



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.
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Box	Folder
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Goals Project. Seminars, 1995.

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JCCA/CIJE SEMINAR ON GOALS

WHAT WOULD IT MEAN TO TO BE GUIDED BY ONE OF THESE THREE GOALS?

Love of Israel. If, for example, the goal is "love of Israel", it might be worth asking such questions as the following: What does it mean "to love Israel"? How is such love expressed? What behaviors or sentiments are inconsistent with such love? By virtue of what is Israel worthy of our love? What would successful camp-outcomes look like?

Love of text-study. If our goal is "love of text-study", what might this mean? What kinds of texts do we have in mind? What kind of text study would we want to encourage - and why? What attitudes and skills would we hope to encourage? What would successful camp-outcomes look like?

A sense of membership in a pluralistic family. According to some, the aim of community-based (as opposed to, say, denominationally-based) Jewish education is to nurture in Jewish students the sense that they are all part of the same family. The educational challenge is to create the sense of family; to educate the young towards an understanding of the various issues that divide and unite different members of this family (yesteryear and today); and to nurture the disposition to be respectful of positions and views that depart from one's own. Relevant questions include: who counts as a member of the family? who is excluded from the family? what attitudes should be encouraged towards those who disagree with our views?

CIJE/JCCA SEMINAR ON GOALS OF JCC CAMPS
November 1995

GUIDE QUESTIONS FOR THE IMPLEMENTATION EXERCISE

A. INTERPRETING THE GOAL

Try to get as clear as you can concerning the nature of the goal that you are charged with advancing. Here are some general questions to guide your thinking:

What does the the goal encompass in the way of attitudes, skills, behaviors, etc.?

Why is it important?

How would you know if you've been successful?

B. IMPLEMENTATION

GENERAL GOAL:

IMPLEMENTATION OF THE GOAL: IMPLICATIONS FOR.....

Camper recruitment and admissibility.

Personnel selection.

Training of personnel (e.g., director, bunk-counselor, sports counselor)

Work with the camp's board.

Work with parents.

Day-to-day, or week to week bunk-life and/or other routine aspects of camp-life.

Special events/programs

Programming for Tishah b'Av or the Fourth of July

INTRODUCTORY EXERCISE ON GOALS

Our seminar is concerned with the place of goals in Jewish education, and reality as we know it is a good place starting point. From out of your own experience with Jewish educating institutions, jot down concrete examples of the general statements concerning goals summarized below. If no example comes to mind for a particular category, leave the space blank.

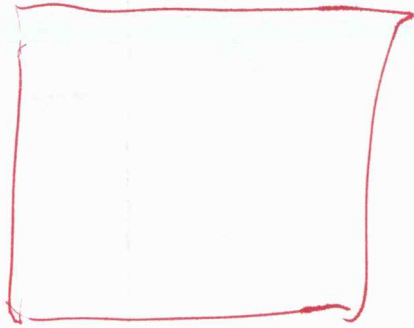
<p>Educational practices and activities are not tied to articulated educational goals --- or else the goals are so vague as to give no direction at all.</p>	<p>The educating institution has identified clear educational goals that are associated with particular activities</p>
<p>Although the institution is identified with certain stated goals, there is no careful effort to realize this goal. Even a casual observer would realize that what is being done in the name of the goal is highly unlikely to achieve the result.</p>	<p>The institution's seriousness about realizing certain goals is revealed in its activities and/or organization.</p>
<p>The institution is associated with a particular goal, but many of the key stakeholders, including educators, are not personally identified with the goal.</p>	<p>There is an educational goal which the key stakeholders genuinely and powerfully believes in.</p>
<p>There is a clear goal, but whether and how its attainment will contribute to the life of the student is not clear.</p>	<p>There is a goal, and it is clear to the educator how its attainment will enrich the student's life.</p>

What is
curriculum

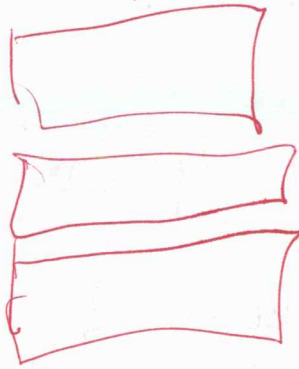
Scenarios:
Kids see
boards of
Hindu

Level ^{Issue} 1	Resources Strategic Aims	Resources	Activities
Phil. of Ed.			
Level 2 What are you after all this			
Concepts of Teacher & Learner Level 3 Value			
Curriculum Level 4			
Evaluation Level 5			

