



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

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MEF. Educators Survey. "The CIJE Study of Educators." Draft,
1995.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

THE CIJE STUDY OF EDUCATORS

I. The Survey

A. Procedures

B. Questionnaire

II. The Interviews

A. Procedures

B. Teacher Interview

C. Principal Interview

This instrumentation was prepared by the Monitoring, Evaluation, and Feedback team of the Council for Initiatives in Jewish Education (CIJE). Its purpose is to provide a way for Jewish communities to study their formal educators, addressing such issues as background and training, professional development, entry into the field and career plans, salaries and benefits, and attitudes and perceptions of the work of Jewish education.

I. A.

Procedures for the Study of Educators

Interview guides and surveys for the study of educators are available from CIJE. Please remember to follow these guidelines as well as those stated in your contract.

- 1) When using the materials and writing reports please cite and acknowledge CIJE;
- 2) Provide CIJE (or ??????) with the raw data on disk.
- 3) If other communities or agencies want to use them, please refer them directly to CIJE (or ??????).

(THIS NEEDS TO BE WRITTEN AFTER A FORMAL AGREEMENT IS DRAFTED BETWEEN COMMUNITIES AND?????)

Specific Procedures

The educator survey should be administered at faculty meetings in each school. This is very important to ensure a high response rate. The teachers are not permitted to take the survey home, but should answer during a faculty meeting. This should be coordinated in advance with the principal of each school. The principals should not administer the survey and should go out of the room when the teachers are responding. The survey should be handed out and collected by people not connected with the school (for example, graduate students hired for this purpose). This is important so that the teachers feel that their responses are truly confidential and do not need to be sanctioned by the school. The questionnaire should not be distributed by mail.

Teachers who are absent at the faculty meeting should receive a survey at home in the mail with a stamped, addressed return envelop to the Community Coordinator, not the school or the principal.

In regard to multiple work settings, throughout the survey teachers are asked to respond to questions about a second school if they work in more than one school. (Very few teachers work in more than two schools therefore we decided to limit the collection of information of the multiple settings to two.) Teachers who work in multiple work settings respond to the survey once at the first school where it is administered, but in that survey they answer questions about both of their settings. When the survey is administered at their second school, an announcement is made that any teacher who has already taken the survey at another school should not respond a second time.

For the educator survey of teachers, all teachers in the community who teach in Jewish education are included, therefore the total population is surveyed. All pre-school teachers should be included. Non-Jewish pre-school teachers who teach Judaica subjects (versus science, for example) are also included in the population. However, teachers of secular subjects in the day schools should be excluded. Therefore, there is no sampling method for teachers as far as the survey is concerned, since all teachers are included.

For the survey of educational leaders, all principals and/or designated administrators of formal Jewish education programs are included. In other words, the head of the programs where the teachers work, are surveyed. This excludes informal education.

It is important to keep precise information about the number of surveys distributed and the number of surveys returned so that a response rate can be calculated. Each survey should be coded at the bottom, on the last page, with a two digit school ID number (a number from 1- 99 identifying each institution/educational setting receiving the survey). Thus packets of surveys should be prepared with the institution's ID number before distribution to schools.

[Enclosed is a separate memo explaining the sampling method for the interviews.]

A field researcher or designated person from the community may conduct the interviews. This person(s) analyzes the interview data and prepares reports based on the interview data.

All information should be shared back to the communities in a series of reports. For example, the first report can be the analysis of the interviews, called, The Professional Lives of Educators, while the second report is an analytical-summary report, integrating the analyses and results of the interviews and survey data.

For more information contact: ?????

I. B.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educator,

We appreciate your participation in this survey of Jewish education in this community. By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

Your responses are confidential. The results will appear only in summary or statistical form so that individuals cannot be identified.

Thank you very much for your participation and cooperation.

Council for Initiatives in Jewish Education

EDUCATORS SURVEY

I. ATTITUDES

This first group of questions asks about your perceptions of Jewish education.

1. The following items deal with different aspects of the life of a Jewish educator. Please indicate how satisfied you are with each of the following:

(Check one response for each item)

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	1	2	3	4
b. Parental attitudes toward Jewish education	1	2	3	4
c. Feeling part of a larger Jewish community, such as a synagogue	1	2	3	4
d. Respect shown you as a teacher by the community	1	2	3	4
e. Opportunity to work closely with other educators	1	2	3	4
f. Support from principal or supervisor	1	2	3	4
g. Amount of input you have into school policy	1	2	3	4
i. Salary	1	2	3	4
j. Benefits	1	2	3	4
k. Number of hours of teaching available	1	2	3	4
l. Opportunity for career advancement	1	2	3	4
m. Job security/tenure	1	2	3	4
n. Physical setting and facilities	1	2	3	4
o. Resources available to you	1	2	3	4

2. Would you describe yourself as having a career in Jewish education?

Yes 1

No 2

II. EXPERIENCE

The following set of items asks about your current and prior experience in Jewish education.

3. For each of the following Jewish settings check the positions you have held and indicate the total number of years in each.

