



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.

Series F: CIJE Accrual, 1981-2011, undated.
Subseries 2: Dan Pekarsky, 1981-2011, undated.

Box
75

Folder
12

Goals Project. Project content, 1997-1998.

For more information on this collection, please see the finding aid on the
[American Jewish Archives](http://AmericanJewishArchives.org) website.

CONFIDENTIAL: NOT FOR DISTRIBUTION

Visions of Learning: A volume in four parts: 1/28/98

PART ONE

1. Why vision matters. SF: Second draft: March 1, 1998.
2. The Educated Jew Project: history and future. SF: First draft: March 1, 1998.
3. An exploration of the papers, their essence, comparability, and application in practice.
SF: First draft in point form: April 30, 1998.
SF: Final draft (post-NR comments to SF): June 25, 1998.
SF: Final line-edited draft: July 15, 1998.

PART TWO

1. Greenberg (as a template for the others):
 - a. Introduction (world-view) and essay.
DM: First expanded version (including headings, inserts of new material from Greenberg/DM work, bibliography of relevant Greenberg material): March 1, 1998.
 - b. Deliberation of scholars, educators, and Greenberg. DM: First draft: June 8, 1998.
 - c. Reflections on the deliberation by Greenberg today. Post completion of 1b.
 - d. Educational translation of Greenberg. DM: First draft: June 8, 1998.
2. Brinker. Begin work in August 1998, after formal assessment of project (see below).
3. Twersky.
4. Meyer. SF to speak with him.
5. Rosenak.
6. A view across the essays: Common elements and contrasts for Jewish thought and education
7. Scheffler:
 - a. The Educated person.
 - b. The Educated Jew.
 - c. The Educated Jew Project in dialogue with philosophy of education.

PART THREE

The Agnon experiment.

DM: Outline to IS, DP, SF, NR for input by March 1, 1998.

New draft of paper in accord with outline: April 30, 1998.

PART FOUR

The Goals Project and the future.

DP/DM: Formulation of questions about what we can learn from ambitious curriculum projects, such as Harvard Project Physics, and long-term change efforts in general education: Spring 1998, precise deadline to be determined.

How to move forward on the Goals Project?

Review DP/DM notes from December 1997 with as many as possible of: SF; AH; DP; DM; IS; KAB; BH; NR. *Important:* How? When?

Formal assessment of the status of the Educated Jew Project: New York: August 1998.

Mandel Institute

מכון מנדל

Tel: 972-2-566-2832

Fax: 972-2-566-2837

FACSIMILE TRANSMISSION

To: PROFESSOR DANIEL PERKINS Date: 12/1/98

From: D. HART

Fax Number: (608) 262 9074 # Pages: 9

Hi Danny!

COULD NO RESPONSE FROM JF OTHER THAN
 ACKNOWLEDGEMENTS THAT HE RECEIVED MATERIAL
 AND THANK. KEEP IT IN BUREAU FOR NOW (I
 SENT A COPY ONLY TO NORTON). LET'S TAKE
 IN A WEEK OR TWO.



January 4, 1998

MEMO TO: Seymour Fox

FROM: Daniel Pekarsky and Daniel Marom

RE: Summary of our December, 1997 meetings that included you, myself, and Daniel Marom concerning the Goals Project agenda associated with Project Content.

BACKGROUND

In November, 1997, Seymour Fox, Daniel Marom, Daniel Pekarsky, and Nessa Rapoport met for the purpose of making some basic decisions concerning the further development of the Educated Jew Project in the context of the larger agenda of Project Content. It was emphasized in the course of the meeting that the Goals Project component of Project Content is a critical piece of the development of the larger project.¹ The Goals Project component is designed to develop rich, two-way bridges between the Educated Jew publication and educational practice, practitioners, and policy-makers, bridges that will enrich both the ideas articulated in the Educated Jew publication and the quality of Jewish education in North America. It was agreed that a larger plan for this Goals Project needed to be articulated, with attention both to its longer-term agenda and to work that needs to be done in the short-term during the period that the Educated Jew materials are being readied for publication. It was agreed that Daniel Marom and Daniel Pekarsky would meet to begin articulating this plan of action, after which they would meet with Seymour Fox with the purpose of elaborating and/or revising the conception that was emerging. An account of the ideas and outcomes that emerged from these deliberations follows below.

THE AIMS OF THE MEETING

The December meetings were designed to attain greater clarity on three significant matters:

1. The work to be done by the Goals Project, both short- and long-term.
2. The kind of human capacity that would be needed to do this work.
3. The possible role of CIJE in the development of this project.

¹ Note that in the context of this report the term "Goals Project" does not refer to the Goals Project currently under way under CIJE auspices in consultation with the Mandel Institute. Rather, we are asking the question: What would it mean to have a Goals Project that flows directly out of (and feeds back into) Project Content. The question of the role of the CIJE Goals Project in this Goals project will be addressed at a later stage.

It was also clear to us that our ability meaningfully to address these three matters required that we also think about the larger purposes of the Goals Project. Hence, a fourth purpose informing our meeting - and the first to be considered below:

4. The objectives of the Goals Project in the context of the overall development of Project Content.

THE AIMS OF THE GOALS PROJECT

In the course of our discussions, we converged on the idea that the fundamental objective of the Goals Project is to find effective ways to use the ideas and materials associated with the Educated Jew Project in order to foster vision or content-driven educational practice in North America, with special attention to enriching the quality of leadership, both lay and professional, for Jewish education, infusing school-and synagogue-change efforts with the concerns and ideas central to the Educated Jew Project, and seeding the culture of North American Jewish life with the conviction that attention to the articulation and implementation of vision and content is essential for significant progress in Jewish education. This general aim entails the following more specific aims:

1. To demonstrate, via powerful examples, the powerful contribution of vision and content to educational practice and of attention to the articulation and implementation of vision and content in the process of educational improvement.
2. To identify and develop effective uses for the Educated Jew materials in the effort to encourage widespread educational practice which is sensitive to vision and content, with special attention to:
 - a. encouraging among the lay and professional leadership of Jewish education in North America a deep appreciation for the nature and power of vision and content in education and, in consequence, for the need to attend to it at all levels.
 - b. helping educational leaders, institutions, and community achieve greater clarity and depth of vision and content, informed by powerful Jewish ideas.
 - c. helping to improve educational planning and practice in existing and new institutions through attention to the articulation and implementation of vision and practice.
3. To test and refine the ideas and materials emerging from the Educated Jew project.

