

Bar Ilan University in Israel: Jim Joseph Foundation Fellows Program Logic Model

Goals

More supportive and Interactive peer communities of Jewish educators who have effective opportunities to enhance and augment their professional skills and performance toward the ultimate end of more effective and engaging instruction for Jewish youth

Context

There is a high turn-over rate in many JE venues

IT JEs tend to be time poor within their venues

Rapid pace of technology change/growth

Loosely coupled, non-system of Informal Jewish education

Growing numbers of CoPs may inhibit broader JE interest and "buy-in"

Large numbers of part-time and avocational educators in the JE system

"Graying" JE pool is largely comprised of digital immigrants

Problem Statement

JEs often function in isolation, tending not to share resources and/or collaborate w/in or across venues.

PO opportunities are limited by geography, time, etc.

Technology is underutilized in the system.

Resources

Financial Capital - \$3.2 million

Human Capital: BIU School of Education Faculty; BIU Faculty in University; Lookstein Center Leadership Team (4); Executive Coaches (3) JJ Foundation Lead Staff (2); Project Steering Committee (4); 2 cohorts of 14 Fellows (JE Leaders/Influencers)

Social/Network Capital: Partnerships with umbrella and professional organizations

Technological Capital: -Bar Ilan Platform (includes EDJE, Program Vault, Tools for Online Collaboration); Commercial Platforms (wikis, googledocs, etc.)

Outputs

Individualized Work Plan

Technology Training

CoP Training

Executive Coaching

Project-Based Learning: Development of specific educational projects

Topical PD related to topics of interest and relevance to Fellows

Leadership Development

Jewish Learning

Experiential Learning

Site Visits to some Fellows' Home Institutions

Partnerships and Networking with National JE Organizations in North America

Activity Groups

14 IWPs for first cohort of Fellows

Three U.S.-based Retreats for all Fellows (=8 days)

Two Israel-based Retreats for all Fellows (= 20 days)

Populated Database of Jewish Educators in North America

Up to 42 unique CoPs

Target numbers of JEs involved in online CoPs TBD per Fellow

F2F meetings with executive coaches (=1.5 days) and periodic interim communication

10 Webinars to be decided upon discussion with Fellows

LD workshops at retreats (=225 hours)

1 site visit to each Fellow, timing TBD based on Fellow's needs

Short-Term Outcomes

Fellows are comfortable utilizing web 2.0 technology

Fellows believe that CoPs are powerful frameworks for ongoing professional development

Fellows have an expanded and more textured view of themselves as Jewish educational leaders

Fellows have the ability to nurture online collaborations among JEs in different venues

Fellows have enhanced understanding of explicitly Jewish values of community and leadership

North American JE Leadership Organizations are actively encouraging their members/constituencies to populate EDJE

Fellows are comfortable utilizing the Bar Ilan Platform

Fellows possess requisite knowledge of how to develop, grow, and maintain online CoPs

CoP participants gain more access to educational tools and strategies that contribute to effective instruction

Fellows are facilitating effective online CoPs

Fellows are inviting those in their sphere of influence to utilize EDJE

Fellows exhibit an Increased openness to sharing ideas and resources within and across JE venues and spheres of influence

Intermediate-Term Outcomes

Other JEs are familiar with and utilizing EDJE

Increasing numbers of JEs are seeking out and/or participating in online CoPs

JEs are more open to and see the value of collaboration and sharing

The Lookstein Leadership Team has enhanced skills and knowledge for training JEs in online CoPs

Long-Term Outcomes

New opportunities for skill enhancement and high quality professional growth for JEs

Sharing of information and project collaboration across Jewish educational venues Lookstein Center team is engaging significantly larger numbers of North American Jewish educators

US JE Leadership Organizations are integrating online CoPs into their work

New CoPs being developed by other JEs

Assumptions

Participating in an online CoP enables JEs to feel part of a Professional community, which they need in order to be inspired to augment and /enhance their professional practice

JE "leader influentials" are in the best position to develop and deliver PD that is relevant and compelling to educators within their sphere of influence.

Seeing respected, influential JE leaders sharing Ideas and resources and collaborating across JE venues will inspire others to do so too

Online CoPs are effective "delivery systems" for PD that can enhance JEs skills and performance

Seeing respected, Influential JE leaders embracing technology will inspire other JEs to do so too

There is an identifiable and learnable skill set for building online CoPs

That the online CoP model will work in different JE venues with varying degrees of success

Enhanced skills and sharing of ideas and resources among JEs will lead to more effective JE for youth in these JE's venues.

That ongoing, peer based PD Is more effective than one shot "expert and episodic" PD