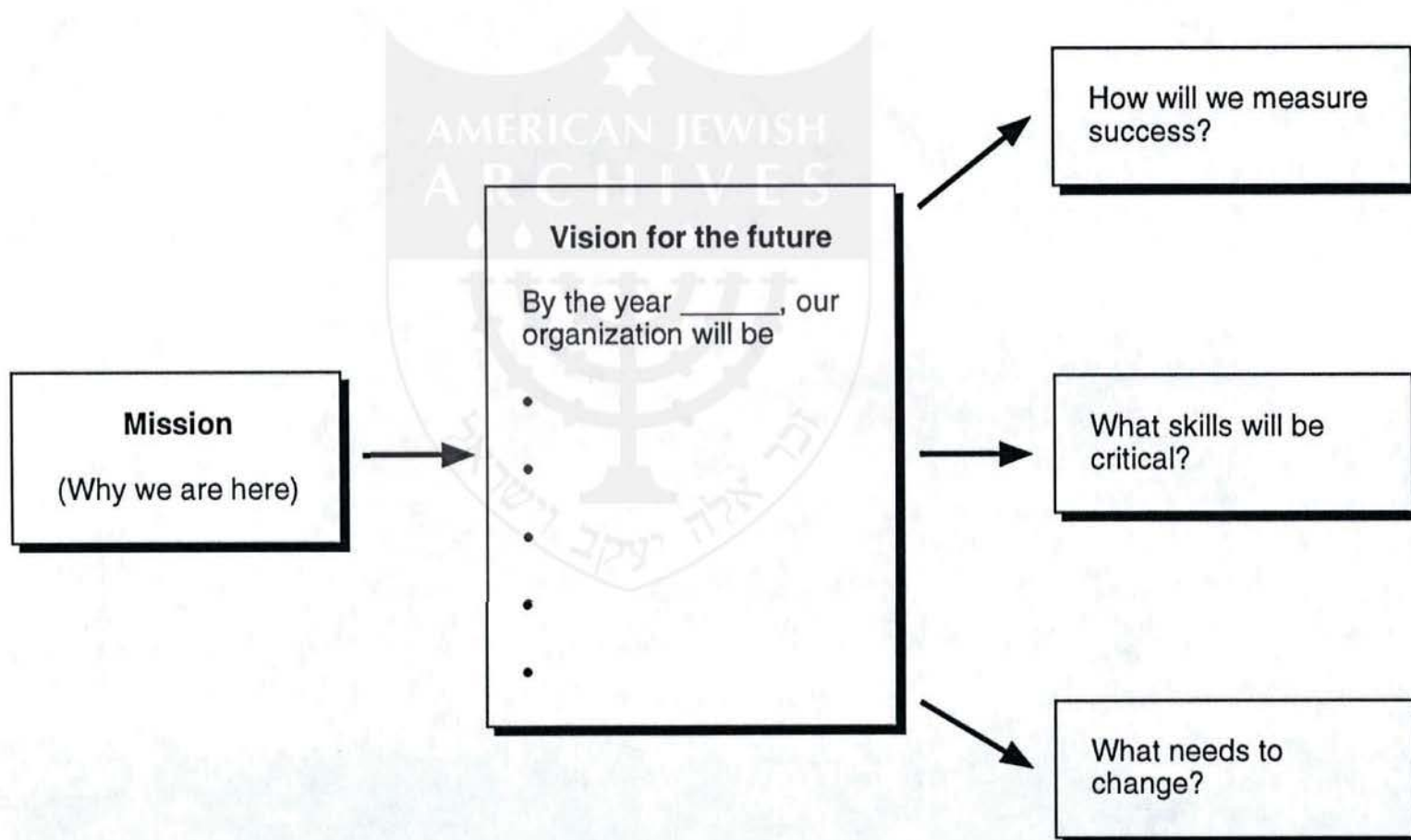
**"Without a vision, the people
will perish."**

Proverbs 29:18

TO ACHIEVE HIGHER LEVELS OF CHANGE, START WITH THE FUTURE



DEVELOPING A VISION



SOME HINTS FOR CREATING A CHANGE VISION

A good vision is:

Actionable

Clear enough to guide the organization's most important decisions

Memorable

Something that most people can easily remember without having to pull out a document

Motivating

Inspiring to the people who need to do the hard work of change

Aspirational

Based on an achievable, yet highly ambitious, set of goals

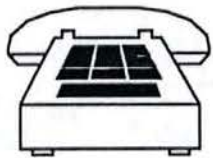
Most important

If you cannot communicate the vision to someone in 5 minutes or less and get a reaction that signifies both understanding and interest, you are not yet finished developing a vision

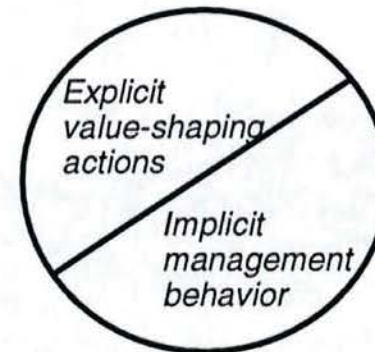
COMMUNICATE THE VISION

Use every vehicle possible to communicate the new vision

Teach new behaviors by example of the guiding coalition



etc. . . .



Communicating the vision builds commitment

- A personal tie to change program
- Understanding of each individual's role in making change happen
- Motivation to overcome obstacles in the way of change

SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION

Set up a change structure

- Assemble a group with enough power to lead the change effort
- Begin to think about how to involve others in the real work of change
- Encourage the group to work as a team

1



Develop a change process

- Set up step-by-step process appropriate to the specific situation

2



Create a vision

- Create a compelling vision of a future reality
- Communicate the vision

3

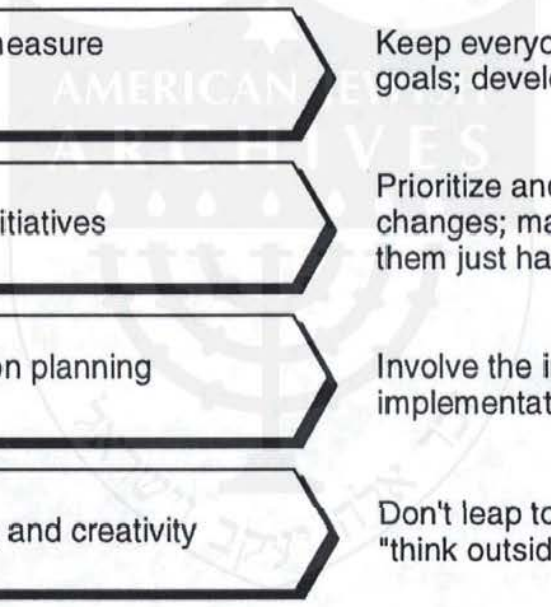


Develop strategies for achieving the vision

- Emphasize performance
- Emphasize implementation
- Focus on a few key initiatives

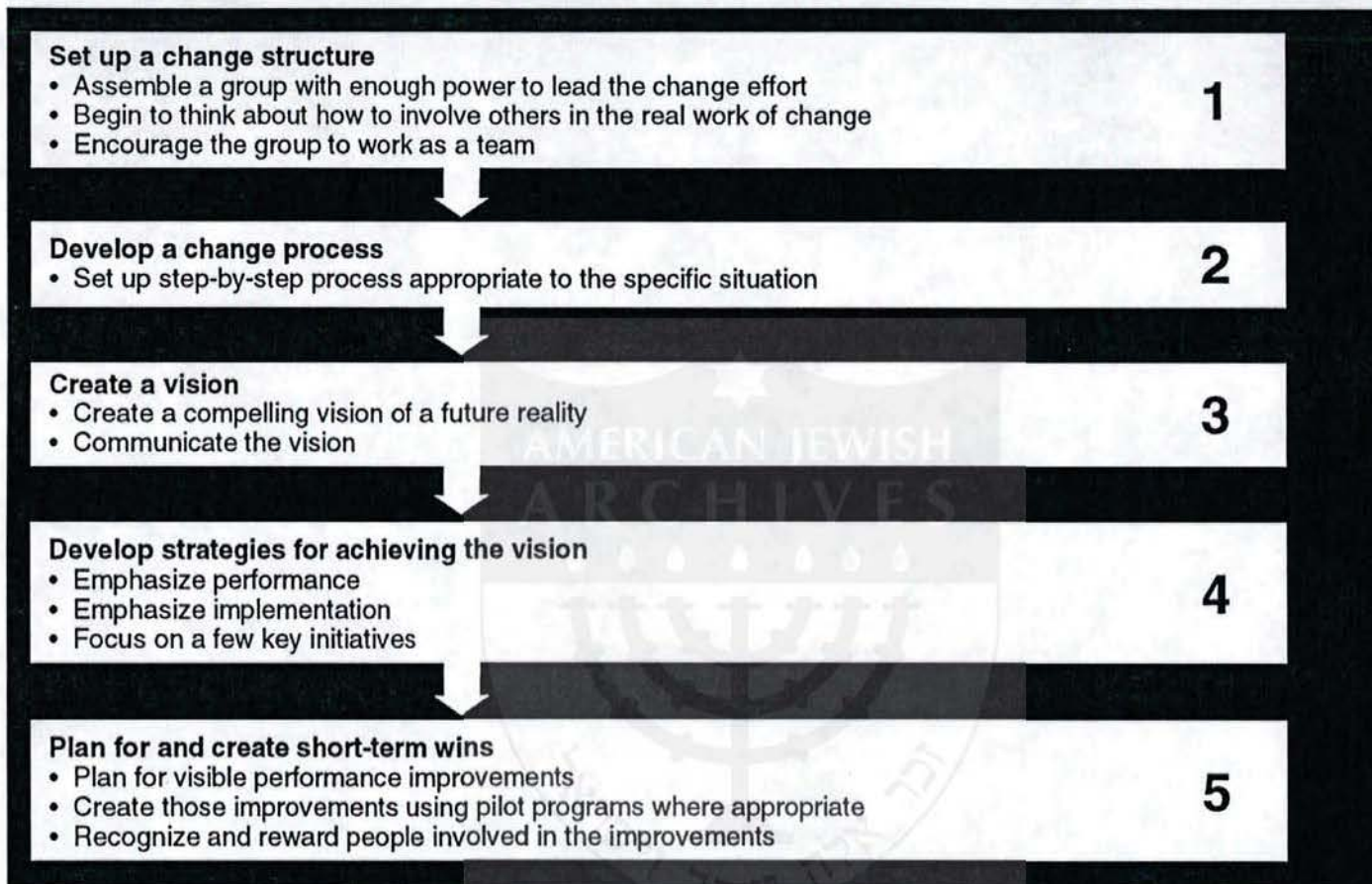
4

RULES FOR STRATEGY DEVELOPMENT

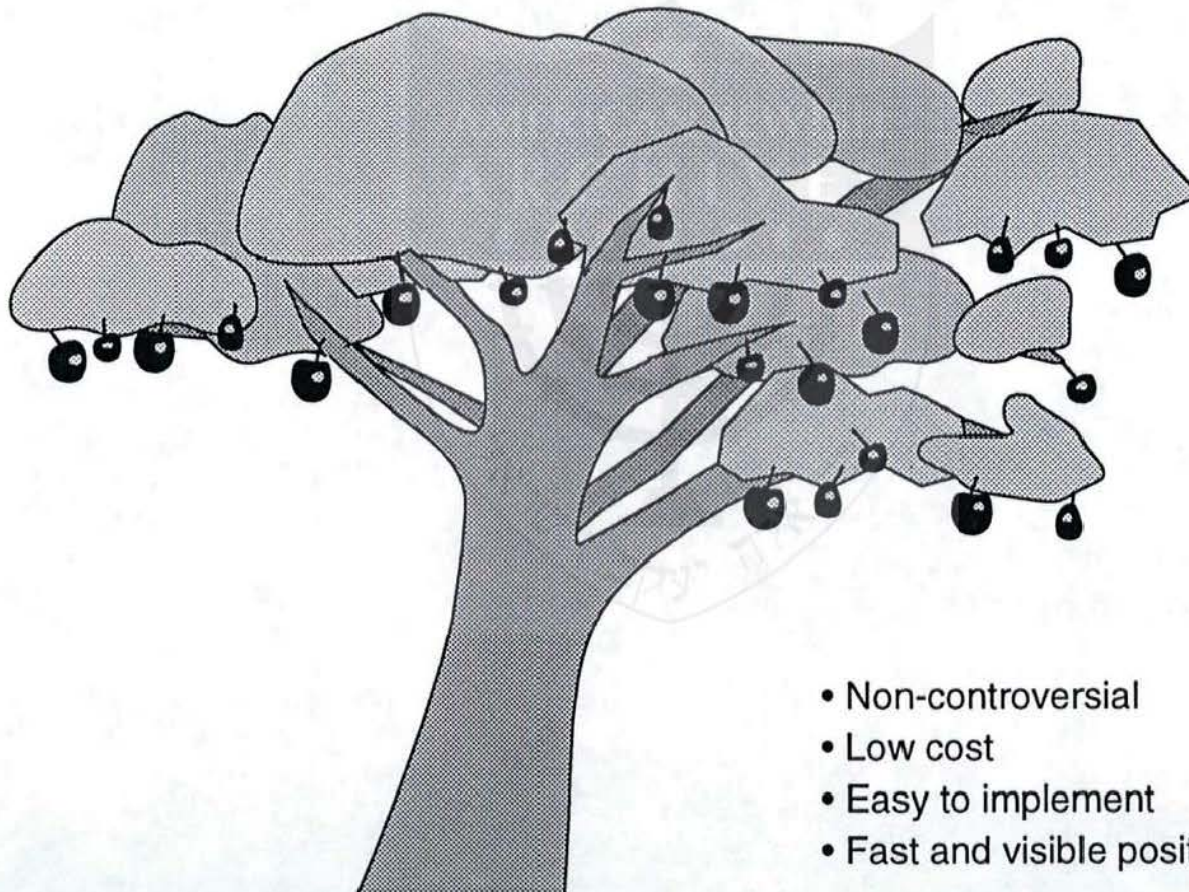


Concentrate on and measure performance	Keep everyone focused on the key performance goals; develop measures to track progress
Focus on a few key initiatives	Prioritize and put resources against a few key changes; make the tough choices now; don't let them just happen later
Build in implementation planning from day-one	Involve the implementers from day-one; address implementation issues as they arise
Encourage risk taking and creativity	Don't leap to the obvious answers; build in time to "think outside the box"
Actively work to break down obstacles to change	Include in the strategy any needed initiatives to breakdown barriers to change
Look outside for adaptable models	Don't reinvent the wheel; look to see what has worked for other institutions

SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION

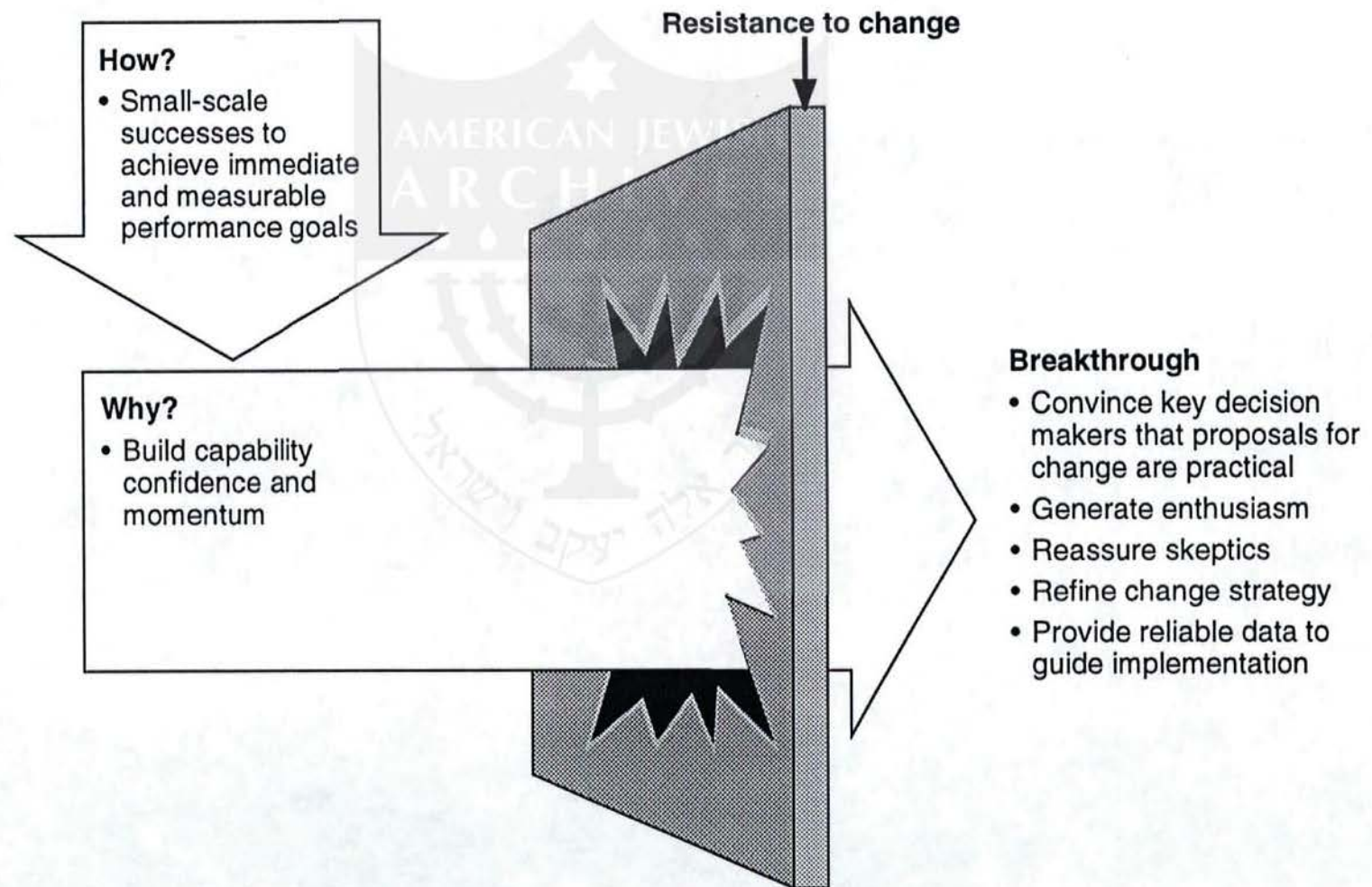


IDENTIFY "LOW-HANGING FRUIT"

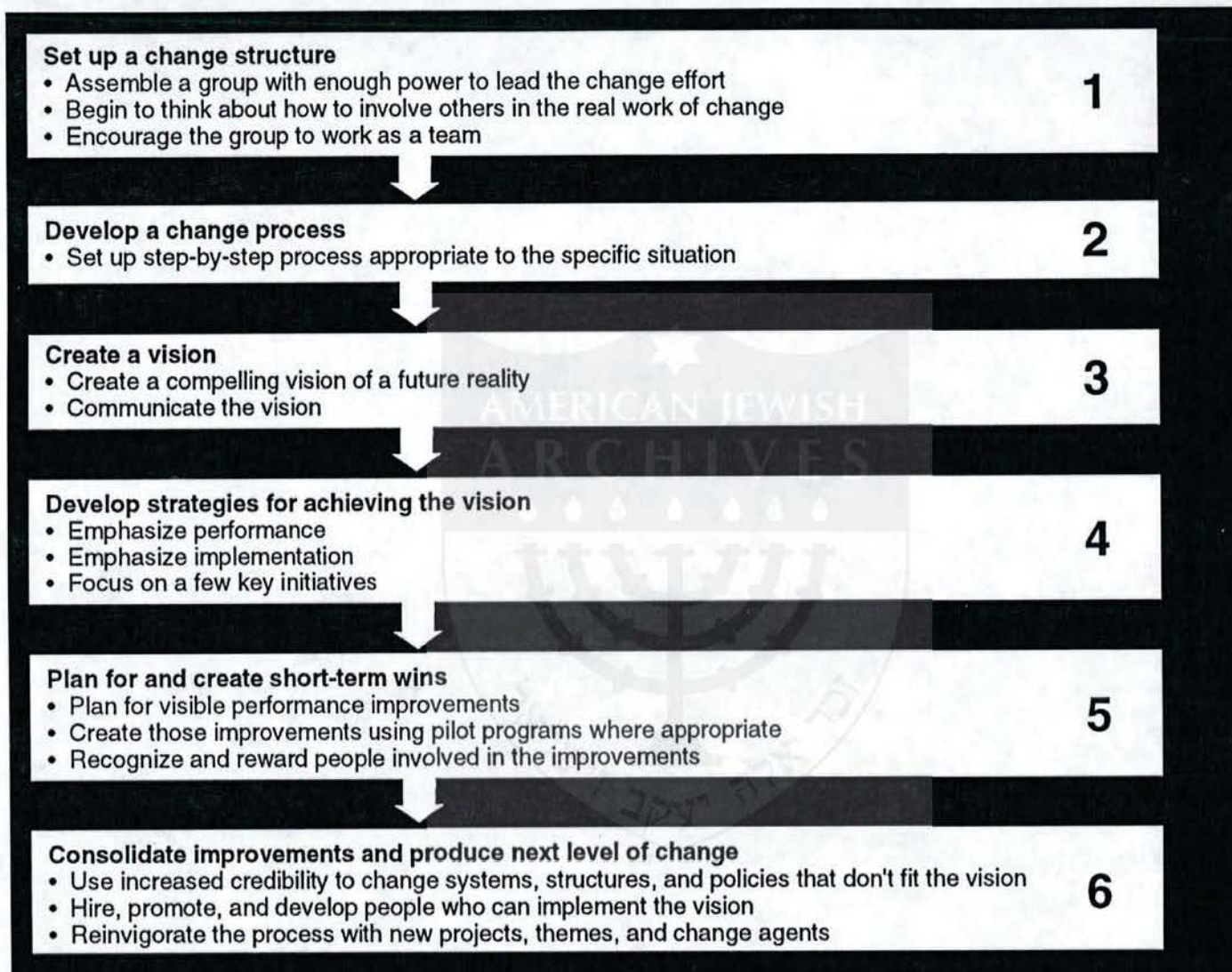


- Non-controversial
- Low cost
- Easy to implement
- Fast and visible positive results