LONG -TERM STRATEGY

While recognizing that this idea needs to be critically scrutinized, our deliberations led us to the view that a - if not *the* - central focus of the Goals Project should be on *ideological communities* (e.g., Reform, Conservative, different strands of Orthodox Judaism, Reconstructionism, non-denominational, etc.). Although we would want to encourage and actively foster pertinent conversations between such ideological communities or within ideologically diverse geographical communities, our sense is that encouraging attention to visional concerns within ideological communities in which there are already likely to be significant commonalities in outlook is likely to produce richer results than will efforts that do not attend carefully to ideological diversity. We recommend focusing our energies on the following:

1. identification of relatively discrete ideological communities (for example, and very tentatively, Reform, Conservative, Modern Orthodox, Torah OoMesorah, Reconstructionist, non-denominational, etc./
2. encouraging and helping to launch internal conversations between appropriately positioned individuals and institutions within these communities concerning the nature of their guiding Jewish commitments and the relationship between these commitments, on the one hand, and Jewish educational practice, on the other;
3. with attention to the outcomes of these conversations, encouraging vision-sensitive leadership development and institutional change efforts within these ideological communities; these might include: work with scholars, community leaders and educators in local "educated Jew" project efforts; pilot projects and subsequent diffusion efforts, etc.

We imagine that, informed by the work of Project Content, trans-ideological organizations like the Mandel Institute and the CIJE would play a major role in catalyzing and informing both the intra- and inter-ideological conversations suggested above, as well as in encouraging efforts to bridge these conversations to practical efforts in the field.

SHORT-TERM STRATEGY

In the short term, i.e., during the period that the Educated Jew materials are being readied for publication, the primary challenge of the Goals Project is to establish those necessary or enabling conditions that will facilitate meaningful progress on the long-term agenda of the Goals Project as soon as the publication is ready for use. The most important of these conditions are the following:

1. **The development of a body of materials** -- for example, portraits of vision or content-driven institutions, case-studies of vision or content-sensitive institutional change, cases drawn from the life of educating institutions which offer opportunities for deliberation concerning strategy and objectives, and essays offering competing

conceptions of the nature, the existential significance, and the educational uses of different kinds of subject-matter like Hebrew, Jewish Text Study, Israel, or Tfillah.

Rationale: Such materials are necessary and valuable in a variety of contexts that include the training of personnel for the project; helping institutions clarify their informing visions; exhibiting to varied constituencies the power of vision and content in educational practice and in educational change. They represent "the stuff", the tools which the project will use.

2. Articles or handbooks that clarify and systematically articulate the approaches to various phases of the work that are embedded in the examples identified in #1, with careful attention to the role of the Educated Jew publication in these different kinds of activity. The "work" was conceptualized as including various distinct and discrete assignments (eg. working with schools, training educational leaders, drawing usable portraits of practice, developing approaches to Bible according to alternative conceptions, etc.).

Rationale: The systematic effort to make explicit the approaches to the work that are embedded in these examples will deepen our own thinking concerning the nature of our work, and the results of this effort will put in our hands materials that will be invaluable in explaining our work to various constituencies and in preparing appropriate individuals for similar kinds of work.

3. Generating a clientele for the Educated Jew publication and the Goals Project.

Rationale: The work we anticipate doing with ideological communities, in general, and, more specifically, with varied institutions and leadership-groups, is conditional on their being seriously interested in engaging in this work with us. Because approaches to education and educational change that give a significant place to vision and guiding ideas are not, as it were, "natural" to the thinking of educators and educational leaders, we cannot naively assume a strong, pre-existing interest in the kinds of work we propose. There is a need to actively cultivate the clientele for the work at hand.

4. Identifying, recruiting, and, if necessary, training the human capacity needed to help realize the larger aims of the Goals Project.

Rationale: There is no way that the aims of the Goals Project can be achieved without expanding the pool of specialized personnel available to us. The work described above cannot proceed effectively without the active participation of skilled professionals of various kinds.

SHORT TERM CHALLENGES

1. Creation of an advisory group, or board, made up of deeply thoughtful and appropriately knowledgeable individuals whose job it is to oversee the development of the Goals Project (by critiquing proposed aims, strategies and time-tables, elaborating ideas

on the table, offering alternative conceptions, interpreting ideological trends within and across communities, setting priorities, reviewing the products of the projects, etc.).

2. Creating a map of significant ideological communities within Jewish life, first in North America and then perhaps beyond.

If, as we suspect, it will prove fruitful to work with ideological communities, it is essential that we appropriately identify these communities, with attention to such matters as the place of guiding educational vision/content in their present thinking and practice, the human and textual resources available within each community for launching rich conversations concerning the most appropriate kinds of vision/content for this community, organizational entry-points, level of receptivity to the kind of work we propose, etc.

In addition, the kinds of conversations with representatives of these communities that will be necessary to create this map will themselves, if properly organized, nurture the kind of interest in the project that will produce a clientele for future work.

3. The development of several carefully selected pilot-projects, accompanied by meta-pieces that explain the approach to the work represented in each project. High priority among these pilot-projects are the following:

a. Examples of vision or content-sensitive work (eg. D. Marom's work with the Agnon School) for each of the various assignments entailed in the work of the Goals project.

b. Examples (along the lines of S. Fox's Camp Ramah piece) of vision or content-driven institutions and what it takes to create them.

c. Articles or a work-book that powerfully exhibit different conceptions of a given subject-matter (like Israel, or Jewish history, or Hebrew), with attention to the rootedness of these conceptions in different conceptions of Jewish life and to their different educational implications.

d.. A Lay Leadership Project designed to develop an appreciation among Jewish educational leaders of the need to infuse Jewish education and Jewish educational reform efforts with powerful Jewish ideas, and thus to create a demand among them within their own communities for the kinds of work called for by Project Content and the Goals Project. Such a project might fruitfully be organized around a question, to be identified, of serious interest to them. The challenge is to create a learning environment that speaks to their own living concerns in ways that they find meaningful, while simultaneously and respectfully bringing them to the insights at the heart of this project. This effort should also equip the participants with necessary tools for mandating and overseeing vision or content-driven policy and practice in communities and their educational institutions.