Setting	Position	Number of years
SUPPLEMENTARY SCHOOLS	<input type="checkbox"/> Aide	<input type="text"/>
	<input type="checkbox"/> Teacher	<input type="text"/>
	<input type="checkbox"/> Supervisor	<input type="text"/>
	<input type="checkbox"/> Specialist	<input type="text"/>
	<input type="checkbox"/> Principal	<input type="text"/>
	<input type="checkbox"/> Other	<input type="text"/>
DAY SCHOOLS	<input type="checkbox"/> Aide	<input type="text"/>
	<input type="checkbox"/> Teacher	<input type="text"/>
	<input type="checkbox"/> Supervisor	<input type="text"/>
	<input type="checkbox"/> Specialist	<input type="text"/>
	<input type="checkbox"/> Principal	<input type="text"/>
	<input type="checkbox"/> Other	<input type="text"/>
DAY/RESIDENTIAL CAMP	<input type="checkbox"/> Counselor	<input type="text"/>
	<input type="checkbox"/> Specialist	<input type="text"/>
	<input type="checkbox"/> Unit Leader	<input type="text"/>
	<input type="checkbox"/> Division Head	<input type="text"/>
	<input type="checkbox"/> Director	<input type="text"/>
	<input type="checkbox"/> Other	<input type="text"/>
JCC	<input type="checkbox"/> Group Worker - Teacher	<input type="text"/>
	<input type="checkbox"/> Program Director	<input type="text"/>
	<input type="checkbox"/> Department Head	<input type="text"/>
	<input type="checkbox"/> Director	<input type="text"/>
	<input type="checkbox"/> Other	<input type="text"/>
PRESCHOOL	<input type="checkbox"/> Assistant Teacher	<input type="text"/>
	<input type="checkbox"/> Teacher	<input type="text"/>
	<input type="checkbox"/> Director	<input type="text"/>
	<input type="checkbox"/> Other	<input type="text"/>
INFORMAL EDUCATION YOUTH WORK	<input type="checkbox"/> Group Advisor	<input type="text"/>
	<input type="checkbox"/> Youth Director	<input type="text"/>
	<input type="checkbox"/> Other	<input type="text"/>
ADULT EDUCATION	<input type="checkbox"/> Teacher	<input type="text"/>
	<input type="checkbox"/> Program Director	<input type="text"/>
	<input type="checkbox"/> Other	<input type="text"/>

4. Have you ever worked in general education?

Yes 1 No 2

If Yes, how many years? _____

III. TRAINING AND STAFF DEVELOPMENT

The next set of questions asks about your training and staff development experiences.

5. During the last two years, have you been required to attend in-service workshops?

Yes 1 No 2

If Yes, how many were you required to attend? _____

6. In total, how many in-service workshops did you actually attend during the last two years, whether required or not? _____

7. During the last two years, have you attended workshops in any of the following areas:

(Check Yes or No for each item)

	Yes	No
a. Judaic subject matter (e.g., Bible, history)	1	2
b. Hebrew language	1	2
c. Teaching methods	1	2
d. Classroom management	1	2
e. Curriculum development	1	2
f. Art/drama/music	1	2
g. Other (specify) _____	1	2

8. How useful were the local workshops that you attended in the past two years in each of the following areas:

(Check one response for each item)	Very helpful	Somewhat helpful	Not helpful	Did not attend
a. Judaic subject matter (e.g., Bible, history)	1	2	3	4
b. Hebrew language	1	2	3	4
c. Teaching methods	1	2	3	4
d. Classroom management	1	2	3	4
e. Curriculum development	1	2	3	4
f. Art/drama/music	1	2	3	4
g. Other (specify) _____	1	2	3	4

9. What would encourage you to spend additional time on professional training?
Check only the TWO items that are most important to you.

- ___ a. Increased salary
- ___ b. Release time
- ___ c. Tuition subsidies
- ___ d. Topics of personal interest
- ___ e. Relevance to your teaching
- ___ f. Availability of certification
- ___ g. Other (specify) _____

10. Beyond attending in-service workshops, during the past two years did you:

(Check Yes or No for each item)	Yes	No
a. Attend a course in Judaica or Hebrew at a community center or synagogue?	1	2
b. Attend a course in Judaica or Hebrew at a college or university?	1	2
c. Attend a course in education at a college or university?	1	2
d. Participate in a private Judaica or Hebrew study group?	1	2
e. Study Judaica or Hebrew on your own?	1	2
d. Participate in some other on-going form of study in Judaica or Hebrew (e.g., year-long seminar)? (specify) _____	1	2

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11. In which of the following areas would you like to develop your skills further?
Check only the three most important.

