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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
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Folder
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Lead Communities Project. Milwaukee. Milwaukee leadership development action team (Folder 2 of 2), 1996 June – 1997 March.

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Commission Co-Chairs
Jane Gellman
Louise Stein

Project Director
Dr. Ruth Cohen

MEMORANDUM

DATE: January 21, 1997

TO: Members of the Leadership Development Action Team

FROM: Jeanette Peckerman and Jim Zucker, Co-Chairs

SUBJECT: Next Meeting

The next meeting of the Leadership Development Action Team will be held on:

Monday, February 3, 1997
12:00 Noon
Federation Office, First Floor Conference Room

We will review the list of candidates for the coordinator/curriculum developer position, and will formulate questions for a telephone interview with prospective candidates.

Also, please call Ruth Cohen at 390-5724 as soon as possible with names of 2-3 individuals who may be invited to participate in a demonstration lesson/focus group session to be held in March.

Please complete the enclosed response card indicating your availability and meal preference.

We look forward to seeing you on February 3rd.

/map

Enclosure

A planning process of the Milwaukee Jewish Federation, in partnership with the Council for Initiatives in Jewish Education, leading to systemic change in Jewish education.



Commission Co-Chairs
Jane Gellman
Louise Stein

LEADERSHIP DEVELOPMENT ACTION TEAM MEETING

December 16, 1996

Project Director
Dr. Ruth Cohen

SUMMARY NOTES

Present: Jeanette Peckerman and Jim Zucker, Co-Chairs; Jane Gellman, Chip Mann, Mitch Moser, Louise Stein; Staff: Ruth Cohen, Margie Stein.

I. WELCOME

II. CURRICULUM DEVELOPMENT

Louise and Ruth presented a summary of conversations they held with Nessa and Danny:

- Both Nessa and Danny view our effort as being very important and, therefore, made a long-term commitment to working with us on the development and the implementation of the project.
- Convene a work group that will work on the development of the outline of the curriculum and the specific content of each of the 16 sessions.
- Explore the possibility of hiring a lead curriculum developer/lead teacher to guide this effort.

The following is a list of selected comments:

Mitch: How much input would instructors need?

Louise: If you leave too much room for instructor's input, you may not get the product you expect.

Jim: Instructors need to be part of the planning group.

Louise: The work group can start laying out core ideas, then break it down to components of 5-6 sessions each, then identify individual instructors who will provide input on each component.

A planning process of the Milwaukee Jewish Federation, in partnership with the Council for Initiatives in Jewish Education, leading to systemic change in Jewish education.

Jane: Ultimately, the sessions will be influenced by the instructors.

Louise: We need the input of participants before finalizing the curriculum and the format of the seminar.

Ruth: We will gain some insight on participants' preferences through the focus group.

Louise: Danny thought that we should use the focus group for market research, not for recruitment.

Ruth: The focus groups will always serve as a recruitment tool whether we acknowledge it or not. The participants in the focus groups are potential candidates for our seminar, and their impressions from the introductory session will influence recruitment effort.

Jim: We need to present focus group participants with a clear description of the seminar. Perhaps, we should convene the groups later, after our work group has developed the curriculum outline.

The work group may meet during January-February; focus groups - beginning of March. We need to move on; if the development process will be prolonged, we will lose momentum.

Jeanette: As a potential participant in the seminar, I will need to know specific information about content, instructors, etc.

Jane: We may talk to Bert about a grant to hire a lead teacher/curriculum developer to work with the work group. Betsy Katz may be a candidate.

Jim: Let's invite Betsy to attend our next meeting.

Mitch: We may need to talk to school principals to find out what they would need in order to enhance the effectiveness of their boards.

Jane: We may consider making a presentation at the Principals Council; we may also ask them for five names of potential candidates.

Jim: We need input from other people. Maybe Jerry Kaye should also be invited to the meeting.

Decisions:

1. Invite Jerry Kaye and Betsy Katz to the next meeting.
2. Convene a meeting of the Action Team, Danny, Nessa and two guests.
3. Jim, Louise and Ruth will work on the details of the focus group.
4. Plan a meeting with the principals at the January or February Council meetings.

/map

Steering Committee Presentation 12/96

Pilots: Contribute-Learn-Case-study (training)-Publicity-Pull out

Leadership Proj: N Serious Challenge: Wise lay Leaders !!

M.lwk-Plan... June-engaged... 3 mtngs: outcomes/content/
Recruit

"Content"-- We propose -- they shape -- Re-propose

"Lead Jewishly"- Images/Challenges/Dilemmas

Images of Comm. Ideas about Ed.

Texts (J & O) -- Sites of Ex - Case-Studies - Personal

Next Steps: who will develop? Teach? Recruit

Issues: "Ownership"- us/Them... them

Agnon - to "Other sites" → BI. - Via Goals Seminar

Participants: Rabbi/Ed./Pres./Louise/Ruth/Ed

Focus: Narrow -- Visible-Results -- Shabbat ↑ Apprac.

What we do -- Where people are → Deliberation

⇒ Our discussions → Scan - Interviews - FOCUS

CBI - Goals-sensitive institutional change

Agnon -- Exciting things happening

Camp -- ??

Congregation: CBI - Suburban Milwau

Origins -- Ar. Jews. Seminar

Participants: Rabbi/Ed. Director/Pres./Liaison/Ed. Dir. ...

Focus: Shabbat: ~~to~~ enable members to
grow in their appreciation of Shabbat

What we do --> - when people are ... - Deliberation

--> "Interviews -- Focus grp -- Momentum!"

Steering Committee Presentation: 2 Pilot-P. initiatives

"Pilot" - interventions → 1) Contribute 2) Learn 3) Roll out
4) Publicity

Milwaukee Leadership Project

The important challenge: New, thoughtful leadership

Milwaukee's invitation in early June: → 3 mtngs

Themes: Recruiting - Content: We propose - they shape

{ Leading Jewishly - Images of Ldr - - Challenges - - Dilemmas

{ Images of Community

{ Ideas about education

Texts - ^{Jewish} General - - Sites of Exe. - - Case studies
Personally engaged

Next steps: who will develop - - teach . . .



Commission Co-Chairs
Jane Gellman
Louise Stein

Project Director
Dr. Ruth Cohen

MEMORANDUM

DATE: December 3, 1996

TO: Members of the Leadership Development Action Team

FROM: Jeanette Peckerman and Jim Zucker, Co-Chairs

SUBJECT: Next Meeting

The next meeting of the Action Team will be held on:

Monday, December 16, 1996
12:00 Noon
Federation Office - Foundation Room

We will discuss the following:

- curriculum development
- focus group/introductory session
- marketing the seminar

We have enclosed the Summary Notes and the materials from the last session.

We hope that you will be able to attend this meeting. Please complete and return the enclosed card indicating your availability and lunch preference.

/map

Enclosures

A planning process of the Milwaukee Jewish Federation, in partnership with the Council for Initiatives in Jewish Education, leading to systemic change in Jewish education.



Commission Co-Chairs
Jane Gellman
Louise Stein

Project Director
Dr. Ruth Cohen

LEADERSHIP DEVELOPMENT ACTION TEAM MEETING

October 31, 1996

SUMMARY NOTES

Present: Jeanette Peckerman and Jim Zucker, Co-Chairs; Jane Gellman, Jody Kaufman Loewenstein, Mitch Moser. Guests: Danny Pekarsky and Nessa Rapoport; Staff: Ruth Cohen.

I. WELCOME

II. CONCRETIZING THE CURRICULUM

Danny Pekarsky presented a tentative outline of the Leadership Development Curriculum. This outline is an attempt to conceptualize the content of the curriculum integrating the input from the Task Force. (See enclosed outline.)

The first part of the outline ("conceptualization of Milwaukee...") is a summary of the shared understanding of what the curriculum will look like. It is an attempt to link together powerful ideas with the personal dimension.

The second part ("suggested topics") is a loose grouping of core themes; it represents a series of topics that could be included in the curriculum. The development of leadership skills is an important component of the curriculum.

Nessa and Danny stressed the importance of presenting the information in a way which empowers the learners and enables them to use it in real life situations. They presented two examples that illustrate how text materials can be used to stimulate discussions. (See enclosed handouts.)