This lay leadership project would exemplify our approach to lay leadership development, while being a powerful source of our own learning. Formally articulated as an approach to

leadership development, it would provide guidance to others embarked on this important challenge. In addition this project may help to identify significant lay-leaders whose talent has not yet been tapped.

4. Addressing the problem of capacity in the short-term.

Addressing the problem of capacity is a condition of meaningfully carrying through on the proposed Goals Project agenda; but, since the desired human capacity has yet to be identified and recruited, addressing this problem is also a significant part of the work that needs to be done. This challenge is one of the important foci of our short-term agenda.

In our preliminary attempts to address this issue, we began with an intuitive scan of human resources that might readily be available to us. Guided by the notion that we should lead with our strengths, this scan revealed two kinds of relevant strengths on which we could draw.

a. A number of individuals with the capacity for pertinent subject-matter analyses. We readily identified a number of individuals whose educational and philosophical expertise and knowledge of Judaica equip them to develop powerful discussions of competing conceptions of the way to approach the teaching of various Jewish subject-matters (like Hebrew, Israel, Text Study, Tfillah, or Jewish History), with attention to more fundamental philosophical commitments that they reflect and to their implications to practice. Individuals like Barry Holtz, Deborah Kerdiman, Ellie Holzer, Danny Marom, Johnny Cohen, Marc Silverman, Mike Rosenak, and Shmuel Wygoda all, albeit in different ways, would have the potential to contribute to this effort, an effort which would facilitate one of the pilot-projects discussed above. It will be necessary to make some decisions from among the various possibilities intimated in this section.

b. Human capacity tied to varied ideological streams. In line with our hypothesis that it would be fruitful to develop the Goals Project initiative in relation to ideological communities, we made an initial attempt to identify potential human resources available to us within some of these communities. We were pleased to discover that with little effort we were able to identify significant resources within several such communities. To cite just three examples:

Reform: Michael Meyer, Deborah Kerdiman, Lawrence Kushner, Isa Aron, Sara Lee, Eugene Borowitz, Linda Thal, and Johnny Cohen (writing on Leo Baeck).

Conservative: Barry Holtz, Alvan Kaunfer, Dan Gordis, Moshe Greenberg, Beverly Gribbetz, Gail Dorph, Shelly Dorph, Aryeh Davidson.

Non-Denominational: Danny Lehmann, Michael Walzer, Leon Bottstein, Michael Paley, Ray Levi, Devorah Steinmetz.

Such individuals could be brought together in an effort a) to develop the map of ideological communities we propose, b) to launch group-specific discussions concerning the articulation and implementation of a powerful ideologically-based vision and content for Jewish education; and c) to expand the group of appropriate conversation partners.

c. Capacity available for the Lay Leadership Development Pilot Project. Our initial thought is that the personnel needed for this particular venture should be drawn from the Mandel Institute and CIJE, with the possible involvement of Brandeis. CIJE has already been involved in conversations with Brandeis concerning the development of a significant lay leadership pilot-project that will focus on the leadership of three major communities (Boston, Cleveland, and Milwaukee being possibilities). The human capacity associated with these three institutions might be sufficient to generate a very meaningful pilot-project that would accomplish the varied aims associated with this project that were identified above.

d. Missing capacity. Our scan suggested that a lot of work yet needs to be done in order to identify and adequately equip appropriate individuals to work effectively with educating institutions and educational leaders on educational growth agendas that take vision and content seriously. Thus, their identification and recruitment, the development via the pilot projects of materials and ideas needed to prepare them for the work, and the development of appropriate settings and a pedagogy for this preparation are major components of the proposed plan.

5. Sponsorship of public conferences and seminars on Jewish education aimed at varied constituencies, both lay and professional, that make obvious the importance of vision and content in the development of Jewish education. Such conferences will play an important role in seeding the culture, that is, in creating a Jewish communal culture which increasingly takes it for granted that education and educational reform require serious attention to questions of vision and content. Such conferences may also play an important role in the identification of individuals who will serve as lay or professional champions for this kind of work.

6. CIJE's involvement with the work-at-hand. Formal conversations with CIJE have not yet taken place, nor has the project-conception articulated herein been subjected to sufficient critical scrutiny, much less approved. Nonetheless, we speculated about the role that CIJE might play in the unfolding of the project now being described, with special attention on the short-run agenda.

Our preliminary sense was, as noted above, that CIJE might be an appropriate partner for the lay leadership development project, and we also anticipate that CIJE would take responsibility for some of the other pilot-projects identified in this proposal. For example, while the Mandel Institute might appropriately guide the development of the various content-analysis documents proposed above (i.e., those focused on competing conceptions of educational approaches to subject-matter), CIJE might take responsibility for identifying and powerfully describing a vision or content-driven institution (that differs

markedly from Ramah). We also felt that CIJE would be appropriate as a partner in the development of the ideological map we've proposed, perhaps taking the lead-responsibility for certain ideological groups. Note that in varied ways CIJE's current activities associated with its own on-going Goals Project would support and enhance the work proposed in this document.

January 4, 1998

MEMO TO: Seymour Fox

FROM: Daniel Pekarsky and Daniel Marom

RE: Summary of our December, 1997 meetings that included you, myself, and Daniel Marom concerning the Goals Project agenda associated with Project Content.

BACKGROUND TO THE MEETING AND MEETING OBJECTIVES

In November, 1997, Seymour Fox, Daniel Marom, Daniel Pekarsky, and Nessa Rapoport met for the purpose of making some basic decisions concerning the further development of the Educated Jew Project in the context of the larger agenda of Project Content. It was emphasized in the course of the meeting that the Goals Project component of Project Content is a critical piece of the development of the larger project. The Goals Project component is designed to develop rich, two-way bridges between the Educated Jew publication and educational practice, practitioners, and policy-makers, bridges that will enrich both the ideas articulated in the Educated Jew publication and the quality of Jewish education in North America. It was agreed that a larger plan for this Goals Project needed to be articulated, with attention both to its longer-term agenda and to work that needs to be done in the short-term during the period that the Educated Jew materials are being readied for publication. It was agreed that Daniel Marom and Daniel Pekarsky would meet to begin articulating this plan of action, after which they would meet with Seymour Fox with the purpose of elaborating and/or revising the conception that was emerging. An account of the ideas and outcomes that emerged from these deliberations follows below.¹

OBJECTIVES OF THE DECEMBER 1997 MEETING

The December meetings were designed to attain greater clarity on three significant matters:

1. The work to be done by the Goals Project, both short- and long-term.
2. The kind of human capacity that would be needed to do this work.
3. The possible role of CIJE in the development of this project.

