

2nd Tier Participant Outcomes of the JECEI Change Model

The 2nd Tier participant outcomes are the desired outcomes that enable a Jewish Early Childhood Center achieve the JECEI Logic Model outcomes of:

1. Sustain and expand the number of high quality JECEI Centers in which families with young Jewish children choose to enroll in order to increase the number of Jewish children enrolled in high quality Jewish Early Childhood Centers in order to
2. Move families with young Jewish children toward enriched Jewish life and ongoing Jewish learning.

The following desired outcomes are organized by the three key pillars of the JECEI change process:

- Quality Jewish Early Childhood Education
- Engaging Families and Children
- Shared Leadership

Since JECEI is no longer offering direct services, this document is now written for a community that is implementing their version of the JECEI Change Model such as the JECEI Pilot that is being implemented by the Pittsburgh community. In this document, a “Consultant” is someone that is working with a Jewish Education Center. Some of the following 2nd level outcomes may occur sooner or later or not at all depending upon the needs of a particular Jewish Early Childhood Center.

2nd Tier Participant Outcomes for Quality Jewish Early Childhood Education

Year 1 Outcomes	Year 2 Outcomes	Year s 3 & 4 Outcomes
<p>During the first year the Consultant will engage with a Center so they can begin to look at their work differently so they can use a Jewish, Reggio Emilia inspired constructivist practice.</p> <p>The following viewpoints are explored jointly by the Consultant, ECE Director, the Leadership Team and the teachers:</p> <p>What is a Jewish Reggio inspired constructivist</p>	<p>The Director, teachers, Leadership Team, parents and the host institution are aware of the following changes.</p> <p>Role of Teachers: behavior and disposition is changing to incorporate Jewish Reggio Inspired Constructivist Practice (JRICP)</p> <p>Leadership Team, parents and teachers – understand and articulate the three pillars (see tricolon)</p>	<p>During the third year, the Center has the following characteristics</p> <p>Documentation, reflection and small group projects are embedded in the learning processes.</p> <p>Raised awareness and provide leadership opportunities for teachers and parents</p> <p>Professional development plans in place for teachers</p>

<p>practice? What is its value?</p> <p>How educators can choose to begin to view children and their work with children through a Reggio inspired constructivist lens, using reflection and observation and documentation as tools in this approach.</p> <p>How can educators share and dialogue about a child Centered, child competent approach looks like with each other and with parents?</p> <p>How can educators explore the changing role of the teacher in this approach and begin to look at themselves as facilitators who use listening, observation and reflection to inform their practice, who view children and parents as partners in learning, who work on creating a learning community with teachers and parents.</p> <p>Review and reflect on the current classroom to explore the Center’s current practices: newsletters, curriculum, the big ideas, beginning documentation to ascertain where the ECC is starting from and what may need to be done to support a constructivist child-centered approach.</p> <p>Review and reflect on the Center and classrooms environments including classroom culture, legalities (state licensing, quality rating systems, NAEYC rating systems)</p> <p>Be aware of and reflect on the relationship between parents, teachers, leaders, host institutions and children begin to change as they begin to work as partners.</p>	<p>Technology – teachers will acquire expertise in using technology for communication and documentation.</p> <p>Beginning to use Documentation as a means of making learning visible to children, teachers and parents.</p> <p>Project Work will be introduced including how it differs from “theme-based” work.</p> <p>Small group work will be introduced (how does it differ from typical small group time?)</p> <p>Begin to think about creating an environment that supports children and parent interaction</p> <p>Enhance competencies in language, literacy, math, science</p> <p>Parents understand how children are learning through documentation, project work and small group work.</p> <p>Teachers create environment to support and provoke children’s curiosity. Deepen approach for children Centered learning with child as protagonist.</p> <p>Professional Development time continues.</p> <p>Leadership teams are more active in life of the Center and begin to plan activities.</p> <p>Developing vision/mission continues and create plan for implementation.</p>	<p>Parents creating and participating in learning (ECE and JLL)</p> <p>New Staff: orientation and ongoing support for the JECEI program (coaching mentoring) develop new staff manual</p> <p>Intentional plan to welcome and integrate new families</p> <p>Specialists (nature, music, art, whatever…) become more integrated to learning in RICP classroom</p> <p>hared vocabulary continues</p> <p>Parent volunteer committees-need to be integrated into JECEI process</p> <p>Director-as a part of host institution build leadership capacity continues</p> <p>By the fourth year, the following is present:</p> <p>The ECC continues exemplary practices and examines strategies for seamless embedding of these practices into the Center and host institution.</p> <p>Parents on leadership team-encourage to become leaders in host institution and larger Jewish community</p>
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<p>Review and reflect on the Center's expertise and accessibility in technology; using technology is going to be an important tool in documentation and communication.</p> <p>The Consultant will use coaching and mentoring to build leadership capacities of the Center Director.</p>	<p>Parents understand approach to Reggio inspired constructivist process and can articulate its components and value.</p>	
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2nd Tier Participant Outcomes for Engaging Families with Young Jewish Children