- ___ a. Classroom management
- ___ b. Child development
- ___ c. Lesson planning
- ___ d. Curriculum development
- ___ e. Creating materials
- ___ f. Communication skills
- ___ g. Parental involvement
- ___ h. Motivating children to learn
- ___ i. Other (specify) _____

12. In which of the following areas would you like to increase your knowledge?
 Check only the three most important.

- a. Hebrew language
- b. Customs and ceremonies
- c. Israel and Zionism
- d. Jewish history
- e. Bible
- f. Synagogue skills/prayer
- g. Rabbinic literature
- h. Other (specify) _____

13. How proficient are you in Hebrew?

(Check one response for each item)

	Fluent	Moderate	Limited	Not at all
a. Speaking	1	2	3	4
b. Reading	1	2	3	4
c. Writing	1	2	3	4

14. How adequate are the opportunities in your community for:

(Check one response for each item)

	Very adequate	Somewhat adequate	Somewhat inadequate	Very inadequate
a. In-service workshops	1	2	3	4
b. Informal, on-going study with other educators (e.g., peer mentoring groups)	1	2	3	4
c. Degree granting programs in Judaic Studies or Hebrew	1	2	3	4
d. Certification in Jewish education	1	2	3	4

IV. SETTINGS

The next set of questions asks you about the schools in which you work.

15. In how many Jewish schools do you work? _____

16. If you work in more than one school, do you do so to earn a suitable wage?

Yes 1 No 2

17. How many hours per week are you employed at each school?

(List them in order, so that you work the most hours at the first school and so on.)

First school _____ Second school _____ Third school _____ Fourth school _____

18. Please indicate how many years you have been in your CURRENT school(s), including this year.

First school _____ Second school _____ Third school _____ Fourth school _____

19. How many years have you been working in Jewish education in this community, including this year? _____

20. How many years IN TOTAL have you been working in the field of Jewish education? _____

Please answer all of the following questions. If you work in more than two schools, please answer the questions only in regard to the two schools at which you work the most hours.

21. What is the affiliation of each school?

(Check one response for each school)

	First school	Second school
a. Reform	1	1
b. Conservative	2	2
c. Traditional	3	3
d. Orthodox	4	4
e. Reconstructionist	5	5
f. Community	6	6
g. Jewish Community Center	7	7
h. Other (specify) _____	8	8

22. How many students are in each school?

First school _____ Second school _____

23. In what settings do you work?

(Do not check more than one for each school)

	First school	Second school
a. Day school	1	1
b. One day/week supplementary school	2	2
c. Two or more days/week supplementary school	3	3
d. Pre-school	4	4
e. Adult education	5	5
f. Other (specify) _____	6	6

24. What subjects do you primarily teach this year?

(Check all that apply)

	First school	Second school
a. Hebrew language	_____	_____
b. Judaica (e.g., Bible, history, holidays) in Hebrew	_____	_____
c. Judaica (e.g., Bible, history, holidays) in English	_____	_____
d. Bar/Bat Mitzvah preparation	_____	_____
e. Secular subjects (e.g., math, reading, science)	_____	_____
f. Other (specify) _____	_____	_____

25. In what grade levels are your primary assignments?

First School	Second school
_____	_____
_____	_____

26. How did you find your present teaching position? (Check the one that best applies to each school)

	First school	Second school
a. Central agency for Jewish education	1	1
b. Graduate school placement	2	2
c. National professional association	3	3
d. Through a friend or mentor	4	4
e. Recruited by the school	5	5
f. Approached the school directly	6	6
g. Newspaper advertisement	7	7
h. Other (specify) _____	8	8

27. To what extent do you receive help and support from the following in the first school?

(Check one response for each item)

	Frequently	Occasionally	Seldom	Never
a. Principal/supervisor	1	2	3	4
b. Mentor teachers	1	2	3	4
c. Other teachers	1	2	3	4
d. Rabbi	1	2	3	4
e. Faculty members at a local university	1	2	3	4
f. Central agency consultants	1	2	3	4
g. Teacher resource center	1	2	3	4
h. Other (specify) _____	1	2	3	4

28. To what extent do you receive help and support from the following in the second school?

(Check one response for each item)	Frequently	Occasionally	Seldom	Never
a. Principal/supervisor	1	2	3	4
b. Mentor teachers	1	2	3	4
c. Other teachers	1	2	3	4
d. Rabbi	1	2	3	4
e. Faculty members at a local university	1	2	3	4
f. Central agency consultants	1	2	3	4
g. Teacher resource center	1	2	3	4
h. Other (specify) _____	1	2	3	4

29. Which of the following factors affected your decision to work in the schools in which you presently do?

(Check Yes or No for each item)	First school		Second school	
	Yes	No	Yes	No
a. Hours and days available for teaching	1	2	1	2
b. Salary	1	2	1	2
c. Location	1	2	1	2
d. Friends who teach there	1	2	1	2
e. Principal and/or professional staff	1	2	1	2
f. Reputation of the school and students	1	2	1	2
g. Religious orientation	1	2	1	2
h. My own synagogue	1	2	1	2
i. Other (specify) _____	1	2	1	2

30. Which of the following benefits are available to you as a teacher in the first school?

(Check one response for each item)