It was also clear to us that our ability meaningfully to address these three matters required that we also think about the larger purposes of the Goals Project. Hence, a fourth purpose informing our meeting - and the first to be considered below:

¹ Note that in the context of this report the term "Goals Project" does not refer to the Goals Project currently under way under CIJE auspices in consultation with the Mandel Institute. Rather, we are asking the question: What would it mean to have a Goals Project that flows directly out of (and feeds back into) Project Content. It may well be that the

4. The objectives of the Goals Project in the context of the overall development of Project Content.

OBJECTIVES OF THE GOALS PROJECT

In the course of our discussions, we converged on the idea that the fundamental objective of the Goals Project is to find effective ways to use the ideas and materials associated with the Educated Jew Project in order to foster vision-driven educational practice in North America, with special attention to enriching the quality of leadership, both lay and professional, for Jewish education, infusing school-and synagogue-change projects with the concerns and ideas central to the Educated Jew Project, and seeding the culture of North American Jewish life with the conviction that attention to vision is essential for significant progress in Jewish education. From this general objective the following more specific objectives flow:

1. To demonstrate, via powerful examples, the powerful contribution of vision to educational practice and of attention to vision in the process of educational improvement.
2. To identify and develop effective uses for the Educated Jew materials in the effort to encourage vision-sensitive educational practice, with special attention to:
 - a. encouraging among the lay and professional leadership of Jewish education in North America a deep appreciation for the nature and power of vision in education and, in consequence, for the need to attend to it at all levels.
 - b. helping educational leaders, institutions, and community achieve greater clarity and depth of vision, informed by powerful Jewish ideas.
 - c. helping to improve educational practice in existing and new institutions.
3. To test and refine the ideas emerging from the Educated Jew materials.

LONG -TERM APPROACH TO THESE OBJECTIVES

While recognizing that this idea needs to be critically scrutinized and planning to create appropriate settings for this scrutiny, our deliberations led us to the view that a - if not *the* - central focus of the Goals Project should be on *ideological communities* (e.g., *Reform, Conservative, different strands of Orthodox Judaism, Reconstructionism, non-denominational*). Although we would want to encourage and actively foster pertinent conversations between such ideological communities, our sense is that encouraging attention to visional concerns within ideological communities in which there are already

likely to be significant commonalities in outlook is likely to produce richer results than will efforts that do not attend carefully to ideological diversity. We recommend focusing our energies on the following:

1. identification of relatively discrete ideological communities (for example, and very tentatively, Reform, Conservative, Modern Orthodox, Torah OoMesorah, Reconstructionist, non-denominational, etc./
2. encouraging and helping to launch internal conversations between appropriately positioned individuals and institutions within these communities concerning the nature of their guiding visional commitments and the relationship between these commitments, on the one hand, and educational practice, on the other;
3. with attention to the outcomes of these conversations, encouraging vision-sensitive leadership development and institutional change efforts within these ideological communities.

We imagine that, informed by the work of Project Content, trans-ideological organizations like CIJE and the Mandel Institute would play a major role in catalyzing both the intra- and inter-ideological conversations suggested above, as well as in encouraging bridging these conversations to practical efforts in the field.

SHORT-TERM APPROACH TO THE GOALS PROJECT'S OBJECTIVES

In the short term, i.e., during the period that the Educated Jew materials are being readied for publication, the primary challenge of the Goals Project is to establish those necessary or enabling conditions that will facilitate meaningful progress on the long-term agenda of the Goals Project once the publication is ready for use. The most important of these conditions are the following:

1. The development of a body of materials -- for example, portraits of vision-driven institutions, case-studies of vision-sensitive institutional change, cases drawn from the life of educating institutions which offer opportunities for deliberation concerning strategy and objectives, and essays offering competing conceptions of the nature, the existential significance, and the educational uses of different kinds of subject-matter like Hebrew, Text Study, Israel, or Tfillah.

Rationale: Such materials are necessary and valuable in a variety of contexts that include the training of personnel for the project; helping institutions clarify their informing visions; exhibiting to varied constituencies the power of vision in educational practice and in educational change. They represent "the stuff", the tools which the project will use.

2. Articles or handbooks that clarify and systematically articulate the approaches to various phases of the work that are embedded in the examples identified in #1, with careful attention to the role of the Educated Jew publication in these different kinds of activity.

Rationale: The systematic effort to make explicit the approaches to the work that are embedded in these examples will deepen our own thinking concerning the nature of our work, and the results of this effort will put in our hands materials that will be invaluable in explaining our work to various constituencies and in preparing appropriate individuals for similar kinds of work.

3. Generating a clientele for the Educated Jew publication and the Goals Project.

Rationale: The work we anticipate doing with ideological communities, in general, and, more specifically, with varied institutions and leadership-groups, is conditional on their being seriously interested in engaging in this work with us. Because approaches to education and educational change that give a significant place to vision and guiding ideas are not, as it were, "natural" to the thinking of educators and educational leaders, we cannot naively assume a strong, pre-existing interest in the kinds of work we propose. There is a need to actively cultivate the clientele for the work at hand.

4. Identifying, recruiting, and, if necessary, training the human capacity needed to help realize the larger objectives of the Goals Project.

Rationale: There is no way that the objectives of the Goals Project can be achieved without expanding the pool of personnel available to us. The work described above cannot proceed effectively without the active participation of skilled professionals of various kinds.

THE WORK AT HAND: A PROPOSED APPROACH TO THE PROJECT'S SHORT-TERM OBJECTIVES

1. Creation of an advisory group, or board, made up of deeply thoughtful and appropriately knowledgeable individuals whose job it is to oversee the development of the Goals Project (by critiquing proposed objectives, strategies and time-tables, elaborating ideas on the table, offering alternative conceptions, reviewing the products of the projects, etc.).

