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CIJE Goals Project correspondence, meetings, reports, and  
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MEMO TO: Seymour Fox and Daniel Marom  
FROM: Daniel Pekarsky  
RE: Goals Project activities  
DATE: May 30, 1995

Attached you will find materials emerging out of recent Goals Project activities: a) a general update on the project;; b) a rough summary of recent meetings held with a number of institutions in Milwaukee, some of which may well serve as sites for some of our upcoming experimental work; this summary is very rough, largely reflecting my need for detail concerning various matters; c) first drafts of letters to these institutions. I would welcome feedback on all or any of these.

By the time you receive this, I am hopeful that we will have begun conversations aimed at planning our July meetings; certainly we need to begin with this right away. If, for any reason, we don't succeed in speaking over the next day or so, my assumption is that I will try to develop a rough first draft of desired outcomes and seminar content by middle of next week, so that the conversation among us concerning the seminar can get launched in a serious way.

I look forward to our being in touch.

MEMO TO: Alan Hoffmann  
FROM: Daniel Pekarsky  
RE: Goals Project Update  
DATE: May 27, 1995

## INTRODUCTION

Below is a succinct summary of major developments with the Goals Project in the last month or so. In general, but with one qualification, we are on track with the agenda we have set for ourselves for the months ahead. As you know, this agenda has two major dimensions:

a. Goals Seminars (of the kind held in Jerusalem, Milwaukee, and Atlanta), animated by two aims: first, encouraging a new kind of discourse among leaders in Jewish education - a discourse that focuses their attention on questions of vision and goals, as well on the relationship between goals, educational practice, and educational outcomes; second, identifying institutions that are ready for intensive work on a goals-agenda with guidance by CIJE.

b. Building capacity, especially the kind of capacity that will be necessary to work with educating institutions around a goals-agenda. The requisite capacity that needs to be developed is of two kinds: knowledge-base and personnel.

I will comment about developments in both of these areas below.

## GOALS SEMINARS

Milwaukee Goal3 Seminar3.. In May, the last of 4 scheduled seminars was held. Unlike the preceding three, the last session was individualized --which is to say that I met with each institution separately. Each institution was to have met in preparation for this meeting, with an eye toward identifying goals-related issues that it felt a need to address. For a detailed discussion of these meetings, see the lengthy summary that I have prepared. In general, I would describe these sessions as more successful than I would have anticipated; and I believe that there is considerable interest on the part of at least three institutions in moving on to Phase II, which involves institution-specific projects aimed at becoming more vision-driven, goals-sensitive institutions. Follow-up meetings have been planned for the month of June. More on this in the building-capacity section below.

Before concluding this section, a number of miscellaneous observations:

1. Our impressionistic assessment of the Milwaukee seminars is very positive, and we are now in process of trying to get some formal data from the participants. We'll report on this when the findings are in.

February 1982

2. I want to add that two of our seminars profited immensely from the availability of the Educated Jew pieces to our participants. These papers have a remarkable capacity to provoke serious, high-level thinking.

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3. In projected work with institutions, there will be a "taking stock" dimension, and I feel the need to revisit the question of MEF support in an effort to generate institutional profiles.

4. The work we have done to date with institutions confirms our intuition that, in addition to contributing to their welfare, this work has the capacity to contribute significantly to our own knowledge-base.

Other projected seminars. As you know, we have been hoping to hold local, regional, and/or national seminar next year, and we have made progress on this front. For example, I have been in touch with Michael Paley of Wexner concerning our planned involvement in their Scheduled December seminar for some 400 Wexner graduates; and I have been in conversation with Atlanta's Lead Community Project coordinator, Steve Chervin, concerning Goals Project involvement in their effort to work with institutions. Similar discussions have been under way with Cleveland's Rob Toren, who would like support from CIJE's Goals Project in his work with two local Day Schools. As I have indicated in conversation, while I am pleased with our progress on this front, I would feel better if we had a clearer sense of "the big picture" for next year, and of the way these individual initiatives fit into it. This means developing a conceptualization of Goals Seminars across the year and across the country. Though it may not be possible to finalize this conceptualization until after we've emerged from our building-capacity discussions this July (see below), my sense is that developing a preliminary Goals-Seminar map for next year is an immediate and important priority. I am hopeful that you, Gail, Barry, and I can discuss this matter soon.

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#### BUILDING CAPACITY

As noted above, our "building capacity" agenda has two dimensions. First, we need to better understand how we can best help educating institutions become more goals-sensitive and vision-driven; and second, we need identify, recruit, and bring along a cadre of individuals who can serve as coaches to institutions interested in pursuing a goals-agenda.



Developing a knowledge-base. We have recognized that our efforts at developing a knowledge-base must have at least three different elements:

1. reviewing work in other arenas - e.g., the worlds of general education and business - that has been concerned with ways of encouraging the participants in an institution to become mobilized around a set of compelling goals.
2. high-level seminars (of the kind held with Professors Scheffler and Howard and with the staff of the Mandel Institute in February), aimed at refining our understanding of what a goals-process should be aiming for and of the way CIJE staff can facilitate this process;
3. experimental work with institutions, aimed at testing our preliminary hypotheses and strategies, as well as surfacing new and pertinent insights, strategies, and issues.

While the first two of these three elements have been at the heart of our work, the third has awaited our identification of appropriate institutions. Our hope was that two or three such institutions would emerge from out of the series of Goals Seminars held this spring in Milwaukee. Fortunately, this has turned out to be the case. Based on my most recent set of meetings in Milwaukee this date, I anticipate work on a goals-agenda of varying intensity with approximately 3 institutions next year.

While one of our principal interests is in helping these institutions make progress, we will approach this work in such a way as to maximize our own learning concerning the best way to facilitate a goals-process on an institutional level. In addition to this work in Milwaukee, I expect that we will also learn a great deal from Marom's efforts with the Agnon School in Cleveland and Rob Toren's work with the Schechter School in Cleveland. Carefully recording and studying our experience in these institutional settings is critical at this juncture.

Developing institutional coaches. As you will recall, our original plan had been to identify some 10 to 15 possible coaches and to bring them to an intensive summer seminar, in preparation for beginning to assign them to educating institutions in the course of next year. As of now, we have succeeded in identifying and eliciting the interest of over 10 very promising individuals who are eager to participate in the proposed seminar. But, as you will also recall, we have decided to postpone the proposed seminar for these individuals.

The reasons for the postponement were in part logistical, e.g., the unavailability of certain critical individuals in the

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not  
yet  
in Milwaukee

Rob Toren  
in Cleveland  
Schechter

10-15  
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summer, but in part more substantive. The principal substantive reason for postponement was our sense that we needed to know somewhat more about the actual work with institutions prior to trying to train these coaches.

Our revised plan is to hold a smaller seminar this summer that focuses on the work with institutions, a seminar that will include core-staff from CIJE and the Mandel Institute, as well as Israel Scheffler of Harvard University and Amy Gerstein of the Coalition for Essential Schools. Also participating at this seminar will be an additional individual who will serve as a coach down the road. It is our expectation that the progress we will make at this seminar, coupled with what we learn through the work being done with educating institutions in Milwaukee and elsewhere in the months ahead, will put in a significantly stronger position when we begin working with prospective coaches.

We are now working on the agenda and materials for the July seminar. It will be held in Cambridge and will be developed primarily by myself, Barry Holtz, and the staff of the Mandel Institute.

As a way of keeping actively engaged those individuals who have expressed an interest in the Goals Project, I am also planning some additional seminars for later this summer. Already scheduled is a seminar for select lead educators in Cleveland, at the end of July.

#### CONCLUSION

Our developing sense of direction. As noted above, my sense is that we are steadily and thoughtfully making progress on the Goals Project Agenda. It is reasonable to hope and expect that through the Goals Seminars, we will help spawn a culture in Jewish education that is seriously attentive to issues of vision and goals, so that increasingly communal and institutional leaders scan educating efforts with an eye to these important matters. It is also reasonable to expect that, suitably studied, our experimental coaching work with select institutions this year will significantly refine the knowledge-base needed not just to coach institutions but to train coaches. To the extent, moreover, that our seminar-efforts and coaching-efforts are successful and well-publicized, they will help to create a desirable kind of momentum that will facilitate our future work.

Community vision. Note that this update has not spoken to the issue of Community Vision, which continues to be on the back-burner as we approach other more pressing matters. Because I believe the community-vision topic to be important and challenging, and because there is, as far as I can tell, great interest in this matter on the part of a number of constituencies, I find it problematic that we have not been able to make more head-way on this front. I would therefore like to close by proposing that we make more room for this dimension of

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our work.

This community-vision agenda would build on the CIJE statement concerning community-vision already on record ((See the materials for our February, 1995 Steering Committee meeting)), and it would take full advantage of the expressed interest in this matter on the part of John Colman's committee. There are two inter-related challenges in this domain: first, to better conceptualize what it means to have a communal vision and how having one would contribute to communal life and to Jewish education; and second, to understand how a community might set about working towards such a vision.

At the April meeting of Colman's sub-committee we discussed the possibility of a special meeting organized around the theme of Community Vision, and I continue to believe this a very good idea. Though I think this very premature, I also think it might be of interest to explore with key stake holders of a single community why and how they might be interested in participating in an effort to nurture a Community vision within which Jewish education could be nested. For different reasons, Milwaukee, Cleveland, or Atlanta seem possibilities here.

Given our finite human and other resources, I recognize that to undertake the Community Vision/Goals agenda seriously might mean cutting back in certain other areas, and I have no immediate suggestions concerning where and how it might be done. But this matter might be more reasonably addressed if and when we've succeeded in clarifying what a compelling community-vision agenda might look like.

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From: Daniel Fekarsky at [E] 603-233-4044  
To: CIVE-Jenysalao at [E] 011-972-2-619951

Sat 05-30-95 11:46 pm  
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E-MAIL FROM PEKARSKY TO MAROM:

11:30 a.m., Wednesday morning, in my office sounds fine!! Though it's hard to proceed in a decisive way in advance of our conversation,

I'm thinking that it might be of value at our seminar to build some of our work out of an examination of one or more cases. If, that is, we had before us a description of a particular educating institution (it

could, of course, be a hypothetical institution but it should be true-to-life), we might be able to use it as a springboard to a number of inquiries: 1) Questions concerning what success would look like, 2) questions concerning whom, with whom, at what levels, and via what strategies to intervene?, 3) questions concerning the skills, understandings the coach would need to proceed effectively.

Whether this turns out to be a useful device for a seminar we can decide next week, but, in the meantime, would it be possible for you

based on your familiarity with, say, Agnom (or any other institution you know) to draft a kind of description that might serve as a case. An imagined starting-point could be one of the following: 1) the rabbi or principal, having heard about the Goals Project or participated in one of our seminars on goals, asks us to help them

in this area - as, in a sense, Agnom did, in the aftermath of the Seminar in Jerusalem; or 2) we identify an institution as promising and decide to try to catalyze an effort. In any event, the thicker the description of the institution, the better.

I am thinking of trying my hand at drafting something similar and I may ask Barry or Gail to do the same.

Anyway, I'd be grateful if you'd play around with this. I would, of course, welcome your reactions.

Talk to you soon.

DP

since the time Toren has been in Cleveland, he has had opportunities to become more savvy about a number of educational settings, including schools; still, I think the idea of encouraging Toren to

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EMAIL>

[2] [Hbecome more focused on the world of informal education is promising —remember that, after all, he was involved with the Retreat Institute for a year.

In any event, having expressed his reservations, Seymour urged us to follow our own judgment in this matter. He asked about Gerstein, and I said we were trying to get her to come, and he seemed comfortable with this.

Everything considered, though disquieted somewhat by the possibility that Seymour's reservations might prove apt, I think we should go with Toren. I will speak with him today and see whether we can work it out.

To: Seymour Fox  
From: Daniel Pekarsky

Date: 7-5-95  
Page 001 of 002



July 5, 1995

Dear Seymour::

I was glad for the opportunity to talk this morning and am hopeful that by the end of our discussions next week we will all feel on track with this project.. The idea of reconsidering the direction of the project without preconceptions has great appeal to me, and I am looking forward to our discussions.. I am particularly eager to have this meeting because I have been worried that in some critical respects I have not fully understood how you think this project might best unfold..

Incidentally,, the meeting will be completely "back-stage": the agreement I made with Toren is that he will come to Cambridge and be available to meet with us,, should we be ready to address the "Working with Institutions/coaching" agenda -- but that he would not participate in our conversations concerning the nature of the project as a whole.. He fully understands the possibility that we may not get to the coaching-agenda at this meeting..

I have been deeply troubled by some of the tension I have sensed around the development of the Goals Project and am concerned that I have contributed to it in a number of ways,, for example,, by not being more actively in touch with you at critical junctures.. Had I been better about this and perhaps more outspoken concerning some of my own anxieties concerning the pace with which we were embarking on the coaching-agenda,, I think we could have avoided some of our present ills.. In any event,, to the extent that I have been at fault,, I am genuinely sorry..

As I am sure you know,, it is you who brought me into this field, and the opportunity to work in one or another capacity with you on matters relating to Jewish education is one of the biggest reasons for my wanting to stay involved with it.. I am hopeful that we'll be able to find a fruitful conceptualization of the project that will allow this to happen..

I am assuming that I'll get a fax from you on Monday morning my time that articulates some of the thoughts you and D. Marem have concerning the way we should proceed with the project.. These thoughts,, along with my own and those of Alan and the other CIJE folks,, should provide a good starting-point for our conversations in Cambridge.. I am also assuming that you will be in touch with Scheffler concerning the re-definition of (at least the first part of) our meeting with him.. Finally,, I look forward to a good dinner with you and Alan on Sunday evening..

If possible,, I would like a chance to speak with you in person or over the phone some time next week prior to our meetings.. Please advise concerning possible times.. I look forward to seeing you soon..

Danny Pekarsky



### *The goals project - a vision of its success*

**1. General Aims.** The goals project addresses contemporary Jewish education in America in terms of its vision and content. That is to say, the goals project seeks to effect change and improve Jewish education at the level of the ideas which govern its discourse, culture, and practice. Such ideas relate to the nature and desired definition of Judaism, Jewish continuity, Jewish history and culture, Jewish identity, and Jewish existence in America. A working assumption of the goals project is that the effectiveness of Jewish education will be enhanced by a re/examination of these ideas in light of challenging issues of Jewish continuity in America and alternative conceptions of the educated Jew. The goals project will have succeeded to the degree that it:

a) successfully engages those involved with setting policy, administering institutions, and implementing programs in American Jewish educational settings in such a re/examination to the point that they will have committed themselves anew to more clearly defined and compelling ideas of Jewish education;

b) assists those mentioned above in seeking out strategies and means for these ideas to guide educational policy, culture and practice in their settings.

**2. Making use of resources for ideas of Jewish education:** The challenge of arriving at clear and compelling ideas for Jewish education is a difficult one. Research in general education has shown that in most cases, those who have the responsibility for setting priorities for the development of school programs do not feel they have a minimum of necessary understanding available to them in order to do so. For example, it is very difficult, if not impossible, to make responsible decisions about whether to more significantly emphasize the humanities or the natural sciences in a school curriculum without in advance weighing systematically reasoned claims for each.

This state of affairs would seem to apply to Jewish education as well, if only because of the fact that despite significant new challenges to Jewish life, there have been very few attempts within the Jewish world over the last four or five decades to suggest new ideas for Jewish education. Consequently, in order to be poignant and effective, the re/examination of ideas which the goals project seeks to generate in settings of Jewish education would appear to necessitate an input from intellectual and spiritual leaders of the Jewish community in America and around the world. Besides the important statement which is made by the participation of such leaders in efforts to improve Jewish education, the contribution of these leaders would be to inform the re/examination process with alternative suggestions and claims as to the ideas which ought to be pursued by Jewish education. As such, they are a critical resource for the goals project.

The goals project will be successful to the degree that it can infuse the educational ideas of these intellectual and spiritual leaders into the re/examination process. In some

cases, ideas suggested in print over four or five decades ago - for example those of Hirsch, Buber, Rosensweig, and Ahad Ha'am can be made valuable. In others, active participation of local and other intellectual and spiritual leaders such as Rabbis, Judaic studies scholars, Jewish authors and denominational philosophers may be useful. Another possible resource would be the scholars and soon to be published papers of the Mandel Institute's educated Jew project, the very aim of which was to make alternative and contemporary ideas of Jewish education available to efforts such as those generated by the goals project.

A challenge in the use of such resources is to render the ideas espoused by intellectual and spiritual leaders in the Jewish community accessible to and operative for various constituents within a particular Jewish educational setting. This may involve a particular kind of activity in order to prepare intellectual and spiritual leaders to make their contribution more effectively and/or an attempt to formulate their ideas on different levels of educational discourse about content (one breakdown of these levels which has been suggested has been: a) philosophy/Jewish philosophy; b) the educated person/Jew; c) "translation" to terms of theory of educational practice; d) implementation in terms of curriculum, teacher training, delivery of programs, etc.; e) evaluation).

3. Creating readiness and a capacity for re/examination of ideas: The assumption that ideas govern education, that they are a "template" of sorts according to which institutional cultures and programs are designed in education, implies that "tinkering" with educational ideas can be a sensitive undertaking. It is well known that many institutions of Jewish education undergo an examination process from agencies which provide accreditation for private education in America. Similarly, others point to painstaking "visioning" and "strategizing" processes which they have undertaken over a number of years with the help of consultants with expertise in business and organizational behavior. Neither of these will necessarily lead to a grappling with ideas relating to the very substance and content of Jewish education which the goals project has placed at the center of its focus. Indeed, research has shown that in many cases, those involved in Jewish education prefer to be consciously ambiguous in the formulation of and statement of commitment to such ideas because explicit statements can arouse conflict and debate. The rationale for the goals project moves in the opposite direction. Without clear and explicit formulation of the ideas of Jewish education to which a particular institution is committed - even where streamlined businesslike organizational strategizing is set into motion - it will be difficult to avoid a program which is characterized by self-defeating blandness.

A challenge for the goals project, therefore, is how to create a readiness and capacity for re/examination of ideas for Jewish education. In many cases, those involved in Jewish education may be unwilling or even feel unable to take on this task. They might even argue, with no small degree of justice, that since they are among the few who are devoting their energies and talents to Jewish education, they have no time or reason to inquire into the ideas of Jewish education. Paradoxically, it is often places where there is a strong sense of professional and Jewish self-confidence which are most willing to take an honest close look at themselves. In other cases, particular constituents within a setting be willing

to undertake a re/examination, but will not have the power to do much with what they learn from it. In order to succeed, the goals project must therefore generate a wide and powerful base for the undertaking of an activity which could have deep and often unsettling implications for a broad base of constituents.

The goals project will be successful to the degree that it generates a readiness and capacity to undertake a re/examination of those ideas relating to the content of Jewish education among those who have "ownership" over settings in which Jewish education is delivered. On the one hand, this may include many different constituents within a single institution, including board members, parents, administrators, senior staff, teachers, and even students. On the other hand, single institutions themselves are often part of larger systems or networks, be they of denominational, geographical, cultural or other character. Consequently, it would seem that attaining success in the goals project would involve the development and implementation of an effective strategy for creating readiness and capacity for re/examination of ideas among different denominations, communities, and institutions at different levels of authority and practice.

4. Designing methods and training personnel for goals project cooperation with those involved in Jewish education: The task of engaging those involved with Jewish education in re/examination of educational ideas is both complex and labour intensive. It necessitates both an intimate familiarity with alternative ideas of Jewish education at various levels of formulation and the skills necessary for effective interaction with a wide array of constituencies within a Jewish educational institution, system or network around sensitive issues of content.

Though experts in philosophy have been utilized in various professions such as business and medicine, no job description similar to the one described here seems to exist in education. What does exist and may have much to inform the goals project are attempts by various educational experts to implement change by bringing various constituents within an educational undertaking to achieve consensus and mobilize their energies around particular strategies and goals for change. Here too it seems that issues of content do not seem to be in the center of attention. Consequently, in order for the goals project to succeed, there is a need to develop - through creative deliberation, experimentation, and evaluation - new principles and methods and for cooperation with educational undertakings around ideas of education. Then, with the development of such principles and methods, it could then be possible to train a broader staff for the implementation of the goals project.

The successful implementation of the goals project may begin at one of many entry points within a particular educational institution, system or network in relationship one of many possible levels of formulation of educational ideas (eg. evaluation, teacher-training, etc.). From there it could move on in any number of directions and involve any number of constituents. Presumably, there is some relationship between the effectiveness which can be achieved through the formulation and implementation of educational ideas and the

range of consensus and activity which is created around these ideas within a particular educational undertaking. The goals project will be successful to the degree that it can inspire and provide tools for a significant movement in this direction, one strong enough so as to have a momentum and continuation of its own.

5. Current challenges to the goals project in light of the above: The goals project has succeeded in generating genuine interest in and readiness to participate in the goals project in many institutions in lead and other communities, as well as among those who deal with Jewish education at the community level. At the same time, it has not yet conceived of a larger plan for utilizing its resources among Jewish intellectual and spiritual leadership or for generating readiness and capacity among educational institutions, systems and networks in North America. In addition, though past experience has been amassed and new experiments are underway, a clear set of principles and methods for goals project cooperation with educational undertakings has yet to be formulated and transformed into a training program. A challenge which faces the goals project is how to develop these larger plans and capacity for training goals project personnel and, at the same time, not to lose the momentum or disappoint the expectations which have already been created.

DM: 9/7/95



Issues to consider in light of the suggested document:

1. phone conversation follow up with Danny Pekarsky; CALL~ JFF Woo Man
2. enabling Danny Pekarsky to find his own categories for content aspects of the goals project (i.e. since this document uses the same language which we have used in the past and yet which has not been effective in getting the message off content across, how do we help Danny overcome whatever it is in this presentation which might be serving as a block to this message?);
3. meeting time for DM-SF on Friday morning to discuss next steps and meetings with Scheffler on the opening chapter; I
4. other

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## *Educated Jew Publication*

**I. Aims:** This is a critical issue which, among other reasons, has blocked us from arriving at a formula for publication. What are the aims of this publication? We have been confused between alternative possibilities of aims for this publication including:

- a) creating a new field of educational inquiry;
- b) engaging our internal circle of lay leaders, educators and scholars in content issues of Jewish education and providing them with alternative answers to them;
- c) initiating a mode of operation in Jewish education which moves from philosophy to practice;
- d) placing issues of Jewish educational content on the agenda of a broader Jewish public.
- e) transform the concern for Jewish continuity into alternative theories of education with competing translations to practice;
- f) extinguish cynicism about Jewish education by exposing exciting models of educational practice which greatly differ from what exists and show what could be;

As spin-offs such as the goals project and the educated Israeli have emerged and convinced our lay leadership of the practical import of the educated Jew project, our confusion has only grown. We are now pursuing the original aims of the project (see original project description) on many different levels. Furthermore, the very news of a publication has generated responses from a number of our associates which clearly point to serious obstacles before the attainment of any of the above goals. At the same time, the ongoing work with scholars has only added a rich treasury of formulations, distinctions, examples, etc. to the original material, and we have all that much more to choose from. Each vision has a library of materials now rather than a single paper.

In light of the above, it seems to me that there is a strong need to revisit our aims for this publication and decide on a simpler approach which is both more easily doable and which can serve as an appropriate beginning rather than an all encompassing statement on the educated Jew. On this level, I would like to suggest that our first publication have only one aim = to provide discussions of the content of Jewish education which make for inspiring and compelling reading. The appeal of these writings should first be to the reader's own personal sense of significance and then to his or her practical relationship to education. This publication ought to aim to be a primary text, the reading of which provides an experience which needs no explanation. If we achieve this aim, I believe we might be able to go on to some of the others. If we do not achieve this aim, however, we might not get to them.

Honestly speaking, I cannot say that the experience of reading the papers in and of themselves - and this is what many readers have told me - makes for inspiring and compelling reading for our kind of audiences. Their richness comes through after close study, live dialogue with the authors, and/or reformulation in terms of educational translation. In addition, having discovered this richness from the inside, I feel able to

provide capsulized descriptions of each of the papers which do carry across their richness - as I did in Atlanta with Greenberg's paper - though in every case, this involves spelling out some the basic assumptions about Judaism and Jewish existence which the authors leave out of their original papers. This only accentuates the problem: most readers will not patiently seek out this richness through pages and pages of introduction, footnotes, educational translations, demonstrations, etc. We need to bring them to a readiness to undertake a close reading before we provide the larger version of the book. The poetry of the papers has to cast its spell on the readers before they are invited to read the prose.

**2. Format:** We have long been considering the option of a full fledged book, complete with an opening chapter which introduces the practical importance of vision for education and with each paper accompanied by an introduction, educational translation, demonstrations, appendices, etc. Realizing that this would be too dense, uneven in quality and problematic in terms of its statement about representation, we considered putting out a series under Professor Scheffler's rubric of "Working Papers". This suggestion was seen as preferable by the scholars, educators, and by most of our associates (see appended documents suggesting and assessing the idea of an educated Jew series). Furthermore, from a practical point of view, it was taken into account that while the publication of the larger book would demand much more development and therefore take much more time, Greenberg's "Working Paper" could be translated and given to the printer in a short time (and would demand a less comprehensive opening chapter). Since, for various reasons, the series idea has been ruled out, we are left with what I see as the almost self-defeating task of publishing the book as a whole.

As I see it, if we are going to have to put out a book, it may be wise to consider a format which would provide short executive summaries of each of the visions, preceeded by a short classic statement about the importance of vision in education and its urgency in contemporary Jewish education, filled with powerful quotations, examples, etc. from the rich material which has amassed over the years, and followed by a grid which enables comparison between the various visions at a glance (what Posen suggested). The categories for each of the executive summaries of the visions would be the same: eg. "definition of Jewish existence;" "conception of the teacher" etc.

In addition, we thought that Nessa's suggestion might be useful: turn the presentation of the visions around on its head: i.e. move from translation to education back to philosophical formulation. Nessa argued that we ought to start with a real problem which provides an entry point into the discussion close to where the reader is at. For example (as with Atlanta) - you have to start a new school because you are not happy with Jewish education as it is, but you do not know where to go. What to do? Look at different ideas about what a school could be...

Do we honestly believe that this sort of publication would not provide a more compelling and inspiring reading than the denser version of the book? I think I would feel safer beginning this way and then publishing the rest as a "textbook" for study and development for those who want to move forward with development of and through vision.

### **3) Status report on each of the elements of the publication:**

**a) Opening chapter:** The confusion about the aims of the publication has made this task all but impossible. There is a different opening chapter to be written for each of the original aims, and in a different way for each of our audiences. Piece by piece we have cut down the opening chapter, here leaving out the discussion of how vision driven practice can be developed, there leaving out the response to the critique about vision being an expression of nostalgia for ideology. At one point we made an inventory of arguments for vision as a basis for the opening chapter. In my last version, the opening chapter was limited to three points: 1) vision is of great practical importance for education; 2) Jewish education is in need of vision; 3) this is how vision is presented in the book/series.

In addition, alongside these efforts, there are a series of papers and public addresses which SF and Scheffler have written/delivered prior to and during the project which relate to the argument for vision and may provide a groundwork for an opening chapter. Most recently, the *continuity paper* was considered as an opening chapter of sorts for the book/series (today it is complete but for footnotes). That paper moves from the problem of continuity to theories of Jewish education which provide a vision for continuity. Alternatively, it was considered as a first "Working Paper" or a second opening chapter.

Appended to this summary are various papers/speeches of yours and Scheffler's which may provide content for the opening chapter, including the continuity paper, my last draft of the opening chapter, an older broader version of an opening chapter, and the inventory of arguments for vision in education including some classic examples like Smith, Cohen, etc. (please let me know if you want any of the articles or sources which I have amassed over the years in which arguments for vision are made or illustrated).

**b) Greenberg:** Greenberg has completed his paper and has approved our introduction, translation to education, and appendix on Jewish vs. general culture. Still, the translation piece is missing an expanded discussion on the elements of parshanut and fully formulated footnotes. Our biggest problem here is translating Greenberg into English (let me remind you of our promise to the scholars to publish in both languages, and at the same time, our sense that the educational translations may differ for Israel and the diaspora). Greenberg wants somebody who is not afraid to be daring for the sake of flowing English and will suggest alternatives to literal translations. A recent suggestion by Rut was Yoni Gordis, who was also mentioned by a few others. I await his e.v. and examples of former translations. Also, we have still to put together the bibliography of Greenberg's educational writings. I do not know what to make of Greenberg's public statement of our jailing his paper for much more than its worth...

Appended are Greenberg's paper in Hebrew, my introduction and translation to education, your Mexico translation of Greenberg, as well as the appendix on Jewish vs. general culture.



*c) Twersky:* Twersky's paper is advancing in leaps and bounds. The more he has explicated the basic assumptions and implications of his paper, the bigger his own introduction to and educational translation of his original paper gets. Hence, Twersky's formulation gets simpler and more accessible as it grows in scope and volume. Furthermore, intensive work with him has generated text anthologies, protocols and demonstrations which may significantly help illuminate his vision and make it practically implementable. The text anthology which has emerged from his presentations, for example, lends itself to teacher training based on his vision. Twersky has definitely moved closer to the end than to the beginning of his work and in my opinion, it is unequalled in its quality and capacity to exemplify what it means to have a vision of education. Also, he is currently giving much time over to the summarizing of his work. It is important to consider here that the result of Twersky's successful efforts add up to at least two full volumes for publication (the second one being the text anthology).

Appended are later versions of Twersky's reformulated original paper and his new introduction, both not final, and summaries of his presentations which he plans to incorporate into his introduction and educational translations, lists of sources for the text anthology, etc.

*d) Brinker:* Brinker's vision is critical to the whole corpus in that it extends the whole discussion of the educated Jew from religious identity to that with peoplehood. As such, I would argue that it is inextricable. Were we to have gone the "Working Paper" route and to have started with Greenberg, I would have urged us to include some of Brinker's challenges to Greenberg so as not to lose this aspect. At the same time, it is, in my opinion, quite far from being ripe for publication, especially for a diaspora audience. Considering Brinker's patience and workstyle, what remains to be done might have to be filled in by us in the introduction/translation to education and/or a diaspora secularist respondent such as Michael Walzer.

Appended are the last version of Brinker's paper, various translation pieces, summaries, etc., and Walzer's article on diaspora secularism from Ha'aretz.

*e) Rosenak:* Rosenak has written two papers - one suggesting common criteria for the educated Jew and the other raising the issue of community wide vision. The first was in need of significant reworking (even retracting) when he wrote the second. Our experience has been that the second paper feeds into real concerns among those responsible for Jewish education in the community. In a sense, it is both an introduction to the whole issue of vision for Jewish education (since the question of the community's concern for educational content is at the heart of the argument) and a discussion of one of its particular aspects (after all, vision at the community level is not the same discussion as vision within a denominational institution). The first paper is now a sub chapter within the discussion of community wide goals, providing one possible vision of community wide goals - though, as Mike recognizes, one which is fundamentally derived from a liberal orthodox position. They may be considered together, but probably are better apart. Appended are both Rosenak papers.

*f) Scheffler:* Scheffler's paper on the educated person has been published on its own. For our purposes, it is lacking in an introduction which explains why it is important for the discussion of the educated Jew, and in a systematic continuation in terms of its implications for the educated Jew. Scheffler has written a second paper on implications and a third on the particular positions presented in our project. My sense is that the second paper relates to an issue which is critical for many of our readers, both in the diaspora and in Israel, though not with the weight and systematic view which characterize the first paper. Also, it leaves out a section in the protocols which addresses the implications (or critique, if you will) which the discussion of the educated Jew have for general education (which is critical because, in essence, it provides a rationale for Jewish education with reference to general education). In late of the debate we witnessed between Scheffler and the late Coleman at our academic board meeting, this may be a touchy point, but it is hard to underestimate its importance for us. Together, the first two papers also may be considered as an introduction to the whole discussion of the educated Jew, as well as a particular inquiry within this discussion. As for the third paper, it needs to be reconsidered, especially in light of the more fully developed explication of the visions which Scheffler himself has not been privy too. In reconsidering this third paper, we might want to think about asking Scheffler to present a reading of the whole discussion of the educated Jew in our project in which he would suggest what new issues have emerged and what other issues need to be addressed. This could serve as a useful postscript to a full volume publication, in any one of its formats.


Appended are Scheffler's three papers and the statement in the protocol which I have argued needs further explication in the second paper.

*g) Meyer:* Though Meyer's paper has moved forward over the last year, it still needs much work. Meyer senses that he has something important to say within the context of Reform and therefore wants to continue the work with Reform educators in the diaspora. As such it might serve as a very good basis for a "Working Paper" (indeed exactly what Scheffler suggested by that name), but in the context of a whole book on the educated Jew, it seems really only to be a response to or an invitation to explore a possible vision in between Greenberg and Brinker. Meyer's last request was to give him a full year for reformulation of his paper and discussion of it by Reform educators as a basis for yet another draft.

Appended are Meyer's latest draft and various summaries, responses, etc. in relation to it (including my handwritten summary of the latest meeting with educators in Israel).

*h) Other:* There is still some work to be done on the bibliography of works on the educated Jew, if that is important for our claim in an opening chapter that there is a paucity of development in this area. Also, since we can assume that in North America we have and are going to continue to have flaque about not including a woman in our group of scholars (despite dealing with issues of gender in Scheffler, Greenberg, and Twersky), it may be important to announce that work has been done on yet another conception with a woman scholar. This reflects what one of the fellows of the SEL called the general

problem of "sweeping non-representativeness", by which he meant to say that despite its resting on justifiable grounds, this is a kind of non-representativeness which generates a less than neutral or even negative attitude on the part of the reader before s/he even approaches the first word on the paper. Finally, the goals project initiatives and the attempts to teach the educated Jew at the SEL and Jerusalem Fellows have produced many serious illustrations of how all this has become practical. Were only a few examples to be written up, they would probably be a very useful addition to our publication, in whichever format it would appear.

 DM/July 2, 1995

**DM suggestions for topics of Harvard goals consultation:**

**1. The role of content in the work of the goals coach..**

**2. The implications of the above for the training of goals coaches.**

*Danger: confusion of the above discussion with the discussion of the future of the goals project. Note: In discussion with Alan Hoffman, he said that MI pullout of the goals project would lead to CIJE canning of the project or drastically reducing its scope. At the same time, he said that the language of goals project has infused CIJE work and discourse with others and has become associated with the Educated Jew project. It seems to me that he wants to talk about the future of the project more than anything else. Furthermore, according to Alan - Barry and Gail are not staff for the goals project. Their participation in the consultation is as CIJE staff who want to help carve out the goals project as part of the total program of the CIJE. If they are at the table, that means that they will probably want to pull the discussion to the issue of the future of the project. Finally, I imagine that Danny Pekarsky's attitude will be "I am not investing any more in this until it is clear what the division of labour and authority for the project will be.*

*Suggestion: work out future of the goals project in a separate context, preferably in advance of the consultation, but if not, announce time and place of that separate forum.*

*A personal concern: Decisions about future of the project will be made in my absence, and before I have worked out a clear picture of my workload next year. Danny*



Received: by HUJIVMS via SMTP(128.104.30.18) (HUyMail-V7b);  
Wed., 28 Jun 95 19:41:42 +0200  
Received: from mail.soemadison.wisc.edu by wigate.mic.wisc.edu;  
Tue., 27 Jun 95 14:10 CDT  
Message-Id: <2FF0577A.CF87.014F.0000@mail.soemadison.wisc.edu>  
Date: Tue., 27 Jun 1995 14:07:00 6600  
From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>  
Reply-To: pekarsky@mail.soemadison.wisc.edu  
Subject: Re: Goals-update -Reply  
To: MAROM@vms.huji.ac.il  
X-Gateway: iGate. (WP Office) vers 4.04b - 1032  
MIME-Version: 1.0  
Content-Type: TEXT/PLAIN; Charset=US-ASCII  
Content-Transfer-Encoding: 7BIT

The Tuesday morning time next week sounds best to me -- but if need be, I could shift things around so as to meet on Wednesday. Anytime after 7 am my time is fine with me at my office (1-608-262-1718). If there are any issues, concerns, questions, etc. that it would be worth my thinking about prior to this conversation - matters that either of you might want to raise, it would be helpful to know this in advance.

I am leaving town the following Tuesday, and I'm concerned about our not leaving ourselves much planning time.

I will try in the next few days to draft some thoughts about how some of your own experiences working with Agnon might become a basis for some of our conversations; perhaps you could give some thought to this as well. I will send my thoughts on to you and would welcome yours.

All the best.

DP

BMAIL> select mail

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BMAIL> 105

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18:46:4

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ASCII (pekarsky@mail.soemadison.wisc.edu)

[1mMIME type: TEXT/PLAIN

Charset = US-ASCII

[mReceived: by HUJIVMS via SMTP(128.104.30.18) (HUYMail-W77b);

Wed, 31 May 95 18:46:42 +0200

Received: from mail.soemadison.wisc.edu by wigate.mic.wisc.edu;

Wed, 31 May 95 10:45 CDT

Message-Id: <2FCC8F11.CF87.2037.000@mail.soemadison.wisc.edu>

Date: Wed, 31 May 1995 10:43:00 -600

From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>

Reply-To: pekarsky@mail.soemadison.wisc.edu

Subject: Re: Goals-update -Reply

To: MAROM@vms.huji.ac.il

CC: ALANHOF@mail.soemadison.wisc.edu

[2J [H

Thanks for your quick response. I'll look forward to discussing Goals Project matters with you in the near future. When you speak with Seymour, please remind him of our plan to speak before next Wednesday - which is when I head to NY for two days of meetings. He is welcome to reach me late at night (up to midnight) or early in the morning (after 6:30 a.m.). Thanks.

By the way, I did notice one change I will want to make in the letters I'm thinking about sending out to the Milwaukee institutions. They don't sufficiently emphasize the need to think thoughtfully, and in the context of some study, about the wisdom of the goals they have adopted; our efforts should in an un-heavy-handed way be steering them in this direction.

Talk to you soon.

D.

BMAIL>

[2J [H106 pekarsky@mail.soemadison.wisc.edu => marom@vms.huji.ac.il; 01/06/95, 00:50:2

l; \* SMTP.MAIL

ASCII (pekarsky@mail.soemadison.wisc.edu)

[1mMIME type: TEXT/PLAIN

Charset = US-ASCII

[mReceived: by HUIVMS via SMTP(128.104.30.18) (HUYMail-V7b);

Thu, 01 Jun 95 00:50:21 +0200

Received: from mail.soemadison.wisc.edu by wigate.nic.wisc.edu;

Wed, 31 May 95 10:36 CDT

Message-Id: <2FCC8CF9.CF87.202A.000@mail.soemadison.wisc.edu>

Date: Wed, 31 May 1995 10:35:00 -600

From: "Dan Pekarsky" <pekarsky@mail.soemadison.wisc.edu>

Reply-To: pekarsky@mail.soemadison.wisc.edu

Subject: An additional coach

To: 73321.1221@compuserve.com, ALANHOF@vms.huji.ac.il

CC: marom@vms.huji.ac.il

X-Gateway: iGate, (WP Office) vers 4.04b - 1032

MIME-Version: 1.0

Content-Type: TEXT/PLAIN; Charset=US-ASCII

Content-Transfer-Encoding: 7BIT

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BMAIL>

[2J [HMy conversation with Seymour yesterday was more abbreviated than I would have hoped, the reason being that he was running off for a teaching engagement; but we did briefly discuss the "additional coach" question.

Among ourselves, we had spoken of Toren being a good candidate, but as you will recall, Seymour had expressed some concerns about this. But since, of the available candidates, he continues to seem the most promising and since - with or without our involvement - he will be doing related work in Cleveland next year, I decided - after consultation with the two of you - to discuss this matter with Seymour again.

Seymour continues to be somewhat concerned about Toren's aptitude for this kind of work and is especially worried about how well he knows schools. He seemed more comfortable with Toren if, in view of his JCC experience, we think of him as an Informal Education coach and tie him to the world of JCCs and camps. Though my own sense is that

## Philosophy of Education Research Center-

MANDEL INSTITUTE

For the Advanced Study and Development  
of Jewish Education

June 6, 1995

**Leadership, Training and Education**  
**A Program of Scholarly Collaboration**

Professor Seymour Fox  
Mandel Institute  
P.O. Box 4556  
Jerusalem 91044

Fax No: •0-11-972-2-662837

Dear Seymour:

Thanks for your fax of June 5, 1995. JoAnne has reserved a room for Sue and yourself at The Charles from Thursday, July 13,, a.m. and departing on Thursday, July 20. ((Confirmation # is 6452.))

She has also reserved a room at The Charles for Danny Marom for July 13, 14,,and 15, departing on the 16. ((Confirmation #-is 6454.)) .

The rates are \$160.00 a night.

Since you are all arriving on the 13th,, I don't know when you . want the first session to begin. Please let me know!! I assume ~~one of~~ Thy one morning session if you want one,, and one afternoon session on the 13th, and a morning and afternoon session also on the 14th. I count seven people for these two days: Pekarsky,, Marom, Dorph, Holtz, Fox,, Scheffler,, Howard.' If you want tapes, let me know right away and I'll get Stefania to join us. (I assume Annette is not coming..)

For the 17th, 18th and 19th, I assume just you and I and Vernon will meet.

I think it will be more convenient if, instead of booking Gutman for the 13th and 14th, we meet in my office in Laarsen instead. We can then go out for lunch or have some sandwiches brought in, and we can then end before dinner. Is this satisfactory with you? If not, please let me know right away and I will make other arrangements..

You can reply by fax, or E-mail to me (Annette has my home E-mail address: SCIEFFIS@C.HUGSS1.HARVARD.EDU)

Sincerely,

~~Qa~~\*  
Israel Scheffler

အိတ်: ချစ်

506 Larsen Hall, Appian Way, Cambridge, MA 02138  
Tel: 617-495-9084; Fax: 617-495-0540

P.O.B. 4497, Jerusalem 91044 Israel  
Tel: 972-2-618417; Fax 972-2-619051



[2J [H3 pekarsky@mail..soemadison..wisc.edu => marom@vms.huji.ac.il ;  
07/06/95, 01:04:06;

\* SMTP.MAIL

ASCII (pekarsky@mail..soemadison..wisc.edu)

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Charset = US-ASCII

MEMO TO: Seymour Fox and Daniel Marom  
FROM: Daniel Pekarsky  
RE: the July Seminar in Cambridge  
DATE: June 5,, 1995

As promised, I'm sending along some thoughts that might serve as a springboard to conversations over the next several weeks concerning the agenda and materials around which to organize our July seminar in Cambridge. I have, by the way, not yet confirmed Gerstein's attendance; but I did, following my conversation with Seymour, invite Rob Toren, and he, after conversation with Gurvis, indicated that he would enthusiastically attend. In my conversation with him, I floated the possibility of his working with a JCC, and he seemed amenable. It is worth noting, though, that in his Jewish Education Center of Cleveland role he will be working next year with the local Schechter School on questions that substantially overlap our project.