	Not Available	Available but do not Receive	Available and Receive
a. Free or reduced tuition for your children	0	1	2
b. Day care	0	1	2
c. Free or reduced membership in a synagogue of JCC	0	1	2
d. Synagogue privileges such as High Holiday tickets	0	1	2
e. Funding to attend conferences, continuing education courses	0	1	2
f. Sabbatical leave (full or partial pay)	0	1	2
g. Disability benefits	0	1	2
h. Employer contributions to a health plan	0	1	2
i. Pension benefits	0	1	2
j. Other (specify) _____	0	1	2

31. Which of the following benefits are available to you as a teacher in the second school?

(Check one response for each item)

	Not Available	Available but do not Receive	Available and Receive
a. Free or reduced tuition for your children	0	1	2
b. Day care	0	1	2
c. Free or reduced membership in a synagogue of JCC	0	1	2
d. Synagogue privileges such as High Holiday tickets	0	1	2
e. Funding to attend conferences, continuing education courses	0	1	2
f. Sabbatical leave (full or partial pay)	0	1	2
g. Disability benefits	0	1	2
h. Employer contributions to a health plan	0	1	2
i. Pension benefits	0	1	2
j. Other (specify) _____	0	1	2

32. Are you a full-time Jewish educator?

Yes 1 No 2

33. Would you like to work more hours in Jewish education if the opportunity were available to you?

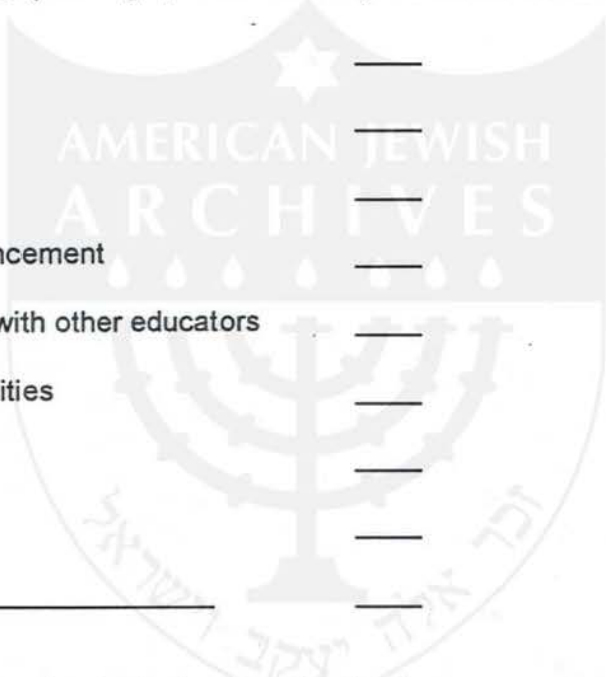
Yes 1 No 2 (If No, skip to Question #36)

34. If you answered Yes to Question 33, would you prefer to work more hours:

in one school 1 in several schools 2

35. If you answered Yes to Question 33, which of the following would encourage you to work more hours? Rank only the three most important by writing 1, 2 or 3 next to your choice where 1 is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Opportunities for career advancement _____
- e. Opportunities to work closely with other educators _____
- f. Availability of training opportunities _____
- g. More resources at work _____
- h. Change in family status _____
- k. Other (specify) _____



36. In addition to your work as an educator in Jewish schools, do you currently: (Check all that apply)

- ___ a. tutor students privately in Judaica or Hebrew
- ___ b. work with a Jewish youth group
- ___ c. work in a Jewish camp
- ___ d. work in a Jewish adult education program
- ___ e. do other work in an informal Jewish educational setting (please specify) _____
- ___ f. I do not work in an informal Jewish educational setting

In total, how many hours per week do you work in the informal Jewish educational settings indicated above? _____

V. BACKGROUND

Next we are going to ask you about yourself.

37. Are you Jewish?

Yes 1

No 2

38. At the present time, which of the following best describes your Jewish affiliation?

1 Reform

2 Conservative

3 Traditional

4 Orthodox

5 Reconstructionist

6 Unaffiliated

7 Other (specify) _____

39. Are you currently a member of a synagogue?

Yes 1

No 2

If Yes, are you an educator in the synagogue where you are a member?

Yes 1

No 2

40. Which of the following do you usually observe? (Check all that apply)

___ a. Light candles on Friday evening

___ b. Attend a Seder in your home or somewhere else

___ c. Keep Kosher at home

___ d. Light Hanukkah candles

___ e. Fast on Yom Kippur

___ f. Observe Sabbath

___ g. Build a Sukkah

___ h. Fast on the fast of Esther

___ i. Celebrate Israel Independence Day

41. During the past year, did you:

(Check Yes or No for each item)	Yes	No
a. Attend synagogue on the High Holidays	1	2
b. Attend synagogue at least twice a month on Shabbat	1	2
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot	1	2
d. Attend synagogue daily	1	2

42. Have you ever been to Israel?

Yes 1 No 2

If Yes, did you ever live in Israel for three months or longer?