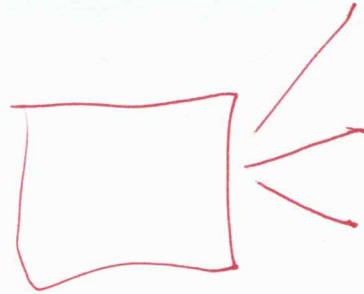
Possible
Diagnoses



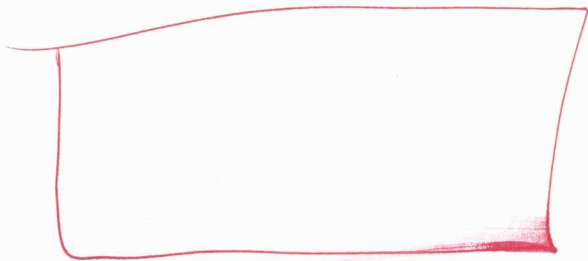
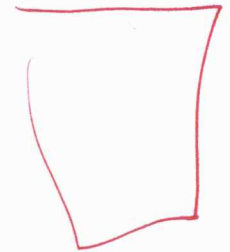
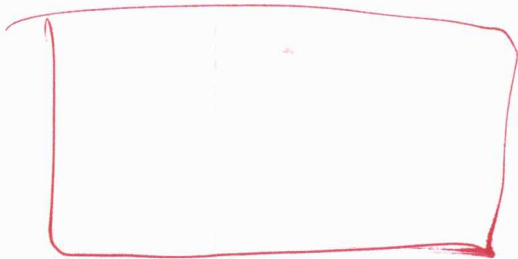
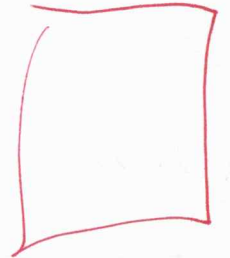
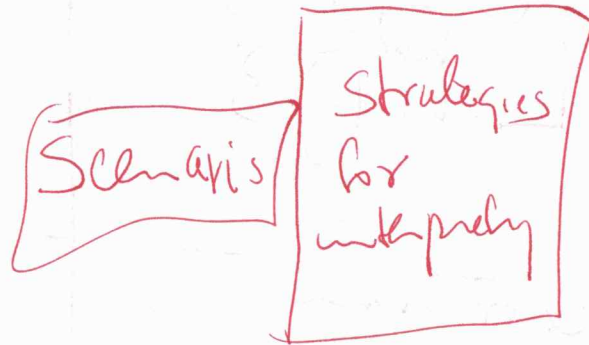
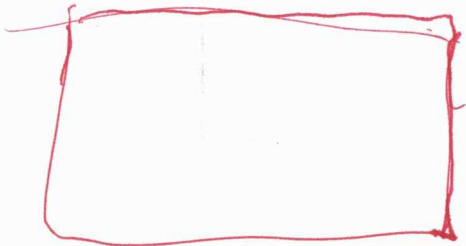
Responses



Possible
Diagnoses

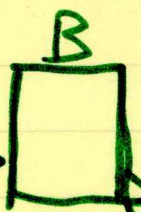


Scenario
cruelty
to kids



Rudimentary Content-Map: Text-Study

3
Conceptions
of text-
Study



Assumptions re:
point of text-
study, appropriate
texts, necessary
skills and
attitudes

