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Change Think Tank. Approaches to educational change, 1996-1997.

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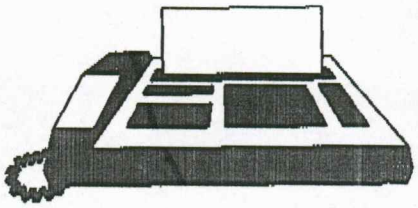

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Number of pages that follow: 8

Accelerated Schools

Guru

Henry Levin. He is the David Jacks professor of higher education and economics at Stanford University. He is also director of the National Center for the Accelerated Schools Project.

In accelerated schools, school communities work together to transform their local schools into effective centers of learning that are grounded in community, reflection, inquiry, and the belief that all children can be smart.* Accelerated schools commit to three principles: unity of purpose, empowerment in tandem with responsibility, building on strengths. Although the full transformation of a school can take five to six years, a great deal of improvement can happen over the course of four to five months. Before a school begins to implement the process, a training session is held over two to three days prior to the new school year. This is called the launch and it is intended to promote "buy in" to this new educational initiative. To initiate the process, schools (1) take stock; (2) forge a vision; (3) set priorities; and (4) create governance structures. These are called the "getting from here to there" steps.

In taking stock, every area of the school is examined: students, curriculum, instructional strategies, family involvement, achievement, school organization, assessment, school history. Everyone in the school community takes part: teachers, students, parents, support staff, administrators, district personnel, and community members. A committee is set-up for each area under examination. The committee outlines a list of questions that helps to define the present situation (e.g., How many parents attend

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* Unless otherwise noted, the source material for this description of the accelerated schools project is based on Wendy Hopfenberg, Henry M. Levin et al. (1993). The Accelerated Schools: Resource Guide. San Francisco, CA: Josey-Bass Publishers.

back-to-school night?). The committee decides who they want to ask each question (egs., parents, students, staff) and how they want to get each question answered (egs., conduct interview, reflect on instructional styles). The committee also appoints a representative to an overall taking-stock coordinating committee. Each committee produces a report.

In developing a vision for the school, first everyone reflects individually on his/her own personal vision. Next, a vision-setting meeting is held. The participants in this meeting are all the staff members and representative parents. The next step is making sure that all the constituent groups of the school have meaningful input into the vision statement. By including everyone in the vision process, a sense of ownership is promoted. A student vision committee is set-up to devise ways to obtain input from every single student (surveys are a good method). The vision-coordinating committee produces the final draft of the vision statement. The whole school community reviews and critiques the draft. Once there is agreement, the vision statement is displayed and a celebration is held.

Setting priorities is the next, and perhaps most difficult, part of the process. New groups are formed that consist of members from all the taking-stock committees. Each group compares the vision statement to the information provided by the taking-stock committees. Each group then selects what it feels are the five or so most significant differences. Similar items are clustered together. The group then determines the top three priority clusters that the school will address over a long period as well as the items *within* the clusters.

A "cadre" or task-force is set-up to address each priority challenge. Cadres consist of teachers, support staff, administrators, parents, students, district personnel, and community members. In addition, a steering committee is established consisting of cadre representatives, administrators, representative support staff, students, parents, community members, and representatives of other groups that the school feels should be represented. The third governance structure is the School as a whole (SAW). The SAW is composed of all administrators, all teachers, all support staff, and representatives from the students,

parents, central office, and community. The SAW is required to approve all decisions that have implications for the whole school. Cadres tend to meet weekly, the steering committee tends to meet twice a month, and the SAW tends to meet monthly.

Michael Fullan (1993)* observes that in order to effectively implement the accelerated schools process, the principal must be willing to learn to keep the students as the central focus, share power, foster a risk-taking climate, take time to interact with members of all the constituent groups, and help keep the larger vision in the forefront of debate, action, and continuous reassessment (p. 72).

* Michael Fullan (1993). Change Forces: Probing the depths of educational reform. Bristol, PA: The Falmer Press.

Developmental Studies Center

Guru

Eric Schaps. He is the president of the Developmental Studies Center, San Ramon, California.

The work of the Developmental Studies Center (DSC)[1] is premised on the idea that the participation of students in a caring community has two immediate effects: (1) promotion of the students' intellectual, social, and ethical development; and (2) the students' psychological needs for autonomy, competence, and belonging are satisfied. Satisfaction of the students' basic psychological needs results in their attachment to the school community. Over time, attachment promotes deep commitment to the community's norms and values, and behavior consistent with those values. According to Schaps, "What I hope for, with this program, is to help children enjoy thinking—about how they think and about how they act—in a world that increasingly depends on all of us to create community wherever we can." The way the DSC implements its program is through focused staff development activities and a literature program.

To implement the program, the school first conducts and internal assessment of its staff development activities and its literature curriculum. The school next orders materials that include twelve books for each grade level and teacher guides. The book selections highlight important issues of growing up, making choices, and contributing to one's world. The books are intended to spark discussions about important ideas, feelings, values, and motivations. The books are age-appropriate, notable literature by outstanding authors. The DSC recommends that half the books be read aloud by the teacher and the other half by

[1]The following sources were drawn on for this brief: *Prevention effects of the child development project, Program manual: Reading for real, Developmental Studies Center 1996-97 Catalog*, and *Evaluation of the child development project: Summary of findings to date* (January, 1991).

students reading with a partner. Through the way in which the books are read as well as by the classroom discussions that are sparked by the books, a sense of community and caring is built.