2. Creating a map of significant ideological communities within Jewish life, first in North America and then perhaps beyond.

If, as we suspect, it will prove fruitful to work with ideological communities, it is essential that we appropriately identify these communities, with attention to such matters as the place of guiding educational visions in their present thinking and practice, the human and textual resources available within each community for launching rich conversations

concerning the most appropriate kinds of vision for this community, organizational entry-points, level of receptivity to the kind of work we propose, etc.

In addition, the kinds of conversations with representatives of these communities that will be necessary to create this map will themselves, if properly organized, nurture the kind of interest in the project that will produce a clientele for future work.

3. The development of several carefully selected pilot-projects, accompanied by meta-pieces that explain the approach to the work represented in each project. High priority among these pilot-projects are the following:

a. Examples of vision-sensitive work with institutions along the lines of D. Marom's work with the Agnon School.

b. Examples (along the lines of S. Fox's Camp Ramah piece) of vision-driven institutions and what it takes to create them.

c. Articles or a work-book that powerfully exhibit different conceptions of a given subject-matter (like Israel, or Jewish history, or Hebrew), with attention to the rootedness of these conceptions in different visions of Jewish life and to their different educational implications.

d. A Lay Leadership Project designed to develop an appreciation among Jewish educational leaders of the need to infuse Jewish education and Jewish educational reform efforts with powerful Jewish ideas, and thus to create a demand among them within their own communities for the kinds of work called for by Project Content and the Goals Project. Such a project might fruitfully be organized around a question, to be identified, of serious interest to them. The challenge is to create a learning environment that speaks to their own living concerns in ways that they find meaningful, while simultaneously and respectfully bringing them to the insights at the heart of this project.

This lay leadership project would exemplify our approach to lay leadership development, while being a powerful source of our own learning. Formally articulated as an approach to leadership development, it would provide guidance to others embarked on this important challenge. In addition this project may help to identify significant lay-leaders whose talent has not yet been tapped.

4. Addressing the problem of capacity in the short-term.

Addressing the problem of capacity is a condition of meaningfully carrying through on the proposed Goals Project agenda; but, since the desired human capacity has yet to be identified and recruited, addressing this problem is also a significant part of the work that needs to be done. This challenge is one of the important foci of our short-term agenda.

In our attempts to address this issue in the context of our conversations in our recent December meetings, we did not approach this problem systematically, but began with an intuitive scan of human resources that might readily be available to us. Guided by the notion that we should lead with our strengths, this scan revealed two kinds of relevant strengths on which we could draw.

a. A number of individuals with the capacity for pertinent subject-matter analyses. We readily identified a number of individuals whose educational and philosophical expertise and knowledge of Judaica equip them to develop powerful discussions of competing conceptions of the way to approach the teaching of various Jewish subject-matters (like Hebrew, Israel, Text Study, Tfillah, or Jewish History), with attention to more fundamental philosophical commitments that they reflect and to their implications to practice. Individuals like Barry Holtz, Deborah Kerdiman, Elie Holzer, Danny Marom, Johnny Cohen, Marc Silverman, Mike Rosenak, and Shmuel Vigoda all, albeit in different ways, would have the potential to contribute to this effort, an effort which would give facilitate one of the pilot-projects discussed above. It will be necessary to make some decisions from among the various possibilities intimated in this section.

b. Human capacity tied to varied ideological streams. In line with our hypothesis that it would be fruitful to develop the Goals Project initiative in relation to ideological communities, we made an initial attempt to identify potential human resources available to us within some of these communities. We were pleased to discover that with little effort we were able to identify significant resources within several such communities. To cite just three examples:

Reform: Michael Meyer, Deborah Kerdiman, Lawrence Kushner, Isa Aron, Sara Lee, Eugene Borowitz, Linda Thal, and Johnny Cohen (writing on Leo Baeck).

Conservative: Barry Holtz, Alvan Kaunfer, Dan Gordis, Moshe Greenerg, Beverly Gribbetz, Gail Dorph, Shelly Dorph, Aryeh Davidson.

Non-Denominational: Danny Lehmann, Michael Walzer, Leon Bottstein, Michael Paley, Ray Levi, Devorah Steinmetz.

Such individuals could be brought together in an effort a) to develop the map of ideological communities we propose, b) to launch group-specific discussions concerning the articulation and implementation of a powerful ideologically-based vision; and c) to expand the group of appropriate conversation partners.

c. Capacity available for the Lay Leadership Development Pilot Project. Our initial thought is that the personnel needed for this particular venture should be drawn from the Mandel Institute and CIJE, with the possible involvement of Brandeis. CIJE has already been involved in conversations with Brandeis concerning the development of a significant lay leadership pilot-project that will focus on the leadership of three major communities (Boston, Cleveland, and Milwaukee being possibilities). The human

capacity associated with these three institutions might be sufficient to generate a very meaningful pilot-project that would accomplish the varied aims associated with this project that were identified above.

d. Missing capacity. Our scan suggested that a lot of work yet needs to be done in order to identify and adequately equip appropriate individuals to work effectively with educating institutions and educational leaders on educational growth agendas that take vision and content seriously. Thus, their identification and recruitment, the development via the pilot projects of materials and ideas needed to prepare them for the work, and the development of appropriate settings and a pedagogy for this preparation are major components of the proposed plan.

5. Sponsorship of public conferences and seminars on Jewish education aimed at varied constituencies, both lay and professional, that make obvious the importance of vision and content in the development of Jewish education. Such conferences will play an important role in seeding the culture, that is, in creating a Jewish communal culture which increasingly takes it for granted that education and educational reform requires serious attention to questions of vision and content. Such conferences may also play an important role in the identification of individuals who will serve as lay or professional champions for this kind of work.

6. CIJE's involvement with the work-at-hand. Formal conversations with CIJE have not yet taken place, nor has the project-conception being articulated herein been subjected to sufficient critical scrutiny, much less approved. Nonetheless, we speculated about the role that CIJE might play in the unfolding of the project now being described, with special attention on the short-run agenda.