Vision of a
meaningful
Jewish life

Assumptions
re:
cognitive &
motivational
readiness-
characteristics

Desirable
teacher
charac-
teristics

Conception
of Teaching
and
Learning

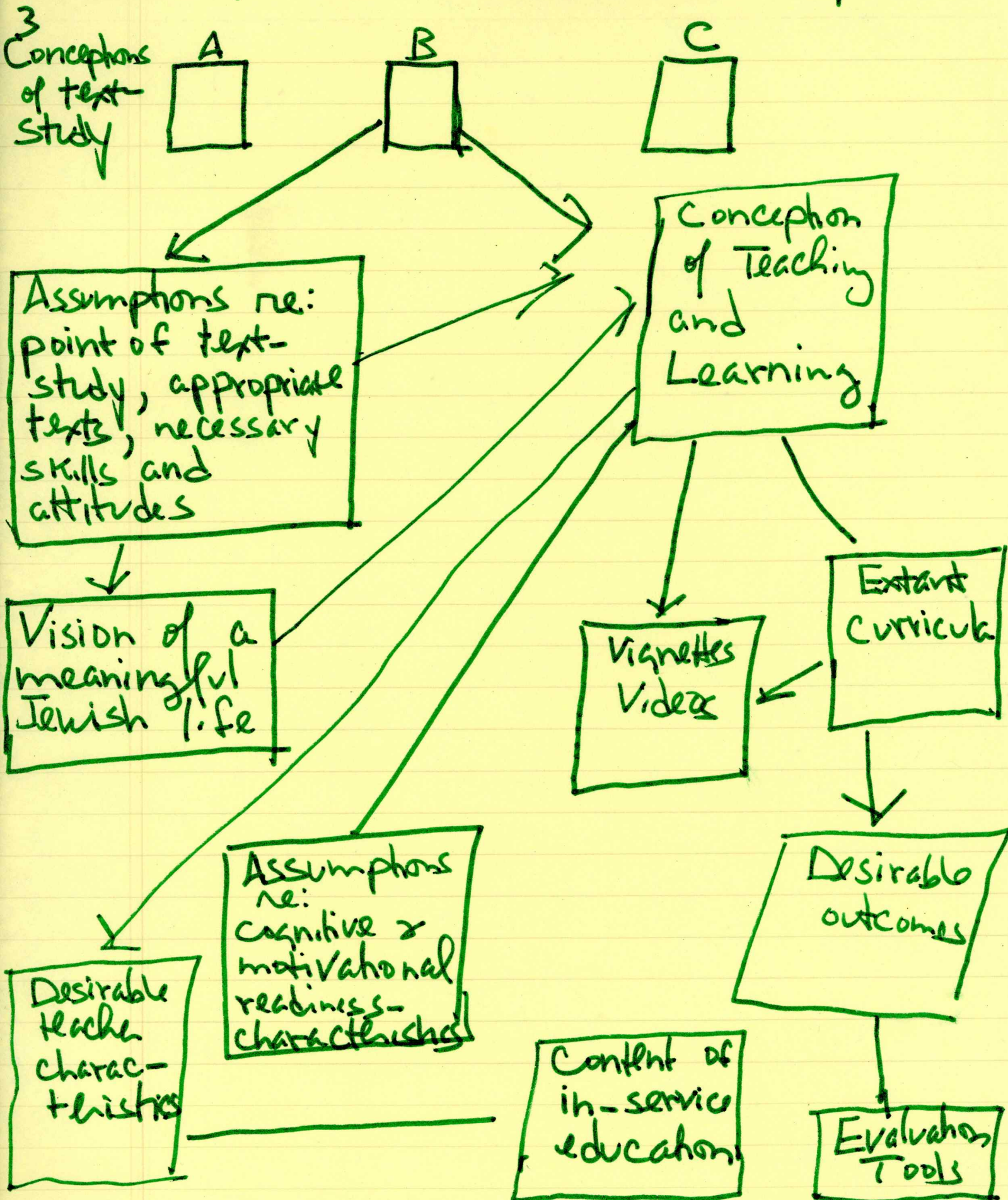
Vignettes
Videos

Existant
Curricula

Desirable
outcomes

Content of
in-service
education

Evaluation
Tools



Vision-driven Teaching -

Educated Gen

Subject-areas

Community-Vision

~~Goal~~

Meta-articles

re: need for...

Process-pieces

Cases / Scenarios

- 1) Open-ended
- 2) Filled-in - thick description
- 3) Case-maps a) content
b) Dynamic

Scenario
"Come help us with our mission"

Diagnostic strategies:
clarify the problem & the challenge

Possible Responses

Study Jewish Texts

Curriculum Analysis

Empirical study

Resources

Resources

Conceptions of Teaching/Learning

↳ Jour Papers

Vivid accounts of current practice

Activities: to see present
: to analyze assumptions

"Cases"

Ed. Jno

Concepts

concepts of T/C,
Curriculum

Evaluation

Teacher-training

General characterizations - stereotypical

Give me a 'for instance' plus Analysis
- Fictional
- Real

The Process of Becoming

Horace's School

Cassidy
Rural

Exercise

Phil			
Phil Ed			
Translun			
Cervic			
Eval			
C			

Hebrew

Bible

A variant of exercise #2

Goals and Educational Practice: Identifying some Challenges

Suppose that you have been asked to organize the educational experience of students in your school so that there is a real fighting chance of accomplishing the institution's principal educational purposes. Assume that you have also been told that although the institution does not want to invest more resources in the effort than is really necessary, you should not be worrying yourself at this stage about the availability of resources. With this in mind, jot down your initial thoughts concerning each of the following challenges. (Use the back of this sheet if necessary.)