Prior to the school year, a two day staff development seminar is held. The training focuses on (1) helping the staff understand the philosophy of the program and (2) showing the staff how to use the read-aloud component of the program. In the Fall, a one day follow-up workshop is held to help the teachers learn how to facilitate student-teacher and student-student conversations. During the course of the Fall, external facilitators provide four days of in-class direct assistance to the staff members. Direct assistance may include observations, co-planning, or co-teaching. In the Spring, another one day follow-up workshop is held that focuses on the students reading with one another component of the program. Toward the end of the school year, a four day follow-up seminar is held.

The DSC program works because the external facilitators are well-trained, the staff development activities are focused and on-going, and the books (the "content") are selected according to a criteria that has been carefully conceived. To become a facilitator of the program, an individual "shadows" an experienced facilitator for more than a year. The DSC sells its books and teacher guides only to schools that have agreed to undergo the staff development activities. The seminars, workshops, and direct assistance to teachers ensure that the participating school staff members implement the program appropriately.

Action research, Schwab, and Comer*

Whereas Sarason (1971) felt that by making the school people aware of the regularities within the school would be sufficient to introduce educational change, Schwab (1983) suggested a mechanism and a process. Schwab advocated for the establishment of curriculum committees. The members of the committee were to include the principal, a subject area specialist who realizes that there are alternative "truths," community members who hire graduates of the schools, and teachers. Schwab realized that teachers need to "own" the innovations. Innovations can not be imposed upon teachers. He writes:

> The second reason for insisting that the teacher be first-named member of the curricular group is a matter [that] has taken decades for us to learn...It is simply this: teachers will not and cannot be merely told what to do. Subject specialists have tried it. their attempts and failures I know at first hand. Administrators have tried it. Legislators have tried it. Teachers are not, however, assembly line operators, and will not so behave. (p. 245)

Change, therefore, is the product of deliberation among thoughtful adults in the school setting engaged in discussions concerning the intentionality of the learning environment and activities.

Comer advocates mechanisms and a process similar to Schwab. The three teams that are the hallmark of the SDP process bring all the people who have a stake in the students' success together for deliberations. Comer would add that attention must be paid toward the relationships among the people. He offers an example of a curriculum meeting in which curricular matters were never addressed because the committee members were occupied with pursuing adult agendas and because there was too much friction among the

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* Chazan, B. (1988). The state of Jewish education. NY: Jewish Education Service of North America. Schwab, J. (1975, May-June). Learning community. The Center Magazine, 8(3), pp. 30-44). Sarason, S. (1971). The culture of the school and the problem of change. Boston: Allyn and Bacon, Inc. Schwab, J.J. (1983). The practical 4: Something for curriculum professors to do. Curriculum Inquiry, 13(3), pp. 239-265.

members. In addition, Comer's model has built into it an evaluation component. As an integral part of every innovation, there is an accompanying methodology of determining the success of the innovation.

The action research model permits the school community to change course of action if the data is negative. For example, when the new math initiative was introduced into schools, many teachers did not feel that they "owned" the initiative (Schwab, 1983). If an evaluation component had been in place accompanying the introduction of the new math initiative, then the researchers would have been able to inform the school staff and the curriculum specialists that teacher resistance was impeding the process. The curriculum specialists would have known this social fact years earlier than they eventually did. A change of course could have been made that took the teachers into account—during the very first year of the program's initiation.

The action research enables the school people to know their successes. Often school people have no indication of whether they are succeeding or not beyond certain outcome data (such as student performance on standardized tests) and a sense that they are doing the right things. Anecdotal evidence has tremendous heuristic value, but often many voices are unheard. Sometimes, without careful research, success is attributed to one factor in mistake. At times, educational initiatives are introduced without a clear sense of the desirable student outcomes. For example, Barry Chazan (1988) notes that in American Jewry "there is no general conception of what a graduate of American Jewish education should know or do, beyond the sense that he/she should 'feel Jewish'" (p. 8).

To illustrate action research, the approach of the Yale School Development Program (SDP) will be highlighted. The SDP developed parent, staff, and student school climate surveys. The intention of the SDP is that the school climate instruments are to be administered at regular intervals. Thus the staff members are (1) able to clearly see the results of their efforts in implementing educational initiatives; and (2) they are able to target aspects of the educative program that will have the leverage to improve the school,

if substantial gains are made in these areas. Through administering school climate surveys and conducting data interpretation workshops, schools have opportunities to reflect on the school. Because school climate simultaneously collects data on the perceptions of parents, staff members, and students, all the pieces that make up the puzzle of the school's dynamics come in view.