Following the advice Seymour offered on another occasion, I will stay away from actual seminar content on this occasion in order to focus on desirable outcomes. For your reference, I am including two additional pieces of material at the end of this memo. One of them is the list of tentative outcomes I had proposed when we were thinking about the larger end-of-July seminar; my sense is that some, but certainly not all of them, continue to be pertinent. The other is a copy of a document concerning the nature of coaching entitled "Working with Institutions" which, based in part on our meetings last winter in Cambridge, I drafted earlier this year. I may or may not have already sent it to you; but I thought it might be a useful document to work with.

## SEMINAR OUTCOMES

In very general terms and as a first approximation, my understanding is that the July seminar is designed a) to deepen our understanding of the activities and purposes associated with coaching educating institutions in the direction of greater vision-drivenness, with an eye towards b) better understanding the skills and understandings needed by coaches and c) clarifying the critical elements that need to enter into a training-seminar for coaches. (Note that I use the word "coach" more out of habit than out of conviction - for I'm not sure that the word adequately captures the work of the person who is to serve as a guide/gadfly to educating institutions).

As a first approximation, I want to suggest that these general purposes will be best achieved if we accomplish the following at the seminar:

1. Revisit and, if necessary, expand on the general conception of the coach's mission that we discussed in February. As a springboard, see Pekarsky's brief document "Working with Institutions..."

2. Clarify the minimal ((institutional)) conditions under which a relationship between CIJE and an educating institution around a goals/vision agenda is likely to prove fruitful.

3. With attention to local circumstances that have a bearing on appropriateness, articulate and refine the kinds of strategies that are likely to raise the level of consciousness and discussion concerning goals and to stimulate serious reflection and study that is more than values-clarification.

4. A corollary of #3: identify fruitful ways of launching the relationship between CIJE and an educating institution. What should the coach say, offer, stipulate, recommend, ask, do, insist on, request, organize, etc. at the outset in order to get the process off to a good start? What should the coach avoid doing? In answering such questions in concrete cases, what circumstances need to be taken into account?

5. Clarify different degrees of success to be aspired to in working with an educating institution. What would success in a full or partial sense look like?

6. Understand other approaches to educational change (notably Senge/Fullan and Sizer), with an eye towards grasping how our approach differs from theirs and also what we might learn from them that would be helpful to our efforts.

7. Clarify how experimental fieldwork now under way (through via Pekarsky and Marom) can provide insight into the aims, processes, and challenges of coaching educating institutions.

8. Based on 1 through 7, what are the skills and understandings that a coach needs in order to be an effective catalyst and facilitator of a vision/goals agenda? And, related to this, what should a coaches training-seminar focus on?

8. Finally, at least by no means least, clarify the working relationship and communication-patterns between CIJE and the Mandel Institute on the Goals Project, so that in an ongoing way our efforts will be complementary.

Though the foregoing represents my real views at this moment in time, I also regard it as no more than a conversation-starter and welcome your reactions.

I want to note that I view #8 as very important and believe it should occupy us on the first day of the seminar - either for half the day or the full day. I have alerted both Toren and Gerstein to the possibility that there will be a closed meeting at some point during our seminar to discuss what I described to them as "house-keeping" matters.

I look forward to hearing from you. I'll be in New York for the CIJE meetings from Wednesday to Friday and will then be in Madison pretty much for the rest of the month. All the best.

#### APPENDIX 1: OUTCOMES IDENTIFIED IN EARLIER MEMO SKETCHING OUT THE SUMMER SEMINAR (scheduled for end of July, but postponed)

1. Deep familiarity with basic concepts, assumptions, and materials associated with the Goals Project and the Educated Jew Project. This familiarity includes an appreciation for the power of these concepts, assumptions and materials.
2. An awareness of other prominent approaches to institutional reform, and how these approaches relate to - and differ from - our own. Attention needs to be paid to what can be learned from other approaches, even as we recognize their limitations.
3. An ability to use the Project's concepts and principles as lenses through which to interpret the state of goals in the life of an institution - in ways that suggest critical questions that need to be raised.
4. An awareness of the different levels at which one "can cut in" to the problem, and of different strategies that can be used (at different levels) to stimulate serious reflection concerning vision and goals (and their relationship to existing practice and outcomes). There need to be opportunities to experiment with these strategies in the course of our seminar. Participants also need to emerge from the seminar with some sense of the appropriate level at which to intervene in any given institution.
5. An awareness of the sources of resistance to a serious inquiry into an institution's basic goals and their relationship to practice, as well as of the ways to defuse, circumvent, or exploit this resistance.
6. Awareness of the kinds of conditions that must obtain in an institution if one is to have a fighting chance of making progress on a goals-agenda.
7. Excitement about being part of a pioneering venture that is in its formative stages and that offers participants a chance to engage in and to share "action research".

APPENDIX 2: PEKARSKY'S "WORKING WITH INSTITUTIONS" DOCUMENT,  
DRAFTED IN LIGHT OF OUR FEBRUARY, 1995 SEMINAR.

WORKING WITH INSTITUTIONS:  
THE GOALS PROJECT AGENDA

INTRODUCTION

The CIJE proposes to work with select institutions around a goals-agenda. Its guiding convictions are:

1. Thoughtfully arrived at goals play a critical role in the work of an educating institution. They help to focus energy that would otherwise be dissipated in all-too-many directions; they provide a basis for making decisions concerning curriculum, personnel, pedagogy, and social organization; they offer a basis for evaluation, which is itself essential to progress; and, if genuinely believed in, they can be very motivating to those involved.

2. In Jewish educating institutions, as in many others, there is inadequate attention to goals. All too often, one or more of the following obtain: goals are absent or too vague to offer any guidance; they are inadequately represented in practice; they are not understood or identified with in any strong way by key-stake holders; they are not grounded in some conception of a meaningful Jewish life which would justify their importance.

Goals Project work with institutions would focus on remedying these deficiencies. The following discussion tries to explain the presuppositions and the nature of this work.

WORK WITH INSTITUTIONS

Presuppositions. CIJE's work with institutions around a Goals Agenda is informed by a number of critical assumptions, including the following:

- a. Key stake holders need to be committed to the effort to work on a goals-agenda.
- b. Wrestling with issues of Jewish content is an integral, though not the only, element in the process.
- c. A coach identified and cultivated by CIJE will work with the institution around the Goals Agenda. (The work of the coach is described more fully below.)
- d. The institution will identify a Lead Team that will be in charge of its efforts and work with the coach in designing appropriate strategies. The Lead Team will



have primary responsibility for implementing the plan.

e. The institution's Lead Team will be invited to participate in seminars, workshops, and other activities designed to enhance their effectiveness. This may well include the development of a partnership with the Lead Team of one or two other institutions engaged in similar efforts at improvement.

f. There is no one strategy for encouraging fruitful wrestling with goals-related issues. Whether to begin with lay leaders, with parents, with the principal and/or with teachers; whether to start with mission-statement, curriculum, and/or evaluation — such matters need to be decided on a case-by-case basis by the institution's lead-team in consultation with CIDE.

The heart of the work. The essence of the work that will be done with institutions under the auspices of the Goals Project has three dimensions:

1. A serious, multi-faceted examination of the way goals do and don't fit into the institution's efforts at present. This phase of the work is designed to identify the institution's challenges by highlighting weaknesses: for example, unduly vague goals, inconsistent goals, goals that are lacking in support by key stake holders, goals that are not reflected in practice in meaningful ways.

2. Reflection and deliberation. Stake holders engage in a thoughtful effort to wrestle with the uncertainties and challenges identified through #1. This effort includes a serious effort to clarify their fundamental educational priorities, through a process that includes wrestling with issues of Jewish content. Materials emanating from the Mandel Institute's Educated Jew Project will be invaluable to this effort. This stage will give rise to basic decisions concerning what needs to be accomplished.

3. The institution determines what needs to happen and be done in order that the basic decisions articulated in #2 can be accomplished. Strategies need to be developed and then implemented.

4. The effort to implement needs to be carefully monitored and the outcomes evaluated. This is indispensable if there is to be learning and a chance of serious mid-course corrections in aims and/or strategies.

The work of the coach. The coach is involved in all phases of this work. The coach works with key constituencies (separately and sometimes together) and wears a number of hats:

he or she is sometimes a consultant on questions of strategy; sometimes a bridge to extra-institutional resources that are necessary to the effort; sometimes a thoughtful critic of directions for change that are proposed. In these and in other matters, the coach's primary job is to help the institution get clearer about its primary goals and their relationship to practice.

The initial and perhaps most important challenge of the coach is to stimulate the institution to do the kind of serious examination and self-examination that will identify its critical challenges. This means posing basic questions of different kinds, although which ones it will be fruitful to ask at any given time will depend heavily on local circumstances. Below is a list of some of the basic questions:

1. What are your avowed goals (as found in the opinion of key stake holders, as found in mission statements, as found in the curriculum)?
2. Are the avowed goals (as articulated or implicit in these different ways) clear or are they very vague? Do the participants understand what they mean and entail?
3. Are the various avowed goals mutually consistent?
4. Do the key stake holders - lead-educators, parents, and teachers - really believe in these goals?
5. If the stake holders do believe in these goals, why do they believe they are important? How will accomplishing them help make the life of the student as a Jewish human being more meaningful in the short- and/or long-run?
6. Are the goals anchored in an underlying vision of a meaningful Jewish existence? Can the stake holders flesh out the vision that is implicit in the goals they have identified as important?
7. As a way of better understanding what they are committed to or might be committed to in #s 5 and 6, have the stake holders looked seriously at alternative views?
8. In what ways and to what extent are the avowed goals actually reflected in the life of the institution - in its social organization, in its pedagogy, in what happens in classrooms, etc.?
9. To what extent are the goals achieved? To what extent are actual educational outcomes consistent with the goals?
10. If you were serious about Goal X or Y, what would you need to do in order to have a realistic shot at accomplishing it?

## COMMUNITY-VISION AGENDA

### INTRODUCTION

CIJE's Goals Project has been heavily focused on ways of encouraging educating institutions to clarify compelling goals that are anchored in visions of the kind of Jewish human being they hope to nurture. As this project has proceeded, it has been apparent that there is also substantial interest on the part of various lay and professional community leaders in the theme of "community-vision". Though the view has been expressed that this interest reflects widespread anxiety concerning the possibility under present circumstances of a compelling vision that can bind together, or unite, into a single whole the various constituencies that make up American Judaism, there remains uncertainty concerning the source of this interest. But more is unclear than just the source of the interest in this subject: so too is the subject itself! That is, it is from clear what people are hoping to arrive at when they speak of wanting to come up with a community-vision: and it is similarly unclear how they think coming up with such a vision will be beneficial for Jewish education and for Jewish life, more generally. It is, finally, also unclear how to demarcate "the community" which the hoped-for community-vision will represent, and through what kind of process involving what kinds of participants this vision will be generated.

These uncertainties are noted in order to identify some important challenges that the effort to tackle the problem of community-vision will need to encompass. They are assuredly not being noted in order to discourage this effort. On the contrary: the sense of engagement that has been generated when issues relating to community-vision have surfaced -- for example, in response to Professor Michael Rosenak's presentation at the Jerusalem Goals Seminar in the summer of 1994 -- suggests that this issue may well be a lightning-rod for some important concerns that need to be addressed by Jewish educators and communal leaders who care about the future of the American Jewish community.

Articulating this domain more fully may serve more than one useful purpose. First, it may help us better understand the nature of the "community-vision" challenge. Second, this articulation may stimulate questions, qualifications, and other ideas that will carry our understanding of this domain further. Third, by indicating what will need to be done in order to make headway on the community-vision agenda, this articulation will put us in a better position to make wise decisions concerning the allocation of our resources. There are at least two possibilities: 1) We will decide that the Community-Vision agenda is important and will find ways to adjust other CIJE activities so as to pursue the Community-vision agenda; 2) we will decide that the Community Vision agenda is important but will determine that pursuing it in a meaningful way will be too costly, given



our scarce resources; 3) we will decide that this agenda is not worthy of being pursued for other reasons.

The two sections that follow are designed to launch this effort. The first section summarizes the considerable preliminary work CIJE has already done in this area, work that can serve as a springboard to continuing efforts. The second section identifies concrete tasks and proposes strategies for accomplishing those tasks.

## CIJE WORK-TO-DATE ON COMMUNAL VISION

In this section, I will summarize what CIJE has done to date in this domain; this section is intended as a kind of inventory of issues, insights, and materials that have thus far been generated, as well as pertinent activities and discussions. Relevant documents are included in appendices to this paper.

### 1. Some characterizations of the problem.

I begin by identifying significant social realities that may lie behind the interest in communal vision; this discussion is coupled with an attempt to delineate the challenges posed by these social realities. Significant among these social realities is the fact that some of the concerns which may have served to create a sense of sharing in a common life on the part of significant sub-groups are increasingly less potent. With the passage of time, images of the Shtetl, of the Holocaust, of the establishment of the State of Israel, and even of the Six Day War have lost some of their power to shape a strong collective consciousness among American Jews. In a different vein, the collective identity of American Jews has been dealt a blow by the fact that they are less and less able to view themselves as needed to solve the problems, economic and otherwise, of Jews in Israel, Russia, and elsewhere. Such circumstances, combined with a decline of the kind of anti-Semitism which in its own way brought to Jews together, have operated to produce a communal crisis of identity among American Jews - or more accurately, to lay bare a crisis that has been in the making for a long time. Two salient dimensions of this crisis are delineated below.

Y Pluribus Unum? Each of the following poses problems for American Jewish life. 1) While the diversity of American Jewish life may in some ways be a sign of our vibrancy, significant sub-groups that are significantly engaged with Jewish life are often overtly and mutually hostile - sometimes to the point of denying that they are members of the same community. 3) There are sub-groups on the American-Jewish landscape that take Jewish life very seriously but that feel rejected by what is sometimes described as the organized Jewish community; in the other direction, some such groups disavow the moral authority of the organized Jewish community.

While, as sociologist Lewis Coser has suggested in his writings on the social functions of group conflict, it would be



naive to expect that in a well-functioning community there would be no traces of these phenomena, their pervasiveness today is a sign of great distress to many students and leaders of American Jewish life. At a macro-level they have given rise to fears of Balkanization, of a community that self-destructs because of attitudes and policies that encourage mistrust and divisiveness among what would seem to be its natural constituents.

Questions like the following arise: Is there a vision of "who we are" as a community which can be enthusiastically embraced by the varied sub-groups engaged in American-Jewish life - a vision that unites them even as they go their very different ways? Is there a core which we can all embrace and is this core sufficient to establish amongst us a sense of membership in a single community that feels worthy of our loyalty?

From the standpoint of education, this issue has a twofold significance: first, how it is addressed will affect how the central communal agency will approach local educating institutions. 1) A communal vision may carry educational implications for the kinds of sub-groups and institutions that should be financially and otherwise supported; 2) a communal vision may dictate a set of minimal educational aims that need to be embraced by educating institutions that seek communal support. Second, a vision of who we are as a community, of what makes us a community, may prove invaluable in helping an educating institution that identifies itself as "communal", rather than parochial (say, a communal Day School or a JCC camp), to establish a set of compelling educational goals around which to organize.

The Wise Child's Siblings. While mutual mistrust among sub-groups that are in their own ways deeply committed to Jewish life represents one of the problems that calls forth an interest in communal vision, there are also others. Prominent among them is the fact that there are many contemporary American Jews who do not view the Jewish community - or what they take to be "the Jewish community" - as a fitting object for their energies, their sense of commitment, and their loyalty. The Passover Haggadah's "Wise Child" is engaged by Jewish life and traditions. Not so with the siblings: angry, indifferent, or so removed for it all that they wouldn't even know what questions to ask about Jewish life, they are either negatively engaged or in a state of disengagement. They look elsewhere to meet their existential, social, and other basic needs. According to some recent studies and observers, increasing numbers of American Jews fall into this category.

If the term "Balkanization" points to the image of a community actively tearing itself apart, the phenomenon of progressive disengagement from Jewish life being pointed to here suggests the image of a community whose light shines ever less brightly as its members slowly pull away. Viewed from this direction, the question of communal vision has a different character: what must the Jewish community be like - and equally

important, be perceived as being like - if it is to call forth the idealism, the loyalty, the pride, and the human energies of the many American Jews who are drifting away from active engagement in the life of this community?

Shared, clear AND compelling??? A problem that is implicit in the foregoing but which deserves to be highlighted concerns a tension amongst the elements that might thought to be integral to an adequate communal vision: namely, that it be shared by a multitude of varied constituencies; that it elicit enthusiastic support; and that it fruitfully inform communal deliberations. Can all of these desiderata be honored at once? Is it possible to find a communal vision that is broad enough to enable a very disparate set of constituencies to be comfortable with it, while at the same time being clear enough to give guidance to policy and compelling enough to elicit enthusiastic support. Skeptics might well wonder whether the quest for consensus among very different groups will not inevitably give rise to a shared vision that is too vague to guide decision-making and to parve to invite enthusiastic support?

## 2. Miscellaneous Insights and Ways of Thinking about Communal Vision.

While our work-to-date has served to highlight and help interpret some central problems, it has also suggested some ways of approaching these problems. I summarize them in no particular order.

Significant elements of a shared vision may already exist! There is a tendency among some to despair of finding more than trivial commonality among the varied constituencies that make up the American Jewish community. Such despair is paralyzing in its effects, since it undermines the effort to discover what, amidst our diversity, we may share. But, as Professor Michael Rosenak recently suggested, it may be that in fact we already share quite a bit. In his presentation to the Jerusalem Goals Seminar in the summer of 1994, Professor Rosenak suggested that it may be possible to discover amidst the diversity of Jewish life five elements which a) are readily shared or shareable among American Jews; b) have the capacity to establish amongst us a non-trivial sense of sharing in the same community; c) can be used to inform educational policy deliberations in American Jewish communities. The elements identified by Rosenak are the following: [FILL IN]

Taken alone, any one of these elements is perhaps not very powerful: but jointly, Rosenak's account suggests, they give rise to something that may be quite powerful in its capacity to establish a shared framework for Jewish life.

One need not subscribe to Rosenak's list of elements to accept the general point that we may already share much more than we think, and that, properly built upon, what we already share may have some capacity to hold us together as a community. The challenge is, through research or dialogue, to discover these

shared elements that cut across the community's varied constituencies and then to use them as guides to educational practice. These shared elements may provide a helpful guide to central communal agencies in establishing their educational priorities and policies, as well as to community-wide educating institutions trying to develop a focus for their efforts.

Generality does not entail vagueness. In a vein similar to Rosenak's presentation, Professor Israel Scheffler suggested at the CIJE staff seminar in February 1994 that amidst all the talk of the splintering of the American Jewish community, there is an underestimation of what can be meaningfully shared among a broad range of constituencies. Speaking about communal Day Schools, Scheffler noted that the ideal of a "general Jewish citizen" need not suffer from vagueness. It is by no means unthinkable that the membership of a communal school could agree on a knowledge and skill - and even on certain attitudes - that all students would need to acquire. This is, of course, entirely consistent with the likelihood that with respect to certain domains the institution would remain agnostic (while choosing either to exclude them altogether or to "teach about" them in a non-committal way.)

The need for an honest, in-depth search for a compelling communal self-definition. It is essential that the constituencies that make up American Jewish communities find ways of meaningfully reflecting on and dialoguing concerning what they do, or might, jointly represent or share as a community. Efforts at self-definition at a communal level establish a context and a culture that encourage similar efforts on the part of educating institutions.

Such efforts must wrestle with difficult questions: Who are we as a community? What do we represent? What must be like, and be perceived as being like, if are to keep the loyalty of our varied constituencies and draw back those that are drifting away? What human needs must we meet, what activities and opportunities for human growth and expression must we feature, what ideals must we embody if these constituencies are to find participation in this community meaningful?

Beyond the mystique of vagueness and the fear of authentic dialogue. Discussion of the kinds of basic questions concerning the nature and point of Jewish existence that might eventuate in a shared communal vision is often avoided. One of the reasons for this avoidance is that, as individuals, many are uncertain concerning their own basic beliefs, and sometimes embarrassed to share their sense of ignorance or uncertainty with others. In addition, there is often a fear that the attempt to discuss such matters seriously will surface profound and possibly divisive disagreements. The preferred alternative is avoidance that is achieved by agreeing to sign on to certain vague platitudes that, because they are so vague, are difficult to reject.



Note, though, that the assumption that it is not possible for members of the contemporary Jewish community to think thoughtfully and to dialogue honestly and productively concerning basic matters of Jewish existence is an untested assumption. Certainly, it would be possible to organize a context in which such discussion would be fruitless and divisive. But it is entirely possible to create settings in which varied constituencies within the American Jewish community could be brought together to discuss such matters in thoughtful ways. Not only might such discussions give rise to more agreement than might have been thought possible, it is also possible that the participants would find such discussion rich with meaning, relieved that they are finally encouraged to think about and speak with one another concerning humanly important matters.

As an example, when in the context of a Goals Seminar in Milwaukee, the representatives of a Communal Day School were invited to share with one another their own portraits of what an ideal graduate would look like, there was great anxiety among a number of participants; for their sense of being very different from one another had, up to that moment, given rise to a tabu against discussing such matters. The assignment lifted the tabu, at least temporarily; and much to their relief and surprise the participants discovered that such a discussion could be extraordinarily rich and non-divisive, even when their views were very different.

Identifying and implementing policies that will encourage a rich family of vision-driven educating institutions. An adequate community-vision has as one of its elements a commitment to a future in which its constituent institutions are all animated by compelling guiding visions of the kind of person they would hope to nurture. A communal vision that points to a future in which the community is made up of educating institutions, each of which is animated by a compelling vision, must also identify the kinds of policies that are likely to bring about such a future. In part, this may mean no more than encouraging the efforts of existing institutions to clarify their respective guiding visions. Beyond this, however, it may be worth entertaining policies which will encourage like-minded individuals to self-select into institutions for which they have an ideological affinity, as distinct from current policy which supports educational institutions that are alike in featuring great ideological diversity. A Jewish version of the kinds of choice-plans that are being explored in public education may be worth entertaining.

The community as a family of communities. In a related vein, given the pluralistic character of American Jewish life, an adequate communal vision will be one that supports the efforts of the varied groups that make up the community to live and educate according to their respective visions of the nature of Jewish existence. To say that these sub-groups are a family is to intimate a number of important things. For example: 1) they share a sense of being related; 2) patterns of similarity,



difference, agreement, and disagreement may be complex and fluid. Professor Brinker's article on "the Educated Jew" is a valuable resource in understanding this perspective on communal vision. (See also Robert Nozick's piece entitled "A Framework for Utopia.")

Note that this vision of a community as a framework that supports a variety of sub-communities each committed to its own vision of Jewish existence cannot, for a variety of reasons, be infinitely open-ended. It is likely to find it necessary to articulate or imply the limits outside of which such support will not be forthcoming.

The place of Jewish tradition in the effort to arrive at a communal vision. Pekarsky's presentation to the Colman sub-committee of the Board in April, 1995 articulated another dimension of a community's effort to arrive at a shared vision. Jewish thought and history offers a variety of interpretations and examples of what it means - or might mean - to be a community. Texts and historical materials that present such interpretations and examples have much to teach us as we struggle to forge shared visions for our respective communities.

Communal vision and broad-based, community-wide educating institutions. Institutions like JCC camps and community Day Schools are of special interest because their efforts to arrive at compelling visions of what they are about are relevant to both dimensions of the Goals Project. On the one hand, attention to such institutions is consistent with the Project's interest in encouraging educating institutions to clarify and better embody their guiding vision; on the other hand, the effort to help such institutions arrive at a shared vision that honors the pluralism they embody will forward our understanding of what a community-wide vision might look like and of the challenges, issues, obstacles and strategies that are worth keeping in mind in the effort to encourage such a vision in the community at large.

3. Inventory of activities and conversations undertaken that relate to communal vision.

a. A session at the Jerusalem Goals Seminar focused on this topic, aimed at a sub-group of individuals who self-selected into a discussion of this topic.

b. Also at the Jerusalem Goals Seminar, Mike Rosenak delivered his very highly regarded paper on the topic of shared elements that establish a universe of discourse for American Jews. Rosenak's paper has been transcribed but has yet to be edited.

c. Pekarsky made a presentation to a group of Milwaukee lay and professional leaders in May of 1994 that spoke at length about ways of approaching the problem of community-vision.

d. Without anybody planning for it, the subject of communal vision "took over" one of meetings of the Program and Content Sub-committee. For those present, it appeared to be a very important matter to address.

e. In the aftermath of the Jerusalem Goals Seminar, a year-long Goals Seminar was held in Cleveland for senior educators, educational planners, and lay leaders. Much of the seminar was organized around the effort to articulate a Communal Goal Statement for Hebrew that representatives of various denominational and other sub-groups would all find acceptable. The effort did in fact yield such a statement.

### UPCOMING TASKS AND CHALLENGES

The foregoing is prelude to the identification of what we need to be doing if we are serious about pursuing the community-vision agenda. I suggest the following activities:

1. Encourage the Mandel Institute folks to work with Rosenak on editing his presentation, with an eye towards using it as a catalyst to discussion of this topic with various groups that are interested in this problem.
2. Ask Walter Ackerman to write up a short piece explaining the genesis of, and motivation for, the decision to focus on a communal goal in the area of Hebrew, as well as an account of what happened. The piece should include the following: a) what the process looked like; b) what were the critical issues that needed to be addressed; c) what difficulties were encountered; d) in addition to the formal goals-statement, what other outcomes emerged out of this process; e) how, in the view of the participants and Ackerman's own view, would arriving at a shared goals in the area of Hebrew be useful in Cleveland.
3. Building on and developing some of the insights articulated discussed above, Pekarsky should develop a broad concept-paper to frame the discussion of community-vision.
4. In view of the interest in this subject expressed by the Colman sub-committee (including David Sarnat, Maurice Corson, and David Teutsch), organize a meeting of this group (along with, perhaps, additional resource-people) aimed at further clarifying the issues, challenges, and needs in this arena of community-vision.
5. Develop a bibliography of articles and books, drawn from Jewish and general sources, that have a bearing on

the question of community-wide visions.

6. Work with Nessa R. to conceptualize ways of using the issues associated with the Goals Project, in general, and those pertaining to Communal Vision, in particular, as a tool of community-mobilization.

## APPENDIX I

THE ROSENAK PRESENTATION ON ELEMENTS WE ALREADY SHARE  
SHOULD BE INCLUDED HERE

## APPENDIX II: DOCUMENT CONCERNING COMMUNITY-VISION PRESENTED AT THE FEBRUARY, 1995 CIJE STEERING COMMITTEE MEETING

### THE ROLE OF COMMUNITY-VISION IN THE EFFORT TO IMPROVE JEWISH EDUCATION

Many of the groups CIJE works with have expressed a serious and enduring interest in the theme of 'community-vision' and its relationship to the improvement of Jewish education. CIJE believes that this interest is important, and that, nurtured in the right way, it can contribute to the improvement of Jewish education. Consistent with other priorities, efforts should be made to encourage communities to work towards community-visions that support Jewish education. Several dimensions of such an effort are listed below.

First, rather than assuming that there is little that does or can hold together a diverse Jewish community, an effort should be made to identify certain core-elements that may, perhaps differently interpreted, cut across the various constituencies that make up the community. Such core-elements might, for example, include a commitment to serious study, a commitment to the State of Israel, and perhaps a commitment to certain kinds of practices. The identification of such core-elements could arise through a process of research that focuses on what is already being done by different constituencies and/or through a process that encourages serious dialogue among the many constituencies that make up a community. If successfully identified, such core-elements might offer meaningful guidance for the community when it seeks to develop educating institutions designed to serve the totality of the community.

Second, this attempt to identify shared core-elements should represent one part of a larger effort on the part of the major constituencies of the organized community to wrestle seriously with basic questions concerning what they jointly represent as a community -- who are we as a community? what does it mean to be a member of this community? why would one want to be a member of this community? It should not be assumed in advance that in a diverse Jewish community no meaningful and generally shared answers to such questions could be arrived at. Such questions

could fruitfully be explored through study of competing perspectives on this problem. A community that engages in such efforts at self-definition establishes a culture and context that encourages local educating institutions to engage in their own efforts to clarify their guiding visions and goals.

Third, a key element in an adequate community vision needs to be a commitment to do whatever is necessary to encourage and support the efforts of its constituent educating institutions to clarify and more effectively realize their own visions of the kinds of Jewish human beings that they hope to nurture through the process education.

Fourth, communities that imagine a future in which they are made up of a family of educating institutions, each one animated by a powerful vision of its own and each one attracting constituencies that are sympathetic to the vision, must think carefully about the kinds of policies and structures that are in the long-run likely to bring about this future.

#### APPENDIX III: A WAY TO APPROACH THE PROBLEM OF COMMUNITY-VISION



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To: CIJE-Jerusalem  
From: Daniel Pekarsky

Date: 6-6-95  
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MEMO TO: Seymour Fox and Daniel Marom  
FROM: Daniel Pekarsky  
RE: the July Seminar in Cambridge  
DATE: June 5, 1995

As promised, I'm sending along some thoughts that might serve as a springboard to conversations over the next several weeks concerning the agenda and materials around which to organize our July seminar in Cambridge. I have, by the way, not yet confirmed Gerstein's attendance; but I did, following my conversation with Seymour, invite Rob Toren, and he, after conversation with Gurvis, indicated that he would enthusiastically attend. In my conversation with him, I floated the possibility of his working with a JCC, and he seemed amenable. It is worth noting, though, that in his Jewish Education Center of Cleveland role he will be working next year with the local Schechter School on questions that substantially overlap our project.

Following the advice Seymour offered on another occasion, I will stay away from actual seminar content on this occasion in order to focus on desirable outcomes. For your reference, I am including two additional pieces of material at the end of this memo. One of them is the list of tentative outcomes I had proposed when we were thinking about the larger end-of-July seminar; my sense is that some, but certainly not all of them, continue to be pertinent. The other is a copy of a document concerning the nature of coaching entitled "Working with Institutions" which, based in part on our meetings last winter in Cambridge, I drafted earlier this year. I may or may not have already sent it to you; but I thought it might be a useful document to work with.

#### SEMINAR OUTCOMES

In very general terms and as a first approximation, my understanding is that the July seminar is designed a) to deepen our understanding of the activities and purposes associated with coaching educating institutions in the direction of greater vision-drivenness, with an eye toward b) better understanding the skills and understandings needed by coaches and c) clarifying the critical elements that need to enter into a training-seminar for coaches. (Note that I use the word "coach" more out of habit than out of conviction - for I'm not sure that the word adequately captures the work of the person who is to serve as a guide/gadfly to educating institutions)..

As a first approximation, I want to suggest that these general purposes will be best achieved if we accomplish the following at the seminar:

1. ~~Revis~~ ~~Revised~~ ~~and~~ ~~needs~~ ~~necessary~~ ~~and~~ ~~expand~~ ~~on~~ ~~the~~ ~~general~~ ~~conception~~ ~~of~~ ~~the~~ ~~coach's~~ ~~mission~~ ~~that~~ ~~we~~ ~~discussed~~ ~~in~~ ~~February~~..  
As a springboard, see Pekarsky's brief document "Working with

Institutions...."

2. Clarify the minimal ((institutional)) conditions under which a relationship between CIJE and an educating institution around a goals/vision agenda is likely to prove fruitful.

3. With attention to local circumstances that have a bearing on appropriateness,, articulate and refine the kinds of strategies that are likely to raise the level of consciousness and discussion concerning goals and to stimulate serious reflection and study that is more than values-clarification.

4. A corollary of #3: identify fruitful ways of launching the relationship between CIJE and an educating institution.. What should the coach say,, offer,, stipulate,, recommend,, ask,, do,, insist on, request,, organize,, etc.. at the outset in order to get the process off to a good start? What should the coach avoid doing? In answering such questions in concrete cases,, what circumstances need to be taken into account?

5. Clarify different degrees of success to be aspired to in working with an educating institution.. What would success in a full or partial sense look like?

6. Understand other approaches to educational change ((notably Senge/Fullan and Sizer)),, with an eye towards grasping how our approach differs from theirs and also what we might learn from them that would be helpful to our efforts..

7. Clarify how experimental fieldwork now under way (through via Pekarsky and Marom) can provide insight into the aims,, processes,, and challenges of coaching educating institutions..

8. Based on our thorough,, what are the skills and understandings that a coach needs in order to be an effective catalyst and facilitator of a vision/goals agenda? And,, related to this,, what should a coaches training-seminar focus on?

9. Finally,, last but by no means least,, clarify the working relationship and communication-patterns between CIJE and the Mandel Institute on the Goals Project,, so that in an ongoing way our efforts will be complementary..

Though the foregoing represents my real views at this moment in time,, I also regard it as no more than a conversation-starter and welcome your reactions..

I want to note that I view #8 as very important and believe it should occupy us on the first day of the seminar - either for half the day or the full day. I have alerted both Feren and Gerstein to the possibility that there will be a closed meeting at some point during our seminar to discuss what I described to them as "house-keeping" matters..

I look forward to hearing from you. I'll be in New York for the CIJE meetings from Wednesday to Friday and will then be in Madison pretty much for the rest of the month. All the best.

APPENDIX x:: OUTCOMES IDENTIFIED IN EARLIER MEMO SKETCHING OUT THE SUMMER SEMINAR ((scheduled for end of July, but postponed))

1. Deep familiarity with basic concepts,, assumptions,, and materials associated with the Goals Project and the Educated Jew Project.. This familiarity includes an appreciation for the power of these concepts,, assumptions and materials..
2. An awareness of other prominent approaches to institutional reform,, and how these approaches relate to - and differ from - our own.. Attention needs to be paid to what can be learned from other approaches,, even as we recognize their limitations..
3. An ability to use the Project's concepts and principles as lenses through which to interpret the state of goals in the life of an institution - in ways that suggest critical questions that need to be raised..
4. An awareness of the different levels at which one "can cut in" to the problem,, and of different strategies that can be used ((at different levels)) to stimulate serious reflection concerning vision and goals ((and their relationship to existing practice and outcomes)).. There need to be opportunities to experiment with these strategies in the course of our seminar.. Participants also need to emerge from the seminar with some sense of the appropriate level at which to intervene in any given institution..
5. An awareness of the sources of resistance to a serious inquiry into an institution's basic goals and their relationship to practice,, as well as of the ways to defuse,, circumvent,, or exploit this resistance..
6. Awareness of the kinds of conditions that must obtain in an institution if one is to have a fighting chance of making progress on a goals-agenda..
7. Excitement about being part of a pioneering venture that is in its formative stages and that offer3 participants a chance to engage in and to share "action research"..



APPENDIX 2: PEKARSKY'S "WORKING WITH INSTITUTIONS" DOCUMENT,,  
DRAFTED IN LIGHT OF OUR FEBRUARY, 1995 SEMINAR.

WORKING WITH INSTITUTIONS::  
THE GOALS PROJECT AGENDA

INTRODUCTION

The CIJE proposes to work with select institutions around a goals-agenda. Its guiding convictions are::

1. Thoughtfully arrived at goals play a critical role in the work of an educating institution. They help to focus energy that would otherwise be dissipated in all-too-many directions; they provide a basis for making decisions concerning curriculum, personnel, pedagogy, and social organization; they offer a basis for evaluation, which is itself essential to progress; and, if genuinely believed in, they can be very motivating to those involved.

2. In Jewish educating institutions, as in many others, there is inadequate attention to goals. All too often, one or more of the following obtain: goals are absent or too vague to offer any guidance; they are inadequately represented in practice; they are not understood or identified with in any strong way by key-stake holders; they are not grounded in some conception of a meaningful Jewish life which would justify their importance.

Goals Project work with institutions would focus on remedying these deficiencies. The following discussion tries to explain the presuppositions and the nature of this work.

WORK WITH INSTITUTIONS

Presuppositions. CIJE's work with institutions around a Goals Agenda is informed by a number of critical assumptions, including the following:

a. Key stake holders need to be committed to the effort to work on a goals-agenda.

b. Wrestling with issues of Jewish content is an integral, though not the only, element in the process.

c. A coach identified and cultivated by CIJE will work with the institution around the Goals Agenda. (The work of the coach is described more fully below.)

d. The institution will identify a Lead Team that will be in charge of its efforts and work with the coach in

designing appropriate strategies.. The Lead Team will have primary responsibility for implementing the plan..

e. The institution's Lead Team will be invited to participate in seminars,, workshops,, and other activities designed to enhance their effectiveness.. This may well include the development of a partnership with the Lead Team of one or two other institutions engaged in similar efforts at improvement..

f. There is no one strategy for encouraging fruitful wrestling with goals-related issues.. Whether to begin with lay leaders,, with parents,, with the principal and/or with teachers; whether to start with mission-statement,, curriculum,, and/or evaluation -- such matters need to be decided on a case-by-case basis by the institution's lead-team in consultation with CIJE..

The heart of the work.. The essence of the work that will be done with institutions under the auspices of the Goals Project has three dimensions;:

1. A serious,, multi-faceted examination of the way goals do and don't fit into the institution's efforts at present.. This phase of the work is designed to identify the institution's challenges by highlighting weaknesses: for example,, unduly vague goals,, inconsistent goals,, goals that are lacking in support by key stake holders,, goals that are not reflected in practice in meaningful ways..

2. Reflection and deliberation.. Stake holders engage in a thoughtful effort to wrestle with the uncertainties and challenges identified through #1.. This effort includes a serious effort to clarify their fundamental educational priorities,, through a process that includes wrestling with issues of Jewish content.. Materials emanating from the Mandel Institute's Educated Jew Project will be invaluable to this effort.. This stage will give rise to basic decisions concerning what needs to be accomplished..

3. The institution determines what needs to happen and be done in order that the basic decisions articulated in #2 can be accomplished.. Strategies need to be developed and then implemented..

4. The effort to implement needs to be carefully monitored and the outcomes evaluated.. This is indispensable if there is to be learning and a chance of serious mid-course corrections in aims and/or strategies..

The work of the coach.. The coach is involved in all phases of this work.. The coach works with key constituencies ((separately and sometimes together)) and wears a number of hats: he or she is sometimes a consultant on questions of strategy; sometimes a bridge to extra-institutional resources that are necessary to the effort; sometimes a thoughtful critic of directions for change that are proposed.. In these and in other matters,, the coach's primary job is to help the institution get clearer about its primary goals and their relationship to practice..

The initial and perhaps most important challenge of the coach is to stimulate the institution to do the kind of serious examination and self-examination that will identify its critical challenges.. This means posing basic questions of different kinds,, although which ones it will be fruitful to ask at any given time will depend heavily on local circumstances.. Below is a list of some of the basic questions::

1. What are your avowed goals ((as found in the opinion of key stake holders,, as found in mission statements,, as found in the curriculum))?
2. Are the avowed goals ((as articulated or implicit in these different ways)) clear or are they very vague? Do the participants understand what they mean and entail?
3. Are the various avowed goals mutually consistent?
4. Do the key stake holders - lead-educators,, parents,, and teachers - really believe in these goals?
5. If the stake holders do believe in these goals,, why do they believe they are important? How will accomplishing them help make the life of the student as a Jewish human being more meaningful in the short- and/or long-run?
6. Are the goals anchored in an underlying vision of a meaningful Jewish existence? Can the stake holders flesh out the vision that is implicit in the goals they have identified as important?
7. As a way of better understanding what they are committed to or might be committed to in #s 5 and 6,, have the stake holders looked seriously at alternative views?
8. In what ways and to what extent are the avowed goals actually reflected in the life of the institution - in its social organization,, in its pedagogy,, in what happens in classrooms,, etc.?
9. To what extent are the goals achieved? To what extent are actual educational outcomes consistent with the goals?
10. If you were serious about Goal X or Y,, what would you need

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to do in order to have a realistic shot at accomplishing it?



# changing minds

A bulletin of the  
Michigan Educational  
Extension Service

## Making Time to Make Change

This issue of *Changing Minds*, a series of bulletins on the educational transformations now under way in Michigan and nationally, focuses on the problem of making time to make change. "Restructuring" is the currently fashionable term for the process of change in education. The term evokes images of taking our current school structures and practices apart and rebuilding them from the ground up. We do need to redesign and rebuild our schools if we are both to make them more intellectually challenging and to ensure that students from every sort of background can meet the challenges.

But when the rhetoric of restructuring meets the reality of daily life in schools, it collides with the problem of time. If schools are to be taken apart and rebuilt, it is the people who live their professional lives in them - teachers, principals, and specialists - who must do the job. Experience and research shows that externally imposed mandates and packaged innovations are powerless by themselves to effect real change. Well-conceived initiatives from the federal, state, or district level can prompt and support school level educators to re-examine their practice. Good thinking and research from universities can offer important resources. Intermediate school districts, professional associations, and universities can assist or even collaborate in the process. But when all is said and done, school people themselves must change their own minds and change their own practice.

No two ways about it, rethinking education takes time. Yet principals and teachers already have

very demanding full-time jobs. Throughout the school day they are besieged by a dizzying array of urgent demands on their time. It is difficult to find time to go to the bathroom, much less to transform

**Over and over again, these articles show teachers and principals who care about their students' learning struggling to find ways of arranging for their own learning.**

the whole school. From the point of view of a practicing teacher at 10:32 A.M., exhortations to restructure education can appear laughable, infuriating, or both.

As the articles in this issue will attest, even finding small cracks in the current structure of time in schools and enlarging the cracks enough to begin rethinking modest pieces of the day is difficult. But not impossible. Small changes can lead to bigger ones. In time, the school can become a different place, and students' learning - the real point of all of this - can reach levels that would at the outset have been unimaginable.

This issue of *Changing Minds* describes the ways that a number



of schools have met their teachers' need for reallocated time during the school day. It describes the experiences of the six original professional development schools - unsatisfactory as well as successful ones. It also reports on work being done outside of Michigan in two schools which, like the professional development schools in Mid-Michigan, are working hard to improve teaching and learning for their own students, and are also collaborating with universities to provide opportunities for better teacher education.

Not addressed here are the challenges that the restructuring of time presents for school boards, district administrators, and unions. Probably the deepest dilemma is the need to preserve the time teachers need to provide solid instruction for their students while making time to improve instruction. Over and over, these articles show teachers and principals who care about their students' learning struggling to find ways of arranging for their own learning. Teachers' learning is not the enemy of students' learning; teachers' learning is the key to the improvement of students' learning. How do we arrange for the one in order to better the other?

Some of the solutions described here require new funding, at least during a transition period. Others - such as the four and a half day or four day week - actually save some funds, but may impose other costs. To what extent can restructuring be effected by reallocating existing resources, and to what extent will new funds be required?

Restructuring time, not to mention other aspects of schooling, also presents real challenges for the collective bargaining process. Teachers' associations, district administrators, and school boards nationwide are beginning to come to grips with the issues of time and roles in the restructuring process.

Restructuring in Michigan can't succeed unless they can hammer out agreements in this area. How can these new agreements be achieved?

These questions are undoubtedly important, but we'll have to save them for another issue. We've run out of space in this one, and, as Einstein has taught us, space is time.

## Ideas for Lunch

From the time the faculty of Spartan Village Elementary School in East Lansing first started to talk about becoming a professional development school, they agreed that they wanted to move together as a school, and that they would join as a school or not at all. For this reason, they looked, from the beginning, for a way to bring the whole staff together for planning and professional development during the school day, at a time when other obligations would not draw anyone away.