1. An example from the writings of John Dewey that deals with the question of transferring knowledge from the context of the classroom to the context of the real world. "Knowledge transfer" is an important concept that should be considered when developing the curriculum. One needs to ask whether the information is taught in a way that ensures that ideas are internalized and can be used outside the context of the classroom.

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leading to systemic change in Jewish education.

2. An example from the writings of Martin Buber -- each individual is unique in his/her learning and leadership styles. The Leadership Development Program should help the learners to cultivate their uniqueness and discover how it can best be used in serving the community.

III. Questions and Comments

- *Jeanette*: How far are we from completion of the curriculum?
- *Daniel*: This is only an outline; ideas have to be flashed out and further developed.
- *Mitch*: There is a stronger emphasis on the "big ideas" than on the "bolts and nuts "
- *Daniel*: We need to decide how we want to balance these components.
- *Jim*: We need to determine who will develop the curriculum and who will present it.
- *Daniel*: It is usually better if the people who develop the curriculum also teach it.
- *Nessa*: What resources are available regionally? The criteria for selection of presenters is "pedagogic content knowledge"; teaching in a way that empowers students to use the new knowledge.
- *Jeanette*: A month in between each session may be too long for maintaining continuity.
- *Jim*: I have two suggestions: 1) convene a focus group of individuals who represent the target population and find out what will motivate them to make the time commitment required from participants, and 2) present two sessions that will convey the spirit of the proposed training program; these sessions can be used as a recruitment tool.

Enclosures

/map

From: Dan pekarsky
To: Members of Leadership Project Planning Team.
Date: 12/13/96
Subject: Next steps

I have, over the last two weeks or so, had useful conversations with Louise Stein and Ruth Cohen concerning the Milwaukee Leadership Project. Based largely on these conversations and on the meetings of our group in weeks past, some questions and tentative ideas about how to proceed crystallized. I pass them on in the hopes that they will prove helpful.

The questions pertain to the focus group/demonstration class session we've talked about developing. In raising them, I make no assumptions at all about the advisability of having such a session or what it should look. But these seem to me to be among the pertinent questions:

1. Does it make sense to convene a focus group/demonstration class of the kind we had discussed prior to identifying an individual who would oversee the development of the seminar and would assume responsibility for its coordination and implementation?
2. What are we hoping to accomplish by holding a focus group/demonstration class? I raise this question not because I think it's a bad idea but because I've sensed two very different purposes being discussed- one of them being the acquisition of some information that would be useful to us, and the second one being recruitment. If we were clearer about what we hope to accomplish, we might be in a better position to judge whether now is the best time to hold this kind of a session and, if the answer is yes, what it should look like. That is, answering question 2 might help us to answer question 1.

A relevant consideration in deciding whether to hold a focus group/demonstration session in the near future has to do with the momentum and sense of community that's been developing in the planning group. It's been wonderful to watch it develop, and I think we should proceed in ways that build on it and nurture it. Anything that undercuts it would be unfortunate. What, if anything, that means concretely I'm not sure, but I do think it's a consideration to be borne in mind.

As noted above, based on our meetings and my recent conversations with some of you, I'm growing clearer about what next steps might look like in the area of developing the seminar. What I have to say may simply summarize a lot that we've discussed; but I'm finding it useful to jot it down. Here goes:

- a) Perhaps the next step is to identify a person (possibly two) who will be responsible for three major challenges:
 - i) guided by the seminar's major purposes, translating the general curriculum idea into a sequence of learning experiences, each tied to particular readings and to an appropriate teacher. This work would be done by this individual with the help of a committee made up of myself and/or Nessa and a couple of members of the planning committee that's been involved in this process.

DECEMBER 13, 1996

ii) One way for this committee to work would be as follows: to begin by breaking down the general curriculum idea into a set of discrete themes, spread over the two year period; and then to contact appropriate individuals who can help give further guidance concerning how to handle particular topics in a meaningful way. If, for example, we want to organize 4 sessions around "powerful educational ideas", perhaps as part of the planning, we would contact individuals, e.g. Gail Dorph, others in CIJE's universe, or people outside our immediate network, to identify what some particularly powerful and pertinent ideas might be, and we could then proceed, with the help of these outside resources, to choose from among them, to decide what outcomes are appropriate, how to curricularize the themes, and to figure out who would be best equipped to teach them.

iii) recruiting the appropriate teachers for the different units, readying them for teaching members of this group, and helping them to develop a curriculum that reflects the seminar's major purposes;

iv) overseeing the seminar itself over its two year period -- which would involve teaching, threading together the different sections and sections of the seminar together so as to ensure integration and the development of a sense of community, working with participants between sessions, etc.

b) Ideally, the person overseeing the development of the seminar would have, in addition to availability, good conceptual skills, good teaching skills, a strong knowledge-base in Judaica and education, and good interpersonal skills. If the right person is not available locally, it might be worth bringing someone in from the region -- Chicago, Cleveland, Minneapolis, Madison. I'm not even sure that NY is out of the question -- assuming the person could come regularly and good, via phone and email, be involved with participants between sessions.

I hope this is helpful. I am sending this (via fax and email) to Louise and Jane (rather than to other members of the committee) because I have your addresses handy, and it is late Friday afternoon.. I hope the two of you will share these thoughts with other members of the group, apologizing to them on my behalf for my not getting them copies as well. Were their addresses handy, or if I had more time, I surely would have. Finally, though I am hopeful that these ideas may prove helpful in your conversation, you should all feel entirely free to disregard them.

TO: INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu,
INTERNET:GOLDRIEB@ctrvax.Vanderbilt.Edu
CC: Alan, 73321,1220
Barry, 73321,1221
Danny, INTERNET:PEKARSKY@mail.soemadison.wisc.edu
Karen, 104440,2474

Re: Ruth Cohen/Milwaukee

The bottom line on Ruth's call: The Milwaukee Lay Leadership for Education project is at the stage where members of the action team need to:

1. Fill in the curriculum, whose outlines Danny and I have conceptualized with them. (Probably 15 sessions over 2 years.)
2. Identify at least two people in the region with strong Judaica content, strong education content, AND an ability to create and/or teach these lay leaders in a way that:
 - a. integrates the Judaica, pedagogy and leadership components; and
 - b. genuinely empowers participants to lead from this learning so that they're more informed and more effective champions of transforming Milwaukee's Jewish educational system.

We have strongly encouraged them to make an inventory of regional possibilities. Dan and I would add to their inventory, by gleaning names from colleagues, and continue to work with the people who are selected to curricularize/teach.

Ruth is calling you to gather your ideas about what a lay leader needs to know in the area of leadership in order to be such a champion. What Dan and I think matters, however, is not merely a list of "powerful ideas about leadership" but the key issue of empowerment (something you have always emphasized): that is, how the ideas are relayed in order to be usable by and empowering to participants. (We have noticed again and again how intimidated these leaders are about their ability to contribute to content in any way.) It may be that the Harvard conference in January can short-cut the curriculum development process. Both Ruth and Louise are attending, as you know.

We have emphasized to them that the curricular experts and teachers need to be involved in the process of conceptualizing and fleshing out the content, as do members of the team. So Ruth's current mandate is to provide the sub-committee of the team charged with moving the curriculum forward with ideas for the "insides" of the curriculum, but NOT to "write it for them" in any way.

I would limit your call to half an hour.

There are many political issues, which converge on content but are too long to go into now. The only point, for your purposes, is to remember that what you hear from her, even with the best of intentions, may not be the whole picture--but you already know that. It is a fascinating project and process to watch, and Dan and I are learning an enormous amount.

By this e-mail, I am both keeping Barry (who will also be talking to Ruth) in the picture; and asking Dan to fax both of you the curriculum outline he wrote. I'm also letting Karen and Alan

know what's happening at this moment.

Both Dan and I are grateful to you for offering your wisdom. Certainly we feel the need to draw on the expertise of the CIJE staff, as this project begins to get off the ground after a year of their meetings--and their own back-and-forth progress in overcoming their doubts about their ability to shepherd this into being.