From: Leora Isaacs
To: aj972@lafn.org,aron@mizar.usc.edu,adriannedb@aol.c...
Date: 1/24/97 8:10am
Subject: change agents

>X-Sender: zeldin@bcf.usc.edu (Unverified)
>Date: Fri, 17 Jan 1997 07:20:35 -0800
>To: leora@jesna.org
>From: zeldin@mizar.usc.edu
>Subject: change agents
>
>Change Agent Questions
>
>What follows are a series of questions about change agents, who
>and what their role is. It became clear to me in thinking about
>questions that our view of change itself cannot be divorced from
>of change agents. Thus though all of these questions are couche
>of change agents, many of them are really about the change proce
>
>1. What do we mean by change agent? An outside consultant, gro
>project that comes along to bring change (or guide change) In an
>institution? or a person (or group) within an institution who d
>want to change something in the institution? (For example, the
>projects send change agents into institutions - project director
>advisers, consultants - but in graduate training programs it is
>uncommon to hear that we are training professionals who will be
>agents.")
>
>2. The insider/outsider question is even more complex (as Susan
>pointed out in a paper a few years ago) because of overlapping r
>Jewish community. Rarely is an outside change agent truly a "st
>the institution. In DS 21, for example, I have worked with all
>schools in the project (except for one) in some prior role: I s
>boards and committees with the directors and sometimes the lay l
>two of the schools are sites for post-graduate residents I super
>Thus, there are ambiguities in my relationship with the schools
>agent. (On the other hand, of course, the prior relationship le
>quick and fairly deep rapport with the institution's leaders whi
>intuitively seems to be an important part of establishing trust
>outsider and the institution.)
>
>3. What metaphors are helpful in understanding the role of the
>agent: guide, mentor, expert, facilitator, partner, etc.? Whic
>a change agent adopts has significant ramifications for how s/he
>relate to the institution and its leaders. In particular, the o
>metaphor helps the change agent decide how directive to be in wo
>the institution. (The classic change agent studies of the late
>McLaughlin and Berman suggest that the most helpful way to view
>change agents is to see them as initiating a process of mutual a
>both the institution and the change agent/change project are mod
>the changes begin to take shape). (Do any of the current change
>implicitly use the dominant metaphor for change agents prior to
>and Berman, namely the rural agricultural field officer whose ta
>disseminate new strains of seed by helping one local farmer demo

>productive the new seed is so that his (sic) neighbors would see
>success and want to emulate it?)
>
>4. What preparation is necessary if one is to be successful as
>agent? How can consultants be prepared for their role? How can
>change agents be prepared and supported in their work? What is
>Jewish study in this preparation? (And what part can programs l
>and Wexner Heritage have in transforming people s the can then p
>in transforming their institutions?)
>
>5. What is the appropriate time frame for thinking about the wo
>change agent? Obviously, if by "change agent" we mean a permane
>in the institution, whether lay or professional, we may be tempt
>answer, "forever." But what about an outsider? Two years? Fiv
>And at what point in time is it reasonable to ask whether or not
>appropriately, to what extent) the change agent has been success
>bringing about change? (This is where questions about change ag
>overlap with questions about evaluation).
>
>6. With what intensity should a change agent work with an insti
>order to be effective? Does the change agent have to "move in"
>enough to be a house guest from time to time? Is it enough just
>tourist? How can various change agents working in and on the sa
>institution interact with one another?
>
>7. How does the change agent interact with the "maintenance for
>institution? (By "maintenance forces" I do not mean people and
>resistant to change - though that, of course raises another inte
>question about the work of change agents. Rather, I mean the fo
>carry on the day-to-day operation of the institution.) For exam
>working with day schools, it has become clear to me that the pac
>on change is quite slow, because the pressure on day schools to
>the work of educating children effectively is enormous; change,
>how enthusiastically embraced, takes a back seat to stable insti
>functioning.
>
>8. What happens when the change agent unleashes unexpected forc
>the institution? Can the change agent avoid being blamed for in
>s/he may create in the institution? Does s/he have to avoid bla
>cases?
>
>
>

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New email address: leora@jesna.org

From: Jennifer Schwartz
To: aj972@lafn.org,aron@mizar.usc.edu,adriannedb@aol.c...
Date: 1/24/97 8:00am
Subject: More change

The following is a message forwarded from Adrianne Bank:

>In tuning in to the discussions about models of change andtheori
>that Leora, Susan and Jeff and contributing to, I find that I do
>think that way at all when I am working as a change agent. Rath
>myself thinking about principles of change in the back of my min
>make sure everyone who needs to be is included, find a way to ke
>reinterpreting the meaning and history of what we are doing, bal
>rah-rah with the substantive, be a promoter/motivator as well as
>etc.), but mostly, "following the lead" of the people I'm workin
>remember a therapist's answer when I asked him what model he use
>with his clients. He said models got in the way although he kne
>said, "I just follow where they want to go and ask the right que
>think that's what I do when I do strategic planning -- which I g
>"model" of change. One more thought: if we changed our mental
>and concenived of change as more akin to "growth" and "creativit
>than to "social engineering" would we derive different categorie
>thinking about it. Related to growth: would we deal with such
> readiness, growth spurts, need for nuitrition, nurturing, prote
> Related to creativity: would we deal with such things as materi
>technique, emergence, originality, insight, coherence, open text
>
>

From: SHEVITZ
To: aj972@lafn.org,aron@mizar.usc.edu,adriannedb@aol.c...
Date: 1/21/97 2:51pm
Subject: Responses

These interchanges are really getting interesting.