Several teachers in the school had worked with individual faculty members from the MSU College of Education over the years; some of these projects were ongoing, and were influencing the teaching - the "professional development" - of Spartan Village faculty members. In order to move forward together, the teachers decided that they wanted to devote some collective time to understanding the work that was already occurring in their school. In addition, they wanted to explore the idea of the school as a learning community by planning together a series of "restructured afternoons" in which all teachers would teach some common cur-

riculum to a small group of children of mixed ages.

The obvious time for meetings involving an entire faculty is after school. But when the Strategic Planning Committee explored this possibility, they found that most teachers had inservices, district-level meetings, or family obligations after school. Everyone agreed to rule out weekends - for one thing, that was when the teachers did the sorts of preparation that had to be done at home.

An "extended lunch" on a school day offered the possibility of piggybacking professional development meetings onto a time that the staff would already be together. Accordingly, in September of 1989 the faculty decided to try a series of Friday meetings which would last 70 minutes and extend through the noon hour. During this time, the teachers would lunch together and either learn more about ongoing projects or plan new ones. The children would eat their lunches, play outside, and then assemble for an educational activity.

### Meanwhile at Kendon

As the Spartan Village teachers were having their first lunch meetings, the faculty of Kendon Elementary School in Lansing was focusing a different sort of attention on the daily lunch period. Teachers were troubled by the experiences students were having in the lunchroom and on the playground. During this part of the day, while out of sight of their teachers, youngsters were fighting, teasing, and calling each other names. When they returned to their classrooms at 12:40, many were feeling emotionally, and were, consequently, completely unable to study.

Closer examination of the lunch problem by Principal Minnie Wheeler-Thomas indicated





**While** teachers discuss teaching and learning, Kendon students participate in a program about garbage and recycling.

that the students who were creating havoc at lunch were also in difficulties elsewhere. As the teachers began to look at these children's lives outside school, they found themselves asking questions to which no one in the school seemed to know answers. They decided to focus their first PDS efforts on the problems of their "students-at-risk."

Like all PDS teachers, they needed a time to meet. Because they had begun by thinking about lunch, and because by this time Spartan Village School had initiated their weekly extended lunch, it seemed natural to consider establishing a similar program of their own to learn more about these students, and to plan ways to help them.

Nonetheless, everyone was a little afraid to try. After all, the

present lunch, now only 40 minutes long, was already a problem. Extending it to 70 minutes sounded very risky.

In fact, reports Linda Tiezzi, MSU coordinator of the Kendon PDS, extended lunches turned out to be *better* than regular lunches. "We *never* had a problem. Not one child went to the office." On extended lunch days, Tiezzi explains, because the lunchroom was needed for the instructional program that followed lunch and outside play, children had to eat in their own classrooms with a lunch aide. And since they couldn't have hot lunches outside the cafeteria, the school ordered sandwiches instead.

These necessary changes reduced problems dramatically. In the smaller, more familiar group of their own class, students behaved

better. And because they liked the sandwiches better than the hot lunch, they didn't do any of the many unspeakable things children have done with institutional meals since the time of Charlemagne.

This year Kendon is planning fourteen extended lunches. Like the rest of their professional development activities, these will focus on the theme of building a learning community.

### Providing for the Children

Everyone at Spartan Village and Kendon was committed to providing genuinely educational experiences for students during the time that teachers met. At Kendon, which planned only five extended lunches during 1989-90, this was not too difficult. But at Spartan Village, where the lunch program started early in October, with very little lead time, and continued weekly for the whole 1989-90 school year, finding enough excellent programs was a major challenge.

Originally, principal Jessie Fry had hoped to hire someone to plan each week's program, to take care of scheduling and clerical work, and to put together a staff of three substitute teachers who would come each week to help the lunch aides supervise the children during their lunch time, their outside play period, and during the educational program. However, one of her candidates took another job, and other viable substitutes refused to commit their Fridays because doing so would prevent them from accepting long-term positions. Trying to arrange each Friday from scratch on her own almost put Fry in the hospital; ultimately, she asked Nell Veenstra, the school music teacher, to assist with the planning and scheduling and provided her with released time in which to coordinate the project.



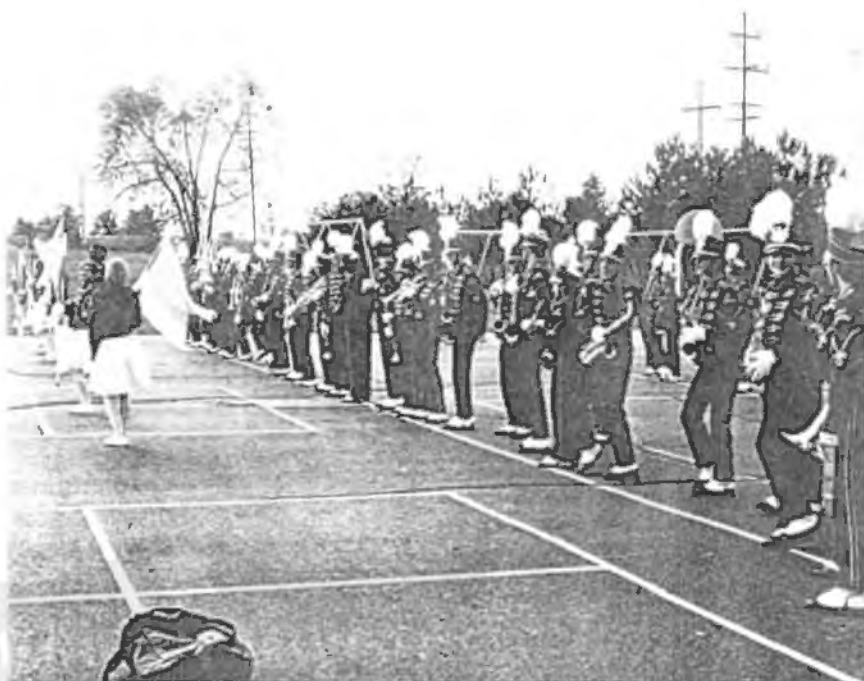
For Veenstra, major worries ranged from figuring out whether a proposed program would actually interest children age five to eleven to worrying about whether the performers she booked would arrive on time - most did, but a few did not.

Fortunately many groups and entertainers send literature to the schools, describing what they do and what they charge. This, along with her own networks in the community and schools, gave Veenstra places to start looking for programs, and she was very pleased with a number of them - an older man who played the accordion and sang, a senior citizens group who made their own instruments, a local librarian who came to encourage summer reading. Inevitably, there were others who couldn't communicate well with the children or did not hold everyone's interest.

Children at Spartan Village ate lunch all together on Friday - on other days upper elementary students came into the lunchroom only after lower elementary had finished - supervised by lunchroom monitors. After 20 minutes of outside play, they returned to the lunchroom for activities Veenstra had planned. The regular lunch monitors stayed on, and they, along with at least three other lunch monitors and the janitor, supervised during the program. Fry and Veenstra introduced, monitored, and closed each activity.

### The Verdict

During the 1989-90 school year, extended lunches provided the faculties of Kendon and Spartan Village Schools with the time they needed to launch their professional development school efforts. Spartan Village teachers learned more about pioneering work on teaching for understand-



*After eating their own lunches and playing outside, Spartan Village youngsters listen to the East Lansing High School Marching Band.*

ing that was being done in their school; they also planned and evaluated a month-long, school-wide experiment in science teaching. Kendon teachers looked carefully at a group of exceptionally needy students and began to rethink the match between these children and the school. "The focus," says Linda Tiezzi, "went from exploring the characteristics of the kids to a combination of changing the teaching and fixing the school."

But extended lunches could not provide enough time for all the professional development work that teachers wanted to do. For one thing, the provision of good programs for children on a weekly basis is just too difficult and time consuming - especially given all the necessary ingredients of "good." For another, Spartan Village found that some children simply couldn't sit still for this long once a week.

So, although Kendon and Spartan Village continue to make use of extended lunches - Kendon has planned fourteen for this year

and Spartan Village is doing one a month - last year both schools started looking at other ways to release teachers.

Spartan Village teachers are thinking about ways in which they might alter their school calendar so that teachers could meet while students were not in school (see "Morning Meetings," and "The Four-Day Week" for examples of two such experiments). Such a move would ease time constraints, relieve teachers and principal from worries about children's well-being, and resolve the conflict between instructional time and professional development time. The Steering Committee began this fall to meet with members of the superintendent's staff to look for a model which both the teachers and the school administration could get behind.

Kendon, meanwhile, has hired three "teacher specialists" who release teachers in groups of two or three for somewhat longer periods (see "New Actors on the Scene").



# New Actors on the Scene

Last year, teachers at Kendon School in Lansing had virtually no planning time during the school day: since the school system provided each elementary school class with only a few days a year of art, music, and physical education, teachers spent almost all of the hours that school was in session with their students. If several teachers needed to work together or meet with people from the University during the school day, the school would call in substitute teachers to cover their classes. A school system policy which prohibited any one school from hiring more than three subs at a time further complicated the planning of daytime meetings.

This lack of time for reading, reflection, and collaborative work limited the possibilities for professional development. So this year, the school used PDS grant funds to hire three new graduates of MSU's Heterogeneous Classrooms Program to work three-quarter time at Kendon as "teacher-specialists." With the help of Linda Tiezzi, the PDS coordinator for Kendon, the specialists have developed a curriculum in multicultural studies which covers objectives of the Lansing Public Schools social studies curriculum, integrating fine arts and literature. Together they invent ways to adapt their curriculum to the skills, needs, and interests of children age six to eleven. Each specialist teaches this curriculum one half-day a week in each of four classrooms; during this time, classroom teachers work alone or with other faculty members on projects related to Kendon's PDS mission.

In the 1990 Summer Institute, Carol Yerkes, who teaches a third and fourth grade combination, and Carol Miller, who teaches third grade, decided to create an

integrated program in science, social studies, and language arts. They involved Suzanne Wilson (who had taught history in Yerkes class last year) and now the three of them team teach these subjects four afternoons a week. Laura Docter Thornburg, who, like Wilson, is from MSU, is interviewing students in order to document their learning; Kathy Fear, of Albion College, is helping Miller to integrate writing into her science lessons.

On the first Wednesday in October all five meet in the Kendon School library, as they do

**The specialists have developed a curriculum in multicultural studies which covers objectives of the Lansing Public Schools social studies curriculum, integrating fine arts and literature.**

every Wednesday afternoon, to reflect on what is happening in these classes and to plan next steps. Because Miller and Yerkes are also interested in exploring different ways of assessing what their students are learning, they begin by looking at a test that Miller has recently given her stu-

dents to conclude a unit on insects. She has asked them to "make up an insect" and answer some questions about it; she has run into some problems she hadn't anticipated - starting with the fact that many students had difficulty figuring out exactly what she wanted. ("Can it be anything?" one asked. "Yes," she told him, "but make sure it's real.")

Now Miller wants some help thinking about how she ought to score these tests. Yerkes describes what she has done with a test she gave on another unit, adding, "This is much different from the way I would have done it before." As they discuss wholistic approaches to grading, they consider the difficulties that any change in assessment presents for communication with parents. Carol Miller comments, near the end of the discussion, "I've thought a lot about this test. I've thought about what other teachers said before hand [that it was hard], about what went on during the test, and about what happened afterwards." It is clear that these experiments are taking time, courage and much thought. Still, says Carol Yerkes, "I've been more excited about teaching this year."

As the teachers grapple with new ideas about assessment, two specialists, Deborah Dashner and Karen Daniels, are teaching the children in Miller and Yerkes's classes about the basis for rules in human societies. In Yerkes's third and fourth grade, Dashner has introduced the unit by reading a children's story which explores the difficulties caused both by having too many rules and by having too few. Her lesson draws on the students' experience of school rules, incorporates a poem by Shel Silverstein, and introduces the children to the processes of law



making at the federal and municipal levels. In groups the students decide on one law they feel society cannot do without, and begin to sketch their vision of a community without this law; the following week they will incorporate these sketches into a mural.

Because the specialists are at Kendon three-quarter time they can cover classrooms for meetings between MSU people and Kendon teachers, as well as providing each teacher with a regular half-day of reassigned time for writing, reading, and meeting with colleagues.

#### At Elliott

Elliott School in Holt traveled

a somewhat different road to a structurally similar arrangement. In 1989 the Elliott teachers involved themselves in three PDS projects. The four teachers and two MSU professors who made up the Literacy in Science and Social Studies Project arranged to have PDS hire half time two recent graduates of MSU's College of Education as "interns." These two young women taught math for the group, giving the classroom teachers an hour of reallocated time each day. In addition, the interns taught two of these classes during the Project's weekly meetings. Substitute teachers covered the other two.

The other two PDS groups used substitute teachers to cover

their bi-weekly meetings. No one liked this arrangement. Teachers felt that their students learned too little on the half-days when substitutes covered their rooms; in addition, the teachers themselves had to plan the lessons, provide materials, correct papers, pick up the mess, and calm the children down if things went badly. Students complained about the disruption of the classroom routine.

This year three "coteachers" (the school has changed the tide in order to show students and parents that these teachers are fully-fledged professionals), teaching either science or social studies, provide reassigned time for five first- and second-grade teachers and the Chapter 1 teacher in the

## Pioneer Days

### *The Discovery and Development of a New Teaching Role*

by Karen Sands

A little more than a year ago, after a fruitless search for a full-time teaching job, I was not feeling very adventurous. I had recently graduated from college and needed to stay in the Lansing area, so I was just about ready to take any old job or even substitute teach if I had to. However, just as I began scouring the want-ads, I got a call from a professor at Michigan State University asking me to take a part-time job at Elliott Elementary School in Holt, Michigan. I thought at the time I was just filling a position. I very quickly learned that I was becoming a pioneer.

Elliott is one of the seven professional development schools that are part of the Partnership for New Education. To continue the pioneer image, Elliott and the other Profes-

sional Development Schools are on the westward frontier of educational practice. At these schools, teachers are forging new definitions of what it means to be a teacher. Among other things, teachers try out new ways to provide time for professional development in the hope that, if successful, these attempts may someday become standard practice.

I was - and am - part of one of those attempts. At Elliott, three groups of teachers are studying different areas of the teaching practice. Two of those groups, when they met last year during the school day, used substitute teachers to cover their classrooms. The third group, however, met more often than the others and also wanted regularly scheduled time during each school day to plan, read about, and study

the new kinds of teaching they were trying. For this, substitute teachers would not have worked. So the school created the role of the "intern" and hired two recent college graduates to fill these new positions.

What I was told about the position when I was interviewing was minimal, because little was known about how exactly this would work. But I knew I would be teaching mathematics in a third grade room and a fifth grade room for one hour each day, and also substituting in the third grade every Tuesday afternoon when the teachers' group met. I would have approximately three hours of planning time built into my schedule, and I would also be attending the meetings of one of the other teacher groups in the building, the Math Study Group.

I was excited about this new position because, although math was not my major (or even my minor) in college, I knew that I could focus on it exclusively for the whole year. I wanted the chance to improve my mathematics teaching and try new ways for achieving math objectives. If I had walked into a full-time

*Continued on page 7.*



Developmentally Appropriate Curriculum Group. Two other teachers in this group have different arrangements.

On the two Tuesday afternoons each month when the group meets, the coteachers cover three classes. "Tuesday teachers" - substitute teachers who have committed themselves to being at Elliott every Tuesday - cover some of the others.

Elaine Hoekwater, Barbara Lindquist, and Carol Ligett, the three teachers still involved in the Literacy Project, have moved to a different sort of "coteaching" arrangement: each of them now shares a classroom with another, newly-hired teacher. Hoekwater, Lindquist, and Ligett teach in the

These two  
young women  
taught math  
for the group,  
giving the  
classroom  
teachers an  
hour of  
reallocated  
time each  
day.

morning. The other three teachers teach in the afternoon while Hoekwater, Lindquist, and Ligett read, confer with one another and colleagues at MSU, and conduct research on their teaching.

### And at Averill

Bruce Rochowiak, principal of Averill school in Lansing, reports that when he and his faculty were first considering becoming a professional development school the deputy superintendent spoke to him about a concern that the school not be "flooded with subs." Rochowiak shared her concern: the mission of the school centered on its students, and he wanted to

### Pioneer Days *continued from page 6.*

teaching job, I'm sure I would have, because of time constraints and pressure to perform, reverted to traditional, page-by-page, heavily skill-oriented math teaching. But I did not have these pressures, and even better, I did have a lot of support. Support came in the form of only teaching one subject, and having time within the day to plan it out. Support also came from being a member of the Math Study Group, and being able to talk about ideas and listen to the ideas of others. And finally, I received support from our building coordinator and resident mathematician, Pam Schram, who came in to observe my classroom and give feedback about my teaching. As a novice teacher, I could hardly have had a better situation.

I was glad to have all that support throughout the year, for I encountered many road blocks on my journey. I had a double job: teaching fifty students principles of mathematics and trying to figure out just where I fit in at this professional development school. I knew that the way I shaped my job should affect not only the people I was working

with at present but also those who might fill positions similar to mine in the future. A lot of people were watching carefully to see what I would do.

My first job was learning to be a teacher. I was only teaching one subject, but I still had to handle recess duty, assemblies, bloody noses, and discipline. As a student teacher, there had always been someone else to refer problems to. Now I was on my own. I had to plan my teaching so that the fifth-grade safeties could leave for lunch posts without missing any work, and so that parents could see math projects at Parent-Teacher Conferences and Holiday Walk-Through. If I had not had the time for planning and the opportunity to focus on only one subject, I might have been overwhelmed in my first year; instead of aiming to succeed, I would have felt lucky to survive.

Simply limiting what I taught and giving me support to teach it helped me as a new teacher, but my role as an intern held new challenges. One of the important skills I had to practice as part of my new

role was communication. I had to learn to communicate with two teachers about their classrooms. This required patience on both sides. I was a visitor in their classroom; I was new to the teaching profession. I taught mathematics differently than they might have done. The teachers would probably have worried less if they had sent their students to another full-time teacher, but because I was recently graduated and cast as an "intern", and also because they really wanted this way of providing for their release time to work, they were naturally nervous.

I also had to be open to suggestions. As a very independent person with a lot of ideas of my own, this was sometimes hard for me. I wanted to succeed with my own ideas, not merely duplicate what the other teachers might have done. I had to learn to focus less on my success and more on what was good for students. Cute activities and well-managed classrooms were no success at all if the students were not learning. These teachers were experienced professionals who knew

*Continued on page 8.*



make sure that the teachers' reasigned time did students no harm.

Rochowiak knew that the demands of a professional development school would stretch Averill teachers; he also knew that when teachers are stressed, science, which takes precious class and preparation time, tends to be neglected. So, reasoned Rochowiak, hiring a "specialist" to teach science would kill two birds with one teacher: it would strengthen a vulnerable part of the curriculum; it would also reassure parents and teachers, since "no one blinks when you say a specialist is coming in."

The school recruited two half-time specialists who together developed curricula and taught

**When teachers are stressed, science, which takes precious class and preparation time, tends to be neglected.**

science and multicultural studies. This provided every teacher in the school with one half day a week of reallocated time.

The presence of two half-time teachers in the school proved

helpful in dealing with another quite different problem. This year's third grade class has an exceptionally large number of children in need of special help. Kindergarten and first-grade teachers noted the difficulties; last year the second-grade teachers urged that the school take special steps to help this group. So this year Jay Matthes, one of the two specialists, spends half of his time providing this help to the third graders and their teachers and the other half teaching "Wecology," the science/ecology program that he and the other specialist have developed for the school.

Two other school-wide efforts provide reallocated time to Averill teachers. The first is teacher edu-

#### **Pioneer Days** *continued from page 7.*

more about students than I did. I could discover a great deal about students from their experience. So I learned to be more open.

I was not the only one who had to accept change, however. We all had to learn not to take sole ownership of the classroom, speaking of the third graders as simply that - the third graders, not *my* third graders. I knew it might be hard for the teachers to give up ownership of their ideas, students, and their classroom, so I tried to help them feel comfortable with me by giving them outlines of my plans and taking time each week to talk with them about the classroom.

However, it was not just the teachers whose classrooms I was working in that I had to communicate with. By going to staff meetings, inservices, and parent-teacher conferences, I had to give the rest of the staff chances to see me as a professional. When they forgot to give me weekly bulletins or school calendars or scheduled me for only 10 minutes of lunch on Tuesdays, I had to understand that it wasn't because they thought I was less important

than everyone else but that they weren't used to my new role, or to making allowances for another person in an already crowded building.

Flexibility, therefore, and diplomacy were the two crucial attributes to this new position. Being a pioneer, I had to be able to adapt to my new surroundings, and expect the unexpected. I had to be always ready for change. I had to work especially well with the other people in the "frontier community" because I was a conditional member of their group and they were already established. If any of us had given in to distrust or stopped communicating, our exciting new settlement might well have become a ghost town, with all the teachers concluding that it was better back in their old hometown than out here on the frontier.

My part in the project was a success, and I agreed to stay on for another year, though I had some reservations. I had enjoyed my job, but the school was planning to expand the intern program to include another project, thus hiring more intern teachers. I was concerned that these teachers would be expected to

be as flexible as I had been in the initial, experimental year, thus creating a precedent for 10 minute lunches. But I was pleased to see that other teachers in the building came up with ideas such as changing the name of the role from "intern" to "coteacher", a name reflecting greater equality. Also, they accepted the idea that these coteachers would need a spokesperson to alert other people in the building to their needs. There is now a position on the Coordinating Council, the decision-making body at Elliott, specifically designed to give coteachers a voice in Professional Development matters.

I hope that someday all teachers will be provided with release time to expand their knowledge and understanding. But small scale experiments must come first. The role of the coteacher is not yet fully defined, and those who are asked to join the professional development school in this new role must be prepared for an adventurous journey.



cation: during the spring term all teachers at Averill have a senior from the MSU College of Education student teaching in their classrooms. This arrangement frees teachers from minute-by-minute responsibilities to students. In addition, reading specialist Peg Shaw and librarian Jane Erickson have this year extended the school's literacy program through new activities based in the library. This initiative has expanded the school's literacy focus; it has also opened up more reallocated time for teachers.

### Learning From Experience

No one at Kendon, Averill, or Elliott liked relying on substitute teachers. Nearly everyone prefers the arrangements the schools have made this year with part-time "specialists" and coteachers. Children, parents, and teachers can now predict who will be teaching when. Specialists and coteachers plan their own lessons and correct any papers they assign. Children behave better for them than for substitutes, and therefore get more out of the encounter.

But the decision to hire part-time specialists to provide new curricula and reallocated time for teachers does not solve every problem. Because these roles are new, warns Pam Schram, coordinator of the Elliott PDS, unexpected problems and questions keep cropping up. She mentions a few that arose last year at Elliott.

First, the question of role: because interns were young, newly certified, had never had their own class, and were coming into another teacher's classroom to teach a subject she usually taught herself, it was natural to think of them as student teachers. And yet they weren't student teachers. What exactly was their role?

Second, what was the responsibility of the regular classroom teacher for her students' math instruction - and for communicating with parents about math - if someone else was providing that instruction?

And third, to whom should the classroom teacher go if she were unhappy with the teaching of math in her classroom? To the intern? To Schram? To the principal? To the MSU faculty member with whom she worked regularly?

Each school struggles towards answers to its own questions. Decisions made for this year are clearly the fruit of experience. Averill freed up space, so that specialists could have their own classrooms, and changed their tide, in order to enhance their status with parents and students. Elliott also adopted a new term - coteacher - and made sure all coteaching arrangements were in place from the first day of school. Kendon gave specialists a small office. Schram also made sure, and she urges the importance of this step, that regular classroom teachers had a role in choosing the coteachers with whom they would work.

These coteachers are pioneers (see sidebar), with real problems to work out. Still, they offer their schools more than reallocated time for classroom teachers: they bring the energy and enthusiasm of young novices into schools whose staffs are older and more experienced than faculties of the recent past; and because their jobs do not require them to teach all subjects, they can concentrate that energy on creating exemplary curriculum.

## Resource Teachers

Until January of 1990, only one team of six teachers at Holmes Middle School in Flint were involved in the Holmes professional development school. These six shared responsibility for the schooling of 140 seventh graders. The teachers and their colleagues at MSU decided to plan their meetings for a full day every other week. In addition, teachers and MSU faculty regularly met after school in partnership teams.

So, on alternate Thursdays, everyone involved in the Holmes PDS - teachers, the school's principal and assistant principal, and people from MSU and from the central administration of the Flint Public Schools - got together for a presentation and discussion, and for meetings of the groups thinking about particular subject matter and practices. During this time,

**Students will be given a role in assisting the resource teachers in maintaining a positive learning climate.**

substitute teachers covered the classes of all teachers on the team.

At Holmes, as at other professional development schools, the costs of this arrangement outweighed the benefits. Teachers felt that the presence of subs disrupted students' learning - especially in this middle school



context when they had a different sub in every class over the course of a full day. And the teachers spent the next day "recovering" their room and their students.

Teachers in the Holmes PDS turned, in consequence, to other arrangements. They began to schedule longer meetings after school, staying until 5:00 and even 6:00. When they could, they met together during planning periods. In order for teachers to use their planning periods in this way, school administrators had to change the schedules of teachers and students so that teachers who were working on the same project could have the same planning period. This was an enormous undertaking.

And even when all this was done, the joint planning periods were only an hour long and did

not provide enough time for scholarly activities like reading, writing, conferencing, and reflecting. And so, in March of 1990, the school hired a resource teacher to take over classes for PDS teachers as the need arose.

Students behaved better for the resource teacher than they had for substitutes. However, like their colleagues in other PDSs, the Holmes teachers ran into some problems. They found that a new person cast in such a role needs considerable time to get to know the teachers she will teach with and the students in these teachers' classes. And they learned that they needed to think carefully both about the way in which they described the new teacher's role to students and about ways to ensure continuity of instruction.

The woman hired in March of

1990 left at the end of the school year to take a new position. This fall the school intends to hire two resource teachers in hopes of providing each PDS teacher with two hours of reallocated time a week. PDS will give each new teacher time to visit classrooms and get to know teachers, and they will schedule times for the regular teachers and the resource teachers to talk about goals and subject matter. Students will also be given a role in assisting the resource teachers in maintaining a positive learning climate.

Because resource teachers cannot possibly cover the classrooms of 17 teachers at the same time, the Holmes PDS teachers still meet after school as a group, and, very occasionally, on Saturdays.

## Longer Days, Fewer Mornings: Changing the Calendar at Holt High School

Classes at Holt High School start at 7:45 on most mornings, but on October 3 at 7:40 there are no yellow school busses pulling away from the building, and no teenage voices ringing through the hallways. It's not a "records day," or a parent conference day, it is simply Wednesday. Today, and every Wednesday this year, teachers and administrators will arrive as usual at 7:30, but students will not come to school until 11:30. Teachers will use three of these hours without students to think and plan together, to work on ways to improve their teaching and their school.

It hasn't always been this way. Although the faculty have been studying their school and working together on school improvement

since 1982, not until this summer did they create a sustained period of time in which teachers could

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work collaboratively without worrying about responsibilities to students still inside the building. Up until this fall, they have planned most meetings for evenings, weekends, and before and after school.

### The Need for a Change

Last year, as more teachers immersed themselves in collaborative professional development activities, the limitations of this approach became increasingly obvious. For a staff with family obligations, scheduling evening and weekend meetings posed almost insurmountable obstacles. Teachers' coaching obligations made it almost impossible to get a group of any size together after



school: someone always had to miss the meeting in order to coach.

Perry Lanier, MSU professor and coordinator of the PDS Mathematics Project, spent every Monday afternoon at the high school, but could never assemble in one place the teachers and student teachers with whom he was work-

**Although the early morning time slot avoided schedule conflicts, it was short and inflexible.**

ing. Instead, he would spend an hour with one teacher and one intern, and then catch up with another pair. Some could meet after school, but one of the teachers coached for two out of three seasons, which ruled out the late afternoons.

The Cooperative Learning Circle - 10 teachers from different departments who were experimenting with cooperative learning in their classrooms - met every other Friday before school. But although the early morning time slot avoided schedule conflicts, it was short and inflexible: teachers arrived at school at 7:30 and had to be in their classrooms ready to teach by 8:10.

The PDS Literacy Group arranged to meet during the regular school day, with substitute teachers covering the classes of participants, but no one really liked this arrangement. Student teachers freed up some time in the spring for the teachers in the Social Studies Project, but if the group met while they were teaching, the novices couldn't join

these professional conversations on the teaching of their subject matter; to avoid excluding them, the group scheduled monthly dinner meetings.

### Restructuring

In the winter of 1990, a faculty group studying restructuring examined the "Copernican Plan," a proposal for reorganizing high schools so that students take - and teachers teach - only one or two courses at a time<sup>1</sup>. The Restructuring Group played with the idea of changing the blocks of time in the master schedule. However, most people agreed that implementing such a plan would require some lead time; the committee returned to the drawing boards to look for a way to provide the faculty with the needed time in the more immediate future. They returned with the Wednesday morning plan. As soon as the faculty showed serious interest, the committee asked the Holt Education Association to join the deliberations. A week later High School teachers responded to a written ballot which offered three choices: let's do it next year; let's refine it for a year; let's not do it at all. They voted overwhelmingly for immediate implementation.

Impressed by the level of faculty support, the superintendent advised the teachers to present their plan to the community. Twenty to 25 people attended the first two meetings; around 40 came to the third. Some community members said they could see how the change would help the teachers, but they questioned its benefit to the students. On each occasion the atmosphere changed dramatically as the principal, Tom Davis, assistant principal, Sue

York, and members of the Restructuring Committee explained what they hoped the Wednesday morning professional development time would accomplish. When the School Board met several weeks later to consider the plan, not one parent spoke against it.

In order to make up the class time lost on Wednesday mornings, the High School faculty has added five minutes to every class period during the week, and given up four half-days of professional development time that the district had previously allotted to them. Students arrive 25 minutes earlier than they used to and leave five minutes later. In consequence, each class meets only five minutes less each week than it did last year.

### Wednesday Mornings

A Steering Committee of teachers sets the schedule for each Wednesday, deciding which groups will meet and when. As the school year began, there were 14 groups, and the Steering Commit-

**When the school board met to consider the plan, not one parent spoke against it.**

tee tried to create a schedule that would enable each group to meet at least once before October 1 so that teachers could decide which projects they wanted to join. The Steering Committee hopes that everyone will spend the time in collaborative work.

On October 3, after a brief faculty meeting, the Community Service Task Force adjourns to room 309 and the Teacher Educa-

<sup>1</sup> Carroll, J.M. (1990). The Copernican Plan: Restructuring the American High School. *Phi Delta Kappan*. 72. 358-365.



tion Workgroup, which brings together all student teachers, their faculty mentors (known elsewhere as cooperating teachers) and MSU supervisors, novice teachers and long-term substitutes, meets in the library. Science teacher Barb Neureither and Principal Tom Davis, who have set the agenda for the Workgroup today, have asked six student teachers to be prepared to present a problem that has come up for them in the past few weeks. Neureither sends three of these students to each of the two large library tables and instructs mentors to go to the other table so that their students will feel free to speak their minds.

The first student describes a lesson in which his plans went awry because one student knew the answers to all the questions he had intended to use to introduce a new unit, "And I found myself isolated in a dialogue with him while all the others looked on totally confused." Teachers ask him questions and recall similar experiences of their own and the

**Wednesday mornings cannot stretch to accommodate all the groups and meetings that demand time and attention.**

strategies they have used for coping with the problem. Everyone at the table listens eagerly; although veterans have learned to manage the problems that trouble novices, many continue to question their solutions. After about 15 minutes of discussion, a second student teacher raises a parallel question

and the group focuses on helping her to define her problem and the options open to her.

At 9:00 everyone in the room writes an evaluation of the session and offers suggestions for the next meeting; Neureither hands these to the teacher who has volunteered to plan it.

After a brief coffee break, five other groups meet around the building. The Social Studies Project, which has, since July of 1989, been looking at the way in which current tracking arrangements affect the teaching and learning of American History, convenes in Pete Kressler's classroom to discuss the plans they have made to interview and study certain students throughout the year.

After listening to each other's worries, all agree to scale down plans for collecting data on 24 students and to concentrate instead on six students in Kressler's Fundamental Skills class and six in his General American History class, since Kressler is considering merging these in 1991. The observer is impressed both by the number of decisions made in one short hour and by the flexibility and respect with which the group accommodates differences of opinion and expertise. At about 10:45 the group disbands to prepare for classes and grab some lunch.

### Problems

Revising the schedule has, of course, created a few problems and failed to solve some others. To begin with, it inevitably throws some schedules out of sync. For students who ordinarily spend mornings at the high school and afternoons at the Ingham County Career Center in Mason, the change creates a schedule conflict: in order to keep morning and afternoon classes synchronized, the master schedule now dictates

that first, second and third period classes meet on Wednesday afternoons on alternate weeks. This means that currently Career center students miss two afternoons a month at the Career Center. In addition, teachers who teach sev-

**The new schedule allows for regular and sustained conversation - the resolution as well as the listing of problems.**

eral sections of the same class - and most do - find that the alternating Wednesday schedule complicates daily preparations.

Wednesday mornings cannot stretch to accommodate all the groups and meetings that demand time and attention. At the PDS Summer Institute the high school faculty felt a jubilant sense of expanding possibilities: now, finally, there will be time for our group to get things done. At the same time, however, notes Davis, everyone expected that Wednesday morning meetings would generate new professional activities. And indeed they have. Given that many people have commitments and interests in several groups, almost any schedule creates conflicts and frustration. "There may be more things going on than we can sustain," says Sue York. Tom Davis agrees, observing that, because the supply of time and energy for the development of new ideas is finite, the faculty now needs to "prioritize and focus." As a caution against overextension,



he offers the image of a battery that is hooked up to too many light bulbs, therefore lighting each one only dimly.

Davis voices two other worries. First, although he supports the revised schedule, he regrets any loss of instructional time - even half an hour a week. For him, this concern links to a more general problem of public image: he hears people outside the profession charge that "teachers have bankers' hours anyway. Why don't you just hang around after 3:00?" (The answer, says Davis, is that "Good teachers don't quit at 3:00. They put in three to five more hours.") Second, not all pro-

jects can be crowded into Wednesday mornings. Davis expects that groups will soon begin to add afternoon and early morning meetings.

After the first Wednesday meetings, many teachers reported that they felt exhausted before they even started to teach. To reduce the hectic pace, Sue York introduced a coffee break at mid-morning and promised to schedule meetings to end at 10:30. Now teachers have time to assemble materials for their classes and to eat lunch.

But even if the new schedule does not solve every problem, it is an exciting step for a faculty who

have for years been looking seriously for ways to improve their school and their teaching. It provides time for collaborative work at the beginning of the school day, when teachers feel fresh and energetic. It allows for regular and sustained conversation - the resolution as well as the listing of problems. And because Wednesday meetings are built into the school schedule and supported by the school board, the community, and the school administration, they give legitimacy to the important work this faculty is doing outside the classroom. a

# Gaining Time Through Mainstreaming:

## Fairdale High School, Louisville

The six teachers on the ninth grade Bridge Team in Fairdale High School in Kentucky meet every morning for breakfast in order to discuss the day's plans, and on most days they meet again after they teach. Without reflection and collaborative planning, the team could not possibly accomplish what it sets out to do: to create success for a population of freshmen who have, in the past, had a very high dropout rate and a high incidence of failure.

Mainstreaming, one of their strategies for improving student success, has opened up a way for these teachers to get the time they need for discussion and collaborative planning. As a team, they teach math, science, English, health and physical education, and provide special education and Chapter 1 services for 130 ninth

**The Chapter I and special education teachers have closed their pull-out programs; instead they team teach with the other four teachers, providing special help inside the regular classroom.**

graders - one third of Fairdale's freshman class.

Under conventional structures, each of the regular subject matter teachers would see the students in batches of about 26, for five periods a day; students in need of special education and Chapter 1 services would spend an additional period a day in the reading lab or resource room with a smaller group of schoolmates. Teachers would have one period a day left for preparation.

The Bridge Team uses its resources differently: the Chapter 1 and special education teachers have closed their pull-out programs; they now team teach with the other four teachers, providing special help inside the regular classroom. Classes are, on average, 25 percent larger, which means that all students on the



Bridge Team have math, English, health/physical education, and science during second, third, fourth, and fifth periods. During first and sixth periods, they go outside the Team for electives; at that time Bridge Team teachers create curriculum, evaluate classes and projects, and solve problems.

### A Little History

To understand how this arrangement came about, one must go back to 1986, to the first days of Marilyn Hohmann's principalship. Hohmann came to Fairdale with a mandate from the superintendent, Dr. David Ingwerson, to do something about the high dropout rate, patchy attendance, low expectations, and sagging staff morale. She knew that she needed the support of her dispirited staff to accomplish anything. The district's central administration was exploring shared decision making in schools. "So," recalls Hohmann, "I put it to the teachers: this isn't a reform program. It's about whether you want to be the ones to decide."

Over the next few years, the faculty became involved in examining their school. They joined Ted Sizer's Coalition of Essential Schools, entered partnerships with the University of Louisville (as an induction site) and with Gheens Academy (as a professional development school), and became one of Jefferson County's "participatory management" schools. The building culture changed as teachers began reading research, going to conferences, and planning ways to improve their school. Last year, 55 teachers worked on various task forces to address school problems that the Steering Committee and the faculty had identified.

The decision to adopt participatory management freed the school from a good deal of red

tape and from various contractual regulations, including those relating to class size and teaching load, thus clearing the way for experiments like the Bridge Team. But making the Team work has been difficult. In 1988, when the faculty Steering Committee asked for volunteers for the proposed team, only Brenda Buder, a Chapter 1 reading teacher, and Betty Thornberry, a health and physical education teacher, signed up. Because the school district had funded a new position when Fairdale joined the Coalition, the Team was able to recruit a math teacher from another school.

### On Tuesday, September 25, 1990

In an algebra class that Glenda Miller and Brenda Buder teach together, Miller is trying a new approach to teaching about the grouping of common terms. At the beginning of the period she reads

**"Our teaching strategies are completely different than when we started. But it's much easier to change when you are doing it with other people."**

off names, placing most students in groups of varying sizes but leaving a few sitting alone in the middle of the room. Given a moment to think, students swiftly deduce the key to the grouping: Miller has placed all students whose names

start with the same letter together.

"Collecting Common terms," Miller writes on the board. She and her students construct an algebraic expression for the class: " $5j + 4r + 3k + \dots + b + p + d$ ." "People forget," Miller tells the class, "that 1 is understood when the variable stands alone." She gestures towards Beverly, Peter, and David. The class then proceeds with little difficulty through a set of problems which require them to apply this idea.

On this particular day, the Team has agreed not to meet, but nonetheless, when the bell signals the end of fifth period, four teachers gather in the classroom to evaluate yesterday's field trip and plan the unit on study skills that they are doing together. Miller reports with pleasure on the math class: she thinks the introductory activity has helped students understand something that has confused ninth graders she has taught in the past - that the understood coefficient of  $x$  in " $3y + x$ " is 1, not zero.

### Teaming as Teacher Education

Buder reports that her reading lab and the English, math, and health classes of her colleagues were organized very traditionally before 1988. "We had seating charts; the desks never moved. We used the textbooks every day." She pauses, contemplating the immensity of the changes. "I saw our algebra book today for the third time this year.... Our teaching strategies are completely different than when we started. But it's much easier to change when you are doing it with other people."

Working together, the Team has managed to institute a "no fail" policy: they refuse to accept unsatisfactory work, or to allow students to take zeroes instead of completing assignments. Team



members keep students after school, and continue to push them until the required work is satisfactorily completed. The Bridge Team also handles any discipline problems internally instead of sending students to the office or placing them on the High School's "Do not Admit" list.

Buder coteaches one health/physical education class with Thornberry. ("More freshmen fail

**Butler spent second and third periods with science classes, helping students to fly airplanes they had been designing and building over the past few weeks.**

physical education than any other subject," she explains. "They don't know how to cooperate with other kids to have fun. If a kid is going to get angry, it will be there.") She teaches one math class on her own, and coteaches two others with Glenda Miller. But the team uses its human resources more flexibly than this summary suggests. On September 25, for example, Buder spent second and third periods with science classes, helping student to fly airplanes they had been designing and building over the past few weeks. Although the idea for the unit had come from the science book, the teacher hesitated to try it. "We want to show him that hands-on works," Buder explains. "He wouldn't have done it if we hadn't told him we'd help him."

The collaborative work of the Bridge Team educates teachers as well as students. But Buder cautions that common team planning periods won't, in themselves, change the way teachers teach. You need, she insists, to get the right teachers together.

Even if they have different philosophies, if they are willing to talk and to try new things, it will work. If they aren't, nothing will happen. A lot of middle schools are like that: they put people on teams and give them a common planning period, but [teachers] just complain about the kids, they don't work on the problems.

[On the Bridge Team], we ask about every proposed change, "Is it going to help student success?"

#### **Pulling out of Pullout Programs**

Buder is convinced that Chapter 1 students fare far better in the present set-up than they did when she saw them for an hour a day in a reading lab. "They would succeed and do great in the lab, because the work was at their level. But nothing good happened to them for the whole rest of the

**"Most kids who are failing don't even know why they are failing. They can't explain it to you. If they could, they wouldn't be failing."**

day. They continued to bomb out in math, science, and English." Although she tried to help her students with their regular school subjects, she rarely felt successful. "Most kids who are failing don't even know why they are failing," she explains. "They can't explain it to you. If they could, they wouldn't be failing."

Now Buder is in the regular classroom with these students, so she knows that they need to learn in order to succeed. She sees a big difference in her own effectiveness and in the success of these at-risk teenagers.

**"It takes a long time to see the benefits. But you do see them."**

The Bridge Team faces real problems. Teachers work long hours, and, according to principal Hohmann, some of their colleagues resent their extra planning period. Recruitment isn't easy, even among those who praise the Team's accomplishments. "Most high school teachers," explains Buder, "cannot imagine spending a whole day with ninth graders."

Success is hard to measure. However, students from the first Bridge Team are now juniors enrolled in "U.S. is US," a team-taught alternative to American history which engages students in considerable cooperative project work. According to Jackie Powell, one of the U.S. is US teachers, students from the Bridge Team work together far more easily and effectively than other eleventh graders.

"It's very draining," Butler acknowledges. "It takes a long time to see the benefits. But you do see them. And you know you aren't alone." B



# The Four-Day School Week:

## Deerfield, New Hampshire

In the spring of 1981, Principal Peter Sweet and his faculty at the George B. White Elementary School in Deerfield, New Hampshire, faced a major problem: big new expenses had driven up their costs for the following year, but the town had approved only half of the money needed to cover the budget increase.

Since none of the new outlays - money for mandated special education services, extra dollars to cover the rising cost of gasoline for school busses, and heating oil for the old and inefficient building - were optional, Sweet and the Deerfield School Board took a hard look at their program to see how they might save money. They came up with a novel proposal: instead of cutting art, music, or physical education - three of the commonest answers to this very common problem - The Deerfield educators wondered whether they might cut costs by changing the school calendar.