Nessa



Fax Cover Sheet

Date sent: 9/5/96 Time sent: 1:45

No. of Pages (incl. cover): 4

To: Dan Pelmarsky

From: Nessa Rapoport

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: (608) 262-9074

Fax Number: 212-532-2646

COMMENTS: Copy for you

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Milwaukee Leadership Seminar
Daniel Pekarsky/Nessa Rapoport

The curriculum for this seminar will be organized around powerful ideas--ideas about the nature of Jewish life, about education, and about leadership. Integrating the Jewish and general components of the program, the seminar will enable participants to emerge with a deep understanding of critical issues in Jewish education in order to be informed champions of the kind of innovative teaching and learning that forges community. Participants will know what questions to ask of proposed and existing educational practices; they will also be better able to weigh their merits and flaws.

The first part of the program will have three major themes: **Change; Excellence; and the Jewish Future.**

Change

From personal change to communal change: The theme of change--or growth--is at the heart of Jewish education. What kinds of change would we want to catalyze and why? What powerful ideas about the meaning and purpose of Jewish life can illuminate our thinking about this question?

Additional questions to be addressed include: Can teaching change lives? What is the nature of the extraordinary commitment of Jews to literacy and learning? How can our own experiences in general education contribute to our ideals of Jewish education? What would a revitalized community look like? How has dynamic leadership led to change in the past--and what role might it play toward a new vision? What does Judaism have to say about an individual's power to make a significant difference?

An important component of this theme will be: How can we learn from educational failures of the past, in both general and Jewish education? Why do change efforts so often fail? How can we avoid some of the pitfalls and resistance to change that have been well documented in general education?

Resources: Suggested readings to include: Seymour Sarason on "the problem of change" in general education; a case study of a "vision-driven" institution in Jewish life, such as a revitalized Hillel or a new community school; Jonathan Sarna's essay, "A Great Awakening: The Transformation that Shaped

Twentieth Century American Judaism and its Implications for Today.

15 East 26th Street, New York, NY 10010-1579 Phone: (212)532-2360 Fax: (212)532-2646

Exercise: In pairs, we will consider a proposal for Jewish educational change. What are the criteria for assessing its strengths and possible pitfalls? How can we know a good idea from a weak one? What are the financial implications and how feasible will it be to implement the idea based on the estimated budget? Will this idea lead to genuine improvement? How will we measure its impact? (This exercise can be repeated in the closing session of the seminar as a lens for measuring our own change.)

We will view the documentary "28 Up" by Michael Apted. This film traces the evolution of several British children every seven years from the age of seven and shows the influence of their varying education and environment on the kind of adults they became.

Excellence

What does educational excellence look like? We will examine models of visionary ideas and their settings in general and Jewish education. Sessions will include looking at examples of what is considered excellent teaching and analyzing them for criteria we might apply to current educational settings as well as to ideas for the future.

Resources: We will invite four transformational educators and learners in Milwaukee to "testify" about the educational experiences that have shaped them. We will also read the "Best Practices" volumes in Jewish education (Early Childhood; Supplementary School; JCC). We will invite Deborah Ball and/or Sharon Feiman-Nemser to speak about the Teacher Educator Institute and the cutting-edge of professional development for educators, including Deborah Ball's work in mathematics reform and its implications for Jewish teaching.

Exercise: We will make a site visit to a non-Jewish education setting of excellence in Milwaukee and speak to the educators about their vision and its implementation. We'll then look at Jewish educational settings, formal and informal.

The Jewish Future

We live in the most embracing society of any diaspora in our history. The conditions of Jewish life in North America offer unprecedented opportunity to live a rich, engaged Jewish life--but also to leave the Jewish community entirely, without adverse consequence. How can Jewish life be more vital and more enticing in an era of choice? What are those who leave the Jewish community seeking that they have been unable to find within? What role might Jewish education play in reversing the trend lines? What role might our institutions--schools, JCCs, synagogues, camps--play? What can we learn about currents in American society that can enrich our understanding of the challenges facing us? What might a renewed Jewish community contribute to America?

Resources: Arthur Green's essays on spiritual quest in North America: "Judaism for the Post-Modern Era" and "Restoring the Aleph: Judaism for the Contemporary Seeker." Menachem Brinker's work on a secular vision of Jewish education. Michael Rosenak's essay on whether there can be a community-wide vision for Jewish life and education.

Exercise: At this point the group would go on a two-day retreat, to which we can invite a number of teachers and leaders from across the country who have been intensely involved in creating a range of visions and institutions to address the Jewish future.

Other Themes for Consideration

Arts and Education: What can we learn from the imaginative arts that is essential to the way we think about problem-solving and education? Why are Jews so deeply committed to the American arts as artists, patrons and participants--and yet Jewish educational institutions do not reflect the best capacities of the arts? What would it mean to focus educationally on the development of creativity and imagination as resources for transforming Jewish life?

The Jewish Family: What kind of Jewish men and women do we want our children to become? How do our educational settings prepare children, as well as young men and women, to love, work, and create community? Are the models they transmit authentic and useful for the coming century? What can we learn about how families transmit culture? What is the face of the Jewish community for boys and girls--and is it different for each? What is the meaning of contemporary research on how girls learn for Jewish girls in our educational settings?

"Dreaming of Zion": Toward a real relationship with Israel: What vision/s do we have of this partnership? How do we teach it? How do we live it?

"Too Jewish": How do our ideas about ourselves and Jewish education ("too parochial, too insular") affect what we demand of our educational institutions? Of our community? What kind of changes would need to take place in order for communal leaders to say with pride: "My child is a Jewish educator."

Evaluating the Impact of the Seminar: Can we tell a good idea from a bad one? When we examine a proposal, do we weigh its merits and flaws differently as a result of the seminar? Have we set up institutional structures in Milwaukee to transmit what we've learned? Are we making a difference in the institutions in which we play a leadership role? And have we drawn in others by our own engagement?

9/96



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Executive Director
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**Report on Planning Meeting:
Milwaukee Leadership Development Action Team
June 23, 1996**

TO: Leadership Development Action Team
FROM: Nessa Rapoport; Dan Pekarsky
DATE: July 3, 1996

This consultation took place following a series of meetings on leadership development, resulting from the Lead Community Initiatives Project.

Summary of previous decisions: The program under consideration would be a systematic approach to developing leadership for Jewish education in Milwaukee--not a one-shot workshop or retreat. It would have high entry requirements (including a written application) based on ability, access to decision-making, and commitment. Participants' different levels of knowledge and experience with educational issues will need to be taken into account. To build a knowledge base, there will be a work project undertaken in teams of two from a shared setting. To transmit that knowledge, there will be a mentoring component.

Content: The curriculum would incorporate:

1. Powerful Jewish ideas: It would address such questions as: What are different visions of community in Jewish thought? What is a meaningful Jewish existence in North America? What role can education play?
2. Powerful educational ideas: It would address such questions as: What can educational excellence look like? What are models of visionary ideas and their educational settings in Jewish and general education? What is cutting-edge thinking today about teaching and learning?
3. Powerful ideas about leadership: It would address such questions as: How does Judaism, philosophically and historically, illuminate the role and responsibilities of leaders? How have informed leaders transformed Jewish life? Jewish and general education? What skills are necessary to implement vision?

These elements will be presented in an integrated rather than sequential way.

Context: This pilot program would be a pioneering one, providing a model for other communities interested in mobilizing support for Jewish education. In the landscape of North American Jewish education, there are not currently:

1. A serious, well-developed knowledge base and curriculum to address the question: What does a leader need to know to be an informed champion of Jewish educational change?
2. Ongoing local frameworks within which leaders who serve educational roles (school presidents; synagogue education chairs; community leaders; etc.) could meet their counterparts to augment their learning and forge partnerships for improving Jewish education. These ongoing frameworks also do not exist at a national level.
3. Mechanisms for transmitting acquired knowledge to successors.

Outcomes: In order to describe how Jewish education might be different in Milwaukee as a result of this initiative, we discussed personal experiences of outstanding--or poor--teaching, in Jewish and general education. Among the elements common to teachers who were models of excellence:

1. Comprehensive knowledge.
2. Passion for the material; ability to “make it come alive.”
3. Gift for connecting with participants; for stimulating people to think, care, and grow.