Our preliminary sense was, as noted above, that CIJE might be an appropriate partner for the lay leadership development project, and we also anticipate that CIJE would take responsibility for some of the other pilot-projects identified in this proposal. For example, while the Mandel Institute might appropriately guide the development of the various content-analysis documents proposed above (i.e., those focused on competing conceptions of educational approaches to subject-matter), CIJE might take responsibility for identifying and powerfully describing a vision-driven institution (that differs markedly from Ramah). We also felt that CIJE would be appropriate as a partner in the development of the ideological map we've proposed, perhaps taking the lead-responsibility for certain ideological groups. Note that in varied ways CIJE current activities associated with its own on-going Goals Project would support and enhance the work proposed in this document.

MANDEL INSTITUTE GOALS PROJECT

Mission:

- A. Use Educated Jew materials and ideas to foster vision-driven practice. This means adapting these materials for at least two kinds of efforts: Nurturing a appreciation for the nature and educational power of vision among critical constituencies (seeding the culture); and 2) encouraging vision-sensitive approaches to educational planning and practice (among old and new institutions).
- B. Testing and refining the Educated Jew ideas and materials..

Long-term strategy for accomplishing the mission:

Focus on ideological communities (which will prove more varied than simple denominational labels. After identifying these communities, this will involve:

- A. Fostering internal conversations about vision within each ideological community, as well as about the vision at work in existing practice.
- B. Against the background of A., vision-sensitive efforts to improve educational practice and to develop leadership for the ideological community.

Short-term strategy (while the Educated Jew publication is being prepared):

Create the necessary/enabling conditions that will make it possible to embark on the long-term strategy when the publication is completed. The following seem to be critical ingredients:

- A. Development of a body of materials that will be usable as tools. These include:
 - 1) portraits of vision-driven practices/institutions;
 - 2) case-studies of vision-sensitive change efforts;
 - 3) Level-3 (theory of practice) examinations of various subject-matters (e.g., Hebrew, Text Study, Israel), with attention to how the subject is understood from different philosophical perspectives and the implications of these different understandings for practice.
- B. Writings that articulate the approaches to the work described in A -- for example, what's the approach to "working with an institution" embedded in the case-studies described under A,2.
- C. Generate a clientele for the Goals Project.
- D. Identify and recruit human capacity for different phases of the project.

Immediate challenges

- A. Create an advisory Group to the project
- B. Map ideological communities and launch initial conversations.
- C. Selected Pilot Projects, especially
 - 1. Examples of vision-sensitive reform efforts (with institutions, communities, and/or personnel).
 - 2. Powerful examples of vision-driven institutions, with attention to how they came into being.
 - 3. Selected level-3 subject-matter pieces
 - 4. Lay leadership project
- D. Conferences aimed at different constituencies designed to "seed the culture" so as to create a demand for the work of the Goals Project.
- E. Addressing the capacity-problem
 - 1. Availability of personnel for Level-3 pieces
 - 2. Potential availability of critical individuals in ideological communities, although there are gaps.

Role of CIJE/Mandel Institute

MI: Level-3 papers and Marom case-study of change

CIJE: Description of a Vision-driven Institution (Steinmetz); lay-leadership project.

Shared responsibility: Mapping ideological communities; conferences designed to seed the culture.

NOTE: There are significant overlaps between this plan and our existing efforts. The Steinmetz project offers a portrait of a vision-driven institution; the lay leadership project is on our agenda, and we already are involved with various conferences that have the potential to seed the culture, although new ones (aimed at ideological communities) would be necessary, as would an effort to map ideological communities.

Karen Barth Mtng

Agenda: Define January 19 GUIDES
Objective 3/Content
MTNG

Participants: Amy, David, Alvan,
Linda, Nessa, DP, Karen

Subject: An approach to
developing a guiding
vision as part of a
change-process

Challenge: Identify an approach that
is:
a) Not superficial
b) Meaningful, idea-rich
c) Not so long/cumbersome
that

Made a Case:

Congregation X, 400 families
Board..... w/ a school of
100 kids; broken into 8th grades.

At a ~~the~~ Board of Education,
~~cases~~ ~~to~~ the ideas is
expressed that.....

The rabbi agrees and
CITB is consulted about
how to develop the
VISION.....

- a) Further Qs/Comments
- b) Develop a process,
adaptable.....

Make necessary assumptions
to allow you to move to step
B.

Karen's Case

Devorah Steinmetz

- ① Change-topic
- ② Any particular focus??

Readings { Summary
 { Day 1

9³⁰ - 5

9³⁰ - 10⁰⁰
~~9⁴⁵~~

Intro/Agend
Settlen

~~10¹⁵~~ 11¹⁵
~~11¹⁵~~

Study

11¹⁵ - 12⁴⁵
~~12³⁰~~

How V. is
handled in
major markets

12¹⁵ - 1³⁰
1³⁰ - 4³⁰
4³⁰ - 5

Break

Our approaches to Vision
- Next Steps

Palm Beach

① How

{ 1) case-study

{ 2) Josh Elkin

{ Mort

2) Guides

③ Mfrgs here.

And iteratively →

Forward → Disconnected Problem

→ Doesn't iterate w/ action + Plan

Why disconnected?

Hypothesis

Change orange —

Part 1: critique the visa-stub

LA Case

① How should they change — where?

② How would you introduce the structures?

③ They do something — how repair the damage

④ Conclusion

Feb 23

11th - 12th / Empirical

1³⁰ - 4³⁰

4³⁰ - 5

A Caseⁿ /

① What questions would you ask?

CIJE ~ Devel. of GP

A) On-going infusion: JEWEL
Change Projects
HS Leaders GP
Consulting to Institutions

B) Pilot-Projects

① Lay Leadership Development Project

② Steinmetz Project

③ "Cases" - e.g.,

C) Map-Building

Immediate

Advisory Grp

Map/Launch Conversah

Selected pilot-pilot-Project

Lay

Aknon

Level 3

Steinmetz

CIJE-infusion

Summary of DM/DP Meeting

Objectives of Mtng

- ① Objectives
- ② The work - I/S-T
- ③ Capacity
- ④ CIJE

Objectives of Project

- ① Demonstrate power of vision
- ② Develop effective uses for Ed. Jew materials
- ③ Test/refine ed. Jew materials
↑ Consciousness - Clarify V - ↑ Quality
- ④ Foster V-D Practice via
 - a) Influence leadership { training / devel.
 - b) Influence change efforts
 - c) Seed culture

Approach to Objectives

Long-term

↳ Identify ideological communities

→ { a) Conversation (internal)
b) Leadership
c) ~~to~~ change

d) Conversations between communities

c) Important role for
convening orgs.