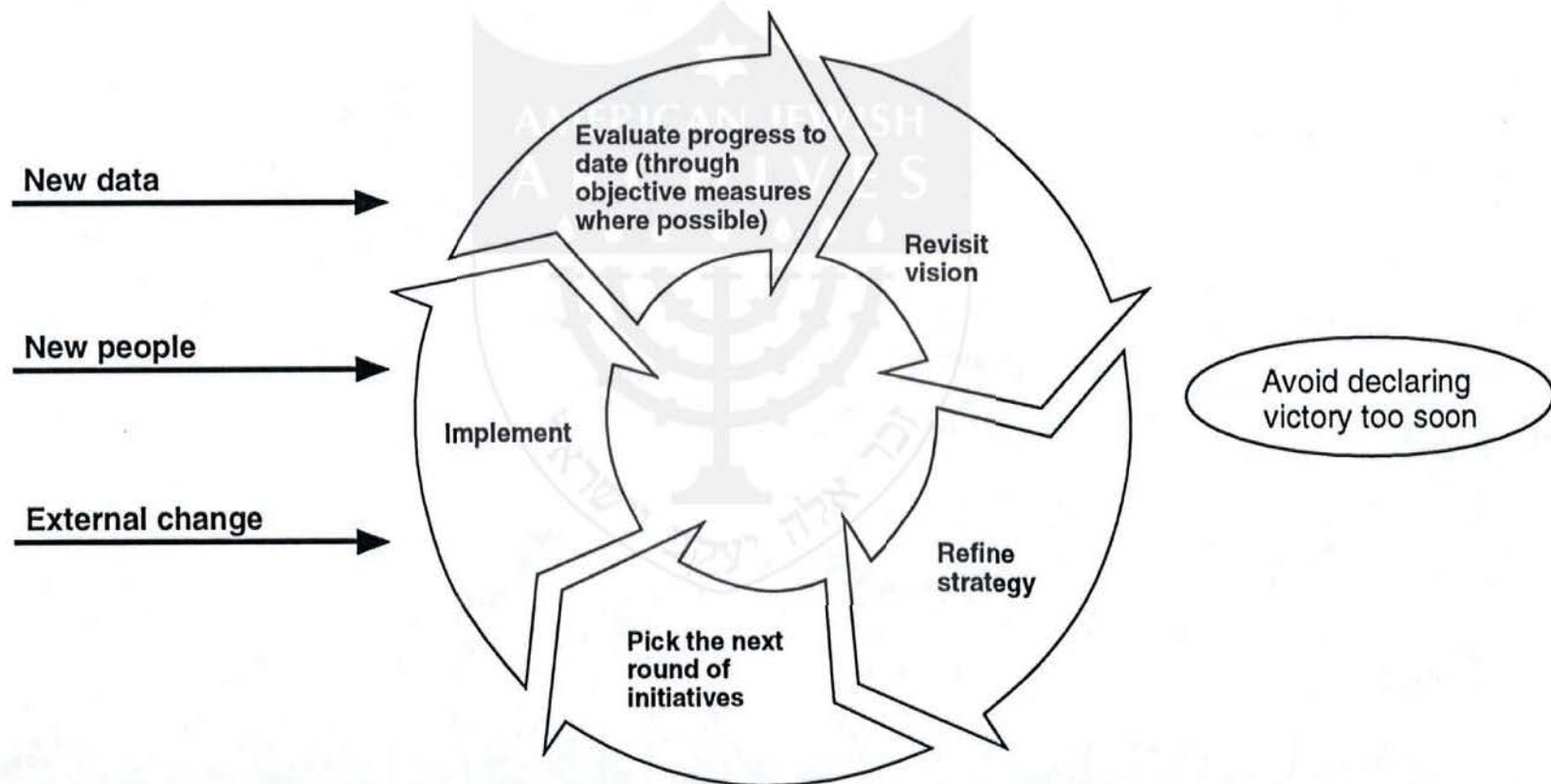
USE PILOTS WHERE APPROPRIATE/POSSIBLE



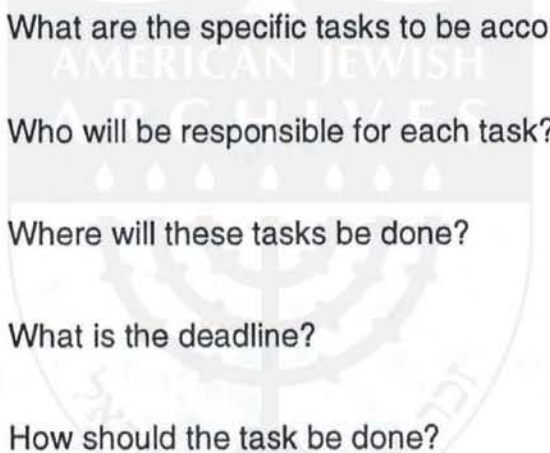
SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION



CHANGE IS AN ITERATIVE PROCESS



IMPLEMENTATION PLANNING



What?	What are the specific tasks to be accomplished?
Who?	Who will be responsible for each task?
Where?	Where will these tasks be done?
When?	What is the deadline?
How?	How should the task be done?

Implementation planning is
conceptually simple but is
rarely done well

RECOGNIZE AND REWARD PEOPLE INVOLVED IN THE IMPROVEMENTS

"Celebrating the small wins actually increased our chances of getting to celebrate a big win. The habit can easily get in your blood, but you have to work on it consciously at first and push hard to find opportunities to acknowledge the work of support as well as program staff. We celebrated Fiscal New Year and, another time, took the purchasing staff out for dessert to celebrate a month in which all bills were paid within 30 days, a citywide efficiency and cost-saving goal. We recognized that, if we wanted staff to nurture kids, we needed to make staff feel nurtured themselves. So we made an effort to catch people doing something right and created opportunities to acknowledge their work."

– New York City Department
of Juvenile Justice

SEVEN STEPS TO TRANSFORMING YOUR ORGANIZATION

Set up a change structure

- Assemble a group with enough power to lead the change effort
- Begin to think about how to involve others in the real work of change
- Encourage the group to work as a team

1

Develop a change process

- Set up step-by-step process appropriate to the specific situation

2

Create a vision

- Create a compelling vision of a future reality
- Communicate the vision

3

Develop strategies for achieving the vision

- Emphasize performance
- Emphasize implementation
- Focus on a few key initiatives

4

Plan for and create short-term wins

- Plan for visible performance improvements
- Create those improvements using pilot programs where appropriate
- Recognize and reward people involved in the improvements

5

Consolidate improvements and produce next level of change

- Use increased credibility to change systems, structures, and policies that don't fit the vision
- Hire, promote, and develop people who can implement the vision
- Reinvigorate the process with new projects, themes, and change agents

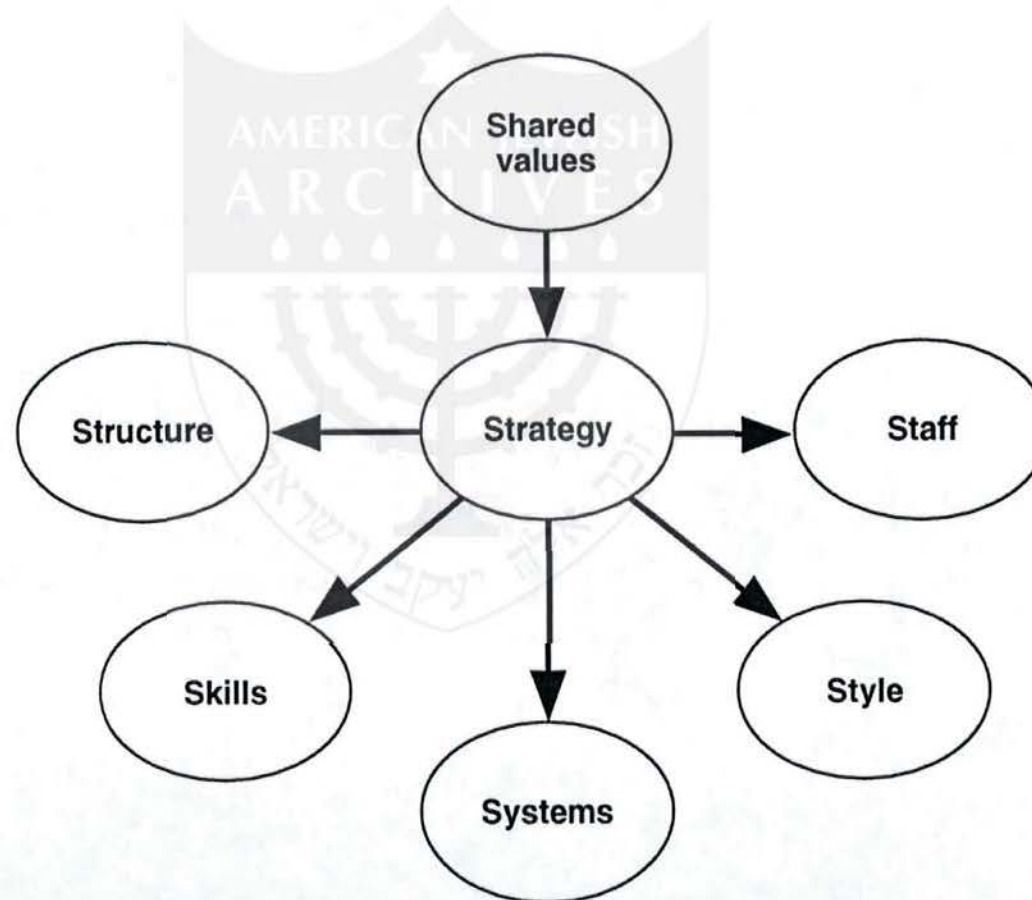
6

Institutionalize new approaches

- Set up structures and reward systems to reinforce changes
- Develop the means to ensure continuing leadership development and succession

7

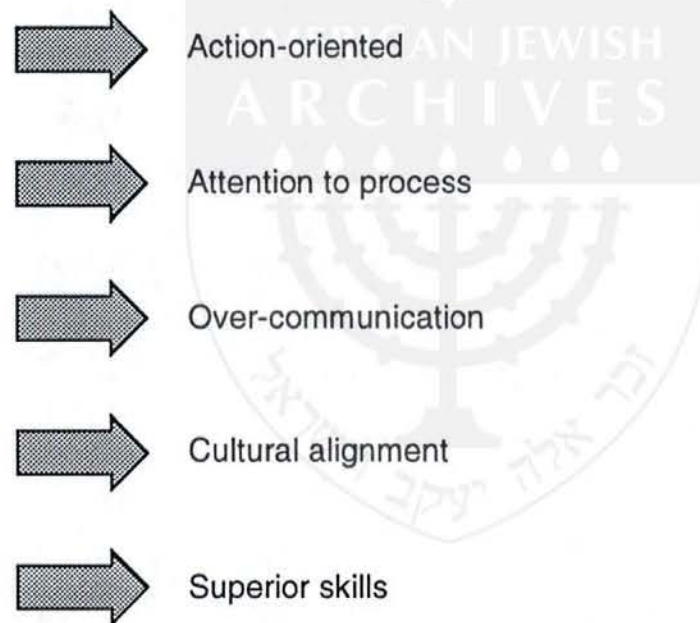
ALIGN ORGANIZATIONAL "LEVERS" WITH NEW WAYS OF WORKING



TODAY'S PRESENTATION

- Assessing and building change-readiness
- A step-by-step process for change
- Characteristics of change programs that work

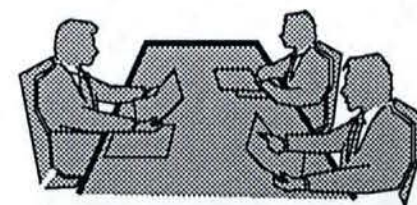
CHARACTERISTICS OF CHANGE PROGRAMS THAT WORK



DEVELOP AN ACTION-ORIENTATION TO THE CHANGE PROBLEM



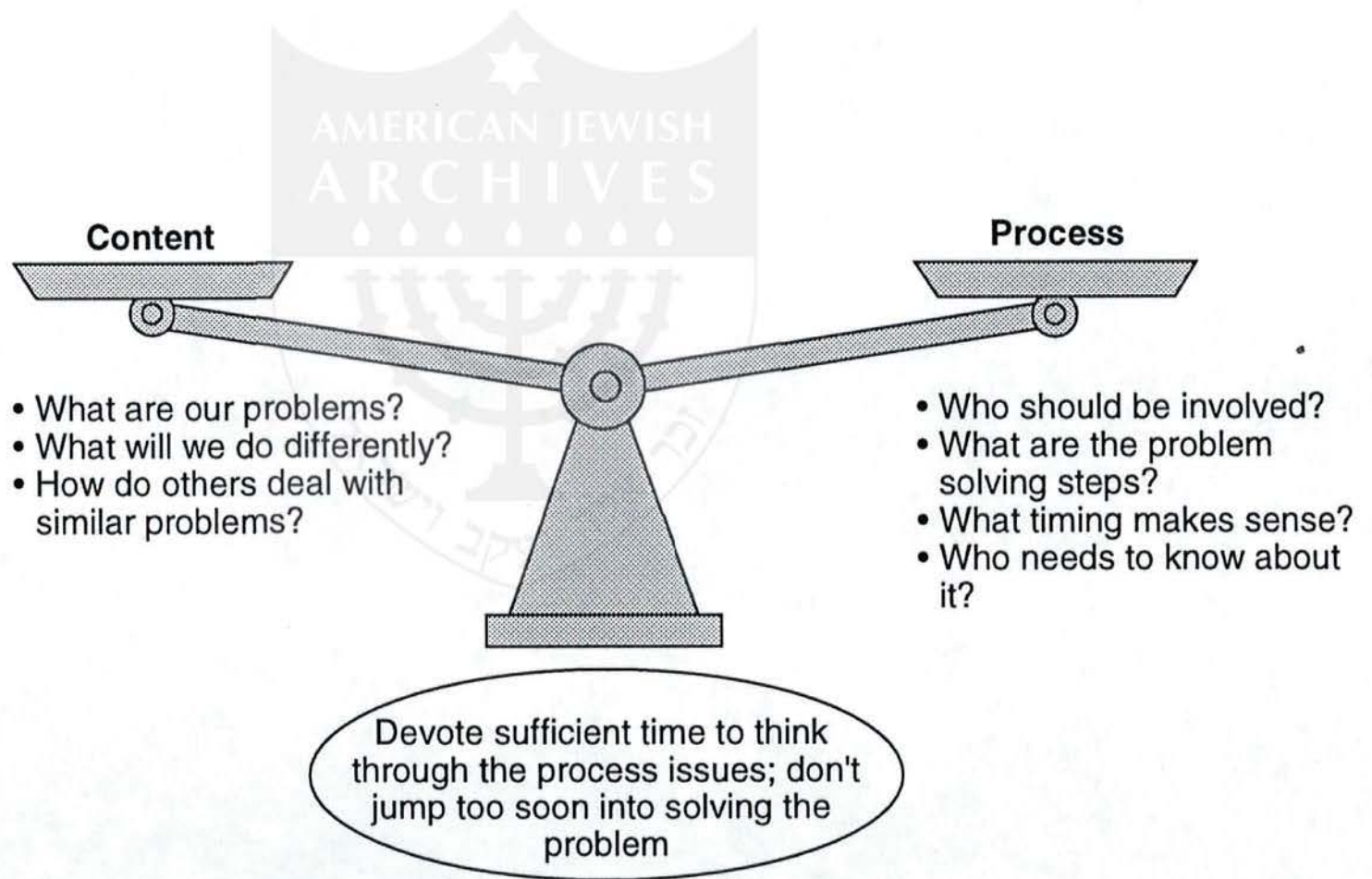
**Ready!
Fire!
Aim!**



**"Studying
the problem
to death"**

Find a timetable that encourages both thoughtfulness and action; learn by doing, not by planning

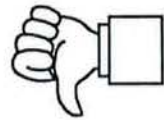
PAY ATTENTION TO PROCESS



CHANGE COMMUNICATIONS IS DIFFERENT

	Communications as usual	Communications during major change
What	Sending out information	Changing attitudes and behavior
How	General announcements to broad audiences	Specific messages to specific groups
	Words	Words/actions/process
	Established vehicles	New vehicles, creative formats
	One-way/formal	One-way and two-way/formal and informal
When	Occasionally	Continuously
Who	Leadership	Messengers throughout the community

TYPICAL COMMUNICATION FAILURES



Undercommunicating the vision by a factor of 10

If there is a single rule of communications for leaders, it is this:
When you are so sick of talking about something that you can hardly stand it, your message is finally starting to get through.



Implicit messages

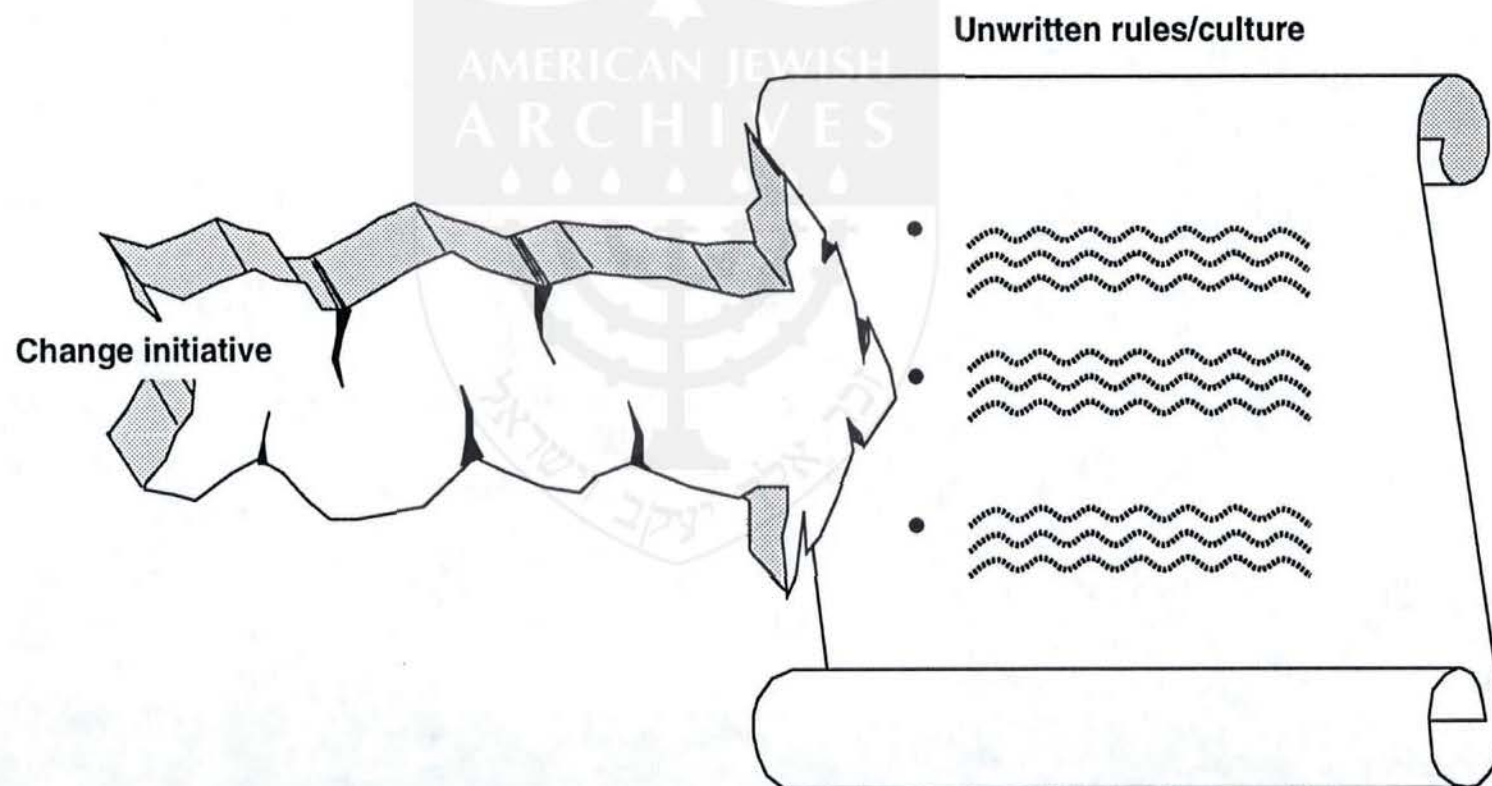
Nothing undermines change more than behavior by important individuals that is inconsistent with their words.



Saying nothing

Not saying anything can often give rise to a rumor mill in which people assume the worst and undermine support for the change effort.

CULTURE CAN BE OBSTACLE TO CHANGE

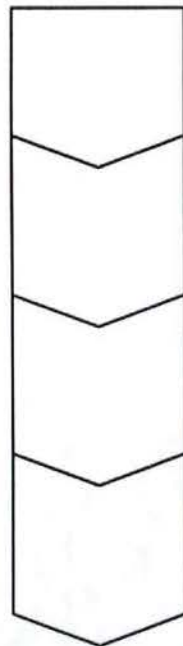


BUILDING CULTURAL CHANGE INTO THE CHANGE PROCESS

- Education – classroom and experiential
- Modeling new behaviors
- Change process than reinforces new values
- Discussing old & new culture



BUILD SUPERIOR CORE SKILLS



Identify and describe core skills

The skills that are necessary for the strategy to succeed

Locate pivotal jobs

The jobs in which the new skills must be embodied

Define the gaps

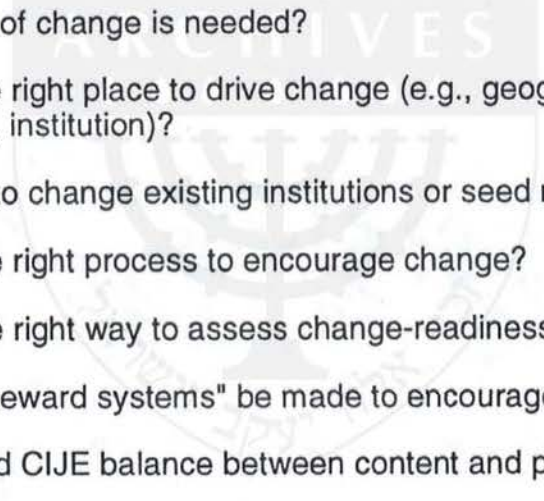
How the holders of pivotal jobs must change their behavior

Close the gaps

The hiring, training & incentives programs that will revamp skills and change behavior of pivotal job holders

MOBILIZING FOR CHANGE: SOME QUESTIONS FOR DISCUSSION

QUESTIONS

- 
- The logo for the American Jewish Archives is a large, light gray watermark in the background. It features a shield with a Star of David at the top, the words "AMERICAN JEWISH" in the middle, and "ARCHIVES" at the bottom. Below the shield is a menorah.
- What level of change is needed?
 - What is the right place to drive change (e.g., geographic community, movement, institution)?
 - Is it better to change existing institutions or seed new ones?
 - What is the right process to encourage change?
 - What is the right way to assess change-readiness?
 - How can "reward systems" be made to encourage change?
 - How should CIJE balance between content and process?
 - What kind of facilitation is needed?