If Deerfield youngsters went to school on Monday, Tuesday, Wednesday, and Thursday from 8:00 to 3:30, instead of Monday through Friday from 8:45 to 2:35, they would get just as many hours of instruction (slightly more, actually), but the school system would spend 20% less on gasoline and heating oil. The difference would just balance the budget.

The faculty, the community, and the New Hampshire Department of Education approved the four-day week for one experimental year. With considerable trepidation, the school took the plunge, making emergency plans to return to the five-day schedule if the innovation proved too difficult - if younger students got too tired to

make it through four seven-and-a-half hour days, for example.

In fact, however, the Deerfield school - now in a new building and renamed the Deerfield Community School - still operates on a four-day week nine years later. They probably aren't saving any-

**The Deerfield educators wondered whether they might cut costs by changing the school calendar.**

thing on heating oil, however, since almost every Friday (and some Saturdays and Sundays), groups of teachers gather in the library and in classrooms to work on curriculum, and to discuss ways to improve their practice. Perhaps as a result, visitors trickle in from Massachusetts, New Hampshire, and even as far away as Michigan, eager to understand the new ways in which Deerfield teachers are teaching spelling, math, and reading.

### One Friday Morning

Teachers reserve one Friday a month for school-wide inservices; sometimes they bring in outsiders to help them rethink some aspect of their practice and sometimes they draw on internal resources.

On October 19 at 7:30, Peter Sweet convenes a small committee of teachers, parents and school board members to discuss the school's relationship to the community. Most teachers are upstairs in the library where Kathy Matthews is explaining the phases of spelling development, illustrating her points on the overhead projector with examples of student work. As a teacher of second, third, and fourth grade, Matthews is well situated to examine these stages; her observations supplement extensive reading on the subject. She and a dozen colleagues who have abandoned traditional spelling instruction in favor of "word study" meet regularly after school to share strategies for increasing children's awareness of English spelling. Today's meeting, however, is for all teachers.

At 9:00 the spelling and curriculum meetings adjourn, and the Math Group begins the inservice they have planned. Last year, the teachers invited Rebecca Corwin of Lesley College to help them rethink their math teaching. She met with the faculty four times. This morning's meeting is designed to support and extend work that teachers are now doing in their classrooms.

Teachers adjourn to groups, taking with them examples of children's work. In a group of third- and fourth-grade teachers, Bruce Turnquist begins by talking about the math journals his students are keeping this year for the first time. He displays a girl's description of the strategy she used to multiply 8 times 7.

A second teacher passes around a photograph of an enormous sunflower constructed from



colored pattern blocks, explaining that its creator has been fascinated by a Van Gogh poster that hangs in the classroom, and has been creating increasingly elaborate sunflower designs each day. She wants some help thinking about how she might capitalize on this little boy's interest. Other teachers suggest a variety of projects involving ratios, graphs, and three-dimensional patterns. Because her class is already working on some survey graphing, she decides to pursue suggestions relating to graphs.

A third teacher describes some work he is doing with bilateral patterns, noting that one of his students, "a beginning reader and writer," had surprised him with an observation about bilateral patterns in the human body. In order to help parents understand some of the connections between math and pattern making, he has sent home some pattern work, asking parents to help their children. "It helped them to see the complexity; they could see that it wasn't just an art activity."

**"Children come to school on Monday mornings much more motivated, and that energy and motivation is sustained through Thursday afternoon."**

When the rest of the classroom teachers have had a chance to present a bit of what they have

brought, the PE teacher talks for a few moments about the ways in which she thinks she can extend in physical education class some of the ideas about pattern that her colleagues have just described.

As the group adjourns to join the rest of the faculty, they discuss the possibility of spending part of their next workshop experimenting with patterns and pattern blocks. Kathy Matthews describes the excitement she felt when she first did this sort of exploration in a "Math Their Way" workshop 10 years earlier. She is sure she and her colleagues would make discoveries that would further their teaching. "And," she adds, "it would help us think about collaboration and learning."

### **What Deerfield's children do on Friday**

As teachers discuss mathematics, sixth graders circle the outside of the school building on bicycles; a group of mothers keeps track of their progress. The sixth graders have organized this bikathon to raise money for a week-long expedition to an environmental education center. When they have finished their laps some will join schoolmates on a trip into the city of Manchester to see a play of "Tom Sawyer." One of the many benefits of the four-day schedule is that it frees up school busses for such trips. "Before," explains Principal Peter Sweet, "if you wanted to take students anywhere, you had to be back by 2:30, for the afternoon bus run. Now the trip can leave and return anytime, because we don't need the busses to take other students home from school."

According to Sweet, working parents rather like the four-day week. Many no longer need to look for child care before and after school: with children leaving for school before 7:30 and returning

after 4:00, they can manage to fit their work in around school hours. And finding good care one day a week is often easier than finding it for five early mornings and late afternoons.

## **The four-day week has brought a dramatic drop in teacher absenteeism.**

A school community council arranges Friday activities - sometimes something big, like a trip to Plimoth Plantation in Massachusetts, sometimes smaller events. These trips do not necessarily fill the whole day, but the school-family coordinator helps locate child care for those who need it.

### **Celebrating the Four-Day Week**

Mary Benton, language arts coordinator, sees evidence that Deerfield children benefit both from the longer school day and from their longer weekend. Even the casual visitor is struck by the depth of children's involvement in their work; Benton feels that this comes about partly because the school day is less broken up, leaving children time to get more deeply involved in the things that interest them. But she also sees an advantage to the extended break the long weekend gives from school routines: "Children come to school on Monday mornings much more motivated, and that energy and motivation is sustained through Thursday afternoon."

The four-day week also has advantages for the ten "interns" who each year complete require-



ments for their master's degrees from the University of New Hampshire at the school. Since neighboring schools are in session on Fridays, the interns can visit other classrooms in the company of their cooperating teachers. They can also meet regularly with cooperating teachers, supervisors, and other interns during daytime hours.

The four-day week has brought a dramatic drop in teacher absenteeism. Peter Sweet believes that this is because teachers can now schedule appointments with doctors, lawyers, and the like, on Fridays and not miss any time with their students. "We practically don't use any substitutes," Sweet reports - which may partly explain why Deerfield's per pupil expenditure is, according to School Committeeman Jack Hutchinson, 10% below the (already low) New Hampshire average.

The four-day week clearly creates extensive opportunities for staff development. Teachers, like their interns, can visit other schools. Attending conferences is relatively easy, since so many are scheduled on Fridays. And some teachers are always working with outside consultants on projects related to their teaching; a few, for example, are now working with Denny Taylor of Columbia University on figuring out ways to create literacy profiles for students.

### **The Process of Change**

Peter Sweet remembers that a few days after he became principal of the Deerfield elementary school twelve years ago a student came down to the office to report. "They've locked the eighth-grade social studies teacher in the classroom again." It was, he says, a tough school.

As a sixth-grade science teacher in rural Massachusetts,

Sweet had abandoned the textbook and involved his students with the science in the world around them. "I loved my classroom, but I knew the school would never change." As a principal in Deerfield, he hoped he might be able to create a school committed to the philosophy that drove his own teaching. He wanted to provide experiences and curriculum that would ensure the success of every child and he wanted students to be involved in learning that meant something to them.

The School Board supported his interest in change; two years earlier, they had hired a woman whom they saw as a change agent, but she had pushed her views with an authoritarian zeal which had alienated the faculty. Sweet led in a different way, trying to create an accepting environment in

**A younger girl  
finds a seat at  
a table,  
collects a  
carton of  
chocolate  
milk from a  
box near the  
door, and  
begins to  
write.**

which teachers would publicly discuss their practice. Good things were already happening in some classrooms - Jane Miller was doing interesting things in math and writing - and Mary Benton was working with teachers who were trying different approaches to literacy.

As teachers began experimenting more and talking publicly about what they were doing,

"others saw the benefit." "We began," Sweet says, "to develop an articulable school philosophy." They also began to change the way they developed curriculum, moving from a reliance on experts - text books, universities - to looking carefully at their own practices. Not everyone changed, but as the ethos of the school moved more and more towards collaborative work and experimentation, those Sweet describes as "9:00 to 3:00 teachers" began to look for jobs elsewhere. The change to the four-day week brought media attention which helped to attract teachers who shared Sweet's philosophy.

Kathy Matthews was one of these. Matthews was supervising graduate interns for the University of New Hampshire when she first entered the school. The tone of the school struck her immediately. "There was a lot of laughter and a very positive feel." When she saw Jane Miller's math class "I felt like I'd died and gone to heaven." She told Sweet and Benton that if they ever had an opening on the staff she might be interested in applying. Not long afterwards they gave her a call.

### **In the Classroom**

In the fall of 1990 Matthews is teaching, for the first time, a combined second, third, and fourth grade. The only such combination in the school, it was constructed by Sweet because Matthews has been eager for some time to take on this challenge. The children have been studying the work of Beatrix Potter for weeks, delighting in her "fancy words," noting her use of detail (and relating it to work they are doing in mathematics), and trying to achieve some of the effects she gets with water colors. The information that Potter's stories began as letters to children intrigues Matthews' students, and



today they will try their own hands at the art form: each of them will write a letter to a young child they know, and in it they will tell a story.

After answering some questions about the use of "fancy words" and the thesaurus ("the plural of thesaurus is thesauri" notes Matthews in passing. "That's because it comes from the Latin. The same with cactus - cacti - and hippopotamus"), Matthews sends her students off to write. "This is a good chance to find a cozy, quiet place. And let's not share them yet. Except with me."

The children find clipboards and scatter about the book-filled room - one under the computer table, two others stretched out on the floor behind a loom which holds a partially-completed weaving of two pyramids. A nine-year old leans against a bookcase; a younger girl finds a seat at a table, collects a carton of chocolate milk from a box near the door, and begins to write. Kathy suggests to three little girls who are nestled into a corner under the Beatrix Potter water colors that they will do better work if they sit farther apart.

As the children settle into their work, Matthews leaves the room to get more water for a dye bath that is simmering on a hot plate near the computer. No one seems to notice her absence. A little boy in a cub scout uniform writes, "To my lavly cosit," on the top line of his yellow paper, explaining to the visitor, "She's two. I just can't remember her name." Nearby, a taller boy has left a space to write the date in Roman numerals - "to make it really fancy, like Beatrix Potter" - and is now deeply into his story about a pig: "I shan't no were he was going but I asum it was to the markt."

The pencil sharpener grinds. A little girl in blue reads over what she has written with an expression of intense concentration. She then

tips back in her chair, plucking a peanut from the paper cup next to her paper as she stares meditatively at the ceiling. After a moment she straightens her chair, leans forward, and begins to write again.

For the next thirty minutes or so, the room is stardingly quiet, the children bent over their

**"It is exciting  
to be in my  
18th year and  
feel that I  
am just  
discovering  
teaching."**

papers. When Matthews finally calls them to the corner of the room to share what they have written, she comments on the level of involvement. "Did you feel like you were in another time?" Many children smile and nod. "It made me feel elegant," murmurs one. "When I got very involved, I felt like I was sitting at a desk like Beatrix Potter sat at," comments another. "If you wrote something that was scary, it felt like that was what was happening, and then if you wrote something else it felt like that was happening."

Children read what they have written with quiet pride; few have finished their stories, and some explain what will happen next. Although a few of the younger students decipher their own words rather haltingly, their classmates listen with apparent interest. When everyone has had a chance to read, Matthews asks what sorts of things they noticed. After some thoughtful comments on the way these story letters resemble one another, and the ways in which their language differs from that of Beatrix Potter, a girl sums up what seems to be the general feeling: "I

noticed that I would love to get letters like that."

Later in the morning, after the children have left for the gym, Matthews sits down with the visitor to talk about her students and her teaching. "It is exciting to be in my 18th year and feel that I am just discovering teaching. That is because of the experiences that we have here as a staff"

Did the shift to the four-day week propel the transformation of the school, or was the school able to capitalize on its Fridays because it had the beginnings of a shared vision, and because the teachers had tasted the excitement of collaborative work? Is the fruitful use of time an essential precondition, or a product, of change? Maybe this is yet another example of happy chickens and fertile eggs.

**Editor: Helen Featherstone**

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## DOCUMENT RESUME

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## ABSTRACT

The national education goals express a systemic approach to reform which fosters coherence in the disparate elements of the education system. This report highlights the findings of research conducted by the Center for Research on the Context of Secondary School Teaching (CRC) in California and Michigan during the years 1987-1992 and the implications for policy strategies to achieve the national education goals. The major sections of the report are: (1) contexts that matter for teaching and learning; (2) professional communities as mediating contexts of teaching; (3) strategic opportunities for action: meeting the national education goals; and (4) integrating educational reform strategies. A central conclusion of CRC's research is that teachers' groups, professional communities variously defined, offer the most effective unit of intervention and reform; it is within the context of a professional community that teachers can consider the meaning of the education goals in terms of their classrooms, students, and content area. Related to this conclusion is the conviction that meeting the education goals requires a reframing of the policy debate to address simultaneously the interdependent, core needs of improved content, student supports, and sustained learning opportunities for teachers. An appendix provides information on the CRC research strategy and data bases and a description of its field sample of diverse and embedded secondary school contexts (school, district, sector, metro area, and state contexts). A list of CRC books, articles, and reports is included at the end of this report. (LL)



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# CONTEXTS THAT MATTER FOR TEACHING AND LEARNING


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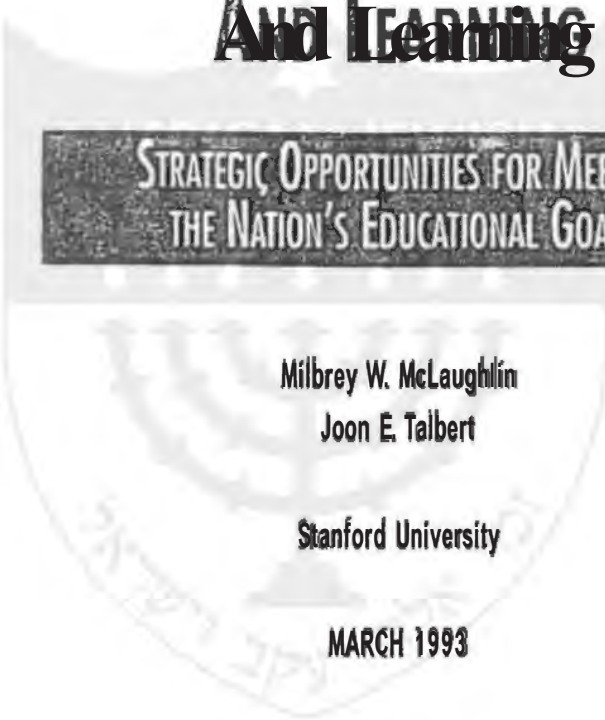
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# **Contexts That Matter For Teaching And Learning**



**STRATEGIC OPPORTUNITIES FOR MEETING  
THE NATION'S EDUCATIONAL GOALS**



Milbrey W. McLaughlin

Joon E. Talbert

Stanford University

MARCH 1993

**CRC**

Center for Research on the Context of Secondary School Teaching

**CENTER FOR RESEARCH ON THE CONTEXT  
OF SECONDARY SCHOOL TEACHING**

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The Center for Research on the Context of Secondary School Teaching (CRC), located at Stanford University, was founded in 1987 with a five-year National Center grant from the U.S. Department of Education, Office of Educational Research and Improvement. [Grant #(H018711215)]

The CRC conducts longitudinal research combining intensive case studies of public and independent schools and teachers with analyses of national survey data to assess factors that either constrain or enable the best work of teachers and students. The research analyzes organizational, policy, and social-cultural conditions of the embedded context of the classroom, the subject area department, the school, the local community, and the school district. The CRC is developing grounded theory on how context conditions affect high school teaching and framing policy recommendations for improving secondary education.

The research program of the CRC has helped to develop an interdisciplinary community of scholars to conduct research on teachers' professional communities and practice in diverse contexts.

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## FOREWORD

This report highlights major findings of CRC research conducted during 1997-1999 and their implications for policy strategies to achieve the nation's goals for K-12 education. The Center's research program has been a highly collaborative enterprise, as attested by the acknowledgements at the end of this report; however, the authors' conclusions and recommendations do not necessarily reflect the views of all CRC researchers or of the funding agency.

Major sections of the report are:

- Contexts that matter for teaching and learning
- Professional communities as mediating contexts of teaching
- Strategic opportunities for action: meeting the nation's education goals
- Integrating educational reform strategies

Appendices provide brief descriptions of the Center's research strategy and its field sample of high schools (see CRC publication R92-H for a full description of the core data base).

A list of CRC books, articles, and reports is included at the end of this report.

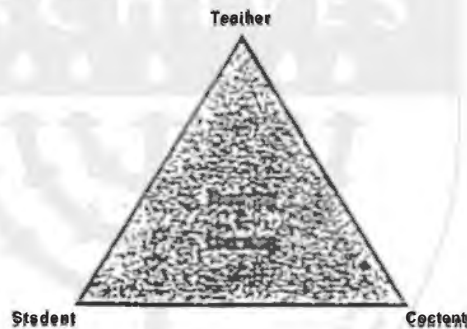
## CONTEXTS THAT MATTER FOR TEACHING AND LEARNING

The nation's education goals embrace rigorous, "world class" standards of performance for all students; they express a systemic approach to reform which fosters coherence in the disparate elements of the education system. These ambitious goals for American education must be achieved on a classroom by classroom basis. Success for all students depends ultimately on what teachers do in the classroom, on teachers' ability and willingness to provide the kinds of educational environments necessary to meet the country's education goals.

### The Core of the Problem

The core of the challenge and the opportunity for meeting the nation's education goals lie at the core of the education system; the classroom interactions among teacher, students, and content, the "stuff" of teaching and learning. The extent to which systemic reform succeeds in bringing coherence to the education system and fostering success for all students depends on the extent to which its ideas, strategies, and perspectives become part of this "stuff" of the classroom educational environment.

Figure 1. The Core of the Education System



The changes in practice, content, and pedagogy assumed by the national education goals are extremely complex and difficult to carry out, or even to understand. At its core, the problem of systemic reform fundamentally is a problem of teachers learning how to translate enhanced curricula and higher standards into teaching and learning for all of their students.

## CONTEXTS THAT MATTER

### Students as Context

Teachers agree that students are the context that matters most to what they do in the classroom, and that today's students differ in many ways from students of the past and not-so-distant past. Contemporary students bring different cultures and languages to school, different attitudes and support to the classroom and learning. They themselves are required to navigate difficult and competing pressures of family, peers, and community at the same time that they are expected to function as students. Today's students are highly mobile; for example, many teachers teach in schools where the turnover rate between September and June is 80%.

### Patterns of Teachers' Responses

Teachers' responses to the challenges presented by today's students and, by extension, to the nation's education goals, vary substantially among and within schools. Among the teachers participating in the CRC's research, three broad patterns of adaptation to today's students are evident in teachers' classroom practices and expectations, namely:

- enforce traditional standards
- lower expectations
- change practices

Many of the teachers who continue traditional practices see the behavioral and achievement problems in today's classrooms primarily as students' problems, exacerbated by inadequate support or discipline at the school or in the district. Teachers who view contemporary classrooms this way tend to frame their responses in terms of tougher rules and enforcement, and justify their practices in terms of traditional subject area standards and orthodoxies: "...the kid here is where the problem is today. There is nothing wrong with the curriculum." Teachers adapting in this way to contemporary students quickly become cynical, frustrated, and burned out. So do their students, many of whom fail to meet expectations established for the classroom.

Teachers who lower their expectations for today's students often water-down curriculum. Often, this retreat from traditional standards and academics represents a well-meaning attempt to structure a supportive classroom environment. However, some teachers adopting this perspective believe that many of today's students "just can't cut it," and that "there is just so much a teacher can do for these students." Regardless of teachers' rationale, both teachers and students in classrooms of this stripe find themselves bored and disengaged from teaching and learning.



## CONTEXTS THAT MATTER

Figure 2. Teachers' Responses to Today's Students

Patterns of Adaptation	Domains of Adaptation			Teacher Outcomes
	Authority Relations	Pedagogy	Content	
Enforce traditional standards	Teacher dominant; more rules; more sanctions	Transmission teaching; more worksheets and tests	Emphasis on traditional fact-based curriculum	Burnout; cynicism
Lower expectations	Various; relax rules	Various	Watered-down subject matter	Disengagement
Change practices	Teacher facilitates; construct group norms	Active student role; cooperative learning	Emphasis on conceptual understanding	Efficiency; frustration

Still other teachers reject the view that locates "the problem" in the student and have made fundamental adaptations in their practices, adaptations consistent with and supportive of the nation's educational goals. Teachers successful in engaging contemporary students and fostering their success with challenging academic content generally have moved from traditional, teacher-controlled pedagogy to work interactively with students, encouraging an active student role. Their students wrestle with problems and puzzles of subject matter and achieve deeper understandings than is possible with traditional modes of instruction. These teachers, knowingly or not, embrace the vision of practice often called "teaching for understanding," which promises not only to engage nontraditional students but to improve learning outcomes for all students. In their classrooms, as in the nation's vision of 21st century schooling, equity and excellence go hand-in-hand.

However, some teachers who attempted such changes in practice, we found, were unable to sustain them and became frustrated and discouraged. This is because learning how to teach for student understanding goes against the grain of traditional classroom practice and so entails radical change and risks obstruction. Those teachers who made effective adaptations to today's students had one thing in common: each belonged to an active professional community which encouraged and enabled them to transform their teaching.

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## PROFESSIONAL COMMUNITIES AS MEDIATING CONTEXTS OF TEACHING

CRC research found that teachers' responses to today's students and notions of good teaching practice are heavily mediated by the character of the professional communities in which they work. In other words, teachers define standards for their classroom practice through interactions with other teachers and administrators; and the communities of practice that evolve in the day-to-day work of schooling tend to support one or another of the alternative adaptations to students displayed in Figure 2. In our work we encountered professional communities that enforced traditional standards and so fostered burnout or cynicism among teachers and failure among today's students; communities that supported lower standards for many students and so engendered disengagement among teachers and students alike; and professional communities that enabled teachers to learn new practices that engaged today's students in learning consistent with the nation's education goals of excellence for all.

The professional communities of secondary school teachers differ from one another in a number of important ways:

- boundaries and inclusiveness — communities are more and less bounded by the school, a department within the school, the district, the state, and by associations or networks outside the school system;
- strength — they are more or less active or based in sustained collegial relations and discourse about instruction versus tacit understandings of traditional notions of subject matter, students, and pedagogy; and
- cultures — they differ in the nature of shared educational priorities, norms for relations with students and colleagues, and conceptions of good teaching practice.

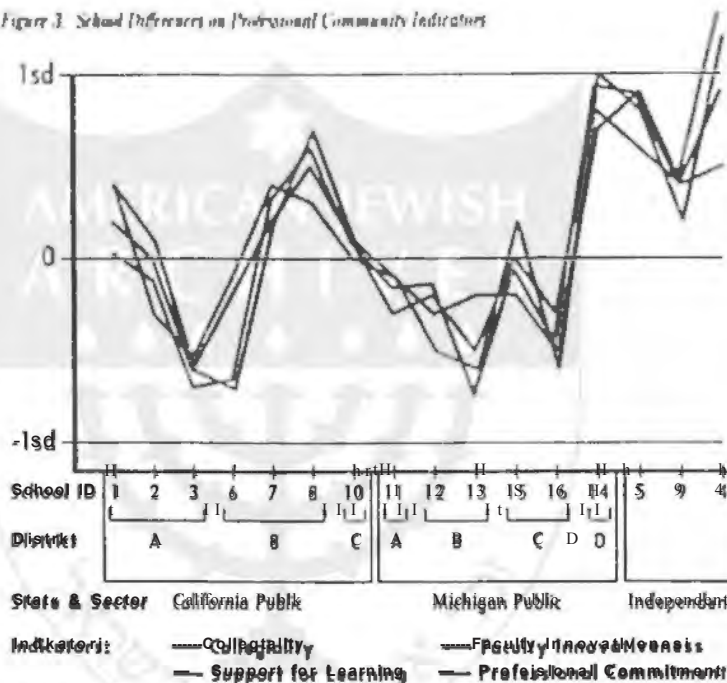
### School Contexts

Our research, like earlier work in the effective schools tradition, found that schools constitute an important context for the development of strong professional communities. As shown in Figure 3, CRC schools differed strikingly from one another in the strength of their professional communities — reporting clear differences, even within the same districts, in levels of collegiality, faculty innovativeness, and learning opportunities as perceived by teachers. Figure 3 also displays the strong association of these school-level community differences with the level of teachers' commitment to their students, subject, school, and the profession.

Teachers in California's School 8, for example, formed a strong school-wide community devoted to the success of all students in the school and to supporting one another's efforts to adapt instruction to meet students' learning needs. These teachers

informed by their colleagues to succeed in their teaching and experienced professional growth in their daily worklives. In contrast, teachers in another school in the same district (School 6) lacked a strong school-wide community. Although these teachers met essentially the same students in terms of family conditions, ethnicity, and aspirations, many of them complained about the attitudes and competence of students in their classes and either rigidly maintained traditional education standards and failed many students or watered down the curriculum and disengaged. Such differences in school community obviously matter enormously for today's students' experiences of school and their opportunities to learn.

Figure 3. School Differences on Professional Community Indicators



*Technical Note:* The CRC Collegiality Index is a 5-item scale based upon High School & Beyond teacher survey items (Alpha=.84); Teacher Learning Opportunities is an 8-item scale (Alpha=.83); Faculty Innovativeness is a 5-item scale (Alpha=.79); Professional Commitment is an 8-item scale (Alpha=.75). [Questions used for the scales may be obtained on request.] Teachers' scores on each scale were standardized to allow for comparability. Averages for each CRC school are plotted in the figure.



## PROFESSIONAL COMMUNITIES

### High School Department Contexts

Subject area departments also constitute important contexts for high school teaching. Our research indicates that departments within the same high school can differ enormously from one another in the opportunities they provide teachers for collegial support and for improving their practice with today's students. Also, mathematics departments, for example, can differ substantially across schools in terms of the norms and standards of good teaching they embrace.

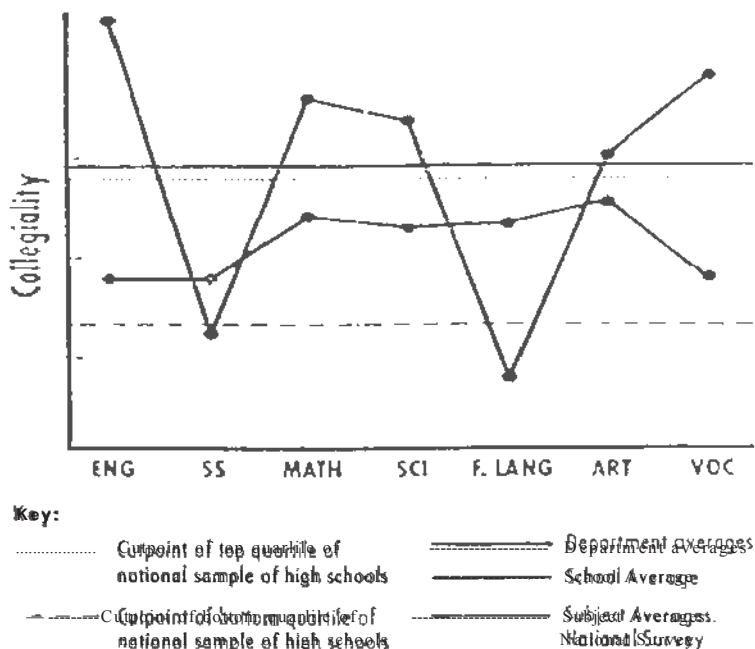
The salience and significance to teachers of department-level communities are illustrated by the case of Oak Valley, a large comprehensive high school. A look at professional community indicators for the whole school produces the impression of a strong school-wide community (see scores for School 10 in Figure 1). However, the worklives of teachers within the school belie this portrait. Indeed, as Figure 4 reveals, teachers in Oak Valley's English department and teachers in the social studies department experienced radically different "schools" in their day-in-day worklives. On an indicator of school community used in a 1994 national survey, these two departments fell within the top and bottom quartiles of the distribution of U.S. high schools. The national norms for subject areas reported in Figure 4 indicate that these department differences were not due to cross-discipline differences in colleague relationships but to department conditions. Teachers in such comprehensive high schools, we found, experience the up-close community of the subject department as their primary workplace, not the school as a whole.

The significance of department community differences for teaching practices was apparent in the way the Oak Valley English and social studies teachers talked about their students, their work, and their careers. While social studies teachers complained about the low motivation of today's students and their limited attention spans (and scored high on a survey measure of "perceived student decline"), English teachers saw the very same students as bright and energetic (and scored low on the student-decline scale). Likewise, teachers in the Oak Valley English department talked about new developments in writing instruction, about recent innovations in the department, about sharing materials with colleagues, and about their sense of growth as professionals. In contrast, the social studies department was floundering in its effort to respond to new state and district curriculum guidelines, and many of the teachers we talked with said they felt uninspired in their teaching and stagnant in their careers. Teachers in these two departments were no different in preparation, screening and experience, and they had the same administrators, parent community and students; the difference was in opportunities for learning and support provided by their departmental communities.

Because its boundaries encompass all elements of the classroom core of teaching — students, content, and teacher — the subject department (or cross-disciplinary unit if

## PROFESSIONAL COMMUNITIES

Figure 4. Within-School Differences in Department Community: A Case Study



Teacher N = 121

*Technical Note:* This analysis uses a Collegiality Index combining 5 survey items used in the HS&H High School & Beyond (HS&H) national survey (Upper-HS). The figure shows the average scores on the index for all teachers in one CRC high school (School 10), average scores for teachers in seven different subject area departments within the school, and national norms for the respective subject areas based on HS&H data for teachers classified according to their primary subject assignment).

teaching content is so organized in a school) constitutes a key strategic site for building teacher learning communities that promote success with today's students. Likewise, the departmental community can effectively squelch the efforts of individual teachers and of the policy system to implement new modes of instruction if it strongly enforces traditional norms of practice. In most high schools, the subject department plays a critical role in mediating teachers' responses to students, their responsiveness to content innovations, and their capacity to improve classroom practice.

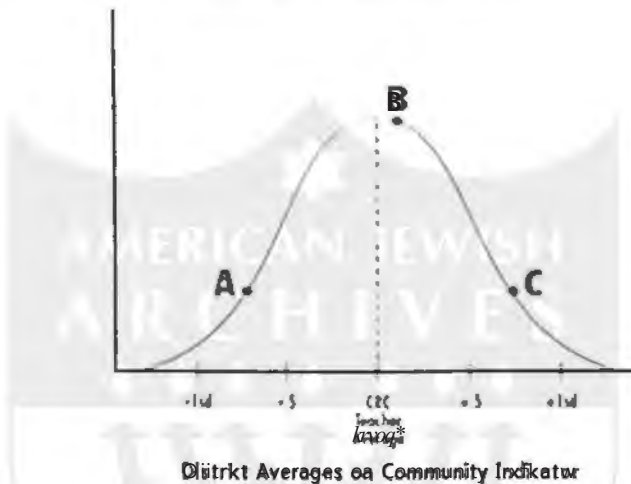
CRITICAL RESEARCH ON THE CONCEPT OF SECONDARY SCHOOL TEACHING

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## District Contexts

District-level professional community makes an important and particular contribution in teachers' professional lives, one distinct from school or department influences. The relevance of district context for professional community lies in the overarching sense of professional identity, inclusion, influence, and pride it fosters.

Figure 5. Differences in District Community: Three California Districts



*Technical Note:* The District Community Index used in this analysis is a 6-item scale (Alpha = .82) based on responses to such statements as: "I feel that the district inspires the very best job performance of its teachers" and "I am proud to tell others I work for this district." Average scores on the scale were computed for CRC teachers in three California districts. The figure shows where the district averages fall on a normalized distribution of scores for the entire sample of CRC teachers.

In CRC's sample, teachers' assessments of district-level professional community ranged from hostile and demoralizing, to strong and supportive. Further, despite the significant and important variation in the character of professional community within and among schools, teachers teaching in quite different school settings expressed a high level of agreement about the nature of their district-level professional community.



## PROFESSIONAL COMMUNITIES

Figure 1 illustrates the dramatic differences in assessments of district-level community among the three California districts. Teachers in District A assigned extraordinarily negative ratings to their district's professional community; teachers in District B placed their district-level community at the average for our sample; teachers in District C were unanimously positive about professional community in their district.

*What does district professional community matter?* These California teachers' assessments of their district as a professional community indicated critically and qualitatively different experiences of the district as a place to be a teacher, differences which found their way into the classroom. For one, teachers' perceptions of their different district settings functioned to dampen or enhance aspects of the school or department culture. A strong district-level community, such as that in District C, served to bolster teachers' professional motivation in a weak department. A corrosive or weak district-level professional community, such as that in District A, undermined the positive influences of a solid, vital school community. Even a strong principal and active school community could not entirely countermand the negative influences of District A's soured and bitter professional community.

Teachers in District C spoke of themselves as respected professionals, underscoring the trust and authority they perceived in district policies and practices; they emphasized the pride they felt in being District C teachers. They generally were willing to go the extra bit, to expend the energy and effort necessary to success for all students. District A teachers, conversely, spoke of being "infantilized" by district actions and policies, of being distrusted, of being "treated like automatons not professionals." They did not recommend District A as a place to teach and most would leave if they could. Many of District A's demoralized teachers "worked to rule" and framed teaching in terms of a job, rather than a profession or a career.

The district is more than an empty, neutral stage upon which practice is enacted and careers are constructed. The existence of a vital, positive, and affirming professional community is not just "nice"; it makes a critical contribution to teachers' sense of professional identity, motivation, and willingness to undertake challenges such as those expressed by the nation's education goals. The relationships between teacher and district that generate powerful influences on teachers and teaching have little to do with governance structures, and everything to do with the norms, expectations, and values that shape professional community at the district level.

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## Slate Policy as Teaching Context

Looking inside the two very different states in our sample enabled us to refine our findings based on overall effects of strong professional community on teachers' attitudes and practices. This comparison showed that *strong professional communities enable teachers to adapt to today's students if they are embedded in systemic reform contexts*, but otherwise they promote consensus on traditional standards for teaching practices and overall professional commitment.

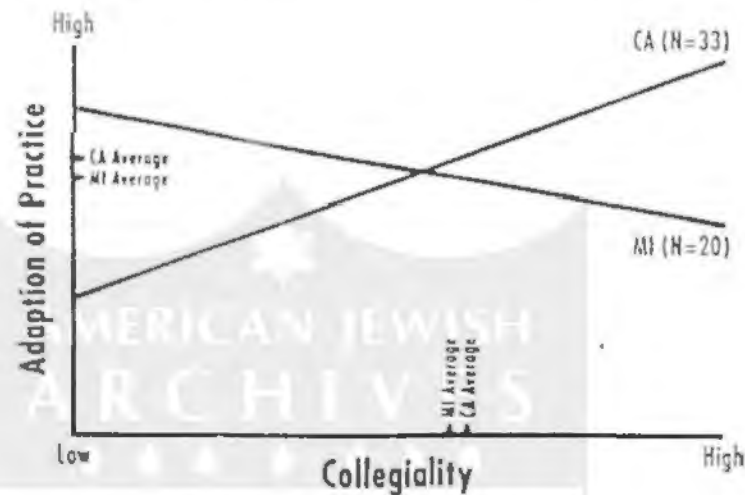
As state contexts of high school teaching, California and Michigan differ substantially in their level of centralization and education reform efforts, with California among the nation's more active states in systemic reform. We considered how these differences might affect the discourse and norms of practice within professional communities and explored two ideas:

- state systemic reform provides the content for discourse and instruction that enables strong professional communities to learn new, successful teaching strategies; and
- strong professional communities are essential conduits and learning contexts for state education frameworks, without which teachers may move more strongly toward enforcing traditional standards and become less, rather than more, flexible in adapting instruction to today's students.

Using a CRC survey measure of instructional adaptation, we examined the relationship between teachers' level of adaptation and the strength of their professional community in California and Michigan. We focused on mathematics teachers, since mathematics is the subject domain in which systemic reform has evolved most rapidly and completely. During the 1988-91 period of our field research, California mathematics frameworks and standards, aligned with those developed by the National Council for Teachers of Mathematics (NCTM), were being promoted aggressively at the state and local levels. These standards call for a radical change in teaching practice from knowledge transmission to interactive, problem-focused modes of instruction.

The data shown in Figure 6 provide clear support for our hunch. In California, mathematics teachers in strong professional communities were much more likely to feel successful in adapting practice to students than were teachers unsupported by colleagues (who, indeed, appeared the least adaptive in their practice). In contrast, Michigan teachers in strong professional communities were somewhat less, not more, likely to adapt practice to students not doing well in their classes, suggesting that these teachers were collaborating to maintain high standards as framed by traditional norms of practice. Michigan teachers lack the strong push for changed content and pedagogy generated by the California systemic reform effort.

Figure 6. Math Trackers' Adaptations to Today's Students: State Differences in Effects of Teachers' Professional Community



— State high on systemic reform (CA)  
 — State low on systemic reform (MI)

*Technical Note:* This figure displays results of regression analyses of *Adaptations of Practice* (Alpha=.72), on *Collegiality* (Alpha=.61) for mathematics teachers in CA public schools. The *Adaptation of Practice* scale is based on two items: "If some students in my class are not doing well, I feel that I should change my approach to the subject;" "By trying a different teaching method, I can significantly affect a student's achievement." The graph shows the regression slopes for California math teachers ( $b=.23$ ;  $r=.59$ ) and the slope for Michigan math teachers ( $b=-.11$ ;  $r=.27$  NS).

This finding signals the critical role of teacher discourse and learning communities in managing systemic reform. Teachers' capacity to meet the nation's educational goals appears to depend upon:

- access to curricula frameworks and guidelines for practice that enable success with all students, such as provided through state and local systemic reform; and
- participation in a professional community that discusses new teaching materials and strategies and that supports the risk-taking and struggle entailed in transforming practice.



## PROFESSIONAL COMMUNITIES

Figure 7 illustrates how two conditions are interdependent in enabling teachers' collective adaptations to enable students through promoting effective learning (or understanding).

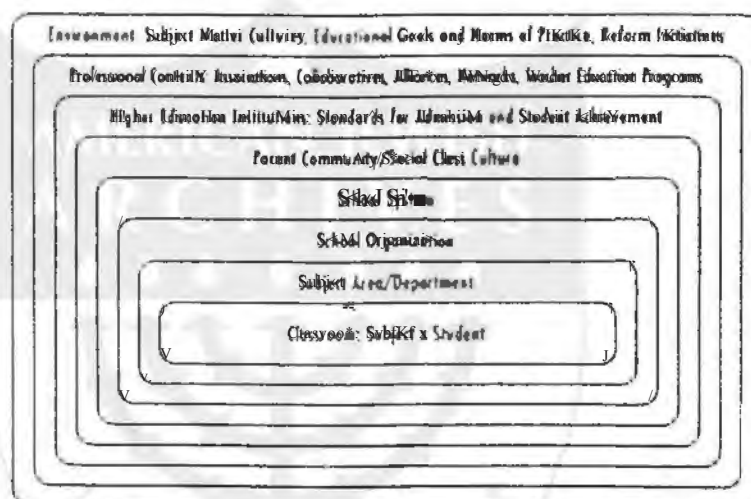
Figure 7. Interdependence of Teachers' Professional Communities and State Systemic Reform in Enabling Effective Adaptation to Today's Students

		Teacher Professional Community	
		Low	High
State Systemic Reform	High (CA)		Effective adaptation: Teaching for Understanding
	Low (MI)		

## STRATEGIC OPPORTUNITIES FOR MEETING THE NATION'S EDUCATIONAL GOALS

Professional communities can and do exist at many sites within the education system. Despite the innumerable and complexly interrelated contexts (characterized by various social structures) in which teachers and classes function in multiple, embedded contexts, each of which can constrain or enable teaching for understanding and success for all students. However, from the teachers' perspective, the contexts that matter most are not only those defined by the formal policy system; they include other formal and informal organizations. Each of these embedded contexts of teaching represents a *strategic site* for systemic reform.

*Figure 1: Embedded Contexts of Teaching*



Professional communities cut two ways—they can both constrain and facilitate policy goals because they mediate policy. These various contexts offer multiple opportunities for teachers' learning and participation; at the same time, any one of them can undermine progress toward the nation's education goals. Policies designed to intersect strategically with one or more of these professional contexts for teachers, and to support teachers' learning communities, aim directly at enabling the values, attitudes and knowledge necessary to change in the core of classroom practice.

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## STRATEGIC OPPORTUNITIES

A central conclusion of CRC's research is that teachers' groups, professional communities variously defined, offer the most effective unit of intervention and powerful opportunity for reform. It is within the context of a professional community—be it a department, a school, a network, or a professional organization—that teachers can consider the meaning of the nation's education goals in terms of their classrooms, their students, and their content area.

Strong professional community provides context for sustained learning and developing the profession. Effecting and enabling the teacher learning required by systemic reform cannot be accomplished through traditional staff development models—episodic, decontextualized injections of "knowledge" and technique. The path to change in the classroom core lies within and through teachers' professional communities: learning communities which generate knowledge, enact new norms of practice, and sustain participants in their efforts to reflect, examine, experiment, and change.

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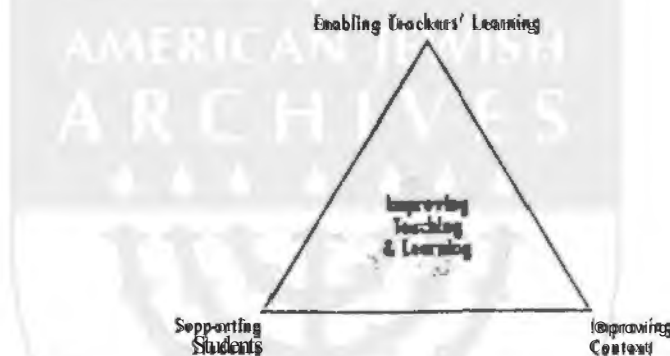
## INTEGRATING EDUCATIONAL REFORM STRATEGIES

### Rethinking the Policy Frame

Achieving the nation's educational goals requires more than integrated curricula frameworks and better assessment. Achieving success for all students in a rigorous curriculum of study demands integrated attention to teachers and students as well as content and standards—to all components of the classroom core.

Meeting the nation's educational goals requires a policy frame that moves beyond a "project mentality," and away from a "one thing at a time" approach to reform to consider simultaneously the policy issues central to all three aspects of the classroom core: content, students, and teacher.

Figure 9. Integrating Educational Reform



### Improving content

Systemic reform initiatives seek to integrate components of the education system — most especially curricula, tests, and standards — and reflect the fundamental need to strengthen the skills and competencies that all students need to ensure their success and that of the country. Systemic reform efforts recognize that all elements of the instructional system must be strong, interconnected, and rigorous.