1. Develop a practical approach to the child's education (you can assume you're dealing with high school-aged kids in your own community) that will produce facility with the Hebrew language.

2. Develop an approach to the child's education that will foster a love of Israel and an appreciation for its importance to us as Jews.

JCCA/CIJE SEMINAR ON GOALS

WHAT WOULD IT MEAN TO TO BE GUIDED BY ONE OF THESE GOALS?

Love of Israel. If, for example, the goal is "love of Israel", it might be worth asking such questions as the following: What does it mean "to love Israel"? How is such love expressed? What behaviors or sentiments are inconsistent with such love? By virtue of what is Israel worthy of our love? What would successful camp-outcomes look like?

Jewish study. What is an appropriate goal in this domain for a JCC camp -- and why? What kind of study is appropriate? What attitudes, understandings, and skills should be nurtured? What would successful camp-outcomes look like?

A sense of membership in a pluralistic family. According to some, the aim of community-based (as opposed to, say, denominationally-based) Jewish education is to nurture in Jewish students the sense that, though our ways of life and beliefs may differ significantly, we are all part of the same family. The educational challenge is to create the sense of family; to educate the young towards an understanding of the various issues that divide and unite different members of this family (yesteryear and today); and to nurture the disposition to be respectful of positions and views that depart from one's own. Relevant questions might include: who counts as a member of the family? who is excluded from the family? what attitudes should be encouraged towards those we disagree with about important matters? what attitudes should be encouraged towards members of the family who are disrespectful of us? etc.

Shabbat. What is an appropriate goal or set of goals for a JCC camp in this domain? What attitudes, understandings, appreciations, behaviors, skills, and/or desires should be encouraged? Be specific enough to give guidance in educational planning.

ATLANTA COMMUNITY HIGH SCHOOL SEMINAR

Goals and Educational Practice: Identifying some Challenges

Suppose that you have been asked to organize the educational experience of students in your school so that there is a real fighting chance of accomplishing the institution's principal educational purposes. Assume that you have also been told that although the institution does not want to invest more resources in the effort than is really necessary, you should not be worrying yourself at this stage about the availability of resources. With this in mind, jot down your initial thoughts concerning each of the following challenges. (Use the back of this sheet if necessary.)

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MILWAUKEE GOALS SEMINAR
MOVING THE PROCESS FORWARD

Our seminar has focused on numerous questions concerning the place of vision and goals in the life of educating institutions. These questions include the following: 1) What is the guiding vision, and what are the goals, that the institution announces itself as committed to? 2) Are these goals and this vision clear enough to guide educational practice? 3) Are these goals sufficiently seriously reflected in the curriculum and social organization of the institution? To what extent is the curriculum driven by its avowed goals? 4) Which of the key stake holders and constituencies in the institution (professional and lay groupings) are and are not seriously committed to these goals? 5) How successful is the institution in realizing its avowed goals -- and how do you know? 6) To the extent that the institution is not successful in one or more domains, what might the possible reasons be - and what are the possible programmatic implications?

Thinking about these kinds of questions in a preliminary way in the context of the seminar is a starting-point in a serious effort to work towards improvement. Here are some major questions that it would be important to give thought to if you are to use what you have gained in the seminar to facilitate further progress in your institution.

1. What issues connected to our seminar's principal themes do you believe your institution needs to address - now or in the future?

2. What thoughts do you have about how to begin approaching one or more of these issues?

3. Identify matters not covered by 1 - 3 that you would like to address.

MILWAUKEE GOALS SEMINAR, April 1995

FROM GOALS TO EDUCATIONAL PRACTICE

Suppose that you have been asked to organize the educational experience of students in your school so that there is a real fighting chance of accomplishing the institution's principal educational purposes. Assume that you have also been told that although the institution does not want to invest more resources in the effort than is really necessary, you should not be worrying yourself at this stage about the availability of resources. With this in mind, jot down your initial thoughts concerning each of the following challenges. (Use the back of this sheet if necessary.)

