

Express Innovation Model Design Development Master

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Express Innovation – Roadmap for Year 2 (Part II)

FEBRUARY – APRIL 2013	<ul style="list-style-type: none"> • Continue implementing new model • Create a description of your model • Begin thinking about further model expansion next year • March 18: Year 3 Grant Application available • April 30: Year 3 Grant Application due <p>DATA: Continue collecting pre- and post-learning reflections from participants; EI Connectedness survey to parents</p> <p>SOCIAL CONNECTIONS: Engage and solicit input from a broader spectrum of voices</p> <p>COMMUNICATION: Share with the congregation your successes as evidenced by stories of your model’s impact on participants</p> <p>REFLECTION: Reflect on successes; Reflect on participant input and input from <i>Hearing Others’ Voices</i>; Reflect on survey data</p>
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Model Description Development Outline

January - April 2013

February

Step ONE:

Reflection Guide

3 questions:

1. Where have we been most successful this year with our model?
2. What do we want to make sure we do more of next year?
3. In reflecting on our answers to the questions above, what does it appear are our values?

Step TWO

Your Model Description & Draft Model Description Template

1. Create a Draft Model Description for sharing and additional reflection
 2. See Step FIVE for final model description
 3. Model Description includes questions broken into sections based on characteristics of a model
 4. Includes a template for sharing your draft model description
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March

Step THREE- Share it Out

Hearing Others' Voices - the Social Connection Guide

Share the model, your surprises and your questions. Hear others' reflections, thoughts and needs.

April

Step FOUR

We take the community's feedback

And the data from the survey

And our reflections on the year

And now we draft again

Reflection Guide (Same Tool as Step ONE)

We ask ourselves the same three questions we asked in February/March

Step FIVE

Your Model Description & Final Model Description Template(Same tools as Step TWO)

We look at our draft model and based on our reflections create a final model description.

We've involved the congregation in reflection. We have considered feedback, data, and our noticing of surprise and success. And now we have a model description that will help plan in a way that will meet our goals and deepen our impact in providing relevant Jewish learning for families, and at the same time, fulfill requirements for our work with Express Innovation, The Jewish Education Project and Experiment in Congregational Education (ECE) into next year.

Your Model Description

Articulating a description of your new model of learning, as you approach the end of its second year, serves several purposes. It requires you to step back and consider what you have created for your congregation, reflect on where you've moved strongly ahead and where gaps might remain.

When you first began **Express Innovation** you read through model descriptions from other congregations built around most of the questions below. You will be articulating your model description from this set of questions. By creating and submitting your model description you add a record of your congregation's work to the growing catalog of new models for learning being developed in communities around the country.

Please, note that this model description is a requirement of continuing to work with the Jewish Education Project and Experiment in Congregational Education (ECE) into next year.

The questions below are grouped according to five defining categories of the description of a model: purpose, structure, procedures, language and regularization. The questions are intended as a guide, rather than the specific questions that you must answer to develop the model description. As you work through answering these questions, don't be surprised if you discover some overlap. Often how you describe your model in one area is impacted by or determines how you describe it elsewhere.

A template is provided so that all the **Express Innovation** congregations' model descriptions follow the same format.

PURPOSE*

1. What is the PURPOSE of your model?
 2. What do you hope your participants (children, adults, and families) will take-away?
 3. What does success look like and how do you measure it?
 4. What evidence of success do you look for from your participants and in your congregation?
- * Consult your responses from your work with the 'Reflection Guide' when answering the questions in this section.*

STRUCTURE

1. What is the structure of your model (Questions 2-7 provide more specific structural questions)?
2. Who are the learners?
3. When (and with what regularity) and where does the learning occur?
4. Who plans and guides the learning?
5. What kind of governance structures or procedures have been developed, or adapted, to oversee your new model (lay committee, Express Innovation team, clergy or other supervision, board involvement, etc.)?
6. How are your budgetary needs being met?
7. What resources, outside of the Express Innovation grant (human, community, curricular, etc.), do you use?

PROCEDURES

1. What procedures have been established that ensure the model's integrity over time?
2. How are the procedures, structures and learning experiences aligned with the model's goals and other educational activities in the congregation?

LANGUAGE

1. What language is used in formal and informal communication to name and describe the various aspects of your model (e.g. Hebrew names for participants or teachers, procedures, or educational spaces; using language that fits with your model, rather than a traditional school setting – the teachers who are now more like guides or coaches might be Madrichim or Roshei Eidot; an educational space might be called a design lab)?
2. Which words or definitions are consistently used by those involved with your model?