Yes 1 No 2

43. What kind of Jewish school did you attend before you were thirteen? (Check all that apply)

- a. One day/week supplementary school
- b. Two or more days/week supplementary school
- c. Day school
- d. School in Israel
- e. None
- f. Other (specify) _____

44. Did you attend a Jewish summer camp with mainly Jewish content or program?

Yes 1 No 2

If Yes, how many summers? _____

45. Did you belong to a Jewish youth group?

Yes 1 No 2

If Yes, how many years? _____

46. What kind of Jewish school, if any, did you attend after you were thirteen (and before college)?
(Check all that apply)

- a. One day/week supplementary school
- b. Two or more days/week supplementary school
- c. Day school or yeshiva
- d. School in Israel
- e. None
- f. Other (specify) _____

47. Have you attended a yeshiva after age eighteen?

Yes 1

No 2

If Yes, for how many years? _____

48. What is your age? _____

49. What is your sex?

Male 1

Female 2

50. Where were you born?

1 USA

2 Other, please specify country _____

51. Marital status

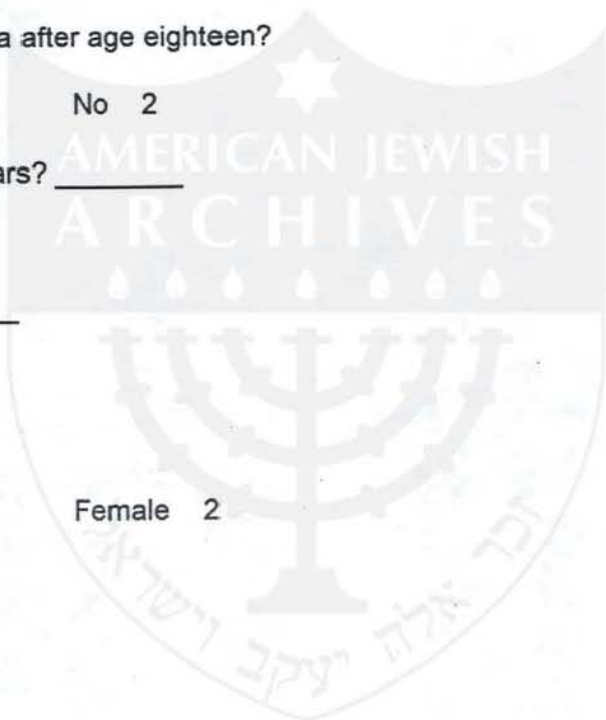
1 Single, never married

2 Married

3 Separated

4 Divorced

5 Widowed



59. In addition to your position(s) in Jewish education, are you currently:
(Check all that apply)

- a. an educator in a non-Jewish setting
- b. engaged in other employment outside the home
(specify) _____
- c. not employed elsewhere
- d. a student

In total, how many hours per week are you employed outside of Jewish education? _____

60. Which of the following best describes your career plans over the next three years?
(Choose one)

- 1 I plan to continue what I'm doing.
- 2 I plan to teach in a different supplementary school.
- 3 I plan to teach in a day school (or different day school).
- 4 I plan to be an administrator or supervisor in a Jewish school.
- 5 I plan to have a position in Jewish education other than in a school (such as a central agency).
- 6 I plan to be involved in Jewish education in Israel or in some other country.
- 7 I plan to seek an education position in a non-Jewish setting.
- 8 I plan to leave the field of education.
- 9 I plan not to work.
- 10 I plan to retire.
- 11 I don't know. I am uncertain.
- 12 Other (specify) _____

Thank you very much for your cooperation!

CIJE MONITORING, EVALUATION, AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF JEWISH EDUCATORS: METHOD

by

Julie Tammivaara and Roberta Goodman

November 1994

Suggested guidelines for sampling, collecting data, and analyzing data are the focus of this document. It is intended as a general statement of how CIJE field researchers planned, conducted, and analyzed their studies of the professional lives of Jewish educators in three lead communities.

Sampling

The concept of sampling relates directly to the idea of representativeness. In studying a particular group of people, one is often interested in including members that fairly reflect the variety found within the group. In such a case, the researcher's first task is to define the group; the second task is to devise a plan to select people that by some criteria can be said to represent that group.

If one is interested in studying Jewish educators in a particular community, the definition of who a "Jewish educator" is and what constitutes a "community" is often less than straightforward. Who will be defined as a Jewish educator? Depending upon your source, this category could include teachers, principals, and aides in Jewish preschools, congregational schools and day schools. Others might exclude principals but include rabbis. Still others would include camp counselors and community center workers. Some would include only those who teach Jewish studies in Jewish schools, others would include anyone who teaches at a Jewish school or in a Jewish setting. Whatever the decision, it should be clear at the outset who is to be defined as part of the group under study and who is excluded.

Similarly, one needs to define "community." Geographically a community may have one definition, while practically it has another. For example, Baltimore's central agency, the Council on Jewish Education Services of Baltimore, serves congregations and schools well outside the city limits of Baltimore and even outside Baltimore's metropolitan boundary. One must decide, then, what physical area will be covered by the sample of people chosen as participants in the study.

