

Session Three Agenda: RE-IMAGINE Professional Learning

Welcome

Connection

When was a time you were effective at *multi-tasking*? How were you able to succeed? What did you accomplish? Were there any negative consequences?

Text Study

Extracting the Principle of *Kiddush Hashem*

Core Discussion One: The Action Plan and Action Planning Guide

Re-examine the Innovation Cycle and understand its connection to an Action Plan. What does it mean to extract educational principles from an experience? How do we develop the elements of the Innovation Cycle to create an Action Plan? Which parts of the Action Plan are you familiar with?

Core Discussion Two: Teacher IC Map Workshop

Work on your Teacher IC Map with support from the project staff and from colleagues. What kind of assistance would you like?

Core Discussion Three: Powerful Designs for Professional Learning

What does it mean to create “Powerful Designs for Professional Learning”? What potential do these powerful designs have for work with faculty in our congregations?

Reflections

What made sense to you for the first time today or what do you still find perplexing?

Next Steps

1. Complete Teacher IC maps
2. Work on Parent IC maps and Teacher-Parent IC maps
3. Complete jigsaw on NSDC designs

Text Study: Extracting the Principle of Kiddush Hashem

It is related of R. Shimon ben Shetah that he once bought an ass from an Ishmaelite. His disciples came and found a precious stone suspended from its neck. They said to him, “*Master, It is the blessing of the Lord that enriches.*” (Proverbs 10:22) R. Shimon ben Shetah replied, “I have purchased an ass, but I have not purchased a precious stone.” He then went and returned it to the Ishmaelite, and the latter exclaimed of him, “Blessed is the Lord, God of Shimon ben Shetah.”

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Deuteronomy Rabbah 3:3

4. What choices does Shimon ben Shetah have when his disciples find the jewel around the neck of the donkey he bought from the Ismaelite? What choice does he make?
5. What are some of the possible motives Shimon ben Shetah has for his behavior in this situation?
6. How does the Ishmaelite react to the return of the precious stone?
7. Why do you think the Ishmaelite pays tribute to Shimon ben Shetah's God? How is Shimon ben Shetah's behavior connected to God?
8. On the plain level, what does Shimon ben Shetah do? On a deeper level (of ideas/values/principles) what does Shimon ben Shetah do?

This story of Shimon ben Shetah is frequently cited in Jewish sources as an example of *kiddush hashem* (sanctification of God's name). *Kiddush hashem*, in its broadest sense, involves behavior that brings honor to God and the Jewish people. Acts can be examples of *kiddush hashem* even if they are not intended as such. *Kiddush hashem* does not necessarily have to be done in a public setting. The opposite of *kiddush hashem* is *hillul hashem*, bringing dishonor to God and the Jewish people.

Read and consider the following text with examples of both *kiddush hashem* and *hillul hashem*.