NOTES

Monday, August 12

Morning Session

Karen's Presentation on CIJE and the Management of Change

Change is an art. Has a technology.

Some have a talent for it; others don't. Just because you know stuff on the charts will not necessarily make you a good facilitator of change.

(Einat pulled McKinsey stuff on change that is relevant).

To what extent does this model of change make sense in education?

It's a model that has worked across many institutions (corporations, not for profit, religious institutions).

Three topics: (BOLD Indicates Charts Shown)

CHANGE READINESS

Levels of change impact readiness (see chart on The Change Spectrum)

Incremental change -- adding more singing to Friday evening service

Transformational change -- useful models exist, you have what to work with

Transformational innovation--recognize need for sweeping change, but no models for
for what needs to be

Before thinking about change, need to think about what level of change you are talking about.

Need first to assess change-readiness (see chart on assessing change-readiness)

Key issues stressed:

Importance of middle level people who do the work.

Real Change Leaders, McKinsey book that talks about change leaders at middle levels of organization that carry the work forward.

Facilitator who drives the process

Person who manages the change process impt, need not be the person who provides vision. Needs to hold on to the process, nudge the players to move it ahead.

The process of change is long and difficult, needs to be someone's responsibility

Are these preconditions and outside the model/

before you start a formal process, need to be aware of these issues and think about whether you can bring them about

What can you do to build change energy? (cannot provide energy) --(Building Change Readiness Chart)

“Targeting” fact gathering and analysis that tries to help people see more clearly what the problem is can be a very powerful tool toward building energy toward change.

If you can’t see your way to helping the constituents toward change then change is unlikely to happen.

Unless people can be brought along toward shared vision, change will not take place.

Only under certain conditions will you try to create change readiness.

A step by step process for thinking about change (see Seven Steps to Transforming your Organization)

Suggests a rational framework for thinking about change that uses a linear model.

Need to make sure people involved have power and talent. Often first people put on the job are those who have time. Not a good enough qualification of the task.

Fullan: build teams around small wins. In this way, changing culture. Incremental win is not what’s impt. What’s impt. is that people learn to work together. This changes the culture of the place and serious change can take place.

Some thoughts about change leadership group (see Issues to consider in selecting a change leadership group)

Power is very impt. Not always in formal structures. Often in the history of institutions.

Skills have to be covered (planner, numbers person, etc.)

The reward system -- and how varying the reward system can be used to motivate toward transformational change. For example, in a corporation, you can get people to change their behavior based on “money” issues, e.g., customer satisfaction.

Involving Others in the Change Process

-- complicated chart; complicated process

an example of what it could look like -- it’s all about thinking about how to involve people

Best change programs are top down, bottom up, cross functional (cross institutional)

If you’re willing to “pay the price,” you can do totally top down change -- works functionally in sales force change.

Developing a Change Process. (See chart) Never a cook book. Process embody new values.

Developing a Vision (see chart)

Painting a picture of a future reality.

Is this a vision of what field will look like or what your organization will look like?

To Achieve Higher Levels of Change, Start with the Future -- (the Emerald City)

2 ways to focus on change: starting with future/ starting with present.

To create transformational change, KB suggests starting with future

Some Hints for Creating a change Vision

needs to be actionable/inspiring/aspirational

no point to writing a vision without thinking about communicating it to others by action and words.

Rules for Strategy Development

performance focused strategy development is impt. Even when difficult to measure.

Focus on key levers and leaving the rest for later.

Using Pilots where appropriate

“skunk works”

Implementation Planning

simple in idea, but usually done poorly
energy level low at this point

Align (SEVEN “S” FRAMEWORK) organizational levers with new ways of working

solidify values into institution

CHARACTERISTICS OF CHANGE PROGRAMS THAT WORK

Develop an Action Orientation to the change problem

iterative process that balances between action and planning

Pay attention to process

balance between content and process

Change Communication (see chart)

needs multiple vehicles, lots of attention

Typical communication failures (chart)

impact of rumors on process

Building cultural change into the change process

Build superior core skills

what are the skills necessary for strategy to succeed
locate pivotal jobs in which new skills must be embedded

look at gaps between where you want to be and where you are today

II. BEYOND THE YEAR 2000 -- THE EMERALD CITY: WHAT DOES IT LOOK LIKE

How does one decide on what are criteria for success? (ECE example called into question)

EG: what's our city?

Community
Institutions within a community

ADH: CIJE dedicated to transforming the American Jewish community through education. Unit of analysis = American Jewish Community (even though this can be a paralyzing way to talk)

KB: Typical energy comes from small group of individuals.
What would it look like after it's transformed?

DP: would it be helpful to go through your steps, that is to start: What's the problem to which the Emerald City is the solution?

KB: How would we describe the problem?

BWH: A Time to Act. Jewish Ed/ American Jewish Community

What's the problem to which emerald city is the solution?

DP suggested that before we begin our discussion that we each "write" our own response.

1. Participation in Jewish life has ceased to be a source of central meaning to increasing numbers of American Jews. So what? American Jews have lost a strong sense of connection to a culture that has the power to deeply enrich their lives.
2. The non-primacy of one's Jewish identity in one's life. A lack of using opportunities in one's life to enact / practice one's Jewishness.
3. Lack of experiences of that make Jewish life engaging to all Jews. Our current communal institutions are not used to collaborating and are not used to changing. Institutions charged with this task not poised, prepared to do so.
4. Lack of means to make changes. Comfort level with status quo
5. Cultural rupture. Not yet a community whose members ; we don't have wide ranging Jewish literacy; therefore, we can't make a sufficient contribution to Jewish culture.
6. Uninspired American Jewish life. The fact that people need to ask "so what" question is indicative of the problem
7. Being Jewish doesn't matter. Can live a meaningful moral-ethical life without calling in Judaism. What role(s) ought "being Jewish" play in life of individuals? What role(s) ought "being Jewish" play in life of America?
8. Will or motivation -- not enough energy to believe in a different future. Not an understanding of intensive Jewish engagement at all levels (indiv/ family/ synagogue etc) not enough understanding of learning and the way in which it moves. Not a serious engagement of Judaism and modernity. Absence of all these things under will -- we have not managed to create a sense of Jewish life that makes Jews more engaged in American Jewish life. In fact, most intensive levels of engagement have led to separateness from American Jewish life.
9. Two categories: problems of individuals/ problems of institutions. Judaism does not play a significant role in identity/ meaning structures of individuals. Institutions lack a sense of mission, serious content, and knowledgeable, inspiring and skilled personnel.
10. Many people who are born Jewish have not compelling reasons to live as a Jew: no intellectual understanding of what Judaism is or experiential understanding of how Judaism can enrich their lives.

General Comments:

Our working hypothesis: It strikes me that analysis of A Time to Act -- if institutions were transformed in personnel realm and in terms of their content, then we would be dealing with these issues.

What are the elements of the problem:

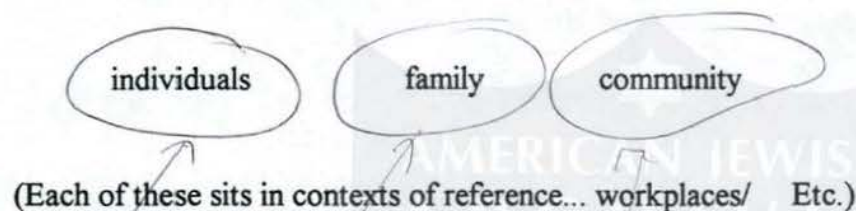
Jewish life is not a source of meaning in lives

Communal institutions

Insides

Together

We created a visual representation of these elements:



Institutions need to be "in service" of these elements

Question: do the issues raised stated in reverse constitute the beginning statement of what Emerald City might look like?

In order to get an actionable vision, we need to get more specific. Need to take principles and get down to more pragmatic level.

Afternoon session

I. Karen introduced the next issues:

Question: should the elucidation of "the Emerald City" be part of the CIJE workplan for next year? Does *Emerald City* here mean "a vision of the American Jewish community" or is it a vision of CIJE's particular work and activities?

An internal document, though it may lead to "research" that should come out of it.
A concept of "why education" as a response to the continuity issue.

Early childhood as an example of the way that the Emerald City vision could help-- it would give you a long-term answer to question of why and how early childhood.

25 years from now: Jewish Community

Cleveland

Early Childhood

CIJE will put together a small working group, chaired by Karen, to work on this process. Who will be on the group? To be determined.

II. Ellen's presentation on the organization of CIJE

Question: Is the current "4 domains" structure of CIJE getting in the way of our work?

See Ellen's "Structural Dilemmas" handouts. Focus on projects/initiatives, not on domains. Working in teams on the projects.

What would be the advantages/disadvantages in working in this other fashion. More things would be integrated with one another, but would the quality of the work improve and would the personnel capacity of the organization allow this mode of operation? Would/should this mean doing fewer projects?

Figuring this out may require: a) a sense of what the Emerald city is? b) what the current integrations of work currently are? We need to look at this carefully in iterative steps.

III. Nessa's presentation on Community Mobilization

A. The 1996 workplan and what was done: See Nessa's handouts.

Then the following discussion:

On publication of Ramah essay, Dan Pekarsky's goal paper, etc.: These should be in the CIJE Essay series, not limited to a specific domain. Ramah paper could be hooked up to Ramah 50th anniversary too. "Ideas for the Am. J. Community" is the focus. Some of these papers could find their way into a book length volume. The goals kitchen will also generate other publications.

In many ways a various set of factors have impeded Comm mob moving forward: the GA actually has moved backwards; CJF committee doesn't seem to have moved forward; CIJE has not really cracked new communities.

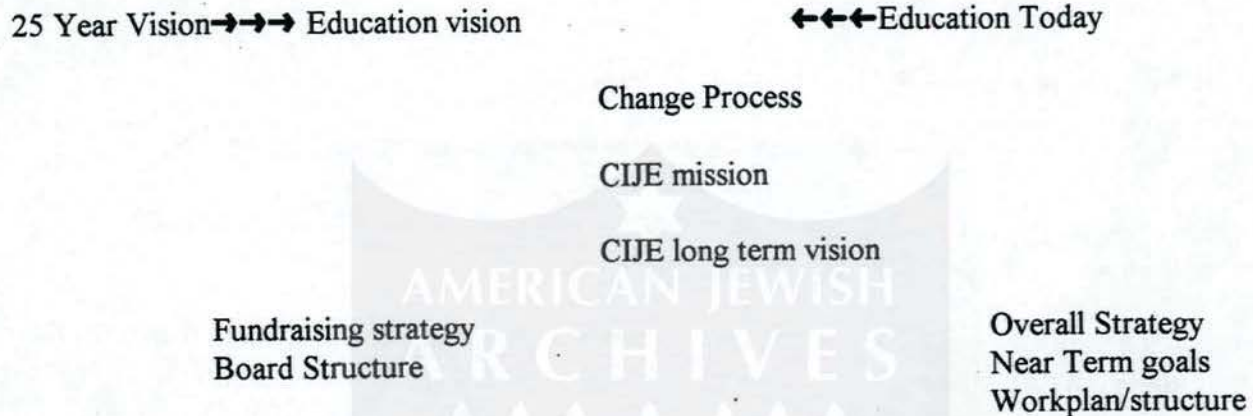
Issue of the CIJE board structure: what is the view of the CIJE staff on this matter? Is it a staff responsibility to develop a position on this?

B. How we talk about ourselves: See Nessa's handouts.

(The Goals project is the R & D project for Comm. Mob.)

Discussion: In Nessa's new formulation the mission of CIJE is revitalizing Am J. *Life*, not education. Hence something like the Sarna piece becomes a central item of CIJE's work rather than a "frill."

Karen's picture:



Is the issue a lack of will? A lack of leadership? A lack of vision?
Perhaps we haven't even tested the Comm Mob issue-- the focus on Building the Profession as opposed to the "side bar" of com mob.

What really is our job vis a vis comm mob? Both inside and outside CIJE.

C) Comm. Mob workplan: See Nessa's handouts.

Is it possible to outsource the data base and maintenance of the data base?

IV. Ellen's presentation on Research and Evaluation

A) Research and Evaluation: Progress During 1996 (See handout.)

Evaluation of TEI:

- We should think about how are evaluation in TEI can be used in other domains or projects. For example, how can the TEI design materials be used as curriculum.

Building a Research Capacity:

- Adam/Ellen should speak to Nessa about how many copies we want of the Levers Paper (or any

outside publication) before it goes to press.

- We need to decide dissemination plan for Leaders paper (i.e., for what purpose(s) is it being disseminated). One purpose is / may be to ratchet-up the culture of Jewish educational research. Other purposes that the paper may fulfill is local community mobilization for local initiatives in educational leadership and national mobilization for JEWEL. Another purpose may be to explain the mystery of why people can't find principals for their community high school.

Building Evaluation Capacity / External Consultations:

- Important to consider why many communities aren't (yet) calling up for the Manual.

B) Research and Evaluation: Proposed 1997 Work Plan (See handout.)

Evaluation of TEI:

- Communities will get their own map. Need to consider how communities should/can disseminate their maps. We need to consider how dissemination may impact on the work of TEI participants in their community. We should consider in (at least) one place how they may use this data for mobilization and strategic planning. This should be a "community mobilization" piece within a team's work on TEI.

Building Research Capacity:

- This brings us back to the original mandate put forth in *A Time To Act*.
- The longitudinal study is what lay people want to know about.
- We don't have the tools and resources to do the content question, except perhaps the Shohamy material on Hebrew.
- Telling people how bad something is (i.e., content) will not mobilize them.
- We need first to think about what the "Emerald City" is; then we need to decide what study to undertake and what to focus upon within a study. Instead, we should try to insert some Jewish issues into general education studies and to give input into the next National Jewish Population Study.
- We need to do this collaboratively -- who would assist with the work with lay leaders and leaders of major Jewish organizations?
- The proposed studies are about "measuring the bottom line of Jewish education in North America."
- If we develop a set of "indicators", these could be used for both national and local studies. But, what should the "indicators" be; do these indicators answer the big questions about Jewish identity/living? How do we decide what are the "indicators"? [How do we see these related to the standard economic "leading indicators"?]
- We may want to use some of our research capacity to look at now some of the aspects in our "Emerald City."

Tuesday, August 13th

Morning Session

Research and Evaluation Work Plan (Continued):

- Continued discussion of using the professional development map(s) for local mobilization in one of the TEI communities. To be considered further.
- On giving assistance to the NJPS, how do we get invited? Who does this assignment?

****** By the end of the meetings, we should know what is decided (what we should do in our domain) and what we still need to consider if we should do and assignments.

- We may also want to consider developing an academic advisory board, in relation to Building Research Capacity to really consider seriously outcome studies and longitudinal studies. .

BUILDING THE PROFESSION:

I. Gail reviewed the 1996 Work plan-see pages

II. Gail handed out a revised work plan for Fall, 1996 (see attached sheet)

She reviewed some issues that were not on the original plan that are underway, such as working with Torah Umesorah, etc. In the original plan, no work has been done on planning a Center for Educational Leadership, Comprehensive Planning Process for BTP. She reviewed the list of consultations for Fall, 1996 and explained the capacity issues facing each consultation if we are going to really make a difference.

III. Gail handed out a work plan for 1997 (see attached sheet)

Gail also applied the "project" model to TEI, explaining how teams of people from different domains are already working on TEI--in Research and Evaluation and Building a Profession. This showed the Community Mobilization domain is not yet integrated into TEI, and Goals has just started to be discussed.

In the discussion about EC, it was suggested that there is not enough thought about integrating "big ideas" about Jewish Family --a different framework for thinking about Jewish Family. This is especially important if we are about "transforming American Jewish Life" versus "Transforming Jewish Education" only. This is crucial to mobilize people to be engaged in thinking in new ways.

Alan said we are committed to two processes: One, is a long -term process of where CIJE is going...the Emerald City

The second, is the spinning off of what we are doing to free standing institutions--Such as the National Institute of Teacher Education for Jewish Education, then all of these lists of consultations would be there...similarly with JEWEL. This long list is a transitional stage of the above two processes.

The importance of having local communities share the "big vision" of national centers is important. They all need to have the language for the "big ideas". These big ideas need to be written for shared discussion.

If we are true to working with "big ideas", we will be more successful in our other endeavors. How can we get lay people to "buy" into TEI? We need to have the language and to know about the relationship of TEI to the big questions facing American Jewry.

All the parts of Gail's list are part of the critical path to our 25 year vision, even though we do not yet have a clear 25 year vision. Can we add capacity to do it rather than think about cutting back?

At what point do things get "spun off". Is TEI ready to be spun off? What does it mean to spin something off? TEI is like a School of Ed at JTS. IT is housing lots of people now and many resources. TEI was created to train capacity to do the teacher development work in local communities. It also helps fill in some of the parts of Building the Profession for North America--we need teacher educators in this big plan. BUT- we are now in the service business and we need to ask ourselves is this where we want to be. In addition, we said we would be a "lean" organization, and if we focus on building our own capacity then we will end up with a HUGE CIJE, and all projects and personnel housed in CIJE.

The idea of a team to be responsible for a specific aspect of the work plan is perhaps the way to go. Then the CIJE staff person runs a two-day consultation to get the work organized and going, and then the team goes and does the work after an orientation session. This is the Video Tape project example from TEI. CIJE is the BRAIN THRUST for these ideas. We can go into the field and "attract" bright young people and train them and attract them to our work. What types of people can be recruited for this? For example, 1) four fellowships to work with CIJE right after school. We would recruit very top people--Also, 2) recruiting mid-level people, for example, JTS doctoral students, 3) Other options are people who are very knowledgeable Jewishly, who can effectively manage a sub-project.. These options and others require thinking about how they would be 'trained --and matched to do their work.

Why are we unable to recruit people: 1) They really do not exist out there, 2) We are going about it the wrong way, not enough money, wrong types of job descriptions, 3) We are not putting enough time into this aspect of our work--

We do not have a planning strategy for creating capacity for the long term. Perhaps we need an in-house or outside professional search firm to work with us on a regular basis.

CONTENT AND PROGRAM

I. Best Practices

Barry passed out the November 1995 workplan (toward 1996) for Best Practices. At the time, we thought that both Best Practices and Goals would be redirected toward CIJE efforts in Building the Profession and Community Mobilization.

What actually happened in Best Practices was:

Finishing, writing, designing and publishing the JCC volume took a lot of time, because it went through 7 drafts as a co-published enterprise. Both politics and content were responsible for the extended time. In addition, the first two volumes had been released in a less polished format. This time, we had to invent a design and a template for previous and subsequent volumes. Reissuing the first two volumes was also more labor-intensive than anticipated, for technical reasons.

Thus, in 1996, three BP volumes will have been published.

Public presentations: We did not successfully launch local seminars around BP, neither in the realm of Com. Mob. nor Prof. Develop. We did make presentations at CAJE, at the GA, and at other settings. Barry has been invited to a conference organized by the A.C. in San Francisco organized around Best Practices. Gail and he have also talked about folding BP into TEI.

BP in Professional Development: Sponsored by Cummings.

Barry then introduced his 1997 Best Practices Project plans. (See sheet.)

Most of the first editions of the two BP volumes have been disseminated. Now we need to discuss the dissemination of the reissued volumes, the recent volume, and subsequent volumes.

Use of BP in TEI, Goals Project, Leadership Institute: Requires a serious discussion.

Hebrew in Day Schools: Was on the agenda for a future BP volume. Barry conducted interviews and wrote a 2-page guide as a basis for this volume. He has a list of potential interviewees and nominations for day schools and report writers. Future of this volume still unclear.

On the road: Using BP in communities, in the service of Com. Mob. or prof. develop. in lead/local communities.

Who is the audience for the BP volumes? Professionals originally; then, lay people as "existence proofs" for quality in Jewish education. Also, there's a question of how we ourselves use the volumes.

[As a separate conversation, we need a policy of pricing/charging for our publications.]

Perhaps we need to rethink the function of Best Practices and the use of Barry's time in our current way of thinking about our work. (A "future as history" piece perhaps more useful in engendering hope.)

Thus, there are two issues:

What do we do with the current BP material?

How can we meaningfully integrate it into our work?

And a third: Should we continue the project in this way? Is this the best use of Barry's time? BP is not at this time the highest CIJE priority. And yet, the projected volume on professional development is a different treatment of the issue. What some people liked best about the first two volumes were Barry's introductions summarizing the reports. Similarly, the third volume was such a summary. Thus, this volume would be different, organized by topics: 12 ways of organizing professional development, offering people a range of possibilities--a menu of what is good.

One opinion is that this would be useful if linked to current work. Still, it may not be necessary.

Other questions:

Is there a way to use the videotapes as demonstrations of excellence? Answer: Some will be; some will be "naturalistic" and not necessarily outstanding.

To whom are these volumes useful--and in what way? That is, we know that people ask for them, but we don't know how they use them.

Are they potentially useful--to us, and to others? Have we adequately curricularized these materials? People may not know how to use them effectively. If it were turned into a guide to help institutions or communities think in a more sophisticated way about professional development, it could give models and deepen people's thinking.

The early childhood volume has served an interesting purpose: a way for us to share what BP looks like in the Jewish community and allow others outside the community to identify what is still missing in the "ideal." In a sense, it documents a baseline of "current best." But it is not helping us in the "hope" domain, which will require a different vision of early childhood education. It is not completely true of the supplementary school volume. Perhaps our TEI graduates could use the volume to engage with lay people, develop the argument for prof. development, etc.