This is a continuation of what I started last week. Some response to particular questions which were stated:

RE models.
I wonder if instead of looking at models we shouldn't be looking at THEORIES of change. The models seem to be methodologie how to's, or representation of a change process as it was done somewhere at some time. Then we get into questions of context, resources, and all the rest. I think there are different theories of change which rest on different assumptions about human behavior/potential, leadership/followership, organizational behavior, etc. Perhaps by working from a theory we would be freer to develop multiple and complementary models.

RE EVALUATION
LEOra raised many important questions. My problem with a few of them is that they're raised as forced choices --- probably because they FEEL like forced choices and in thework reality probably are forced choices. Questions6 and 8 might be opened up. What kind of information is helpful at what stage of the change process? Who needs/will benefit from what sort of information at each stage? maybe these are helpful ways to think about the issues. A phrase I just learned from Adrianne (who attributes it to Goodlad, is "premature evaluation." It can easily overwhelm a project. There has to be ways to use/do eval to help the practitioners during a process. And there have to be ways to look at the overall impact over time.

Re #4. I think multiple methods present the best possibilities. Again, we feel constrained by the realities. . .
The questions you raise abt benchmarks are of interest to me, especially since we are talking abt changing educational settings. We have no reasonable measures of learning, at all, it seems hard to think abt how to know if kids in "reformed" schools are learning more. I know that's not the only measure of importance, but it seems to me it's one we need to confront. I make an assumption that J ed has to be meaningful and engaging to the learner in order to be valued as the person goes through life. I don't mean a storehouse of disconnected facts . . . .But ought we consider the issue?

It's easier to think abt evaluating the process of change. And here's a loop to Isa's essay. When ppl go through visioning exercises, these can be converted into evaluative goals/objectives.

We've just gotten th4e runs on the Sh'arim sites --- can see what each congregation looks like. It's really very exciting. What we don't know how to do, at least without a much larger staff and budget and also some training for BJE staff --- is help the sites use the data to refine/modify/etc. their approaches to Sh'arim relative to what they now know. If they're interested in strengthening certasin practicves and involvements, they have useful information. The investment in consulting time is not sufficient to get the congregations to really use the data well, I'm afraid. ANnd there's the basic fear of evaluative" data.

There's one l;ast comment, at least at this sitting! How

Evaluation is fine as long as the results are "good." In the long run, the pressure to always be good, fine, etc. is debilitating since --in order to learn there needs to be the willingness to risk. Which means sometimes to fail. Or not meet goals. See, I'm having trouble even writing about "not doing well." It's a type A culture, perhaps. But it does not fit well with evaluation or, I believe, really good work! Can a group modify these norms and expectations? How?

Looking forward to more conversation.

From: Jennifer Schwartz
To: aj972@lafn.org,aron@mizar.usc.edu,adriannedb@aol.c...
Date: 1/17/97 7:50am
Subject: stimulated by thought pieces

The following message is a response from Adrianne Bank:

I loved getting the stuff that you sent. I am in awe of the "thi if they were written off the cuff, and also very impressed if the thoughtfully drafted amid the hurly-burly of other responsibiliti some reactions, stimulated by your set of three, but not directly to them. These impressions were worked out a bit in my conversat Leora this morning, and I thank her for the word "dynamics" to de I was struggling to express.

I have a sense that sometimes our discussion of change tends to t reductionistic, synthesized, somewhat impersonal and static, even when we are living through, or trying to get others to live throu change process we are overwhelmed by details, impressions, feelin and flows over time, all the human stuff of details, incidents, s important moments, etc. These constitute the dynamics of change. ethnographers, the social psychologists and the story-tellers pay to these things, and I always find that I am intrigued by how mes are as they occur in real-time and real-space.

My experience with change efforts -- and the major ones that I've involved with are the League of Cooperating Schools (18 elementar doing self-directed change with the university as consultants and -- somewhat similar model to ECE); the National Diffusion Network agency assisting in getting innovations transplanted in different the Vaughn Street Multi-Service Center (inner-city charter school multiple community services on-site); and, in the Jewish Communit Whizin Institute for Jewish Family Education; Synagogue 2000 and Mispacha in Baltimore; the BBYOU partnership; also Hillel's CU Pr Covenant grant projects, 6 strategic planing efforts -- is that very much on chemistry, interpersonal dynamics, excitement and en and how that gets sustained over time.

Some random observations about getting change started, directing sustaining change. (At this point I am not clear what "model" I from -- maybe an eclectic mix garnered from experience, maybe fro two that I have absorbed into my own thinking and doing.)

The questions I would ask about how change gets started include: people on? What do they get excited about? What do they really tackle? What bugs them? What problems do they want to solve? W energizes them? What sparks their creativity and new thinking?

Sometimes, I've seen the turn-on come from "push" factors -- losi membership, things not working, sense of boredom, conflict. Some turn-on is from "pull" factors -- what other people are doing, a the possible, a new leader's idea or charismatic personality, eve cases, the possibility of new money for particular kinds of programs/activities. In any case, if the pull-push doesn't gener

excitement and interest among a critical mass of people in an org no leadership juice or outside assistance will move the organizat dime.