Focus on content and standards, independent of the classroom core, risks treating teaching as a black box. Alone, this strategy can yield only islands of excellence, not systemic reform or success for all, if some teachers have insufficient learning opportunities and some students have inadequate supports. Ironically, reliance on

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tougher standards and more demanding content alone as the primary engine of reform can work against the nation's goals, as teachers uncertain about how to adapt to today's students rigorously enforce traditional standards. And with greater numbers of students, or providing whatever content is required.

### Supporting students

Students require significantly different and different supports to meet the nation's educational goals. Absent sufficient supports for students, even teachers' best efforts likely will fall short as crises and everyday conditions further challenge them figuratively or literally from the classroom and learning opportunities.

Comprehensive reform must address the needs of today's students in order for them to be successful, to move confidently to productive lives as adults. Policies which promote this objective must fundamentally rethink existing supports and mechanisms for students and would, for example:

- support integrated services located at the neighborhood—medical, social welfare, educational, and adult (noncommunity) services brought together in the school
- strengthen links between students' lives and school for all minority and nonminority students, with special attention to proactive, culturally sensitive strategies that provide parents with concrete suggestions for assisting their children,
- stress provision of adequate and culturally appropriate counseling resources,
- provide student advocates in culturally diverse, low-income, economically distressed communities,
- engage grassroots agencies in the educational enterprise and form new alliances for youth—recognize, support, and legitimize the important opportunities neighborhood-based organizations offer.

### Enabling teachers' learning

Comprehensive systemic reform must embrace effective opportunities for teachers to learn the new strategies, knowledge, and perspectives assumed by new curricula frameworks, higher standards, and expanded expectations for students' success and conceptual understanding. Strategic opportunities are created in the contexts that stimulate and sustain teachers' learning and growth: professional communities. Policies that frame the issue of teachers' learning in terms of professional community would, for example:

- exploit the opportunities represented by the multiple, embedded contexts of teaching, as seen from teachers' perspectives, and the mediating role of teachers' professional communities;

## INTEGRATING EDUCATIONAL REFORM STRATEGIES

- invest in diverse learning communities for teachers and charge them with responsibilities for implementing reform goals and engendering new educational environments;
- support higher education programs that define teachers as learners [rather than "experts" and authority figures], and provide teachers the skills and perspectives necessary to membership in a learning community;
- convene actors representative of a "vertical slice" through teachers' multiple contexts, a forum capable of enlisting the diverse perspectives, and engage this group in identifying implications for such activities as dissemination, technical assistance, research and development, evaluation and credentialing;
- assess the implications of existing teacher policies such as teacher evaluation, licensing, and advancement for teachers' role as learners and active members of a professional community. [ "Needs improvement," for example, ranks among the worst "marks" a teacher could get on an evaluation. ]

Meeting the nation's education goals requires a reframing of the policy debate to address simultaneously the interdependent, core needs of improved content, student supports, and sustained learning opportunities for teachers. This integrated reform strategy aims to create conditions that can enable effective teaching and learning by seeking policy coherence at the classroom core, in the everyday interactions of students and teachers around content.

In this reform strategy, education policy is framed as a social resource and catalyst to promote excellence and equity — teaching for understanding and enhanced learning outcomes for all students. At all levels of the system, policymakers can allocate resources in ways that expand teachers', and in turn students', learning opportunities. The ultimate test of policy coherence and expectations for all students' success takes place in the classroom. However, reform need not proceed on a classroom by classroom basis, but through teachers' professional communities engaged in discourse about productive ways to meet the nation's education goals.



## APPENDIX

### CRC Research Strategy and Data Bases

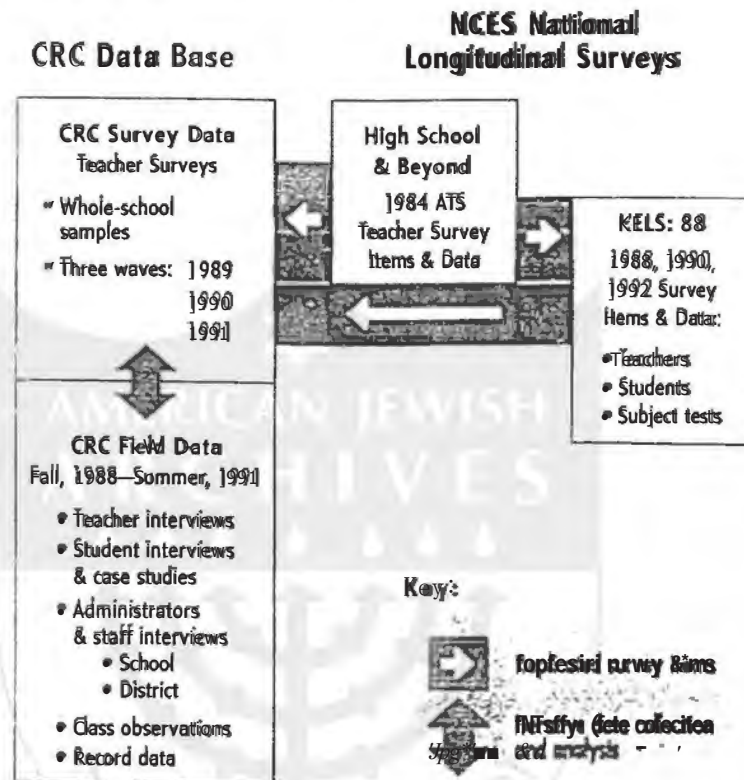
The Center's research program combined two strategies; the first is the development of a core data base made up of extensive longitudinal data for sixteen sites. Its primary data base includes:

- qualitative and quantitative field data on classroom, department, school, district, and state teaching contexts developed through interviews, site records, school and classroom observations;
- survey data for all teachers in each school at three time points; Spring 1991, 1993, and 1995; and
- qualitative and quantitative data for forty-eight students.

CRC's research strategy also included special, focused research projects that built upon the core data base or that provided "bridging analysis" with national survey data (HS&B and NELS:88) on secondary schools, teachers, and students. These focused projects included "Students' Perspectives on School," "Professional Development and Professional Community," "Subject Matter as Context for Teaching and Learning," "The Academic Department," "Teacher Career Study: Teaching for Understanding in Context," "Teacher Unions as Context," and "Potentials for Assessing Classroom Teaching Effects with NELS:88 Items and Samples."

Figure 10 shows elements of the core data base and bridges to the national surveys.

Figure 10. CRC Data Base and Bridges to National Surveys



## APPENDIX

### CRC Field Sample: Embedded School, District, Sector, Metro Area, and State Contexts

We constructed our field sample to represent diverse and embedded secondary school contexts. We aimed to establish rich opportunities for analyzing interactive effects of different kinds and combinations of teaching context conditions — including state policies, district conditions, school alternatives and choice, student characteristics — and the social construction of teaching and learning environments within them.

Figure 11. Embedded Field Sample

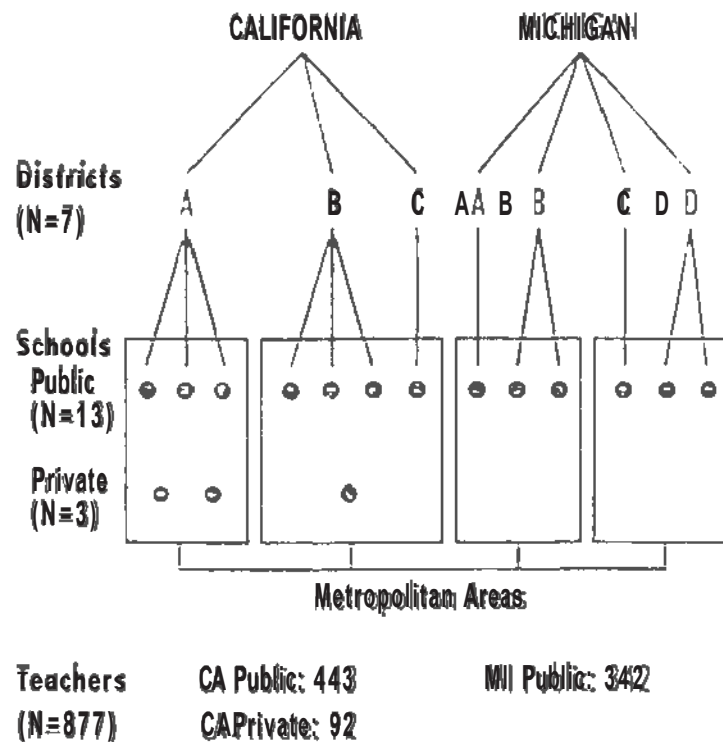




Figure 11 depicts our embedded sampling design, which included:

- nearly 100 teachers
- 18 high schools (12 regular public schools, 1 alternative public school, and 5 independent schools)
- 7 districts
- 4 metropolitan areas
- 2 states

The two sample states, Michigan and California, represent substantially different policy contexts for teaching. Centrally, they contrast on level of centralization and involvement in educational reform. Michigan, like many states, has maintained a tradition of local control. California, in contrast, has been centralizing both school finance and educational standards for more than a decade. This state's aggressive efforts to reform educational practice, make it a leader in what is now called "systemic reform" — defining and aligning the goals, content, and outcome standards for classroom instruction. Also distinguishing the two states are economic conditions and student demographics. While Michigan is by no means a wealthy state, its support for public education significantly exceeds that of California and its schools are not confronted with the level of stress signaled by California's burgeoning population of limited-English-proficiency children.

Within each state, we targeted two metropolitan areas that represent substantially different economic contexts, relative scarcity and relative wealth, in terms of urban communities. Within each metropolitan area we selected one urban public school district and one suburban district and/or an independent school. This design allowed us to describe and understand a particular school and district within its broader community setting — in contrast to a random sampling strategy which strips the school of its larger political and organizational context and thus is antithetical to the mission of this Center.

The embedded sampling strategy prompted us to select two or three schools within each urban district. The schools were selected to represent "typical" schools serving the range of district students on social and demographic characteristics; we avoided the most troubled inner-city schools which have received so much attention in the research literature. The multiple school sample within these districts enabled us to understand system effects as well as the implications of different institutional routines and responses within the same community and organization context. In particular, the contours and nuances of district policy and practice can be detected only if one views this context from the perspective of more than one school.

## APPENDIX

Comparison schools, relatively unconstrained by their organizational and policy environments are provided by our independent school sample: a school designated for middle-class youngsters unsuccessful in traditional high schools (CA), a typical college preparatory school (CA), and an academically selective, high-performance school (CA). Suburban settings provide additional points of comparison of organizational and community contexts of teaching. The two suburban sites represent interesting differences in community contexts (a rapidly-growing, upper middle class CA district and a stable middle-class MI community).

The Center's teacher sample is the population of regular full-time and part-time teachers who taught in the sixteen CRC schools at any time during the period from Fall 1987 through Spring 1991. During the 1988-89 school year there were 877 teachers in the combined school faculties. All teachers were surveyed each spring (three times), and the annual respondent samples averaged around 700 teachers. The teacher interview sample included all department chairs, most academic teachers, and a distributed sample of nonacademic teachers in each CRC school. Key staff members and administrators in each school also were interviewed.

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Talbert, J.K., "Teacher tracking: Exacerbating inequalities in the high school."

Talbert, J. K. & M. W. McLaughlin, "Teachers' Professionalism as Negotiated Order."

## Center Papers and Reports

### CRC Content as Context Series:

S93-1 Stodolsky, S., "A framework for subject matter comparisons in high schools."

S93-2 Grossman, P., "English as context: English in context."

S93-3 CoEms, A., "Science teaching and school context: Three indicators of a complex relationship."

S93-4 Wilton, S., "Contextus, contextere: How is history a context?"

S93-5 Grant, G., "The creation of meaning in subject matter: Structural metaphors as interpretation."

S93-6 Little, J.W., "The compressed curriculum: Compromise of purpose and content in secondary schools."

S93-7 Healey, C., "No problem is unsolvable."

### Other papers and reports:

MC-151 Ennle, M., J. Kerkhoven & R. Snow, "Enhancing the Validity and Effectiveness of Large Scale Educational Assessment."

MC-150 Talbert, J.E. & S. Tsai, "Assessing academic subject differences in students' educational outcomes."

IMJ-149 Hill, D. & B. Bussey, "Building a learning community."

IMJ-145 Davidson, A.I., "Border curricula and the construction of identity: Implications for multicultural theorists."

191-136 Rowan, B., "The shape of professional communities in schools."

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RK93 Talbert, J.E. et al., "Goal diversity among U.S. high schools: Trade-offs with academic excellence."

MC-151 McLaughlin, M.W. & J.E. Talbert, "Summary description of CRC core data base: Integrating field and national survey research."

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Harry Handler, Professor of Education, UCLA  
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# Teachers' Professional Development: Critical Colleagueship and the Role of Professional Communities

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## Introduction

In his 1990 essay "A Revolution in One Classroom: The Case of Mrs. Oublier," David Cohen investigated how one teacher altered her classroom practice to reflect the new directions outlined in the California Mathematics Framework (Cohen 1990, 311-29). The essay, part of a larger study of the "relationship between instructional policy and teaching practice," detailed Mrs. Oublier's efforts to make sense of the new policy and to integrate innovative approaches into her instructional routines. The framework is a bold attempt by the state education agency in California to introduce nontraditional, constructivist approaches to teaching and learning into the state's mathematics classrooms. As is true with many of the national content standards efforts and other state subject-area frameworks, the aim is to increase students' understanding of subject matter and to diminish the repetitive, mechanical, and routine character of "school knowledge" (McNeil 1988).

Cohen's message in this essay is extremely important for any consideration of teachers' professional development in the context of broader content standards. In order to set the stage and raise some crucial questions, I include two lengthy, though telling, excerpts from Cohen's paper:

Lord, Brian. Teachers' Professional Development:  
Critical Colleagueship and the Role of Professional  
Communities. The Future of Education Perspectives  
on National Standards in America. College Entrance  
Examination Board, New York, 1994. pps. 175-204.



understanding, with little sense of how much remained to be understood, how much she might incompletely or naively understand, and how much might still remain to be taught. She is a thoughtful and committed teacher, but working as she did near the surface of this subject, many elements of understanding and many pedagogical possibilities remained invisible. Mathematically, she was on thin ice. Because she did not know it, she skated smoothly on with great confidence. (Cohen 1990, 322-23)

As the education community moves with startling speed toward a standards-driven approach to curriculum, instruction, and assessment, there is good reason to ask whether the nation's teachers will be proceeding on thin ice. The images of teaching and learning contained in standards documents (those completed as well as those still in draft) call for dramatic changes, and, unlike the first wave of reform in the early 1980s, this wave will succeed, if it succeeds at all, in the classroom and among teachers. What Cohen so aptly highlights is the struggle that veteran teachers face in fully grasping the nature of these changes and in reframing the ways they work with students.

Cohen's images of Mrs. O raise several questions for those who are concerned about teachers' professional development: In what ways might professional development contribute to a more reflective stance toward instruction? How will teachers be helped to move beyond "relatively superficial" interpretations of national content standards? From whom might Mrs. O get critical feedback on her teaching, and how might constructive criticism be built into the very fabric of professional development? Are there forums within which she might become more comfortable with the uncertainty and rough edges inherent in constructivist approaches to teaching and learning? What kind of professional development could help Mrs. O (and thousands of other Mrs. O's) acquire (or deepen) subject-matter knowledge and what Shulman (1987) calls "pedagogical content knowledge" to prepare for or to improve standards-based curriculum and instruction?

### National Content Standards: New Images of Teaching and Learning

Taken individually and collectively, the various standards-setting efforts<sup>3</sup> have portrayed a new picture of "what students should know and be able

<sup>3</sup>Completed or in various stages of development are National Standards for Education in the Arts (Consortium of National Arts Education Associations—Dance, Music, Theater, Visual Arts); National Standards in Civics Education (Center for Civic Education); National

Baratta-Lorton's book *Math Their Way*<sup>1</sup> thus enabled Mrs. O to wholeheartedly embrace teaching math for understanding, without considering or reconsidering her views of mathematical knowledge. She was very keen that children should understand math, and worked hard at helping them. However, she placed nearly the entire weight of this effort on concrete materials and activities. The ways that she used these materials—insisting, for instance, that all the children actually feel them, and perform the same prescribed physical operations with them—suggested that she endowed the materials with enormous, even magical instructional powers. The lack of any other ways of making sense of mathematics in her lesson was no oversight. She simply saw no need for anything else.

In what sense was Mrs. O teaching for understanding? The question opens up a great puzzle. Her classes excluded traditional conceptions of mathematical knowledge, and were organized as though explanation and discussion were irrelevant to mathematics. Yet she had changed her math teaching quite dramatically. She now used a new curriculum specially designed to promote students' understanding of mathematics. And her students' lessons were very different than they had been. (Cohen 1990, 318)

And several pages later:

[One] reason for Mrs. O's smooth lessons<sup>2</sup> has to do with her knowledge of mathematics. Though she plainly wanted her students to understand this subject, her grasp of mathematics restricted her notion of mathematical understanding, and of what it took to produce it. She did not know mathematics deeply or extensively. She had taken one or two courses in college, and reported that she had liked them; but she had not pursued the subject further. Lacking deep knowledge, Mrs. O was simply unaware of much mathematical content and many ramifications of the material she taught. Many paths to understanding were not taken in her lessons ... but she seemed entirely unaware of them. Many misunderstandings or inventive ideas that her students might have had would have made no sense to Mrs. O, because her grip on mathematics was so modest. In these ways and many others, her relatively superficial knowledge of this subject insulated her from even a glimpse of many things she might have done to deepen students' understanding.

Additionally, however much mathematics she knew, Mrs. O knew it as a fixed body of truths, rather than as a particular way of framing and solving problems.... Lacking a sense of the importance of explanation, justification, and argument in mathematics, she simply slipped over many opportunities to elicit them, unaware that they existed.

These limitations on her knowledge meant that Mrs. O could teach for

<sup>1</sup> *Math Their Way* presents an instructional system for primary grades mathematics that promotes understanding of mathematical patterns through the use of concrete materials.

<sup>2</sup> Cohen perceives this smoothness as concealing certain instructional tensions.

- multiple-choice, norm-referenced testing; more accountability for robust learning experiences and less for test scores;
- more critical and creative thinking and problem solving for students and less emphasis on rote knowledge, drill, and memorization;
- more learning for understanding and less learning for grades or scores; more learning how to learn throughout life;
- more opportunities for teachers to select or tailor learning so students learn a few essential things thoroughly, instead of merely "covering" a large number of things;
- more organization of time around student learning and less organization of time around adult or bureaucratic needs; and
- more diverse kinds of teaching and learning opportunities to accomplish the above goals; new kinds of pre-service and in-service professional development programs to strengthen the capacity of the teaching force to carry out such an agenda; greater involvement of teachers in designing curriculum and assessments (Lord, et al. 1992).

These are not insignificant grounds of agreement; they represent a new vision of teaching and learning and a tall order for teachers' professional development. The conditions, goals, and prescriptions for improvement outlined here are prevalent in the national content standards and reflect the extent of the struggle facing Mrs. O.

A sampling of some of the standards documents and drafts themselves gives a feel for the substance of the new reforms. For example:

### National Standards for Arts Education

The Standards ask that students should know and be able to do the following by the time they have completed secondary school:

They should be able to communicate at a basic level in the four arts disciplines—dance, music, theater, and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and the intellectual methods of each arts discipline.

They should be able to communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.

They should be able to develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.

They should have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods, and a



to do" as a consequence of K through 12 subject-matter instruction. The emerging standards, both finished text and ongoing dialogue, reflect common themes as well as broad consensus on the kind of instruction that students must receive if they are to be knowledgeable, active, and productive citizens in the twenty-first century. In the early years of the national content standards discussion, many of the major subject-matter groups were convened under the umbrella of the national Curriculum Congress (since incorporated as the Alliance for Curriculum Reform) to chart this common ground. In less than a day, they compiled a list that included the following objectives:

- higher expectations and standards for all students, not just the college-bound;
- more challenging and interesting content for everyone, based on the assumption that all students can learn whatever they are motivated to learn and when they are given adequate opportunities to learn;
- more heterogeneous grouping of students and less "ability grouping" or tracking;
- more responsiveness to the diverse needs of an increasingly diverse student body;
- more active learning for students and less passivity; more hands-on, direct opportunities to "make meaning" with language, science, mathematics, writing, the arts, etc.; fewer remote, irrelevant, or concocted educational experiences, including textbooks; more primary sources, original documents, and "real-life" contexts;
- more small group learning for students and less isolated learning; more time spent working together cooperatively, as people do in real work and civic situations, and less time spent in competitive learning environments;
- more performance assessment of students and less emphasis on

Standards in Economics Education (National Council for Economics Education); National Standards for English Education (National Council of Teachers of English [NCTE], International Reading Association, and the Center for the Study of Reading); National Standards for Foreign Languages Education (American Council of Teachers of Foreign Languages [ACTFL] and associations for teachers of French, German, Spanish, and Portuguese); National Standards in Geography Education (National Council for Geographic Education); National Standards in History Education (National Center for History in the Schools); Curriculum and Evaluation Standards for School Mathematics, Professional Standards for Teaching Mathematics, and Assessment Standards for Mathematics (National Council of Teachers of Mathematics [NCTM]); National Standards for Physical Education (National Association of Sport and Physical Education [NASPE]); National Science Education Standards (National Research Council [NRC]); and Curriculum Standards for the Social Studies (National Council for the Social Studies [NCSS]).

- d. describe and analyze alternatives within and across cultures for dealing with social tensions and issues;
  - e. explain why individuals and groups respond to change as they do, given shared assumptions, values, and beliefs;
  - f. demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- (National Council for the Social Studies Task Force 1998, 36; draft (noted with permission))

Curriculum and instruction that embraces standards such as these will confront teachers with the need for a much more comprehensive knowledge base (at each grade level), new models of pedagogical reasoning (Shulman 1987, 114), new instructional strategies, and restructured professional relationships among teachers and between teachers and students (Lord 1992, 5). The challenge for each of the Mrs. O's in each of the subject areas is how best to acquire and share this knowledge, develop new reasoning skills, augment the repertoire of instructional strategies, and build these new relationships. Teachers' work, as presently organized (Elmore 1990; Fullan 1991; Gideonse 1990; Lortie 1975), provides few opportunities and little incentive to tackle these problems head-on. Nor are these problems ameliorated by the penchant of national, state, and local policymakers to restate them as straightforward matters of implementation or systemic alignment. In their landmark study in 1975, Berman and McLaughlin left little room for doubt that traditional models of policy implementation were liable to fail in the complex world of school and classroom. This point was reinforced in Elmore and McLaughlin's 1988 study *Steady Work: Policy Practice and the Reform of American Education*. Attempts to solve Mrs. O's problems by mandate, or worse yet, simply to bypass them by decentralizing responsibility and "holding teachers accountable" will yield the same remarkably unsuccessful outcomes as a long list of reforms dedicated to what Timar and Kirp (1988) termed the "management of educational excellence." Inside the black box of standards-based change lie the knowledge, skill, and judgment of teachers and a set of individual and collective commitments to professional development.

### Challenges to the "Dominant Paradigm"

Professional development that is conceptually and practically rooted in what Little calls the "dominant paradigm" (1989) or the "training paradigm" (1993) has little chance of achieving the broader transformations in teaching that are implied (or, in some cases, prescribed) in these evolving

basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

They should be able to relate various types of arts knowledge and skills within and across the arts disciplines. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project. (Consortium of National Arts Education Associations 1994, 118-19)

## **NCTM Curriculum and Evaluation Standards for School Mathematics**

### **Curriculum Standards for Grades K through 4:**

#### **Standard 2: Mathematics as Communication**

In grades K through 4, the study of mathematics should include numerous opportunities for communication so that students can:

- relate physical materials, pictures, and diagrams to mathematical ideas;
- reflect on and clarify their thinking about mathematical ideas and situations;
- relate their everyday language to mathematical language and symbols;
- realize that representing, discussing, reading, writing, and listening to mathematics are a vital part of learning and using mathematics.

(National Council of Teachers of Mathematics 1989, 26)

#### **Standard 9: Geometry and Spatial Sense**

In grades K through 4, the mathematics curriculum should include two- and three-dimensional geometry so that students can:

- describe, model, draw, and classify shapes;
- investigate and predict the results of combining, subdividing, and changing shapes;
- develop spatial sense;
- relate geometric ideas to number and measurement ideas;
- recognize and appreciate geometry in their world.

(National Council of Teachers of Mathematics 1989, 48)

## **Curriculum Standards for the Social Studies**

### **Theme: Culture Level: Middle Grades**

**Standard:** Social studies programs should include experiences which provide for the study of culture and cultural diversity, so that the learner can:

- a. describe commonalities and differences among cultures;
- b. show how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- c. describe how the elements of a culture, such as traditions, beliefs, and values, behavior patterns, and artifacts relate to an integrated whole;



extend their understanding and make connections with concepts already in their grasp. As most teachers are aware, teaching itself can be, and often is, unpredictable. The circumstances in which professional knowledge becomes relevant are difficult to anticipate, but if teachers lack crucial knowledge (as did Mrs. O) they are likely to miss opportunities to advance student learning. This is precisely why teaching demands professionals whose knowledge of subject matter, instruction, and student learning is both broad and deep. It is also why the kind of professional development available to teachers needs to move beyond the dominant modes described by Little (1989, 1993). To become more proficient at "teaching for understanding" (Cohen, McLaughlin, and Talbert 1993), teachers need opportunities to voice and share doubts and frustrations as well as successes and exemplars. They need to ask questions about their own teaching and about their colleagues' teaching. They need to recognize that these questions and how they and their colleagues go about raising them, addressing them, and on occasion even answering them constitute the major focus of professional development.

## Teachers' Questions

Consider the kinds of questions that teachers raise, consider the genuine concerns they have about how best to reach their students—this is the grist for professional development experiences. Even teachers like Mrs. O, whose limited knowledge of subject-matter precludes raising certain kinds of questions, are prepared to inquire about their teaching:

*How shall I teach this middle grades unit on gasses and airs when I have had little training in science? Will the hands-on experiments I have planned help clarify or confuse matters? Where do I turn to get guidance on the curriculum? The district no longer has a science supervisor, and the only certified science teacher in the school is committed to paper-and-pencil approaches and a textbook published in 1964.*

*Should I have introduced this concept on geometric shape before these students had an opportunity to explore other ideas about measurement? The kids' questions seemed to take us there and they seemed genuinely excited about the material. But do they really have the skills to develop these ideas? How does this affect lesson plans for tomorrow or the rest of the week? I took the chance, took the detour, but now we're a bit behind. I really don't want to leave them hanging on some of these ideas; I need to cover so much material before the achievement tests.*

standards documents. The principal features of this paradigm, as Little (1989) describes them, are

1. A nearly exclusive focus on the individual as classroom teacher, but in a narrowly conceived way;
2. Centralization of resources and activity;
3. A service delivery mode that is market oriented and menu driven;
4. Low individual or collective opportunity to learn; and
5. Absence of professional development policy (3-4).

Instead of centralized in-service activities emphasizing generic skills development, however, teachers like Mrs. O will need a host of new supports to accelerate and deepen their learning and to guide them through experimentation and the real struggles that accompany change in the classroom. While the more routine forms of staff development have had substantial utility for what teachers need to accomplish in classrooms as they are presently organized and for effectively transmitting the "school knowledge" (McNeil 1988) that is often viewed as obligatory by teachers and students alike, these strategies are in conflict with the challenges of new structure and new knowledge:

The training-and-coaching strategy that dominates local professional development has much to recommend it when considered as a balanced part of a larger configuration, and when linked to those aspects of teaching that are properly rendered as transferable skills. But the training model is problematic. The content of much training communicates a view of teaching and learning that is at odds with present reform initiatives. (Little 1993, 144)

In short, even at its best, teacher training relies on too small a toolbox for the renovations that the curriculum standards community demands. The desired changes in teaching require greater conceptual sophistication and a set of highly polished pedagogical skills that are only rarely rewarded in today's schools. The tendency, reinforced by current professional development practices, has been to think of teaching in reductionist terms, as a set of behaviors, skills, and items of knowledge to be routinely "applied" in classroom settings. Here, one thinks of the programs that fall under the heading of Competency-Based Teacher Education and Effective Teaching (Richardson 1990). This image of teaching, however, fails to capture what is most crucial to this "uncertain craft" (McDonald 1992), the complex relationships and enduring questions that require the exercise of sound professional judgment. Teachers work in fluid situations, organizing classroom activities and discourse in ways that help students



it places that training in a wider context of teachers' questions and strategies. And it stands in opposition to piecemeal approaches that look to staff development as discrete opportunities for skills transmission and acquisition.

→ This kind of collegiality cannot be fostered in environments of professional isolation. Teachers need to hear other points of view, need to air their own ideas among colleagues whom they trust and respect. Yet the willingness of teachers to serve as commentators and critics of their own or other teachers' practices is dependent, in part, on perceived reciprocity—on the likelihood that other members of a department, a faculty, or the profession more generally, will participate fully. If this reciprocity is in doubt or if the professional community is too small or insular or inexperienced to meet legitimate expectations for new knowledge and productive insights, then teachers may well choose the privacy and security of their own classrooms (as many teachers currently do) and take private paths to professional development. If too many members of the community cannot or will not make meaningful contributions to critical understanding, then teachers will guard their best knowledge and disguise their real doubts about teaching. In other words, there must be a reasonable expectation that a professional community has access to the right kind of resources, that participants share relevant interests and experience, and that collaboration will be real before individual teachers will begin exposing their practice to critical review.

I will return to the concepts of critical collegueship and professional communities in the subsequent discussion. But first, what are the realities for teachers' professional development today? Do they provide a basis for engaging teachers, especially teachers like Mrs. O, in the kind of learning and professional growth that sit comfortably alongside national content standards?

## Current Configurations of Professional Development

What are the principal configurations of professional development that are available to teachers through their schools, districts, professional associations, and other public and private agencies? What kinds of activities or programs are most common? What are the principal costs of these programs? What are teachers' views about participating? While, on the whole, there are very few studies that address these questions in a systematic way, three have provided a preliminary account. Moore and Hyde (1981)—*Making Sense of Staff Development: An Analysis of Staff Development Programs and Their Costs in Three Urban School Districts*, Little et



Some of the kids in my tenth-grade class are reading fiction by Dickens and Austen and even Calvino; others have trouble with short passages in the anthology that the department authorized. How do I structure classroom discussions and small group interactions that account for these differences but avoid the kind of tracking that shunts some kids into a dead-end curriculum? I think some of the kids are embarrassed about their reading levels and I don't think I've done a very good job at helping them share their ideas with me or their classmates. I need to do better; I just need some time to think it through, a chance to talk to some other teachers who have more experience than I have, but I have so many papers to grade and I just lost my classroom aide.

- The principal just distributed copies of the new .... Standards; he says we're going to "implement" them over the next three years. I've been teaching 24 years and I have real questions whether these inquiry-based learning and problem-solving approaches are going to work. I'm skeptical that it's going to make much difference for the kids in my classroom, and I'm not ready
1. to throw my work and experience out the window. Where am I going to get the time to experiment with these new approaches? No one else in this school is teaching this way, and the one teacher [who] did try it a couple [of] years ago didn't last six months. I want to see how this is going to work before I jump on board.

These are the kinds of questions and worries, enduring questions and worries, that are part of the fabric of teaching.

Key features of professional development, in the light of national content standards, are to support teachers in their efforts to bring to the surface these questions and concerns, to help teachers expose their classroom practices to other teachers and educators, and to enable teachers to learn from constructive criticism. This is what I term "critical collegiality." It holds an important place in many other professions and arts (e.g., medicine, scientific research, visual and performing arts) but runs counter to the "norms of privacy" (Little and McLaughlin 1991) that are pervasive in the teaching community. The point is to ask increasingly more powerful and revealing questions about the practice of teaching, especially about those facets of teaching that are influenced by the constructivist approaches so richly described in standards documents and the research literature. This kind of professional development provides support for greater reflectiveness and sustained learning. It invites teachers to think more deeply and experiment more thoroughly with what, for many, are altogether novel ways of teaching. Through exchanges that support the description and redescription of teaching practices, it substitutes a more complex phenomenology of teaching for commonplace instrumentalist accounts. While recognizing the value of technical training,

inquiry that requires thoughtful critique of one's own work and that of others.

6. The principal cost of teachers' professional development is the salaries of staff development providers and participants.<sup>5</sup> There is comparatively little money devoted to collegial activities such as teacher networks, institute participation, or conference attendance. Support for these activities, where it exists, often comes from federal or private sources, although some states have funded professional development networks. Teachers' travel is especially constrained during tight fiscal times, and coupled with teachers' limited access to telephone or other forms of electronic communication, teachers' professional contact with colleagues is severely limited.
7. Few teachers are satisfied with the nature or extent of district-sponsored staff development efforts, and only a small number participate in more intensive or sustained professional development programs;
8. Teachers are seldom expected to assume additional responsibilities as a consequence of their professional development. In other words, schools and districts seldom capitalize on their investment in teachers' learning. With the exception of small numbers of "mentor teachers" or "career teachers," few teachers assume new roles vis-à-vis their colleagues or new instructional assignments that would take advantage of acquired knowledge or skills. The expectation is that students will reap the return on investment, although there is seldom any sustained evaluation or review of programs to determine whether students benefit.
9. Staff development often serves as a political football. Central office staff and school administrators use staff development as a public response to the "problem of the day." "Our teachers have been (are being) trained to do x" (where x is a variable covering anything from multiculturalism and race sensitivity to performance assessment or effective schools practices) is a refrain that provides political cover.

### **Beneath the Surface of Current Practice**

The image of teachers' professional development that emerges from these studies stands in stark contrast to the images and expectations of teach-

<sup>5</sup>Moore and Hyde (1981) and Lillie (1989) include the present value of teachers' future salary increases as a major cost of staff development. Miller, Lord, and Dorney (1994) do not. Even without the addition of future salary increases, however, provider and participant salary costs are the highest costs for district-sponsored staff development. This is not surprising, given the labor-intensive character of professional development work.

al. (1987)—*Staff Development in California*, and Miller, Lord, and Dorney (1994)—*Staff Development: A Study of Costs and Configurations in Four School Districts* provide some detail on the state of staff development programs, activities, responsibilities, and spending in the K through 12 system. Other studies focusing on the broader context of teaching and its implications for professional development have been conducted by McLaughlin, Talbert, and their colleagues at the Teacher Context Center at Stanford University (McLaughlin 1993; Talbert and McLaughlin in press). While the literature is replete with reports on specific staff development programs and projects, research on broader reform initiatives of which professional development may be a significant part, and discussion of more overarching theoretical issues, there are few comprehensive studies of current practices. Given the weight of reform that rests on the possibilities for change among the nation's corps of veteran teachers, the fact that the larger picture of teachers' professional development has been so little studied is both surprising and worrisome.

The research findings from the three major studies cited above help frame a common picture. The major features are:

1. Teachers rely on district-sponsored staff development programs and activities for the larger part of their professional development;
2. These programs and teachers' experiences of them tend to be fragmented; responsibilities for staff development are spread across a multiplicity of district offices and seldom does the district have a unifying vision or strategy that links these efforts.
3. District staff often serve as staff development providers or coordinators, although, as most districts experience budget cutbacks, these positions are being eliminated or consolidated with other projects or positions that have responsibilities other than staff development.<sup>1</sup>
4. Central office staff continue to rely on one-shot activities that emphasize technical skills development and have limited follow-up, and often turn to large-group sessions in order to "reach" more teachers.
5. Few staff development activities provide teachers with opportunities for extended cooperative work, for experimentation, risk-taking, or

<sup>1</sup>In a few districts, central office staff have begun to serve less as providers or regulators of staff development and more as co-collaborators or supporters of school- or teacher-designed activities. The transition from regulatory role to technical assistance role is an enormous challenge for district bureaucracies; an atmosphere of residual distrust often affects these relationships.



classroom. Teachers often discount and distrust outsiders' knowledge, and this clearly impedes the effectiveness of staff development activities and programs.

Third, prevailing forms of staff development for teachers are bureaucratically manageable, measurable, and, in a limited way, equitable. District-sponsored professional development draws on public funds and thus is subject to public accountability. Mandated workshops or in-service days can be centrally organized and empirically shown to reach a large number of teachers. Administrators can construct a per teacher cost and thus better argue for the cost-effectiveness of their programs. Of course, little is known about the success of these programs in enriching teachers' understanding or deepening their knowledge, nor is much effort made to design links among different activities that might expand the overall power of a learning experience. In contrast, it is difficult to achieve high levels of accountability with what Little (1993) calls the "messier" types of professional development. It presents a challenge, for example, to determine how many teachers participate (or how often they participate) in staff development activities such as collegial study groups or teacher collaboratives or to identify what it is that these teachers actually do when they work together.

Often not far beneath the surface of district-sponsored staff development programs is a very admirable impulse to provide equal opportunity or equal access to professional development experiences for all teachers in a district. Where resources are extremely limited, fair-minded administrators organize programs to ensure broad and equitable access under conditions of scarcity. The upshot of this approach is that many, most, or even all teachers receive the same treatment despite significant differences in what, where, whom, and how they teach. Instead of programs that emphasize opportunities to experiment, raise hard questions, or explore in depth, staff development is reduced to discrete experiences that do little more than introduce a topic or technique. Like some early reform efforts that centered on equal educational opportunity, this impulse toward equity in staff development concentrates too little on the quality, relevance, and appropriateness of the opportunities themselves.

Alongside these issues of equity and managerial and fiscal accountability for staff development stands the district's political accountability for education change and responsiveness. Demands for reform cover a wide spectrum of education philosophies and political constituencies, e.g., demands for multiculturalism, demands for basic education, demands for constructivist teaching and learning, demands for integrated curricula, and demands for integration of educational and social services. These demands require district response and, in politically charged times, one of

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Brian Lord

ing that are implicit in national content and teaching standards. It is fair to ask why professional development has taken this shape; the answers may provide some direction for what we might do differently, or, at the very least, for thinking more clearly about staff development practices.

First, staff development traditionally has been valued for its instrumental significance. In this view, teachers' sole responsibility is the education of students and, consequently, any activities that do not contribute directly to student achievement or welfare are not part of the teacher's job. Teachers are the instruments through which knowledge is transmitted to students, and the place where this happens is in classrooms. "Teaching" is something one does exclusively in the presence of students. This view is broadly shared in the education community, even, or perhaps especially, among teachers. They often voice a reluctance to leave the classroom or desert their students in order to pursue their own professional development. Many will argue that they have too little time with students as it is without these additional absences. Another consequence of instrumentalist reasoning is that absences for professional development purposes can be justified only insofar as the staff development experience provides direct (and preferably measurable) benefits to students, e.g., new approaches to using materials or technology or new techniques for working with students in cooperative groups. In short, while many teachers often express a desire for professional development that is intellectually challenging, others prefer programs with immediate payoff, something that will improve opportunities for their students and thus serve as a warrant for time away from the classroom.

Second, the dominant epistemology governing staff development work continues to be reductionistic and positivistic. It is assumed that knowledge about curriculum, instruction, and assessment can be broken down into discrete elements (neatly packaged in one-shot workshops), noncontroversial (free of conflict, criticism, or real debate), context-independent, and empirically verifiable or replicable. Knowledge that fits this description can be transmitted by telling and is not subject to continual revision and renewal. Pervasive in district staff development programs is the view that "one size fits all," and that change in practice follows directly on change in knowledge. Teachers' questions, doubts, skepticism, and uncertainty are seldom addressed in staff development workshops or in-service activities; instead, technical knowledge is offered as a practical solution to the question of what teachers need to know. It is not surprising that this epistemology reinforces and even fosters anti-intellectualism in the teaching community. Knowledge is constructed and imported from outside the community of practicing teachers, and little credence is given to perceptions, experiences, and ideas that have their origins inside the

the effectiveness of new ways of teaching. It leads to highly differentiated implementation, a "melange of traditional and novel approaches" (Cohen 1990, 312), as teachers try to patch together a coherent instructional program out of disparate policies and other external influences. Teachers' efforts to adapt new ideas to current practices and to develop connections between disjointed staff development experiences become invisible. **Contradiction 4.** Most district-sponsored staff development takes the form of telling or telling combined with superficial discussion sessions or workshop practice. The national content standards, however, emphasize broader conceptual understanding and the exercise of teachers' judgment. The standards suggest that teachers should facilitate student learning by helping them construct meaning through problem solving and inquiry. Staff development in the transmission model provides little opportunity for teachers to enlarge their subject-matter knowledge or experiment with altogether new instructional strategies. Teachers are denied the opportunities for inquiry-based learning, though policymakers and staff-development providers insist that these same teachers embrace this new approach in their classroom instruction.

## Rethinking Professional Development

The dismal state of most district-sponsored staff development, the conceptual impoverishment of many activities and programs, and the internal contradictions that decrease the effectiveness of staff development experiences while increasing professional isolation and frustration suggest that we approach teachers' professional development from a different angle. We know little about Mrs. O's staff development experiences. Cohen observes that neither she nor other educators or policymakers had asked "how she saw her math teaching in light of the Framework" (1990, 325). Beyond this, we know little about the nature or extent of the support she received. But it is important to consider what might help her, and others like her, to gain a better grasp of subject matter and become more comfortable with new approaches to teaching and learning. What are some of the crucial factors that might improve Mrs. O's prospects for substantive change? In the remainder of this section, I consider two interrelated approaches that might prove fruitful for invigorating teachers' professional development: The first of these is critical collegueship, the second resource-rich professional communities. My remarks on each of these topics are preliminary and speculative. There is not a large base of empirical evidence to support a call for professional development that reflects the particular virtues, capacities, or professional relationships that I describe



the principal salves at the disposal of the central office is the banner of staff development. Teacher training is a politically viable and visible response to complex issues surrounding education change and improvement.

### Contradictions in Current Practice

What are the internal contradictions embodied in the training model, and how do these contradictions sow the seeds for a different approach?

**Contradiction 1** Many teachers need and demand short-term results from staff development work. Short-term results, however, seldom add up to substantial change, and staff development that emphasizes such results contributes to the perception, if not the reality, of a "deskilled" occupation (Apple 1988). Teachers are left hungry for more substantial professional development experiences and for more control over what counts as substance. The urgent need for additional support, given increasingly complex curricular, demographic, and social issues, pushes teachers and staff developers toward quick-fix solutions that often only compound problems and leave both participants and providers frustrated by the lack of progress. Teachers' initial impulse is to insist that the new information, skills, and techniques acquired result in demonstrable outcomes and observable classroom utility. This promise of immediate utility serves as a magnet for attracting teachers into staff development programs and as a means for overcoming teachers' a priori objections to leaving the classroom for purposes of continued learning. Districtwide efforts to supply this kind of narrow, instrumental staff development seldom meet the needs of more than a few teachers, however, and leave a legacy of unmet needs and professional frustration.

**Contradiction 2:** The effort to reach all teachers in a district in order to achieve widespread results leads to a precariously thin staff development program and little real change. The intensity or intensiveness of such experiences is so weak that they fail to have a deep or lasting effect on any teacher despite having reached every teacher. Although teachers sit together during large-group sessions, they seldom engage in protracted dialogue and learn little about one another's work. This artificial collegiality drives teachers to seek other avenues of professional interaction or to seek other rewards in teaching.