Or perhaps, instead of a two-year process, we could think of this as a ten-day project: Gail's article as introduction; get the institutions' own description of what they're doing; policy implications. The focus would be 60-100 TEI graduates to give a conceptual framework for the subject area.

Fundamental question: Are the current "best practices" any good?

Further questions: What is the plan for using the proposed volume?

The research can be used in ways other than publication; for example, internally. If we're going to make a case that TEI is needed, we will want to understand in-depth what the landscape is out there. Or, why should the community fund more models, if what exists is good enough? In addition, maybe we can do the research, but it will not appear in this format.

Recommendation: Not to proceed, because it is contradictory to publish under BP rubric examples that are not "best." We may soon have a "Best Possible Practices" project.

Another way to think about getting out an image of BP in professional development: How will we write about TEI? How will we document the process? But we cannot propose TEI as a model until we have the evaluation.

In a different change effort, a central demand was for models of how things could be other than they are=BP. Thus, where does BP fit into our work? Perhaps we would suspend BP work for 1997 while we think about this question. (A center for documentation of excellence in Jewish education.)

In addition, let's collect the brochures of current professional development efforts.

2. The Goals Project

[Sheet: Summary Outline of Goals Project Workplan]

What was added to this:

1. A significant consultation with the MI in Jerusalem in Jan. 1996: Very helpful in thinking about the work.
2. Milwaukee Lay Leadership Project.
3. Cleveland: Community High School. DP will be involved with them in getting the process going in thinking about basic issues from the start. (DP is working with Rob Toren.)

Dan will be working with CIJE full time for 5 months.

Questions:

There has not been a "flow of requests" re goals, but we would not have had the capacity to respond if there had been.

Follow-up to the camp consultation, given the excitement. Perhaps we should revisit.

Introduction to Goals Project work for the next year and a half:

There are three levels of discourse that are relevant:

1. Guiding vision.
2. Strategies to moving towards the realization of that vision.
3. Pre-conditions needed to choose, implement those strategies.

1. The vision informing the project has been framed in document. [See statement in document.] Statement embraces both institutions and communities.

2. We've discussed a number of strategies that can move us toward that vision: Working with institutions; making the cut at the level of personnel (teachers; ed. leaders), whether in training or during their professional lives; or working with significant community leaders, local and national. We're not yet ready to make the strategic cut.

3. This is the stage we're at: Expanding our knowledge base; building a kitchen of critical resources; seeding the culture; building the human capacity to engage in these activities. [The kitchen might be used for all our work, not just specifically for Goals projects.]

Another way of looking at the work: Planning, doing, learning in a continual process, again and again. Thus, not "pre-conditions" but method of operation.

Expanding our knowledge-base: In three areas: professional development; working with institutions; com. mob.

Each area should be associated with both practical efforts and reflection on those efforts in a systematic way.

[See sheet: The Goals Project Ahead]

1. Professional development: Should be confined to our own work.
2. How to prepare lay leaders for their work in Jewish education. We need a team that would include people like Chuck Ratner to look at what a lay leader needs to know; what habits of mind.
3. Working with institutions: Agnon; Cleveland day high school; consortium of community day high school. (Re the latter, we have ties to Atlanta, Cleveland, Boston, New York, Phoenix. It may be premature to do the work but not to do the "architecture."

The kitchen:

We will need dissemination plans for our publications. There are also materials we will need in the future.

See sheet for concrete recommendations for the kitchen.

Building human capacity:

Dan has made recommendations about which people might work with us on aspects of the work.

Along with building our knowledge-base via pilot projects, and continuing to build the kitchen, is a critical piece: building human capacity. That is, finding new people and working with those we have already identified.

Seeding the culture:

Not expanding this work, but seeing all we do as seeding the culture.

Miscellaneous recommendations:

See sheet.

Summary:

The Goals Project should involve 2 pilot projects with institutions; be engaged in a com. mob. project; suffuse existing CIJE efforts in professional development.

Publications: Complete existing pieces. Begin a "conceptions of subject matter" project.

Building human capacity: Work with those in our summer seminar.

Discussion:

Issues:

Capacity:

Content: Implementation questions: What would it look like? How would it work? Thus, pilot projects, kitchen materials--all toolbox for implementation department. You might say: Until we have a full enough toolbox, how can we move ahead? Another issue: Building the profession and goals-mindedness. There's a way in which the goals seminar of the summer was similar to the professors seminar--that is, bringing outsiders in to our work. Therefore, a reluctance not to be

continually engaged with those people and new people--three times a year. Thus, creating a cadre of people who have a shared conception. A third issue is the rest of the CIJE agenda, including the Emerald City. This domain is critical to that thinking. (What would it mean to take the questions at the start of this deliberation and ask: What would the institutions of 2020 look like if animated by a compelling vision?)

Therefore, how much implementation toolbox do we really need to have? These fourteen include a lot of toolbox. What is the relative weight in a given year between building the toolbox, building the people, and focus on CIJE's inner work?

A discussion ensued about how to do this work most effectively:

--Limiting the settings because what we learn will influence everything we do--and we need to learn.

--More integration in our work, instead of a list of outside people with whom to work. Or: view the goals seminar participants as a professional development opportunity rather than a study group.

--When you develop something new, it's all about shifting ground. We probably need some of each of the realms described in this document. Thus, don't write off bringing together the seminar attendees again--even if we currently lack the capacity to do it. But not be involved with them in the pilot sense. Study group is a good conception for this--investigative, inquiry stance. All decisions require courage: Making the call on what's going to make the most difference is hard: Perhaps the most essential work is that on the Emerald City.

--There is a parallel way to understand what CIJE has been doing in these last few years. It's in the capacity axis: In order to get to the Emerald City, the most serious issue is how many people will you have to fight the fight? TEI is one path to bringing people in; Harvard is another. Goals project has a huge potential for a different group of people.

--A large question: Who should we be convening? For what purpose? For what type of situation?

--If capacity of goals project is DP and DM, then the list of 14 is so enormous. And some of it is generating additional work, rather than relieving the two central people of work. In favor of reconvening them as a study group: Otherwise, the work will dissipate. But perhaps the study group can be managed by somebody else.

--We must protect the aspect of the goals project that is rooted in our need to foster and offer new ideas for American Jewish life--lay and professional.

--We could focus on the vision/ideas aspect of the project, or we could focus on professionals and use that as a lens to make decisions about the work.

--A suggestion about cutting the 14 down to 7.

1. Our work: Yes.
2. Milwaukee lay leaders: Don't know.
3. Marom does Agnon. Beth Israel: No. Cleveland high school: No. Consortium: Low effort in a different part of our work--bringing them together under all our subject areas.
4. 2 publications: Yes.
5. Agnon publication: Yes.
6. 1-5: Theoretical nub of our work: Critical.
7. Subject matter: Not this year. In 1997: Make map of critical subject areas.
8. Continue to search for individuals, not at high intensity.
9. Niches for individuals: Gerstein we've talked about; Kaunfer to run 14.
10. Disseminate them in our work.
11. Similarly.
12. Agreed.
13. Engage in discussion: From Educated Jew Project to a goals discussion in the denominations. Not ready without the book.
14. Study group: In favor.

DP dissent: Beth Israel: We need to learn.

Could Ed Reddick be an apprentice to the goals project in Milwaukee?

NESSA- COMMUNITY MOBILIZATION

Nessa handed out the 1997 work plan (see attached)

She prioritized 1996 work plan in terms of the initiatives that she feels need to happen in 1997.

What are the criteria to evaluate making these decisions? This is a crucial issue and therefore, one gets pulled into many directions. For example, all of a sudden, there has been a suggestion to BLITZ folks about what/who CIJE is. Is this the most important thing to do? How can I evaluate that?

She says that 5. "Integrating our Strategic Thrusts: Reconceptualize our mission and the way we categorize our work...need to know the big ideas. This is most important according to Nessa.

A. Drawing Lay Champions Closer-Comments to Handout

1. We need that 25 year vision very badly. We haven't talked about what that project is-- to create that vision. We need that dynamic picture. We cannot mobilize people without that.
2. Not sure about Community Mobilization as a term or a domain. Perhaps better fitted in the Goals Domain--How to turn important ideas into our work. Mobilizing Community means getting people passionate and excited in our work and how do we get people to be connected to our work as they are with issues that are really "burning" or worrying about, or thinking about??

1. Expand Steering Committee- what does this mean for my domain and for my work? This is a Mort/Alan responsibility.

2. Board-This is wrapped up in our ongoing questions--Do we want to think geographically? Strategically in terms of the types of communities we want represented? We do not have a planful way of approaching the Board Structure.

Decisions-The Steering Committee should also be involved in making the decisions about the Board.

3. Local Pilot Project-refers to Milwaukee Lay/Professional Leadership --for this to work need dissemination and replication in order to learn what is the nature of preparing people for lay leadership roles in educating institutions.

Nessa's prioritization of the tasks on her work plan are:

5. Reconceptualizing our mission...is Frist.

1. Expand steering and board are critical

3. Pilot project in Milwaukee

1. Publication /dissemination

3. Communications (some version)

5, 6, 7, 8, are perhaps all part of the strategic planning process...or what is the change process that we believe it. Board really means concentric rings of leadership, this also involves numbers 1, 6, 7, 8. Design of this, needs to work through the steering committee, write documents, etc. The issue is the design of the concentric circles of CIJE, which includes 1,2,6,7,8--Concentric circles means the institutions of CIJE to get to the 500 lay leaders who will support CIJE.

This is difficult to do without a concept of a change process and a concept of CIJE in terms of what the role of CIJE is in the change process.

We are mixing up two issues: One is the governance of CIJE in turns how we make decisions about the budgets, staffing,, etc. The other is the mobilization of lay leadership. These are two separate issues. The board got too big, 18-20 is the right size of the board, we think. This would be an expanded steering committee in essence. This group would be the decision makers. The questions is then, what is the next ring, what do they do, and how much decision making power this next ring has, are the questions. What is it that we really want the second ring to "own"... The CIJE, or JEWEL, TEI, the Emerald City??? CIJE should be a facilitating institution for these other things, while people get excited about the other things.

If we do a little here and there we disseminate our resources, rather than taking a very few good ideas and hit a community in a number of places, we may make more of an impact. That is, we

need to make an explicit change process--we have implicit change process that include, a visioning process to get lay people excited, retraining some folks that involve new models of teaching and learning...etc. Maybe there are three different ways of a change process, and we test the three, but probably we can arrive at six steps of a change process model.

Conclusions:

1. Expand Steering Committee is a must ..to about 18.

2,6,7,8 are all part of Emerald City which will happen later in the year, so perhaps there is energy for 5--strategic thrust.

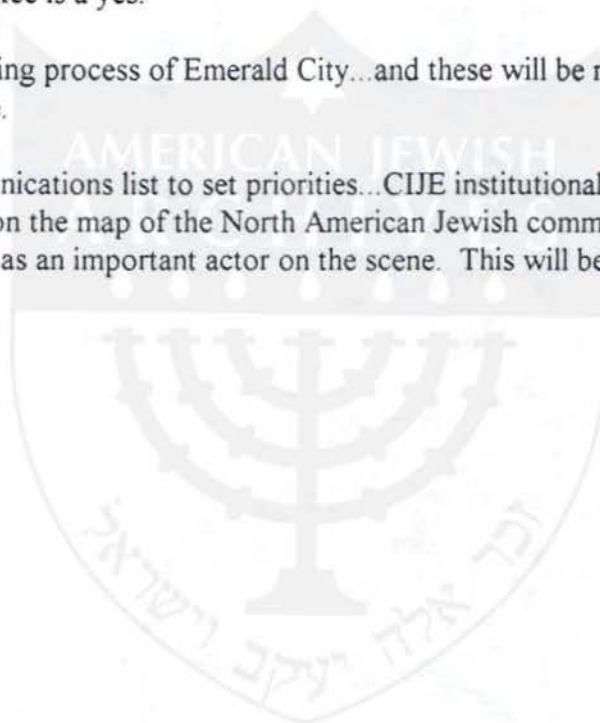
What is the community mobilization outcomes of our workplan??

This integration of the strategic thrust must be really integrated.

Pilot Project in Milwaukee is a yes.

6-7-8- are part of planning process of Emerald City...and these will be reopened after that planning process is done.

Need to discuss communications list to set priorities...CIJE institutional needs go beyond Emerald City, in terms of being on the map of the North American Jewish community. Therefore, we must tell the story to be seen as an important actor on the scene. This will be in the service of the long term Emerald City.



Structural Dilemmas

Differentiation
(Division of Labor)

versus

Integration
(Coordination of Work)

Gaps
(Things Not Done)

versus

Overlaps
(Duplications/Waste)

Underuse
(Boredom)

versus

Overuse
(Burnout)

Lack of Clarity
(Just what do we do?)

versus

Lack of Creativity
(No flexibility/freedom)

Autonomy
(Isolated/Unsupported)

versus

Interdependence
(Can't act w/o checking)

Too Loose
(No boundaries)

versus

Too Tight
(Rigid rules)

Diffuse Authority
(Who's in charge?)

versus

Over centralization
(Don't risk/don't think)

Goal-less
(Where are we going?)

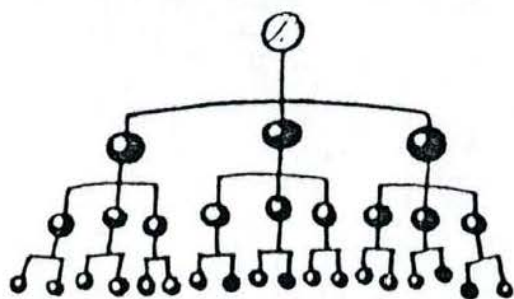
versus

Goal-bound
(Driven; "In my day...")

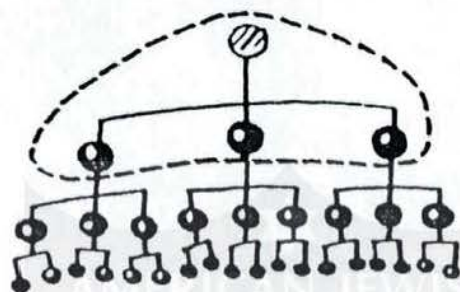
Irresponsible
(Yeah, go ahead)

versus

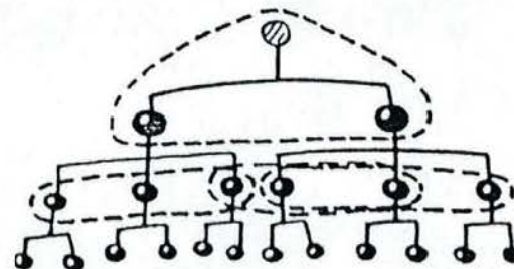
Unresponsive
(Not my job)



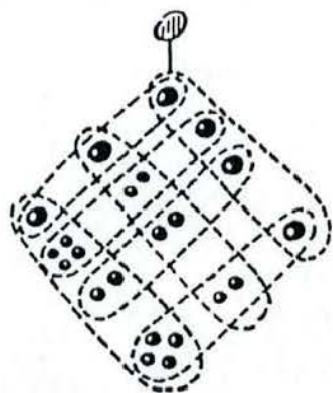
Model 1: The Rigid Bureaucracy



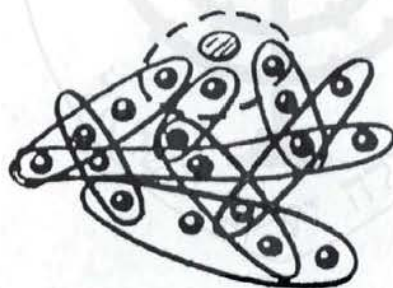
Model 2: The Bureaucracy With a Senior "Management Team"



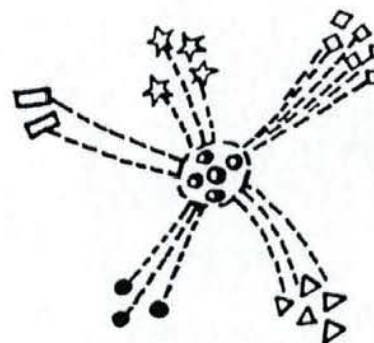
Model 3: The Bureaucracy With Project Teams and Task Forces



Model 4: The Matrix Organization



Model 5: The Project Organization



Model 6: The Loosely-Coupled Organic Network

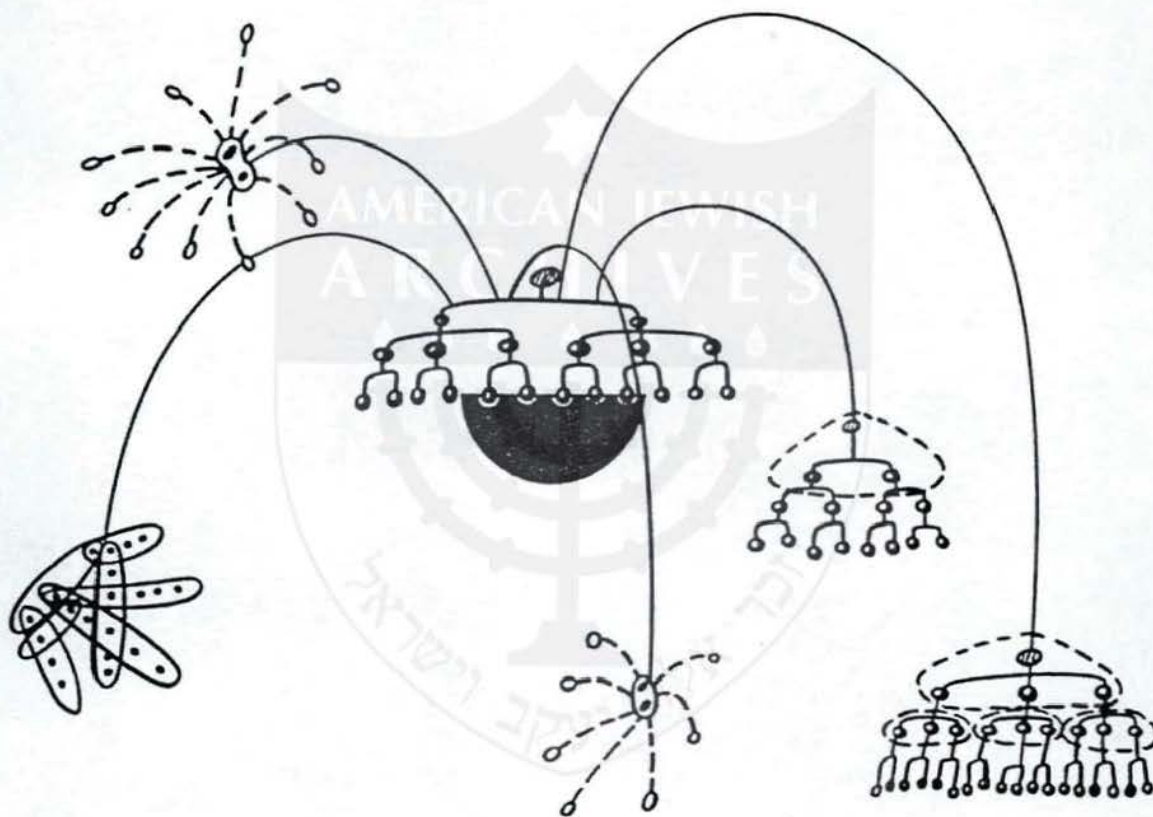
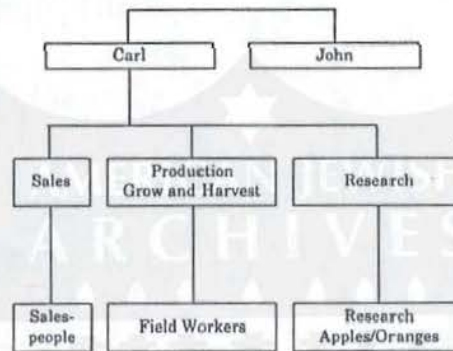


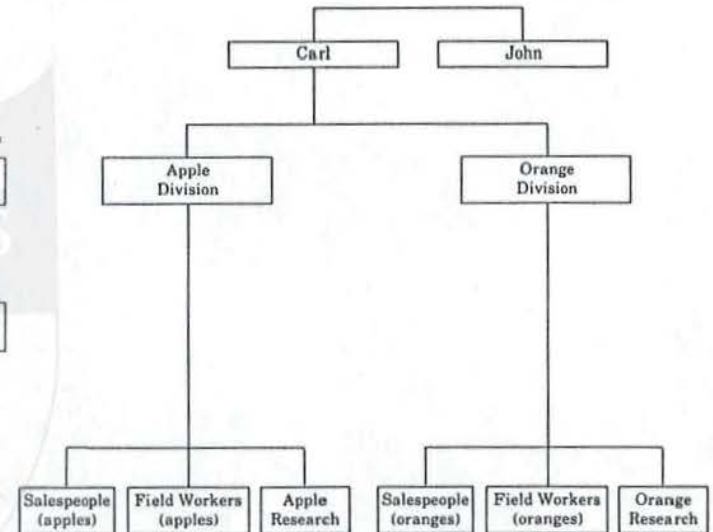
EXHIBIT 4.6 A "SIX MODEL" SPIDER PLANT

them. D. J. has told them that they have, basically, two choices. One is a functional organization structure and the second is a product-based organization structure. These two different forms are shown in the accompanying figure.