What, then, would success look like? We focussed on two questions:

Question 1. What do leaders need to know to make sound, sophisticated decisions about education in institutional or communal settings? What will they be able to do that they cannot do now?

Question 2. If you took a visitor on a tour to Milwaukee to show the successes of Jewish education in the future as a result of this program, what would he/she see?

Among the answers to Question 1.:

A leader who completed this program would:

1. Know how to ask the right questions, and have criteria for good decisions--to judge the merits of a proposed initiative, for example.
2. Have an appreciation for the richness of Jewish learning as a rewarding activity.

3. Have an awareness of the big questions in Jewish life and their relationship to Jewish education: Where are we heading as a Jewish community? Where do we want to be heading? What is our vision of a meaningful Jewish existence?
4. Have the ability to see the relationship between local problems in Milwaukee and larger systemic realities (the severe national shortage of senior personnel in Jewish education; the undertraining of Jewish teachers; etc.)
5. Understand the cost of education and the finances required for excellence.
6. Share a common language about Jewish educational issues with a cadre of peers.
7. Build relationships to encourage cross-setting partnerships to improve Jewish education in Milwaukee.

Among the answers to Question 2.:

A visitor to Milwaukee's Jewish education would see:

1. "A glint in people's eyes!"
2. As few barriers as possible to participation: Everyone should have access to meaningful Jewish education in a range of possibilities. "A friendly, open-door environment."
3. A central address to direct individuals to the experience best suited to their age, interest, need.
4. More dollars available to the enterprise.
5. An environment of institutional cooperation.
6. A clear vision for Milwaukee's Jewish education, being translated into different settings; a system of Jewish education that is part of the real world and not relegated to secondary status; a sense that learning matters.
7. A body of leadership wisdom that is worth passing on.
8. Educational standards in place, both institutionally and communally.
9. A community whose educational needs are met, so that no Jewish person has to leave Milwaukee because of a lack of specific educational opportunities, and, equally, no one feels prevented from coming.

Ultimately, the goal is to create a tradition of leadership in Milwaukee, so that a hallmark of the Milwaukee community will be informed and effective leadership on behalf of always- improving Jewish education.

Criteria for participants:

In a preliminary discussion of criteria for participants, these factors were emphasized in addition to those decisions already taken in previous meetings:

1. A basic knowledge of Judaism, from which to be able to make decisions.
2. The ability to use knowledge in a leadership role; with the goal of "a Jewish approach to solving problems."
3. Good interpersonal skills and a sense of community.
4. Willingness to nurture this process, to "find their own replacements."

Next steps:

Among the issues to be addressed at subsequent meetings are these:

Content:

1. What will be the major themes and questions to be addressed?
2. In light of those choices, on what expertise can we draw?
3. What are the criteria for participants?

Process:

1. Who will be the local coordinator to be proactive in initiating and implementing recommendations?
2. If a partnership between lay people and professional educators is critical for making change, how will that issue be taken into account?
3. What is the application process, with a target of starting the program in the winter of 1977?
4. Funding.
5. Calendar for subsequent meetings.

The next meeting will be organized to take place before the Jewish holidays.

Summary Notes -Telephone Conference Call (8/28/96)

Nessa Rapoport, Jane Gellman, Louise Stein, Ruth Cohen.

Nessa—Danny and I worked on two kinds of questions – 1. Content questions – what are the "big ideas" 2. practical Questions – who will coordinate the project, how will participants be selected, etc.

Louise—We like to discuss how we can best utilize each others strength, provide feedback and together develop the project. LCI will deal with the "practical questions", CIJE will focus on the content.

Both parties will inform each other and provide feedback.

Nessa – the eyes of the Jewish world is on the this project. It is important to select high caliber participants.

Real change can only happen when there is a partnership between professionals and lay leaders.

Louise—we need to define a roll for the professionals and use them "wisely" because they are over-worked.

Nessa—our experience shows that the inclusion of Jewish people who are involved in education but are outside the Jewish educational system (e.g. university professors, members of school boards) may enrich the process.

Jane –we need to maintain on going lines of communication with you; any time that you have an idea contact us and share the idea with us so that we can give you our feedback and align it with the ideas generated by the action team.

Nessa – I will discuss this with Danny and fax you something later.

Louise—we like you to help us identify the major themes and the big ideas that will lead to the development of the curriculum.

Jane – we have expertise in structuring the program. Your expertise is in the development of the content.

Louise –We need to have a clear picture of what the program will look like in order to develop a grant proposal for the Bader Foundation.

Nessa –I made a presentation about this project to our steering committee; I made it clear that this is a Milwaukee project and that CIJE is responding to Milwaukee's needs. Dan Bader was present at this meeting and he witnessed the sense of excitement that this project has generated.

Nessa—I am concerned with the inconsistency of the committee.

Louise—We have the commitment of the two co-chairs that they will stay with the group until the completion of the development of the action plan. For phase 2—the program implementation phase—we will have to add new members to the group.

Nessa—in summary, CIJE will work on the development of the content of the program. LCI will continue to work on the refinement of the process.

Nessa will fax Ruth by Tuesday (9/3) a copy of the outline developed by CIJE.

Action Team's Decisions—Summary.

A. target population

- members of educational institutions
- involved in Jewish educational institutions
- teams from these institutions; top leadership

B. Entry Requirements

- be Jewish
- commitment to participate in training
- demonstrates leadership
- commitment to remain engaged as a leader
- shows interest in Jewish education

C. Grads look Like

- desires more Jewish Knowledge
- Aspires to lead (seeks leadership positions)
- aspires to make change
- communicates
- implements vision in Jewish educational settings
- accuser Jewish knowledge.
- integrates Jewish knowledge into leadership decisions
- applies Jewish values into leadership decisions

D. Skills Development –Outcomes

1. Skills Development
 - communication
 - facilitation
 - crisis management
 - volunteer recruitment
 - consensus building
 - group dynamics
 - delegates responsibility
2. mentors Others for Continuity of Process
3. Recognizes/understands the Agenda
4. Advocates for Jews Education

Other Recommendations

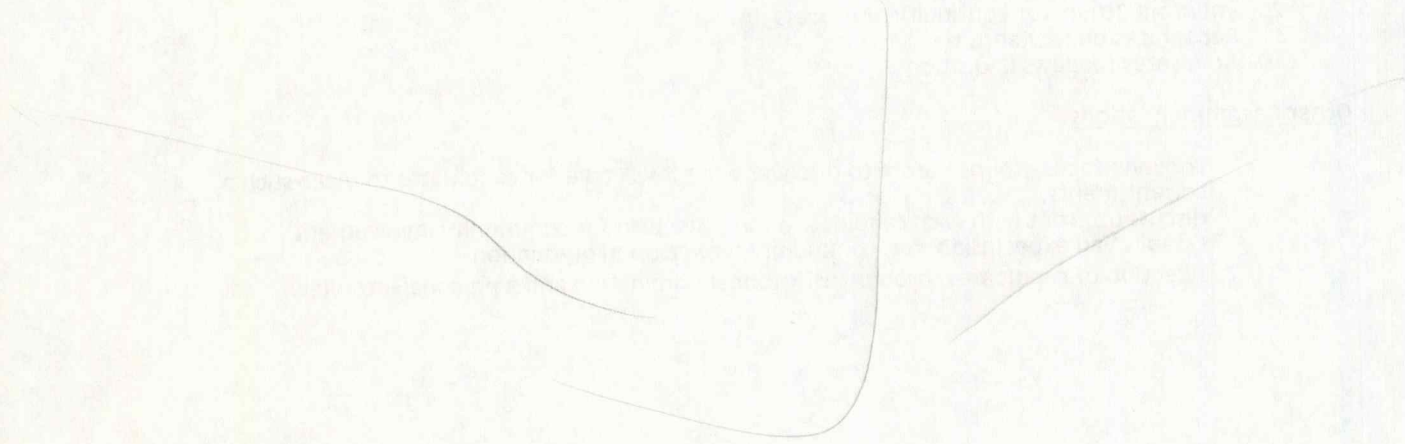
- convene focus groups before to discover what it will take for candidates to make such a commitments.
 - discuss up front with each candidate a tentative plan for community involvement
 - establish an expectation for community service upon graduation
- Selection of candidates through institutional nomination and a personal interview.