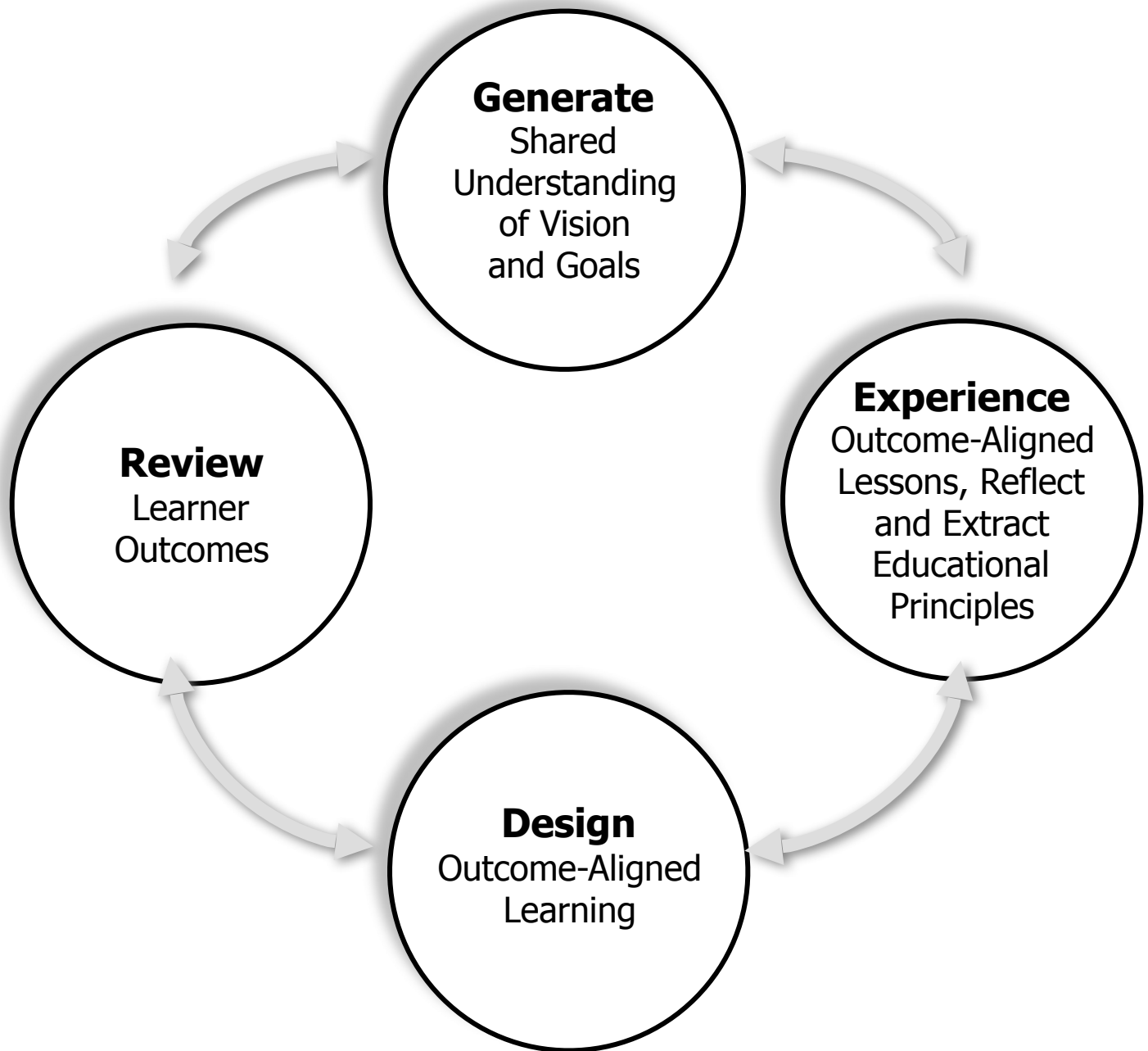
Abaye explained: As it was taught: *And thou shalt love the Lord thy God*, (Deuteronomy 6:5) i.e., that the Name of Heaven be beloved because of you. If someone studies Scripture and Mishnah, and attends on the disciples of the wise, is honest in business, and speaks pleasantly to persons, what do people then say concerning him? "Happy the father who taught him Torah, happy the teacher who taught him Torah; woe unto people who have not studied the Torah; for this man has studied the Torah look how fine his ways are, how righteous his deeds! Of him does Scripture say: *And He said unto me: Thou art My servant, Israel, in, whom I will be glorified.* (Isaiah 49:3)" But if someone studies Scripture and Mishnah, attends on the disciples of the wise, but is dishonest in business, and discourteous in his relations with people, what do people say about him? "Woe unto him who studied the Torah, woe unto his father who taught him Torah; woe unto his teacher who taught him Torah! This man studied the Torah: Look, how corrupt are his deeds, how ugly his ways; of him Scripture says: In that men said of them.: *These are the people of the Lord, and are gone forth out of His land.*"(Ezekiel 36:20)