**Contradiction 3:** The goal of providing skills training for individual practitioners (with limited follow-up or feedback) leads to isolated efforts at implementation of innovations or to pro forma compliance with curricular and instructional policies. It limits critical review of teachers' efforts to change their practices and denies the profession a cumulative record of

5. Increasing teachers' comfort with high levels of ambiguity and uncertainty, which will be regular features of teaching for understanding.
6. Achieving collective generativity—"Knowing how to go on" (Wittgenstein 1953)—as a goal of successful inquiry and practice.

These are virtues and capacities that, if well practiced and deeply held, would help teachers like Mrs. O make the transition from traditional models of curriculum and instruction to the constructivist, inquiry-based approaches favored in the national content standards. In fact, they are virtues that are constitutive of standards-based instruction itself. The claim here is that teachers' professional development that has as its aim the transformation of teaching can be identified with the growth of these attributes.

Unfortunately, most teachers simply do not have the tools, background, preparation, or appropriate opportunities for developing or exercising the traits of critical collegiality. At few points in their professional preparation and seldom in their classroom work do teachers have opportunities to observe other teachers teach, to be observed as they teach, to engage in open and constructively critical discussions about what they observe and what they do, or to reflect on new ideas, practices, and policies that influence teaching. The fragmented and discontinuous learning experiences that Goodlad and his colleagues (1990, 27-34) describe as ubiquitous in teacher education institutions do little to prepare teachers for engaging actively with their colleagues to discuss key issues of professional practice:

There is a renewing kind of "tension" between the frontiers of what is known and the frontline implementing of day-to-day practice that [is] present in medicine and law but absent in education. (Robert Levin in Goodlad, Soder, and Sirotkin 1990, 61)

Engagement with the frontier of knowledge in the context of ongoing classroom practice is foreign to most teachers, even those prepared in state flagship or research universities. There is little common ground for discussion about what constitutes good practice (teachers' training experiences are likely to be quite diverse and not deeply rooted in a common canon of pedagogy and content) and little commitment to subjecting any teacher's views, opinions, or claims of knowledge to critical review. Time for reflection is limited by the many demands on teachers' time, and teachers often respond to new classroom challenges or demands by turn-

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below, but, nonetheless, by beginning to redescribe the process of professional development itself, we may be able to lay the ground for further research and development.

### Critical Collegueship

In the past decade much has been written about the virtues and challenges of collegiality and collaboration in helping teachers improve their practice. (See, for example, Fullan 1991; Lieberman, Saxl, and Miles 1988; Little 1990a, 1990b; Little and McLaughlin 1991; Lord 1992; McLaughlin and Yee 1988.) While the positive influences of greater collegiality are not automatic (Little and McLaughlin 1991), there is a substantial body of research pointing to a range of benefits for teachers. Among these are greater openness regarding classroom practice, mutual obligation to share knowledge, collective planning and design of curriculum and instruction, and opportunities for exercising leadership. These benefits alone, however, will provide, at best, a limited foundation for standards-based teaching. For a broader transformation, collegiality will need to support a critical stance toward teaching. This means more than simply sharing ideas or supporting one's colleagues in the change process. It means confronting traditional practice—the teacher's own and that of his or her colleagues—with an eye toward wholesale revision.

Among the elements of critical colleagueship are the following:

- ① Creating and sustaining productive disequilibrium through self-reflection, collegial dialogue, and on-going critique.
- ② Embracing fundamental intellectual virtues. Among these are openness to new ideas, willingness to reject weak practices or flimsy reasoning when faced with countervailing evidence and sound arguments, accepting responsibility for acquiring and using relevant information in the construction of technical arguments, willingness to seek out the best ideas or the best knowledge from within the subject-matter communities, greater reliance on organized and deliberate investigations rather than learning by accident, and assuming collective responsibility for creating a professional record of teachers' research and experimentation.
- ③ Increasing the capacity for empathetic understanding (placing oneself in a colleague's shoes). That is, understanding a colleague's dilemma in the terms in which he or she understands it.
- ④ Developing and honing the skills and attributes associated with negotiation, improved communication, and the resolution of competing interests.



to content standards or frameworks. Mrs. O may feel strongly that her approach to teaching mathematics contributes to greater understanding than another teacher's inquiry-based approach, and these differences could precipitate lively argument and disagreement about how to proceed. But bringing this disagreement to the surface and openly challenging the culture of noninterference (Pellegrin 1976) that has become so deeply entrenched in the world of teaching are crucial components of self-renewing change. Professional development that is tied to standards-based reform will reflect this critical stance. It will emphasize negotiation and debate among colleagues and place significant weight on teachers' self-directed inquiries as they actively seek resolution of their differences.

Reframing and redescribing the everyday activities of teaching in ways that promote new insight into subject matter and student learning are crucial to the success of critical colleagueship. Professional development in the context of national standards is not about solving the problem of the day or about introducing a new trick of the trade, but rather about seeing or "reading" teaching in novel ways, in ways that provide productive or pregnant insights into an exchange with a student, the shape of a lesson, the organization of the curriculum, or the strength or weakness of a particular text. Review, reflection, and critique are essential to effective teaching because teaching itself so often relies on "knowledge-in-action" (Schon 1983) or "personal knowledge" (Polanyi 1958), an implicit understanding of actions, decisions, and classroom discourse that may prove difficult to characterize, describe, or analyze. One of the defining objectives of critical colleagueship, then, is to provide opportunities for teachers to talk about their teaching, to understand the value and the power of their own descriptions.

At the core of increased reflectiveness is learning to question current concepts about subject matter and other elements of instruction and student learning. By holding up to examination taken-for-granted assumptions and everyday concepts and beliefs, teachers are able to build a more coherent conceptual foundation to support practice. This is especially important in the case of staff development programs and activities that support standards-based reforms. At present, few teachers share the concepts related to subject-matter content and instruction that standards documents take as fundamental and that serve as a point of departure for constructivist teaching and learning. In order to integrate these concepts into a meaningful and consistent picture of highly accomplished teaching (National Board for Professional Teaching Standards 1993), teachers must first question the concepts (assumptions, images, pictures) that currently drive their practice. The futility of trying to lay a complex, constructivist epistemology on top of more behaviorist, competency-based approaches to

ing to the most reliable routines. This was clearly Mrs. O's response to some of the subtleties of the California Mathematics Framework.

These shortcomings in teacher preparation and development are compounded by the random or accidental character of teachers' efforts to acquire new knowledge and skills. Veteran teachers often hear about new ideas, methods, and strategies from the colleague next door, from a grade-level leader or department chair, or from an eclectic army of materials that sift down through the central office, academic department, or resource teacher. These new influences are seldom a consequence of a concerted and sustained program of investigation undertaken by the teacher or his or her colleagues. Neither the teaching profession nor district bureaucracies have provided appropriate incentives or adequate support for teachers to undertake organized research.

Whereas traditional models of staff development are predicated on sameness and the functionalist purposes of training, critical collegueship depends on difference and conflict as driving forces. This is what is meant by "productive disequilibrium." Instead of relving on routine dissemination of information and techniques to inspire new practices, critical collegueship turns to increased reflection, informed debate, honest disagreement, and constructive conflict as tools of change. The kinds of changes that the education community is asking Mrs. O to make have not been well charted. There is ample room for challenging, rethinking, or even rejecting some dimensions of this new approach. Despite its privileged position in recent cognitive theory and its favorable treatment in standards documents, constructivism, for all practical purposes, remains a collection of unrealized images and "promissory notes" (Wolff 1994). Teachers will need to evaluate and translate the central concepts of constructivism into tangible and coherent classroom practice. In part, this means that Mrs. O must develop those dispositions or habits of mind that provoke self-examination of classroom practices. It means she must probe deeper and ask better questions about the nature of curriculum, instruction, and student learning. It means inviting collegial observation and critique of her own teaching and engaging in critical review of the teaching of others, whether that of her colleagues or that represented through sufficiently rich case studies. Standards-based instruction requires that teachers abandon some of the comfort of routine and look beyond the initial attempts to implement a policy or program. For example, Mrs. O needs to ask better questions about her use of manipulatives with students; she needs to work with colleagues to help her formulate these questions and the search for answers; and she needs to seek out informed critique of these and other elements of her practice. This invites conflict, discomfort, and dissonance, but these are the prices for a more than superficial response

pose in these local settings are well framed, for example, whether they take account of national content standards or whether they build on similar questions being asked by teachers in the next school or the next district. Second, do local forms of collegueship, inspired by national content standards and/or state curriculum frameworks, create a set of programs or activities that, taken together, make sense for the district, its schools and students? In short, how can local efforts to develop critical collegueship avoid parochialism and ensure some coherence in the professional development program?

These questions become particularly acute in the face of efforts by many districts to decentralize and restructure roles and responsibilities for all facets of school policy, including professional development. The focus of these efforts has been largely on helping schools and school systems function more effectively in the face of overwhelming change (Schlechty 1990); it has dealt less with how teachers within these schools and school systems acquire, use, and share new knowledge about academic content, instruction, and student learning. This is not meant as a criticism of school restructuring; for critical collegueship to flourish in schools, the conditions of teachers' work will need to change dramatically, and this means reinventing the organization of school itself. It is to say, however, that turning too much attention inward, drawing only or largely on the intellectual and material resources within the school, is dangerously limiting. While improving school culture or school climate can improve educational opportunities for our K through 12 students, it may still leave unaddressed the question of how teachers will come by the knowledge that they need in order to transform teaching in and across the subject areas.

One of the criticisms frequently leveled at the national content standards movement is that it tears the curriculum standards discussion out of the hands of local practitioners and turns it over to a community of policymakers, legislators, and curriculum professionals. In the place of standards-driven reform, some critics urge personalization and responsiveness to students in educational programs and practice. The danger in this focus, I believe, is that teachers are invited, indeed encouraged, to initiate change based on their best knowledge within the classroom or within the four walls of the school. Lord et al.'s (1992) argument that small groups of teachers in isolation and with only their independent experiences of curriculum and instruction to guide them can, individually or collectively, create a restructured education environment in which students will have access to a comprehensive, balanced, and challenging curriculum seems fundamentally flawed. The point of the movement toward the professionalization of teaching and toward the wider influence of national content



teaching has been pointed out in recent research (Cohen 1990; Cohen and Spillane 1992; Darling-Hammond 1993). The aim of professional development must be to expose assumptions about teaching (some of which are archaic and even damaging to students) and to produce what I have called productive disequilibrium in traditional concepts and daily routines. This approach is not, as any administrator or policymaker would acknowledge, an easy sell. When the consequence of staff development activities or involvements is professional discomfort or conflict, it is difficult to see an immediate benefit for students and thus to rationalize this use of teacher time.

What kinds of professional development promote these elements of critical collegueship? They include, but are not limited to, informal study groups, peer observation and critique, case studies and case construction (see, for example, Barnett 1992; Barnett and Sather 1992); action research (Watt 1993); journal writing and analysis (Duckworth 1987); multimedia reconstruction of classroom experiences (Ball, Lampert, and Rosenberg 1993); story construction that relates teachers' struggles, not merely teachers' successes (Driscoll, Miller, and Dorney 1992); teacher leadership programs (Driscoll and Miller 1993); grant writing, proposal review, and project management (e.g., the small giants program implemented by the *Local Education Funds*); curriculum development and field testing; conference presentations; publication in professional journals; and review of national content standards. This is clearly a different picture of professional development from the training or peer coaching models that absorb the time and resources of most school districts today. It suggests a different set of responsibilities and obligations for teachers, but also provides a set of opportunities for strengthening the profession.

### Expanding a Resource-Rich Professional Community

Critical collegueship is, in many respects, a local activity. Small groups of teachers form communities of interest around matters related to their teaching. They tackle projects together, they review cases together, they develop curriculum together, they work, in general, toward improving their teaching. Predicated on openness and trust, these communities require face-to-face communication and frequent opportunities to strengthen professional relationships. The questions that teachers raise in these local communities are first and foremost, questions that emerge from their classrooms or in local context. This connection to the classroom is one of the factors contributing to greater authenticity of professional development. But there are very real problems with this strongly localistic cast to collegial work. First, it is fair to ask whether the questions that teachers

libraries, museums, theaters, businesses and industries, and civic agencies.

4. Intensive, and in some cases long-term, professional relationships among participants.
5. A perspective on the profession of teaching that extends beyond the four walls of the school and beyond the duration of individual teachers' careers.
6. A greater commitment to "lateral accountability" (Wolff 1994) within the teaching profession, i.e., the critical review of teachers' practices by other teachers.
7. High levels of teacher involvement in the reform of systemwide structures.

Not all resource-rich professional communities have the same features: teacher networks may emphasize teacher ownership of professional development activities; partnerships with industry may emphasize access to professionals in fields other than education; subject-matter associations may emphasize a perspective that is national in scope and help to build cross-district professional relationships. All, however, set the stage for critical collegiality and serve as a safeguard against parochialism in teachers' professional development.

Much has been written recently about the role of subject-area networks and alliances in teachers' professional development, but less has been said about the role of subject-matter associations in fostering programs or activities that lead to more profound engagement among colleagues and deeper knowledge of the field. Indeed, some have commented on the invisibility of the major associations in the professional development arena. For example, Little maintains:

The place of teachers' professional associations remains nearly invisible in the mainstream professional development literature. We know little about the role played by the largest and most prominent subject matter associations (NCTE, NCTM, NSTA, and others) in the professional lives of teachers or in shaping teachers' disposition toward particular reforms. Although it is clear that the subject associations are exerting an increasingly powerful influence in the articulation of subject curriculum and assessment standards, we have virtually no record of the specific nature or extent of discussion and debate over subject matter reform. (1993, 135)

While Little is correct that the research literature provides few clues on the role of subject-matter associations in teachers' professional development, there is, nonetheless, ample evidence of their involvement, if not of their overall impact in this arena.



standards is that teachers need and should turn to a broader community of educators and education resources to inform local judgments. Compare the case of medicine. We expect when we enter a hospital in Kansas or Louisiana or Michigan that the doctors who provide treatment and the institution itself have a shared standard of practice for performing a coronary bypass—not identical practice, but practice that is well-informed, current, and subject to outside review. We might also expect that when we enter a school in Kansas or Louisiana or Michigan that teachers and schools have a shared standard of practice for offering instruction in human biology or U.S. history or mathematical probability—again, not identical practice, but practice that is well-informed, current, and subject to outside review. Only rarely and in a small number of schools will teachers be sufficiently well-informed about new models of teaching and learning to ensure a shared high standard of practice. This suggests that the principal goal of staff development reform should be to expand the community within which teachers focus exclusively on their own work or draw on whatever knowledge is readily at hand.

To overcome the insularity of teaching and to bolster the knowledge base within the profession, teachers need access to resource-rich professional communities. There is no one right model for these communities; indeed, we are just beginning to collect evidence on what they are and how they engage teachers in innovation and mutual support. (See, for example, Jennings 1993; Little and McLaughlin 1991; Lord 1992; Talbert and McLaughlin in press.) They include teacher networks like Collaboratives for Humanities and Arts Teaching (CHART) and Urban Mathematics Collaboratives (UMC), the Bay Area Writing Project, the California Subject-Matter Projects, a number of university/school partnerships and collaborations, cross-school or cross-district visitation teams, and increasingly, the activities of the major subject-matter associations, e.g., NCTM, National Science Teachers Association (NSTA), NCSS, NCTE, and others. Among the characteristics that account for the family resemblance across these professional communities are

1. Teacher ownership or, at the very least, increased partnership for teachers in decisions regarding professional development activities.
2. A collective commitment to acquiring and using new knowledge in the subject areas, especially knowledge that could be characterized as "cutting edge" (Little and McLaughlin 1991).
3. A reliable connection to resource-rich institutions, organizations, or associations independent of the school or school district, e.g., university education, liberal arts, and science departments, as well as



- collaboratives, networks, and alliances engaged in active inquiry about subject matter and instruction;
- leadership institutes that help teachers acquire the communication and negotiation skills that are necessary for systemwide change;
- establishing or expanding electronic networks that support "structured conversations" among teachers throughout the nation;
- expanding local, regional, and national teachers' academies in the subject areas;
- establishing or expanding small grants programs that support innovative teaching in the subject areas; and
- approaching national standards as "living documents," the basis for ongoing discussions and debate among teachers.

Collaboratives, teacher networks, partnerships, and alliances have fared little better than subject-matter associations in exerting influence over the direction and control of teachers' professional development writ large. For the most part, these groups have operated at the margins of local school district life (Lord 1992) and with weak or peripheral connections to the mainstream staff-development initiatives offered by central office staff. This isn't surprising, since part of the attraction of collaboratives and teacher networks is their independence from large, impersonal bureaucracies and their critical stance toward current classroom practices. It does present a problem, however, for efforts to embed teachers' professional development in larger efforts to reform systemwide structures.

The challenge for resource-rich professional communities, whether subject-matter associations, teacher networks, collaboratives, or other teachers' groups, is to create professional development opportunities that are intellectually vigorous, self-renewing, and more rewarding for participants than the limited menu of district-sponsored programs. Ideally, these communities would become a viable option to narrowly conceived in-service activities and a model for professional growth that could be incorporated in district policies and practice.

## Conclusion

National content standards require of most teachers a "revolution" in their teaching. The changes they are being asked to make go to the heart of professional practice—to closely held views about what counts as knowledge, to the organization of instruction, and to working relationships with colleagues. This kind of transformation comes from the inside; it will do little good to "train" teachers or "tell" teachers how it's done. Professional

Although subject-matter associations are not closely allied with district-sponsored staff development and may not view their primary mission as teachers' professional development, many of their programs and activities support critical collegiality as defined here. They are among the resource-rich professional communities that engage teachers around subject-matter knowledge and that provide teachers with access to a wider network of education professionals—researchers, curriculum developers and, most important, other teachers. In many respects, the subject-matter associations are stage-setters for new models of professional development. For example, the associations support:

- standards-setting efforts that involve teachers in formulation, review, and critique, not simply in implementation;
- national and regional conferences whose sessions increasingly reflect both the debate over standards and the process of shifting instruction to more student-centered, constructivist approaches. (See the NCTM 1994 annual meeting program and the NCSS seventy-third annual meeting program.) These conferences provide opportunities for teachers to hear and participate in a national dialogue, to interact with colleagues beyond the boundaries of a district, and to glimpse possibilities that may not be part of accepted practice at the local level;
- publications that provide some voice for accomplished teachers and a vehicle to ensure at least some cumulation of knowledge in the field. These include anthologies, yearbooks, journals, magazines, newsletters, and updates aimed at practicing teachers; and
- supporting materials (text, video, CD-ROM—the NCTM Addenda Series is an example) that help give shape to standards-based teaching and reform and further teachers' efforts to develop a critical stance toward their teaching.

Of course, the impact of these efforts is diminished by the distance of subject-matter associations from factors that affect teachers' professional lives. Historically these associations have not had control over teachers' entry into the profession or over advancement throughout a career. State and local education agencies have laid claim to these occupational levers and, thus, distanced teachers' associations from effective authority over the norms of professional development. Increasing their influence may require nontraditional approaches to professional development such as:

- technical assistance teams and monetary subsidies to support local



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development that upholds this revolution will stay close to teachers' questions and concerns, reflect the intellectual virtues of serious inquiry and recognize the place of critical collegueship in self-renewing change. While not a panacea, it is one strategy for helping Mrs. O find her way off thin ice and back onto solid ground.

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# Teachers Regulating Themselves: Teachers Owning Their Standards

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## Introduction

Professionalism is difficult to discuss because it has so many meanings, some of which refer to the individual professional, some to the collective profession. I will disaggregate the term and treat its dual meanings separately. Torres described professionalism as follows:

At base, professionalism involves the transference of policymaking authority from the state to an occupation.... Self-regulation is considered necessary in professions because the special expertise and training that professionals possess makes others unable to evaluate performance or determine the best policies for such occupations.... Because of the relative autonomy that professions have, they have been said to hold monopolies over certain services.... A professed commitment to service to clients and to a code of ethics are personal assurances that professional powers will not be misused, while state boards of practice, comprised of colleagues, serve as formal policing and sanctioning bodies. (1988 382, emphasis added)

Torres identified the key concepts basic to any discussion of professionalism: policymaking, self-regulation, specialized training, evaluation, policy setting, autonomy, monopoly, commitment to service, a code of ethics, and collegial policing and sanctioning. This section examines how

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Dear Danny:

The following are some of our tentative thoughts for discussion at the meetings at Harvard on Thursday and Friday. As we agreed in our phone conversation, the aim here was for this to serve as a basis for deliberation on the reconceptualization of the goals project.

Since you have already been successful in bringing institutions and communities to the point of wanting to undertake goals development, the issue which is addressed here relates to the next step: what does the goals project aim to achieve once the work with these institutions and communities gets underway?::

*1. Engagement with and study of philosophical ideas about Judaism and Jewish existence:* These are the conceptual underpinnings of Jewish education in that they provide conceptions of the very basis of Jewish existence: "What is a Jew?" Since we are working with groups with varying Jewish identities, these ideas will range from traditional philosophies expressed in classical and medieval writings (eg. Maimonides, Maharal, etc.) all the way to current ideas expressed by modern Jewish philosophers (eg. Hirsch, Soloveitchik, Rosensweig, Ahad Ha'am, Baeck, Heschel, Kaplan, etc.);

*2. Engagement with and study of ideas within the philosophy of Jewish education as they relate to the practice of Jewish education:* These ideas express substantial aims for Jewish education - ones which if achieved would enable graduates to live according to a particular conception of Jewish existence (as in #1): eg. "What is an educated Jew?" These ideas have been presented in the writings of thinkers mentioned above and by others, more recently by scholars of the educated Jew project. On the other hand, they may also be presented in person by local Rabbis, Judaica scholars, Jewish authors, etc.. People may adopt ideas espoused by Twersky (eg. his work at Maimonides school), Jack Cohen (eg. his work at the Reconstructionist school), etc..

*3. Consideration of educational goals:* The aim here is for goals of educational practice to be critically considered with respect to their capacity to contribute to the attainment of the larger aims of Jewish education. The interplay between educational goals and larger aims in Jewish education may transpire through a) an analysis of the educational ideas implied by educational practice (eg. goals statements, curriculum, teaching practice, etc.); b) an attempt to creatively consider which goals might lead to the attainment of levels one and two; or c) any number of other methods.

*4. Devise and pursuit of a strategy for setting vision-drivenness in motion in actual settings of Jewish education:* There is a broad range of possibilities here. In some settings, it may be advisable to begin by focusing on one program in one area of Jewish

education (eg. the teaching of Bible). In others, it may be more appropriate to begin by engaging board members in the study of philosophical ideas of education (eg. the study of Buber's view of the educated person/Jew). If implemented successfully, these initiatives could branch into expanded efforts in other areas (eg. teacher training, curriculum, evaluation, etc.), and create a movement towards broader vision-drivenness. A question which has arisen in our discourse over the last year has been the kind of staff which would be able to help devise and implement these strategies for and with those who are involved with Jewish education in a particular setting. In addition, having set vision-drivenness in motion in a particular setting, it may be important to consider how its progression and expansion could be supported, nurtured and deepened.

*5. Create interaction between local, national and international efforts to undertake goals development:* Since the goals project assumes that educational vision is an expression of a larger view of Jewish life shared by groups within and across Jewish communities, there may be much to be gained by bringing local, national and international players in Jewish education to interact with each other around goals project initiatives. For example, a local denominational school in search of new educational ideas in order to set its own goals may find intellectual and spiritual leaders from its own denominational offices to be an appropriate resource. In turn, these intellectual and spiritual leaders from within a denomination may find it useful to formulate their educational ideas with reference to alternative conceptions of the educated Jew as presented by the scholars of the educated Jew project. This in turn may affect educational thinking across the denomination.

We hope you find these thoughts to provide a useful basis for setting the agenda for our meetings at Harvard. Since I cannot find a time when both Seymour and I will be available together for a phone conversation, my suggestion is that we talk first and I will pass on your comments to Seymour. Please let me know when I can be in touch with you later tonight or tomorrow night (I fly early tomorrow morning and land in Boston tomorrow night). You may want to do this by sending a fax to me (972-6628377). In every case, I will try to reach you by phone later on.

Sincerely,

Daniel Marom

Cambridge  
Version

TO: Participants in the July Cambridge Seminar  
FROM: Daniel Pekarsky  
RE: Goals for the Goals Project

As a way of helping to launch our attempt to develop a shared understanding of what the Goals Project is about, I am drafting this brief statement that articulates my own view of the basic goals around which this project should be organized. In order not to distract from the focus on basic goals, the identification of activities associated with each goal was developed separately in the second half of the document.

**1. ~~Cultivation of a vision-and-goals-sensitive culture.~~**

The cultivation of a culture and a discourse (at national, communal, and institutional levels) that evidence an understanding and appreciation of the importance of seriously addressing basic questions pertaining to the goals of Jewish education. An important measure of success in this area is the extent to which communal and institutional planning processes involve serious efforts to wrestle with basic questions of vision and goals. Another index of success would be a demand on the part of institutions for CIJE help in undertaking a sustained and serious goals-process. The following must be cultivated:

a. An awareness of the multiple and critical roles that having a shared and compelling vision and set of goals can play in contributing to educational effectiveness - and of how far most educating institutions are from a vision-driven reality today.

b. A deep awareness that the process of deliberation concerning vision and goals is profoundly enriched by opportunities to study and ponder visions of an educated Jew and of a meaningful Jewish existence that can be found in Jewish religious thought and in the products of the Educated Jew Project.

c. An appreciation that engaging in this process of deliberation in the right way is itself an intrinsically rewarding opportunity to grow as a Jewish human being.

**2. ~~Development of the knowledge-base and the curricular resources needed to help appropriate educating institutions (and the agencies that support them) carry through a serious goals-agenda.~~**

a. The requisite knowledge-base and resources must be developed with attention to the project's assumption that a serious goals-process includes as an integral component (and not as an aside or as a kind of perfunctory bow to Tradition) significant encounters



with conceptions of Jewish existence found within classical Jewish texts, Jewish philosophy, and the products of the Educated Jew Project. The knowledge-base must identify the kinds of conceptions and ideas that might infuse efforts to address questions of vision and goals, as well as strategies for successfully achieving this infusion.

b. The requisite knowledge-base and resources need to encompass ideas concerning at least the following: the institutional pre-conditions for taking on a goals-agenda; models that articulate the nature of work with institutions around a goals agenda, what would count as success, and the role of "coaches" in that process; possible levels of intervention and available strategies at different levels - along with considerations pertinent to determining level and strategy; the effects (unintended and intended) of engaging in a goals-process, as well as predictable tensions, concerns, and obstacles that will need to be contended with; the skills, knowledge (Judaic, pedagogical, and other), and sensibilities needed to "coach" an institution; evaluation-instruments that will forward the work of institutions in relation to goals and offer meaningful indices of progress.

Building on progress made with goals 1. and 2.,

**3. Recruiting and training appropriate individuals to serve as coaches to institutions embarking on a Goals Agenda.**

**4. Develop a network of appropriate institutions pursuing a goals agenda under the guidance of the coaches identified and trained by the project.** This is to be accompanied by on-going study of what happens with an eye toward developing an increasingly rich and fruitful body of lore.

## ACTIVITIES ASSOCIATED WITH EACH OF THE PRINCIPAL GOALS

### Goal 1: Towards a goals-sensitive culture and discourse.

**Seminars,, conferences,, workshops,, presentations aimed at carefully targeted constituencies..** This effort must include the development of a range of strategies and materials that will enrich these activities and make it likely that they will have an enduring and fruitful impact (rather than being interesting events that may have no after-life). One of the challenges here is to find ways to more fully exploit opportunities that come our way - for example,, with the Atlanta high school or with Baltimore's upcoming central agency retreat - to nurture a deeper appreciation of the importance of goals and how they can fruitfully be approached.

**Development,, production,, and dissemination of articles and books and other materials that in compelling ways help to convey the insights and nurture the culture we hope to establish..** This should be assumed to include the development of strategies and materials that will make it likely that these documents will be used in powerful and appropriate ways.. Below are some representative activities::

Publication of the Educated Jew papers and the development of additional papers in the same general genre that will educate and stimulate thoughtful deliberation.. Along with this,, the development of materials,, strategies,, and exercises that will enhance the usefulness of these essays in work with lay and professional,, communal and institutional,, constituencies..

A vivid case-study -- perhaps a video -- of what happened,, and especially of the good that came about,, when an institution underwent a serious goals-process;

An "educational utopia" based on,, say,, Greenberg's ideas - a vision-driven institution organized around his ideal.. Or perhaps a book that offers three or four different ways Greenberg's ideas might be used as guides to educational change..

**A careful effort to ensure that all dimensions of CIJE's work in such areas as personnel development,, community mobilization,, and Monitoring and Evaluation are sensitive to and advance the concerns at the heart of the Goals Project..**

### Goal 2: Developing the knowledge-base and curricular resources needed to facilitate a goals-process in an educating institution..

**Pilot projects/Case studies::** Carefully monitored and documented work on a goals agenda with a few carefully selected institutions.

High-level seminars designed to examine, improve, and learn from the work going on in the field and to work towards the development of materials and strategies that will forward the work. It will be especially important to develop effective ways of engaging institutional participants in serious reflection on Jewish content and practical deliberations that build on this reflection. [[See, in this connection, Marom's companion piece which specifies important kinds of engagement with Jewish content that need to be encouraged among communal and institutional constituencies. A major challenge is to discover productive ways of engaging them in such study and reflection and infusing their practical deliberations with themes and questions that emerge from such study.]]

Careful written accounts that distill what is learned through the preceding activities about the nature of the work, about useful strategies, about obstacles, about foreseen and unforeseen outcomes, about the nature of effective coaching, and about the characteristics that make for a good coach.

Basic and applied research activities designed to illuminate our understanding of such matters as the nature of work with educating institutions and communal agencies and the kinds of outcomes to be sought; the kinds of philosophical ideas about Judaism and Jewish existence that it would be fruitful to infuse into institutional and communal deliberations, along with ideas about how to effectively do this. Also efforts to produce appropriate tools -- especially, for example, in the area of evaluation.

### Goal 3: Identifying, recruiting, and training coaches.

Workshops and seminars that include immersion in the philosophy of the project and in the work of the Educated Jew Project, a lot of work with cases designed to help participants become more adept at judging when, where, how, and why to intervene; opportunities for clinical work. The training builds on and uses understandings, materials, and strategies developed through the work subsumed under Goal 2.

### Goal 4: Towards a network of vision-driven institutions.

Develop criteria to determine appropriateness to undertake a Goals-process under our auspices. This means articulating principles of readiness and seriousness. It may prove appropriate to establish different levels of participation depending on the institution's readiness-stage (rather than taking an all-or-nothing stance).

Identify appropriate institutions through a process we need to determine.

Pair institutions with coaches so that the work can begin



and work out financial and other logistical arrangements..

Periodic seminars, workshops for the coaches that afford opportunities to share and examine what they are learning, to explore pertinent problems, to contribute to our own knowledge-base, and to become acquainted with new ideas..

Periodic opportunities for key stake holders in participating institutions to actively network and to learn from one another's experience..



## GOALS PROJECT CONSULTATION, July 1995

### BACKGROUND

Against a background of some uncertainty concerning both the future direction of the Goals Project and the best way for the Mandel Institute and CIJE to collaborate on this project,, the primary tasks of this consultation are:

- a. to arrive at a shared sense of the project's mission and the goals that flow from this mission;
- b. to arrive at a shared sense of the principal activities through which the project's mission and goals will be achieved.
- c. to arrive at a shared sense of the roles of CIJE and the Mandel Institute in the development of the project - - in determining,, implementing,, and evaluating the project's priorities and activities.. Included here is the identification of mechanisms that will facilitate more effective communication and coordination.
- d. to deepen our understanding of what is involved in working with institutions around a serious goals-agenda,, with an eye towards refining our understanding of the skills,, understandings,, bodies of knowledge,, and sensibilities,, needed by coaches who guide the efforts of institutions..

Preliminary discussions of this set of tasks have suggested that a better understanding of item d. may be invaluable when we consider items b. and c., and therefore the sequence for the proposed agenda looks like this:

1. MISSION AND GOALS OF THE GOALS PROJECT
2. WORKING WITH INSTITUTIONS:: THE NATURE OF THE WORK (with participation of Rob Toren)
3. THE PRINCIPAL ACTIVITIES THAT THE PROJECT WILL UNDERTAKE
4. CONCEPTUALIZING AND OPERATIONALIZING THE CIJE/MANDEL INSTITUTE COLLABORATION IN THE GOALS PROJECT

Our work can be considered a success if we can achieve a measure of closure concerning our mission,, our principal activities,, and our collaborative relationship. Closure of a desirable kind implies: a) genuine agreement among those present;; b) decisions made honor existing commitments;; c) decisions made forward the CIJE agenda. The agenda is filled out below.

would hope to attain, etc.

or ii. considering some actual cases that relate to our on-going work, e.g. the Atlanta consultation relating to a new high school; the upcoming set of workshops for Baltimore's central agency; issues arising out of Marom's work with the Agnon School; the way to approach our upcoming work with select JCC camps..

c. An attempt to draw out some general points,, hypotheses and questions concerning the nature of goals-oriented work with institutions,, concerning institutional preconditions,, etc..

d. Based on foregoing,, revisit question of the characteristics needed by coaches..

### 3. Determination of priorities and activities

With attention to our discussions under items 1 and 2,, identify priorities and activities that should define our efforts in the foreseeable future..

### 4. Determining roles and relationship of CIJE and the Mandel Institute in the development of the project..



MEMO TO: Alan Hoffmann and Barry Holtz  
FROM: DP  
RE: GOALS PROJECT PRIORITIES  
DATE: June 15, 1995

This is a follow-up to a preliminary conversation Alan and I had concerning Goals Project priorities for the coming year. In general terms, the situation is like this: there are a number of things in the hopper, some of them definite and some of them less certain. If all of them actually come about, we may be on over-load, but it's not clear that all of them will come about or what, if they do come about, they will demand. More importantly, given the number of activities we will potentially be involved with, we may be in danger of losing focus -- of diffusing our limited energies and finding ourselves in a reactive mode (simply responding to requests that happen to come our way). It is therefore critical that we step back and determine what we believe it most important to focus on in light of resources, capacity, and needs. This will, I hope, be at the center of the upcoming conversation between the three of us.

As background to our conversation, I will do the following below: a) lay out our projected activities; b) identify the 3 major directions which, in varied combinations, we might pursue; c) discuss how we might reasonably proceed in relation to the larger purposes of the Goals Project and CJE. My hope is that by the end of our July meetings, if not before, we (a "we" that includes our Jerusalem partners) will emerge with an agenda that feels sufficiently shared, clear, meaningful, and do-able to permit us to move along expeditiously.

In sketching out the range of things we are thinking about and or committed to doing, my intention is to put before us the kinds of data we need to deliberate concerning our priorities and possibilities. But in addition to this and for purposes of stimulating some pertinent discussion, I also put forward a substantive proposal towards the end of the document. This proposal explores a possibility that Alan and I briefly considered during our New York conversation -- namely, what would the Goals Project look like in the immediate and long-term future if we take seriously the concerns we have been recently discussed regarding our immediate readiness to proceed with the coaching-agenda? What would the Goals Project look like if the coaching-agenda were not the center-piece (at least in the short run)? I am aware that the proposal I make may be politically problematic, but I will rest easier knowing it has at least been seriously considered.

I look forward to discussing these matters with you.

#### PROJECTED ACTIVITIES

1. Milwaukee.

begun to come into focus. There is now serious conversation going on concerning Beth Torah -- a Hebrew-oriented supplementary school that is made up of children from three major Conservative congregations in town (Park, Bnai Yeshurun, and Beth Am). In recent years, children have gone to their respective congregations for Sunday programs (with a non-Hebrew emphasis) and to Beth Torah during the week. The question is whether Beth Torah should survive at all, and if so, in what form. As Toren and Gurvis see it, this question needs to be addressed in relation to larger issues of community- and institutional-goals. In conversation amongst themselves, they began thinking that perhaps CIJE could be helpful in this process.

#### 5. Wexner Seminar

I will be involved - as will all of you - in the Wexner retreat scheduled for early December. As best I can tell, this is a one-shot deal, and that my primary work will be in planning and preparing facilitators for the very first session. This is an opportunity to communicate the importance of vision/goals to the Wexner graduates -- but Lauffer (or is it Lauffman?) has eaten away at some of the program's potential with his own program conception. It may be worth our having a conversation about whether we would like to see our involvement with this effort as the beginning of a longer-term involvement with the organization or its graduates. I met with Paley and Lauffer last week in NY, and I have a meeting in New York with Paley scheduled for the Monday after our August 25 meeting.

#### 6. The JCC Seminar

Some time this fall or winter is the projected seminar for a number of JCC institutions. I am not entirely clear at this point a) who will be participating; b) what would count as a desirable outcome; and c) what follow-up work is imagined. [Note: since drafting this paragraph, Barry has clarified some of this for me, but I would profit from further conversations.]

#### 7. Furthering the Coaching-agenda.

Three projects are in the planning. The first is the small seminar scheduled for mid-July, intended for us, for the Mandel Institute folks, and for Scheffler. My understanding is that our challenge at this seminar is to further clarify the work of coaches with attention to three issues: a) what skills, understandings, sensitivities, etc. do coaches need?; b) what's the best way to train them?; and against this background and more practically, c) who should be recruited, how should they be trained, and when should the training begin?

The second project (which tentatively presumes a certain answer to question c. in the preceding paragraph) is that in January

b. Encouraging and facilitating work with educating institutions: the coaching agenda. The coaching-agenda is concerned with helping a seriously committed educating institution make serious progress on a goals-agenda with the help of a CIJE-trained professional.. The work of the Coach has been the subject of our discussion on a number of occasions,, most notably in Cambridge in February,, 1995..

c. The Community Vision agenda. There has been a lot of interest on the part of a number of our constituencies in the subject of "community-vision": what would it mean - and how would it help - to be "a vision-driven community", and how might such a vision arise? My recent paper on the subject is an attempt to try out some ideas concerning what it might mean to pursue this agenda in a reasonably serious way.

#### REFLECTIONS ON THE MENU

Uncertainties. Various uncertainties contribute to the difficulty of choosing from among this menu of possibilities. Most notably, when we scan the list of activities that we've projected, it is not clear whether each and every one of them will pan out and what will grow out of those that do pan out. As an example of the latter point,, even assuming a slew of Goals Seminars that excite representatives of communities and educating institutions,, we don't know how many institutions will be eager and able to take the next step -- to commit to a serious Goals Agenda will require; and this uncertainty has a bearing on the number of coaches we need to be cultivating.

Considerations relevant to prioritization. In the face of such uncertainties and limited resources,, it is all the more important that we be very clear about what our priorities are, so that we know how to react to the possibilities that come our way and can set about systematically shaping the project's future. For without an overall game-plan,, we may well get caught responding in an ad hoc way to various requests that come our way. Prioritizing our possible efforts and weaving them into a coherent plan should be based on such matters as 1) outstanding commitments and expectations; 2) foreseeable contribution to the larger CIJE agenda and, more narrowly, to the outcomes we envisage for the Goals Project; 3) necessary and available resources, including time, money and competence.

Note that we have discussed these matters before -- most extensively at our November 1994 meetings with Seymour and Annette (see the appendix to this document for the relevant text from that discussion). Based on that discussion and on our experience since that time (including recent conversations with Seymour), I will propose a 5-Year Plan for the Goals Project that should guide our decisions and allocation of energies.



\*4. The development evaluation tools ((that would be usable in the future by other institutions undergoing a change process)). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

5. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

6. Guided by the resource-people identified in 5., an expanding community of partnered institutions, each engaged in a goals-agenda and offering their experiences and their ideas to one another on a regular basis..

In the first stage ((1-4)), the thrust of this plan is to do two things:

a) to emphasize, exploit, and expand the Project's potential to raise consciousness concerning the importance and role of vision and goals in Jewish education. This would include an ongoing effort to improve our Goals Seminars, with special attention i) to finding ways of introducing more serious study into them, and ii) to developing follow-up activities. In addition to enabling us to identify institutions that seem promising candidates to engage in a serious goals-process, this effort will contribute to the Community Mobilization agenda. Also, depending on the outcome of future deliberations, it could also include a "community-vision" dimension.

b. to use a limited number of case-studies as opportunities to build our knowledge-base concerning various matters, including: the nature and conditions of change, the role of coaches, evaluation-strategies, and the like.

In the second stage, the achievements at the first stage would become the basis for training a cadre of coaches, for extensive work with varied institutions, and for the coalition-idea.

## APPENDIX: OUTCOMES-DISCUSSION AT THE NOV. 924 MEETINGS

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan. B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

### A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education (or the "Center for Research in the Philosophy of Jewish Education").. The Center would:
  - a) conduct original research concerning the goals of Jewish education,, as well as concerning implementation,, and evaluation. Such work might,, for example,, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
  - b) develop strategies to disseminate its research findings in ways likely to make an impact;
  - c) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
  - d) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.

### B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.
2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an

From: Daniel Pekarsky at [E] 608-233-4044  
To: CLJE at [E] 12125322646

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constituencies, etc.



## SUMMARY OF CIJE GOALS PROJECT MEETING,, Oct.. 21,, 1994

### UPDATE

The update covered developments since the Goals Seminar in Jerusalem. It began with a brief survey of what had happened with the three communities that had been heavily represented in Jerusalem.

It was observed that while not a great deal had yet happened in Baltimore or Milwaukee,, there had been a measure of progress.. In the case of Baltimore,, a spring kick-off for the Goals Project has been planned with some kind of a major event.. The possibility of bringing Pekarsky and/or Fox for this event is something they have been discussing.. In Milwaukee,, there was virtually no activity,, except for a single meeting that didn't seem to give rise to much,, until a planning meeting at the tail-end of September to which DP was invited.. There plans were made to divide up the work of engaging different possible candidates for the local Goals Seminar,, and it was agreed that a series of 4 seminars would be launched in January.. Pekarsky agreed to prepare some materials to help them in their effort to generate a clientele,, as well as to come down once or twice between now and January to meet with representatives of institutions that may be interested in participating..

In passing,, it is noteworthy that the Milwaukee-folk requested that we consider the possibility of exempting rabbinic leadership from the local seminars,, fearing that an insistence that the rabbis participate might 'reduce overall participation on the part of local institutions.. At today's CIJE meeting,, we decided against their suggestion on the grounds that without strong rabbinic involvement no serious effort would be likely to succeed..

In contrast to Baltimore and Milwaukee,, Cleveland has really moved ahead with the Goals Project.. 1) A seminar for local educational leaders has been organized around the theme of goals,, with Ackerman appointed as seminar-leader.. That seminar has already met once.. 2) CIJE has been approached by the Agnon School concerning the possibility of participating with it in a venture designed to make it a more vision-driven institution,, and for us to learn through the partnership; 3) Rob Toren has developed documents which,, when distributed,, will invite local institutions to enter into a partnership with the JECC towards the development of vision-drivenness..