Once a population has been identified by [in this case] role and location, there are numerous other characteristics to consider. These may include ideological orientation [Reform, Conservative, Orthodox, Reconstructionist, etc.], gender, type of setting [preschool, day school, congregational school, community center, etc.], length of service to the profession or the community, and so on. Whatever the characteristics under consideration, the researcher aims to select participants in proportions relative to the ratios that characterize the total population. For example, if 40% of the educators are day school teachers, one would seek to have a sample that contains approximately that proportion of day school teachers.

When the researcher has decided upon what characteristics are salient to the representativeness of the participants, then a scheme for ensuring appropriate choices should be devised. One might choose to select participants within categories randomly or by nomination. In the first case, a roster of appropriate names is generated and then numbered participants are selected by using a device such as a table of random numbers. In the second case, a roster of names is generated and then "experts" are asked to identify who among the candidates should be included. A third possibility entails a combination of both; that is, selecting part of the sample by reputation or nomination, and part of the sample randomly.

There can be no hard and fast rules about what characteristics one should consider. In small communities, ideology may not be relevant; in larger ones, it may be vital. In a long-standing community, length of service may be important, while in a rapidly growing community, this may be much less important. To discover what characteristics are likely to be important, one should investigate the community and determine what members feel are important defining attributes.

Procedure

To carry out a study in a community, one must arrange to "enter" the field. This is the first step in a study's procedure. The appropriate process will depend on the nature of the community, that is, the customary ways people in it do business, and the researcher's relationship to the people with whom he or she will be working.

Each community has unofficial as well as official "gatekeepers" who can either facilitate or hinder a study's progress. It is important, therefore, to take time in the beginning of a study to identify those with whom it is essential to establish a good working relationship and get permission to conduct a study. In some communities, for example, it is important to work from the top down, gaining acceptance from official representatives in an established hierarchy; in others, acceptance is appropriately gained by working from the bottom up, gaining acceptance from those who are the focus of the study, and then seeking official permission to conduct interviews. The choice of these or any other ways of entering the field will rest on the judgement of the researcher in light of a community's structure.

In the studies conducted under the auspices of the CIJE, principals and teachers of Judaic studies in preschools, congregational schools, and day schools were included in the samples. In one case, the researchers were formally introduced to the principals through letters from a federation and a central agency director. Principals were then contacted for permission to be interviewed. From these encounters, rosters of teachers were secured and teachers contacted for interviews. In some cases, the researchers contacted teachers without an introduction by the principal, in others, the principals notified teachers a researcher would be calling them. In this community, principals were interviewed first and teachers second.

In another community, a smaller one, a list of principals and their teacher rosters were obtained from a central agency director and personnel were directly contacted by the researchers. Principals and teachers were interviewed simultaneously. The strategy must be sensitive to the local rules of a given community.

Interviews will necessarily occur over a several day or even several week period. In arranging interviews, one should attempt to accommodate the informants by letting them select when and where the interviews will occur. In our experience, principals were much more flexible and easier to schedule than teachers. They had more discretionary time, allowing us to interview them during the day, and they usually had an office suitable for the interview. Teachers tended to have fewer time slots available, and interviews were arranged for at all times of the day from early morning until fairly late at night. Many teachers did not have a classroom or office available and so we met them in their or our own homes. Sometimes a public place, such as a restaurant, is suggested but we found that the noise level in restaurants is unpredictable and thus avoided this setting. Most of the interviews lasted from 45 to 60 minutes. Once the interviews were completed, a personalized note of thanks and promise to share results was sent to each.

All interviews were audiotaped. To maximize confidentiality, the tapes were sent to transcriber who did not reside in any of the Lead Communities. When this is not possible, an agreement to keep interview material confidential should be made with the transcriber. In our case, participants were promised no one but the researcher and the transcriber would have access to the tapes. They were promised they would not be quoted by name without their permission. For that reason, all participants were assigned pseudonyms, and authors of reports refrained from describing individuals in a manner that would make their identities obvious. The quotes contained in reports are the words of the participants. In some cases, passages contained information that would reveal the identity of the speaker. In such instances, the authors either deleted the identifying phrase inserting an ellipsis or changed people or place names to complete the disguise

Analysis

Once the transcripts were returned to the researchers, the files were loaded into computers. All transcriptions contained some errors and corrections had to be made. The researchers compared the transcriptions with the original audiotapes to perform this act of "cleaning" the transcripts. [As it happened, the transcriber and three field researchers used different software programs. This meant that the transcribed tape files had to be

converted for each researcher. Current technology permits this, but potential researchers should be aware that this might be necessary. Once the transcripts had been corrected on the computer, they were printed and inserted into indexed two-inch loose leaf binders.

The most labor intensive piece of an interview study entails the analysis of the participants' words. The first step was to determine general categories for the report. Some categories may be part of the proposed study, for example, to determine what factors attracted participants to enter the field of Jewish education. Others arise from an examination of the transcripts themselves. In our case, the phenomenon of structuring full-time jobs from a series of part-time positions was not anticipated but included as a category in the reports.