Along with the energy being there, there must be a direction -- b experience at the beginning of change is that the direction is no clear but rather a general orientation around which people are wi gather. The direction changes as people come and go and make the contributions of wisdom, skill and time. Change in institutions to move more like water rather than like rock. That Zen distinct suggests that change is fluid, moving through channels, sometimes fast, sometimes slow, sometimes clear, sometimes muddy - moving g downhill but influenced by what it encounters in terms of rocks, trunks, other converging streams, ect. The direction is easier t looking backwards than forward. The direction forward can be und guidance -- from a leader, from an outsider, from someone who kee readjusting the focus -- but it is not completely under control. circumstances always occur. The trick is in seeing them as oppor not threats. (An expression fast becoming a cliche).

Sustaining change is probably more difficult than initiating or d change because I think it requires the union of two different kin capacities -- the energy of creativity and doing something differ combined with the attentiveness to implementation and details and everyone informed and bringing everyone along. The leader and th -- or the big picture people and the little picture people -- hav together so that something gets institutionalized. This often do happen; and people get tired, discouraged, frustrated. Instituti "refreezing," around something better or different, takes a long

A few other thoughts in response to some things that Isa mentione research showed -- "contrary to our expectations that things had home-grown or they would be rejected as a foreign body not invent was that it did not make any difference in the "adopting" schools idea originally came from as long as it could be appropriated/ada and therefore "owned" by the insiders, who then came to believe t did, if in fact, "invent it."

It requires a very sensitive ear to manage this process of presen with "triggers" or "models" or "ideas they can use" and helping t them their own. The Whizin people have been reluctant to present programs" and field people keep wanting them as is they were reci the other hand, the Synagogue 2000 Conference almost came down to too hard on the "telling" and "showing" and then very quickly -- mostly successfully -- backpedaled to "talking with" and "listeni think finding this correct middle-level of structuring -- guiding agent/facilitator/consultant.

I find that I have a number of things to say about my experiences change -- for example, the role that metaphor plays in creating v playfulness; the mix of people (a la Myers-Briggs) needed in chan the importance and difficulty of developing a common language for past experiences and skills as well as for evolving a new future much more; but I will leave these to another time. I don't want

my welcome.

-Adrianne Bank

From: zeldin
To: aj972@lafn.org,aron@mizar.usc.edu,adriannedb@aol.c...
Date: 1/17/97 9:20am
Subject: change papers

Hevra:

Here are my initial reactions to some of the thoughts on evaluati

1. It is clear to me that when we make the intuitively obvious s that the "ultimate goal of educational change is educational impr we are still left with an important unaswered question: Are we t educational improvement in the schools/institutions or in the ind being educated? That is, do we want to evaluate change on the ba much the institution has changed or on the basis of how much the has changed? The latter question has some obvious importance, bu raises the question of time frame: Do we look at people)student they are in the institution? When they have completed X number o it? Or 10 years later when many of the subtle - but most signifi impacts are more likely to surface? Even if we take the institut unit of analysis (at look at the "effect" of change rather than t "outcomes") we have a question of time frame: When can we expect changes that will last rather than changes that are likely to fad after the end of the change effort?

2. A related concern hinges on the distinction between increment fundamental change. Do we look for small changes thatr might non be readily apparent, or do we evaluate only on the basis of funda change that affects the "core technology" of the institution. (I this notion of Richard Elmore's to my attention.)

3. Another related concern stems from the interest on measuring It is probably obvious to all of us that Jewish education falls p social and political forces beyond any of our control. Often, th the detriment of the outcones we desire, but sometimes they are t benefit. (Most obvious example: the aftermath of the six day wa is a long way of saying that there may be too many intervening va for us to measure the outcomes of our chang efforts and then to s much confidence that it was our change efforts that led to "bette stdudent outcomes. We are probably on much safer ground if we li evaluation to how the INSTITUTIONS are different. Does anyone ag my position? I'd be interested in hearing reactions.

From: Jennifer Schwartz
To: aj972@lafn.org,aron@mizar.usc.edu,adriannedb@aol.c...
Date: 1/7/97 3:03pm
Subject: Consultation on Change

Welcome to the Email Discussion List for the Consultation on Jewi Educational Change, to be held in Los Angeles, February 2-3, 1997

To participate in this forum, simply send an Email message to: change@jesna.org

and your comments will immediately be sent to everyone invited to Consultation on Monday, February 3.

In preparation for the Consultation, we are posting a series of i "thought pieces" by four invited writers. Each will outline one framing issues regarding change: the role of vision, models/type change, evaluation, and the role of the change agent. This messa essays about the first three issues (models, vision, and evaluati

By accepting the invitation for the February 3 Consultation, the participants have agreed to respond on-line to at least one of th Additional comments and responses are definitely encouraged.

Thank you for your participation!