Formulate 1-2 dilemmas/issues that you face as a leader that you wish you had a sustained opp. to think

- ② How to integrate textual themes into dynamic situations
- ③ How to apply ~~critical~~ ^{critical} skills & motivate others & ^{historical} ~~historical~~ ^{social}

If you read through a syllabus - what would excite you.

how/ ^{can} ^{predictonal} ^{com} ^{commentary} ^{what} text apply to contemporary issues & problem solving



Overview

Intro: From Last Mtng → Today

3 dimensions ← Integration → $\left. \begin{array}{l} \text{Ideas} \\ \text{you} \end{array} \right\} \text{Practice}$

Today: Clarify nature - aims - clientele

Ness/DP -- Auth's agenda focussed

Exercise: Best/worst Experience

Share - Lessons → Power of Ex Process/outcome

Outcomes should drive Seminar

Q: What will P's have that will enhance effectiveness

DP/NR on Outcomes: ① ↑ Sophistication $\left. \begin{array}{l} \text{Q} \\ \text{Criteria} \\ \text{Insight} \end{array} \right\}$

② Jewish learning ③ Big questions

④ Local problems ~ Systemic Realities

⑤ ↑ Nships ~ partnerships

Seminar Content

What do you need to know? When have you felt hampered?

Content: Our org. Principles

Change P - In Com.

Excellence

Ourselves - Real - Possible Ideal

Evaluation

Structure

Next Steps

Planning Session, MLWK Lay Leadership Seminar
6/23/96

Introductory

Origins of this meeting:

Conversation last month re: Lay Leadership Seminar for Jewish Educ.

Nessa, Ruth, DP - 3 dimensions

a) Powerful Jewish ideas

E.g. what it means to be a community

what a meaningful Jewish existence is.

b) Powerful educational ideas -- conditions of learning → teach, critic, setting

c) Powerful ideas about leadership

Our assumption: Not separate but integrated,
look at relation between.

Integration #2: { What others think
{ What you/we think.
→ Encounter w/ field.

End of Mtng: Excitement -- let's go
further

→ This meeting, designed to
further clarify nature, aims, clientele
plus who should be involved in
planning next steps

Nessa & I -- developed an approach
to the a.m. which will
help focus our effort.

By end of day: Next steps.

Nessa

Exercise

Spent 5 minutes focusing in on your best and worst educational encounters with a teacher in Jewish education.

A) Share

B) Draw out lessons

C) The Point

(1) Role of personal Experiences
in illuminating educational
needs

(2) Process and outcome

Outcomes

Seminar's content and structure should be driven by desired outcomes

Question:

Lay leadership for Jewish educ. is critical for success. But what do lay leaders need to know or possess if they're to be effective? How will they be different as a result of participating?

What will they have that will enhance their effectiveness?
(jot down notes)

DP/NR on Outcomes

① Will bring to deliberations sophisticated understanding

Right Qs	Criteria	Insights re: Q.
----------	----------	--------------------

② Appreciation for the richness of Jewish learning, through personal exp

③ Awareness of the "Big Questions" and their relevance to local issues

a) Why be Jewish?

b) Where are we - where are we heading?

Where might we be heading

④ Local problems ~ Systemic Realities

⑤ Relationships ~ Partnerships

Seminar-Content

What do you need to know?

When have you felt hampered by ignorance?

Content - Our Organizing Principles

4 major (inter-related) themes

① Change (3 levels)

Personal - child/adult

↳ growth -- depth, insight, engagement

N Kind of teaching/setting

Institutional

Why do most efforts fail?

What conditions must be in place?

Role of leadership (lay/prof)

Communal - Is revitalization possible?

Under what conditions.

② Excellence

Excellent teaching

Excellent institutions

= Indispensable base-line for
looking at what is/proposals.

(3) Where are we, where are we going, and where do we want to go as a community?

A) Interps. of American-Jewish present

{ Where are we headed?
Our strengths, needs,
fears, concerns
Conflicts, anxieties, uncer-
tainties

B) Visions of meaningful Jewish existence

-- Communal
-- Individual

(4) Really, a by-product of ~~the~~
others:

Opps to acquire and use
evaluative tools so as to
better assess practice
proposals

Conception of Structure

A) Once-a-month for 2 years

B) Read in between

C) 2 or 3 retreats

D) Guests -- Sometimes

E) Site-visits

Text-study

Personal reflection w/ intellectual input

Next Steps in Planning Process

A) Where are we?

B) Next Planning Step

C) Who should be planning?

D) Who should participate in the seminar?

Outcomes

1. Will bring to deliberations sophisticated understanding
→ Right Questions plus
Criteria plus guiding insights
re: quality
2. Appreciation for Exp of Jewish learning
3. An awareness of "the Big questions"
and their relevance to
local ed. problems
4. Understand \sim of local problem to
large systemic realities
5. Relationships that build partnerships

Change

Personal

How do children and adults acquire depth of understanding, skills, and loyalties?

~ What is the kind of teaching necessary for this? Insights concerning teach/learn

Institutional

Why do most efforts fail?
What conditions must be in place?

Role of leadership - lay, prof. -
- the process

Communal

Can Jewish communities realize themselves?
Cantors
Robert Weisbach

Exceller

Excellent Teaching

Excellent institutions

→ Base-line — — Critic for
judging where we are,
proposals

Where are we and where
do we want to go?

A) Interpretations of the American-
Jewish present

- Who are we? where are we ^{needed}
- what are our concerns, strengths, challenges?
- Deep needs

V) Visions of an enriched Jewish
future!

- gender
- Visions of Community
- Personal meaningful Jewish life

..... **DEVELOPING LEADERSHIP FOR JEWISH EDUCATION**

WELCOME BACK TO OUR LIVING LABORATORY!!!!!! As you come into our Lab, you see your old friends the Building Blocks. The one that contains all the ideas about “The Professionalization of Educators” is on the right. The Block we’ve come to know as Community Mobilization is on the left and somewhere in the Lab is our concept of Vision and Goals. Today I’d like to share some work that’s in progress with the Community Mobilization Block and specifically developing Champions or Lay Leaders for the cause of Jewish Education.

Whenever you begin to build (defined as “to form by ordering existing materials into a composite whole” or to develop according to a systematic plan) you need 4 components:

1. A plan
2. Materials
3. A locale and then the
4. Implementation which includes instruction and labor

The plan we are developing is an approach to help train Lay Leaders to become Champions and Instruments for Systemic Change in Jewish Education.

Our materials are the ideas and concepts of the CIJE Building Blocks, which are basically the power of people, Lay and Professional.

The locale or Village is our Jewish Community, local and worldwide.

And the Implementation will be a curriculum for a 2-Year Seminar for Lay Leaders, which would integrate powerful Jewish ideas, powerful ideas about Education, and the skills necessary to be effective and knowledgeable Leaders. Our Goal is to promote Systemic Change and Improvement in Jewish Education as a vehicle to build and strengthen the fabric of Jewish Life.

When we think about the three Building Blocks, we invariably come back to our initial question of how the Blocks are related. What is the

material in this building process that can bind them together?

One way of looking at it, is that two of the BLOCKS, when formed are made up of very highly trained, and effective people. But they are sitting in two different spheres, the Volunteer and the Professional. What we need to continue to build, is the connecting factors,the nails,the cement ,the bridges, to connect the two, to build a solid foundation for Jewish Educational endeavors that are models of excellence. What we need most of all is the creative synergy of the Lay/Professional Partnership.

Mort, you often have talked to us about the need to find or create Champions for Jewish Education. Unfortunately, we have not found these champions just waiting for us to recruit them. It would be nice if we could merely put some names and pictures on a Wheaties Box and then we would have this breakfast of Champions and we could just feed it to people and produce them over nite. However, it is more likely that we will need develop them and that is what I have been asked to speak about today..

So let's return to our Task Force and the exploration of creating knowledgeable and effective Lay Leadership. I'd like to try to define the issue and the challenge. During the past four years, one of the greatest stumbling blocks in the LEAD Project in Milw. has been finding Effective Lay Leadership to take on the difficult tasks of implementing the Action Agenda laid out by our Steering Committee. Where we were able to recruit knowledgeable and skilled Leadership, we began to successfully tackle very difficult challenges! Where we couldn't find that level of Leadership, the challenge became more difficult and frustrating, and the results were seldom as good.