Functional

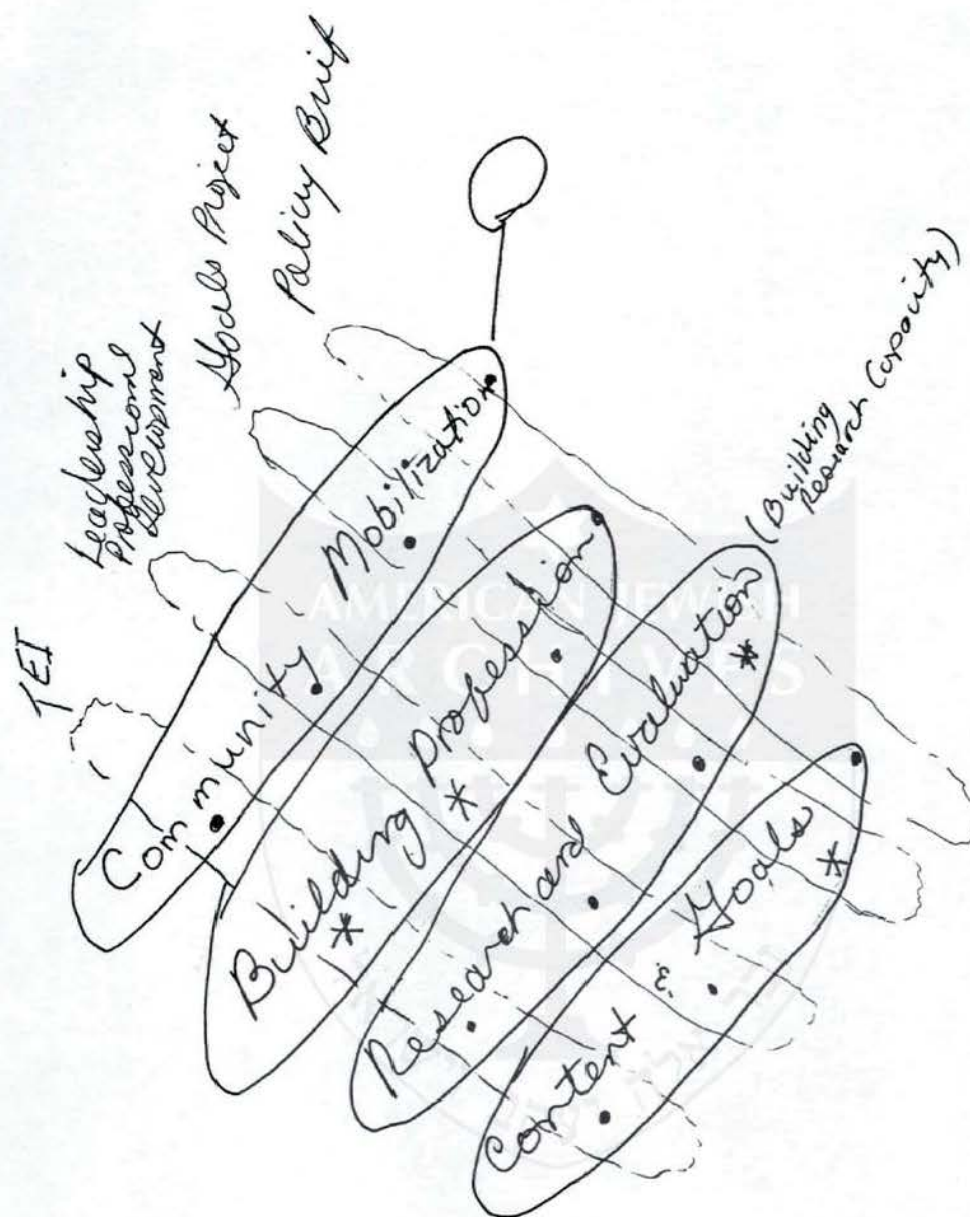


Product



Is your choice of structure Functional? Product? Why?

* Adapted from Tosi, H. L. & Young, J. W. (1982). Organizing Exercise 12. *Management: Experiences and Demonstrations*. Homewood, IL: Richard D. Irwin, Inc., pp. 75-79.



- * Primary Stakeholder - Sponsor
- Secondary Stakeholders

RESPONSIBILITY CHARTING

A framework for groups to discuss who is going to do what and the nature of the relationships with one another (Galbraith, 1977).

R = Responsibility

A = Approve

C = Consult

I = Keep Informed

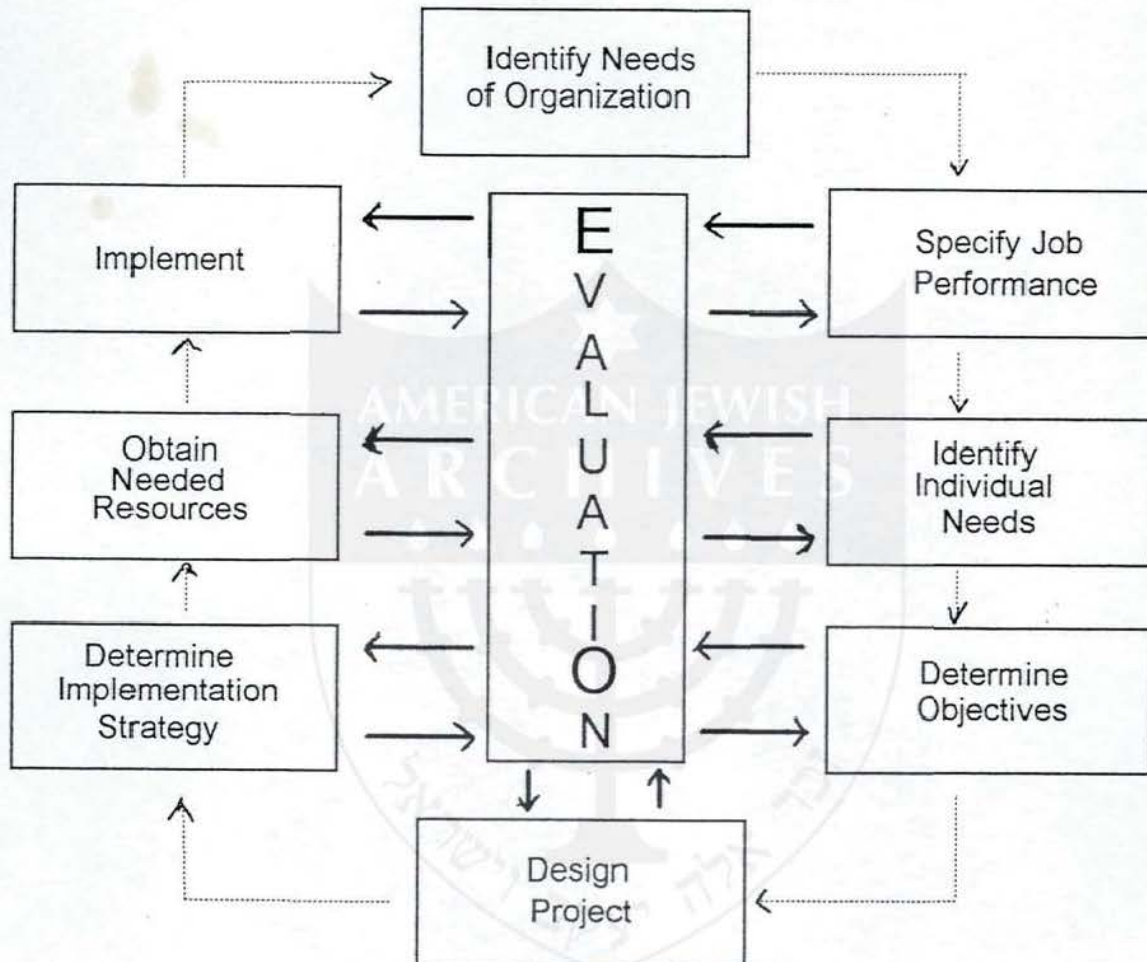
EXAMPLE: IMPLEMENT GOALS PROJECT IN TWO SCHOOLS

TASKS

	ROLES				
	BP	CM	R&E	C&P	ED
Plan objectives	R	C	I	R	A
Choose schools	C	R	I	R	A
Train Principals	R	I	I	R	I
Hire "Kitchen" writers					
etc.					

Galbraith, J. Designing Complex Organizaitons. Reading, Mass.: Addison-Wesley, 1977.

Critical Events Model
(Leonard Nadler)



What this represents is what Nadler believes to be the "critical events" of this kind of process. He believed that evaluation is the center-piece of the process and not a follow-up measure to be conducted afterward. Each step has an evaluation element which gives feedback and guides adjustment before going on to the next "critical event". He also believed that the process begins with an accurate assessment of the needs of the organization and that this is the touch stone with each iteration of this process.

BP

Adan

Fall '96 (this is a leap fall so it will have at least one extra month, I'm voting for Heshvan myself)

I. BUILDING CAPACITY

A. People

Professors

- plan seminar for January that incorporates approximately 7 new professors into grp
- plan "incorporation" of current professors into work of CIJE

Nellie Harris

- plan process for preparing Nellie to assume responsibilities as CIJE staff person
- in BTP starting fall '97

B. People and Programs

TEI

Advisory Committee

September

Videotape project

1 packages

1 group meeting

November

Group Consultations @6 - 8

October, November

Seminar in December

Planning Meeting #1 3/4

September

Plan for summer seminar in Israel for members of both cohorts (???)

Best Practices Volume on Professional Development ?????

II. PLANNING AND CONSULTATION

A. Brandeis (ADH, BWH)

B. Torah Umesorah

C. Day School Teacher Training Initiative (Devorah Steinmetz,

D. FMAMS (Betsy Katz

E. Melton Israel Short Term Programs (Eilon Schwartz,

F. Orthodox Day School Principals (Howie Dietcher

G. Atlanta (EC and Summer Israel Program)

H. Baltimore (Machon L'Morim)

I. Milwaukee (hiring process to fill key position) ???

J. Cleveland (should this be a place where we try to figure out what to do when a community gets its professional development survey map?)

III. EC STRATEGIC INITIATIVE

A. Identify person to "head up" project

B. Create and plan meeting of advisory committee (2 more contacts to be made: Sam Meisels and Richard Cohen)

Invite institutions of higher learning to participate in consultation (?)

1997

NEW INITIATIVES

Long Range Planning

Comprehensive Planning Process for BTP
Planning Process toward the creation of JEWEL
Planning Process on issues of norms/standards/incentives
(Bill Firestone, Dan Margolis, Yoni Schultz)

Short Range Planning

TEI for early childhood educators

Early Childhood Initiative

ONGOING INITIATIVES

TEI

Recruit cohort 3 (?)
March seminar -- cohort 2
May seminar -- cohort 1
June seminar -- cohort 2
Summer seminar -- both cohorts
Begin cohort 3 seminar ???

Build a capacity to continue to network/ work with participants (hire a person to do this job)
Work in "some professors" to begin to expand our own capacity to do the work (perhaps, Pam Grossman, Sam Wineburg, Anna Richert)
Produce 5 more video/materials packages

Principals Seminars

Plan and implement 2 (??) Harvard type leadership seminars	
Short seminar for lay and professional leadership (Josh, Ellen)	January
Week long seminar on leadership for principals	April/May

Ongoing Consultations

Every one of the consultations listed above will continue

and don't forget that we have not yet pulled off TTT

BUILDING THE PROFESSION WORKPLAN -- 1996

I. BUILDING CAPACITY

A. People (in cooperation with CAPE)

* Professors of Education Seminar July '96

B. Programs (in cooperation with Harvard PPE)

*Harvard Seminar for Educational Leaders March '96

(*Harvard Seminar for Ed and Lay Leaders) November '96

C. People and Programs (CIJE)

*TEI -- Cohort #1

3 seminars

February '96

May '96

October '96

*TEI -- Cohort #2

1 - 2 seminars

Spring/Summer '96

December '96

Best Practices Volume on Professional Development
See Content and Programs

2 - 3 Videotapes

(*Day School Initiative

TTT

Torah Umesorah

2 city pilot)

II. PLANNING AND CONSULTATION

A. Community Personnel Action Plans

* "Lead Communities"

Developing personnel action plans
Developing pilot initiatives

* New Communities

CIJE seminars
(Communal consultations)

B. Brandeis University Planning Project (ADH, BWH)

C. Comprehensive Planning Process for BTP

D. Planning for a Center for Educational Leadership

(E. Planning an Approach to Issues of Norms and Standards)



III. STRATEGIC INITIATIVES (CIJE)

- A. Create Advisory Committee
Meeting #1 May '96
(Group may change as we get a better sense of field)
- B. Locate (Train) person to "head up" project
- C. Research leading to Policy Brief (MEF)
- D. Design TEI type process to begin in '97
- E. Invite at least 2 early childhood professors to Israel seminar
- F. Design/define community mobilization strategy to advocate for salary/benefits
- G. Investigate issues of standards/norms in EC
- H. "Punch up" Machon L'Morim as lab site for Early Childhood



STAGES OF VIDEOTAPE PACKAGE PROJECT

1. Identification of site, collection of material – four collections this year

What are the criteria for choosing level, content, kind of quality of teaching, kind of setting, etc.?

What materials need to be gathered?

2. Data indexing, cataloguing Transcribing video

3. Choosing from the collected material to design videotape package Further polishing of data

4. Creating commentaries (subject matter and pedagogy)

To be discussed at October 30 -31 meeting in relation to Deb Weiland material

5. Design of teacher educator / facilitator guide materials

To be discussed at October 30 -31 meeting in relation to Deb Weiland material

CALENDAR

TASK	LEAD	BY WHEN?
Identification of site #3 (Northern California)	Vicky	September
Collect data	Mark	end November
Cleaning, indexing data	Mark	
Selections from Amy's data	Amy	
Meeting of project group (Vicky, Mark, Gail, Amy, Barry, Deborah, Devorah): n-1 version of Deb Weiland; Amy tape; discuss and design commentaries, facilitator materials	Everyone	October 30 - 31 noon - noon
Meeting of project group (Vicky, Mark, Gail, Amy, Barry, Deborah, Devorah): examining new data;	Everyone	January 15 - 16 noon (W) - 5 pm (Th)
Identification of site #3 (midwest)	Vicky	November
Collect data in site #3	Mark	end February

**1997 WORK PLAN
RESEARCH and EVALUATION
Draft--August, 1996**

Background: The original task of our project was to undertake monitoring, evaluation, and feedback in CIJE's Lead Communities. We carried out this work from August 1992 through December 1994, with a staff of three full-time field researchers working with the two part-time (3 days/month) project directors. With the reorganization of CIJE into four domains, one of which is Research and Evaluation, our assignment has shifted, and now consists of three major areas: Building a Research Capacity, Building an Evaluation Capacity, and Evaluating CIJE Initiatives. We now employ one full-time staff researcher along with the two project directors.

As background to our 1997 work plan, we first provide a brief review of our work during 1996, indicating progress to date and plans for the remainder of 1996. Next we present an outline of our proposed work plan for 1997.

RESEARCH AND EVALUATION: PROGRESS DURING 1996

I. EVALUATING CIJE INITIATIVES

A. Evaluation of the Teacher-Educator Institute

1. Prepare a proposal for evaluation of the Teacher Educator Institute-COMPLETED
2. Implement the evaluation-ONGOING (see attached update).
 - a. Memo on aims and selection procedures in Teacher-Educator Institute-COMPLETED
 - b. Interview protocol for participants in Teacher-Educator Institute-COMPLETED
 - c. Survey of the current state of professional growth opportunities for teachers in selected communities-COMPLETED

(The TEI evaluation materials are available in a notebook that can be used as curriculum examples for other evaluation projects.)

- B. Planning of Seminar for CIJE: What have we learned from three years of MEF about:**
- mobilizing communities?
 - creating and working as change agents?
 - conducting MEF in communities?

AFTER CONSULTATION WITH ADVISORS DURING 1996, THIS WORK WAS SET ASIDE

II. BUILDING A RESEARCH CAPACITY

This aspect of our work is done by writing and releasing high quality research and policy papers.

- A. Research Papers- Teachers in Jewish Schools-COMPLETED;
BEING PREPARED FOR DISTRIBUTION

Educational Leaders in Jewish Schools- DRAFT COMPLETED;
PENDING FURTHER DELIBERATIONS WITH STAFF REGARDING
REVISIONS AND DISTRIBUTION

- B. Reports on Educational Leaders for each of three lead
communities-COMPLETED; DISTRIBUTED AND RELEASED TO EACH
COMMUNITY.

- C. Publications: Levers for Professional Growth-ACCEPTED FOR
PUBLICATION BY RELIGIOUS EDUCATION

Educational Leaders in Jewish Schools-WILL BE PUBLISHED
IN THE PRIVATE SCHOOL MONITOR NEWSLETTER; THIS
PUBLICATION IS A SUMMARY OF A PAPER PRESENTED AT THE
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION.

- D. Policy Brief-DRAFTED OUTLINE OF POLICY BRIEF FOR
EARLY CHILDHOOD EDUCATION, PRESENTED TO STEERING
COMMITTEE 6/96;

Policy Brief on Educational Leaders-NOT COMPLETED;
PENDING STAFF DECISIONS

- E. Papers on Teacher Power and Quality of In-Service
Experience - THESE COMMISSIONED PAPERS HAVE NOT YET BEEN
DELIVERED. WE RECOMMEND THAT THEY NOT BE CARRIED OVER TO
1997

- F. Draft a Proposal for the Blaustein Foundation-COMPLETED

- G. Study of Informal Education- EXPLORATORY STUDY TO BE
CONDUCTED IN ATLANTA, FALL, 1996

III. BUILDING EVALUATION CAPACITY

- A. Manual for Studying Educators in a Jewish Community-
COMPLETED (INCLUDING CODING INSTRUCTIONS).

- B. Proposal for Evaluation Institute-COMPLETED

- C. Contracted external consultant to write a program
evaluation manual-COMPLETED

IV. EXTERNAL CONSULTATIONS

- A. Consultations with communities doing evaluation work-ONGOING
- B. Working with external consultants on the evaluation institute and program evaluation manual-ONGOING

RESEARCH AND EVALUATION: PROPOSED 1997 WORK PLAN

I. EVALUATING CIJE INITIATIVES

- A. A major activity in our 1997 work plan is the ongoing evaluation of CIJE's Teacher-Educator Institute (TEI). During 1997 we will continue the observations and follow-up interviews in Baltimore and Atlanta, the case study sites. We will conduct a second round of interviews with Cohort I and II participants focusing on changes in their thinking and practice. Assuming that there will be a third cohort, initial interviews will be conducted.

Written Reports:

1. A base line report on the professional development programs being offered in each of the five communities by central agency and the supplementary schools (report of the survey).
2. An interim evaluation report based on the interviews with COHORT I Participants, focusing on where they are in their learning and its relation to their practice.
3. A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.

DRAFTS of these reports are underway and will be revised based on comments by winter, 1997.

4. A one-year follow-up report of TEI-Spring-Summer, 1997
5. Interim report of case study communities- Summer, 1997

II. BUILDING RESEARCH CAPACITY

- A. We propose to embark on a major planning initiative to seriously consider building an infrastructure for a National Center for Research and Evaluation in Jewish Education. The goal of this planning activity would be to explore both the intellectual agenda and the financial bases of such a center. This would involve the following steps in 1997:

1. Convene major consultations with scholars in general and Jewish education, lay leaders, and leaders of major Jewish organizations.

2. Discuss and plan an initial project-- A CIJE sponsored longitudinal study. The initial phase of the deliberations would center around a major question, such as "WHAT ARE THE EFFECTS OF VARIOUS EXPERIENCES OF JEWISH EDUCATION ON LONG-TERM JEWISH PRACTICES AND IDENTITY?"
3. Engage in deliberations about a CIJE sponsored study of THE CONTENT OF JEWISH EDUCATION IN JEWISH SCHOOLS--WHAT IS REALLY TAUGHT AND WHAT DO STUDENTS KNOW?

This would be greatly enhanced by the participation of some of the professors from the summer seminar.

B. Research Papers and Policy Briefs

1. Release of TEI evaluation updates for external audiences
2. Complete Policy Brief on Early Child Education
3. Complete Policy Brief on Educational Leaders in Schools
4. Release Three Community Educational Leaders Report

III. BUILDING EVALUATION CAPACITY

Our work in 1997 will be to serve as major consultants to two projects: The Evaluation Institute, and the Writing of the Evaluation Program Guide. We will work to plan and develop the Evaluation Institute and serve as reviewers of all drafts of the Evaluation Program Guide.

Update on Evaluation of CIJE's Teacher Educator Institute (TEI)
August, 1996

The following is an update on the evaluation of CIJE's Teacher-Educator Institute (TEI) - what steps have been accomplished and plans for completing next steps in the evaluation.

DATA COLLECTION

Interviews: Interviews with all TEI participants in Cohorts I and II from the five communities have been completed.

Professional Development Program Surveys:

Programs surveys have been completed for all of the professional development programs offered by the central agencies in Atlanta, Baltimore, Cleveland, and Milwaukee. When the central agency staff in Hartford returns from their vacation (on August 19th), their surveys will be completed (i.e., missing data will be found).

Program surveys have been completed for all of the professional development programs offered by the supplementary schools in the five communities. All of the supplementary schools in Atlanta and Milwaukee responded (100% response rate), 14 out of 15 responded in Cleveland (93% response rate), 15 out of 18 responded in Baltimore (83% response rate), and 14 out of 16 responded in Hartford (88% response rate). [Note: The response rate for the educational leaders survey was 88% for supplementary schools in the three communities.]

DATA ANALYSIS

Interviews: The interviews are being transcribed. They are expected to be complete by next week. An outline of appropriate categories and their properties, upon which the analysis of the interviews will be accomplished, is being created based on those interviews that have already been transcribed. This should be completed near the end of August.

Professional Development Program Surveys: The surveys (with the exception of the Hartford central agency) have been coded, the data entered, and cleaned. Frequency tables have been printed. Based on an analysis of the frequency tables, composite variables were created. An outline of the report has been written based on the data from two communities.

WRITING REPORTS

Three reports will be written based on the above analysis:

1. A base-line report on the PROFESSIONAL DEVELOPMENT PROGRAMS

being offered in each of the five communities by the central agency and the supplementary schools.

2. An interim evaluation report based on the interviews with COHORT I PARTICIPANTS, focusing on where they are in their learning and its relation to their practice.

3. A base-line report on the professional development conceptualization and practices of COHORT II PARTICIPANTS prior to their participation in TEI.

Drafts of the first two reports will be completed during the Summer of 1996. Due to the time it has taken to analyze the complex survey data, a draft of the third report will not be completed until the Fall of 1996.

CASE STUDIES

As part of the evaluation of TEI, in-depth case studies of two communities (Atlanta and Baltimore) have been planned. This will involve observations of professional development programs offered by TEI participants in their communities and follow-up interviews with both the TEI participants and the educators who attend these community programs.

Exploratory observation and interviewing has been conducted in Atlanta during the Summer of 1996. Based on this data, observation and interview protocols will be devised and implemented during the Fall of 1996. This is an ongoing project that will continue through 1997. Interim reports are planned.