MODELS:
a cursory examination of the American Jewish experience reveals t enormous formative impact that models derived from other, non-Jew of society and culture have had on Jewish institutions and behavi organization of American Jewish religious life in synagogue congr based primarily on the patterns established by our Protestant nei Even in arenas where Jews have been "model builders," e.g., phila where the Jewish federation helped inspire comparable united char campaigns in the general community, the organizational culture of institutions has been profoundly shaped by American political and models.

wish education the influence of "external" models has been, if anything, even greater. The American Jewish school, whether "day "supplementary," is above all an American school. Virtually ever of Jewish schooling as we know it today mirrors elements in Ameri education -- from the physical facilities and setup, to the organ curriculum into "subjects," to teaching methods and technologies. forms of Jewish education, whether camps or youth movements or ad learning programs, also bear the unmistakable stamp of models fou wider society. Often, this borrowing has been deliberate: the fi generation of 20th century architects of American Jewish educatio make Jewish schools as much like public schools as possible. Nor use of models from general education been confined to externals. educators have turned repeatedly to the larger world of education Schwab, Coleman, Hunter, Hirsch, etc., to find reference points f a Jewish educational philosophy and pedagogy.

uest for models from outside the Jewish domain to guide, or at le
inform, Jewish communal and educational endeavors today is, there
entirely in keeping with historical American Jewish practice. Li
traditional practices, however, there is a risk when the practice
unconscious and invisible to ongoing self-reflection. We are now
period when Jewish education and the Jewish community in general
focusing on the need for "change." The language of "transformati
"renewal," and "renaissance" is everywhere. Even more important,
change initiatives are underway in a number of arenas of Jewish l
including Jewish education. Indeed, the impetus for change in wh
perceive (incorrectly) to be a "failed" Jewish educational system
some extent, driving the broader push for change that has become
under the banner of (with a small touch of irony) "Jewish continu

the search is on for "models" of change and change processes to
from, draw upon, and generally provide a large portion of the voc
tools being brought to bear on the challenges of introducing chan
Jewish educational and organizational life. Three domains in par
being looked to in order to provide these models:
1.al education - especially the myriad of initiatives and analyse
thereof that have constituted the "school reform" enterprise in N
America since the 1970s, from "effective schools" to "essential s
2.ess and organizational development - the plethora of experience
literature reflecting efforts to enhance organizational performan
for-profit and non-profit worlds generally, from "in search of ex
and "TQM" to "reengineering" and "the learning organization";
3.ion in America - less well-developed than the first two, but
providing intriguing models ranging from evangelical communities,
Eastern-style spirituality, to mega-churches, and highlighting th
relationship between personal transformation and institutional ch

s perhaps worth noting that a fourth potential domain for examini
models of change -- the political arena -- is rarely turned to.
reflect the fact that, while "politics" is a pervasive dimension
change initiatives, the American political arena today is widely
stultified, ineffectual, and corrupt, i.e., not a source of posit
of change. This may result in neglecting certain approaches, e.g
grass-roots community organizing, which could potentially inform
change initiatives in useful ways. It may also lead to ignoring
particular insights which a political perspective and vocabulary
to understanding the possibilities and pitfalls of change.)

ood news, therefore, is that there is no shortage of models of ch
to study. The bad news is that relatively little time has been s
far in trying to sort through systematically the many issues invo
utilizing / adapting / borrowing from / learning from these model
Realistically, we cannot ask that this type of meta-reflection be
prerequisite for turning to education, business, or religion in o
seek insights that can assist in shaping and implementing Jewish
initiatives. But we should be trying to engage in such reflectio
of our monitoring of the change initiatives themselves. Being aw
implicit or explicit models of change inform our activities, what
they are derived from, and what issues are raised when we employ
(differing) contexts of Jewish educational, synagogue, federation

community- or movement-wide change initiatives, will enable us bo enhance the yield of useful insights from these models and avoid misappropriation and misapplication. Such ongoing reflection on we are turning to and on how they succeed or fail to illuminate a the actual change work that we are engaged in will allow us to be increasingly sophisticated consumers of new models as they emerge eventually, perhaps, to develop authentic models of change for Je education and Jewish institutions that reflect the unique charact these domains.

this, we should carry with us a set of questions to which we ret periodically as we go about the business of change and the engage change models from education, business / organizational developme religion that is inevitably and appropriately part of this work. propose the following as an initial list of such questions:

1.do we hope to gain by looking at models of change from other ar

2.does it mean to identify something as a "model"? What do we me the term "model" in this context?

3.ich arenas do we want to look for models (e.g., business, gener education, non-Jewish religious institutions, others?)? How are these different domains similar to and different from one another within and across the domains?

4. models are especially intriguing? Why?

5.o we (best) make use of models in our work? (As templates? As examples for analogizing? As points of comparison / contrast? A to generate questions, identify issues, and sharpen analytic skil sources of general insights: "principles" or "lessons")

6.are the elements of our situation / work that make using models worthwhile? Problematic? Challenging?

7.e synthesize any learning from the range of available models? there any "universals" in the change process?) If so, what are t

8.here models of change that emanate from Jewish experience (hist textual tradition) that should be included in our thinking? If s these? What do they add to models from external fields?

SOME QUESTIONS REGARDING VISION AND CHANGE IN JEWISH EDUCATION

It would seem obvious that having a vision of the desired necessary ingredient of the change process. That said, the follo questions need to be discussed:

Question #1:

What are the advantages and liabilities of having a visio emanates from one leader? Conversely, what are the pros and cons a vision that is the product of a group?