I feel compelled to comment on a point made last night by Professor Hoffman about committees, because I think it speaks to my deep concern about Leadership generally. I have had the good fortune to have worked with many outstanding Leaders.....where committees have been mini-communities,where we have connected with one another,cared about one another,.....learned Jewishly together,...and really felt that our work really made a difference. In almost every instance that happened because the Leader was highly skilled, knowledgeable and effective. And then there was the crucial byproduct....OWNERSHIP. People owned the problem, the task, the project, etc.

If we were to do a study similar to the one we conducted on the lives of Jewish Educators, asking how Leaders in Jewish Educational Settings came to their positions and how much training they had for their jobs, I think we would find much the same sort of profile as our Educators. Most Leaders came up through the ranks, and if successful were asked to take on increasingly more difficult tasks. If they were lucky, they might have found a Mentor along the way. There were very few, if any, training opportunities available along that road.

In my experience, if people came to a setting with skills already developed, they could be quite successful. However, if they needed further training for growth, they were on their own. To compound the problem even further, I have observed another serious challenge. In the work I have done in various Leadership settings and also as the Human Resources Chair at the Federation, the dilemma is that we are successful in attracting people at the entry level and offering learning opportunities to them, including an ever growing array of Jewish and Text study. However.....we don't seem to know how to grow our Leadership at the Middle Level. Perhaps, the real dilemma is to come to grips with the fact that we will have to invest large amounts of time and money in this vital effort, at a time when Annual Campaigns are shrinking and the competing needs are growing as we continue building our Jewish Villages.

Another serious challenge is that individuals, who are highly educated in their own field often assume that they possess the skills necessary to function as a Leader in any Volunteer setting. After demanding placement in decision-making settings they often find themselves lacking the background and understanding to make many of the decisions necessary. They either seek out learning opportunities on their own or in anger and frustration simply drop out. Because of the increasing competition for our discretionary time and the complications of all our lives, volunteers need to be seen as precious resources to be conserved and not wasted.

On a very positive note, in the four years of the Milw LEAD Project, over 150 people, from across the spectrum of our community, have worked with us. The vast majority were Volunteers, many of them Educators. Almost 30 Jewish Education Professionals participated either on the Steering Committee or on specific Task Forces. And we have had the good fortune to have had the input of about 15 Consultants, primarily through CIJE.

Unfortunately, having defined the problem, and spending time searching out models which could be adopted and adapted, we found that there simply wasn't a body of knowledge we could turn to and, so far, we have found no programs this focused. Our next step was to start brainstorming the issues of recruitment, motivation, content, and desirable outcomes, and with the input from JESNA and working with our CIJE consultants, here's the question we are attempting to answer.....

WHAT WILL IT TAKE TO CHANGE THE LEADERSHIP CLIMATE IN MILWAUKEE?

One approach would be an INITIATIVE that would recruit in two ways. We would invite institutions and community settings to nominate individuals based on a set of criteria including, an expectation for community service in the future, an interest in Jewish Education and a demonstration of some Leadership ability. We would also target individuals that we feel have promise, but aren't identified with any specific setting. Since it is so difficult to promote change when you are acting alone, we would require people to come in teams from various settings. These would include places where educational planning and programming are taking place. The mix of individuals from Day Schools, Synagogue Schools, the J.C.C., our Community settings and perhaps our local Universities, would add a richness to the dialogue and the understanding of the varied issues involved in improving our Educational Village.

In addition we are thinking about a work project component, that each team would create, which would be aimed at starting the change and improvement process related to their setting.

Although the majority of the Seminar would be targeted for Lay people, at various strategic points, we would require the participation of their corresponding Professionals in furthering the Partnership between them.

FOR MOTIVATION, we would use the elements that have been identified as the Needs of Volunteers. Those factors are:

1. The desire to make a difference and to feel that their time Is well spent.
2. The need for opportunities for personal growth and Learning.

3. The need for recognition and appreciation

In a sense we would be offering an opportunity to create a fuller personal picture, as Prof. Hoffmann describedconnecting the dots.

That brings us to the biggest challenge,the content of the Curriculum. What ideas and experiences will excite people to make a commitment to join this program and to become instruments of change in Milwaukee?

This is where CIJE has been and will continue to be critical to our progress. You can help us, as you already have, reach beyond our own experiences and resources to look at the bigger picture, stretch our horizons, and raise the level of discourse around questions that will help us continue to grow. We are working with Danny and Nessa to define the core of this integrated rather than sequential curriculum. We are proposing the blend of powerful Jewish ideas, powerful Educational ideas and the skill training to create what we have termed USABLE KNOWLEDGE.

Some powerful Jewish ideas we have considered:

- 1. What is a meaningful Jewish existence?**
- 2. What does it mean to be created in the image of G-d?**
- 3. What does it mean to Lead Jewishly and how do the Values of Klal Yisroel and pluralism become translated Into our thinking and deciosion-making?**

Powerful educational ideas could include:

- 1. How do people learn?**
- 2. What does educational excellence look like?**
- 3. What is the cutting edge thinking about teaching?**
- 4. Models of visionary ideas**

Skills could include:

- 1. Ideas about the nature of Leadership**
- 2. Group dynamics, facilitation and consensus building**
- 3. Communication and listening**
- 4. Mentoring**
- 5. Advocacy**

Critical to the success of the program, would be the fact that all this exploration be applicable to our community. In addition to text study, and ideas about Jewish thought and Jewish Leadership, we could include case studies and the discussion of the issues around Jewish Education, that we as Leaders are so often engaged in. Those might include:

- 1. Policies regarding Personnel including benefits**
- 2. Creating Visions and Goals**
- 3. Prioritization and Allocations of funds**
- 4. Growing the Lay/Professional Partnership**
- 5. Community goals versus individual interests**

That brings us to outcomes. We are working toward the goal of developing Effective Leadership, that will integrate their knowledge of text and Jewish values and ideas into their work, with an understanding of the current critical issues in Jewish Education.

As with any good Jewish endeavor daily we raise more questions than we can either answer or confront. The search in our Lab goes on. We are grateful for the Initiatives that have been launched already. Our Long - Distanced Learning Masters' Degree Program has 13 students now in their second year of a 3 year program. The Family Educator Grants Program has 5 people, part-time, on staff at 4 Synagogues and the JCC working with a part-time community coordinator. Each setting was required to establish evaluation methods which we are monitoring. Our Informal Teen Education effort which will be grounded in a Values Curriculum, is just getting off the ground....because, surprise of surprises we had a great deal of trouble recruiting and hiring personnel. One of our Synagogues is working with Danny Peckarsky on a Goals Project and our JCC is also exploring expanding the Jewish content of their program as a Goals Project on the national level. A Task Force has been working for a year on integrating our Lead Project concepts and Building Blocks into a permanent structure under the Federation, a very big change indeed!

Some closing thoughts:

Our expectation of Leadership is very high, both of our Professionals and our Lay People. We want the best! We not only want them to be Champions, but we want them to be Credible, Capable, and committed to a Cause. Many of these skills are learned, so how can we expect Leaders to

be excellent, if we don't provide the means for them to learn and grow.

As I bid you goodbye and you leave our Living Lab, there is someone I want you to meet. Her name is Elianna and she is our newest Granddaughter. Like most other meshugannah volunteers who try to juggle their responsibilities and their family commitments, I spent the past weekend preparing this report and taking care of her, at the University of Indianapolis, while our daughter completed one of her courses in a Long Distanced Masters Program. Ellie is 4 months old and is the miraculous link to our Jewish Cycle. As we once again begin the rereading of Bereshit, we are reminded of the wonders of Creation and our power to also create. Our study today, also reminds us of our responsibility. As a Volunteer, first it was our daughters for whom I took on the Cause of improving Jewish Education. I wanted them to have better learning opportunities than I had. Now it is for your children, Elianna and our collective Grandchildren that we continue to Build and Improve Our Jewish Village. For I believe that not only does it take a Family to raise a Jewish child but it also takes a Jewish Village or community. Our sources tell us that None of us can do this alone.