אביי אמר: כדתניא, (דברים ו) ואהבת את ה' אלהיך - שיהא שם שמים מתאהב על ידך, שיהא קורא ושונה ומשמש תלמידי חכמים, ויהא משאו ומתנו בנחת עם הבריות, מה הבריות אומרות עליו - אשרי אביו שלמדו תורה, אשרי רבו שלמדו תורה. אוי להם לבריות שלא למדו תורה, פלוני שלמדו תורה - ראו כמה נאים דרכיו, כמה מתוקנים מעשיו, עליו הכתוב אומר (ישעיהו מט) ויאמר לי עבדי אתה ישראל אשר בכך אתפאר. אבל מי שקורא ושונה ומשמש תלמידי חכמים ואין משאו ומתנו באמונה, ואין דבורו בנחת עם הבריות, מה הבריות אומרות עליו - אוי לו לפלוני שלמד תורה, אוי לו לאביו שלמדו תורה, אוי לו לרבו שלמדו תורה, פלוני שלמד תורה - ראו כמה מקולקלין מעשיו וכמה מכוערין דרכין ועליו הכתוב אומר (יחזקאל לו)

Talmud, Yoma 86a

9. How does this text make a connection between observable behaviors and the principles of *kiddush hashem* and *hillul hashem*?
10. Share a contemporary, well-known example of *kiddush hashem* or *hillul hashem*?
11. If you wanted to be more aware in your own behavior, not only what you are doing but what values or principles it expresses, what could you do (or what have you done in the past)?
12. What steps could you take to understand the principles or values underlying someone else's actions?

The Innovation Cycle—Version 2





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Extracting Educational Principles

These are guidelines or principles upon which we base our work in The RE-IMAGINE Project. Many of them are based on the principles of constructivist education.

- Develop the experience on the basis of the outcome you want to accomplish
- Build a safe and supportive community in the learning environment
- Prepare primary sources along with manipulative, interactive, and physical materials for learners
- Engage both emotion and cognition, and employ multiple learning modalities that will appeal to a range of learning styles
- Plan for higher order thinking with well-crafted questions
- Assist learners in connecting new knowledge to existing knowledge
- Assist learners in testing their old understandings and building new ones
- Create experiences that challenge hypotheses and encourage discussion
- Encourage dialogue among learners and between learner and teacher
- Encourage participants to share their personal stories and insights
- Use consistent and accessible language
- Structure time for reflection—raising questions, making connections, applying experiences to other situations, extract meaning and implications of experiences
- Provide opportunities for learners to represent their learning in a meaningful way
- Keep a focus on desired learner outcomes

Laying the Groundwork for Action Planning

Prior to launching into the innovation cycle with your Action Plan, there are several steps to take to prepare the way. You already have begun or finished many of these steps.

Engage Community In Understanding Vision

- Involve education stakeholders in understanding the vision developed through The RE-IMAGINE Project. Use exercises in the RE-IMAGINE Guidebook. Some possibilities are:
 - Memorable Jewish Learning Experiences;
 - Writing Commentary On The Vision.
- Pay attention to, acknowledge and help support constituents through their emotional responses to the prospect of change (e.g., excitement, fear, resistance).

Develop Goals Based On Vision

- Goals are the desired results we seek, expressed in general terms. Goals are broad aims; they are more specific than visions.
- Examine the vision and develop goals whose achievements will lead to the realization of the vision.

Choose A Goal For the Pilot Year

- Consider the potential of the goal to move the congregation toward the vision.

Develop A Communication Plan

- Develop a brief explanation of the goal.
- Develop a rationale for the goal's selection, i.e., how is it essential in realizing the vision?
- Identify audiences to whom you need to communicate about the goal (e.g., Faculty, Education Committee, Board, Parents, Students).
- Select mechanisms for communication (e.g., regularly scheduled meetings, special meetings, email, bulletin, website).
- Decide who should be the source of the communication and who will be responsible to make sure it happens.
- Establish a timeline for communications.

Develop A Student IC Map

- Write student outcomes for each of the components: Knowing, Living, Believing, and Belonging.
- Be sure outcomes are written with verbs that are specific and concrete. Outcomes should be observable. What will we be able to see, hear, experience to know students have achieved outcomes?