Once the categories are developed, pieces of interviews relevant to each category were extracted and added to a new file. For example, all participant talk about entering the field of Jewish education was copied into one file divided by setting [preschool, congregational school, day school]. This procedure allowed us to see what each participant had to say about entering the field in one convenient file. The text for each category or domain was then analyzed for themes and these themes appeared in the reports.

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Teachers

This interview protocol consists of six parts: background, recruitment, training, conditions of the workplace, including salaries and benefits, career satisfaction and opportunities, and professional issues, including professional growth and empowerment.

I. Background

I would like to begin our interview with some questions about your background. To begin,

1. I am interviewing you as a teacher of [name of institution]. How many hours per week do you work there? *[Elicit: name of roles teacher has in this setting and approximately how many hours are spent in each role.]*
2. How long have you been employed at [name of institution] ?
3. Do you work in any other settings? *[If yes, elicit kind of work and whether full or part time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]*
4. How long have you been involved in Jewish education? *[Probe specifics, that is, in what capacity, for how long, where, etc.]*
5. Do you identify with any of the movements in Judaism? *[If so, ask which one and ask if informant affiliated with a synagogue.]*

II. Recruitment

My next few questions will focus on how you came to be a Jewish teacher.

1. At what point did you make a definite decision to become a Jewish educator? *[Probe: what were the specific circumstances at the time? Get the year, place, etc. If informant says he or she always wanted to be a teacher, ask for earliest memory of this desire.]*
2. What were the main attractions Jewish education held for you?

3. What people were influential in your decision to become a Jewish educator?

III. Training

The next set of questions will focus on your preparation to become a teacher. I am interested in areas of general instructional preparation and Jewish studies preparation.

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit: both formal and informal instruction. Get amount of time as well as ages through high school.]*
2. Did you attend college after high school? *[Elicit: what school[s], where located, what major[s], what degree[s] received.]*
3. What types of Jewish educational experiences have you participated in since high school? *[Elicit: Jewish studies courses or degrees, Jewish education certificates, etc. Probe: trips to Israel, study groups, JCC courses, etc.]*
4. As you think about where you are as a Jewish educator, in what areas would you like more preparation?

IV. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began teaching here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a teacher. For each of the categories I will name, please tell me to what extent and how you interact:
 - fellow teachers
 - the principal [and educational director, if there is one]
 - rabbis
 - communal resource [i.e., central agency] people
 - federation personnel
 - others
4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?

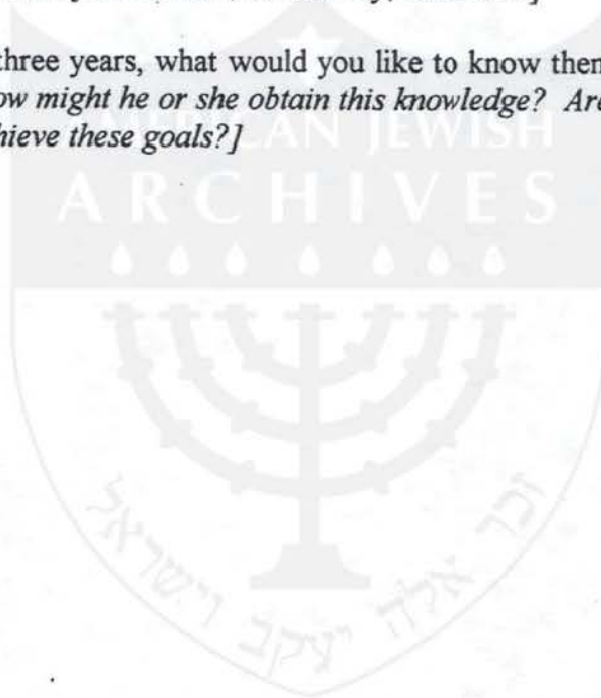
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your principal? [*Probe: explanation of metaphor.*]
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make? [*Probe: is teacher main family breadwinner? How would life change if salary not available?*]
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?
9. Thinking of a typical week, how is your time divided among your professional responsibilities?

V. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
2. What rewards are available in a Jewish educational setting that may not be available in others?
3. Looking ahead, what career opportunities do you see for yourself?
4. What career opportunities would you like to see made available to you? What is standing in your way?
5. In what ways does your school and community recognize your work as a teacher?
6. What things frustrate you in your work? What would need to happen to significantly change this situation?
7. What circumstances would cause you to seriously consider quitting your job? [*Probe: Have you ever been tempted to leave? What were the circumstances?*]

VI. Professional Issues

1. What are you really trying to accomplish as a teacher?
2. In what ways do you model a Jewish life for your students?
3. Thinking about your school or program as a whole, what kinds of decisions do you participate in? [*Probe: areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.*]
4. In what ways are you continuing to develop as a teacher? [*Probe: formal courses, work shops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.*]
5. Thinking ahead three years, what would you like to know then that you do not know now? [*Elicit: how might he or she obtain this knowledge? Are there resources in the community to achieve these goals?*]



ILC.

