Moving from Prototype to Pilot to Model

It takes a lot of time, energy and teamwork to move from prototyping to a pilot phase and ultimately to a sustainable, innovative model of Jewish education. Ideally, Year 1 of your work is devoted to prototyping, Year 2 to piloting, and Year 3 to putting a full model in place. This resource will help you continue to move along that spectrum offering tools to keep in mind and plan for and questions to help develop your learning model.

*It references the **Four Change Boosters** (which is explained in detail in its own resource) and Creating a Description of your Learning (which is detailed below).*

The Four Change Boosters (Data, Social Connections, Communication, and Reflection) **are essential and should always be part of your work.** Questions to help you plan your year:

1. What **data** do you want to collect this year? How do you want to go about collecting that data? And how do you imagine using that data to influence our new model?

2. How can you use **social connectors** this year to help move your model forward? Who have you identified as a social connector? What type of experiences can you create for conversation between these people to energize them?

3. What story would you like to **communicate** to your key stakeholders, congregation, etc. over this next year? What do you need to put in place to make sure that happens?

4. How can you implement **reflection** in your learning model? Whose voices do you want to make sure you capture? What are the best ways to gather reflections from your learners? What are the best ways to gather reflections from the leadership team?

Creating a Description of the Learning You Are Offering

Articulating a description of your new learning 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. Even when you are in the pilot phase, you can use the word model so you can keep your eye towards the future.

You might articulate your description using the questions below. The questions 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. 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.

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?

Structure

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

Procedures

1. What procedures are you establishing that will 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?

Now that you have taken the time to answer many of the questions found above, you have a rich resource. Continue to come back to throughout the year to help keep you on track.

Model Description Template

Name of our new model of learning:

_____

Congregation/location: _____

Category	Description
PURPOSE	
STRUCTURE	
PROCEDURES	
LANGUAGE	
REGULAR-IZATION	