Select Component Of Student IC Map To Focus On

- Consider the four components: Knowing, Living, Believing, and Belonging.
- Determine which area will be most critical for accomplishing your chosen goal.
- Focus on an area that has not previously been strong in the congregation's educational system.

Develop A Teacher IC Map For Student Outcomes

- Write teacher outcomes that will support the accomplishment of student outcomes, answering the question: What will teachers need to do to enable students to know, do, believe, and/or belong?
- Decide role teachers will play in the development of the teacher maps:
 - Which teachers will be involved?
 - When will teachers be involved?
 - What logistics will need to be in place for teacher involvement (e.g., release time from teaching, extra compensation)?
 - Will teachers help to construct the map or respond to it?
 - If they respond, how will their responses be captured and used?

Develop Parent IC Map

- Write parent outcomes that will support the accomplishment of student outcomes, answering the question: What will parents do to enable students to know, do, believe, and/or belong?
- Decide what role teachers will play in the development of the parent maps:
 - Which teachers will be involved?
 - When will teachers be involved?
 - What logistics will need to be in place for teacher involvement (e.g., release time from teaching, extra compensation)?

Develop Teacher IC Map For Parent Outcomes

- Write teacher outcomes that will support parents facilitating the accomplishment of student outcomes, answering the question: What will teachers do with parent to help them enable students to know, do, believe, and/or belong?
- Decide what role teachers will play in the development of the teacher/parent maps:
 - Which teachers will be involved?
 - When will teachers be involved?
 - What logistics will need to be in place for teacher involvement (e.g., release time from teaching, extra compensation)?

Begin To Assess Teacher Needs Relative To Outcomes

- Assess teacher needs relative to the teacher outcomes:
 - What is the current capacity (strengths, challenges) of teachers in this area?
- Consider the following issues relative to the outcomes:
 - Which ones do teachers perceive to have high potential with students/parents?
 - Which ones do teachers identify as an area of need for themselves?
 - Which ones generate high teacher motivation?
 - Which ones generate significant parent support?
 - Which ones can be addressed reasonably well within a year's time?
 - Which ones can be addressed in time structures for professional learning that are reasonable for the congregational setting (thinking creatively about ways to find/structure time)?



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Action Plan

Generate Shared Understanding of Vision and Goals					
Task/Step	Who?	When?	Resources	Communication & Commitment	Where?
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
Professional					
Experience Outcome-Aligned Lessons Reflect and Extract Educational Principles					

Task/Step	Who?	When?	Resources	Communication & Commitment	Where?
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					

Design Outcome-Aligned Learning

Task/Step	Who?	When?	Resources	Communication & Commitment	Where?
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PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					

Review Learner Outcomes

Task/Step	Who?	When?	Resources	Communication & Commitment	Where?
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PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					
PLIT Prep: Teacher Activity:					

Professional



Professional Learning Action Planning Guide

Your Professional Learning **Action Plan** will guide your activity as you plan and implement professional learning in your congregation. The Action Plan follows the innovation cycle. Using the Action Plan will help you achieve student outcomes leading to the realization of your congregation's vision. You already have begun and, in some cases, completed significant steps to prepare you for this process.

The Innovation Cycle's four major components make up the sections of the Action Plan and of the following guide. For each component, the guide poses questions and makes suggestions to assist you in identifying each step in your plan and thinking through how to accomplish it. The guide coordinates with an action-planning chart. The chart provides space for you to outline each task or step in your plan, with a place for the PLIT preparation and the teacher activity involved in each step. Next to each task/step are five columns that will help you think through the details of each of the steps.

Task/Step

What are the concrete experiences you need to plan for teachers? What does the planning involve? What will the implementation look like?

Who?

What people will be involved? What will be their roles (e.g. as planners, as participants, as leaders, as people to be informed)? Think about members of the Professional Learning Innovation Team (PLIT), members of the faculty, and others in the congregation.

When?

What is the time frame for this step? When will the planning be done? When will the action or event take place? How frequently will activities, meetings, or session(s) occur? How long will they last? On what dates?

