



Priority Goal Setting and Appreciative Inquiry Protocol in Preparation of Model Selection

The questions below enable your team to (1) Identify your congregation's learning priorities and; (2) Describe when learning has been most successful.

1. Priority Goal: Identifying the learning priorities of your congregation

Innovation requires focus. You can't do it all. Identify your congregation's priority goals for learners. Let those priorities guide you when deciding which model to adopt.

"Priority goals" may be a new term for your team. They can basically be understood as the long term accomplishments that stand beyond subject matter mastery. Wiggins and McTighe describe priority goals as what an educational program "is meant to help the learner achieve over the long haul" (Schooling By Design, ASCD, 2007, p. 12). Another way to consider priority goals is the articulation of a few worthy long term outcomes for your learners.

Examples of the main priority goals from other congregations in the Coalition of Innovating Congregations include:

- *Evolve a Jewish moral compass that leads to action*
 - *Engage in an ongoing relationship with Am Yisrael and Eretz Yisrael*
 - *Travel on a lifelong spiritual journey anchored in Jewish tradition and teaching*
 - *Construct a meaningful and healthy life guided by Torah, Jewish time and space*
- a. Imagine a conversation with someone who recently moved to your community. This person is looking to join a congregation and is not familiar with any in the region. She asks you about the values that define your congregation and you respond:
- b. The conversation continues; what is an example of a priority goal (as understood from definition above) that defines your congregation's learning?



- c. What artifacts can you think of that demonstrate that these values define your congregation, i.e. the congregation's' vision or mission statement, the banner on the congregation's website, the school handbook, the newsletter, etc. Give an example of how the artifact reflects these values.

2. Appreciative Inquiry: Identifying When Learning Has Been Most Successful

- a. With your team, describe what comes to mind when you think of a time(s) that your congregation has been most successful at supporting children and families in living these values? Invite each person to tell a story that shares these successes.

After hearing each story capture:

- i. Why this is seen as successful
 - ii. What you think made it successful
- b. After hearing all stories, identify and record what you see as the characteristics that emerge from our most successful Jewish learning.

- c. Consider who else in the congregation you would want to share the results of this conversation. Plan your next steps: How will the results be shared, who will be responsible for this, and what you plan to do next in your work of selecting a model.