RESEARCH AND EVALUATION: PROPOSED 1997 WORK PLAN

I. EVALUATING CIJE INITIATIVES

- A. A major activity in our 1997 work plan is the ongoing evaluation of CIJE's Teacher-Educator Institute (TEI). During 1997 we will continue the observations and follow-up interviews in Baltimore and Atlanta, the case study sites. We will conduct a second round of interviews with Cohort I and II participants focusing on changes in their thinking and practice. Assuming that there will be a third cohort, initial interviews will be conducted.
ADAM, ELLEN BILL-KEN Z.

Written Reports:

1. A base line report on the professional development programs being offered in each of the five communities by central agency and the supplementary schools (report of the survey).
2. An interim evaluation report based on the interviews with COHORT I Participants, focusing on where they are in their learning and its relation to their practice.
3. A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.

DRAFTS of the above reports are underway and will be revised based on comments by winter, 1997.

4. A one-year follow-up report of TEI-Spring-Summer, 1997
5. Interim report of case study communities- Summer, 1997

WORK ON WRITING REPORTS WILL BE DONE BY ADAM, ELLEN AND BILL INITIALLY-- WE SEE INVOLVEMENT BY KEN Z. AS OUR CONSULTANT, ADVISOR AND REVIEWER, AND PERHAPS WRITING AS WELL. SIMILAR ROLE FOR SUSAN STODOLSKY IF NEEDED.

REPORTS WILL BE SHARED WITH THE TEI TEAM FOR INPUT, COMMENTS, REVISIONS, ETC.

TO BE DECIDED: DISSEMINATION PLAN BEYOND FEEDBACK FOR TEI IMPLEMENTATION TEAM--

TO BE DECIDED: USE IN COMMUNITIES FOR MOBILIZING FOR CHANGE--MY SUGGESTION WOULD BE TO INCLUDE THE COMMUNITY REPORTS ON PROF. DEVELOPMENT AS A SESSION IN TEI ON HOW TO USE THEM IN THEIR OWN COMMUNITIES AND SESSIONS ON BEING A CHANGE AGENT IN THE COMMUNITIES. KAREN, GAIL, AND ELLEN

TELLING THE STORY TO THE LAY LEADERS--WHAT IS HAPPENING IN PROF DEVELOPMENT AND WHAT ARE SOME POWERFUL STORIES OF TEI-NESSA

II. BUILDING RESEARCH CAPACITY

A. We propose to embark on a major planning initiative to seriously consider building an infrastructure for a National Center for Research and Evaluation in Jewish Education. The goal of this planning activity would be to explore both the intellectual agenda and the financial bases of such a center. This would involve the following steps in 1997:

1. Convene major consultations with scholars in general and Jewish education, lay leaders, and leaders of major Jewish organizations--
 - 1) CONSULTATIONS-- JANUARY - JULY 1997 .
ACADEMIC COMMUNITY-ADAM AND ELLEN, BARBARA S.
LAY/COMMUNITY/JEWISH ORGANIZATIONS NESSA/ALAN/KAREN
WITH JOINT MEETINGS AND INTEGRATION
 - 2) Engage with NORC about including Jewish issues in ongoing Longitudinal data studies--ELLEN, ADAM, BARBARA S. NESSA --JANUARY JULY 1997
 - 3) Become involved in the planning of National Jewish Population Study--Barry, Alan???
 - 4) Write up results of consultation and deliberations with recommendations regarding a National Center--
AUGUST DECEMBER-1997 ELLEN, ADAM, NESSA (ALAN, KAREN)

B. Research Papers and Policy Briefs

1. Release of TEI evaluation updates for external audiences (SEE NOTE ABOVE)
2. Complete Policy Brief on Early Child Education--ADAM, ELLEN, BILL, NESSA, FRAN JACOBSON -DATE DEPENDING ON IF BASED ON CURRENT INFO AND DRAFT OR NEW INFO
3. Complete Policy Brief on Educational Leaders in Schools--ADAM, ELLEN, GAIL, JOSH, NESSA- FALL, 1997??
4. Release Three Community Educational Leaders Report
NESSA, GAIL, ADAM, ELLEN - JANUARY 1997??

III. BUILDING EVALUATION CAPACITY

Our work in 1997 will be to serve as major consultants to two projects: The Evaluation Institute--BARBARA NEUFIELD, SUSAN S, ELLEN, ADAM-- ???

Writing of The Evaluation Program Guide--ADRIANNE BANKS, ELLEN, ADAM--JANUARY 1997

THE GOALS PROJECT AHEAD
August, 1996

Three levels of discourse are relevant to framing the agenda of the Goals Project in the short- and long-run: the guiding vision of the Goals Project; the strategies by which approaching this vision is to be accomplished; the preconditions that need to be in place if reasonable strategies are to be adopted and deployed. This proposal assumes that while our vision is reasonably clear, we are not yet in a position to finalize appropriate strategies for approaching it- or even to assume we have adequately articulated the list of possibilities. Our energies need to focus on the pre-conditions for clarifying, deciding among, and implementing strategic options. From among these pre-conditions, emphasis needs to be placed on those which will best help to clarify and prepare us for our strategic options.

GUIDING VISION: A future in which Jewish educating institutions across North America are animated by compelling visions, grounded in powerful Jewish content, and by an ethos that encourages an ongoing interplay between vision, educational practice, and evaluation, an interplay which leads to the continuing evolution of each.

STRATEGY: Among the strategies that may, alone or in combination, effectively help to realize this vision are the following:

1. efforts that focus on work with educating institutions, new and old;
2. efforts that focus on the professional development of key-personnel (Rabbis, principals, and/or teachers) at pre-service or in-service levels;
3. working with denominational training institutions;
4. work with key lay constituencies at local or national levels, etc.

As noted above, it is premature to decide which, if any, of these options is strategically appropriate. Critical pre-conditions that might allow us

- a) better to understand what each of them entails, what resources it would require, what its likely results would be, and
- b) to implement any of them intelligently and effectively

are not yet in place. Hence the need to focus our attention on pre-conditions.

PRECONDITIONS: We have identified the following as critical preconditions that will enable us to better understand, to decide among, and to effectively implement strategic options.

Expanding our knowledge-base

Building a kitchen of critical resources

Seeding the culture so that the community we would serve will prove receptive to our efforts

Building the human capacity that will enable us to undertake the effort to achieve the other 3 pre-conditions, as well as to enter one or another strategic option down the road.

A PROPOSAL

Organized primarily around the preconditions for progress identified above, this section will sketch out the directions of future Goals Project work, along with concrete recommendations for the 1996-97 year.

Expanding our knowledge-base

General observations. In line with our recent thinking, our knowledge-base needs to be developed in relation to three critical themes: "Professional Development," "Working with Institutions," and "Community mobilization."

While these should not be viewed as hard-and-fast categories, they are proving useful organizing principles for different phases of our work (with the proviso that the categorization not lead to isolating the three domains from each other).

Each of these three themes is an appropriate focus for a Goals Project activity. Associated with each such effort should be experimental forays into the field (that is, practical efforts to test our ideas concerning how to catalyze improvement), as well as a deliberation team that can help conceptualize the domain and oversee work going on within it.

Expanding our knowledge-base - concrete recommendations:

1. our efforts in the "Professional

Development" category should be limited to Goals Project contributions to existing CIJE efforts --TEI **or** Educational Leadership in the 1996-97 year.

2. The Milwaukee Lay Leadership Project (coordinated by NR and DP) will serve as a pilot-project for a Community Mobilization pilot-project. An appropriate deliberation team should be convened to advise this project.

3. Working with institutions:

a) The Agnon effort in Cleveland and the Beth Israel Congregation effort in Milwaukee will serve as pilot-projects for the "working with institutions" agenda. An appropriate deliberation team should be convened to advise these efforts.

b) Ground-floor involvement, as in Atlanta, with Cleveland's effort to launch a vision-guided Community Day High School.

c) an effort to establish a consortium of Vision-sensitive Community Day High Schools (with a first meeting scheduled for summer, 1997).

The Kitchen

General observations. We have now produced drafts of articles that offer images of vision-driven institutions and that make the case for vision; these include the Fox Ramah piece and the Pekarsky piece recently presented at the Research Conference. Also in progress is Marom's Agnon piece; material should also soon be emerging from Pekarsky's Beth Israel project. In addition to further developing and appropriately packaging the aforementioned materials, there is a need at this point to develop materials that address content-issues: for example, additional Educated Jew papers; materials that further curricularize for use the existing Educated Jew papers; materials that offer different conceptions of subject-matter for Jewish education (and that point both "upwards" to Levels 2 and 1 and downwards to Levels 4 and 5).

It may be helpful at this stage in our work to think in terms of two book-length publications that will encompass our kitchen-efforts. One of them, an edited volume entitled IDEAS IN ACTION, will include such pieces as Fox's "Towards a General Theory of Jewish Education," the Pekarsky Research Conference

Piece, Fox's new Ramah piece, a piece from Marom's Agnon Project and (if things go well) from Pekarsky's Milwaukee pilot-project. The second volume, (poorly) entitled CONCEPTIONS OF SUBJECT-MATTER, would result from commissioning a number of papers, each of which offers a range of conceptions of a particular seminal subject-matter (such as Israel, God, Jewish History, Study of Texts, Hebrew, etc.). While the emphasis here is on level 3, an attempt would be made to show the relationship between level 3 decisions and the other levels.

The Kitchen - concrete recommendations:

4. The Pekarsky "Vision" piece and Fox's Ramah piece should be refined and packaged for appropriate dissemination.
5. Marom should continue developing his Agnon publication, with attention to its usability for both training and for seeding the culture.
6. We should explore a Pekarsky/Fox collaboration on a systematic exposition of 1 - 5 and its relationship to our work.
7. We should pick an appropriate subject-matter (e.g. Hebrew, Text Study, Israel) and hire an individual to do two things: to collect extant articles that articulate different conceptions of that subject-matter; and to write an article that articulates competing conceptions of that subject-matter, with attention to their respective implications and presuppositions.

Building human capacity.

General observations. One of CIJE's basic assumptions is that no improvement in any domain is likely to be seen unless talented personnel is available to implement it. This is as true of the Goals Project as of anything else. Up to now, Daniel Pekarsky and Daniel Marom have overseen the effort and have received substantial input of varied kinds both from Seymour Fox of the Mandel Institute and from CIJE staff. Our strong sense has been that we need additional human resources if we are to make substantial process. With this in mind, we sponsored the Goals Seminar in Jerusalem in the summer of 1996. Though not everyone who participated is a suitable candidate for work in the Goals Project, it may be possible and valuable to engage a number of them. It is important that we build on the summer's momentum by finding appropriate activities within the project for suitable individuals. Such activities should be chosen with an eye to:

1.enable them to begin making a contribution; 2. deepening their own knowledge; and 3. keeping them engaged.

Building human capacity - concrete recommendations:

8. Continue the search for individuals who can serve the needs of the Goals Project, especially "in the kitchen".

9. Find appropriate niches for individuals who participated in the July 1996 Goals Seminar. For example:

Kaunfer: a pilot project; or a working-with-institutions deliberation team; or a piece on the status of Vision/Goals in Conservative institutions. (Would he be appropriate for a "Conception of subject-matter" piece?)

Gerstein: encourage her to develop the piece she's begun on approaches to institutional change and their relationship to our efforts; make her a lead-member of a "Working with institutions" deliberation team.

Lehmann/Paley: Work with them on the establishment of the consortium of Vision-guided Community High Schools described above.

Miscellaneous Additional Recommendations.

10. **Denominational Forays.** Given the capacity now available to us and the possibility that the denominations may prove useful avenues of improvement, it may be useful (on a low-burner) to explore possibilities in this area. This could include papers concerning the state of vision/goals in the different denominations (via papers by Thal and/or Kaunfer), the consultation with HUC in November, and a possible set of discussions with Isa Aron's group.

11. **Study group.** A study-group made up of participants in this summer's Goals Seminar, offering members an opportunity to further develop their understanding and to bring some of their own issues to the

table. First meeting to be held in Dec./January upcoming. [Note: if we go ahead with the working-with-institutions deliberation team and the Community Day High Schools consortium, it may prove redundant, or over-kill, to include this study group as well.]



	TEI	EC	Milwaukee Project	Building Research Capacity	Goals Project	Sewer (?)
Comm Mob	<ul style="list-style-type: none"> • Mobilization: Maps?? Lay Events?? Policy Brief?? 	<ul style="list-style-type: none"> • Policy Brief?? • Big Ideas: ?? "What is a Jewish Family?" • Design Mobilization Strategy?? 	(CO-LEAD) [multiple tasks]	<ul style="list-style-type: none"> • Convene Consultation (w/lay)?? 	(Milwaukee)	
BTP	(LEAD) [multiple tasks, including directing teams]	(LEAD) <ul style="list-style-type: none"> • Advisory Committee • Policy Brief?? 			<ul style="list-style-type: none"> • Principals Prof. Development Ellen, Josh 	
R+E	<ul style="list-style-type: none"> • Evaluation • Maps for Mobilization?? 	Research for Policy Brief??		(LEAD) <ul style="list-style-type: none"> • Convene Consultation • Assist w/NJPS?? 		
C+P	<ul style="list-style-type: none"> • Best Practices: Supplementary?? • Policy Brief on In-Service?? 	<ul style="list-style-type: none"> • Big Ideas: ?? "What is a Jewish family?" • Best Practices: EC 	(CO-LEAD) [multiple tasks]		(LEAD) [multiple tasks] "Kivun"	
				Who gets access to NJPS??		

MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 8/9/96

--- 1996 ----- / ----- 1997 -----

ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1. Steering Committee 9:30 AM - 4:00 PM	N.Y. 10/16		N.Y. 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7				N.Y. 12/3
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/16						N.Y. 4/9								
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM	N.Y. 10/16 - 17						N.Y. 4/9 - 10								N.Y. 12/3 - 4
4. Sub-Committees:															
A. Building the Profession	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
B. Community Mobilization	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
C. Content & Program	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
D. Research & Evaluation	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4

CENTER FOR ADVANCED PROFESSIONAL EDUCATORS

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION



JULY 7 - 19, 1996

Sunday, July 7

10:30-12:00

Introduction to the Seminar

Annette Hochstein
Alan Hoffmann
Gail Dorph
Barry Holtz
Shmuel Benalal

12:00-13:00

Lunch

13:00-14:30

Jewish Sources

Human Potential According to Jewish Classical Sources:
Reading Session

Moty Bar-Or
Jonathan Cohen
Melila Helner-Eshed
Marc Hirshman
Shmuel Wygoda

14:30-14:45

Coffee Break

14:45-15:45

Jewish Sources

Human Potential According to Jewish Classical Sources:
Reading Session

15:45-16:00

Coffee Break

16:00-17:30

Jewish Sources

Human Potential According to Maimonides:
Lecture:

Menachem Lorberbaum

17:30

Free

18:15-20:30

Dinner and Conversation

Monday, July 8

08:30-10:15 **Jewish Sources**
Human Potential: Between Classical Sources and
Maimonides
Reading Session

10:15-10:30 *Coffee Break*

10:30-12:00 **Jewish Education**
Translating Jewish Thought into Education
Lecture:

Seymour Fox

12:00-12:30 **Comments by Participants**

12:30-13:30 *Lunch*

13:30-14:30 **Jewish People**
The Jewish Community in North America:
Present and Future Trends
Lecture:

Charles Liebman

14:30-15:00 **Comments by Participants**

15:00-15:15 *Coffee Break*

15:15-17:00 **Jewish Education**
Translating Jewish Thought into Education
Lecture:

Seymour Fox

17:00 *Free*

Reminder: Please bring your overnight bag for the trip to Mitzpe Ramon
with you tomorrow morning. Don't forget to bring a hat!

Tuesday, July 9

Reminder: Please bring your overnight bag for today's trip with you in the morning. Departure from CAPE

08:30-11:30

Jewish Education

Human Potential According to Maimonides
Application to Education
Lecture:

Michael Rosenak

11:30-11:45

Coffee Break

11:45-12:30

Comments by Participants

12:30-13:30

Lunch

13:30-15:00

Jewish People

Designing Strategies for the Future of the Jewish People
Lecture:

Yechezkel Dror

15:30-18:30

Depart for Mitzpeh Ramon

Guided by Eilon Schwartz

18:30-19:30

Arrival at Machtesh Ramon Overlook:

Deep Time versus Historical Time:

Time's Cycles & Arrows

19:30-21:00

Arrival at Ramon Inn

21:00

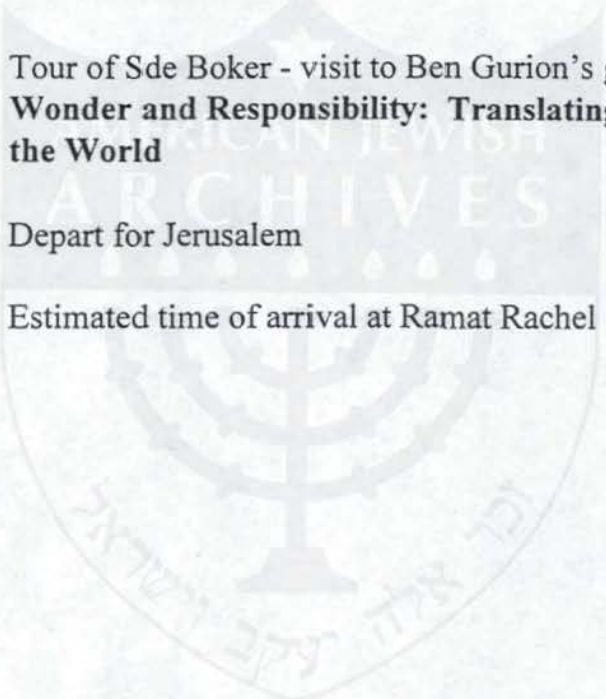
Nightstroll:

The Cosmos as Revelation:

On Considering the Vastness of the Universe

Wednesday, July 10

05:30	Hike to Ein Sahronim: Science and Religion: Languages of Wonder for Education
10:00	Return to Hotel
13:00	Depart for Sde Boker
13:30	Lunch at Sde Boker
14:30	Tour of Sde Boker - visit to Ben Gurion's grave Wonder and Responsibility: Translating Values into the World
16:30	Depart for Jerusalem
19:00	Estimated time of arrival at Ramat Rachel



Thursday, July 11

- 08:30-10:15 **Jewish Sources**
Human Potential According to HaRav Soloveitchik
Reading Session
- 10:15-10:30 *Coffee Break*
- 10:30-12:00 **Jewish Sources**
Human Potential According to HaRav Soloveitchik
Lecture:

Yaacov Blidstein
- 12:00-12:30 **Comments by Participants**
- 12:30-13:30 *Lunch*
- 13:30-14:30 **Jewish People**
The Jewish Community in North America:
Present and Future Trends
Lecture:

Steven Cohen
- 14:30-15:00 **Comments by Participants**
- 15:00-15:15 *Coffee Break*
- 15:15-17:00 **Open Session**
- 17:00-19:30 *Free*
- 19:30 **Dinner at Alan Hoffmann's home**
39 Tura Street
Yemin Moshe

Friday, July 12

08:30-10:00

Jewish Sources

Human Potential According to HaRav Soloveitchik:
Reading Session

10:00-11:30

Jewish Sources

Human Potential According to HaRav Soloveitchik

Lecture:

Yaacov Blidstein

11:30-11:45

Coffee Break

11:45-13:15

Jewish Education

Human Potential According to HaRav Soloveitchik:
Application to Education
Lecture:

Jonathan Cohen

13:15

Lunch (optional)

Shabbat Shalom

Sunday, July 14

08:30-10:15

Jewish Sources

Human Potential according to H. Brenner
Lecture:

Menachem Brinker

10:15-10:30

Coffee Break

10:30-12:00

Jewish Sources

Human Potential According to H. Brenner
Reading Session

12:00-12:30

Comments by Participants

12:30-13:30

Lunch

13:30-17:00

Jewish Education in North America

18:00

Evening in Tel Aviv (optional)



Monday, July 15

- 08:30-10:15 **Jewish Sources**
Human Potential According to H. Brenner
Reading Session
- 10:15-10:30 *Coffee Break*
- 10:30-12:00 **Jewish Sources**
Human Potential According to H. Brenner:
Lecture:

Menachem Brinker
- 12:00-12:30 **Comments by Participants**
- 12:30-13:30 *Lunch*
- 13:30-16:00 **Jewish Education**
Human Potential According to H. Brenner:
Application to Education
Lecture:

Daniel Marom
- 16:00-16:15 *Coffee Break*
- 16:15-17:00 **Comments by Participants**
- 17:00 *Free*

Tuesday, July 16

Group Excursion to the Galil

06:30	Depart from Ramat Rachel
	Study at Oranim (HaMidrasha, Center for Study and Fellowship) The Halutz: A new breed of Jew
13:15-14:15	<i>Lunch</i>
14:30	Depart for Museum of Early Israeli Settlement (Kibbutz Yifat)
14:45-16:15	Tour Museum
17:00-21:30	Zipori - Tour of site and Second Temple Period Dinner Mark Rosenstein
23:00	Estimated time of arrival at Ramat Rachel

Reminder: Tomorrow, please bring your passport/identity card for entry into the Knesset

Wednesday, July 17

Reminder: Please bring your passport/identity card for entry into the Knesset

- | | |
|-------------|--|
| 08:30-10:15 | Jewish Sources
Human Potential According to HaRav Kook
Reading Session |
| 10:15-10:30 | <i>Coffee Break</i> |
| 10:30-12:00 | Jewish Sources
Human Potential According to HaRav Kook
Lecture:
Aviezer Ravitzky |
| 12:00-12:30 | Comments by Participants |
| 12:30-13:30 | <i>Lunch</i> |
| 13:30-16:00 | Jewish Education in North America |
| 16:30-17:00 | Tour of the Knesset |
| 17:15-18:30 | Jewish People - The State of Israel
An Overview of the Peace Process

Lecture:

M.K. Dr. Yossi Beilin
<i>At the Knesset</i> |
| 18:30 | <i>Free</i> |

Thursday, July 18

- | | |
|-------------|---|
| 08:30-10:15 | Jewish Sources
Human Potential According to HaRav Kook
Reading Session |
| 10:00-10:30 | <i>Coffee Break</i> |
| 10:30-12:00 | Jewish Sources
Human Potential According to HaRav Kook
Lecture:

Aviezer Ravitzky |
| 12:00-12:30 | Comments by Participants |
| 12:30-13:30 | <i>Lunch</i> |
| 13:30-16:00 | Jewish Education
Human Potential According to HaRav Kook:
An Exercise in Application to Education

Seymour Fox |
| 16:00-16:15 | <i>Coffee Break</i> |
| 16:15-17:00 | Comments by Participants |
| 17:00-18:30 | <i>Free</i> |
| 18:30-22:00 | Dinner and Guided Tour in the Jewish Quarter of the Old
City |

Friday, July 19

- | | |
|-------------|--|
| 08:30-10:00 | Jewish Education in North America |
| 10:00-10:30 | <i>Coffee Break</i> |
| 10:30-12:00 | Summary and Planning the Next Encounter |
| 12:00-13:00 | <i>Lunch & Lehitra'ot!</i> |



Participants in Seminar for Professors of Education

July 1996

Dorph, Gail

Gail Dorph is Senior Education Officer at CIJE. Her work is in the area of building the profession of the Jewish educator. Before coming to CIJE, she served as the director of the Fingerhut School of Education at the University of Judaism in Los Angeles. She is also one of the authors of the Melton Curriculum for Supplementary Schools in the area of Holiday/Prayer/Mitzvot. She is interested in pedagogical content knowledge for Jewish educators, particularly in the areas of Torah and Tefillah.