<p>During the first year the Consultant and the Director, educator, parents and the Leadership Team will look at the JECEI lenses as part of JECEI 101. The following will be done:</p> <p>Introduce all seven lenses – look at what are the lenses, why do we use them, what is their purpose and value?</p> <p>Explore how to integrate the lenses with our work in Jewish Reggio Emilia constructivist practice? This will include learning about the lenses is an ongoing process in the classroom and with families by focusing on :</p> <p>Understanding core values</p> <ul style="list-style-type: none"> • Making personal meaning • Connecting lenses to Jewish texts • Finding evidence of lenses in daily life of the Center <p>Teachers engage in Jewish learning (years one through four)</p> <p>Jewish / JECEI are connected to Jewish life and documentation</p>	<p>The Director, teachers, Leadership Team, parents and the host institution are aware of the following changes.</p> <p>Lenses are part of creation of vision and mission</p> <p>Members of Leadership Team participate collaboratively in planning, design and implementation of family Jewish Living & Learning (JLL) experiences.</p> <p>Connections to JLL are part of all family programs. Make Jewish connections explicit.</p> <p>JLL experiences begin to reflect the vision.</p> <p>Leadership Team plans for adult learning experiences based on interests and input from parents and teachers, including parenting issues.</p> <p>Design and launch customized JLL Plan.</p> <p>Teachers build capacity to make Jewish provocations around holidays, etc.</p> <p>Engagement and discovery of deepening evidence of Jewish life.</p> <p>Teacher and parent interaction changes.</p>	<p>During the third year, the Center has the following characteristics Active, cohesive leadership teams</p> <p>JLL experiences are guided by the vision</p> <p>Adult Jewish educational programs planned for and by parents and educators together (including parenting issues)</p> <p>Refine customized JLL plan</p> <p>The changed infrastructure provides for leadership opportunities on JECEI team, JLL group and parent led committees.</p> <p>Intentionality of parents reaching out to engage families in ECE/JLL experiences</p> <p>Center guides families in connecting with Jewish programs after ECE experience. Center professionals study the community to identify opportunities for formal and informal education for their families.</p> <p>Center uses all seven lenses</p> <p>JLL experiences achieve/actualize the vision</p> <p>Reflect on JLL plan and learning to date, use these reflections to construct Five year plan</p> <p>Parents and families affiliate with formal and</p>
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<p>Teachers build their capacities in Jewish knowledge</p> <p>Formation of leadership teams (LT) to participate in the change process.</p> <p>A baseline assessment is developed- Wondering about planning for adult learning for parents and teachers is begun</p> <p>The concept of a customized Jewish Living and Learning Plan is introduced</p> <p>Children's (Jewish) learning is visible to parents*</p> <p>Jewish Living and Learning experiences are designed with ample scaffolding to welcome learners at all levels and backgrounds (years one -four)</p> <p>The Center begins to reflect on WHERE is Jewish life evident in the classroom</p> <p>Technology as a connector to create community of parents, children and educators.</p> <p>The Center makes better use of volunteers (shared leadership to plan for the use of volunteers)s</p>	<p>Parents are empowered to be more reciprocal and valued members of Center community.</p> <p>Families enhance proactive of Jewish rituals and observances at home.</p> <p>Intentionality: creating a culture of welcoming – opportunities for engagements.</p> <p>Parents collaborate to welcome teachers.</p>	<p>informal Jewish education options beyond ECC</p> <p>Learning together with other parents, teachers, and professional in an interactive manner enables participants to connect with each other, the Center, the host institution and the broader community</p> <p>Increased strong social connections increase the potential for strengthened communal involvement, enhanced sense of communal belonging and Jewish identity.</p> <p>Alumni parents maintain leadership roles in the institution</p> <p>Parents actively seek to sustain friendships beyond the ECE years</p> <p>Alumni parents are invited to participate in parent programs in the Center</p> <p>Alumni parents invited to continue participation on leadership teams</p> <p>Authentic Shabbat and holiday celebrations continue to bring families together</p> <p>Supporting families in identifying opportunities for Jewish engagement that meets the individual needs of their children</p> <p>Alumni parents serve as a resource for sustaining change</p> <p>Center and host institution seek leadership development programs for parents to become leaders who can shape the Jewish education offered to children</p>
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2nd Tier Participant Outcomes for Shared Leadership