Resources

What will make it possible for planners and participants to be engaged in the step? Do they need to be released from other duties? Do you need to add hours and responsibilities to someone's contract? Will you require substitutes or coverage for teachers? Will people need to be compensated? Are people from outside the congregation needed? What things do you need (food, curricular materials, technology, supplies, etc.)? What will the costs be for materials? Will you need to rent space?

Communication/Commitment

How will you keep congregational leadership (lay and professional) apprised of your efforts? How will you keep the larger congregation informed? What mechanisms will you use? How will you ensure “buy in” from all the necessary people and groups in the congregation?

Where?

Will you use the synagogue facility? Will you use someone’s home? A local camp? What arrangements need to be made?

Kadima! Moving Ahead

Moving teachers through the innovation cycle involves their understanding vision and goals, experiencing outcomes-aligned lessons themselves, designing outcomes-aligned learning experiences for students, and reviewing actual outcomes. Examine the following suggestions and questions and select those that will guide the steps your PLIT and teachers will take toward achieving your desired student outcomes.

The following section-by-section questions and suggestions will help you identify each step in your plan and think through how to accomplish it.

Generate Shared Understanding of Vision and Goals

Engage Community in Understanding Vision

- Involve education stakeholders in understanding the vision developed through The RE-IMAGINE Project. Use exercises in the RE-IMAGINE Guidebook. Some possibilities are:
 - Memorable Jewish Learning Experiences;
 - Writing Commentary on The Vision.
- Pay attention to, acknowledge and help support constituents through their emotional responses to the prospect of change (e.g., excitement, fear, resistance).

Share IC Maps With Teachers

- Provide opportunities for teachers to understand and give feedback on student IC maps
- Provide opportunities for teachers to understand and give feedback on teacher IC maps
- Provide opportunities for teachers to understand and give feedback on parent IC maps

Engage Teachers in Assessing Their Needs Relative to Selected Component (KLBB)

- Assess teacher needs relative to the teacher outcomes:
 - What is the current capacity (strengths, challenges) of teachers in this area?
- Consider the following issues relative to the outcomes:
 - Which ones do teachers perceive to have high potential with students/parents?
 - Which ones do teachers identify as an area of need for themselves?
 - Which ones generate high teacher motivation?
 - Which ones generate significant parent support?
 - Which ones can be addressed reasonably well within a year’s time?

—Which ones can be addressed in time structures for professional learning that are reasonable for the congregational setting (thinking creatively about ways to find/structure time)?

Experience Outcome-Aligned Lessons Reflect and Extract Educational Principles

Plan and Implement Outcome-Aligned Lessons For Teachers

- Lessons are based on teacher outcomes related to selected student outcomes.
- Specify goals for the experience.
- Determine the principles to be extracted from the experience.
- Determine indicators of success.
- Shape an experience to match the outcome you have selected (e.g., a worship service if the outcome is related to teaching prayer; a trip to a local Jewish museum if the outcome is related to using ritual objects; a soup kitchen if the outcome is related to tikkun olam; a webquest if the outcome is related to using technology in the classroom).
- Determine the framework for the experience (e.g., day-long retreat, Shabbaton, Sunday morning activity, *hevruta* study, action project).
- Decide who should be involved in planning the experience.
- Determine the resources needed (e.g., leadership, cost, location).

Reflect on The Experience With Teachers to Extract Educational Principles

- How will you help teachers learn to experience learning “with bifocals,” participating and focusing on the content and simultaneously considering the learning principles that underlie the experience?
- Begin to raise questions about how the principles experienced might be applied with students.
- Structure ways for teachers (e.g. in groups or in *hevruta*) to brainstorm about student learning based on the principles extracted.

Provide Materials For Continued Learning For Interested Teachers

- There may be teachers who want to learn more immediately.
- For teachers who may be interested, make available materials such as books, articles, videos to help them extend their learning about the principles (e.g., adult learning, creating a collaborative learning environment) or the explicit content (e.g., Jewish holidays, prayer) of the experiences.

Design Outcome-Aligned Learning

Review The Targeted Student and Teacher Outcomes

- What levels will be addressed?
- Where will you start?