CIJE MONITORING, EVALUATION AND FEEDBACK PROJECT

PROFESSIONAL LIVES OF EDUCATORS

Interview Protocol: Principals

This interview protocol consists of six parts: background, recruitment, training, conditions of the workplace, including salaries and benefits, career satisfaction and opportunities, and professional issues, including professional growth and empowerment.

I. Background

I would like to begin our interview with some questions about your background. To begin,

1. I am interviewing you as a principal of [name of institution]. Are you contracted as a full- or part-time administrator? How many hours per week do you work as a principal? [Elicit: name of roles principal has in this setting and approximately how many hours are spent in each role. If principal is part-time, how is this defined?]
2. How long have you been employed at [name of institution] ?
3. Do you work in any other settings? [If yes, elicit kind of work and whether full or part time. For other jobs in Jewish settings, e.g., tutoring, camp counseling, Shabbat tefilah, etc., elicit number of hours per week for each.]
4. How long have you been involved in Jewish education? [Probe specifics, that is, in what capacity, for how long, where, etc.]
5. Do you identify with any of the movements in Judaism? [If so, ask which one and ask if informant affiliated with a synagogue.]

II. Recruitment

My next few questions will focus on how you came to be a Jewish educator.

1. At what point did you make a definite decision to become a Jewish educator? [Probe: what were the specific circumstances at the time? Get the year, place, etc. If informant says he or she always wanted to be a principal, ask for earliest memory of this desire.]

2. What were the main attractions Jewish education held for you?
3. What people were influential in your decision to become a Jewish educator?

III. Training

The next set of questions will focus on your preparation to become an educator. I am interested in areas of instructional and Jewish studies preparation.

1. What kind of Jewish education did you receive as a young person outside your family? *[Elicit: both formal and informal instruction. Get amount of time as well as ages through high school.]*
2. Did you attend college after high school? *[Elicit: what school[s], where located, what major[s], what degree[s] received.]*
3. What types of Jewish educational experiences have you participated in since high school? *[Elicit: Jewish studies courses or degrees, Jewish education certificates, etc. Probe: trips to Israel, study groups, JCC courses, etc.]*
4. As you think about where you are as a principal of a Jewish school, in what areas would you like more preparation?

IV. Conditions of the Workplace

The questions I will be asking next deal with your work here at [name of institution].

1. How did you secure your current job?
2. What advice did you receive when you began as a principal here? *[Probe: Who gave the advice? Under what circumstances?]*
3. Now I'd like to ask you about the people with whom you interact as a principal. For each of the categories I will name, please tell me to what extent and how you interact with:
 - fellow principals
 - teachers
 - rabbis
 - communal resource [i.e., central agency] people
 - federation personnel
 - school board or committee
 - others

4. What kinds of scheduled, periodic gatherings, such as teachers' meetings, do you participate in?
5. To what extent do you feel more or less free to do as you think best?
6. In what areas do you feel you should check with someone else before making a decision?
7. What metaphor describes your relationship with your teaching staff? [*Probe: explanation of metaphor.*]
8. Now I would like to turn to some questions regarding your salary and any benefits you may receive.
 - What difference in your quality of life does your salary make?. [*Probe: is principal main family breadwinner? How would life change is salary not available?*]
 - What benefits do you receive?
 - Do you receive any other perquisites as an educator, for example, synagogue membership, JCC membership, and the like?
9. Thinking of a typical week, how is your time divided among your professional responsibilities?

V. Career Rewards and Opportunities

1. As far as you are concerned, what are the major satisfactions you receive as a Jewish educator?
2. What rewards are available in a Jewish educational setting that may not be available in others?
3. Looking ahead, what career opportunities do you see for yourself?
4. What career opportunities would you like to see made available to you? What is standing in your way?
5. In what ways does your school and community recognize your work as a principal?
6. What things frustrate you in your work? What would need to happen to significantly change this situation?

7. What circumstances would cause you to seriously consider quitting your job? *[Probe: Have you ever been tempted to leave? What were the circumstances?]*
8. What aspects of your work deserve to be evaluated by others? How can this best be accomplished to help you grow professionally?

VI. Professional Issues

1. What are you really trying to accomplish as a principal?
2. What changes have you made in your school's program? What changes are you working on now?
3. In what ways do you model a Jewish life for your students?
4. Thinking about your school or program as a whole, what kinds of decisions do you participate in? *[Probe: areas of curriculum, personnel, instruction, school policy, and budget. Get specific examples.]*
5. In what ways are you continuing to develop as a principal? *[Probe: formal courses, work shops, professional study groups, conversations, books and journals, etc. Elicit what requirements are from school, community, and state.]*
6. Thinking ahead three years, what would you like to know then that you do not know now? *[Elicit: how might he or she obtain this knowledge? Are there resources in the community to achieve these goals?]*
7. Besides teaching their classes, what expectations do you have of your faculty? Are these expectations in the teachers' contracts? *[Probe: how do teachers know these expectations are being held for them?]*