Some of the most frequently cited examples of change (e.g. B'nai NY, National Hillel, the Boston Federation) came about because on individual came to the institution with a strong vision of what s that institution to become. Though, in theory, there should be s examples around of a group of people sharing a vision that they i together (e.g., the founding of a kibbutz), I found it hard to th contemporary example. For those of us who grew up in the Havurah it might be interesting to contrast the Boston Havurah (founded b leader -- Art Green) with the NY Havurah (a group effort and alwa less focused).

The planned change efforts in Jewish education today seem to assu vision should be evolved collectively; hence the interest in work teams. Presumably, the emphasis on teams stems from our wanting have ownership of the change. But is it really much different to vision evolved by a team, which still represents only a minute fr the organization¿s membership?

Question #2:

How important is it that the vision be "home grown?"

My own assumption, when we began the ECE, was that people needed their own." The values of the project's staff certainly came out readings we assigned, the texts we chose to study, and, probably strongly, in the programs planned for the leadership teams; but w deliberately held back from offering a unified vision of congrega education. In fact, we stated explicitly that we believed in "in choice" for congregations. Behind this lay the unstated assumpti home-grown vision was somehow more genuine, more adult, and would larger investment.

Watching the unfolding of Synagogue 2000, I have been led to ques assumptions. Larry and Ron seem (at least from the materials I'v reports I've heard) unabashed about telling people exactly what t prayer experiences are (though they did offer a variety of models people (at least those I've talked to) seem to respond very stron appreciate this direction.

Question #3:

Do people need to articulate their vision in writing, and what point in the process?

In the ECE the congregational task forces engaged in lots of visi activity, but when it came to actually articulating a vision on p had a great deal of difficulty; in fact, two congregations decide so. The vision statements that were put down on paper didn't sou or very inspiring. Is that the nature of vision statements in ge be rather bland? If so, do we need them?

Michael Fullan's assertion that "vision comes later," and that th sequence ought to be "ready, fire, aim," ought to be discussed in with this.

Questions #4:

For those intent on evolving a quasi-home-grown vision wi
What activities are helpful in getting people to articulate their
What is the appropriate balance between receiving someone else's
working out one's own?

In the ECE we have found text study to be very helpful. The most
eye-opening thing we did was a "limiting assumptions" exercise.
Shevitz has done a metaphors exercise that is useful in this rega
keep looking for new ways, so hopefully you'll have some to sugge

Question: #5:

What activities are helpful in communicating the vision o
group to the membership at large? How do we get large-scale "buy

I think I know the answer to this one -- by mounting exciting and
programs, and by continually labeling these programs as manifesta
the vision.

Finally, the philosopher in me couldn¿t resist two more philosoph

Question #6:

What is the relationship between values and vision?

I think I know the answer to this one too: Values are the buildi
of vision. But individual values may easily come into conflict (
active learning and cultural literacy). We need a vision to arti
which of the values is most important, and to re-define the other
relationship to the primary ones.

Question #7:

Is it useful to distinguish between institutional vision
existential vision?

This idea comes from a paper Daniel Pekarsky gave at the research
in Jerusalem last summer. Daniel, if you're participating in thi
would be good for you to clarify the differences, because they ma
cut through the process / product debate.

Some Questions about Evaluation

1.valuate? What do people want to know from evaluations of "chan
projects in Jewish education?

me cases, the emphasis is on understanding a dynamic system in fl
(process) and is less focused on "outcomes." But many are also as
bottom-line question: If the ultimate goal of educational change
educational improvement, what evidence do we have that the change
making are effective?

2.an we know that REAL change is taking place, not merely cosmeti
temporary modifications? How will we know change when we see it?
specific types of observable behaviors within Jewish organization

indicate change is taking place? How can we tell that changes are the system, and not only vested in an individual or limited leade

ble indicators may include:
ualitative change in how different parts of an organization relat the whole.
ange takes place in diverse arenas in the institution.
ere is a change in people's roles and relationships.
ere is a change in people's dissatisfaction; they complain about different things.
ople accept change as ongoing. People become more tolerant of ch itself.
e things that people take for granted are changing.
e stress level of the staff changes.
ere is a change in the difficulty level of keeping a process staf ople become better able to talk about change.
ople are more willing and better able to deal with ambiguity and taking.
e level of trust increases.
ecific individual projects are integrated into an overall vision. people become teachers.

3.who are the appropriate information sources for evaluation stud

onvinced of the need for multiple data sources (both external and internal). Ideally, decision-makers, educational providers, end- outside observers should all be utilized as data sources. The tr avoiding over-kill, and knowing in advance which kinds of informa gather from which sources in which ways so that the evaluation do overwhelm the project, and yet the right information is collected the right questions.

4.are the appropriate mechanisms for gathering information (e.g., mapping, process analysis, change indicators, narratives, qualita quantitative techniques)?

5.are the appropriate levels of analysis (system, subsystem, individual units)?

ing about what is needed to really understand the change process often overwhelming. The point of intervention for many of the ch projects is one part of the organization as a school (e.g., the s educational system of the synagogue, family education). Yet, if a "systems" approach, understanding changes in the context of the organization as a whole is unavoidable. And ultimately, the inte projects is to impact on the families and individuals (both provi users) who comprise the organization as a whole. To date, there sufficient resources to focus on all levels. Because of the diff assessing impact on end-users, this aspect is most often set asid However, this is very short-sighted. Any serious longitudinal re be precluded without collection of baseline and interim data.