PLIT Selects Or Adapts Appropriate Model Or Design to Shape Teacher Work

- Consider elements from the designs we have examined: Lesson Study, Journaling, Tuning Protocols, and Peer Coaching.
- Examine the goals and benefits of each design in light of the focus of teacher learning you have selected.
- Which design is best suited to your outcomes?

18



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- For each step, determine the specific application to your learning focus, your faculty, and your context.

Using A Design that the PLIT Selects or Adapts, Work With Teachers to Plan Outcome-Aligned Learning For Students

- How many work sessions for teachers will you schedule?
- What will be the nature of the sessions; what will teachers do and with whom?
- What will teachers do between work sessions?
- What student outcome data will they gather?
- What support will be available to them between sessions?

Teachers Implement Outcome-Aligned Learning For Students

Teachers Reconvene to Reflect on Their Work With Students and Adjust Their Planning

- How did the experiences for students go?
- Did students achieve the outcomes?
- What was difficult for everyone?
- Were there individual students who need additional support? What kind?
- Were there any surprises for the teacher?
- If anyone observed the experience with the students, what did they notice about what the teacher did? What the students did?

Review Learner Outcomes

Gather Data on Teacher Outcomes

- Determine what data will help you determine if teachers have achieved the targeted outcome(s).
- Consider observations, teacher interviews, student interviews, parent interviews, teacher journal entries, and surveys.

Gather Data on Parent Outcomes

- Determine what data will help you determine if parents have achieved the targeted outcome(s).
- Consider teacher interviews, student interviews, parent interviews, teacher journal entries, and surveys.

Gather Data on Student Outcomes

- Determine what data will help you determine if students have achieved the targeted outcome(s).
- Consider observations, teacher interviews, student interviews, parent interviews, teacher journal entries, and surveys.

Celebrate Accomplishments!

- Engage the participants (teachers, parents, students).
- Consider involving the larger community.

Analyze Data

- Examine the data on teacher, parent and student outcomes.
- To what extent have they achieved the outcomes? What worked well? Where did things fall short?
- What might explain the successes?
- What might explain the shortcomings?
- Communicate to the larger community about the accomplishments and the evidence you have for them.

Based on Data, Begin The Next Cycle Of Learning Planning

- What does your analysis of the data suggest you should do differently?
- How might you change the learning experiences you used for the next time you use them?
- What other learning experiences might better achieve the targeted outcomes? In what ways would they need to be different?"

Sample Timeline

Time	Task
May-September	<ul style="list-style-type: none"> • Understand vision and goals • Communication plan: create and begin implementation • Finalize IC maps • Select target student and teacher outcomes • Conduct teacher needs assessment based on selected outcome • Select model for teachers' work on designing outcome-aligned learning • Create calendar for year's professional learning • Plan financial support • Plan outcome-aligned lessons for teachers
October	<ul style="list-style-type: none"> • Implement outcome-aligned learning for teachers • Teachers plan and begin to implement outcome-aligned learning for students • Communicate
November	<ul style="list-style-type: none"> • Teachers continue implementation of outcome-aligned learning for students • Communicate
December-February	<ul style="list-style-type: none"> • Teachers continue implementation of outcome-aligned learning for students • Teachers reconvene to discuss implementation and to adjust their planning • Teachers gather data about student, teacher, and parent outcomes • Communicate • Additional outcome-aligned learning for teachers
March	<ul style="list-style-type: none"> • Continue implementation • Teachers reconvene • Continue data gathering • Communicate

April	<ul style="list-style-type: none"> • Continue implementation • Continue data gathering • Work on data analysis • Communicate
May	<ul style="list-style-type: none"> • Celebrate the first year of accomplishment and continuing planning for the next year • Begin cycle of planning for next year • Communicate



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Professional

Powerful Designs Worksheet

Name of Design: _____

Description

Describe this design in a few sentences.

Purpose/Goals

What does this design allow educators to accomplish?

Benefits

What advantages or contributions does this design make to professional learning?

Application

How might this design (or elements of it) be used effectively in a congregational setting? More specifically, how could you use it to work on the teacher outcome we have identified?