E-mail: 73321.1217@compuserve.com

(W) 212-532-2360 ext. 440 (H) 212-769-0725

532-2646

Feiman-Nemser,
Sharon

Sharon Feiman-Nemser is Professor of Teacher Education at Michigan State University where she directs a reform-oriented, field-based teacher preparation program and coordinates a cross-cultural study of mentoring. She is interested in research and practice concerning teacher knowledge, learning in and from experience, and curriculum and pedagogy of teacher education.

E-mail: snemser@msu.edu

(W) 517-353-9761 (H) 517-332-3436

Gamoran, Adam

Adam Gamoran is Professor of Sociology and Educational Policy Studies at the University of Wisconsin - Madison. His research focuses on stratification and inequality in education and on the organizational context of teaching and learning. He has served as a consultant to the Council for Initiatives in Jewish Education since 1991, co-directing the Monitoring, Evaluation and Feedback (MEF) project.

E-mail: gamoran@ssc.wisc.edu

(W) 608-263-4253 (H) 608-233-3757

Goldring, Ellen

Ellen Goldring is Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbilt University. Her research focuses on how organizational systems of governance and control impact on educational institutions. Other research examines leadership changes as schools undergo reform and restructuring. She is a consultant to CIJE where she co-directs the Monitoring, Evaluation and Feedback (MEF) project. She is interested in developing professional preparation programs for educational leaders.

E-mail: GOLDRIEB@CTRVAX.VANDERBILT.EDU
(W) 615-322-8037 (Fax) 615-343-7074
(H) 615-353-7267

Hoffmann, Alan

Alan Hoffmann is the Executive Director of the Council for Initiatives in Jewish Education (CIJE). He is on loan from the Hebrew University where he served as Director of the Melton Center for Jewish Education in the Diaspora. He is interested in issues of educational innovation and change within the broader organizational context of Jewish communal life.

E-mail: 73321.1220@compuserve.com
NYC 212-532-2360 (W) 011-9722-662832
(H) 011-9722-235506

Holtz, Barry W.

Barry W. Holtz is Associate Professor of Jewish Education at Jewish Theological Seminary and a long time consultant to CIJE where, among other things, he directs the Best Practices Project. His areas of interest include curriculum development, teacher education, and the "translation" of Jewish scholarship and Judaica for the purposes of Jewish education.

E-mail: BaHoltz@JTSA.Edu
(W) CIJE: 212-532-2360 JTS: 212-678-8034
(H) 212-864-3529

Jacobs, Fran

Fran Jacobs is Associate Professor at Tufts University with a joint appointment in the Departments of Child Development and Urban/Environmental Policy. Her

research and teaching interests are in child and family policy and program evaluation. Within the public policy domain, she focuses on early childhood education, child care, parent education, and child welfare. She coedited a volume on family program evaluation and one on US child and family policy.

E-mail: FJacobs@EMERALD.TUFTS.EDU

(W) 617-627-3355 (Fax) 617-627-3503

(H) 617-965-4774

Neufeld, Barbara

Barbara Neufeld is President of Education Matters Inc., an applied research and evaluation firm in Cambridge, MA that focuses its work on urban school reform. She is especially interested in improving teaching and learning for students not well-served by the public schools. Dr. Neufeld is also a lecturer on education at the Harvard Graduate School of Education, where she teaches courses on qualitative methods and the reform of teaching and learning.

E-mail: Neufelba@hugsel.harvard.edu

(W) 617-234-4356 (H) 617-965-1195

Pekarsky, Daniel

Daniel Pekarsky is Professor in Educational Policy Studies at the University of Wisconsin - Madison. He is a philosopher of education with strong interests in the ethics of educational practices and policies and in moral education. He serves as a consultant to CIJE, with major responsibilities in the Goals Project. His prior work in Jewish education included developing and directing the Cleveland Fellows Program which was designed to upgrade Jewish educational personnel in Cleveland.

E-mail: DANPEK@macc.wisc.edu

(W) 608-262-1718 (FAX): 608-262-9074

(H) 608-233-4044

Rapoport, Nessa

Nessa Rapoport is Leadership Development Officer of CIJE. She is responsible for the domain of mobilizing community support for Jewish education, which includes fostering a partnership between lay leaders and professionals for the revitalization of the community through education. She is the author of a novel, Preparing

for Sabbath, and of A Woman's Book of Grieving. She is co-editor of the Schocken Book of Contemporary Jewish Fiction. For ten years Nessa was a senior editor at Bantam Books, where she edited the memoirs of Jimmy Carter, Ezer Weizman, Lee Iacocca, and Geraldine Ferraro, among others.

E-mail: 74671.3370@compuserve.com

(W) 212-532-2360 x408 (H) 212-873-8385

Schneider, Barbara

Barbara Schneider is a Senior Social Scientist at NORC and The University of Chicago. She is interested in the study of the social organization of schooling. She is currently engaged in studies of adolescence and family.

E-mail: Schneidr@NORCMAIL.uchicago.edu

(W) 312-753-7378 (H) 847-251-2614

Stodolsky, Susan

Susan Stodolsky is Professor of Education and Psychology at the University of Chicago. Her current interests are in the area of subject matter and its impact on teaching and teachers' and students' beliefs. She does observational and survey research and teaches program evaluation and other research methods. Susan directs a program in measurement, evaluation, and statistical analysis.

E-mail: sue@cicero.spc.uchicago.edu

(W) 312-702-1599 (H) 312-404-9844

Zeichner, Ken

Ken Zeichner is Hoefs-Bascom Professor of Education at the University of Wisconsin - Madison. His research has focused on different aspects of teacher learning and professional development at both the preservice and inservice levels. He has been focusing recently on practitioner (action) research as a form of professional development and as a stimulus for institutional reform and on issues related to the preparation of teachers to work in a culturally diverse society.

E-mail: Zeichner@facstaff.wisc.edu

(W) 608-263-4651 (H) 608-257-3382

VITA

Name: Susan S. Stodolsky

Home: 2440 N. Lakeview, Apt. 9-E
Chicago, IL 60614-2730
(312) 404-9844

Business: Department of Education
University of Chicago
5835 S. Kimbark Avenue
Chicago, IL 60637-1609
(312) 702-1599

Education:

AB Antioch College, Yellow Springs, Ohio, 1961
AM University of Chicago, Chicago, Illinois, December 1963
PhD University of Chicago, Department of Education, December 1965
Special Field: Measurement, Evaluation and Statistical Analysis

Honors:

National Defense Education Act Fellowship, 1962-65
University of Chicago Tuition Scholarship, 1962-63; 1964-65
Ford Foundation Tuition Scholarship, 1963-64
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, 1984-85

Experience:

September 1960 - December 1960	Research Associate, Science Research Associates, Chicago, Illinois
September 1961 - August 1962	Research Assistant, Center for the Study of Higher Education, University of California, Berkeley, California
1964	Research Assistant, Research Conference on Education and Cultural Deprivation, University of Chicago
September 1965 - August 1966	Research Associate, Pre-School Project, Harvard Research and Development Center, Cambridge, Massachusetts
September 1966 - August 1967	Assistant Professor, Harvard Graduate School of Education; Research Director, Pre-School Project, Harvard Research and Development Center
September 1967 - September 1972	Assistant Professor, Department of Education, University of Chicago

Experience (Cont.):

April	1970 - September 1972	Assistant Professor, Committee on Human Development, University of Chicago
October	1972 - September 1988	Associate Professor, Departments of Education and Behavioral Sciences (Committee on Human Development), University of Chicago
October	1988 -	Professor, Departments of Education and Psychology (Committee on Human Development), University of Chicago

Selected Professional Activities:

Member, Instruction and Curriculum Advisory Committee, Chicago United Special Task Force on Education in the Chicago Public Schools, 1981-1984

Consultant, Project Primer, Jamaica, W.I. and Organization of Economic and Cultural Development, Canada, 1983

Principal Investigator, Origins of subject matter differences in instruction: Analysis of teacher's guides, textbooks and methods books, Spencer Foundation research grant, 1984-1986.

Member, Think Tank on Jewish Education, American Jewish Committee, 1985-1987

Co-Director, Evaluation Component, University of Chicago School Mathematics Project, 1983-1989

Member, Research Review Panel, National Center for Research on Teacher Education, East Lansing, Michigan, 1987-1989

Reviewer, Spencer Dissertation Year Fellowship Program, Woodrow Wilson Foundation, 1987-1992.

Member, Publications Committee, American Educational Research Association, 1976-1979; 1989-1992

Member, American Educational Research Association

Member, North Dakota Study Group on Evaluation

Member, Board of Editors, *American Journal of Education*, 1986-

Member, Editorial Advisory Board, *Journal of Curriculum Studies*, 1989- 1995

Member, Middle Childhood/Generalist Standards Committee, National Board for Professional Teaching Standards, 1991-

Faculty Advisor, Pi Lambda Theta, Lambda Chapter, 1993-

Selected Professional Activities (Cont.):

Co-Principal Investigator, Subject matter as a context for high school teaching, Spencer Foundation Research Grant, 1992-

Member, Advisory Panel on Teaching and Learning, Consortium for Chicago School Research, 1993-

Principal Investigator, The distinctive nature of mathematics teachers: An examination of beliefs, instructional practices, and adaptation. University of Chicago School Mathematics Project Research Fund Grant, 1994-

Member, Board of Directors, National Society for the Study of Education, 1995-

Publications:

Silverman, S.B. **Self-images of upper-middle class and working class young adolescents.** Unpublished AM thesis, University of Chicago, 1963.

Silverman, S. B. An annotated bibliography on education and cultural deprivation. In B. S. Bloom, A. Davis, and R. Hess (Eds.), **Compensatory education for cultural deprivation.** Holt, Rinehart, Winston, 1965, 67-179.

Silverman, S. B. Compensatory education for cultural deprivation: An essay review. **Administrator's Notebook**, April 1965, XIII(8); and **International Review of Education**, 1965, XI(4), 489-91.

Stodolsky, S. S. **Maternal behavior and language and concept formation in Negro pre-school children: An inquiry into process.** Unpublished doctoral dissertation, University of Chicago, 1965.

Stodolsky, S. S., and Lesser, G. S. Learning patterns in the disadvantaged. **Harvard Educational Review**, 1967, 37 (4), 546-93.

Stodolsky, S. S. The mother's role in language development in the pre-school years. In **Make Way for Children**, The CAEYC 1968 Conference Papers on Cognitive Learning. Chicago Association for Education of Young Children, 1968, 15-29.

Stodolsky, S. S. **Transition behavior of children during free play in nursery schools.** Paper presented at Biennial Meeting, Society for Research in Child Development, Santa Monica, California, March 1969.

LaCrosse, E. R., Lee, P., Litman, F., Ogilvie, D., Stodolsky, S. S., White, B. L. The first six years of life: A report on current research and educational practice. **Genetic Psychology Monographs**, 1970, 82, 161-266.

Publications (cont.)

- Stodolsky, S. S., and Jensen, J. Ancona Montessori research project for culturally disadvantaged children. **Final Report OEO Grant CG-8469 A/2**. (Reporting period September 1968 through August 1969.) Submitted to OEO Research and Evaluation Division.
- Stodolsky, S. S., and Karlson, A. L. Ancona Montessori research project for culturally disadvantaged children. **Final Report OEO Grant CG-8469 A/2**. (Reporting period September 1969 through August 1970.) Submitted to OEO Research and Evaluation Division.B
- Stodolsky, S. S. Essay review: Ecological psychology or what's going on at Kansas? **School Review**, 1971, 79, 625-636.
- Stodolsky, S. S., and Karlson, A. L. Differential outcomes of a Montessori curriculum. **Elementary School Journal**, 72, 419-433. (Reprinted as **American Montessori Society Bulletin**, 1973, 11 (2), whole.)
- Stodolsky, S. S. Defining treatment and outcome in early childhood education. Chapter in H. Walberg and A. Kopan (Eds.), **Rethinking urban education**, sponsored by Phi Delta Kappa, Jossey-Bass, 1972, 77-94. (Reprinted abridged in **Education at Chicago**, 1973, 3 (1), 4-11.)
- Karlson, A. L., and Stodolsky, S. S. **Predicting school outcomes from observations of child behavior in classrooms**. Paper presented at annual meeting of American Educational Research Association, New Orleans, March 1973. (ERIC Document Reproduction Service No. ED 128 426.)
- Stodolsky, S. S. How children find something to do in preschools. **Genetic Psychology Monographs**, 1974, 90, 245-303.
- Stodolsky, S. S. **Open education: A challenge to evaluators**. Prepared for ERIC Clearinghouse on Tests, Measurement and Evaluation, Princeton, New Jersey, 1974, 23 pp.
- Stodolsky, S. S. What tests do and don't do. **Testing and Evaluation: New Views**, Association for Childhood Education International, Washington, DC, 1975, 13-17.
- Stodolsky, S. S. Identifying and evaluating open education. **Phi Delta Kappan**, October 1975, 57 (2), 113-117.
- Stodolsky, S. S. **Observational studies of variation in child behavior in classrooms** (Final Report NIE-C-74-0030). University of Chicago: Department of Education, 1975, mimeo, 58 pp.
- Stodolsky, S. S. **Correlates of children's patterns of activity in "garden variety" open classrooms**. Paper presented at biennial meeting of Society for Research in Child Development, New Orleans, March 1977. (ERIC Document Reproduction Service No. ED 135 496.)
- Stodolsky, S. S. **The early school years**. Paper presented at Alumni College, University of Chicago, July 1977.

Publications (cont.)

- Stodolsky, S. S. **Ecological features of fifth-grade math and social studies classes and their relation to student involvement.** Paper presented at annual meeting of American Educational Research Association, San Francisco, April 1979. (ERIC Document Reproduction Service No. ED 184 810.)
- Stodolsky, S. S., Ferguson, T. L., and Kemmerer, F. **The recitation isn't dead, but is it recitation?** Paper presented at annual meeting of American Educational Research Association, Boston, April 1980.
- Stodolsky, S. S., Ferguson, T. L., and Wimpelberg, K. **The recitation persists, but what does it look like?** *Journal of Curriculum Studies*, 1981, 13 (2), 121-130.
- Stodolsky, S. S. **Subject matter constraints on the ecology of classroom instruction.** Paper presented at annual meeting of American Educational Research Association, Los Angeles, April 1981. (ERIC Document Reproduction Service No. ED 205 290.)
- Stodolsky, S. S. **Age related changes in the individual: Childhood and adolescence.** *Chicago Kent Law Review*, 1981, 57 (4), 851-857.
- Stodolsky, S. S. **Combining evidence between and within educational research studies.** Paper presented at annual meeting of American Educational Research Association, New York, April 1982. (ERIC Document Reproduction Service No. 218 302.)
- Stodolsky, S. S. **Frameworks for studying the uses of instructional groups in classrooms.** Paper presented to conference on Student Diversity and the Organization, Processes and Use of Instructional Groups in the Classroom, University of Wisconsin, Madison, May 1982.
- Stodolsky, S. S. **Book Review of Student characteristics and teaching by J. Brophy and C. Evertson.** *Elementary School Journal*, 1982, 83 (1), 76-79.
- Stodolsky, S. S. **An ecological perspective on classroom instruction: Implications for teacher education.** Paper presented to the Bat-Sheva Seminar on Preservice and Inservice Education of Science Teachers, Israel, January 1983. In P. Tamir, A. Hofstein and M. Ben-Peretz (Eds.), *Preservice and inservice training of science teachers*. Philadelphia: Balaban International Science Services, 1983, 503-517.
- Stodolsky, S. S. **Classroom activity structures in the fifth grade.** (Final Report: NIE Contract No. 400-77-0094) University of Chicago. November 1983, 332 pp. (ERIC Document Reproduction Service No. ED 242412.)
- Stodolsky, S. S. **Frameworks for studying instructional processes in peer work groups.** In P. L. Peterson, L. C. Wilkinson, and M. T. Hallinan (Eds.), *The social context of instruction: Group organization and group processes*. New York: Academic Press, 1984, 107-124.
- Stodolsky, S. S. **Curricular verification and curricular function: Two uses of activity structure analysis.** Paper presented at annual meeting of American Educational Research Association, New Orleans, April 1984.

Publications (cont.)

Stodolsky, S. S. Teacher evaluation: The limits of looking. **Educational Researcher**, 1984, 13 (9), 11-18.

Graybeal, S. S., and Stodolsky, S. S. Peer work groups in elementary schools. **American Journal of Education**, 1985, 93 (3), 409-428.

Stodolsky, S. S. Telling math: Origins of math aversion and anxiety. **Educational Psychologist**, 1985, 20 (3), 125-133.

Graybeal, S. S., and Stodolsky, S. S. **Instructional practice in fifth-grade math and social studies: An analysis of teacher's guides**. Paper presented at annual meeting of American Educational Research Association, San Francisco, April 1986. (ERIC Reproduction Service No. ED 276 164)

Stodolsky, S. S. A model for teacher certification at the end of residency. Paper commissioned by the California State Department of Education and Stanford University for a policy seminar. **Proceedings of Policy Seminar** (Sacramento, CA), 1987.

Stodolsky, S. S. **The subject matters: Classroom activity in math and social studies**. Chicago: University of Chicago Press, 1988.

Stodolsky, S. S., and Glaessner, B. Students' views about learning math and social studies. Paper presented at annual meeting of American Educational Research Association, New Orleans, April 1988.

Stodolsky, S. S. Is teaching really by the book? In P. W. Jackson and S. Haroutunian-Gordon (Eds.), **From Socrates to software: The teacher as text and the text as teacher**. 89th **National Society for the Study of Education Yearbook**, Part I, 1989, 159-184.

Stodolsky, S. S. Classroom observation. In J. Millman and L. Darling-Hammond (Eds.), **The new handbook of teacher evaluation**. Newbury Park, CA: Sage Publications, 1990, 175-190.

Stodolsky, S. S. and Hedges, L. V. The role of evaluation in the University of Chicago School Mathematics Project. In I. Wirszup and R. Streit (Eds.) **Proceedings of the Second International UCSMP Conference on Mathematics Education**. Chicago: UCSMP, 1990, 411-422.

Stodolsky, S. S., Marope, M., and Sosniak, L. A. **Curriculum pressures at work: Case studies of elementary teachers' content decisions**. Paper presented at annual meeting of American Educational Research Association, Boston, April 1990.

Sosniak, L. A. and Stodolsky, S. S. **Subject-specific research in the elementary grades?** Paper presented at annual meeting of American Educational Research Association, Boston, April 1990.

Stodolsky, S. S., Salk, S., and Glaessner, B. Student views about learning math and social studies. **American Education Research Journal**, 1991, 28 (1), 89-116.

Publications (cont.)

- Stodolsky, S. S. **La importancia del contenido en la enseñanza: Actividades en las clases de matemáticas y ciencias sociales.** Barcelona: Centro de Publicaciones del Ministerio de Educación y Ciencia, Ciudad Universitaria, 1991. [Spanish edition of **The Subject Matters**]
- Stodolsky, S. S. and Grossman, P.L. **Subject matter as context.** Paper presented at annual meeting of American Educational Research Association, San Francisco, April, 1992.
- Sosniak, L. A. and Stodolsky, S. S. Teachers and textbooks: Materials use in four fourth-grade classrooms. **Elementary School Journal**, 1993, 93 (3), 249-276.
- Grossman, P.L. and Stodolsky, S.S. **Adapting to diverse learners: Teacher beliefs in context.** Paper presented at the annual meeting of the American Educational Research Association, Atlanta, April 1993.
- Stodolsky, S. S. A framework for subject matter comparisons in high schools. **Teaching and Teacher Education**, 1993, 9 (4), 333-346.
- Sosniak, L. A. and Stodolsky, S. S. Making connections: Social studies education in a fourth-grade urban classroom. In J. Brophy (Ed.) **Advances in Research on Teaching**, 1993, Volume 4, Greenwich, Conn.: JAI Press, 71-100.
- Grossman, P. L. and Stodolsky, S. S. Considerations of content and the circumstances of high school teaching. **Review of Research in Education**. 1994, Volume 20, 179-222.
- Stodolsky, S. S. and Grossman, P. L. The impact of subject matter on curricular activity: An analysis of five academic subjects. **American Educational Research Journal**, 1995, 32 (2), 227-251.
- Grossman, P. L. and Stodolsky, S. S. Content as context: The role of school subjects in secondary school teaching. **Educational Researcher**, 1995, 24 (8), 5-11.

PHILOSOPHY AND PRACTICE IN JEWISH EDUCATION

A Seminar and Consultation

AMERICAN JEWISH
ARCHIVES

Friday, July 19 - Friday, July 26

at CAPE, 9 Yad Harutzim Street, Jerusalem

Sponsored by the Council for Initiatives in Jewish Education and
The Mandel Institute for the Advanced Study and Development of Jewish Education

SCHEDULE

Friday, July 19th

11:00 a.m. - 12:00 p.m.

Lunch

12:00 p.m. - 3:00 p.m.