As we wave goodbye to Ellie and we see that cherubic smile, she bids me to convey to CIJE and the Helen Bader Foundation, our deepest gratitude for allowing us the opportunity to continue our work in the Living Lab. Lihitraot.

CONCEPTUALIZATION OF MILWAUKEE LEADERSHIP DEVELOPMENT SEMINAR
October 1996

AIM: provide lay leaders of Jewish education in Milwaukee with a sequence of personally rewarding experiences that will deepen their understanding of their challenges, that will enhance their ability to address those challenges thoughtfully and effectively, and that will build among them a sense of collegiality that forwards their shared and individual educational agendas.

DURATION: Approximately 16 monthly sessions spread out over a two year period.

FORMAT: Opportunities to wrestle with powerful Jewish ideas drawn from classical and recent Jewish sources, powerful ideas about education, and powerful ideas about leadership. Organized around several critical themes, substantially grounded in concerns of participants.

Examination of each critical theme includes the following elements: identifying participants' pre-existing ideas and concerns; powerful Jewish and other ideas that illuminate the issue; the practical implications of these ideas for the work of leaders; skills needed to handle the issue more effectively.

Seminar includes an experiential dimension (for example, field trips to sites of excellence), a personal dimension (that is, opportunities to use participants' own past educational and leadership experiences as vehicles of serious learning), and opportunities to analyze true-to-life or actual cases that capture challenging situations that leaders face.

THE SUGGESTED FRAMEWORK: The table of contents/list of topics summarized below (See next page) reflects various conversations with the planning team. It is intended as a rough framework to guide next steps and to be revised and refined as the effort proceeds.

SUGGESTED TOPICS

LEADING JEWISHLY

Images of leadership: Different understandings of the nature and tasks of leadership and of the leader's relationship to his/her community.

Jewish texts and ideas in the leader's work; sanctioning the leader's right to speak in a Jewish voice

Critical Leadership challenges: Wearing the community hat, building support for innovation, resistance, factionalism, responsible delegation, succession.

Ethical dilemmas of leadership (for example, honoring the individual vs. the needs of the group).

Visionary ideals: what does our tradition tell us about the ideals that should inform the leader's efforts.

In the footsteps of Solomon: Perspectives and criteria - some basics of thoughtful deliberation over educational priorities and policies.

Lay Leaders working with other leaders (rabbis and educational professionals): tensions, opportunities, division of labor.

VISIONS OF COMMUNITY

Powerful visions of a thriving Jewish community and the implications of each for education and leadership.

Visions of tomorrow and our work today: what would a revitalized American Jewish community look like, and how will our answer to this question shape the work of leading.

EDUCATIONAL EXCELLENCE

Powerful ideas (from Jewish and general sources) about the conditions of quality education.

Images of excellent educational institutions - and what makes them so!

Reaching for excellence: educational innovation - opportunities and cautions.

CRITERIA
FOR INSTITUTIONAL NOMINATION

Candidates must:

Leadership

1. Be Jewish
2. Be individuals who have demonstrated commitment to the organization as well leadership qualities
3. Have "people skills"
4. Be able to see their role in their own organization within the framework of the entire community ("Bridge building")

Educational

5. Be actively engaged in Jewish learning
6. Be an individual who is willing to and is enthusiastic about expanding their Jewish learning base

Further discussion is needed re: including individuals outside the Jewish system.



15 East 26th Street, New York, NY 10010-1579

Fax Cover Sheet

Date sent: 6/13/96 Time sent: 3:40pm

No. of Pages (incl. cover): 5

To: Dan Pekarsky

From: Nessa Rapoport

Organization:

Phone Number:

Phone Number: 212-532-2360

Fax Number: (608) 262-9074

Fax Number: 212-532-2646

COMMENTS:



Lead Community Initiatives
for Jewish Education

Commission Co-Chairs
Jane Gellman
Louise Stein

Project Director
Dr. Ruth Cohen

MEMORANDUM

DATE: June 5, 1996
TO: Members of the Leadership Development Action Team
FROM: Jeanette Peckerman and Joel Schindler, Co-Chairs
SUBJECT: Summary Notes

Enclosed are the Summary Notes of our telephone conference call with Danny Pekarsky and Nessa Rapoport from CIJE. Please review them before our next work session on **Sunday, June 23rd, 10:30 A.M. - 1:30 P.M., JCC - Room 218.**

We look forward to seeing you on June 23rd.

/map

Enclosure

cc: Danny Pekarsky
Nessa Rapoport

A planning process of the Milwaukee Jewish Federation, in partnership with the Council for Initiatives in Jewish Education,
leading to systemic change in Jewish education.

1360 North Prospect Avenue • Milwaukee, Wisconsin 53202-3094 • 414-271-8338 • FAX 414-271-7081

SUMMARY NOTES

Attendance: Jeanette Peckerman and Joel Schindler, Co-Chairs; Jody Kaufman Loewenstein, Chip Mann, Jim Zucker. Staff: Ruth Cohen.

I. Program Development Plans.

A telephone conference call with Dr. Danny Pekarsky and Nessa Rapoport from CIJE was held. The purpose of the call was to outline the plan for the creation of the lay leadership development curriculum.

Dr. Pekarsky suggested that the curriculum will be comprised of three integrated themes:

- powerful Jewish ideas
- powerful educational ideas
- ideas about leadership

Theme 1 – Powerful Jewish Ideas

It should focus on "Torah Lishmah" – study of Jewish text, and should be taught by the "best available teachers". The ideas selected will provide a platform for reflection on important issues such as: what does it mean to live a meaningful Jewish life, and what does it mean to be a Jewish community.

Jewish text can also be used to illuminate important issues in Jewish education.

Theme 2 – Powerful Ideas in Jewish Education

This theme will include the following:

- a. What are the implications of all of the above to Jewish education in our community; building bridges from big ideas to the educational challenges that Milwaukee faces.
- b. For some participants, this seminar may be their first opportunity to engage in serious Jewish study. How can we make quality Jewish education accessible to a larger audience in our community?
- c. Exploring powerful ideas in the world of secular education – cutting-edge thought about learning and teaching – and its implication to Jewish education in our community.

Theme 3 – Leadership

Our program should bring in people who can help us clarify ideas about what it means to be a lay or professional leader using information from the field of organizational behavior.

Dr. Pekarsky thought that the three themes need to be integrated. Moreover, the seminar needs to include a personal dimension – asking how these ideas resonant with what we think it means to be Jewish; the seminar program needs to connect with the life of the people who participate in it.

Joel Schindler: Most participants have had a negative Jewish education experience. We need to teach them the joy of Jewish education; later, they will be able to carry the banner.

Danny Pekarsky: You can create excitement around discussion of big ideas integrated with "Torah Lishmah". We should encourage integrated approach rather than a serial approach.

Chip Mann: Most people are already in Step 2 – they have an interest in Jewish education and a love for Jewish study, which brought them to table.

Nessa Rapoport: You can be a well-educated Jew without having an understanding of Jewish education issues. Jewish study may lead to Jewish education issues.

Joel Schindler: Who will develop the curriculum?

Danny Pekarsky: This is a lay-driven process; members of the Committee will work with CIJE, LCI and other professionals to develop the plan.

Joel Schindler: I don't know enough to design a curriculum, or what questions to ask.

Jim Zucker: We can do it in concert with others; we know what will interest other lay leaders.

Chip Mann: We can specify outcomes.

Danny Pekarsky: We need to decide together who will sit at the table.

Nessa Rapoport: Prime question is how to translate Leadership Development Program into action. We may need to combine a variety of experiences – formal study, examining Jewish education experiments, retreat, etc.

Jim Zucker: Integration is a key concept. We need to outline the plan and decide who should sit at the table.

The group decided to convene a planning session with CIJE consultants during June, 1996.