6. is no doubt that data collection and documentation must begin the onset of any project and continue in an ongoing manner. What

clear is how much effort to place at each stage, and what are the appropriate points for analysis and synthesis?

w important is systematic baseline data collection? What kinds o data are needed (vs merely interesting, deferable, etc)?

en are the appropriate times to interpret evaluation data (premat vs too late to intervene)?

7.e identify "benchmarks" for change projects (external criteria effectiveness)
se them both to guide and assess the progress of change projects? would we do this?

here generalizable "benchmarks" or would they better be articulat for each type of project and/or organization? How could they be both in terms of process and product?

8.is the role of the evaluator (Objective outside observer? Coac Therapist?)

seems that in many cases, these roles are becoming merged. Is t good or a bad thing?

n is intervention appropriate? Are there ways to separate the evaluator and coach roles -- while allowing the organization to b immediately as possible from the feedback? (UJA-Federation of NY to develop a model closely linking their evaluation department wi continuity staff. Will it work? Is this feasible for smaller communities/organizations with limited resources?)

t are the necessary characteristics and qualifications of evaluat of Jewish educational change projects?

appropriate is the self-study model for such projects?

9.aluation can be viewed as part of the feedback system needed to change, who gets the feedback? When? How?

10.can the whole be greater than the sum of the parts? How can w synthesize knowledge from a variety of projects to serve the fiel

SECOND PHASE INTERVIEWS

Interviewees	Location	Interviewer(s)	Contact Person	Scheduled Date	Notes Complete
Zalman Schacter	CO		KAB		
Ruth Wisse		KAB/			
Tamara Cohen					
Danny Gordis	LA	KAB			
Michael Steinhart	NY	KAB/ADH	KAB		
Irwin Kula	NY	KAB			
Arthur Hertzberg		KAB			
Michael Brooks		DP			
Janice Weinman Shorenstein		KAB/ADH	KAB		
Reynold Levy		KAB			
Joel Zaiman	BALT				
Kyla Epstein		DNP			
Sara Lee	LA				
Isa Aron	LA				
Joel Grishaver					
Amy Gerstein		ANP/KAB			
Lee Shulman					
Michael Hammond	BO	KAB	KAB		
Hank Levin		DNP			
Larry Cuban					

13 Generic Approaches to Achieving Transformational Change

Steering Committee Meeting

December 5, 1996

13 Generic Approaches to Achieving Transformational Change

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

STRATEGIC GAMEBOARD: PEOPLE

	Senior Lay Leaders	Junior Lay Leaders	Senior Professionals	Principals	Teachers	Teacher Educators	Others
Relationships							
Leadership Training							
Convening/ Networking							
Consulting							
Publishing and Speaking							
R & D							
Research							
Modeling Change							
Modern Marketing							
Magic Bullets							
Money							
Accreditation/ Prizes							
People							

[December 5, 1992]

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

shapes practice w/c/t concerns/needs of consume

14

Best Practices

- Cultural Change (Process)
- Leadership Change
-

12 Generic Approaches to Achieving Transformational Change

	Name	Description	Examples
1	Relationships	Organizing opportunities for role modeling and mentoring by effective change leaders	Women's campaign in Milwaukee (Esther Leah)
2	Leadership Training	Teaching the how and why of change in the classroom to people currently in leadership positions or potential leaders/change agents	Jerusalem Fellows TEI Harvard Seminars Alberto Senderay Wexner Heritage Wexner Fellows
3	Convening/Networking	Bringing together like groups of people with institutions to support each other in the work of change	Coalition of Essential Schools CAJE
4	Consulting	Sending process and/or content experts to help build and implement a change vision at the institutional or community level	CIJE consultations Goals Project
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8	Modeling Change	Modeling change with a new or existing institution or within an entire community	Lead Communities
9	Modern Marketing	Motivating people to change through media advertising, direct marketing, personal sales	Willow Creek Church Lubavitch National Jewish Outreach
10	Magic Bullets	Introducing a simple initiative into an environment that catalyzes change on a broad scale	Bookshelves in former Soviet Union (Coleman)
11	Money	Using financial incentives to change behavior	Challenge grants Gruss Foundation
12	Accreditation/Prize	Encouraging organizations to change so that they can receive a prize or accreditation	Baldridge awards

STRATEGIC GAMEBOARD: INSTITUTIONS

	Federation/ Bureaus	Schools	Synagogues	Camps	Hillels	JCCs	Israel Programs	University Programs	Other
Relationships									
Leadership Training									
Convening/ Networking									
Consulting									
Publishing and Speaking									
R & D									
Research									
Modeling Change									
Modern Marketing									
Magic Bullets									
Money									
Accreditation/ Prize									

STRATEGIC GAMEBOARD: PEOPLE

	Senior Lay Leaders	Junior Lay Leaders	Senior Professionals	Principals	Teachers	Teacher Educators	Others
Relationships							
Leadership Training							
Convening/ Networking							
Consulting							
Publishing and Speaking							
R & D							
Research							
Modeling Change							
Modern Marketing							
Magic Bullets							
Money							
Accreditation/ Prizes							