Introduction:
Daniel Marom and Daniel Pekarsky

Welcome:
Annette Hochstein and Alan Hoffmann

Participants' responses
to core concepts and theses



Sunday, July 21st

8:30 a.m. - 10:15 a.m.

Recapitulation and discussion

Daniel Pekarsky

10:30 a.m. - 1:00 p.m.

From Philosophy to Practice

From Philosophy to Philosophy of Education

Seymour Fox

1:00 p.m. - 2:00 p.m.

Lunch

2:00 p.m. - 3:00 p.m.

From Practice to Philosophy

Areas of Practice as Entry Points for the
Development of Vision Driven Education

Daniel Marom

3:00 p.m. - 6:00 p.m.

From Practice to Philosophy

Small groups

a) Working with Institutions: Led by Daniel Marom and Daniel Pekarsky: Amy Gerstein, Alan Hoffmann, Alvan Kaunfer, Daniel Lehmann, Michael Paley, Nessa Rapoport, and Linda Thal.

b) Developing Personnel: Led by Gail Dorph and Seymour Fox: Ellen Goldring, Daniel Gordis, Barry Holtz, Eli Holzer, Devorah Steinmetz.

Monday, July 22nd

8:30 a.m. - 9:00 a.m.

Recapitulation and discussion

9:00 a.m. - 1:00 p.m.

From Practice to Philosophy
Small groups continued

1:00 p.m. - 2:00 p.m.

Lunch

David Ben-Ner

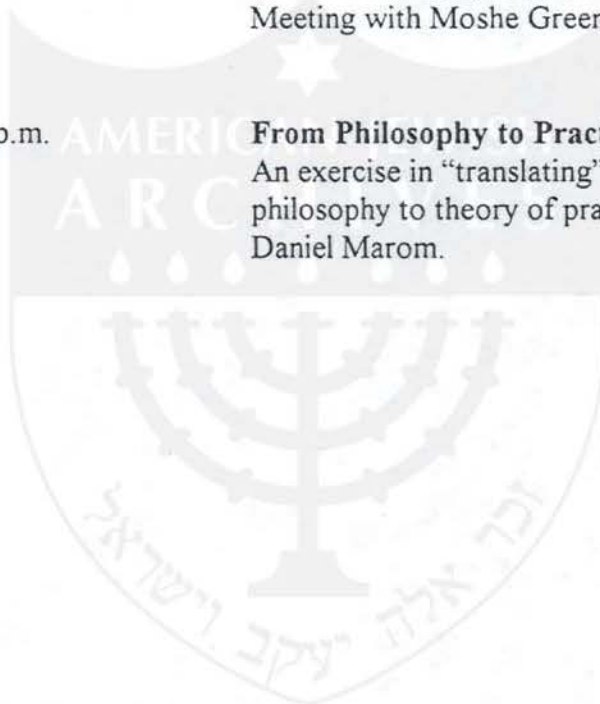
2:00 p.m. - 4:15 p.m.

From Philosophy to Practice
Meeting with Moshe Greenberg

4:30 p.m. - 6:00 p.m.

AMERICAN
ARC

From Philosophy to Practice
An exercise in "translating" educational
philosophy to theory of practice
Daniel Marom.



Tuesday, July 23rd

8:30 a.m. - 9:00 a.m.

Recapitulation and discussion

9:00 a.m. - 11:30 a.m.

From Philosophy to Practice

Inquiries into a community-based vision for
North American Jewry

Michael Paley and Daniel Lehmann
with the participation of
Menachem Brinker and Michael Rosenak.

11:45 a.m. - 1:00 p.m.

Discussion

Michael Paley and Daniel Lehmann

1:00 p.m. - 2:00 p.m.

Lunch *Lisa Mickley*

2:00 p.m. - 3:30 p.m.

From Practice to Philosophy

Community Mobilization Project:
The Milwaukee Pilot Project
Daniel Pekarsky and Nessa Rapoport

3:45 p.m. - 6:00 p.m.

From Practice to Philosophy

Small groups - continuation and summation

7:30 p.m.

Dinner at Alan Hoffmann's home:
39 Tura Street, Yemin Moshe

Wednesday, July 24th

8:30 a.m. - 9:00 a.m.

Recapitulation and discussion

9:00 a.m. - 10:00 a.m.

The Center for Advanced Professional Educators:
Its vision and program for leadership in Jewish Education

Annette Hochstein

10:15 a.m. - 12:15 p.m.

Report of sub-group on **working with institutions**

12:15 p.m. - 1:15 p.m.

Lunch

1:15 p.m. - 3:15 p.m.

Report of sub-group on **developing personnel**



Thursday, July 25th, Tisha B'Av

Individual meetings (optional)



Friday, July 26th

8:30 a.m. - 10:00 a.m.

Recapitulation and discussion

10:15 a.m. - 11:30 a.m.

The Educated Jew Project - Next Steps
Seymour Fox

11:30 a.m. - 12:45 p.m.

The Goals Project for 1996-7: Topics and Issues
Daniel Pekarsky

12:45 p.m. - 1:45 p.m.

Lunch

1:45 p.m. - 3:00 p.m.

Conclusion



PHILOSOPHY AND PRACTICE IN JEWISH EDUCATION

A Seminar and Consultation (July 1996)

PARTICIPANTS

Dorph, Gail

Gail Dorph is Senior Education Officer at CIJE. Her work is in the area of building the profession of the Jewish educator. Before coming to CIJE, she served as the director of the Fingerhut School of Education at the University of Judaism in Los Angeles. She is also one of the authors of the Melton Curriculum for Supplementary Schools in the area of Holiday/Prayer/Mitzvot. She is interested in pedagogical content knowledge for Jewish educators, particularly in the areas of Torah and Tefillah.

E-mail: 73321.1217@compuserve.com

(W) 212-532-2360 ext. 440 (H) 212-769-0725

Fox, Seymour

Seymour Fox received his Ph.D. at the University of Chicago in the Philosophy of Education and Rabbinic ordination from the J.T.S.A. He served as Dean of the Teachers Institute of the J.T.S.A. where he established the Melton Center for Research in Jewish Education, and was active in the development of the Ramah Camps. In 1967 he was appointed director of the School of Education of the Hebrew University where he established several new departments, among them the Melton Center for Jewish Education in the Diaspora. He served as a Senior Advisor to four Ministers of Education. In 1981 he established the Jerusalem Fellows Program and in 1990 was appointed President of the Mandel Institute. He has written in the fields of philosophy of education, curriculum and the education of educators.

(W) 02-662-832

Gerstein, Amy

Amy Gerstein is Associate Director of the Bay Area School Reform Collaborative. She has been working with BASRC since its inception in 1995. Her duties include working with the membership of the Collaborative, designing the program activities and directing a network of Support Providers. Prior to working at BASRC, she was the Associate Director of the Bay Area Coalition of Essential Schools and the Associate Director of the Schools Division of the national office of the Coalition of Essential Schools based at Brown University. She has taught high school science, outdoor education and teacher education. She holds a Ph.D. in Education from Stanford University.

E-mail: AGERSTE@WestEd.Org

(W) 415-241-2719

(H) 415-487-0533

Goldring, Ellen

Ellen Goldring is Professor of Educational Leadership and Associate Dean at Peabody College, Vanderbilt University. Her research focuses on how organizational systems of governance and control impact on educational institutions. Other research examines leadership changes as schools undergo reform and restructuring. She is a consultant to CIJE where she co-directs the Monitoring, Evaluation and Feedback (MEF) project. She is interested in developing professional preparation programs for educational leaders.

E-mail: GOLDRIEB@CTRVAX.VANDERBILT.EDU

(W) 615-322-8037 (Fax) 615-343-7094

(H) 615-353-7267

Gordis, Daniel

Daniel Gordis received his BA from Columbia College, an MA degree and Ordination from the Jewish Theological Seminary and his Ph.D. from the University of Southern California. He has been associated with the University of Judaism since 1984, and now serves as Vice President for Public Affairs and Community

Outreach as well as dean of the Rabbinical School. He is the author of *God Was Not In The Fire: The Search For A Spiritual Judaism* (Scribner, 1995), and of the forthcoming *The Chosen People In Crisis: Modern Jews In Search Of A Reason To Survive* (Scribner, 1997) and *For The Sake Of Heaven: Conversion, Law And Politics In The World Of Modern Orthodoxy* (University of California Press, 1998), co-authored with David Ellenson.

*E-mail: 72557.1507@compuserve.com or
DGORDIS@UJ.EDU
(W) 310-476-9777 (H) 310-842-8163
(WF) 310-471-1278 (HF) 810-842-8162*

Hoffmann, Alan

Alan Hoffmann is the Executive Director of the Council for Initiatives in Jewish Education (CIJE). He is on loan from the Hebrew University where he served as Director of the Melton Center for Jewish Education in the Diaspora. He is interested in issues of educational innovation and change within the broader organizational context of Jewish communal life.

*E-mail: 73321.1220@compuserve.com
NYC 212-532-2360 (W) 011-9722-662832
(H) 011-9722-235506*

Holtz, Barry W.

Barry W. Holtz is Associate Professor of Jewish Education at Jewish Theological Seminary and a long time consultant to CIJE where, among other things, he directs the Best Practices Project. His areas of interest include curriculum development, teacher education, and the "translation" of Jewish scholarship and Judaica for the purposes of Jewish education.

*E-mail: BaHoltz@JTSA.Edu
(W) CIJE: 212-532-2360 JTS: 212-678-8034
(H) 212-864-3529*

Holzer, Eli

Born in Belgium in 1962, Eli Holzer is an Israeli citizen who has served as a shaliach for B'nei Akiva in Belgium, and as a lecturer and teacher in both youth and adult education. He holds an MA in Jewish Thought from the Hebrew University, where he is currently working on his

Ph.D. He also earned his teaching certificate from the Yaakov Herzog Institute at Alon Shvut, and a BA in Psychology and Jewish Philosophy from Bar Ilan University. As a Jerusalem Fellow, he is examining ways to utilize Jewish Thought in Jewish education and in teacher training which he plans to implement upon assuming a position in Jewish education in a North American community.

E-mail: mselie@pluto.mssc.huji.ac.il

(H) 02-666902

Kaunfer, Alvan

Alvan Kaunfer is a Rabbi at Temple Emanu-el in Providence, where he oversees educational programming. He was the founding director of the Solomon Schechter Day School in Rhode Island. He completed his doctoral work on the teaching of Midrash at the Jewish Theological Seminary, and he has published several articles on Midrash and the teaching of Midrash.

E-mail: 75574.225@compuserve.com

(H) 401-331-0219 (W) 401-531-1616

Lehmann, Daniel

Rabbi Daniel Lehmann is the founding Headmaster of the New Jewish High School of Greater Boston, a community Jewish day high school. Most recently, he served as the Upper School Principal at the Beth Tfiloh Community School in Pikesville, MD. A graduate of Yeshiva University, and its Rabbinical School, he was the Director of KIRUV, the College Outreach Program of Yeshiva University and Assistant Rabbi of the Beth Tfiloh Congregation. During the 1993-94 academic year, he was the Wexner Heritage Foundation Fellow at the National Jewish Center for Learning and Leadership where he studied with Rabbi Irving Greenberg, taught lay and professional leaders of the New York Federation, and developed CLAL's first College Student Leadership Conference. He is the editor of *Visions and Voices*, a collection of contemporary commentaries on the Haftarat, and has lectured in various settings in Baltimore and throughout the country. In addition, he has been an active participant in scholarly programs sponsored by the Institute for Christian and Jewish Studies. He is married to

Dr. Lisa Solemani Lehmann and is the proud father of two sons, Hillel and Eliyahu.

E-mail: DLEHMANN@UMD5.UMD.EDU

410-486-8991 410-484-5127

Marom, Daniel

Daniel Marom is a Senior Researcher at the Mandel Institute for the Advanced Study and Development of Jewish Education, located in Jerusalem. He is co-director of the Mandel Institute's "Educated Jew Project", the purpose of which is to develop and publish alternative conceptions of the aims of contemporary Jewish education. In addition, he collaborates with the Goals Project in facilitating the development of vision and vision-guided practice in various settings for Jewish education. Before coming to the Mandel Institute, he trained teachers in Judaica at Kerem Teacher Training Institute for Jewish Humanism and developed curricula at Melitz: Centers for Jewish-Zionist Education.

E-mail: MAROM@vms.huji.ac.il

(W) 02-662-832 (H) 02-738-933

Paley, Michael

Rabbi Michael Paley is a Professor of Jewish Studies and Dean of Special Projects at Bard College. His central responsibility is to design a new Jewish High School and Early College for Manhattan. Previous to Bard College, he was the Vice President of the Wexner Heritage Foundation. Before that he was the University Chaplain and Director of Earl Hall at Columbia University. As Chaplain he was an advocate for the religious and spiritual mission of the University and the coordinator of social service, humanitarian, political and multi-cultural activities. He was the founder and first director of the Edgar M. Bronfman Youth Fellowship in Israel, as well as the founder of the Conference on Judaism in rural New England.

E-mail: PALEY@BARD.EDU

(W) 914-758-2600 ext. 7279 (H) 212-666-5407

Pekarsky, Daniel

Daniel Pekarsky is Professor in Educational Policy Studies at the University of Wisconsin - Madison. He is a philosopher of education with strong interests in the ethics

of educational practices and policies and in moral education. He serves as a consultant to CIJE, with major responsibilities in the Goals Project. His prior work in Jewish education included developing and directing the Cleveland Fellows Program, which was designed to upgrade Jewish education in Cleveland.

E-mail: DANPEK@macc.wisc.edu

(W) 608-262-1718 (FAX): 608-262-9074

(H) 608-233-4044

Rapoport, Nessa

Nessa Rapoport is Leadership Development Officer of CIJE. She is responsible for the domain of mobilizing community support for Jewish education, which includes fostering a partnership between lay leaders and professionals for the revitalization of the community through education. She is the author of a novel, *Preparing for Sabbath*, and of *A Woman's Book of Grieving*. She is co-editor of the *Schocken Book of Contemporary Jewish Fiction*. For ten years she was a senior editor at Bantam Books, where she edited the memoirs of Jimmy Carter, Ezer Weizman, Lee Iacocca, and Geraldine Ferraro, among others.

E-mail: 74671.3370@compuserve.com

(W) 212-532-2360 x408 (H) 212-873-8385

Steinmetz, Devora

Devora Steinmetz is the founder and director of Beit Rabban. She is co-director of She'arim, a new program for the education of future day school teachers which is co-sponsored by Beit Rabban and Drisha Institute. She teaches Talmud at the Jewish Theological Seminary and has been an instructor at Drisha Institute. She is author of *From Father to Son: Kinship, Conflict and Continuity in Genesis*.

(W) 212-595-1386 (H) 212-877-4919 (F) 212-724-6165

Thal, Linda

Linda Thal has recently moved from Los Angeles to New York City where she will be directing a new project, *Creating Learning Congregations*, for the Union of American Hebrew Congregations and pursuing doctoral studies in the joint program in religion and education at Union Theological seminary and Colombia Teachers

college. In Los Angeles she was the Director of Education at Leo Baeck Temple, she also served as a member of the Clinical faculty at Hebrew Union College - Jewish Institute of Religion Rhea Hirsch School of Education and as a consultant to the Experiment in Congregational Education. She has taught and written in areas of family and tzedakah education, the use of art in Jewish education, Judaism and spiritual growth, and educational and congregational change. Linda was a 1994 recipient of the Covenant Award.



CURRICULUM VITAE

Daniel Landau Lehmann
1094 Centre Street
Newton Centre, MA 02159
(617) 244-6734



EDUCATION

Rabbi Isaac Elchanan Theological Seminary (Yeshiva University),
Rabbinic Ordination

Bernard Revel Graduate School of Jewish Studies, Yeshiva University,
Graduate program in Jewish Philosophy including courses in Jewish Studies also
taken at the Jewish Theological Seminary and the Graduate Center of The City
University of New York

Yeshiva College, Bachelors of Arts (major in Philosophy), recipient of the Arten
Memorial Award for Excellence in Talmud and the Professor David Mirsky
Memorial Award for representing the ideals of Yeshiva College

Yeshivat Hamivtar, Jerusalem, Biblical and Talmudic Studies

PROFESSIONAL EXPERIENCE

- | | |
|-------------|--|
| 1996 - | Founding Headmaster, New Jewish High School of Greater Boston |
| 1994 - 1996 | Principal, Beth Tfiloh Community Upper School
Responsible for the development and supervision of the General and Jewish Studies curriculum, budget, faculty, and co-curricular programs for grades 6-12 in this Jewish community day school. In addition, I have maintained rabbinic responsibilities in the synagogue including leading a monthly shabbat minyan, giving shabbat shiurim, and teaching adult congregants. |
| 1993 - 94 | Wexner Heritage Foundation Fellow at the National Jewish Center for Learning and Leadership (CLAL)
Studied one-on-one with Rabbi Irving Greenberg, taught classes for Federation lay-leaders, participated in Wexner Heritage Foundation classes and retreats, helped develop curriculum for lay-leadership development based on Jewish texts, and staffed professional retreats for Rabbis, Jewish educators, and Federation professionals |

- 1993-94 Director of the CLAL Student Leadership Conference
Organized and supervised the development of a five day
retreat for 35 college students from across the country.
- 1993, Spring Served on the Middle States Association of Colleges and
Schools evaluation team for accreditation of the Ramaz
School
- 1991 - 1994 Dean of Jewish Studies, Beth Tfiloh Community
School in Baltimore, Maryland. Responsible for
supervision of the Jewish Studies curriculum and faculty
for grades 6-12
- 1989 - 1994 Assistant Rabbi, Beth Tfiloh Congregation in Baltimore,
Maryland. Responsibilities include developing and
leading the adult education program, pastoral guidance,
leading religious services, delivering sermons and
eulogies, participating in various youth activities, and
serving as a religious leader in all aspects of
congregational life. Beth Tfiloh is a member of the Union
of Orthodox Jewish Congregations.
- 1988 - 1991 Full-time teacher in the Jewish Studies department of
the Beth Tfiloh Community High School. Taught classes
in Talmud, Bible, Jewish Thought, Jewish Law, Judaism
and Christianity, and the Four Movements of Judaism.
- 1988 - 1989 Assistant Rabbi for Education, Beth Tfiloh Congregation.
Responsible for Adult education program as well as other
Rabbinic duties.
- 1988, Spring Co-led the National Jewish Center for Learning and
Leadership's (CLAL) Learning Leaders program
in Birmingham, Alabama and Dallas, Texas. Wrote
source material for CLAL's Critical Issues Conference.
- 1983 - 1987 Director of KIRUV, the college outreach program of
Yeshiva University and the Rabbinical Council of
America. Responsible for all administrative and
programmatic aspects of the KIRUV, and organization of
student volunteers that provided over 50 college
campuses with Jewish educational programs.

- 1985 - 1986 Rabbinic Intern for the National Jewish Center for Learning and Leadership (CLAL). Led interdenominational discussion groups and learning sessions aimed at bringing together rabbinical students from the four major seminaries. Participated in learning programs with the CLAL faculty and staff.
- 1983 - 1986 Led educational workshops and participated in the annual Conference for Alternatives in Jewish Education (CAJE)
- 1986, Spring Taught a weekly class in traditional Jewish Thought for Jewish students at Princeton University under the auspices of Yavneh.
- 1985, Summer Educational Coordinator for the Torah Leadership Seminar (TLS) sponsored by Yeshiva University. Developed formal and informal educational programs for high school students attending this five-day seminar.

COMMUNITY AND PROFESSIONAL ACTIVITIES/AFFILIATIONS

- 1995 - Member of the Board of Directors of the Jewish Vocational Service of Baltimore
- 1995 - Member of the Educators Council of America
- 1994 - Member of the National Association of Secondary School Principles
- 1994 - Member of the Association for Supervision and Curriculum Development
- 1993 - 1994 Participant in the Catholic - Jewish Colloquium sponsored by the Institute of Christian-Jewish Studies and funded with a grant from the Lily Foundation. 22 Jewish and Catholic educational leaders in the United States and Canada were chosen to participate in 5 seminars that focused on inter-religious understanding and the implications for religious education.
- December, 1993 Co-leader of the Institute for Christian-Jewish Studies Seminar in Israel

- | | |
|----------------|---|
| 1992 - 1993 | Member of the Executive Board of the Baltimore Jewish Council, the community relations organization for the Baltimore Jewish community |
| 1992 - present | Member of the Baltimore Board of Rabbis |
| 1991 - present | Member of the Scholars Group of the Institute for Christian Jewish Studies. Participated in dialogue and study sessions with Christian and Islamic clergy on a variety of theological issues. |
| 1990 - 1991 | Member of the Housing Task Force of the Baltimore Jewish Council. Helped to plan a conference on housing and the homeless for the Baltimore Jewish community. Participated in the development of a curriculum on the issue of the homeless for Jewish schools. |
| 1989 - 1993 | Faculty member of the Adult Institute of Jewish Studies, a program of courses offered by the Rabbis of congregations in the Baltimore area. |
| 1989 | Member of the organizing committee for the Young Leadership Retreat of the Associated Jewish Charities of Baltimore. Participated in the planning and leading of this weekend retreat with special focus on the areas of religious and educational programming. |

PUBLICATIONS

- | | |
|------|---|
| 1994 | Editor, <u>Visions and Voices</u> , Contemporary Commentaries on the Weekly Prophetic Readings, published by the National Jewish Center for Learning and Leadership |
|------|---|

STUDENT LEADERSHIP POSITIONS

- | | |
|---------|--|
| 1984-85 | Editor-in-Chief, <u>Hamevaser</u> , a student periodical of Jewish thought and ideas published in conjunction with the undergraduate Jewish Studies program of Yeshiva College |
| 1983-84 | Vice-President of the Yeshiva College Student Council |

References available upon request

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
STEERING COMMITTEE**

AGENDA

Thursday, August 15, 1996, 9:30 am - 3:30 pm
New York

		<u>Tab</u>	<u>Assignment</u>
I.	Master Schedule Control	1	MLM
II.	Minutes	2	JM
III.	Assignments	3	JM
IV.	1997 Work Plan - Strategic Thrusts		ADH
V.	The Professors: Summer 1996 and Beyond	6a	BWH
VII.	Board Redesign		MLM
VII.	Early Childhood - Update		ADH/GZD
VIII.	Goals Seminar	6b	DP