REGULARIZATION

1. How regularized has your new model become in comparison to other learning opportunities in your congregation?
2. How do your congregational leadership and participants-to-be perceive the model?

Model Description Template

Name of our new model of learning: _____

Congregation/location: _____

Category	Description
PURPOSE	
STRUCTURE	
PROCEDURES	
LANGUAGE	
REGULARIZATION	

Hearing Others' Voices

Up to this point, you have relied on ideas and input for your new model from a fairly limited circle of people: your planning team, your clergy and your learning participants (including those involved in your initial social connector conversation). Over the next few months you will begin developing a picture of your congregation that will be part of your next grant application and will serve to guide your decision-making into next year and beyond. As you embark on this planning, other voices can contribute to your thinking about values or about your model. This, then, is a good time for input from new and familiar voices.

As you develop a plan of reaching out, strike a balance between sharing what you've accomplished and really listening to what others have to add. Keep in mind that any gathering is an opportunity for people who might not otherwise be together to connect and have conversations about matters important to them and the congregation. For these reasons, soliciting input at this point serves to leverage both the communication and the social connector boosters.

The suggested formats below have worked in other congregations. Your consultant can be of tremendous help when deciding how to conduct any one of them or choosing a different format, not listed below.

1. Conduct a **Town Hall-style event**. Tap into social networks to spread the word and increase attendance. For participant convenience, consider piggybacking it onto another school or congregational activity.
2. Invite 10 parents to a **30-minute** Connection Conversation or a 2-way focus group meeting. Schedule it before pick-up. Again, consider social networks when extending invitations and building interest.
3. Plan a **Coffee Klatch** for 3-5 people. Be prepared with open-ended questions. Ask follow-up questions and listen carefully.
4. If your congregation already communicates this way, **post questions online** in a blog or forum and get a conversation going.
5. Handout a **values scorecard at Purim** (in the shape of a hamantash?). Whoever fills it out and hands it in receives extra carnival tickets.
6. **Post via blog, Facebook, Twitter, or other appropriate social media**, asking for feedback and suggestions on the page or via links to surveys or other tools.

Sample Express Innovation Update: Communication to Congregation V

Communications based on this template can be shared with the congregation and/or any committee or board with whom you want to open up discussion about your recent successes. This information can be shared in any number of ways including via handouts, mail, e-blast, blog, Facebook, congregational bulletin, announcements from the bimah, etc.

[Name of congregation] Realizes Jewish Learning Successes

Congratulations! Eighteen months ago, when [name of congregation] committed to developing a new model of learning for our students and their families, we hoped we would be able to create learning that would engage the participants in new and meaningful ways. Starting with a small group of [age/grade/class] and their parents, we are now into our second year of our new model of learning [or type of experience or name of the model] and have proof that we are on the right track.

Initially we wanted to create learning that [fill in some of your initial goals]. We prepared our families, trained our teachers and designed the learning experiences, regularly soliciting formal and informal feedback from the participants about what they enjoyed and didn't enjoy as much. For example, [give an example of something positive you were surprised to learn from the participants]. Likewise, we also learned [give an example of something you learned from the participants to do differently]. In many cases, these participants of all ages had never been asked what was important and meaningful to them – and now we do so routinely.

Now in the middle of our second year, we continue to receive terrific feedback. [Include several statements from team members, parents, teachers and/or student participants about what they enjoy about the new learning. If you can, identify these people by name. It will help to personalize the remarks for the reader.]

Fortunately, we continue to be supported in this effort by a grant from the **Express Innovation** initiative sponsored by The Jewish Education Project and the Experiment in Congregational Education and funded by UJA-Federation of New York. In addition to this funding we receive the valuable services of a skilled consultant who meets regularly with our planning team. In December our planning team attended an excellent daylong seminar with teams from the 12 other congregations in our cohort from the greater New York area.

This spring we will be making important decisions about how we want to extend this kind of learning even further in our congregation. We have begun discussions about how we can meet the challenge to go “bigger and bolder.” Stay tuned for more details as we apply for another year of funding and prepare a learning plan that will serve us for years to come.

Consider including photos or links to short videos of:

- The planning team at Living & Learning or with your consultant

- Students and parents engaged in learning
- Student and/or parent participants talking about what is meaningful about their new learning experiences
- A promotional piece intended to excite new participants