With respect to Cleveland,, we noted the importance of getting back to Agnon ASAP concerning their interest in working with us. Though we as yet have nothing conclusive to convey to them,, to be in touch with them is critical.. Holtz will follow up on this. It was also noted that Ackerman has indicated that he is not entirely comfortable leading a seminar organized around a Goals-agenda,, and that it might make good sense for DP to offer

in such a venture on the part of Lee Hendler's congregation in Baltimore, Jay Roth's JCC camp in Milwaukee, and the Agnon School in Cleveland; and there was conversation about the possibility of being involved in Atlanta with a projected venture to open Hebrew High School.

3. "Community-vision" agenda. In Jerusalem as well as at our Program and Content sub-committee meeting in early October, there was great interest in the subject of "community-vision," with individuals as different as Jerry Stein, Dave Sarnat, and Maurice Corson all speaking to a pressing need for communities to make progress on this matter. This was not, as we understood, at the heart of CIJE's initial conception of the Goals Project agenda. But given the urgency felt by many concerning this matter, perhaps it needs to be given a more prominent place in our efforts.

4. Spreading the news. The Goals Seminar in Jerusalem introduced 3 well-represented communities and 2 not-so-well-represented communities to the Goals Project. Perhaps other communities should be introduced to our efforts via an America-based conference that resembles the Jerusalem Goals Seminar.

5. Use of the Goals/Vision theme to engage lay leadership in efforts to improve Jewish education.

Of these varied possibilities, all but #5, which needs to be further fleshed out, were discussed, and we emerged at the end of our deliberations with the tentative conclusions summarized below.

## FUTURE DIRECTIONS

A. The development of capacity and prototypes. Recognizing the need meaningfully to honor outstanding commitments, we felt that we needed to pay special attention to the fecundity-criterion in making our decisions. With this in mind, and recognizing what we do and do not know and have in place at present, we felt that the next two years or so need to emphasize the development of capacity and prototypes. That is, our immediate challenge is to develop basic skills, understandings, and resources (human and other) that will facilitate the progress of this project. Concretely, this might mean the following:

1. Conceptualizing, organizing, and calendarizing a program of study for CIJE staff (and other key individuals) around Goals Project themes. The program of study would be designed to help us develop an approach or a battery of approaches in which we have a measure of confidence -- critical if we are to work with institutions and/or work effectively with "coaches" or other resource people. Among other things, this program of study would involve

leading the local seminars planned for this year..

2. Identification and recruitment of resource-people from among senior educators in the U.S. who might work with our project..

3. The conceptualization and actual development of our own program of study..

4. The identification of institutions we want to work with as prototypes and to negotiate with them towards such an agreement.. Along with this,, the development of a process that will ready them for this work..

5. The development of a summer seminar for the resource-people we identify..

6. Day-to-day logistical and administrative matters, including communication with various institutions, communities,, the Program and Content sub-committee, etc. concerning Goals Project issues..

While existing CIJE staff may be able to help out with some of these matters on a short-term basis,, we recognized a critical need for additional CIJE staff to work on the Goals Project.. Without such staff we will have to drastically curtail our agenda -- or else doom ourselves to very mediocre work..

Against this background, we focused some preliminary attention on the kinds of people who might prove suitable for our work. Depending on availability,, we could imagine hiring either a partner to DP in this effort or someone who would be an assistant. A number of names surfaced, including Mari Blecher and Debbie Kerdiman (both of whom have worked with Lee Shulman). There was also an interest in seeing what might emerge in our conversation with Gerstein..

#### IN THE SHORT RUN:

1. DP will speak with Marom and Fox this Monday..

2. DP will draft and distribute for comment a summary of our meeting..

3. Pekarsky will communicate to Milwaukee our belief that Rabbis need to be involved and will send them "copy" to be used in their efforts to recruit folks for the Goals Project seminars..

4. Holtz will be in touch with the Agnon school..

5. Pekarsky will call Gerstein to try to arrange a time to meet..

6. We plan to emerge from our meetings with Seymour Fox in November with a clear work-plan for the year ahead..



## SUMMARY OF CIJE STAFF MEETING ON GOALS PROJECT (with Seymour Fox and Annette Hochstein), New York Nov. 1994

This purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan, developed by the core CIJE staff in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting, this summary proceeds immediately to item c), which concerns questions posed by Seymour Fox in recent conversations, questions which offer us useful lenses to use in the planning-process.

### SEYMOUR FOX'S QUESTIONS

1. Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?

b) Does a) exhaust our expectations of the Goals Project --or is there more that we hope for that might not be captured in a)? If so, what is this "more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project?

2. What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3. The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

PHILOSOPHY

PHILOSOPHY OF EDUCATION

TRANSLATION INTO CURRICULUM

IMPLEMENTATION

EVALUATION

At which of these levels does the October Plan operate? Optimally, at what levels should we be

2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:

- a. strategies and models that can guide efforts at institutional improvement;
- b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
- c. identification of institutional "readiness-conditions" if meaningful change is to take place;
- d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
- e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CIJE seeking to catalyze this kind of change.

3. The development evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering their experiences and their ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, of its feasibility, of work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc.

## DISCUSSION

Our discussion took place against the general background defined the matters discussed above. Below I summarize some of the major themes and decisions that emerged in our discussion, and then I conclude with a draft of a work-plan that tries to be faithful to the spirit of our deliberations.

### 1. Supplementing our resources.

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of; the possibilities.

### 2. The Center-idea.

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could be folded into the work of the Center discussed in the larger conception defined by 3 long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined this agenda is, to say the least, substantial - it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1) that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals.

Of particular interest was the suggestion that such a Center could be established in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating



While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage.
- b. Agnon??
- c. Possible involvement with Cleveland's Goals Seminar
- d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises).
- e. Milwaukee's JCC??
- f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.

6. Other interesting possibilities.

- a. The Atlanta JCC Camp.
- b. The Baltimore congregational program. °
- c. The new Atlanta Day School possibility.

## **[PEKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS**

### **1. CUE should design and establish a Center for Philosophy of Jewish Education.**

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE.

### **2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda.**

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions."

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part.

### **3. Developing capacity is a very high priority and must be at the center of our efforts.**

a. Developing capacity has at least 3 dimensions: a curriculum of study for CUE staff; the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning.

iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

c.. Learning through prototype institutions

i. Begin with one or more institutions to which we may have preexisting commitments.  
(January-June, '95)

ii. If and only if we have sufficient personnel after meeting requirements of #1.  
identify other institutions. (Summer '95)

iii. Identify institutional representatives who will work with CIJE (Summer, '95) and hold seminar with them (Fall, '95)

BY THE END OF '95:

1. We will have completed local seminars to which we've committed.

2. We will have established the Center for the Philosophy of Jewish Education --or a project that is moving in that direction.

3. We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up.

4. We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.

5. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.



## SUMMARY OF CONSULTATION CONCERNING GOALS PROJECT CAMBRIDGE, MA, FEB. 1995

### INTRODUCTION

I'm not sure whether it's physical anthropologists or paleontologists who try to turn a hodge-podge of bones that they come upon into a dinosaur -- with a few bones left over; but it occurred to me tonight that this is the way I feel about the effort to reconstruct our discussions. I return to my notes and discover a slew of miscellaneous comments, half-comments, question-marks, and unintelligible scribbles; and then I do what I can to turn them into something that makes sense, probably connecting some elements that may not have been connected during the discussion and omitting any number of items altogether -- either because I can't figure out how they fit in or because I simply don't remember them. The extent to which it ends up reflecting the discussion's content and structure, I'm not sure. Anyway, here goes.....I begin with a very brief summary of my opening comments, and then move on to an account of major themes and questions that informed our discussion. I apologize in advance for omissions and misinterpretations, but trust that our discussion will surface them.

### BACKGROUND TO DISCUSSION

Pekarsky's introductory comments concerning the day's agenda tied the agenda to some of CIJE's projected and announced activities: namely, to work with select institutions on what we have been calling a "goals-agenda". We would like to get clearer concerning the nature of this work, with attention to the role that what we have been calling "coaches" would play in this process. While we are also interested in the possibly very fruitful contribution to this effort that might be made by CIJE's Monitoring, Evaluation, and Feedback Project, our primary concern today focuses on the coaches-issue, as we work towards an understanding of the skills, knowledge, qualities of mind, etc. that we believe they need; clarity concerning these matters will be invaluable in recruitment as well as in determining the content, form, and length of their training. If we can emerge from the day with a better understanding of such matters, we will be better positioned to move ahead. It was also stressed in this introduction that the presence of Professors Scheffler and Howard offered us with an opportunity to revisit, and thereby clarify and/or revise, varied basic assumptions that have been at work in the project -- assumptions which may, for better or worse, profoundly affect the course and success of the enterprise.

Against this background, and in order that all participants might start the deliberations with enough pertinent information, Pekarsky went on to summarize some basic assumptions of the Goals Project, notably, the four following:

1. Educational goals can play an indispensable role in guiding our efforts at education. They help us to make basic decisions concerning personnel, training, pedagogy, curriculum, etc.; and they provide us with a basis for evaluating our efforts and rendering us accountable for what we do.

2. Jewish education typically suffers from a variety of weaknesses in this domain: teaching assignments are often made without goals in mind, or with goals so vague that they are compatible with most anything; what goals there are, are often not understood by or compelling to key stake holders (including the educators); the avowed goals are often not meaningfully embedded in the life of the school, nor is it obvious to participants how attainment of these goals is connected to any guiding vision of a meaningful Jewish existence.

3. Predicated on 1. and 2., CIJE has defined the Goals Project as an Effort to encourage and support institutional efforts to become more thoughtful about their goals and to use them more effectively as a guide to practice.

4. CIJE has also been interested in goals at the level of the community (and has discovered that there is great interest in this matter on the part of some major constituencies we deal with).

It was noted that the projected work with select institutions would represent the third of a three-stage process: a) the Goals Seminar in Jerusalem last year, designed to educate lay leaders from a number of communities concerning the importance of goals and present inadequacies in this area; b) local seminars with representatives of educating institutions from these communities, designed both to enhance their understanding of these matters and to see which if any of them might be a suitable candidate for entering into a partnership with CIJE around a Goals Agenda; c) identification of such institutions would usher in the 3rd stage. Though by the end of the Goals Seminar in Jerusalem, more than one institution expressed an interest in moving with us immediately to the third, or partnership, stage, we felt that a slower approach made good sense for a number of reasons, one of them being that it would give us more time to build capacity (in the sense of both knowledge-base and personnel).

As we have begun to think about what work with institutions might look like, we have tried to articulate some guiding principles that might help to clarify what we're after or how we might proceed. These have included the following:

1. The attempt to clarify goals is critically important. The process of clarifying goals should engage participants in encountering and wrestling with Jewish content issues, and it should culminate in goals that the participants can genuinely and enthusiastically understand and endorse. It is also crucial that they be led to think carefully about what is involved in embedding these goals meaningfully in the life of the institution.

2. There are multiple routes to the desiderata identified in a), and though a coach may walk in with a variety of possible strategies for engaging the participants in the effort, which if any would be useful would depend on a thoughtful assessment of local circumstances. A process of serious self-study (understood in more than one way) would be at the heart of the enterprise.

3. Key stake holders - lay, professional, and (where relevant) rabbinic leadership - must be party to the effort if it is to be fruitful.

4. The development of our own knowledge base requires carefully monitoring what we do and what happens.

Pekarsky's comments ended with two concerns: 1) that when issues of goals come up, there is often a strong tendency in a diverse group to settle on a quick but very vague statement that can generate a quick consensus; 2) that institutional stake holders are sometimes impatient with what may feel to them like "an academic" insistence that they engage in serious study along the way.

## DISCUSSION-PART I

Goals, Aims, etc. An initial response to Pekarsky's presentation focused on its inattention to possibly important distinctions between goals (of different kinds), aims, and visions (moral and strategic). There was a sense among us that making these distinctions explicitly could prove useful -- and the distinction between moral and strategic visions turned out to play an important role in our discussion (later in the day) concerning the role of Goals Project coaches.

Community- and Institutional Visions. Pekarsky's introductory comments had distinguished between work with institutions and work aimed at responding to an interest expressed by many people in addressing issues relating to "community-vision". This distinction and the attention paid to "community vision" drew a number of helpful responses.

First, although it was rightly stressed that the content of



a community vision and an institutional vision might be very different,, it was also noted that the two are related in ways that make it somewhat artificial to say that we will focus on institutional visions but not on community-visions:

a. the work of institutions in developing guiding visions greatly benefits from their being located in communities that are actively wrestling with issues of vision..

b. Educating institutions ((like the one in Atlanta) which view themselves as "community institutions" necessarily wrestle with what amounts to a "community vision".. Indeed, their efforts at self-definition help us to understand what a community-vision might look like..

c. Seminars of the kind being offered in Milwaukee (which bring together lay and professional leaders from significant institutions to think about issues relating to educational priorities) may actually operate to encourage movement towards some kind of a larger community vision..

Second,, our conversation ((joined with earlier discussions)) helped clarify ways of thinking about what a community-vision might look like. Here are some possible elements::

a. A community-vision might identify a language,, set of practices,, or commitments which,, differently interpreted,, could be shared by different constituencies in a community.. Rosenak's essay identifies some of the elements that might enter into this shared universe. In practice,, these shared elements could be identified a) through a process of dialogue among the different constituencies and/or b) by looking at what they are all,, albeit in different ways,, already doing..

b. A central plank in a community-vision platform might well be a proclamation of its commitment to encourage its local educating institutions to work towards a clear and compelling vision of the kinds of Jewish human beings they hope to cultivate through Jewish education..

c. A community-vision focused on Jewish education might move in two directions ((or in a third direction that gives place to both of them)):

1. Encouraging institutions that foster some general,, ecumenical conception of a Jewish human being..

2. A pluralistic ideal: encouraging the development of institutions,, each of which is organized around a different conception of a meaningful Jewish existence.. Note that taking such a vision seriously may mean calling into question the idea that our emphasis should be on helping institutions featuring a great deal of ideological diversity to find a shared set of priorities;; rather,, the emphasis might turn out to be on finding ways to steer people who share similar priorities towards like-minded institutions.. ((A parallel was drawn to certain formulations of the magnet-school ideal))..

3. Encouraging a pluralistic range in the spirit of #2,, but one that includes institutions that try to nurture an ecumenical/general citizen vision ((of the kind identified in #1))..

Which of these visions a community adopts may carry significant implications for its decisions and for the efforts it tries to encourage..

The problem of vagueness.. Pekarsky's presentation had pointed out that the vagueness of the goals proclaimed by educating institutions precludes their offering much serious guidance. In the discussion it was observed that in another sense this vagueness might be functional in that it allows very diverse constituencies "to hang together".. This comment elicited a number of observations concerning the place of vagueness in the enterprise::

a) It is often asserted that the effort to get beyond vagueness through becoming clearer about what we're about would inevitably operate to reduce the population of participating constituencies.. But is there really strong evidence to support this claim? Might it in fact be possible to work towards a substantially more substantive consensus concerning what we're after without pushing aside significant constituencies? Has this really been tried --or has the notion that it's impossible operated to prevent efforts in this direction?

b) It was stressed that community-schools that are ecumenical in their orientations are not necessarily vague or wishy-washy concerning what they are after and what the content of education should be. On the contrary,, they may be capable of clearly identifying bodies of knowledge and skill which all graduates should have,, e.g., in Jewish history.. In response, it was suggested that such clarity might be harder to

achieve in certain delicate areas that concern normative matters,, and that this might be particularly true of institutions that make non-exclusion a strong value. But to this it was responded that perhaps it is okay for an educating institution to define itself as deliberately vague or agnostic with respect to certain matters ((at least so long as it is non-vague across a great deal of what it does))..

c) An additional point related to vagueness,, one not made in our meeting,, might also be worth noting:: while vagueness of goals does often leave Jewish education without a clear sense of direction,, we need to be careful not too encourage so much specificity as to rule out a measure of creative interpretation on the part of educators in response to the circumstances they face..

## DISCUSSION-PART II

The second part of our discussion focused on issues relating to the goals agenda in institutional settings and questions relating to the character of what we've been calling "coaching".. Discussion began with Daniel Marom's presentation which did two major things::

a. it identified five different levels at which issues relating to educational goals might be discussed ((Philosophy; philosophy of education; theories of practice; implementation; evaluation))..

b. it suggested that any of these levels ((but particularly levels 4 and 5)) might offer avenues for engaging participants in institutions around issues of goals..

Whatever the starting-point, the challenge is to encourage participants in the institution to think more carefully about what they are doing, what they are trying to do, and what they think they should be doing. The level at which one intervenes, the parties that one engages, and the questions around which one engages them must be determined on a case-by-case basis.. Wherever one starts, one person suggested, the critical role of the coach is to create a level of ((stimulating)) uncertainty, uncomfortableness, or tension among the representatives of an institution == the kind of uncertainty that might call forth efforts to inquire thoughtfully about what they are or should be about..

This conversation sparked some intriguing conversation concerning what is at the heart of the coach's role. Up to now we've often spoken of the coach as a kind of resource person whose knowledge of strategic options and of varied conceptions of the aims of Jewish education make it possible for him/her to offer critical insights, suggestions, and teachings, etc. In



today's conversation, the suggestion was made that we think of the coach as a kind of Socratic gadfly whose primary job is to raise critical questions concerning what the institution is doing or is proposing to do -- questions which provoke intellectual tension and serious reflection. Indeed, it was suggested, perhaps we should be looking for coaches who can be trained to know nothing except how to ask good questions.

It was suggested in this vein that we should be developing for coaches a script of seminal questions that they can use, when relevant, in stimulating reflection. Such questions might include the following: a) What are your aims? b) Since these aims may be variously interpreted, can you clarify which you have in mind? c) Why are these your aims? d) What is the relationship between what you are trying to achieve and other institutional aims? e) How will what you are aiming for enter in a meaningful way into the life of the graduate of this institution? f) How are the aims you are articulating connected to - or disconnected from - the institution's avowed mission? g) To what extent does what you do cohere with your avowed aims - or give rise to other outcomes? etc..

An over-lapping formulation of critical questions focused on the following: a) What are you doing? b) What do you think you're doing? c) What do you think you should be doing?

On this view, the coach does not enter the institution with "a bag of tricks", or strategies, or suggestions for how to address goals-related issues. On the contrary, just as a good critic may not be a good novelist, the coach may be adept at helping an institution think critically about it's doing or proposing to do without being particularly adept at helping it identify what it might be doing. The coach should be adept at helping to encourage thought concerning "moral vision"; he or she need not have much to offer in the way of strategic vision (although it was acknowledged that the decision to take up or not to take up a given question, and how to take it up, involved strategic considerations of various kinds).

This view of the coach had much appeal, but it was felt by some that the coach's role might profitably be construed as a hybrid that includes but is not limited to the gadfly model. The key question on this view is this: what kinds of responses and suggestions on the part of the coach are most likely to encourage thoughtful attention to basic aims and the way they are and should be reflected in an institution's life? In some cases, restricting the coach to the gadfly role may prove too limiting.

Even if this last view is granted, the advantage of the gadfly formulation is that it highlights that the coach's role is primarily that of a catalyst, and that he/she cannot be viewed as responsible for more than catalyzing a process for which the institution must assume major responsibility. Our efforts must be primarily focused on encouraging serious reflection concerning goals; and "our bet" is that engaging stake holders in an

educating institution around such matters in a serious way will call into being processes that will give rise to significant improvement.. It may well be that the institution's own personnel will prove much more effective than our coaches might be in developing exciting answers to the challenges that the coaches pose..

A concern was expressed that the coach might be drawn into institutional efforts that pull away from the primary focus on goals. The danger was acknowledged, and the response was suggested that the coach must think carefully about which issues he/she feels might forward the goals agenda,, letting go of those that seem inappropriate and formulating his/her questions in ways that cohere with the goals-agenda..

Another concern expressed was that the coach be careful not to "set too many fires" in ways that might dissipate the energies of the participants by discouraging follow-through in any given area. The "setting-fires" imagery also called forth the comment that the aim should be to nurture a culture in which the setting of these fires would not depend on the presence of the coach.

It was noted that how our efforts with this project will be received may depend heavily on finding "the right rhetoric".. Such rhetoric might include the following elements:: 1)) empowering educators by encouraging them to wrestle with issues concerning the aims that should animate their institution's efforts;; 2)) philosophical reflection concerning basic questions is eminently practical;; it carries significant implications for what we should be doing;; and 3) "Lest you think we're up in the clouds,," we are aware of and able to draw on practical strategies being used in a variety of educational reform efforts..

It was suggested that work with institutions ((on the gadfly model)) might involve creating special seminars/workshops for clusters of principals and clusters of lay-leaders, aimed at helping them move the process along in fruitful ways that outstrip the role and competence of the coaches..

The day ended with questions:: a)) should we be re-thinking the kinds of folks that should serve as coaches? b)) should we be working with several institutions or possibly with only one? c)) should we be trying to cultivate a very small cadre of coaches ((or is it "facilitators")) with whom we can share our back-stage uncertainties, or should we be trying to work with a significantly larger group? There was disagreement concerning such matters, and we agreed to return to them..

## WORKING WITH INSTITUTIONS: THE GOALS PROJECT AGENDA

### INTRODUCTION

The CIJE proposes to work with select institutions around a goals-agenda. Its guiding convictions are::

1. Thoughtfully arrived at goals play a critical role in the work of an educating institution. They help to focus energy that would otherwise be dissipated in all-too-many directions; they provide a basis for making decisions concerning curriculum, personnel, pedagogy, and social organization; they offer a basis for evaluation, which is itself essential to progress;; and, if genuinely believed in, they can be very motivating to those involved..

2. In Jewish educating institutions,, as in many others,, there is inadequate attention to goals.. All too often, one or more of the following obtain:: goals are absent or too vague to offer any guidance;; they are inadequately represented in practice;; they are not understood or identified with in any strong way by key-stake holders;; they are not grounded in some conception of a meaningful Jewish life which would justify their importance..

Goals Project work with institutions would focus on remedying these deficiencies. The following discussion tries to explain the presuppositions and the nature of this work..

### WORK WITH INSTITUTIONS

Presuppositions. CIJE's work with institutions around a Goals Agenda is informed by a number of critical assumptions, including the following::

a. Key stake holders need to be committed to the effort to work on a goals-agenda..

b. Wrestling with issues of Jewish content is an integral, though not the only, element in the process..



e. A coach identified and cultivated by CIJE will work with the institution around the Goals Agenda. ((The work of the coach is described more fully below.))

d. The institution will identify a Lead Team that will be in charge of its efforts and work with the coach in designing appropriate strategies. The Lead Team will have primary responsibility for implementing the plan.

e. The institution's Lead Team will be invited to participate in seminars, v.v-workshops, and other activities designed to enhance their effectiveness. This may well include the development of a partnership with the Lead Team of one or two other institutions engaged in similar efforts at improvement.

f. There is no one strategy for encouraging fruitful wrestling with goals-related issues. Whether to begin with lay leaders, with parents, with the principal and/or with teachers; whether to start with mission-statement, curriculum, and/or evaluation -- such matters need to be decided on a case-by-case basis by the institution's lead-team in consultation with CIJE.

The heart of the work. The essence of the work that will be done with institutions under the auspices of the Goals Project has three dimensions:

1. A serious, multi-faceted examination of the way goals do and don't fit into the institution's efforts at present. This phase of the work is designed to identify the institution's challenges by highlighting weaknesses: for ex-~~mp~~le, unduly vague goals, inconsistent goals, goals that are lacking in support by key stake holders, goals that are not reflected in practice in meaningful ways.

2. Reflection and deliberation. Stake holders engage in a thoughtful effort to wrestle with the uncertainties and challenges identified through #1. This effort includes a serious effort to clarify their fundamental educational priorities, through a process that includes wrestling with issues of Jewish content. Materials emanating from the Mandel Institute's Educated Jew

Project will be invaluable to this effort.. This stage will give rise to basic decisions concerning what needs to be accomplished..

3. The institution determines what needs to happen and be done in order that the basic decisions articulated in #2 can be accomplished.. Strategies need to be developed and then implemented..

4. The effort to implement needs to be carefully monitored and the outcomes evaluated.. This is indispensable if there is to be learning and a chance of serious mid-course corrections in aims and/or strategies..

The work of the coach.. The coach is involved in all phases of this work.. The coach works with key constituencies (~~separately~~ and sometimes together) and wears a number of hats:: he or she is sometimes a consultant on questions of strategy;; sometimes a bridge to extra-institutional resources that are necessary to the effort;; sometimes a thoughtful critic of directions for change that are proposed.. In these and in other matters,, the coach's primary job is to help the institution get clearer about its primary goals and their relationship to practice..

The initial and perhaps most important challenge of the coach is to stimulate the institution to do the kind of serious examination and self-examination that will identify its critical challenges.. This means posing basic questions of different kinds,, although which ones it will be fruitful to ask at any given time will depend heavily on local circumstances.. Below is a list of some of the basic questions::

1. What are your avowed goals ((as found in the opinion of key stake holders,, as found in mission statements, as found in the curriculum)?)

2. Are the avowed goals ((as articulated or implicit in these different ways)) clear or are they very vague? Do the participants understand what they mean and entail?

3. Are the various avowed goals mutually consistent?

4. Do the key stake holders - lead=educators, parents, and

teachers - really believe in these goals?

5. If the stake holders do believe in these goals,, why do they believe they are important? How will accomplishing them help make the life of the student as a Jewish human being more meaningful in the short- and/or long-run?

6. Are the goals anchored in an underlying vision of a meaningful Jewish existence? Can the stake holders flesh out the vision that is implicit in the goals they have identified as important?

7.As a way of better understanding what they are committed to or might be committed to in #s 5 and 6, have the stake holders looked seriously at alternative views?

8.In what ways and to what extent are the avowed goals actually reflected in the life of the institution - in its social organization,, in its pedagogy,, in what happens in classrooms,, etc..?

9. To what extent are the goals achieved? To what extent are actual educational outcomes consistent with the goals?

10. If you were serious about Goal X or Y, what would you need to do in order to have a realistic shot at accomplishing it?



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a. it identified five different levels at which issues relating to educational goals might be discussed ((Philosophy; philosophy of education; theories of practice; implementation; evaluation))..

b. it suggested that any of these levels ((but particularly levels 4 and 5)) might offer avenues for engaging participants in institutions around issues of goals..

Whatever the starting-point,, the challenge is to encourage participants in the institution to think more carefully about what they are doing,, what they are trying to do,, and what they think they should be doing. The level at which one intervenes,, the parties that one engages,, and the questions around which one engages them must be determined on a case-by-case basis.. ~~Who~~ ever one starts,, one person suggested,, the critical role of the coach is to create a level of ((stimulating)) uncertainty,, uncomf~~ortab~~leness,, or tension among the representatives of an institution -- the kind of uncertainty that might call forth efforts to inquire thoughtfully about what they are or should be about..

This conversation sparked some intriguing conversation concerning what is at the heart of the coach's role. Up to now we've often spoken of the coach as a kind of resource person whose knowledge of strategic options and of varied conceptions of the aims of Jewish education make it possible for him/her to offer critical insights,, suggestions,, and teachings,, etc. In



today's conversation, the suggestion was made that we think of the coach as a kind of Socratic gadfly whose primary job is to raise critical questions concerning what the institution is doing or is proposing to do -- questions which provoke intellectual tension and serious reflection. Indeed, it was suggested, perhaps we should be looking for coaches who can be trained to know nothing except how to ask good questions.

It was suggested in this vein that we should be developing for coaches a script of seminal questions that they can use, when relevant, in stimulating reflection. Such questions might include the following: a) What are your aims? b) Since these aims may be variously interpreted, can you clarify which you have in mind? c) Why are these your aims? d) What is the relationship between what you are trying to achieve and other institutional aims? e) How will what you are aiming for enter in a meaningful way into the life of the graduate of this institution? f) How are the aims you are articulating connected to - or disconnected from - the institution's avowed mission? g) To what extent does what you do cohere with your avowed aims - or give rise to other outcomes? etc.

An over-lapping formulation of critical questions focused on the following: a) What are you doing? b) What do you think you're doing? c) What do you think you should be doing?

On this view, the coach does not enter the institution with "a bag of tricks", or strategies, or suggestions for how to address goals-related issues. On the contrary, just as a good critic may not be a good novelist, the coach may be adept at helping an institution think critically about it's doing or proposing to do without being particularly adept at helping it identify what it might be doing. The coach should be adept at helping to encourage thought concerning "moral vision"; he or she need not have much to offer in the way of strategic vision (although it was acknowledged that the decision to take up or not to take up a given question, and how to take it up, involved strategic considerations of various kinds).

This view of the coach had much appeal, but it was felt by some that the coach's role might profitably be construed as a hybrid that includes but is not limited to the gadfly model. The key question on this view is this: what kinds of responses and suggestions on the part of the coach are most likely to encourage thoughtful attention to basic aims and the way they are and should be reflected in an institution's life? In some cases, restricting the coach to the gadfly role may prove too limiting.

Even if this last view is granted, the advantage of the gadfly formulation is that it highlights that the coach's role is primarily that of a catalyst, and that he/she cannot be viewed as responsible for more than catalyzing a process for which the institution must assume major responsibility. Our efforts must be primarily focused on encouraging serious reflection concerning goals; and "our bet" is that engaging stakeholders in an

educating institution around such matters in a serious way will call into being processes that will give rise to significant improvement. It may well be that the institution's own personnel will prove much more effective than our coaches might be in developing exciting answers to the challenges that the coaches pose.

A concern was expressed that the coach might be drawn into institutional efforts that pull away from the primary focus on goals. The danger was acknowledged, and the response was suggested that the coach must think carefully about which issues he/she feels might forward the goals agenda, letting go of those that seem inappropriate and formulating his/her questions in ways that cohere with the goals-agenda.

Another concern expressed was that the coach be careful not to "set too many fires" in ways that might dissipate the energies of the participants by discouraging follow-through in any given area. The "setting-fires" imagery also called forth the comment that the aim should be to nurture a culture in which the setting of these fires would not depend on the presence of the coach.

It was noted that how our efforts with this project will be received may depend heavily on finding "the right rhetoric".. Such rhetoric might include the following elements: 1) empowering educators by encouraging them to wrestle with issues concerning the aims that should animate their institution's efforts; 2) philosophical reflection concerning basic questions is eminently practical; it carries significant implications for what we should be doing; and 3) "lest you think we're up in the clouds," we are aware of and able to draw on practical strategies being used in a variety of educational reform efforts..

It was suggested that work with institutions ((on the gadfly model)) might involve creating special seminars/workshops for clusters of principals and clusters of lay-leaders,, aimed at helping them move the process along in fruitful ways that outstrip the role and competence of the coaches..

The day ended with questions: a) should we be re-thinking the kinds of folks that should serve as coaches? b) should we be working with several institutions or possibly with only one? c) should we be trying to cultivate a very small cadre of coaches (or is it "facilitators") with whom we can share our back-stage uncertainties,, or should we be trying to work with a significantly larger group? There was disagreement concerning such matters,, and we agreed to return to them.

## WORKING WITH INSTITUTIONS:: THE GOALS PROJECT AGENDA

### INTRODUCTION

The CIJE proposes to work with select institutions around a goals-agenda. Its guiding convictions are::

1. Thoughtfully arrived at goals play a critical role in the work of an educating institution. They help to focus energy that would otherwise be dissipated in all-too-many directions; they provide a basis for making decisions concerning curriculum, personnel, pedagogy, and social organization; they offer a basis for evaluation, which is itself essential to progress; and, if genuinely believed in, they can be very motivating to those involved.
2. In Jewish educating institutions, as in many others, there is inadequate attention to goals. All too often, one or more of the following obtain: goals are absent or too vague to offer any guidance; they are inadequately represented in practice; they are not understood or identified with in any strong way by key-stake holders; they are not grounded in some conception of a meaningful Jewish life which would justify their importance.

Goals Project work with institutions would focus on remedying these deficiencies. The following discussion tries to explain the presuppositions and the nature of this work.

### WORK WITH INSTITUTIONS

Presuppositions. CIJE's work with institutions around a Goals Agenda is informed by a number of critical assumptions, including the following::

- a. Key stake holders need to be committed to the effort to work on a goals-agenda.
- b. Wrestling with issues of Jewish content is an integral, though not the only, element in the process.



c. A coach identified and cultivated by CIJE will work with the institution around the Goals Agenda. (The work of the coach is described more fully below.)

d. The institution will identify a Lead Team that will be in charge of its efforts and work with the coach in designing appropriate strategies. The Lead Team will have primary responsibility for implementing the plan.

e. The institution's Lead Team will be invited to participate in seminars, workshops, and other activities designed to enhance their effectiveness. This may well include the development of a partnership with the Lead Team of one or two other institutions engaged in similar efforts at improvement.

f. There is no one strategy for encouraging fruitful wrestling with goals-related issues. Whether to begin with lay leaders, with parents, with the principal and/or with teachers; whether to start with mission-statement, curriculum, and/or evaluation -- such matters need to be decided on a case-by-case basis by the institution's lead-team in consultation with CIJE.

The heart of the work. The essence of the work that will be done with institutions under the auspices of the Goals Project has three dimensions:

1. A serious, multi-faceted examination of the way goals do and don't fit into the institution's efforts at present. This phase of the work is designed to identify the institution's challenges by highlighting weaknesses: for example, unduly vague goals, inconsistent goals, goals that are lacking in support by key stake holders, goals that are not reflected in practice in meaningful ways.

2. Reflection and deliberation. Stake holders engage in a thoughtful effort to wrestle with the uncertainties and challenges identified through #1. This effort includes a serious effort to clarify their fundamental educational priorities, through a process that includes wrestling with issues of Jewish content. Materials emanating from the Mandel Institute's Educated Jew

Project will be invaluable to this effort.. This stage will give rise to basic decisions concerning what needs to be accomplished..

3. The institution determines what needs to happen and be done in order that the basic decisions articulated in #2 can be accomplished.. Strategies need to be developed and then implemented..

4. The effort to implement needs to be carefully monitored and the outcomes evaluated.. This is indispensable if there is to be learning and a chance of serious mid-course corrections in aims and/or strategies..

The work of the coach.. The coach is involved in all phases of this work.. The coach works with key constituencies (~~separately~~ and sometimes together) and wears a number of hats:: he or she is sometimes a consultant on questions of strategy;; sometimes a bridge to extra-institutional resources that are necessary to the effort;; sometimes a thoughtful critic of directions for change that are proposed.. In these and in other matters,, the coach's primary job is to help the institution get clearer about its primary goals and their relationship to practice..

The initial and perhaps most important challenge of the coach is to stimulate the institution to do the kind of serious examination and self-examination that will identify its critical challenges.. This means posing basic questions of different kinds,, although which ones it will be fruitful to ask at any given time will depend heavily on local circumstances.. Below is a list of some of the basic questions::

1. What are your avowed goals ((as found in the opinion of key stake holders,, as found in mission statements,, as found in the curriculum)?)

2. Are the avowed goals ((as articulated or implicit in these different ways)) clear or are they very vague? Do the participants understand what they mean and entail?

3. Are the various avowed goals mutually consistent?

4. Do the key stake holders - lead-educators, parents, and

teachers - really believe in these goals?

5. If the stake holders do believe in these goals,, why do they believe they are important? How will accomplishing them help make the life of the student as a Jewish human being more meaningful in the short- and/or long-run?

6. Are the goals anchored in an underlying vision of a meaningful Jewish existence? Can the stake holders flesh out the vision that is implicit in the goals they have identified as important?

7. As a way of better understanding what they are committed to or might be committed to in #s 5 and 6, have the stake holders looked seriously at alternative views?

8. In what ways and to what extent are the avowed goals actually reflected in the life of the institution - in its social organization,, in its pedagogy,, in what happens in classrooms,, etc..?

9. To what extent are the goals achieved? To what extent are actual educational outcomes consistent with the goals?

10. If you were serious about Goal X or Y, what would you need to do in order to have a realistic shot at accomplishing it?



## **SUMMARY OF CIJE STAFF MEETING ON GOALS PROJECT (with Seymour Fox and Annette Hochstein), New York Nov. 1994**

This purpose of this meeting was to arrive at a 1995 Work Plan for the Goals Project that is anchored in an adequate conception of the project. The meeting began with a status-report that focused on three matters: a) outgrowths of the Jerusalem Seminar, with special attention to developments in the represented communities; b) the October plan, developed by the core CIJE staff in October, 1994; and c) recent conversations between Pekarsky, Fox, and Marom which suggested considerations to be considered in our review of the October Plan and the overall conception of the Goals Project. Because the outgrowths of the Jerusalem Seminar and the October plan are described in some detail in the document summarizing the October Staff Meeting, this summary proceeds immediately to item c), which concerns questions posed by Seymour Fox in recent conversations, questions which offer us useful lenses to use in the planning-process.

### **SEYMOUR FOX'S QUESTIONS**

1. Success. What would Goals Project success look like after, say, 3 years? As noted in our discussion, this could fruitfully be interpreted in two different ways:

a) If the Goals Project is understood as no more and no less than the path identified in our October meetings, what would optimal success look like? What would we have accomplished?

b) Does a) exhaust our expectations of the Goals Project --or is there more that we hope for that might not be captured in a)? If so, what is this "more"?

Jointly, a) and b) ask us to try to identify the larger conceptions that should inform the Goals Project?

2. What is the relationship between the Goals Project (as articulated in the October meetings) and the work of a) the Monitoring, Evaluation and Feedback Project and b) the Educated Jew Project? More narrowly, how might these projects serve as resources to the Goals Project?

3. The five levels and our work. The Educated Jew Project has identified five intimately inter-related levels pertinent to the work of that project and to the Goals Project. These levels are:

**PHILOSOPHY  
PHILOSOPHY OF EDUCATION  
TRANSLATION INTO CURRICULUM  
IMPLEMENTATION  
EVALUATION**

At which of these levels does the October Plan operate? Optimally, at what levels should we be

operating?

## EXAMINING THE GOALS PROJECT AGENDA THROUGH "FOX-LENSES"

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan.

B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

### A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education (or the "Center for Research in the Philosophy of Jewish Education").  
The Center would:

a) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;

b) develop strategies to disseminate its research findings in ways likely to make an impact;

c) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;

d) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.

### B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.

2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an articulated body of lore that includes:

- a. strategies and models that can guide efforts at institutional improvement;
- b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
- c. identification of institutional "readiness-conditions" if meaningful change is to take place;
- d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
- e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CIJE seeking to catalyze this kind of change.

3. The development evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering their experiences and their ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, of its feasibility, of work being done in this area. This dissemination to be accomplished via publications, film, conferences for different constituencies, etc.



## MEF AND THE EDUCATED JEW PROJECT IN THE FULL-BLOWN OCTOBER-PLAN

**Monitoring, Evaluation and Feedback.** MEF could contribute to the development of the October Plan in a number of ways:

1. MEF could be responsible for the case studies;
2. MEF could be invited to develop the instruments to be used to assess current reality at the outset of a goals-process and the outcomes of having engaged in this process;
3. MEF could be invited to do the assessments as described in #2.

**The Educated Jew Project.** Were CIJE to proceed with the October Plan, the Educated Jew Project could make a number of important contributions including the following:

1. Asking the Rosenzweigian questions. Not immersed in having to address - and possibly be compromised by - day-to-day political realities, the Educated Jew staff could help CIJE keep focused on some of the basic questions and concerns that are at the heart the Goals Project.
2. The Educated Jew staff could prove invaluable in our efforts to cultivate resource-people for our project or to educate other constituencies.
3. The Educated Jew staff may be able to offer valuable expertise to the 3 to 5 prototype-institutions identified in the October Plan.
4. The Educated Jew Project's papers on the Educated Jew could prove valuable resources to the 3 to 5 prototype institutions. Conceivably, if there is a clear need, the Educated Jew Project could be invited to commission additional papers that address issues that are particularly sensitive in the American Jewish community -- for example, those dealing with the role of women in Jewish life.

## DISCUSSION

Our discussion took place against the general background defined the matters discussed above. Below I summarize some of the major themes and decisions that emerged in our discussion, and then I conclude with a draft of a work-plan that tries to be faithful to the spirit of our deliberations.

### 1. Supplementing our resources.

The comment was made that CIJE, and the Goals Project in particular, should identify and make maximal use of available resources that exist outside the immediate CIJE orbit. We should, it was suggested, make a careful inventory of such resources/opportunities. Such an inventory would include such individuals and institutions as Israel Scheffler, Mike Smith, and the Wexner Heritage Foundation. There seemed to be significant interest in exploring the last of the possibilities.

### 2. The Center-idea.

Excitement and anxiety. It became clear in our conversation that many of the things identified as central to our October-plan could be folded into the work of the Center discussed in the larger conception defined by 3 long-term goals. There also seemed to be considerable excitement about such a Center as a home for various Goals-related efforts. But at the same time as the fairly comprehensive agenda identified in preceding discussion seemed exciting, it provoked some serious concern. The work defined this agenda is, to say the least, substantial -- it is much more than CIJE can reasonably take on, given its current shape and priorities. Two nightmares threaten: 1) that we don't do all that the agenda calls for and end up doing a mediocre, or radically circumscribed, or otherwise disappointing job; 2) that we allow the Goals Project to "take over" the energies of CIJE, thus distorting the overall character and direction of the enterprise.

The spinning-off idea. Neither of these options being acceptable, and in the tradition of the Mandel Institute, it was suggested that the Goals Project agenda might best be carried through if it was "released" from CIJE and given a quasi-autonomous status (with strong ties of various kinds to CIJE). This Center would draw on some of the expertise and resources currently invested in CIJE, but it would also develop ties with, and seek out resources from, other institutions and individuals.

Of particular interest was the suggestion that such a Center could be established, in cooperation with CIJE and the Mandel Institute, at Harvard. So interesting was this possibility that Seymour suggested testing out with Israel Scheffler at the end of the week.

Project or Center. There was in this connection some discussion of whether it might be wiser, in our conversations with Harvard, initially to speak in terms of a project that might eventually rise to a Center. This project would in its initial stages focus on 1) furthering and studying our work with a select number of prototype institutions; 2) identifying and educating

personnel that would work with such institutions; 3) the development of our own learning-curriculum.

A limited initial agenda. As the preceding paragraph suggests, whether called initially a Center or a Project, it is not necessary - and probably not desirable - for the new entity to take on "a full plate" from the very beginning. On the contrary, it might initially focus on only of the efforts that might eventually define its character. But it would be important to view these initial efforts, however narrow, in relation the larger plan of action.

Is an independent Center in our interests? It should be noted that while the idea of working towards a quasi-autonomous Center seemed of interest, at various points reservations were expressed. We should, it was implied, proceed with caution, with attention to the possibility that spinning-off the Center might not be in the best interests of CIJE.

Parallel centers. It was suggested that the model under discussion -- spinning off a CIJE effort and turning it into a quasi-independent satellite-center with strong ties to CIJE -- might in the long run also be the way to approach efforts like Monitoring and Evaluation and Educational Leadership. The thrust of this approach is to keep CIJE as a planning and catalyzing institution that does not get bogged down in implementation of the initiatives it helps to bring into being.