Short-term — — Work accompanying
Project development

A) Criteria: Grandwork
Necessary/Facilitating pre-conditions

B) Actual Plan —————→

→ B Actual Plan

- ① Map of ideological communities
- ② Powerful examples of the work that needs to be done — — examples that will also facilitate the work

→ e.g.

a) Level 3 analyses
vis i vis "Hebrew"
"Text-study"
"History"
"Tfillah, Israel"

Example
- Meta-idea
- contribute to work.
"cases" for examination

b) An Agnon-study

c) Other pilots -- e.g. Camp JCC Comm.

③ Lay Leadership project

Capacity

A) Lay Leadership Project
-- A CITE interest

B) Level 3 Examples

↳ Can identify a number of people

C) Work of institutions:
fewer people at this stage

↳ a) Describe work
↳ training

D) Capacity \approx Ideological
Cut
 \rightarrow Interesting Clusters

Summary of DP/DM Meeting

Objectives of Meeting

- 1) The work to be done L/S N Ed Jew Proj
- 2) Capacity
- 3) CIJE

Via 4): Objectives of GP N Ed. Jew Proj.

Control/T

GP Objectives

1) Demonstrate Power of Vision

Powerful Examples

} of reflection on
Vision

2) Effective uses for Ed. Jew Materials

a) ↑ Consciousness

b) Clarity of vision

c) ↑ Educational Quality

3) Test/refine ed. Jew materials

4) Foster V-D. Practice via

↑ Leadership

↑ Change effort

Seed culture

Approach to Objectives

Long-term: Identify ideological comm.

- ↳ a) Launch internal conversation
- b) Influence Leadership devd./Change efforts
- c) Conversations between Comm.

With d) Convening Organizations

Short-term = Accompanying Project

Emphasis on { Necessary/Enabling
Conditions

① Approaches to the work: examples + Meta

② Materials - e.g. "Level 3 Comparisons Cases"

③ Generate a Clientele

④ Capacity - identify/recruit/train/use

Short-Term Plan

① Advisory Grp to review/set direction

② Map of ideological communities

a) STATE OF ART

b) Human/textual resources

c) Organizational entry-points

③ Pilot-Projects — e.g. Agnon
A Level 3 analysis
Rimah

3 dimensions

a) Materials for use

(Cases -- Thesis illustrations -- Tools)

b) Powerful examples of work that needs to be done

c) Meta-pieces = Approaches to work

e.g. → w/ institutions
→ Content-analysis

Capacity — Creating a field of inquiry

= A) Condition of work B) Part of work

⇒ Identify/recruit relevant capacity

DA/DM -- First cut at Available resources

① Level-Specific subject-matter analyses

e.g. Holtz, Kerdiman,
Holzer, Marom, Cohen
Silverman, Rosenak,

Vigoda

Tfillah, Israel, Hebrew, Text
Study, Its story

1) Keep in "Modern Orthodox"

2) Vision

3) Results

4) Executive Committee
Board of Project

5) Low Leadership Dumb

↳ the elements
involved in
dealing w/ capacity

VS unfurling

Public Conferences
& Seminars

as crucial

vehicles of

seed culture,

identifying

resources

CITB / Brandeis

Need level 4 examples

Chuck
Board

"Cases"

Alvan



Do you want this
until you have
success??

Academic Board

→ Schreffler
→ School Principal

② Ideologically-based Capacity

Reform

Conserv.

Ortho

Trans-D.

Meyer

Kerdemann

Kushner

Troll

Lee

Borowitz

Johnny Cohen (Becke)