Year 1 Outcomes	Year 2 Outcomes	Years 3 & 4 Outcomes
Partnership Leadership Team		
<p><i>-Create capacity to jointly engage in the Center's JECEI change journey</i></p> <p>Form a Partnership Leadership Team (PLT) with representatives of the host institution, the Center's educators and parents.</p> <p>The PLT builds a shared understanding of the Case for Change and the Center's initial JECEI change strategy.</p> <p>The PLT and the DLT regularly communicate to all levels of the Center and to key stakeholders in the host institution about the change journey. The communication includes two-way communications.</p>	<p><i>Increased competency of lay people as leaders and partners in efforts to identify strengths and weaknesses of the Center's JECE programming and play a leadership role in promoting better quality of learning.</i></p> <p>The PLT creates change roles, decision-making processes and determines authority to support the JECEI change journey so the leaders are aligned, committed and supportive of the JECEI change.</p> <p>The change strategy is created so the desired outcomes can be achieved without impeding the Center's delivery of its current educational processes.</p>	<p><i>During the third year, the PLT works in alignment with the DTL to align all of the change efforts.</i></p> <p>The PLT and the DTL both champion the JECEI change process to create Centers of excellence in Jewish living and learning.</p> <p>The PLT and the DTL design conscious transformational change Strategy and a change process that integrates people, constructivist learning and culture.</p> <p>The change leaders on the PLT and DTL and other individuals who support the change make the personal changes needed to model the needed mindsets, behaviors and values.</p> <p><i>During the fourth year, the PLT and the DTL identify patterns that may help or hinder the performance of the Center as it achieves the JECEI journey's vision and desired outcomes.</i></p> <p>The PLT and the DTL monitor the change process</p>

		so it can be modified to positively respond to unplanned for human and resource dynamics that emerge during transformational change.
Directors and 2nd Tier Leadership Team		
<p><i>Enhanced communications between teachers and parents on developmental issues, Jewish life and learning and other issues pertaining to their children's growth.</i></p> <p>Director and 2nd Tier Leadership (DTL) create the case for change and identify the Center's initial shared vision and desired outcomes that are refined by the educators and Partnership Leadership Team. Key stakeholders are engaged in the creation of the vision that integrates the JECEI Lenses and Indicators of Excellence.</p> <p>The DTL and PLT have been provided the skills to can positively respond to the human dynamics and change process complexities that arise during transformational change.</p>	<p><i>Increased competency of professionals to lead and effect efforts to increase the quality of JECEI Centers</i></p> <p>The DTL increases the teachers' individual and collective understanding of the desired outcomes and engages them in the refinement of the desired outcomes and their capacity to achieve them.</p> <p>The DTL and the PLT assess the current reality of the Center to determine the requirements of the desired future state design that incorporates the Center's current strengths and achieves the vision and desired outcomes.</p>	<p><i>During the third year, the host organization of the Center feels that it adds value to the host institution.</i></p> <p>The DTL continues to support the change processes that continues to unfold in all levels of the Center's system: individual mindsets, within the work groups, within the plethora of relationships and interactions that occur between the educators, parents, host institution, lay and professional leaders and the community.</p> <p>The DTL and the PLT implement the plan to achieve the desired outcomes and course corrects the implementation efforts as needed.</p> <p>The DTL has rewards, feedback processes and coaching in place to support individual and work group change efforts.</p> <p><i>During the fourth year, the following is present:</i></p> <p>The DTL and the PLT continue to build systems to continuously improve the "new state of the Center" and identifies their best practices for change.</p> <p>The Center and the host institution support educators' professional growth as aligned with the Center's vision.</p> <p>The DTL partners with the teachers to continue to carry out the Center's vision.</p>