3. Who could serve as adequate coaches/resource persons to institutions embarked on a change-process?

One possibility presented at the seminar is that CIJE work with "coaches" who are themselves appointed by and representatives of the institutions that are embarked on the change-process. While this would enormously simplify our work in that we would not have to seek out a cadre of coaches, the suggestion was countered with the observation that it is unlikely that most such institutionally-appointed coaches would be in a position to help their institutions with the content-side of the goals agenda. In response, it was suggested that maybe we need to be thinking in terms of two kinds of coaches -- an institutional representative skilled in process-issues, and a more content-oriented person that CIJE cultivated (folks like Bieler and Gribbetz, Marom).

4. Working with Institutions: at what level does one begin?

It was reiterated that forwarding the Goals-agenda does not require beginning at the level of "philosophy of education." While efforts at the latter level are important for Jewish education, in any given institution the process might well begin at other levels e.g. with their Bible curriculum. Where one begins would need to be decided on a case-by-case basis.

5. Inventory of outstanding commitments.



While we did not feel that our enterprise could be shaped by pre-existing commitments, these commitments need to be honored; and the challenge is to honor them in a way that will forward our own agenda. These outstanding commitments include the following:

- a. 4 seminars in Milwaukee, with the possibility of more intensive work with "graduates" of the seminar that meet our standards for participation at this next stage.
- b. Agnon??
- c. Possible involvement with Cleveland's Goals Seminar
- d. Helping to launch Baltimore's Goals Seminars in the spring (with possible additional expectations flowing out of last summer's promises).
- e. Milwaukee's JCC??
- f. Some kind of support to Toren's efforts in Cleveland to develop a goals-agenda with two congregational programs.

6. Other interesting possibilities.

- a. The Atlanta JCC Camp.
- b. The Baltimore congregational program.'
- c. The new Atlanta Day School possibility.

## PIKARSKY'S TAKE ON] THE SENSE OF THE GROUP: BASIC DECISIONS

### 1. CIJE should design and establish a Center for Philosophy of Jewish Education.

a. The Center will conduct and disseminate the results of research pertaining to the goals agenda. It will cultivate and make available the kinds of expertise that will be useful to institutions and communities undertaking a goals-agenda. It will educate varied lay and professional constituencies concerning the importance and character of a serious goals-agenda. Through such varied activities, it will place the conversation on goals at the center of efforts to improve Jewish education.

b. CIJE's role is to strategize, design, enable, and create this Center, which will eventually exist in a loosely coupled relationship to CIJE.

### 2. CIJE has promises to keep -- particularly to communities that participated in the Goals Seminar this summer in Jerusalem. These promises must be kept in ways that will forward our broader agenda.

a. To keep our promises means to launch and/or to participate in, and/or to coordinate local seminars in Milwaukee, Cleveland, and Baltimore; to work in some fashion with Agnon; and to engage in an intensive process with institutions that emerge from local seminars as promising candidates for intensive work. Institutions that do so emerge would probably qualify as "prototype-institutions."

b. The impact of keeping these promises, over and beyond our maintaining our trustworthiness, will include increased awareness among participating institutions of the importance of serious attention to goals; a measure of change among some participating institutions; the identification of one or more institutions ready for serious change-efforts; a lot of serious learning on our own part.

### 3. Developing capacity is a very high priority and must be at the center of our efforts.

a. Developing capacity has at least 3 dimensions: a curriculum of study for CIJE staff; the identification and cultivation of a cadre of resource-people who will work with us; learning more about the nature of the enterprise through work with what we have called prototype institutions.

b. In our first stage, the identification and cultivation of personnel and our own learning-curriculum should have a very high priority. We should not be quick to take on more than one or two prototype institutions at the very beginning.

## GOALS PROJECT WORK PLAN FOR 1995

### 1. Establishment of the Center for the Philosophy of Jewish Education.

- a. Initial conversations between Harvard, Mandel Institute, and CIJE. (Dec. 1994)
- b. Flesh out conception of the Center, the stages through which it would develop, and its initial assignments. (January, 1995)
- c. Develop funding support for the Center.

### 2. Honoring outstanding commitments.

- a. Four Milwaukee Seminars (January - May, 1995)
- b. Participation as planners and possibly as resources in the Cleveland seminar (Dec. '94 - June '95)
- c. Help launch the Baltimore seminars (spring, '95)
- d. Meet with Agnon to conceptualize and to help them begin to implement a goals-agenda. (Jan. - May 1995)
- e. Consult to Toren in his efforts to enter into Goals-focused relationships with local educating institutions. (as needed)
- f. Identifying "prototype-institutions" from among those participating in local seminars and/or other institutions --i.e., institutions we are prepared to work with intensively (June, 1995). Begin work with these institutions in September 1995.

### 3. Building capacity

- a. Conceptualizing and planning our own learning-curriculum (Nov.-Dec., 1994)
- b. Resource persons
  - i. Identification of 5 to 20 promising individuals (Dec., '94)
  - ii. Recruitment of these individuals (Jan. '95)
  - iii. Development of a summer-seminar for these individuals (Feb. and March, '95)



iv. Summer Seminar for CIJE staff and for resource persons (July '95)

v. Pair resource-persons with prototype institutions (July, '95)

vi. Winter-seminar with resource-persons (Dec.95)

**c.. Learning through prototype institutions**

i. Begin with one or more institutions to which we may have preexisting commitments.  
(January-June, '95)

ii. If and only if we have sufficient personnel after meeting requirements of #1.  
identify other institutions. (Summer '95)

iii. Identify institutional representatives who will work with CIJE (Summer, '95) and hold seminar with them (Fall, '95)

**BY THE END OF '95:**

1. We will have completed local seminars to which we've committed.

2. We will have established the Center for the Philosophy of Jewish Education -- or a project that is moving in that direction.

3. We will have identified from 5 to 15 resource-people to work with educating institutions and/or communities, and we will have participated with them in a process of learning and tooling up.

4. We will have planned and engaged in a curriculum of study designed for CIJE staff (and, if timing is right, for some of the individuals identified as resource-people.

5. We will have identified one or more prototype institutions, either through the local seminars or through other means, and we will have assigned some of our new resource-people to work with these institutions. We will also have begun to work with the person designated by these institutions to work with us.

## SUMMARY OF CIJE GOALS PROJECT MEETING, Oct. 21, 1994

### UPDATE

The update covered developments since the Goals Seminar in Jerusalem. It began with a brief survey of what had happened with the three communities that had been heavily represented in Jerusalem.

It was observed that while not a great deal had yet happened in Baltimore or Milwaukee, there had been a measure of progress. In the case of Baltimore, a spring kick-off for the Goals Project has been planned with some kind of a major event. The possibility of bringing Pekarsky and/or Fox for this event is something they have been discussing. In Milwaukee, there was virtually no activity, except for a single meeting that didn't seem to give rise to much, until a planning meeting at the tail-end of September to which DP was invited. There plans were made to divide up the work of engaging different possible candidates for the local Goals Seminar, and it was agreed that a series of 4 seminars would be launched in January. Pekarsky agreed to prepare some materials to help them in their effort to generate a clientele, as well as to come down once or twice between now and January to meet with representatives of institutions that may be interested in participating.

In passing, it is noteworthy that the Milwaukee-folk requested that we consider the possibility of exempting rabbinic leadership from the local seminars, fearing that an insistence that the rabbis participate might reduce overall participation on the part of local institutions. At today's CIJE meeting, we decided against their suggestion on the grounds that without strong rabbinic involvement no serious effort would be likely to succeed.

In contrast to Baltimore and Milwaukee, Cleveland has really moved ahead with the Goals Project. 1) A seminar for local educational leaders has been organized around the theme of goals, with Ackerman appointed as seminar-leader. That seminar has already met once. 2) CIJE has been approached by the Agnon School concerning the possibility of participating with it in a venture designed to make it a more vision-driven institution, and for us to learn through the partnership; 3) Rob Toren has developed documents which, when distributed, will invite local institutions to enter into a partnership with the JECC towards the development of vision-drivenness.

With respect to Cleveland, we noted the importance of getting back to Agnon ASAP concerning their interest in working with us. Though we as yet have nothing conclusive to convey to them, to be in touch with them is critical. Holtz will follow up on this. It was also noted that Ackerman has indicated that he is not entirely comfortable leading a seminar organized around a Goals-agenda, and that it might make good sense for DP to offer

to help give the seminar a measure of direction. DP will be in touch with Gurvis around this matter.

On another matter altogether, Daniel Maron's memo concerning Amy Gerstein was discussed. There continues to be great enthusiasm for meeting with her to explore her ideas, and, if warranted, possibilities for further involvement. Regrets were expressed that we hadn't moved faster on this, and it was agreed that DP should contact her ASAP to see whether we could meet with her in November, during her projected trip east.

DP reported on our meeting with the Program and Content Subcommittee, and the great interest that was expressed there in the subject of "community-vision" or "community goals". He also reported concerning the possibilities discussed at a recent O'Hare airport meeting between Barry, DP, and John Colman. These matters will be folded into the discussion below and will not be summarized separately here.

#### POSSIBILITIES AND DECISIONS ON THE HORIZON

Recognizing that we need to make some basic decisions concerning priorities and directions, we proceeded to sketch out a list of possibilities from among which to choose. We pre-identified the following criteria as basic to the choice-process:

1. Outstanding commitments..
2. Do-ability, including know-how and resource-availability..
3. Fecundity, understood as the capacity of a given activity to forward CIJE's principal agenda..

Here is a list of the possibilities mentioned:

1. The planned agenda: following local seminars for local educating institutions in each of the three major communities represented at the Jerusalem conference, institutions would be identified for intensive work from among the participants. CIJE would not directly work with these institutions, but it would move the process along via two kinds of activities: a) work with individuals appointed by the institutions to carry their process further; and b) the development of a cadre of "coaches" or "resource people", to be drawn from the ranks of the most talented educators in the USA, who would be available to offer guidance to participating institutions.
2. CIJE could identify 3 to 5 different kinds of institutions that, given its agenda, it finds particularly promising. An existing community Day School; a JCC Camp; a community Day High School in the planning stages; and one or two congregations were among the possibilities considered, with promising instances of each category identified. There may, for example, be an interest



in such a venture on the part of Lee Hendler's congregation in Baltimore, Jay Roth's JCC camp in Milwaukee, and the Agnon School in Cleveland; and there was conversation about the possibility of being involved in Atlanta with a projected venture to open Hebrew High School.

3. "Community-vision" agenda. In Jerusalem as well as at our Program and Content sub-committee meeting in early October, there was great interest in the subject of "community-vision," with individuals as different as Jerry Stein, Dave Sarnat, and Maurice Corson all speaking to a pressing need for communities to make progress on this matter. This was not, as we understood, at the heart of CIJE's initial conception of the Goals Project agenda. But given the urgency felt by many concerning this matter, perhaps it needs to be given a more prominent place in our efforts.

4. Spreading the news. The Goals Seminar in Jerusalem introduced 3 well-represented communities and 2 not-so-well-represented communities to the Goals Project. Perhaps other communities should be introduced to our efforts via an America-based conference that resembles the Jerusalem Goals Seminar.

5. Use of the Goals/Vision theme to engage lay leadership in efforts to improve Jewish education.

Of these varied possibilities, all but #5, which needs to be further fleshed out, were discussed, and we emerged at the end of our deliberations with the tentative conclusions summarized below.

## FUTURE DIRECTIONS

A. The development of capacity and prototypes. Recognizing the need meaningfully to honor outstanding commitments, we felt that we needed to pay special attention to the fecundity-criterion in making our decisions. With this in mind, and recognizing what we do and do not know and have in place at present, we felt that the next two years or so need to emphasize the development of capacity and prototypes. That is, our immediate challenge is to develop basic skills, understandings, and resources (human and other) that will facilitate the progress of this project. Concretely, this might mean the following:

1. Conceptualizing, organizing, and calendarizing a program of study for CIJE staff (and other key individuals) around Goals Project themes. The program of study would be designed to help us develop an approach or a battery of approaches in which we have a measure of confidence -- critical if we are to work with institutions and/or work effectively with "coaches" or other resource people. Among other things, this program of study would involve

opportunities for serious discussion with representatives of movements like Sizer's which are engaged in efforts from which we might learn..

2. Identification and recruitment of resource-people who could potentially work with institutions interested in taking on a Goals Project agenda.. Here are the kinds of names that surfaced: Josh Elkin, Vicki Kellman, Susan Shevitz, Joe Riemer, Rob Toren (by no means an exhaustive list)..

3. A seminar, scheduled for next summer, designed to bring the resource-people (identified in #2) fully on-board.. Participation in the seminar would presuppose "broad strokes" identification with the Goals Project effort.. Conceivably, and assuming such identification, representation from denominational training institutions might be desirable..

4. Identification of 3 to 5 prototype institutions which we are prepared to work with intensively over the next few years - with an eye towards a) their improvement, and b) our own learning, and c) writing up and disseminating what we learn.. Though CIJE does not see itself as working at intra-institutional levels, it may be that for purposes of our own learning, we may want to be more intimately involved with one or more of these local efforts..

5. Developing with/for the institutions identified in #4 a set of tasks/activities that will put them in a state of "readiness" for a serious goals-agenda..

B. Outstanding commitments. As planned, Anne Peckarsky will work with Milwaukee this year in the local seminars, and efforts will be made to be helpful to Gurvis and Ackie in the Cleveland seminar that has recently begun.. In addition, we will try to be helpful to Baltimore as it moves ahead in the spring. Where any of these initiatives will actually lead we'll have to see as we move along.. One thing that was very clear to us is that we must do everything we can to help out in Cleveland, which is by far the most promising of the communities to date..

#### PERSONNEL

y The Goals Project does not currently have the personnel needed to carry out its agenda in a meaningful way.. Pekarsky works full-time at the University of Wisconsin and does not have substantial time available for this very demanding project.. And while Dorph, Hoffmann, and Holtz may be able to take on some pieces of the project, they too are extremely busy and cannot realistically be expected to take on much more.. And yet the tasks on the horizon are many, including:

1. Responsibility for coordinating, tracking, and

leading the local seminars planned for this year..

2. Identification and recruitment of resource-people from among senior educators in the U.S. who might work with our project..

3. The conceptualization and actual development of our own program of study..

4. The identification of institutions we want to work with as prototypes and to negotiate with them towards such an agreement.. Along with this,, the development of a process that will ready them for this work..

5. The development of a summer seminar for the resource-people we identify..

6. Day-to-day logistical and administrative matters,, including communication with various institutions,, communities,, the Program and Content sub-committees,, etc. concerning Goals Project issues..

While existing CIJE staff may be able to help out with some of these matters on a short-term basis,, we recognized a critical need for additional CIJE staff to work on the Goals Project.. Without such staff we will have to drastically curtail our agenda -- or else doom ourselves to very mediocre work..

Against this background,, we focused some preliminary attention on the kinds of people who might prove suitable for our work. Depending on availability,, we could imagine hiring either a partner to DP in this effort or someone who would be an assistant. A number of names surfaced,, including Mari Blecher and Debbie Kerdman (both of whom have worked with Lee Shulman). There was also an interest in seeing what might emerge in our conversation with Gerstein..

#### IN THE SHORT RUN:

1. DP will speak with Marem and Fox this Monday..

2. DP will draft and distribute for comment a summary of our meeting..

3. Pekarsky will communicate to Milwaukee our belief that Rabbis need to be involved and will send them "copy" to be used in their efforts to recruit folks for the Goals Project seminars..

4. Holtz will be in touch with the Agnon school..

5. Pekarsky will call Gerstein to try to arrange a time to meet..

6. We plan to emerge from our meetings with Seymour Fox in November with a clear work-plan for the year ahead..



MEMO TO: Alan Hoffmann and Barry Holtz  
FROM: DP  
RE: GOALS PROJECT PRIORITIES  
DATE: June 15, 1995

This is a follow-up to a preliminary conversation Alan and I had concerning Goals Project priorities for the coming year. In general terms, the situation is like this: there are a number of things in the hopper, some of them definite and some of them less certain. If all of them actually come about, we may be on overload, but it's not clear that all of them will come about or what, if they do come about, they will demand. More importantly, given the number of activities we will potentially be involved with, we may be in danger of losing focus -- of diffusing our limited energies and finding ourselves in a reactive mode (simply responding to requests that happen to come our way). It is therefore critical that we step back and determine what we believe it most important to focus on in light of resources, capacity, and needs. This will, I hope, be at the center of the upcoming conversation between the three of us.

As background to our conversation, I will do the following below: a) lay out our projected activities; b) identify the 3 major directions which, in varied combinations, we might pursue; c) discuss how we might reasonably proceed in relation to the larger purposes of the Goals Project and CIJE. My hope is that by the end of our July meetings, if not before, we (a "we" that includes our Jerusalem partners) will emerge with an agenda that feels sufficiently shared, clear, meaningful, and do-able to permit us to move along expeditiously.

In sketching out the range of things we are thinking about and or committed to doing, my intention is to put before us the kinds of data we need to deliberate concerning our priorities and possibilities. But in addition to this and for purposes of stimulating some pertinent discussion, I also put forward a substantive proposal towards the end of the document. This proposal explores a possibility that Alan and I briefly considered during our New York conversation -- namely, what would the Goals Project look like in the immediate and long-term future if we take seriously the concerns we have been recently discussed regarding our immediate readiness to proceed with the coaching-agenda? What would the Goals Project look like if the coaching-agenda were not the center-piece (at least in the short run)? I am aware that the proposal I make may be politically problematic, but I will rest easier knowing it has at least been seriously considered.

I look forward to discussing these matters with you.

#### PROJECTED ACTIVITIES

1. Milwaukee.

I have been in active conversation with 3 institutions concerning Goals Project work next year (See the materials sent concerning Beth Israel, Sinai, and Milwaukee Jewish Day School).. It is conceivable that I will in different ways work with each of these institutions as they begin to pursue a Goals Project agenda.. In addition, Jay Roth and I spoke in mid-April concerning our involvement with the JCC's efforts to develop a Goals agenda. He envisaged an initial meeting followed by a day-long retreat.. Which, if any, of these institutions will follow-through in a serious way -- and what that might mean - remains unclear..

## 2. Baltimore.

I have been in conversation with Marci Dickman concerning a set of programs designed to encourage her central agency to become more thoughtful concerning their underlying vision and priorities.. We have tentatively spoken of an all-day retreat scheduled for Oct.. 22, preceded by a shorter preparatory session scheduled the preceding month. Whether and how this has the potential to grow beyond these sessions -- perhaps to institutional levels - remains uncertain; but it does strike me that this program may offer the Goals Project a chance to get more involved in Baltimore.

## 3. Atlanta.

Gail and I have both been in conversation with Steve Chervin concerning possible Goals Project involvement there.. As I understand it, they have been encouraging local institutions to enter into a process of self-renewal, a process that prominently includes a vision/goals component.. He has suggested the possibility that we be involved in that process; but exactly how, and what it would demand of us, remains unclear.

## 4. Cleveland.

There are two areas of possible involvement in Cleveland. First, two institutional efforts that have a strong Goals-component seem to be developing in Cleveland -- one of them at Agnon and the other, largely through Rob Toren's initiative, at the Schechter school. Through Rob and Marem, we may want to carefully track both of these efforts next year; and we need to consider the ways in which we do or don't want to be involved. An immediate possibility for involvement that has arisen in conversation with Toren is that I lead a set of Goals Seminars for stake holders in these two institutions as part of their process of institutional improvement; whether or not other institutions or communal stake holders would be invited remains unclear. Given changes going on in other institutions, for example, Park Synagogue, which is in process of getting a new director, it might be wise to include other institutions as well.

The second area of possible involvement in Cleveland has only

begun to come into focus. There is now serious conversation going on concerning Beth Torah -- a Hebrew-oriented supplementary school that is made up of children from three major Conservative congregations in town (Park, Bnai Yeshurun, and Beth Am). In recent years, children have gone to their respective congregations for Sunday programs (with a non-Hebrew emphasis) and to Beth Torah during the week. The question is whether Beth Torah should survive at all, and if so, in what form. As Toren and Gurvis see it, this question needs to be addressed in relation to larger issues of community- and institutional-goals. In conversation amongst themselves, they began thinking that perhaps CIJE could be helpful in this process.

#### 5. Wexner Seminar

I will be involved - as will all of you - in the Wexner retreat scheduled for early December. As best I can tell, this is a one-shot deal, and that my primary work will be in planning and preparing facilitators for the very first session. This is an opportunity to communicate the importance of vision/goals to the Wexner graduates -- but Lauffer (or is it Lauffman?) has eaten away at some of the program's potential with his own program conception. It may be worth our having a conversation about whether we would like to see our involvement with this effort as the beginning of a longer-term involvement with the organization or its graduates. I met with Paley and Lauffer last week in NY, and I have a meeting in New York with Paley scheduled for the Monday after our August 25 meeting.

#### 6. The JCC Seminar

Some time this fall or winter is the projected seminar for a number of JCC institutions. I am not entirely clear at this point a) who will be participating; b) what would count as a desirable outcome; and c) what follow-up work is imagined. [Note: since drafting this paragraph, Barry has clarified some of this for me, but I would profit from further conversations..]

#### 7. Furthering the Coaching-agenda.

Three projects are in the planning. The first is the small seminar scheduled for mid-July, intended for us, for the Mandel Institute folks, and for Scheffler. My understanding is that our challenge at this seminar is to further clarify the work of coaches with attention to three issues: a) what skills, understandings, sensitivities, etc. do coaches need; b) what's the best way to train them; and against this background and more practically, c) who should be recruited, how should they be trained, and when should the training begin?

The second project (which tentatively presumes a certain answer to question c. in the preceding paragraph) is that in January



of 1996 we hold a seminar for prospective coaches, designed to initiate them into the work, with an eye towards deciding who among them are the most promising and perhaps beginning to think about where to assign them.

The third project, pointed to above, consists in efforts by Pekarsky and hopefully Marom and Toren to get involved with educating institutions as a way of enriching our knowledge-base in the area of coaching institutions.

8. Whereas 1 - 7 reflect efforts that we have committed to and/or been leaning towards, we have also had serious discussions concerning the following:

a. Regional Goals Seminars, to be held around the country.

b. A national Goals Seminar, on the Harvard Model, to be held in Jerusalem or Cambridge next summer.

9. Distinct from 1 - 8 in that we have never moved beyond the "It might be interesting and important..." stage are the various activities associated with the Community Vision agenda (including: writing a serious think-piece; getting Rosenak's piece edited and made available; a serious seminar designed to better understand the nature and importance of this domain, etc. See my recent paper for some thoughts about this.)

#### THE THREE MAJOR DIRECTIONS

If we review the various activities we've committed ourselves to or are thinking about, there emerge three general and variously inter-related directions which need to be prioritized and balanced in a meaningful way.

a. Changing the culture and the discourse in Jewish education so that issues of vision and goals become part of the conversation: the Goals Seminars. Goals Seminars aimed at communal leadership, at central agencies, at educating institutions (individually or in groups) are designed to change the discourse among those interested in Jewish education -- to provide new lenses through which to view educational practice and to stimulate serious reflection concerning underlying vision and goals. Such seminars have to date included "one-shot" programs as well as more sustained educational encounters. But there has yet to be a seminar that includes the kind of sustained study that we have sometimes hoped for. While such seminars have been viewed as essential to the coaching-agenda (in that they may be a source of interested institutions), they have also been viewed as possibly integral to the Community Mobilization agenda.

b. Encouraging and facilitating work with educating institutions: the coaching agenda. The coaching-agenda is concerned with helping a seriously committed educating institution make serious progress on a goals-agenda with the help of a CIJE-trained professional. The work of the Coach has been the subject of our discussion on a number of occasions, most notably in Cambridge in February, 1995.

c. The Community Vision agenda. There has been a lot of interest on the part of a number of our constituencies in the subject of "community-vision" -- what would it mean -- and how would it help -- to be "a vision-driven community", and how might such a vision arise? My recent paper on the subject is an attempt to try out some ideas concerning what it might mean to pursue this agenda in a reasonably serious way.

#### REFLECTIONS ON THE MENU

Uncertainties. Various uncertainties contribute to the difficulty of choosing from among this menu of possibilities. Most notably, when we scan the list of activities that we've projected, it is not clear whether each and every one of them will pan out and what will grow out of those that do pan out. As an example of the latter point, even assuming a slew of Goals Seminars that excite representatives of communities and educating institutions, we don't know how many institutions will be eager and able to take the next step -- to commit to a serious Goals Agenda will require; and this uncertainty has a bearing on the number of coaches we need to be cultivating.

Considerations relevant to prioritization. In the face of such uncertainties and limited resources, it is all the more important that we be very clear about what our priorities are, so that we know how to react to the possibilities that come our way and can set about systematically shaping the project's future. For without an overall game-plan, we may well get caught responding in an ad hoc way to various requests that come our way. Prioritizing our possible efforts and weaving them into a coherent plan should be based on such matters as 1) outstanding commitments and expectations; 2) foreseeable contribution to the larger CIJE agenda and, more narrowly, to the outcomes we envisage for the Goals Project; 3) necessary and available resources, including time, money and competence.

Note that we have discussed these matters before -- most extensively at our November 1994 meetings with Seymour and Annette (see the appendix to this document for the relevant text from that discussion). Based on that discussion and on our experience since that time (including recent conversations with Seymour), I will propose a 5-Year Plan for the Goals Project that should guide our decisions and allocation of energies.

### 3 AND 5-YEAR OUTCOMES

The outcomes described below reflect what we should strive for over the next five years. Not all these outcomes need be sought after immediately; proceeding in stages might prove wiser. In this spirit, I propose a two-stage plan, the first two years in length and the second three years. I have starred the outcomes that might be the focus of our immediate efforts for the first two-year period; the others, while in some cases launched in the initial period, are the principal objects of attention in the second stage.

\*1. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, of its feasibility, of work being done in this area. This dissemination to be accomplished via seminars, publications, film, conferences for different constituencies, etc. It is critical that this "consciousness-raising" be done in ways that include and highlight the importance of serious study of Jewish sources that speak to issues of goals and vision.

\*2. Case-studies of institutional efforts to become better organized around a goals-agenda.

\*3. Out of the first-order work in institutions and its analysis in the case-studies, we would acquire an articulated body of lore that includes:

a. strategies and models that can guide efforts at institutional improvement;

b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;

c. identification of institutional "readiness-conditions" if meaningful change is to take place;

d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;

e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CIVE seeking to catalyze this kind of change.



\*4. The development evaluation tools ((that would be usable in the future by other institutions undergoing a change process)). These tools would include:

- a. an instrument for taking an initial snapshot of an institution,, a look at reality that focuses on avowed goals,, on their implementation,, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

5. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

6. Guided by the resource-people identified in 5., an expanding community of partnered institutions,, each engaged in a goals-agenda and offering their experiences and their ideas to one another on a regular basis.

In the first stage ((1-4)), the thrust of this plan is to do two things:

a) to emphasize,, exploit,, and expand the Project's potential to raise consciousness concerning the importance and role of vision and goals in Jewish education. This would include an ongoing effort to improve our Goals Seminars,, with special attention i) to finding ways of introducing more serious study into them,, and ii) to developing follow-up activities.. In addition to enabling us to identify institutions that seem promising candidates to engage in a serious goals-process,, this effort will contribute to the Community Mobilization agenda. Also,, depending on the outcome of future deliberations,, it could also include a "community-vision" dimension.

b. to use a limited number of case-studies as opportunities to build our knowledge-base concerning various matters,, including: the nature and conditions of change,, the role of coaches,, evaluation-strategies, and the like.

In the second stage,, the achievements at the first stage would become the basis for training a cadre of coaches,, for extensive work with varied institutions, and for the coalition-idea.

The proposal tries to be responsive to a number of concerns surrounding our readiness at this moment to proceed to the full-fledged coaching agenda. 1) Since we don't yet know very much about how the goals-process plays out in institutions, we are not as ready as we might want to be to train a cadre of coaches. 2) Until we grow clearer, via Pilot Projects, about how to facilitate an institutional goals process, it may be wise not to get involved with too many institutions. 3) It is not yet clear that there is yet an eager clientele among institutions for what we are proposing.

I hope this doesn't sound too cautious. My own view is that this plan allows for addressing major CIJE priorities and commitments as well as for significant research at both stages of the process. If there is a strong need, political or otherwise, to move on with the coaching-agenda in Stage 1, I do believe this can be done in a meaningful way, but I think we would need to be extremely careful in selecting institutions, rather than trying to expand too fast. This is not just a question of whether we are ready to work with a large number of institutions; it is also imperative that we resist the assumption that any institution whatsoever that says "We're ready to do this with you!" is really "ready" to pursue a Goals-agenda in a serious way. As we've said on numerous occasions, unless an institution is really serious, the results - for them and for us - are not likely to be good ones. We cannot afford to lose sight of this principle.

## APPENDIX: OUTCOMES-DISCUSSION AT THE NOV. 94 MEETINGS

This examination began with Pekarsky offering two different accounts of what Goals Project "success" might look like. A) The first, prompted by a comment by Annette Hochstein in the first part of the day, set forth some very general long-term goals (that were not, at least by design, tied to the October plan. B) The second identified what success might look like if we fully exploited the potentialities of the October-plan.

### A) General long-term goals - three were identified:

1. Increasing numbers of institutions organized around a goals-agenda that includes serious wrestling with issues of content.
2. Heavy emphasis in communal planning processes on the place of goals in Jewish education.
3. A National Center for the Study and Development of Goals for Jewish Education (or the "Center for Research in the Philosophy of Jewish Education"). The Center would:
  - a) conduct original research concerning the goals of Jewish education, as well as concerning implementation, and evaluation. Such work might, for example, include a Jewish version of the two HORACE books or Carnegie's "The Future As History" chapter;
  - b) develop strategies to disseminate its research findings in ways likely to make an impact;
  - c) educate key professional and lay constituencies concerning matters pertaining to the goals-agenda;
  - d) develop and make available expertise that will inform the efforts of communities and institutions that seek to become more adequately organized around a goals-agenda.

### B) What would success look like for the October Plan?

1. Case-studies of institutional efforts to become better organized around a goals-agenda.
2. Out of the first-order work in institutions and its analysis in the case-studies, we would acquired an



articulated body of lore that includes:

- a. strategies and models that can guide efforts at institutional improvement;
- b. identification of skills, understandings, and aptitudes that are needed by those guiding the process of change;
- c. identification of institutional "readiness-conditions" if meaningful change is to take place;
- d. documentation of some of the effects (expected and unexpected) of taking on a goals-agenda;
- e. identification of important issues, tensions, etc. that need to be addressed, either by institutions embarking on a change-process or national organizations like CIJE seeking to catalyze this kind of change.

3. The development evaluation tools (that would be usable in the future by other institutions undergoing a change process). These tools would include:

- a. an instrument for taking an initial snapshot of an institution, a look at reality that focuses on avowed goals, on their implementation, and on educational outcomes;
- b. an instrument for assessing the results of having engaged in a serious effort to become more goals-sensitive.

4. The development of a cadre of resource-people, identified and cultivated by CIJE who have been, and will continue to be involved in helping institutions become better organized around a Goals agenda.

5. From among the institutions identified in #1, a community of partnered institutions each engaged in a goals-agenda and offering their experiences and their ideas to one another on a regular basis.

6. A broad awareness among critical constituencies at a variety of levels concerning the importance of the goals agenda, of its feasibility, of work being done in this area. This dissemination to be accomplished via publications, film, conferences for different

From: Daniel Pekarsky at 608-233-4044  
To: CIJE at 12125322046

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constituencies, etc..

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To T <b>Barry Holtz</b>	From " " " <b>Don PeKarsky</b>
Co.	Co. <b>Univ. of Wl - Mass</b>
Dept.	Phone T <b>(608) 262-1718</b>
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**Ulan, Barry, Gail,**  
**23 SC**

Dear Danny,

The following are some of our tentative thoughts for discussion at the meeting at Harvard on Thursday and Friday. As we agreed in our phone conversation, the aim here was for this to serve as a basis for deliberation on the reconceptualization of the goal's project.

Since you have already been successful in bringing institutions and communities to the point of wanting to undertake goals development, the issue which is addressed here relates to the next step: what does the goal's project aim to achieve once the work with these institutions and communities gets underway?

**1. Engagement with and study of philosophical ideas about Judaism and Jewish existence:** These are the conceptual underpinnings of Jewish education in that they provide conceptions of the very basis of Jewish existence: "What is a Jew?" Since we are working with groups with varying Jewish identities, these ideas will range from traditional philosophies expressed in classical and medieval writings (eg. Maimonides, Maharal, etc.) all the way to current ideas expressed by modern Jewish philosophers (eg. Hirsch, Soloveitchick, Rosenzweig, Abad Ha'am, Baack, Heschel, Kaplan, etc.).

**2. Engagement with and study of ideas within the philosophy of Jewish education as they relate to the practice of Jewish education:** These ideas express substantial aims for Jewish education - ones which if achieved would enable graduates to live according to a particular conception of Jewish existence (as in #1); eg. "What is an educated Jew?" These ideas have been presented in the writings of thinkers mentioned above and by others, more recently by scholars of the educated Jew project. On the other hand, they may also be presented in person by local Rabbis, Judaic scholars, Jewish authors, etc.. People may adopt ideas espoused by Twersky (eg. his work at Milmanides school), Jack Cohen (eg. his work at the Reconstructionist school), etc..

**3. Consideration of educational goals:** The aim here is for goals of educational practice to be critically considered with respect to their capacity to contribute to the attainment of the larger aims of Jewish education. The interplay between educational goals and larger aims in Jewish education may transpire through a) an analysis of the educational ideas implied by educational practices (eg. goal statements, curriculum, teaching practice, etc.); b) an attempt to creatively consider which goals might lead to the attainment of levels one and two; or c) any number of other methods.

**4. Devise and pursuit of a strategy for setting vision-driven work in motion in actual settings of Jewish education:** There is a broad range of possibilities here. In some settings, it may be advisable to begin by focusing on one program in one area of Jewish



education (eg. the teaching of Bible). In others, it may be more appropriate to begin by engaging board members in the study of philosophical ideas of education (eg. the study of Buber's view of the educated person/Jew). If implemented successfully, these initiatives could branch into separate efforts in other areas (eg. teacher training, curriculum, evaluation, etc.), and create a movement towards broader vision-drivenness. A question which has arisen in our discourse over the last year has been the kind of staff which would be able to help devise and implement these strategies for and with those who are involved with Jewish education in a particular setting. In addition, having set vision-drivenness in motion in a particular setting, it may be important to consider how its progression and expansion could be supported, nurtured and deepened.

*3. Create interaction between local, national and international efforts to undertake goals development:* Since the goals project assumed that educational vision is an expression of a larger view of Jewish life shared by groups within and across Jewish communities, there may be much to be gained by bringing local, national and international players in Jewish education to interact with each other around goals project initiatives. For example, a local denominational school in search of new educational ideas in order to set its own goals may find intellectual and spiritual leaders from its own denominational Offices to be an appropriate resource. In turn, these intellectual and spiritual leaders from within a denomination may find it useful to formulate their educational ideas with reference to alternative conceptions of the educated Jew as presented by the scholars of the educated Jew project. This in turn may affect educational thinking across the denomination.

We hope you find these thoughts to provide a useful basis for setting the agenda for our meetings at Harvard. Since I cannot find a time when both Seymour and I will be available together for a phone conversation, my suggestion is that we talk first and I will pass on your comments to Seymour. Please let me know when I can be in touch with you later tonight or tomorrow night (I fly early tomorrow morning and land in Boston tomorrow night). You may want to do this by sending a fax to me (972-662837). In every case, I will try to reach you by phone later on.

Sincerely,

Daniel Marom

TO: Participants in the July Cambridge Seminar  
FROM: Daniel Pekarsky  
RE: Goals for the Goals Project

As a way of helping to launch our attempt to develop a shared understanding of what the Goals Project is about, I am drafting this brief statement that articulates my own view of the basic goals around which this project should be organized. In order not to distract from the focus on basic goals, the identification of activities associated with each goal was developed separately in the second half of the document.

**1. Cultivation of A vision-and-goals-sensitive culture.**

The cultivation of a culture and a discourse (at national, communal, and institutional levels) that evidence an understanding and appreciation of the importance of seriously addressing basic questions pertaining to the goals of Jewish education. An important measure of success in this area is the extent to which communities and institutions exhibit an eagerness to embark on a sustained and serious goals-process. The following must be cultivated:

a. An awareness of the multiple and critical roles that having a shared and compelling vision and set of goals can play in contributing to educational effectiveness - and of how far most educating institutions are from a vision-driven reality today.

b. A deep awareness that the process of deliberation concerning vision and goals is profoundly enriched by opportunities to study and ponder visions of an educated Jew and of a meaningful Jewish existence that can be found in Jewish religious thought and in the products of the Educated Jew Project.

c. An appreciation that engaging in this process of deliberation in the right way is itself an intrinsically rewarding opportunity to grow as a Jewish human being.

**2. Development of the knowledge-base and the curricular resources needed to help appropriate educating institutions (and the agencies that support them) carry through a serious goals-agenda.**

a. The requisite knowledge-base and resources must be developed with attention to the project's assumption that a serious goals-process includes as an integral component (and not as an aside or as a kind of perfunctory bow to Tradition) significant encounters with conceptions of Jewish existence found within classical Jewish texts, Jewish philosophy, and the

products of the Educated Jew Project.

b. The requisite knowledge-base and resources need to encompass ideas concerning the institutional pre-conditions for taking on a goals-agenda; possible levels of intervention and available strategies at different levels - along with considerations pertinent to determining level and strategy; the skills, knowledge (Judaic, pedagogical, and other), and sensibilities needed to "coach" an institution.

Building on progress made with goals 1. and 2.,

**3. Recruiting and training appropriate individuals to serve as coaches to institutions embarking on a Goals Agenda.**

**4. Develop a network of appropriate institutions pursuing a goals agenda under the guidance of the coaches identified and trained by the project.** This is to be accompanied by on-going study of what happens with an eye toward developing an increasingly rich and fruitful body of lore.



Careful written accounts that distill what is learned through the preceding activities about the nature of the work, about useful strategies, about obstacles, about the nature of effective coaching, and about the characteristics that make for a good coach.

Goal 3: Identifying, recruiting, and training coaches.

Workshops and seminars that include immersion in the philosophy of the project and in the work of the Educated Jew Project, a lot of work with cases designed to help participants become more adept at judging when, where, how, and why to intervene; opportunities for clinical work. The training builds on and uses understandings, materials, and strategies developed through the work subsumed under Goal 2.

Goal 4: Towards a network of vision-driven institutions.

Develop criteria to determine appropriateness to undertake a Goals-process under our auspices. This means articulating principles of readiness and seriousness. It may prove appropriate to establish different levels of participation depending on the institution's readiness-stage (rather than taking an all-or-nothing stance).

Identify appropriate institutions through a process we need to determine.

Pair institutions with coaches so that the work can begin and work out financial and other logistical arrangements.

Periodic seminars, workshops for the coaches that afford opportunities to share and examine what they are learning, to explore pertinent problems, to contribute to our own knowledge-base, and to become acquainted with new ideas.

Periodic opportunities for key stake holders in participating institutions to actively network and to learn from one another's experience.

## GOALS PROJECT CONSULTATION,, July 1995

### BACKGROUND

Against a background of some uncertainty concerning both the future direction of the Goals Project and the best way for the Mandel Institute and CIJE to collaborate on this project,, the primary tasks of this consultation are:

- a. to arrive at a shared sense of the project's mission and the goals that flow from this mission;
- b. to arrive at a shared sense of the principal activities through which the project's mission and goals will be achieved..
- c. to arrive at a shared sense of the roles of CIJE and the Mandel Institute in the development of the project - - in determining,, implementing,, and evaluating the project's priorities and activities.. Included here is the identification of mechanisms that will facilitate more effective communication and coordination..
- d. to deepen our understanding of what is involved in working with institutions around a serious goals-agenda,, with an eye towards refining our understanding of the skills,, understandings,, bodies of knowledge,,, and sensibilities,, needed by coaches who guide the efforts of institutions..

Preliminary discussions of this set of tasks have suggested that a better understanding of item d. may be invaluable when we consider items b. and c., and therefore the sequence for the proposed agenda looks like this:

1. MISSION AND GOALS OF THE GOALS PROJECT
2. WORKING WITH INSTITUTIONS:: THE NATURE OF THE WORK (with participation of Rob Torem)
3. THE PRINCIPAL ACTIVITIES THAT THE PROJECT WILL UNDERTAKE
4. CONCEPTUALIZING AND OPERATIONALIZING THE CIJE/MANDEL INSTITUTE COLLABORATION IN THE GOALS PROJECT

Our work can be considered a success if we can achieve a measure of closure concerning our mission,, our principal activities,, and our collaborative relationship.. Closure of a desirable kind implies: a) genuine agreement among those present;; b) decisions made honor existing commitments;; c) decisions made forward the CIJE agenda.. The agenda is filled out below..

## AGENDA

### 1. Overview ((Pekarsky))

Review the consultation's tasks and agenda against background of developments since February..

### 2. The Goals of the Goals Project

Discussion of different views of the principal desirable outcomes around which the project should be organized.

Immediately relevant materials include Marom's letter to Pekarsky ((summarizing some of his and Fox's thinking)) and Pekarsky piece on "The Goals of the Goals Project." [[It may be wise to take 10 minutes to review these documents at the beginning of the discussion since not everyone will have had the chance to see them prior to the meeting..]]

Background materials you may want to consult along the way include Pekarsky's "Priorities" document and the summaries of the Oct. and Nov. Goals Project consultations..

### 3. "Working with Institutions"

Pertinent materials include the summary of our February consultation in Cambridge and Pekarsky's "Working with Institutions" piece.

a. Background presentation by Pekarsky concerning the status of the "working with institutions" agenda,, with special attention to the progress made at our February meetings,, other developments,, and issues that have arisen since that time..

b. Examination of one or more cases,, with an eye towards surfacing pertinent issues,, strategies,, and insights concerning the nature of working with institutions and the skills,, knowledge-base,, and understandings needed to carry out the work fruitfully.. Designated participants have been asked to launch this discussion via one of two different routes,, and we can decide as we move along which seems most promising:

i. examining a hypothetical case of an institution interested in serious self-improvement.. We might consider how,, given the information provided,, we would proceed: what additional information we need,, what initial activities seem promising,, possible arenas in which to intervene,, what kinds of outcomes we



would hope to attain, etc..

or           ii. considering some actual cases that relate to our on-going work, e.g. the Atlanta consultation relating to a new high school; the upcoming set of workshops for Baltimore's central agency; issues arising out of Marom's work with the Agnon School; the way to approach our upcoming work with select JCC camps..

c. An attempt to draw out some general points,, hypotheses and questions concerning the nature of goals-oriented work with institutions,, concerning institutional preconditions,, etc..

d. Based on foregoing,, revisit question of the characteristics needed by coaches..

### 3. Determination of priorities and activities

With attention to our discussions under items 1 and 2,, identify priorities and activities that should define our efforts in the foreseeable future..

### 4. Determining roles and relationship of CIJE and the Mandel Institute in the development of the project..