Holtz

Kawfch

Gordis

Greenberg

Gribbetz

Dorphx2

Anyeh

Biele

Lehmann

Holzer

Steinmetz

Lehman

Walker

Bittman

Paley

Levi

→ (a) Launch conversations b) Enlarge grps

③ Lay Leadership development
Pilot-Project

CITE - Brandeis initiative

↳ Nesse, DP - - Chuck - Steve

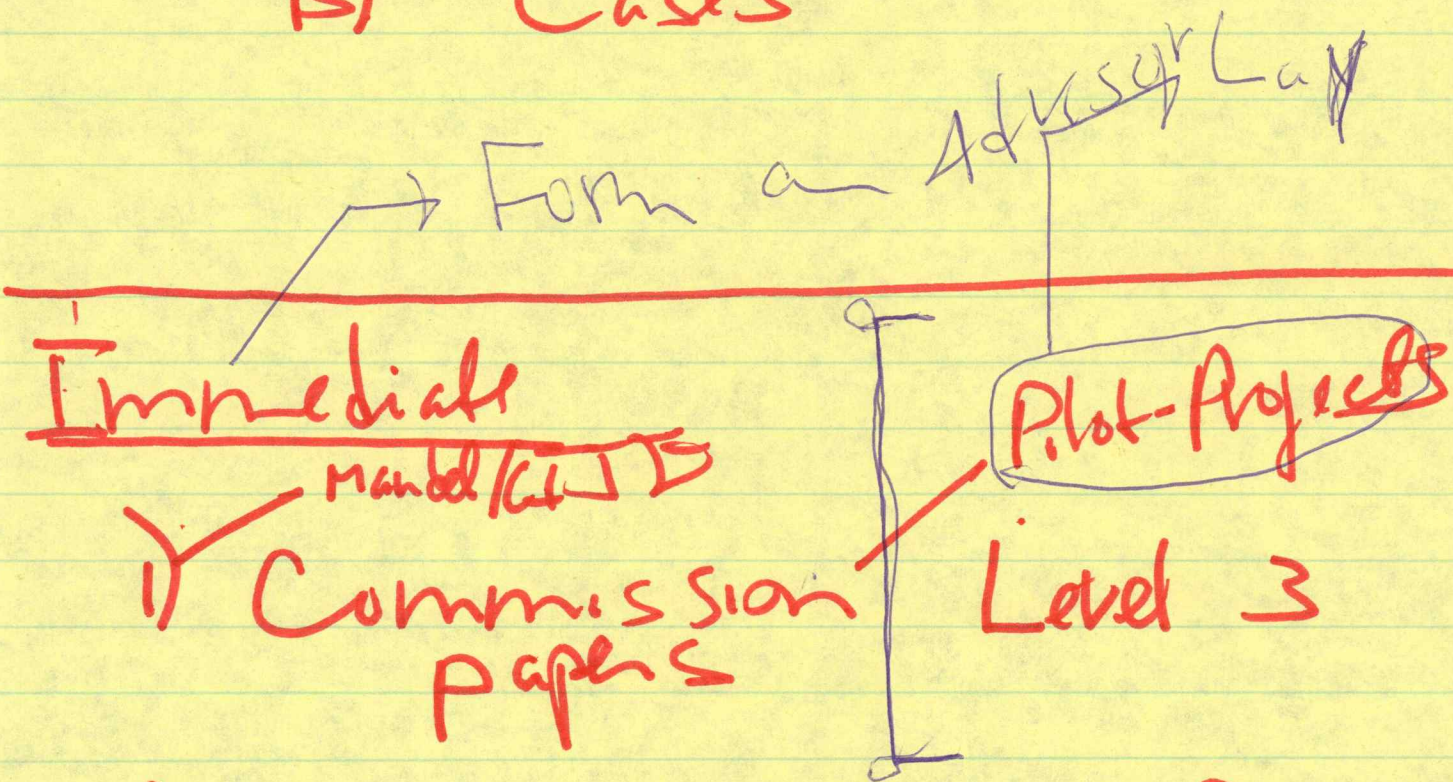
Karen, (+) Content-people

→ way of locating people/framing

Missing

↳ A) Discussion + Paper Re:
Use of Ed. Jew Materials

B) "Cases"



2) Conf/Disc. Re: Use of Books - Mandat

3) "Map" - Commission (Mand/CITB conversation)

4) Lay Leadership project - (CITB/Mandat Branches)

5) Launch conversation.

Had document before

vs

Creating a field
of — group / developed

the

1) Short - Publication is

2) From here to field
— — what would we

the

Form Advisory GRP

1) Respond to
↳

2) Pilot -
cases
on meta-
level

3) Meta-issues

Summary of DM/DP Mtngs Re: GP

Objectives of Meeting: GP or N Objectives

Objectives of GP in ~ Ed Jew Project

① Demoskale ② Text ③ Expt ④ Denominational
Some general approaches to the Project:

Long-term / Denominational
comms

{ Short term (accompanying project) } → Map
L4/L5
Level 3 work

~ Critic for determining / Advice

- a) Create ground work / materials
- b) Necessary / Enabling pre-conditions

Capacity

- kinds of work that needs to be done

- who can do the work.

a) Denom. thinking

- IJE's Possible ~ to the Project

Summary of DP/DM Mtng

Objectives of Meeting: (1) Work Long/short T
(2) Capacity (3) CIJE via GP objectives

GP Objectives → 1) Demonstrate power of Vision + Reflection on V.

2) ↑ Effective uses for Ed. Jew materials

~ ↑ Consciousness -- Clarify V -- ↑ Quality

3) Test/Re fine Ed. Jew Materials

4) Foster V.D. Practice Via

a) ↑ Leadership (Train/Develop)

b) Influence change-efforts

c) Seed Culture.

Geographical

Approach to Objectives

Long-term: Identify ideological communities

and a) Launch internal conversation

b) Influence leadership devd/Change efforts

c) Conversations between Communities

d) Important role for Convening Orgs

Short-term → Work accompanying project

A) Objectives: Groundwork for ...
Work to be done

↳ Necessary/Facilitating Pre-conditions

→ 1) Approaches

2) Materials

3) People

↳ 4) Clientele ↑

capacities/identify/train

Short-term (cont.)

Also Analysis across
denominational groups
Create Advisory Group

B) Actual plan

1. Map of ideological communities
 - a) State of the art
 - b) Human/textual resources
 - c) Organizational entry-points

2. Pilot-projects offering

- a) Powerful examples of work that needs to be done
- b) Accompanied by Meta-pieces
- c) Materials to use: → ("Cases")

e.g.

→ <u>Agnon-Pilot</u> + Ramah + Steinmetz	Thesis-illustrations Tools
→ Level 3 Analyses of subject-area	

- 3) Lay leadership project:
 - a) Build support
 - b) Build knowledge-base

CAPACITY

A) Condition of the work

and $\uparrow C =$ Part of the work.

B) A Critical task: Identify/recruit
(train) relevant human capacity

C) Available resources

① Level-specific subject-matter
analyses

a) $\downarrow \uparrow$

b) Comparisons

E.g.

Level $\frac{3}{4}$

Holtz, Kerdemann, Maxon, Holzer, Cohen
Silverman, Gribbetz, Vigoda, Rosenak, Scheffle

א"ת, Israel, Text Study, Hebrew, History

D/c. 1997 - Agenda for Mtngs betw/ DP/DM
Re: Goals Project

① Objectives of Goals Project -- Outcomes Desired

- a) Short-term b) Long-term

② Structures/Activities through which objectives are to be realized

- a) In general b) during levels of Ed. Jour Publication

③ Identify pre-conditions for clarifying/doing #2.

E.g. a) ↑ Knowledge-base Re: Diffusing ideas and other innovations (via researching other efforts).

b) Clarify "the nature of the work" vis à vis institutions, communities, etc

c) Identify/Recruit/Train personnel

d) Develop "Toolkit" for training & for the work.

e) Identify promising arenas/sites for the work.

④ Place of CIJE's work in ~ 2) and 3).

5) DM's Agnon-piece.

a) Discuss DP's reactions

b) Its role in the project

6) DP's High School Conference

Objectives of GP

① To demonstrate the power of vision/goals in { educational practice
educational reform

c) Via Vivid, documented examples

b) Audience: Lay/Prof. Leaders of
Training Institutions
and Educating Instit.

② To find meaningful ways to use the Educ. Jew materials as a vehicle of:

a) Raising consciousness Re: power of V

b) Clarifying vision

c) Educ. improvement

③ Refine Ed Jew Concept via Experimentation

④ Foster vision-driven practice in Jewish Ed. via:

- a) Influence leadership } training
 } devel.
- b) Influence change-efforts
- c) Seed Culture