/map

Action Team's Decisions - Summary

A. Target Population

- Member of Educational Institution
- Involved in Educational Agenda

B. Entry Requirements

- Be Jewish
- Commitment to Participation in Training
- Demonstrates Leadership
- Commitment to Remain Engaged as a Leader
- Shows Interest in Jewish Education

C. Grads Look Like

- Desires More Jewish Knowledge
- Aspires to Lead (Seeks Leadership Positions)
- Aspires to Make Change
- Communicates
- Implements Vision in Jewish Educational Settings
- Acquires Jewish Knowledge

1. Integrates Jewish Knowledge into Leadership Decisions
2. Applies Jewish Values Into Leadership Decisions

D. Skills Development - Outcomes

1. Leadership Skills
 - Communication
 - Facilitation
 - Crisis Management
 - Volunteer Recruitment
 - Consensus Building
 - Group Dynamics
 - Delegates Responsibility
2. Mentors Others for Continuity of Process
3. Recognizes/Understands the Agenda
4. Advocates for Jewish Education

Hi, Nessa.

After our conversation and based on it, I did some more work on this, and am feeling better about it as a possible organizing framework. See what you think. As I worked on it, I became more aware that part of what we mean by "the big ideas" are "the big questions"! If at the heart of every session participants encounter and come to appreciate the relevance of these questions to their work as educational leaders, this might be a very important outcome. Helping them acquire an appreciation of these questions -- the kind of appreciation that will enable them to bring these questions to the table when local educational questions are being examined - is more in the spirit of nurturing certain habits of mind than of giving them a body of knowledge.

Note that I tried to incorporate some of the things we talked about last night into what I did; but I'm not comfortable with leaving some of the topics we discussed in the "Optional" category -- for example, the theme of "the arts and education." Let's discuss.

PS Please feel free to play with and revise this conceptualization, to tell me if it seems silly -- or if there are other approaches you think more sensible, sellable, etc.

Talk to you later.

MILWAUKEE LEADERSHIP SEMINAR --towards a curriculum

INTRODUCTION

As we have previously discussed, the curriculum should be organized around powerful ideas -- ideas about the nature of Jewish life, about education, and about leadership. We have also suggested that to the extent that it is possible, we should strive for an integration of the Judaic and general components of the program of study. If the seminar is successful, participants will emerge with new perspectives and insights to guide their approach to Jewish education in Milwaukee; most importantly, they will acquire a deep appreciation for basic questions that need to be entertained in evaluating proposed and existing policies and programs. Below is a sketch of some organizing themes for the program.

THE CURRICULUM

The first part of the program will be organized around three major themes: **Change; Excellence; the Jewish Predicament and Future.** This will be followed by a set of sessions, the content of which will be decided by the group from out of a menu of possibilities. The program will culminate in a concluding exercise designed to draw on what we have learned in the examination of a policy issue.

CHANGE

The theme of change -- or growth -- will be explored at three different levels:

Personal. The theme of change, or growth, is at the heart of Jewish education: our hope as a community and as educators is that those we are educating will change in desirable ways. What kinds of changes do we hope for, and why do we think these changes important? What powerful ideas about the nature and purpose of Jewish life might deepen our thinking about these matters?

How -- under what conditions and through what processes -- do people change? How do children and adults acquire new or deeper insights, understandings, skills, attitudes, and loyalties? What must the process or context of acquisition look like if these learnings are actually to inform their lives?

What must educators be like if they are to succeed in catalyzing these kinds of changes? What kind of education, preparatory and continuing, will equip them for this kind of work?

Possible sessions: 1) Asking the right questions about change -- e.g. what are we after?, the problem of transfer, the conditions of learning-with-transfer; 2) The aims of Jewish education and visions of an educated Jewish human being: What kinds of change are we interested in? What changes would we count as "success"? Change towards what (with attention to different visions of Jewish existence); 3) TEI - What kind of teaching is likely to catalyze meaningful change; also, an approach to the changing of the change-agent.

Institutional. What does a "healthy" educating institution look like? Towards what should change be directed? Why do most efforts at change fail? What conditions must be in place? What is the role of leadership in the process? What implications does this have for the preparation and selection of leaders?

Possibilities: 1) examples and defining features of vision-driven institutions; 2) The predictable failure of [most] educational reform efforts (the title of one Sarason's chapters -- here we could look at Sarason's work on "the problem of change" and perhaps bring in an Amy Gerstein to discuss the conditions and process of institutional change based on her "Coalition of Essential Schools" work. 3) A case-study -- for example, Michael Brooks' renewal of Hillel in Ann Arbor, or the building of a new institution (like the Lehrhaus or Pardes) -- might be of interest.

Communal. Can Jewish communities revitalize themselves? What would a revitalized community look like? Are there vivid examples? What were the conditions? What role did leadership play in the process?

1) What would we hope to be like as a community? What's our "Emerald City"? (Rosenak, juxtaposed with other visions of community, might be helpful here? 2) Vivid examples: The Sarna piece might be the subject of this discussion, along with another example from out of Jewish history. It might also be of interest to bring in Cleveland representatives to discuss the conditions, directions, and outcomes of their change-initiatives. Classical texts from the Tanach and elsewhere that address the issue of communal change might also be pertinent here.

EXCELLENCE (Best Practice)

Images of excellent teaching (or educating)

excellence. ~~Basic~~ ~~teaching~~ ~~and~~ ~~the~~ ~~include~~ ~~looking~~ ~~at~~ ~~examples~~ ~~of~~ ~~(allegedly)~~ ~~analyzing~~ ~~them~~ ~~with~~ ~~an~~ ~~eye~~ ~~towards~~ ~~identifying~~ ~~not~~ ~~just~~ ~~the~~ ~~critical~~ ~~ingredients~~, ~~but~~ ~~the~~ ~~criteria~~ ~~for~~ ~~saying~~ ~~that~~ ~~"this~~ ~~is~~ ~~an~~ ~~instance~~ ~~of~~ ~~excellent~~ ~~teaching~~". ~~The~~ ~~groundedness~~ ~~of~~ ~~these~~ ~~criteria~~ ~~in~~ ~~our~~ ~~beliefs~~ ~~about~~ ~~the~~ ~~kind~~ ~~of~~ ~~learning~~ ~~we~~ ~~believe~~ ~~important~~ -- ~~and~~ ~~ultimately~~ ~~in~~ ~~our~~ ~~visions~~ ~~of~~ ~~Jewish~~ ~~life~~ -- ~~would~~ ~~be~~ ~~a~~ ~~critical~~ ~~piece~~ ~~of~~ ~~this~~ ~~discussion~~.

Images of excellent educating institutions

We would look at examples of [alleged] excellence, to be found in literature, in film, in Milwaukee itself, and/or in our imaginations. Here, too, the emphasis would be on trying to understand what it is that makes us describe an institution as "excellent" -- both features and criteria.

WHERE ARE WE AND WHERE DO WE WANT TO GO?

Interpretations of the American Jewish present: where are we? Where are we headed? What are our concerns, our needs, and our challenges? Personal reflections, demographic studies as well as larger interpretive projects, e.g. Hertzberg's, might be pertinent here.

Visions of a healthier, more vital Jewish future: what would the community look like if we were successful beyond our wildest dreams? This could be approached in a very personal way, possibly grounded in readings like Rosenak or Brinker, or Art Green. Perhaps we could bring in someone like Art Green.

Education would enter into the discussion in several ways: a) the place of education in the present ecology of Jewish life; b) the place of education in our vision of a more vital Jewish community; c) the place of education in helping us to achieve this envisioned future. [This formulation owes quite a bit to Karen's formulation in her presentation.]

OPTIONAL THEMES (to be selected by the group)

Menu of possibilities needs to be specified.

CONCLUDING SESSIONS

Put before the group some hypothetical policy or program-decision to be made and systematically think through it, using ideas and questions that have developed in course of the seminar.

[Alternatively, the problem-situation could be presented near the very beginning of the seminar, with opportunities to deepen our understanding of it as the seminar unfolds; or maybe, each participant or pair of participants could be given a different problem-situation to explore in the course of the seminar's development....As you can see, this is not clear to me; but what does seem relatively clear is that it would be worth constructing opportunities to think about what we learn in relation to living or almost-living educational choices of the kind they will be, or are being, asked to make.]

POSSIBLE EXERCISES

1. Deliberation on a case (before and after)
2. Testimony from Milwaukee educators and learners.
3. Visiting an excellent setting.
4. Viewing the film "Seven Up."