1. Develop a practical approach to the education of the children in your institution that will produce the kind of facility with the Hebrew language you think important, accompanied by desirable attitudes.

2. Develop an approach to the child's education that will foster a love of Israel and an appreciation for its importance to us as Jews.

MILWAUKEE GOALS SEMINAR
April 1995

As part of its effort at self-improvement, Beth Torah does a careful self-study that includes comparing its stated goals against actual outcomes. Among the stated goals is one that reads "...fostering the ability and desire to participate in regular Jewish prayer." Unfortunately, the outcome-study clearly indicates that while those graduating from Beth Torah do have minimal abilities in this area, very few of them have an interest in participating in religious services; in fact, many express quite negative attitudes towards prayer.

1. Identify 3 different hypotheses, any one of which (if true) would explain the negative outcome.

2. How would you go about determining the truth of these hypotheses?

3. Pick any one of these hypotheses, and assume that it is true. What practical implications would flow from this hypothesis?

VDE:

A

B

C

	<u>Materials</u>	<u>Activities</u>		
General characterization	Example			
Philosophical underpinnings: vision of Ed. Jew				
Conception of Teaching & Learning				
Curricula, Social orgs, Pedagogy				
Evaluation				
Conditions for its development				
Teacher-characteristics				

DEFINING FEATURES OF VISION-DRIVEN EDUCATING INSTITUTIONS

1. There is a clear, shared, and compelling vision of the kind of individual and community that should be cultivated through the educational process.
2. Derived from this vision are clear educational goals which guide the enterprise.
3. Curriculum, pedagogy, physical organization, social organization, day-to-day interactions, and ethos all in various ways reflect the goals and the vision the institution is committed to. The vision suffuses the life of the institution.
4. The educators are wholeheartedly identified with the vision and the goals the institution represents.
5. Because the vision is genuinely compelling to the key stake holders, because they genuinely care about its actualization, gaps between vision and actual outcomes are troubling, and serious efforts are made to close these gaps.

Helman

A

B

C

Phil.

Phil. of Ed

Translation
to
Practice

Curric

Evaluation

Author Movement	
Vision	
Beliefs Re: Human Nature and Growth	
Goals	
Curriculum, Content and Emphases	

Author Movement	
Pedagogy	
Educator Characteristics	
Physical Environment	
Social Norms, Social Organization, and Ethos	
Other Ways Vision May Be Embedded	

ISRAEL

Conceptions of significance of Israel in the life of the Jewish People.

Interpretations of the nature of Jewish existence; the role of the Jewish People in history, the metaphysical status of Israel; the relationship between Israel and the Diaspora.

Interpretations of Biblical and later history and the Jewish present through the lens of this conception of Israel.

The value and mission of American-Jewish life, understood through the lens of this understanding of significance of Israel.

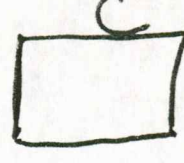
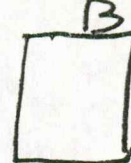
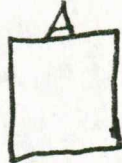
Israel curricula that are at one with this conception of teaching Israel, along with appropriate educational outcomes (cognitive, social, affective, and behavioral)

Conceptions of teaching Jewish texts, Jewish history, Jewish celebrations, and Hebrew that grow out of, or are intimately connected with, this conception of Israel.

Teacher-characteristics (attitudes, skills, knowledge-base) needed to introduce students to this conception of Israel.

In-service activities, materials, emphases appropriate for teachers who will teach this Israel curriculum.

Books, articles exhibiting powerful conceptions of Text Study :



Conceptions of a meaningful Jewish Life into which this vision of text study fits.

Assumptions about the significance of text study, the texts to be studied, the skills and attitudes necessary for serious study, the social context of such study, etc.

Understanding of the kind of teaching and learning needed to become capable of mature text-study.

Extant curricula animated by this approach to text study.

Characteristics necessary in teachers who are to initiate students into the activity of text-study.

Desirable student outcomes along affective, cognitive, and social dimensions, along with evaluative tools designed to measure success.

Emphases and aims of in-service education for text-teachers.

Videos/vignettes that exhibit this approach to text study.